

School Strategic Plan 2020-2024

The Basin Primary School (2329)



Submitted for review by Graeme Russell (School Principal) on 28 October, 2021 at 03:19 PM

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Endorsed by Jo Rodriguez (School Council President) on 29 October, 2021 at 11:35 AM

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School vision	<p>At The Basin Primary School we believe in caring for the total development of the child; physically, socially, emotionally and intellectually. We acknowledge and value parents as the first educators of their children.</p> <p>At our school we provide:</p> <p>A safe, secure environment that encourages compassion, tolerance and fosters self-confidence.</p> <p>A challenging, comprehensive and relevant curriculum with an emphasis in literacy and numeracy.</p> <p>A learning atmosphere that stimulates the desire to learn and fosters life long learning skills. We welcome parents into our classrooms and school community as partners in our students' education.</p>
School values	<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.</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 opinions Respect Respect for yourself, others and our world</p>
Context challenges	<p>There was varied understanding about the school's instructional model. This was particularly evident in terms of consistency of implementation. There was an inconsistency of understanding when it came to implementation of this model.</p> <p>Differentiation to cater for individual student needs was varied in quality and effectiveness.</p> <p>The implementation of goal setting and the monitoring varied across classrooms.</p> <p>Student voice was evident in the school in terms of leadership, activities, and initiatives. Student agency was not as evident in student learning in terms of goal setting, self-regulation, and future directions in learning. A key theme for future work is the development of student agency in learning.</p>

<p>Intent, rationale and focus</p>	<p>INTENT Improved student outcomes in literacy and numeracy Improved student empowerment and self-regulation through a cohesive, school-wide approach that combines Student Voice and Play Is The Way strategies. Communication with whole school community of the strategies being used, their rationale and how students can be supported at home.</p> <p>RATIONALE When students feel invested and empowered in their progress and understanding, they will actively engage in achieving improved goals and outcomes.</p> <p>FOCUS Increasing the percentage of students achieving high benchmark growth, achieving in the top two bands, and achieving above teacher-judged curriculum level through purposeful assessment and differentiated planning, teaching and learning. Decreasing the number of students performing below benchmark in literacy and numeracy through purposeful assessment, differentiated planning, teaching and learning and targeted intervention. Developing a deep understanding, amongst staff, of the curriculum as a learning continuum from F-10. Implementing the use of individual curriculum maps for reading, writing, number and personal and social capabilities to track student progress and inform planning, teaching and learning. Continuing to focus on data literacy practices to improve differentiation in planning, teaching and learning. Enhancing staff understanding of the instructional model and how the gradual release of responsibility works over individual lessons and / or a series of lessons. Collecting base-line data to be actively used in continuous personal and academic goal setting by students. Improving staff ability to utilise data in order to respond to student needs, using PITW and SV strategies.</p>
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Goal 1	To improve student outcomes in literacy
Target 1.1	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN writing, from 29 per cent in 2019 to 35 per cent.
Target 1.2	By 2024 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN reading from 36 per cent in 2019 to 25 per cent.
Target 1.3	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level will increase in writing from 29 per cent in 2019 to 40 per cent.
Key Improvement Strategy 1.a Building practice excellence	Build effectiveness of PLC's to drive instruction.
Key Improvement Strategy 1.b Evaluating impact on learning	Build capabilities for data analysis and an understanding of data in teachers and students to drive curriculum implementation.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build differentiation and feedback consistency in classrooms
Goal 2	To improve student outcomes in numeracy

Target 2.1	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 29 per cent in 2019 to 35 per cent.
Target 2.2	By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 20 per cent in 2019 to 25 per cent.
Target 2.3	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level will increase in number and algebra from 42 per cent in 2019 to 50 per cent.
Key Improvement Strategy 2.a Building practice excellence	Build capabilities of middle school leaders to support high quality instructional practices
Key Improvement Strategy 2.b Curriculum planning and assessment	Build capabilities of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year 6.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teachers capabilities to provide challenging learning opportunities for all students
Goal 3	To empower students to actively engage with their well-being and learning through student voice and agency
Target 3.1	By 2024 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures: <ul style="list-style-type: none"> • social engagement domain, student voice and agency factor will increase from 78 per cent in 2019 to 83 per cent

	<ul style="list-style-type: none"> • learner characteristics and dispositions domain, resilience factor will increase from 83 per cent in 2019 to 85 per cent • learner characteristics and dispositions domain, motivation and interest factor will increase from 84 per cent in 2019 to 89 per cent • teacher student relations domain, teacher concern factor will increase from 87 per cent in 2019 to 90 per cent
Target 3.2	<p>By 2024 the percentage of parents reporting positive endorsement in the following parent opinion survey measures:</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 88 per cent in 2019 to 90 per cent. • Managing bullying will increase from 82 per cent in 2019 to 90 per cent.
Target 3.3	<p>By 2024 a school developed data collection instrument measuring aspects of student wellbeing will show an increase from a 2021 baseline of five per cent.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Build student's knowledge of "Where am I now?" to get to next stage of learning "How do I get there?" (Goal Setting).
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build student voice and agency in goal setting and self - regulation
Key Improvement Strategy 3.c Instructional and shared leadership	Embed a cohesive school wide approach to student well - being.

