

2020 ANNUAL REPORT



We are Respectful | We are Responsible | We are Friendly | We try our Personal Best



BINNU PRIMARY SCHOOL



A message from the Principal, Mrs Helen Barnes

It is my pleasure to present the 2020 Annual Report for Binnu Primary School.

I would like to acknowledge the traditional owners of the land on which our school is located, the Nanda people and pay my respects to elders, past, present and emerging. I acknowledge the spiritual connection to country. At this special place, Binnu Primary School, we continue our learning together and value the contributions of all members of community and the important role we all play in educating our children.

For many of us, 2020 came with a sense of uncertainty as we found new ways to adapt to an ever changing world due to the COVID-19 Health Pandemic.

Education, and in particular schools and their teachers were at the heart of this change. Teachers at our school embraced the challenge to be the 'stable resource' in our ever changing climate. Towards the end of Term 1, staff worked hard and fast to move their face to face teaching, resources and pedagogy to an online platform. I cannot thank my staff enough for their tireless efforts in placing the education of our students at the forefront. Ms Lewis, Mrs McKenzie, Mrs Carson and Ms Bunter in particular, worked many extra hours preparing and organising lessons to be delivered online and I thank them for this.

Once Term 2 arrived, we were thankful to welcome students back to school with a few restrictions. I would like to thank our parents and community members for your support of these restrictions.

In many ways 2020 prepared us well for 2021 at Binnu Primary School. As our school and community becomes smaller we have to find new and innovative ways to adapt to our environment whilst providing opportunities in the best interests of students.

2021 will see us partnering with our small schools more and more as we work to embed our Small Schools Hub Strategic Plan.

I would like to acknowledge and thank the efforts of our School Board, in particular our Chair, Mrs Aimee Carson. The Board have been a constant source of support for myself and our school during 2020 and I'm very appreciative.

Thank you to our P&C and families for your continuous support of our community school.

Lastly, thank you to our students, you are at the heart of our school and community. Every decision we make is to ensure your future is as bright as possible.

I look forward to continuing as your Principal in 2021.

Mrs Helen Barnes

Our 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.

Our 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 they can be.

Our Values

Our values build the foundation for our approaches to teaching and learning and form the basis of how we interact with each other in our school community.



Our 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.

We believe quality teaching and learning includes;

- A respectful, safe and inclusive learning environment that promotes students' 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 with innovative resources and rigorous assessment.
- 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 individual roles and responsibilities.



Our Team

Administration

Principal Mrs Helen Barnes

MCS Mrs Kyra Simkin

Teaching Staff

Teachers

Ms Karen Lewis (Juniors),

Mrs Yvonne McKenzie (Seniors)

Mrs Aimee Carson

Support staff

Education Assistant Ms Emily Bunter and Mrs Belinda Hazell

AIEO Ms Dayne Cox (Semester 1) and Ms Megan Roberts (Semester 2)

Library Officer Mrs Dale Diepeveen (Semester 1)

Cleaner Mrs Lyn Casley (Terms 1-3) and Ms Megan Roberts (Term 4)

Gardener Mrs Lyn Casley (Terms 1-3) and Mr Bill Scaddan (Term 4)

COVID cleaner Mrs Belinda Hazell

Chaplain Mr Peter Hanrahan

Professional Learning for staff in line with our Business Targets included;

- Calm in the Chaos
- TeachWell (an explicit teaching model)
- Online DoE modules (mandatory)
- Talk 4 Writing
- Bright path collaborative days
- Child safety and Protective Behaviours training
- Graduate Certificate of Educational Business Leadership (MCS)
- NQS training



