

The Basin Primary School 2329 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Graeme Russell 20/3/2017[name] [date][name] [date]
School council: Darrell Holden 20/3/2017[name] [date][name] [date]
Delegate of the Secretary: Justin Butler 2/3/2017[name] [date][name] [date]

School vision	School Values	Context and challenges	Intent, rationale and focus
<p>The school is totally committed to its focus on the 'whole child' balancing the academic, social and personal development of our students. The school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value their learning. Our school aims to provide a challenging environment that develops individual differences and encourages & motivates students through their positive actions to become independent learners in a global society.</p>	<p>The following core values reflect the beliefs that we hold regarding how we relate to one another, how our school operates and how students learn. We incorporate these in our general classroom organisation, in the playground and through our interactions with others. Our school values were revisited in 2015 and after much consideration and feedback provided by parents, students and staff the following VALUES were selected as best representing our school. Special free standing banners with selected student drawings were purchased and are on display in our multipurpose room.</p> <p>CARING - Being kind and helpful HONESTY - To always tell the truth CONFIDENCE - Believe in yourself and others PERSISTENCE - Striving to achieve your best. Never give up at TBPS TRUST - The safety to express thoughts, feelings and opinion RESPECT - Respect for yourself, others and our world</p>	<p>The Basin PS is situated in the foothills of the Dandenong Ranges, has 13 acres of grassed school grounds and been on the site for 137 years. In 2017 there are 527 students who are mostly from an English speaking background. The enrolment has grown over the last three years and is predicted to be over 550 in 2018. The School Family Occupation (SFO) index has changed from 0.43 in 2012 to 0.3586 in 2017. This index indicates that the students at the school have less likelihood of education disadvantage. The school has a total staff of 42 consisting of 28.6 x full time teaching, principal and assistant principal, 8.6 Education Support Staff and 2.0 office staff. The curriculum is organised according to the Victorian framework and includes all key learning areas as well as PE & Sport, music, performing arts, German, Visual arts and science. There are a range of co-curricular activities for students. Seven buildings occupy the site with the multipurpose room and open, multi-classroom building being the newest. In 2010 ten classrooms were refurbished and made larger. The multipurpose room and the Year 5 & 6 Learning Centre was also constructed. We are in the early stages of major works after the State Government announced a \$5.2 million package for TBPS. The priorities are an upgrade to the admin building, a new gymnasium, exterior and internal refurbishment of the Grade 3/4 and 1/2 Buildings plus storm water, sewerage and landscaping works.</p>	<p>Building the capabilities of the school leadership teams as educational leaders and to function as a strategic organisation will maximise the efficiency and effectiveness of the school. Creating processes and procedures that support quality planning and decision making will ensure that decisions are well informed, involve a collaborative approach and are transparent.</p> <p>The review panel considered a range of initiatives and strategies that the school had undertaken to support improved student outcomes, such as the work of teacher teams to develop greater consistency in planning documents, an emphasis on strengthening the knowledge about the use of student learning data, and a focus on excellence in teaching and learning through peer coaching. The panel view was that the success of whole school initiatives relied on greater consistency in processes and structures within teams and building the capabilities of school leadership teams would maximise the efficiency and effectiveness of the school.</p> <p>Developing the capacity of the school to maintain accurate data sets will assist in building teacher capacity to utilise data and a range of assessment strategies to effectively plan for and evaluate teaching and learning programs.</p> <p>The view panel reviewed a range of assessment data to establish the effectiveness of the types of assessment occurring throughout the school. There was some lack of clarity about some assessments, their purpose and how they could be used to evaluate students' progress and to inform teaching and learning. The panel suggested a review of the assessment and the assessment schedule with consideration of purpose, timing and expectations of teachers relating to the use of assessment data. The panel view was that the development of capacity and processes relating to assessment would support ongoing improvement to student learning outcomes.</p> <p>Developing and implementing consistent feedback modes for teachers and students, which include opportunities for student voice will support students to develop a great capacity for ownership of their learning.</p> <p>The review investigated the opportunities for feedback to be provided to teachers and students as part of the learning process. The panel also queried the quality of the feedback given to students, with school personnel identifying that this varied according to learning areas and year levels. The panel reviewed assessment documentation and curriculum to ascertain the design of feedback modes, methods and types of feedback mechanisms and the panel suggested that this was an area for future focus. The panel view was that achievement outcomes would continue to improve by including greater opportunities for students to have an active voice in directing their learning.</p> <p>Developing and implementing a whole school instructional learning model will provide consistency throughout the school and strong learning habits will be formed.</p> <p>School personnel identified some initial work prior to the review which had occurred with all staff to introduce the concept of an agreed, whole school instructional model. The review panel considered how a model might work either in all lessons or for learning areas such as in writing, spelling, oral language and numeracy. The benefits for students when a whole school instructional model was developed and implemented were identified by the panel. These included greater understanding of students' own stages of learning and the formation of strong learning habits.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																			
<p>Goal 1:</p> <p>Enhance the leadership structure to develop team leaders' capacity to lead and implement change.</p> <p>When the leadership structure supports leaders to enhance their capacity as leaders, they can truly lead and implement change. This requires role clarity throughout the school and ongoing feedback and support for leaders to operate effectively and efficiently.</p>	<p>Professional leadership</p> <ul style="list-style-type: none"> Building leadership teams. 	<p>1.1 Build the capabilities of the school leadership teams as educational leaders and to function as a strategic organisation will maximise the efficiency and effectiveness of the school.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Employ the services of a consultant to develop the capabilities of curriculum and PL Team leaders to strengthen their expertise and leadership capabilities to lead key focus areas of the new Strategic Plan. <p>1.2 Creating processes and procedures that support quality planning and decision making will ensure that decisions are well informed, involve a collaborative approach and are transparent.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Review, develop and implement new organisational structures, roles and protocols to support the Curriculum and Professional Learning Team leaders 	<ul style="list-style-type: none"> Increase the school improvement and general satisfaction variables on the parent opinion survey (2016 baseline – 6.23). Increase the staff opinion responses over the period of the Strategic Plan to the additional leadership module (to be first administered in 2017). Increase the shielding and buffering measure in the staff opinion survey (2016 baseline – 78.72). Consider inclusion of measures in the new student opinion survey relating to this goal (note that in 2017 a new student opinion survey will be available). 																																			
