



BINNU PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

BINNU PRIMARY SCHOOL BUSINESS PLAN 2023 - 2025



AN INDEPENDENT PUBLIC SCHOOL



Strive to Achieve

Vision

Binnu Primary School provides an opportunity for each student to achieve their full potential through quality education and a safe and supportive learning environment.



Moral Purpose

Our purpose is to partner with our community to inspire students to be confident and respectful active citizens. We aim to prepare our students to be lifelong learners, critical and compassionate thinkers. We provide quality education in an engaging environment, utilising best teaching and learning practices and technologies. We encourage each student to be the best that they can be.

History

Binnu Primary School is a community school that was established in 1958. Our school is relatively remote from a major regional centre and therefore encompasses a strong school community.

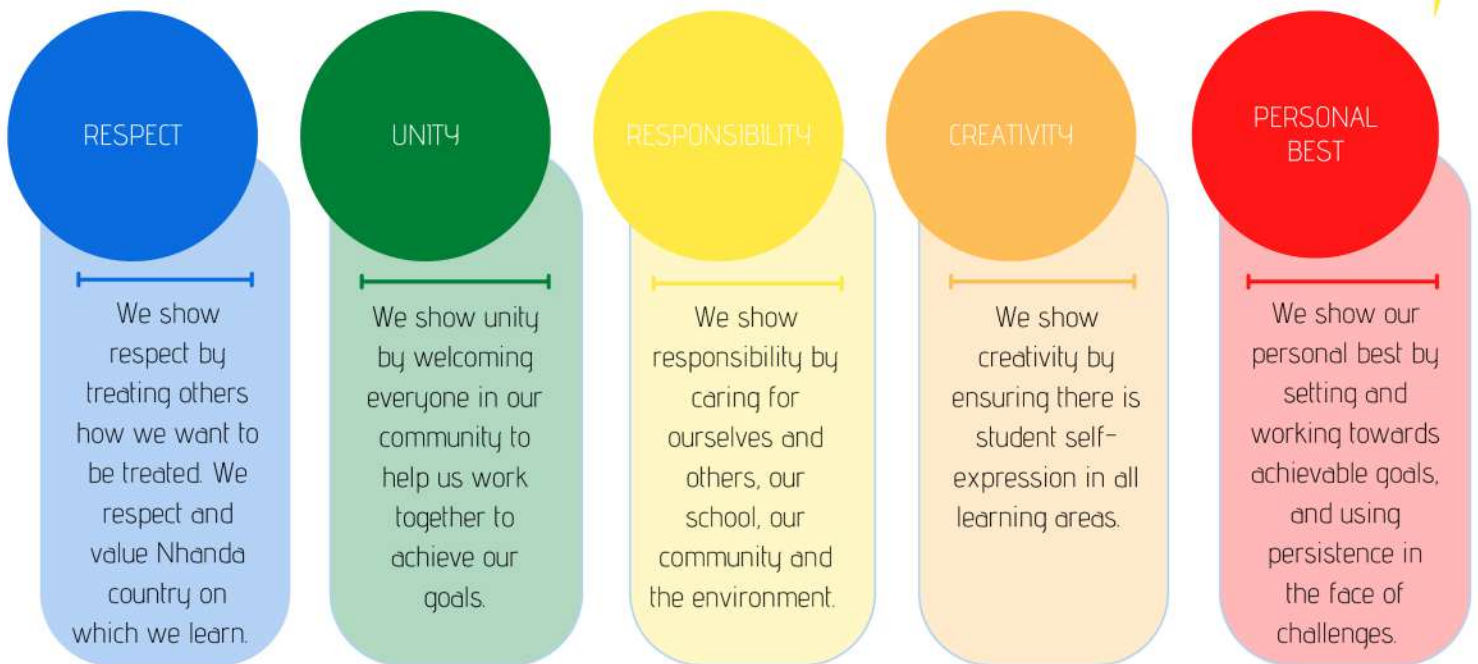
Binnu Primary School is a Level 3 school and achieved IPS (Independent Public School) status in 2019 as part of the Geraldton Network of schools.

Our school is committed to providing an innovative learning environment. We focus on individualised learning by setting high expectations for students to succeed. Our student enrolment is from K-6.