School Highlights

Swimming Lessons at Aquarena

Making Noise incursion

Ride Nation and Ride to School Day

School and NCVISSA Carnivals

French lessons with SIDE

Growing our vegetable garden

Book Week

Child Protection Week

Science Week

Food Sensation incursion

Packed with Goodness incursion

Young Writers

Bring your Pet to School Day

Book Fair

Wheelie Wednesday

Número Challenge

World of Maths incursion

Scitech incursion

PALS project and NAIDOC activities

Remembrance Day

Footy Colours Day

Learning Journeys

Hosting the NCVISSA Cross Country

CHUNABI Athletics Carnival

Mindfulness Approach

Sporting Schools grants

Excursion to Kalbarri

Simultaneous Reading Hour

School Concert and Presentation event



Achievement Against our Improvement Targets in our Business Plan 2019-2021

Priority Areas	Target Met	Progressing Towards	Needs reviewing
Success for all Students			
Perform at or above like schools in all five NAPLAN areas.			
Pre-Primary students to achieve 1.0 or higher on End of Year On-Entry Assessment			
Improve whole school writing data as measured on NAPLAN longitudinal data compared with like schools.			
High Quality Teaching			
Continue to measure teacher performance against the AITSL standards through Performance Management processes.			
All teachers to partake in a classroom observations and feedback process twice a year.			
Continue to improve teacher collaboration through regular meetings as a Professional Learning Community.			
A Safe and Inclusive Learning Environment			
Whole school attendance rate to increase to 90% or higher.			
Continue to focus on improving student wellbeing as measured in our student, parent and staff surveys.			
Maintain our Positive Behaviour in Schools implementation and rewards as measured in our data.			
Building Community Partnerships			
Raise the profile of the School Board in the community as measured in our school surveys.			
Maintain and continually improve relationships with partners in the community as measured in our school surveys.			

	Target met and capable of being sustained into the future to the end of 2021.
	Progress made towards target during 2020.
	Target unlikely to be met by the end of 2021 and requires review.

Summary of Achievement Against our Strategic Intent in our Business Plan 2019-2021

<p>Leadership</p> <ul style="list-style-type: none"> - Binu Primary School received positive feedback from our Regional Director of Education, Mrs Lisa Criddle. - A permanent workforce continued including a replacement of our permanent AIEO as per our ACSF Action Plan. - An effective School Board continued to operate including an Aboriginal Parent representative and 2 community members. - Successful marketing of our school continued, creating community confidence in our school. - Progress against our improvement targets in our ACSF Action Plan was made. - Manager of Corporate Service continued on her journey to obtaining a Grad. Certificate in Education Business Leadership. - We have applied for and been successful for almost \$7000 worth of grants. (PALS, Sporting Schools grants, Bendigo/GOPP donation and an IGA donation). 	<p>High Quality Teaching and Success for all Students</p> <ul style="list-style-type: none"> - We refined our whole school approaches in English, Maths and Science. - We refined our explicit teaching model and joined the Geraldton Network to implement Teachwell - Established and engaged in rounds of Classroom Observations with teachers setting self-reflective (performance) improvement goals. - Continued to support teachers with set school based collaborative days for writing moderations and analysing student achievement data in all areas. - Completed our Early Years plan to support our ECE practices and NQS responsibilities. - BPS students have been successful in sporting competitions and local community events. - Staff have continued with our SMART goals, targeted intervention strategy for each student. - We refined our whole school data collection schedule to comprehensively track student progress. - Continued with Student Portfolios to accompany DoE Semester Reporting. - Continued our partnership with the West Coast Speech and Language Outreach team.
<p>Building Community Partnerships</p> <ul style="list-style-type: none"> - Continued to refine our Small School hub of Level 3 schools for collaborative planning, shared teaching and learning and collegial support. - BPS has continued to build partnerships for students with neighbouring schools, combining for sporting events and developing a CHUNABI team. - BPS has continued to build community partnerships and increase experiences for our students through community volunteering, network based incursions and sporting events. - A supportive and engaged parent community. 	<p>A Safe and Inclusive Learning Environment</p> <ul style="list-style-type: none"> - Explicitly taught expected behaviours via our PBS initiative and developed a rewards system for students. - Continued to monitor the effectiveness of our Attendance Strategy with the School Board and promoted the important messages to the wider community through newsletters. - Maintained our YouthCare funding for a School Chaplain- Mr Peter Hanrahan and used school funds to pay for additional days. - All staff completed mandatory DoE Child Protection PL. - Maintained our partnership with Food bank to offer our Breakfast Club Program. - Continued with our (French) language program for Year 3-6 through School of Isolated and Distance Education. - Became a SunSmart School and were successful in securing a shade sail grant from DoE.

