



Department of
Education

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Public education
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Binnu Primary School

Public School Review

October 2018



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Situated on approximately five acres of land, Binnu Primary School is located 515 kilometres north of Perth in the Midwest Education Region. Students are primarily from farming backgrounds, with grain and sheep farming the main industries in the area.

With an Index of Community and Socio-Educational Advantage rating of 946 (decile 8), the school currently enrolls 21 students from Kindergarten to Year 6. Aboriginal students account for approximately 30 per cent of total enrolments.

The school has three well-equipped classrooms, with digital technologies enhancing students' learning experiences. Small, multi-age classes enable the school to provide individualised programs as well as the opportunity for students to develop friendships across all ages.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- There is strong knowledge and alignment between the evidence presented, the factors impacting on the conditions for student success and areas identified for improvement.
- A wide scope and multiple sources of credible evidence were selected for analysis.
- Staff engaged positively in the validation process, offering a positive endorsement for the direction the school has taken.
- An appropriate balance of data and attachments provided reflective commentary with a strong contextual focus.

The following recommendation is made:

- Create opportunities to capitalise on the potential for staff and community representatives to become fully engaged in the development of a continuous self-reflective culture using the ESAT¹.

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Relationships and partnerships	
<p>The school narrative prepared for its Independent Public School presentation was ideal in setting the school community relational agenda. The school has identified its role in providing a high quality service of education to its local community and has consequently prioritised the building of relationships within the school and partnerships beyond the school.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school has identified and promoted its value and commitment to the Binu community.• The community has embraced the optimism of the school's capacity to deliver a quality education to all students.• Building on the confidence and trust ethos within the school, the staff have established a core set of values and beliefs that underpin their focus of delivering a targeted program of learning for every student.• School engagement with the local community has been strongly endorsed by family and community representatives.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue to underscore the school's vision with a mantra that defines its purpose and values.

Learning environment	
<p>There is a high priority given to ensure all students feel safe, valued and supported. The beliefs that underpin this ethos are expressed through the implementation of the Positive Behaviour Support (PBS) program.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The breakfast club has a positive impact.• Students actively engage with the bush tucker garden.• The Boyz Club and Year 6 leadership program are well supported by the chaplain.• The school has established a seamless relationship for students by authentically connecting them to their school, home and the local environment.• A combination of strategies has been used to identify students at educational risk and provide support with targeted programs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Create specific lessons for the areas described in the school's PBS matrix.• Invite parent and student representatives onto the PBS committee.

Leadership

A strong moral purpose drives the leadership's commitment to building Binu Primary School as a school of choice. At its core, the motivating narrative is an unremitting focus on the social, emotional and academic needs of students. The leadership recognises that the school is also an adult workplace and places a premium on supporting staff and building their professional capacity.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The leadership has been successful in creating a student-centred school ethos.• The recent success of the school in achieving Independent Public School status is a direct result of the leadership's ability to unite the school and community.• Opportunities are created for staff to show their abilities beyond their appointed role.• High expectations and conduct are promoted and modelled for all staff.• The Principal has a growing reputation as a skilled communicator and decision maker.• Every opportunity is taken to augment the school's financial position with applications for special project grants.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Maintain a leadership development focus by identifying areas for personal and professional growth.• Build a performance management culture for all staff in which it is common for them to seek feedback.

Use of resources

The school budget presents both opportunities and challenges. The partnership between the Principal and the manager corporate services has enabled the school to maximise the impact of the resources available, both human and financial.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• All staff contribute to the decisions on expenditure.• Staff involvement in the financial management of the school is both empowering and advances their knowledge and understandings about budget accountability.• Maintain the focus on seeking avenues for establishing additional funding streams to supplement special programs for students.• Options for digital learning are explored.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Establish a new planning cycle ensuring there is clear alignment between school plans and budget allocations.

Teaching quality

School surveys, in combination with anecdotal feedback, provide a compelling statement about parent satisfaction levels relating to the program of learning offered to their children. There is a strong collective staff ethos that adds genuine value to the teaching and learning process.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is robust staff commitment to implementation of literacy and numeracy blocks. • Parents express high levels of satisfaction with the quality of communication relating to the progress of their children. • Curriculum initiatives are carefully considered on the basis of existing research and networking with neighbouring schools. • The ongoing, strategic use of the <i>Aboriginal Cultural Standards Framework</i> reflects genuine commitment to valuing Aboriginal culture and context. • The Principal ensures staff understand and accept the key characteristics of effective teaching through structured feedback on how students learn best. • A strong professional learning community, both at the school and with neighbouring schools, is a dividend of the efforts by the Principal to promote collaborative networks.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Pursue every opportunity to challenge existing teaching practices through staff participating in disciplined dialogue discussions.

Student achievement and progress

While caution should be exercised when considering small cohort national system data (NAPLAN²), the school has taken a proactive approach to addressing areas where student achievement falls below expectations.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A comprehensive school-based data collection model has been created. • The school monitors the impact of early years' intervention strategies. • There is an effective partnership between teaching staff and education assistants. • The Individual Student Learning SMART³ goals strategy has had a positive impact. • The 15 minute one-on-one instructional strategy for every student from Pre-primary to Year 6 targets each student's personal areas of need.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Maintain a close association with the West Coast Language Development Centre. • Increase the individual instructional time with students at educational risk.

Reviewers

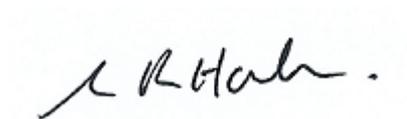
ROD LOWTHER
Director, Public School Review

CATHY DE THIERRY
Principal, Waroona District High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Electronic School Assessment Tool
- 2 National Assessment Program – Literacy and Numeracy
- 3 Specific, measurable, achievable, relevant and time-based (goals)