

BINDOON PRIMARY SCHOOL BUSINESS PLAN

2018 -2020



Bindoon Primary School is an explicit instruction school



Bindoon Primary School is a proud community school which provides a high quality education where every child matters and is a valued member of our community. Teachers are caring and are strongly committed to providing an environment where all children have the opportunity to learn to a high level. Staff continually seek to improve their teaching skills and enhance the social and academic learning of each child in their classroom.

This Business Plan has been created to outline the strategic direction of our school for the next three years. The business plan is the guiding document that all decisions, structures, strategies and resources will align with. A cycle of self-assessment will occur annually using all available relevant sources of academic and non-academic data so that the school can monitor its effectiveness and progress towards meeting the business plan targets.



Bindoon undertook its first Independent Public School (IPS) external review in August 2017. The following were identified as strengths of our school.

- NAPLAN literacy and numeracy progress from Year 3 to Year 5 demonstrated that students have increased their mean scores more than students in like-schools, Western Australian public schools and Australian schools.
- NAPLAN student progress and achievement between Year 3 and Year 5 students demonstrated higher progress – higher achievement compared with the average performance of students in like-schools in all NAPLAN assessments.
- Teachers, education assistants and school leaders have collaborated to embrace change and implement evidence-based programs in an extremely supportive and collaborative environment.
- The pre-Kindergarten program which prepares students for a seamless transition into Kindergarten and strengthens their literacy, numeracy and social skills.
- The high level of community and local business support for the school provides a range of resources and activities which benefits all students.
- Quality leadership provided by the board chair and the active involvement of community representatives to support the board and the school program.

“A whole-school approach to literacy and numeracy coupled with explicit teaching and learning programs has resulted in the school producing some outstanding NAPLAN results. School staff work collaboratively, embrace change and are dedicated to improving student outcomes.”

(IPS reviewers’ conclusion page 19)

This business plan will also reflect findings for improvements for the school. Key improvement areas include the following:

- Ensure all business plan targets are aligned to quantifiable measures
- Develop a managing information system schedule that documents assessment requirements for all learning areas over all phases of learning.
- An external NQS audit to be conducted by the end of 2018.
- Review the behaviour management policy and procedures to ensure consistency of application and ensure parents and students have a clear understanding of the approach.
- Explore additional opportunities to communicate with the broader community regarding its activities, responsibilities and school performance.
- Explore strategies to increase the number of parents who complete the biennial survey.
- Implement the Aboriginal Cultural Standards Framework in the next business plan cycle.

Our school vision

An inclusive environment where every child is given the opportunity to thrive.

The Bindoon belief for developing successful students



Our self-assessment

Bindoon Primary School promotes initiatives linked to the Department Strategic Plan for WA Schools 2016-2018 and the Director General's Focus document.

We reference our planning and self-assessment according to the School Improvement and Accountability Framework with direct link to the National School Improvement Tool (ACER 2013) The Bindoon Primary School self-assessment process is systematic, continuous and comprehensive; focusing on student performance and progress.

Our school improvement cycle is an ongoing process encompassing three components. We assess data and other evidence related to student achievement and school operations, we plan to improve the standards of student achievement and we act to implement planned strategies.

The National School Improvement Tool (ACER 2013) brings together findings from international research into the practices of highly effective schools and school leaders and this is what we assess our effectiveness against. All staff contributes to the School Self-Assessment and Effectiveness procedures established within the school.

The effective learning dispositions of a student at Bindoon Primary School are;

Student learning dispositions

At Bindoon Primary School we believe it is important that we explicitly teach students to be effective learners. We agree that to be a successful student we must develop effective learning dispositions. We want our students to embody six key learning dispositions during their learning. By developing these dispositions our children will know where they are in their learning, where they are going, how to get there and if they have been successful. We want learning to be visible.



Staff values

The Bindoon Primary School staff has agreed on staff values that represent what guides us, and our culture. These values are the foundation of who we are and how we conduct ourselves. We believe they ensure success for our students and community.

High expectations - We believe that every child matters every day. We are relentless about getting better; we are positive and work together to make a difference to our community. We have a clear vision and understand our purpose.