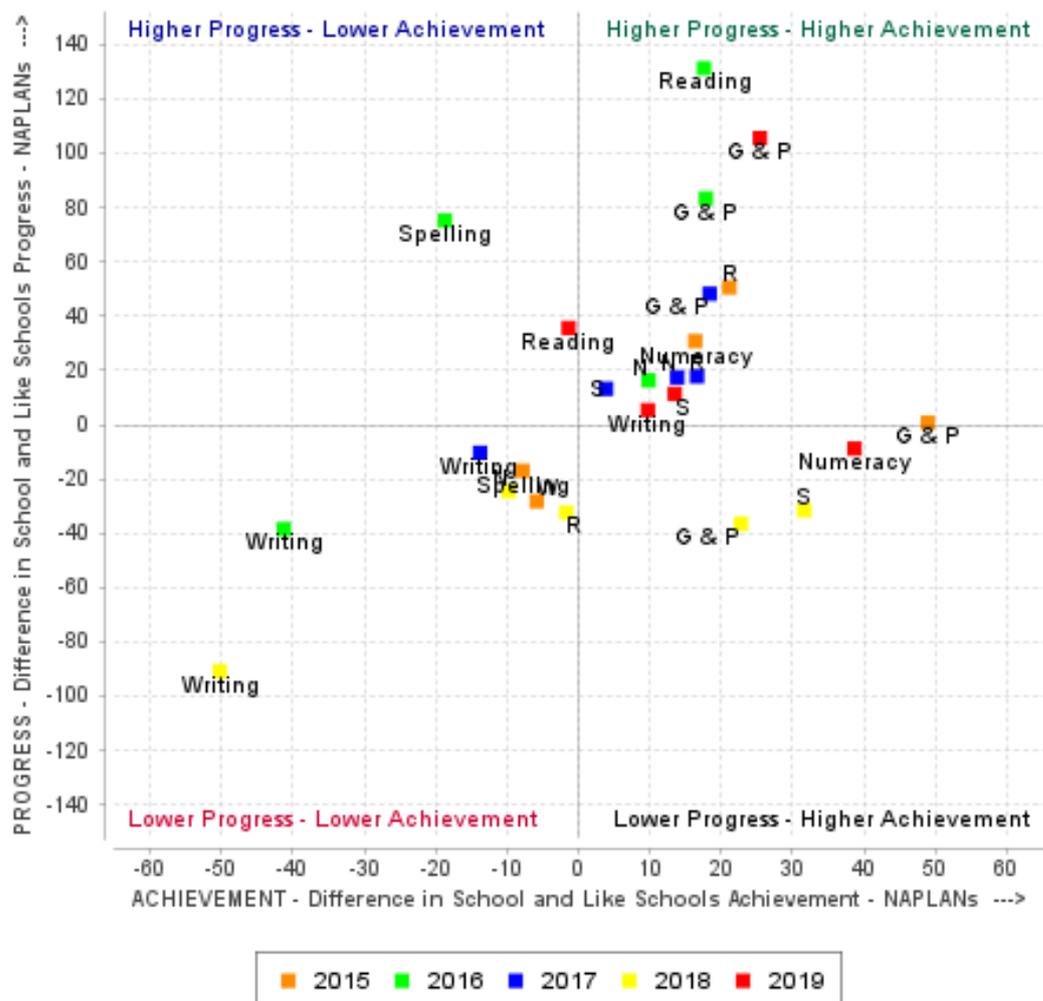
Student Achievement and Progress

Due to the COVID-19 Health Pandemic the yearly National Assessment Program- Literacy and Numeracy (NAPLAN) for 2020 did not take place. Therefore, no data is available. 2019 NAPLAN data indicated our students to be working at or above National Minimum standard in all NAPLAN areas. Our 2019 On Entry data indicated students achieved 1.0 or higher in all areas.