Our School

Our Core Values



Shared Beliefs

At Binnu Primary School we believe all students have the potential for success and it is our role to provide opportunities for students to succeed regardless of their race, gender, cultural background and abilities.

- Respectful, safe, culturally responsive and inclusive learning environment that promotes student engagement, participation and motivation to learn.
- Maintaining a culture of high expectation for student success and celebrating achievement.
- A quality, balanced curriculum that encompasses best practice instructional strategies, quality programs and innovative resources and rigorous assessment. *on country learning*
- Identifying and catering for students' academic, physical, social and emotional wellbeing at their point of need.
- Communication and collaboration between parents, teachers and students to support outcomes for students.
- Support of each other as a professional learning community through collaboration, peer observations, professional learning and discussions.
- Staff regularly accessing quality professional learning opportunities that support school improvement targets and identified professional goals.
- A school culture of mutual respect to support improvement targets whilst recognising each others roles and responsibilities.

Binnu Primary Self-Assessment

The Binnu Primary School Business Plan is a strategic plan aligned to systemic policy and describes the key change strategies that we expect to drive improvement in our overall goal of high standards of student achievement, academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning.

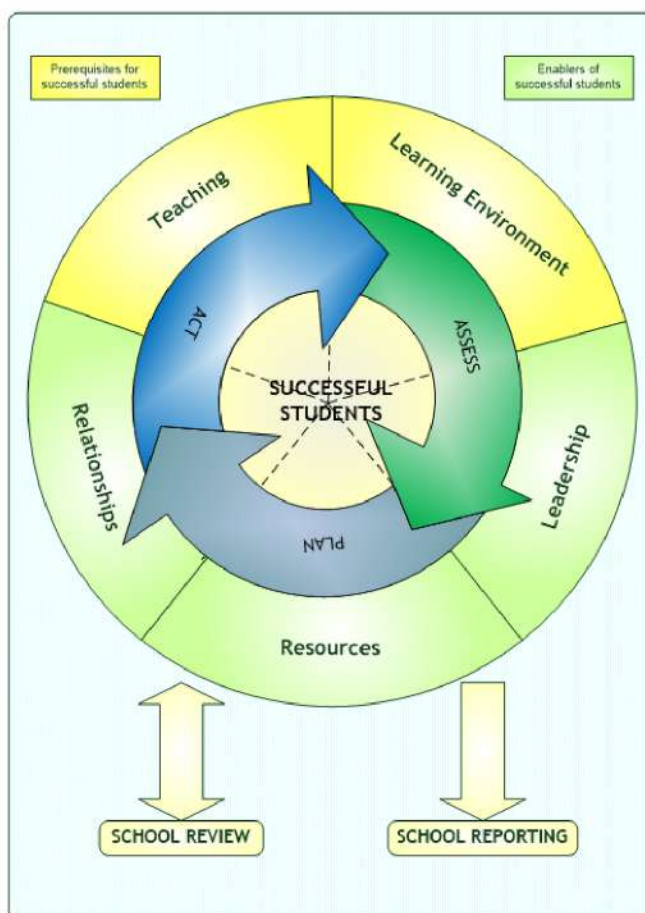
Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing and monitoring and evaluation measures within school planning.

The school will use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships and Partnerships
- Leadership
- Learning Environment
- Teaching Quality
- Use of Resources
- Student Achievement and Progress

Through engagement in effective school self-assessment practices, Binnu Primary School addresses the three fundamental accountability questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?



Targets

Our targets reflect what we aspire to achieve over the next three years during this Business Plan cycle.

Student Achievement and Progress

- Students will achieve positive year-on-year progress as triangulated through – Reporting to Parents, NAPLAN, ACER Progressive Achievement Tests (PAT) and cumulative assessments such as Brightpath.
 - Literacy
 - Writing
 - PP – 2: Majority of students will achieve an 80-point Brightpath increase between cold to hot tasks in recount writing.
 - 3 – 6: Majority of students will achieve an 80-point Brightpath increase between cold to hot tasks in persuasive writing.
 - 3 – 6: Majority of students will achieve a 50-point Brightpath increase between cold to hot tasks in narrative writing.
 - Spelling
 - All students maintain or improve performance in year level PAT over each 12-month period. achieving positive progress in PAT Spelling between Term 1 and 3.
 - Reading
 - All students maintain or improve performance in year level PAT over each 12-month period. achieving positive progress in PAT Spelling between Term 1 and 3.
 - Numeracy
 - All students maintain or improve performance in year level PAT over each 12-month period. achieving positive progress in PAT Spelling between Term 1 and 3.

