

School Strategic Plan 2025-2029

The Basin Primary School (2329)



Submitted for review by David Orlandi (School Principal) on 20 November, 2025 at 10:52 AM

Endorsed by David Orlandi (Senior Education Improvement Leader) on 20 November, 2025 at 10:52 AM

Endorsed by Jo Rodriguez (School Council President) on 13 February, 2026 at 09:33 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> <ul style="list-style-type: none">• A safe, secure environment that encourages compassion, tolerance and fosters self-confidence.• A challenging, comprehensive and relevant curriculum with an emphasis in literacy and numeracy.• 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.
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>COURAGE Accepting challenges and stepping into the unknown even when it is hard.</p> <ul style="list-style-type: none">• Being brave• Making strong choices• Always participate to progress <p>PERSONAL BEST Having a positive attitude to pursue your personal best in all situations.</p> <ul style="list-style-type: none">• Challenging yourself• Cooperating with others• Taking pride in all that you do <p>RESILIENCE Being determined, confident and continuing to try.</p> <ul style="list-style-type: none">• Learning from our mistakes• Being persistent• Having a positive mindset and never giving up

	<p>RESPECT Valuing ourselves, others and property by being safe, supportive and inclusive.</p> <ul style="list-style-type: none"> • Being kind, caring and sensible • Showing empathy • Being fair and a good teammate
<p>Context challenges</p>	<p>The Basin Primary School, situated in the City of Knox is located at the foot of the Dandenong Ranges and was established in 1880.</p> <p>The Basin PS has a number of students supported under the Disability Inclusion (DI) model, requiring a strong focus on differentiated teaching, classroom adjustments, and targeted intervention. The school also supports a small number of Koorie students (3%) and students from Out of Home Care backgrounds. These cohorts are well supported through Individual Education Plans, Student Support Groups, and tailored programs.</p> <p>Key findings from the previous review period are as follows:</p> <p>1. Literacy The review identified positive growth in literacy outcomes across the school. In 2025, Year 3 and Year 5 students achieved results in NAPLAN reading and writing that were comparable with or above similar schools and the state average. Contributing factors included the school's strong emphasis on teacher collaboration through Professional Learning Communities (PLCs) and the consistent implementation of an instructional model that was evident in teachers' planning.</p> <p>2. Numeracy The school had implemented the Mathematics 2.0 curriculum, with student progress assessed against these updated standards in 2024. Numeracy remains an area for ongoing improvement, with NAPLAN numeracy results indicating the need for strengthened instructional practice and enhanced consistency across the school.</p> <p>3. Student Wellbeing, Voice, and Agency The school had successfully developed a schoolwide understanding of student voice and agency, with a clear and deliberate focus on building students' leadership capabilities. A range of wellbeing supports was evident, underpinned by the school's strong commitment to values-based education and positive behaviour strategies.</p> <p>Students participate in authentic and meaningful leadership opportunities, as well as a wide variety of camps and extracurricular programs that promote confidence, inclusion, and connectedness to peers and teachers.</p>

	<p>Future directions for the next School Strategic Plan</p> <p>The review identified several priority focus areas to guide the development of the next SSP:</p> <ol style="list-style-type: none"> 1. Organisational design to strengthen whole-school alignment and operational effectiveness. 2. Mid-level leadership capability to build instructional leadership and support schoolwide improvement. 3. Implementation of the Victorian Teaching and Learning Model 2.0, ensuring consistent and high-quality instructional practice. 4. Assessment and data literacy, enabling teachers to deliver responsive, differentiated, and targeted teaching. 5. Student agency in learning, developing students as active partners in their progress. 6. Sustaining and embedding inclusive practices and multi-tiered systems of support (MTSS) to meet the diverse needs of all learners.
<p>Intent, rationale and focus</p>	<p>The Basin Primary School aims to maximise learning growth for every student by strengthening teacher practice through the implementation of the Victorian Teaching and Learning Model (VTLM 2.0). The school seeks to develop confident, engaged, and resilient learners who are active participants in their learning and connected to their school community.</p> <p>Our intent is to:</p> <ul style="list-style-type: none"> • Embed evidence-based teaching aligned with the VTLM 2.0. • Build teacher capability in curriculum planning, assessment, and differentiation. • Develop middle level leadership to support school wide improvement • Strengthen student wellbeing, engagement, voice and agency. <p>The school review identified the school had structures in place designed to develop consistency in teaching and learning, but there remained variance in teacher practice within and between sections of the school. While staff have strong collegial relationships and an established PLC culture, there are inconsistencies across the school and peer observations are not yet common practice.</p> <p>By embedding the elements of learning and teaching from VTLM 2.0, and deepening teacher capability in using assessment and data, the school can ensure high-quality, inclusive learning experiences for all students. Strengthening wellbeing and engagement is equally critical to continue to ensure that every student feels a sense of belonging, purpose, and voice. The school should continue to build learner agency and students' self-regulation in learning through enhanced curriculum planning, feedback practices and goal setting for improvement.</p> <p>Over the next four years, the school will prioritise two interrelated goals:</p>