Whole School Priorities will continue as Writing and Numeracy in 2021. A change in pedagogy in our approach to teaching early literacy skills and Reading will also be a focus in 2021.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



At Binnu Primary School, we collect a myriad of student assessment data throughout the school year. All data is used to comprehensively track and measure student progress in all learning areas. This data is also used to inform whole school curriculum priority areas, whole school planning, direction and resourcing needs.

Literacy

In 2020, writing was a whole school priority. A number of whole school strategies were adopted to support teachers to improve student outcomes in this area. These included;

- Our Established Service Agreement with the West Coast Speech and Language Team, including Professional Development in Vocabulary Instruction and explicit teaching of Tier 2 words.
- Professional Development using Brightpath and collaborating with other Small Schools for consistency.
- Professional Development in Talk 4 Writing.



Brightpath

Teachers utilised the Brightpath platform to assess students on the continuum and plan for writing improvements. As a school, we utilised a visible learning model to display and track students' progress. Teachers conducted a cold writing task, moderated this work using the Brightpath exemplars, planned targeted writing goals for each student over an 8-week period and then conducted a hot writing task. The results have been pleasing to see with students' demonstrating an improvement of approximately 10-40 Brightpath progression points in a particular writing genre each term.

Numeracy

In 2020, we continued to implement our Whole School Numeracy program; IMATHS. Individual tracking of students' progress and achievement continued with our comprehensive assessment data collection in Numeracy. The results were pleasing with all students making progress in Number and Algebra, Measurement and Geometry and Statistics and Probability.

Longitudinal Attendance Data 2017-2019 (no data available for 2020)



Community Survey Results Semester 1 2020

Students, staff and families are invited to complete the National School Opinion Survey every 2 years. Our community had the opportunity in Semester 1, 2020 to submit a survey online.

10 students from Years 2-6

My teachers expect me to do my best. 10/10 agree/strongly agree.

My teachers provide me with useful feedback about my school work. 1/10 disagree, 2/10 neither, 7/10 agree/strongly agree.

Teachers at my school treat students fairly. 1/10 neither, 9/10 agree/strongly agree.

My school is well-maintained. 10/10 agree/strongly agree.

I feel safe at my school. 10/10 agree/strongly agree.

I can talk to my teachers about my concerns. 1/10 neither, 9/10 agree/strongly agree.

Student behaviour is well managed at my school. 1/10 neither, 9/10 agree/strong agree.

I like being at my school. 10/10 agree/strongly agree.

My school looks for ways to improve. 10/10 agree/strongly agree.

My school takes students' opinions seriously. 2/10 neither, 8/10 agree/strongly agree.

My teachers motivate me to learn. 1/10 disagree/ 9/10 agree/strongly agree.

My school gives me opportunities to do interesting things. 10/10 agree/strongly agree.

My teachers are good teachers. 1/10 neither, 9/10 agree/strongly agree.

My teachers care about me. 1/10 neither, 9/10 agree/strongly agree.

Approximately 50% of our parents completed the survey.

100% of those parents agree or strongly agree with the following statements;

- Teachers expect my child to do their best.
- Teachers treat students fairly.
- The school is well maintained.
- Teachers at this school care about my child.
- My child feels safe at school.
- This school looks for ways to improve.
- I can talk to my child's teachers about my concerns.
- My child likes being at school.
- I would recommend this school to others.
- Student behaviour is well managed.
- Teachers at this school motivate my child to learn.
- My child's learning needs are being met.
- I am satisfied with the overall standard of education achieved at this school.
- My child is making good progress at this school.