Fun - We are inclusive, positive and encouraging in our communication with our whole school community. We are creative and innovative in learning and achieving outcomes. We work together to create a safe and healthy workplace. Learning and working together can be fun.

Supportive - We help each other to make informed decisions and take action. We talk to each other and share information and knowledge. We use feedback to improve our performance. We work together to share and collaborate to continuously improve what we do.

Relationships - We are friendly, professional and treat all in our community with courtesy. We acknowledge everyone's unique strengths and value diversity. We work together to create and maintain a positive culture. Relationships matter. We build and nurture strong, positive relationships with students, parents and staff and the wider community.



FOCUS 1 An explicit improvement agenda

Bindoon Primary School has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Explicit and clear school-wide targets for improvement have been set and communicated.

Broad strategies We will:

- Develop an annual Bindoon PS Operational Plan and Learning Area Plans that demonstrate a strong and optimistic commitment by all staff to the improvement of student achievement and wellbeing
- Create and monitor explicit targets for improvement in student achievement levels and communicate these targets and student performance to parents, staff and the wider school community.

FOCUS 2 Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes. Data analyses consider overall school performance, as well as the performances of individuals; evidence of improvement/regression over time; performances in comparison with similar schools; and measures of growth across the years of school.

Broad strategies We will:

- Collect, analyse and use a range of student achievement and well-being data across learning areas to track sub groups, individual student achievement, to monitor progress, to inform whole school planning, learning, teaching and leadership strategies.
- Develop a managing information system schedule that documents assessment requirements for all learning areas over all phases of schooling
- Ensure the consistency of teacher judgements through regular in school moderation and cross school moderation opportunities (K-6)

FOCUS 3 A culture that promotes learning

Bindoon Primary School is driven by a deep belief that every student is capable of successful learning.

There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing.

Bindoon PS works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.

Broad strategies We will:

- Develop, promote and maintain a positive behaviour support environment so that all students will engage and progress in their learning.
- Demonstrate an understanding of the importance of positive and caring relationships to successful learning and view parents and families as integral members of the school community and partners in student learning.



FOCUS 4

Targeted use of resources

Bindoon PS applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs.

Broad strategies

We will:

- Allocate all human, physical and financial resources to target student improvement and sustainability of initiatives

FOCUS 5

An expert teaching team

Bindoon PS continually seeks to build a professional team of highly able educators, including teachers, who take an active leadership role beyond the classroom. Strong procedures are in place to encourage the development of a culture of continuous professional improvement that includes classroom based learning, mentoring and coaching arrangements.

Broad strategies

We will:

- Develop and to implement a targeted professional learning strategy to retain and develop high quality educators and identify and build capacity of aspirant and existing school leaders.
- Develop Professional Learning Community time with the focus on sharing and showcasing best practice, collaborative planning and review and analysis of student work.
- Expand the quality of teaching through utilising expert teachers to collaboratively share their skills and understandings through peer observation, lesson videoing and coaching.

FOCUS 6

Systematic curriculum delivery

Bindoon PS has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across the year levels.

The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and the WA K-10 Curriculum and refined collaboratively to provide a shared vision for curriculum practice.

Broad strategies

We will:

- Continue to implement a whole school plan for curriculum delivery using evidenced based teaching practices across all learning areas.
- Develop and implement an explicit scope and sequenced plan of curriculum so that there is continuity and progression of literacy and numeracy and other learning areas across the years of schooling.
- Give a high priority to developing assessment for learning to ensure student learning is visible in all curriculum areas.



Focus Area 7

Differentiated teaching and learning

Bindoon Primary School places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.

Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. The school provides a response to intervention model that identifies students for support and intervention programs.

Broad strategies

We will:

- Develop differentiation as a priority of the school and a feature of every teachers practice.
- Regularly review and moderate data on student achievement, progress, strengths and weaknesses of individual students to make judgements about individual needs.
- Systematic uses of assessment instruments to establish where individuals and groups are in their learning thereby identifying progress, skill gaps and misunderstandings.

Focus Area 8

Effective pedagogical practices

Bindoon Primary School recognises that highly effective teaching is the key to improving student learning throughout the school. The school uses research-based explicit teaching pedagogy in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Bindoon Primary School is an explicit instruction school, to maximise student learning and progress.