<p>GOAL 2:</p> <p>Strengthen the use of assessment data and feedback to evaluate students' progress to inform teaching and learning.</p> <p>When assessment is designed to inform the provision of learning activities, student learning growth is maximised. If students are provided with meaningful information from assessment they are more able to understand where to focus their efforts and progress their learning on a continuum.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Curriculum planning and assessment. 	<p>2.1 Develop the capacity of the school to maintain accurate data sets will assist in building teacher capacity to utilise data and a range of assessment strategies to effectively plan for and evaluate teaching and learning programs.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Audit assessment schedule (focus: assessment purpose, use, consistency, frequency) and develop a revised whole school explicit assessment schedule. <p>2.2 Build teacher capacity to utilise data and a range of assessment strategies to effectively plan for and evaluate teaching and learning programs.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Implement the whole school use of SPA (COMPASS & School Level reports)) data collection and analysis to plan for improved explicit teaching practices and to improve both teacher judgement and NAPLAN outcomes. Introduction of a whole school Writing program delivered by a consultant. 	<ul style="list-style-type: none"> Increase the percentage of students in the top bands of NAPLAN according to the table below: <table border="1" data-bbox="1941 657 2887 1052"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">NAPLAN TARGETS – Students in the top two bands</th> </tr> <tr> <th>Grammar and Punctuation</th> <th>Numeracy</th> <th>Reading</th> <th>Spelling</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Year 3 2016 BM*</td> <td>68 per cent</td> <td>49 per cent</td> <td>59 per cent</td> <td>45 per cent</td> <td>60 per cent</td> </tr> <tr> <td>Year 3 Target</td> <td>75 per cent</td> <td>65 per cent</td> <td>70 per cent</td> <td>60 per cent</td> <td>75 per cent</td> </tr> <tr> <td>Year 5 2016 BM*</td> <td>39 per cent</td> <td>37 per cent</td> <td>26 per cent</td> <td>26 per cent</td> <td>25 per cent</td> </tr> <tr> <td>Year 5 Target</td> <td>45 per cent</td> <td>45 per cent</td> <td>45 per cent</td> <td>45 per cent</td> <td>45 per cent</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increase relative growth of students who are in the top bands of NAPLAN at Year 3. Baseline measures established through the total percentages of low, medium and high of students (who tested at or above band 5 when in Year 3). Achieve 12 months growth in Victorian curriculum measures for all students for each year of schooling. Increase the teaching and learning measures within the 2017 student attitudes to school survey (note: new survey in 2017, no baseline available). Increase the parent opinion survey variable for stimulating learning (2016 baseline – 6.22), learning focus (2016 baseline – 6.32) and reporting (2016 baseline – 6.15). Increase the staff opinion survey variable for academic emphasis (2016 baseline – 78.36), guaranteed and viable curriculum (2016 baseline – 81.53). 		NAPLAN TARGETS – Students in the top two bands					Grammar and Punctuation	Numeracy	Reading	Spelling	Writing	Year 3 2016 BM*	68 per cent	49 per cent	59 per cent	45 per cent	60 per cent	Year 3 Target	75 per cent	65 per cent	70 per cent	60 per cent	75 per cent	Year 5 2016 BM*	39 per cent	37 per cent	26 per cent	26 per cent	25 per cent	Year 5 Target	45 per cent	45 per cent	45 per cent	45 per cent	45 per cent
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<p>Goal 3:</p> <p>Develop and strengthen teaching and assessment approaches and enhance feedback to students and staff.</p> <p>If the method of instruction is consistent in a school, there is consistency throughout and strong learning habits are formed. Students are provided with high quality feedback about their learning and they develop a greater capacity for ownership of their learning.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Building practice excellence. 	<p>3.1 Developing and implementing a whole school instructional learning model will provide consistency throughout the school and strong learning habits will be formed.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Select, document, implement and share the whole school instructional model which includes the use of Learning Intentions, Success Criteria and the gradual release of responsibility from teacher to student. <p>3.2 Develop and implement consistent feedback modes for teachers and students, which include opportunities for student voice will support students to develop a great capacity for ownership of their learning.</p> <p>ACTIONS</p> <ul style="list-style-type: none"> Use student assessment data, teacher moderation and other feedback from students and parents to evaluate student progress and the impact of their teaching. Eliciting constructive feedback from students to ascertain level of understanding. provide regular feedback and appraisal processes to ensure all teachers are actively evaluating their practice 	<ul style="list-style-type: none"> Maintain or increase the staff opinion survey variable for collective focus on student learning (2016 baseline – 91.48), staff trust in colleagues (2016 baseline – 90.98) and teacher collaboration (2016 baseline – 83.72). Increase the parent opinion survey variables for reporting (2016 baseline – 6.15) and school connectedness (2016 baseline – 6.28). 																																			