Whole School

- Increase whole school attendance rate to 90% to be closer to WA Public Schools percentage (91%).
- Whole school implementation of the Zones of Regulation by the end of 2023 to support and maintain positive behaviour policy.
- Implementation of a Two-Way Science Learning program that incorporates on country learning and collaboration with the Nhandu community.



Successful Students

Goal

Every student is provided with a successful pathway.

BROAD STRATEGIES (What We Will Do)	MILESTONES (What You Will See)
Implement the DoE's Quality Teaching Strategy	<ul style="list-style-type: none"> • The development of The Binu Way Instructional Playbook outlining our whole school instructional approach. • Implementation of Explicit Instruction K-6, including provision of Daily Review across English and Maths learning areas. • Embed high impact participation tactics, such as pop sticks and individual whiteboards, in all learning areas. • Continue to implement Let's Decode for K-2 and Spelling Mastery for 3-6. • Embed Talk For Writing program K-6 to ensure a relentless focus on writing quality. • Use Brightpath for shared assessment and moderation within the school and the CHUNABI small schools hub.
Embed case management to track and improve individual student progress and achievement and review regularly.	<ul style="list-style-type: none"> • Ensure all staff are inducted into the school policies, procedures and whole school instructional approach. • Embed whole school assessment tracking schedule and case management (IEPs/BMPs) for all students. • Encourage and support students to set individual, attainable SMART learning goals. • Monitor and support student social and emotional development through the Breakfast Club program, Youth Care relationship, pastoral support and community partnerships. • Engage the Chaplain to help promote and use student voice in decision making.
Explore career and vocational pathways.	<ul style="list-style-type: none"> • Continue to implement Digital Technologies curriculum to focus on developing students capabilities in coding. • Build upon STEM skills through Scitech STEM integrated units of work. • Explore primary industries, such as agriculture, to expose students to potential career pathways in their local area.



Goal

To build the capacity of all staff.

BROAD STRATEGIES (What We Will Do)	MILESTONES (What You Will See)
Promote and embed a culture of continual professional improvement.	<ul style="list-style-type: none">• Commitment to engaging in a Performance Development annual cycle which includes self-reflection, goal setting, implementation and review.• Engage in classroom observations and feedback sessions.• Train staff in intervention programs, such as Sounds Write, to develop targeted intervention plans as required.• Continue to implement a focus on improving analysis of whole school data to inform plans for student achievement and progress.
Engage with the Small School's Hub (CHUNABI) for collaboration.	<ul style="list-style-type: none">• Implement a CHUNABI assessment schedule to access larger cohorts of data for moderation and establish the effectiveness of the targeted teaching framework.• Engage in writing moderation with CHUNABI staff twice a year.• Implement a common writing scope and sequence to reduce cognitive variation across the CHUNABI schools.• Establish CHUNABI collaborative blocks through which teachers can meet on a regular basis to support the implementation of the Teach for Impact document.



Successful Community

Goal

Partner with families, communities and agencies to support the success of every student.

BROAD STRATEGIES (What We Will Do)	MILESTONES (What You Will See)
Use the environment as the third teacher.	<ul style="list-style-type: none">• Partner with the local Aboriginal community, the Nhanda people, to establish a Two-Way Science program that promotes on-country learning, cultural responsiveness and embed Nhanda culture in the classroom.• Engage with the local indigenous rangers in Kalbarri to learn how to care for country and examine job pathways for the future.• Engage with the local farming community to learn about the paddock to plate process and examine job pathways for the future.
Draw upon community expertise	<ul style="list-style-type: none">• Engage community groups to provide extra-curricula activities for our students in sports, art and music.• Promote and invite the community to volunteer in the classroom.
Engage community in the school.	<ul style="list-style-type: none">• Engage with and respond to the voice of Aboriginal families.• Hold P&C meetings onsite in the Yarning Circle to encourage more community members to attend.• Provide opportunities for the P&C to be more visible in the school.• Empower the School Board and P&C to organise community events held on school site to engage and promote a sense of belonging to the school.• Use surveys and parent feedback to determine community satisfaction of the school.





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