1. Maximise all students' learning growth and achievement.
2. Maximise students' wellbeing and engagement.

The plan will unfold in progressive stages:

Year 1 (2026): Building Foundations

- Build staff understanding of the elements of learning and teaching in alignment with VTLM 2.0.
- Further develop school-wide, consistent teaching practices in each classroom through professional learning in curriculum design and assessment.
- Develop action plans for middle level leaders to build capacity to lead the focussed work.

Year 2 (2027): Embedding Consistency

- Consolidate the instructional model through peer observation, feedback, and coaching.
- Use data informed practices to refine instructional practice and measure growth.
- Strengthen student voice and agency within classroom learning.

Year 3 (2028): Enhancing Impact

- Extend professional learning in curriculum design and assessment.
- Strengthen wellbeing and engagement programs with a focus on students having enhanced voice and agency in their learning.
- Monitor targeted support and extension in literacy and numeracy through differentiated classroom practices.

Year 4 (2029): Sustaining Improvement

- Monitor, impact and refine whole-school approaches.
- Strengthen student leadership, voice, and agency in learning and wellbeing.
- Celebrate progress and review the impact to inform the next School Strategic Plan

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Goal 1	Maximise all students' learning growth and achievement.
Target 1.1	By 2029, increase the percentage of students with medium and high relative growth in NAPLAN for: <ul style="list-style-type: none">• Reading from 71% in 2025 to 75%• Writing from 74% in 2025 to 75%• Numeracy from 66% in 2025 to 75%.
Target 1.2	By 2029, increase the percentage of students in exceeding and strong proficiency levels for: <ul style="list-style-type: none">• Year 3 NAPLAN reading from 81% in 2025 to 85%• Year 5 NAPLAN reading from 77% in 2025 to 80%• Year 3 NAPLAN numeracy from 69% in 2025 to 78%• Year 5 NAPLAN numeracy from 70% in 2025 to 79%.
Target 1.3	By 2029, all students will make the expected or above-expected learning growth in a 12-month period in: <ul style="list-style-type: none">• English (82% for Reading and viewing in 2024)*• Mathematics (81% for Number and algebra in 2025)* *This target may need revision to align with 2025-2026 assessments against English 2.0 and Mathematics 2.0.
Target 1.4	By 2029, increase the percentage of positive endorsement for the School Staff Survey factors of:

	<ul style="list-style-type: none"> • Teacher collaboration from 50% in 2024 to 80% • Guaranteed and viable curriculum from 72% in 2024 to 90% • Collective focus on student learning from 76% in 2024 to 90% • Instructional leadership from 69% in 2024 to 80%.
<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen distributed leadership and collaborative practices within a culture of high expectations, accountability and continuous improvement.</p>
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed high quality teaching and learning approaches across the school.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	<p>Develop school-wide capability in assessment practices and use of evidence to inform differentiated and responsive teaching.</p>

<p>student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Maximise students' wellbeing and engagement.</p>
<p>Target 2.1</p>	<p>By 2029, increase or maintain the percentage of positive endorsement for the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 74% in 2025 to 75% • Student voice and agency at 75% in 2025 • Sense of connectedness from 81% in 2025 to 85% • Stimulated learning from 84% in 2025 to 85% • Managing bullying at 81% in 2025.
<p>Target 2.2</p>	<p>By 2029, decrease the percentage of students with 20+ days of absence, from 38% in 2024 to 35%. By 2029, decrease the average unapproved absence days per student from 6.0 days in 2024 to 5.0 days.</p>
<p>Target 2.3</p>	<p>By 2029, increase or maintain the percentage of positive endorsement for the Parent/Caregiver/Guardian Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Student connectedness from 84% in 2024 to 88%

	<ul style="list-style-type: none"> • Student voice and agency from 73% in 2024 to 77% • Promoting positive behaviour from 79% in 2024 to 86% • Confidence and resiliency from 79% in 2024 to 83% • Managing bullying from 73% in 2024 to 78% • Student motivation and support from 70% in 2024 to 78%.
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a whole school culture and practices that stimulate student agency and engagement in learning.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed agreed approaches within the school's multi-tiered systems of support.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to</p>	

support student learning, wellbeing and inclusion	
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