This is all very positive feedback for our school and our core business at Binu Primary School. We will continue to foster positive relationships with our families and community in the future.

Year 5/6 Student Leaders

Year 5/6 students participated in activities to build leadership and community skills. Students organised and led assemblies, completed jobs around the school, raised money for charity, helped staff and thanked visiting organisations.

Year 5/6 students were unable to attend a Leadership Camp due to COVID-19 restrictions. One Year 6 student graduated in 2020. We celebrated with a Whole School party and bouncy castle.

Our Year 6 student now attends higher education at Geraldton Grammar School.

Acknowledgements

Staff and students would like to thank our School Board members for their guidance and support. Thank you also to the Binu Primary School P&C for their support in assisting to provide resources for our learning programs. Finally, thank you to all parents and community members. We are fortunate to have a school community that is active and supportive of our community school.



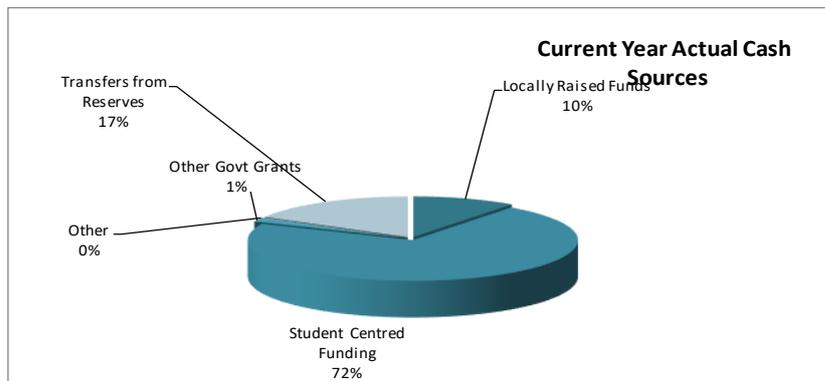
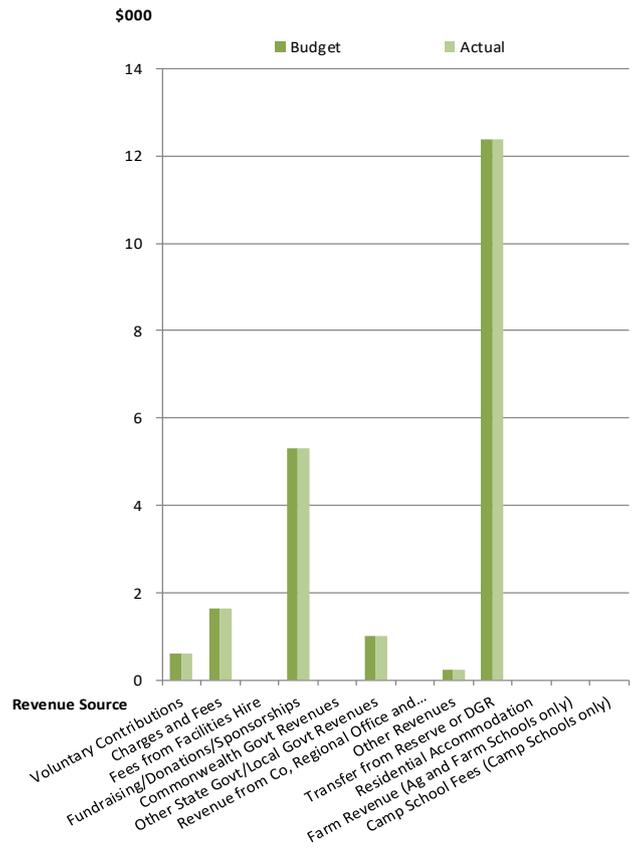