Broad strategies

We will:

- Conduct an external audit of the National Quality Standards to review practices, programs and the learning environment in the early years
- Develop and implement ongoing feedback processes and mechanisms including coaching of teachers on their classroom practice
- Explicit instruction pedagogy is further developed within literacy and numeracy instruction and across all other learning areas.

Focus Area 9

School community partnerships

We actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Parents and families are recognised as integral members of the school community and partners in their children's education.

Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.

Broad strategies

We will:

- Develop and implement explicit processes to ensure ongoing and effective communication to the broader community.
- Actively build parent and community partnerships to improve opportunities and outcomes for students.
- Develop collaborative plans with identified partners to ensure commitment to the purposes and objectives of the partnership.



Bindoon Primary School has developed a robust and collaborative process of annual self-assessment that uses evidence related directly to the strategic improvement targets.

STUDENT ACADEMIC IMPROVEMENT TARGETS

NAPLAN By 2020;

NAPLAN school performance in Year 3 and 5 is above like schools in all areas,

Reduce the percentage of students in Year 3 and 5 at or below National Minimum Standard to better than, 'like schools' in all areas,

In Year 3 increase the percentage of students who achieve above band 4 to be higher than like schools in all areas,

In Year 5 increase the percentage of students who achieve above band 6 to be higher than like schools in all areas,

Maintain high progress, high achievement of students in the stable cohort from Year 3 to 5 to be better than like schools in all areas.

On entry By 2020;

85% of students will achieve 1.0 in Speaking and Listening by end of year assessment,

85% of students to achieve 1.0 or above in reading by end of year assessment,

85% of students to achieve 1.0 or above in writing by end of year assessment.

Student achievement P-6 By 2020;

25% of Year 3-6 students will achieve in the top 25% of percentile distribution of normed sample PAT Science assessment.

"As Director of the Haileybury Institute I work with many schools across Australia. I have been consulting with Bindoon Primary School for the last two years. I am so impressed with the wonderful progress being made at this school. Already a very good school, the leadership and teachers are always looking to continually improve the academic standards of the students. The school climate is just outstanding. The students are exceptionally well behaved and focused in class. The teachers are professional and hard working. I would like to congratulate the school on the efforts of both teachers and students."

*John Fleming
Director- Haileybury Institute*





STUDENT NON ACADEMIC IMPROVEMENT TARGETS

Attendance By 2020;

Increase the regular student attendance percentage from 73.8% in 2017 to be better than like schools,

Reduce the indicated attendance percentage from 22% in 2017 to below like schools.,

Maintain Aboriginal student regular attendance percentage above 90% to be better than WA Public Schools,

Student attendance will be increased from 92.6% to be better than WA Public Schools.

Engagement By 2020;

Increase the percentage of lower primary students working consistently across the three lower primary attributes from 80% (2017) to 90%,

Increase the percentage of students from 51% (2017) in the primary attribute of setting goals and working towards them with perseverance to 70%,

Increase the percentage of students in the primary attribute who are enthusiastic about learning from 50% (2017) to 70%.

Social and emotional well being

Reduce the incidence of abuse, threats or harassment of students as indicated by behaviour data on SIS,

Achieve 80% student satisfaction in the Student National Opinion Survey that student behaviour is well managed by the school.

Performance and development

Score a rating of 4.0 in the National Opinion Survey where staff receives useful feedback about their work at school,

25% of teachers self-reflect against the "Lead Teacher" Australian Professional Standards for Teachers,

10% of teachers attain Level 3 Teacher Status.

Social and emotional well being

Score a rating of 4.0 in the National Opinion Survey that staff feel supported at school.

Community partnership objectives

Raise the profile of the School Board in the school community,

Maintain and improve relationships with partners in the community,

Deliver additional opportunities to communicate with the broader community regarding school activities, responsibilities and school performance.

Specific community targets

Score a rating of 4.0 in the 2020 National Opinion Survey where parents are satisfied with the overall standard of education achieved at the school,

Score a rating of 4.0 in the 2020 National Opinion Survey where parents believe student behaviour is well managed at the school.





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