Binnu Primary School Financial Summary as at 9 February 2021

BINNU PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

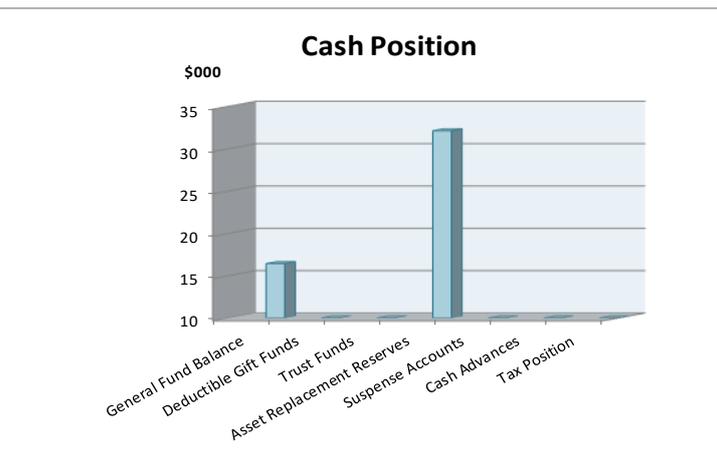
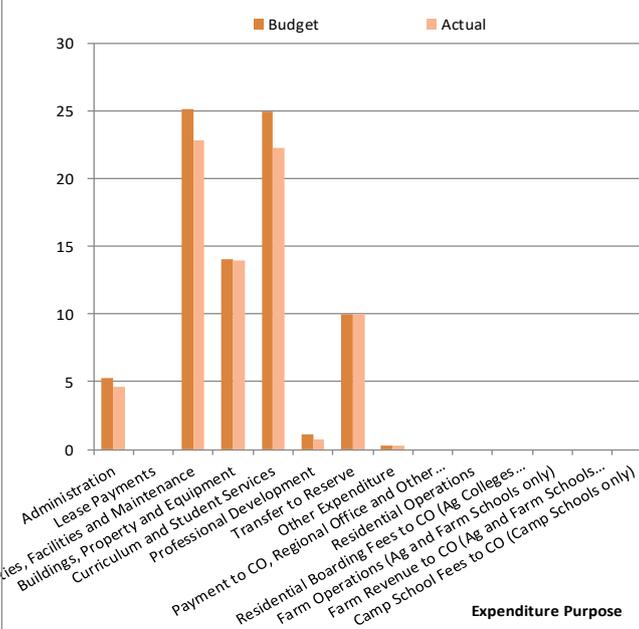
Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 600.00	\$ 600.00
2	Charges and Fees	\$ 1,631.05	\$ 1,631.17
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 5,306.00	\$ 5,306.23
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 236.00	\$ 236.59
9	Transfer from Reserve or DGR	\$ 12,381.89	\$ 12,381.89
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 21,154.94	\$ 21,155.88
Opening Balance		\$ 17,051.69	\$ 17,051.69
Student Centred Funding		\$ 52,876.00	\$ 52,875.50
Total Cash Funds Available		\$ 91,082.63	\$ 91,083.07
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 91,082.63	\$ 91,083.07

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 5,222.00	\$ 4,579.22
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 25,070.00	\$ 22,777.46
4	Buildings, Property and Equipment	\$ 14,041.89	\$ 13,963.94
5	Curriculum and Student Services	\$ 24,944.90	\$ 22,232.20
6	Professional Development	\$ 1,100.00	\$ 780.86
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 295.00	\$ 321.58
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 80,673.79	\$ 74,655.26
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 80,673.79	\$ 74,655.26
Cash Budget Variance		\$ 10,408.84	

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:		
Bank Balance	\$	50,569.00
Made up of:	\$	-
1 General Fund Balance	\$	16,427.81
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	32,110.43
5 Suspense Accounts	\$	2,755.76
6 Cash Advances	\$	-
7 Tax Position	\$	(725.00)
Total Bank Balance	\$	50,569.00