



ANNUAL REPORT 2022

Bindoon Primary School



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SCHOOL OVERVIEW

School Context

Bindoon Primary School is an Independent Public School that places a high priority on excellence in teaching and learning, strong relationships and positive support for all children. We pride ourselves on providing a well-rounded education where every child's learning needs are met through high quality, evidence-based teaching approaches. Teachers are caring and are strongly committed to providing an inclusive environment where all children have the opportunity to thrive. Staff continually seek to improve their teaching skills and enhance the social and academic learning of each child in their classroom. Students have access to high quality learning opportunities through a specialist teacher in Science, The Arts (Music and Visual Arts), Languages (Indonesian) and Physical Education. Parents and community play a central role in the school by becoming a member of the School Board, joining the Parents and Citizens Association and volunteering at sporting events. With our strong links to local community businesses and organisations, your child's learning and experiences are enhanced as our teachers take advantage of the local opportunities. Relationships matter and we aim to build, foster and maintain collaborative relationships with our school community. We value positive relationships with parents where we will work with you to support your child's individual needs.

Enrolments

The school caters for students from Kindergarten to Year 6. The school's Index of Community Socio-Educational Advantage (ICSEA) is 976. In 2022, enrolment numbers at the February Census were 127. Of these students, we had 11 that recognised as Aboriginal and 3 students who had an Individual Disabilities Allocation.

OUR VISION

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

OUR VALUES

The Bindoon Primary School values 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
- Supportive
- Fun
- Relationships

BEHAVIOUR EXPECTATIONS

Positive Behaviour Support develops a common understanding of the explicit and positive behaviours that create an environment that is the best for each member of the community.

- Be Respectful
- Be Positive
- Be Empathetic
- Be My Best

FROM THE PRINCIPAL

It is my pleasure to present our community with the Annual Report for the 2022 school year. This report is an integral part of the school's reporting and accountability process which provides a snapshot of how our school performed in 2022. It also provides parents and the wider community with information about our school and the learning programs that we offer. The report identifies our many successes and achievements through the monitoring of our performance targets set in our 2021-2023 Business Plan. We have also identified priorities and strategies to further improve.

The many successes over 2022 are due to the hard work and enthusiasm of so many people. Our staff, both teaching and support staff, deserve the highest praise. One of the most critical factors of any successful school is the staff, and we are very lucky to have so many staff that do much more than their position title articulates. They are truly dedicated.

Throughout 2022, we continued to build on evidence-based whole school approaches and identified and addressed the gaps. We use a Model of Instruction lesson framework to maintain consistency of best practice in teaching pedagogies. At Bindoon Primary School, we are constantly reflecting and reviewing our progress to ensure our teaching and learning programs are contemporary, relevant and future focused. We use student assessment data, and other data sources, to drive our planning for improvement.

I would like to acknowledge and thank the School Board, P&C and parents/carers for their ongoing support and valuable contribution to our school. We have many organisations, and individuals, in our community that contribute to, and support, our school in so many ways. For that we thank them.

Please enjoy reading the 2022 Annual Report.

Amanda Robinson
Principal



"The school is a positive and happy place to be. I have respect for the teachers as professionals and believe my child is getting a good all-round education."

Parent feedback, National Opinion Survey 2022

FROM THE BOARD CHAIR

The Bindoon Primary School Board is made up of individuals who are keen to contribute to good school governance and ensure the school is run in the best interest of the students, staff and the Bindoon community. The Board consists of community members, staff, and parents of students who attend the school.

The year began with the opportunity for Principal Amanda Robinson, after joining the school at the commencement of 2022, to further integrate her own values and ideas into the existing fundamentals that have been implemented over the previous two years of reform and transition as the school has sought to continuously improve. The Board would like to voice their appreciation in regard to the efforts of Mrs Robinson and her team in maintaining these high standards and look forward to working together to build on a great foundation.

The challenge of COVID-19 was still prominent in the early parts of the year, complicating NAPLAN and attendance expectations, but as the year progressed and the ability for parents and community members to spend more time on school grounds increased, it quickly became evident that Bindoon Primary School was a happy place for students to be, which in turn creates a positive learning environment, the contribution to which all the staff and community members involved should be commended.

September 2022 saw the first Independent Public School Review of Bindoon Primary, conducted by the Department of Education, since 2017. The purpose of the review is to give assurance to the local community, the staff and the department about the performance of the school in delivering high quality education to students. The review acknowledges the achievements of the school and provides feedback and support on improvement planning. The results of the review are available on the Bindoon Primary School website, with the next review slated for Term 3, 2025.

The end of 2022 saw the following changes occur on the School Board.

- Adrian Gledhill, Board Chairperson, end of tenure
- Quentin Hearn, Community Representative, end of tenure
- Lisa Kay, movement from Parent Representative to Community Representative
- Linda Toms, Staff Representative, resigned from the Board

These positions were advertised, and we received the exact number of nominations as there were positions. This meant that elections were not necessary. We welcome Parent Representative, Sophie Lee, and Staff Representative, Deputy Principal, John Hinde, who has gladly taken on the Executive Officer role as well. Adrian Gledhill has nominated to extend his tenure and he is happy to continue in the Chairperson role. Below is our complete School Board for 2023:

Parent Representatives	Community Representatives	Staff Representatives
Adrian Gledhill (Chairperson)	Lisa Kay	Amanda Robinson (Principal)
Shelley Walters	Anne Marie Hagge	Asher Wegner
Alicia Chapman		John Hinde (Executive Officer)
Sophie Lee		

The Bindoon Primary School Board is committed to assisting in the advancement and development of the students and staff at the school and continuing to make certain that Bindoon Primary is a safe, enjoyable and respected part of the wider community that we can all be proud of. We look forward to a bright 2023.

Adrian Gledhill
Bindoon Primary School Board Chair

WORKFORCE

Occupational Group	Number Headcount	Full Time Equivalent	% Full Time	% Part Time
Principal	1	1.0	100%	0%
Deputy Principal	1	1.0	100%	0%
Teacher	12	7.7	31%	69%
Mainstream EA	3	1.6	0%	100%
Education Support EA	5	2.3	0%	100%
Administration	2	1.1	0%	100%
Cleaner	3	1.7	0%	100%
Gardener	1	1.0	100%	0%
Library/ICT	1	0.4	0%	100%
TOTAL	29	17.8		

Our teaching staff meet the professional requirements of the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teachers work in collaborative, supportive and vibrant teams based on Phases of Learning. The school also has specialist teaching staff who deliver the Physical Education, Music, Visual Arts, Languages-Indonesian and Science curriculum.

We have both Mainstream and Special Needs Education Assistants who support classes across the school. The Library/ICT Officer manages our library, resources and technology. The Manager of Corporate Services role is shared over 2 staff members. The school employs a School Chaplain one day per week and a School Psychologist attends Bindoon PS seven days each term.

A Workforce Plan 2022-2024 has been developed to identify future staffing needs. As a part of this plan, teaching staff who were either on leave or working elsewhere, were asked to relinquish their position at the school. This allowed for the retention of staff with the right skill set, and permanent positions were offered.

"Classroom teachers are approachable and continue to spark the love of learning for my children."

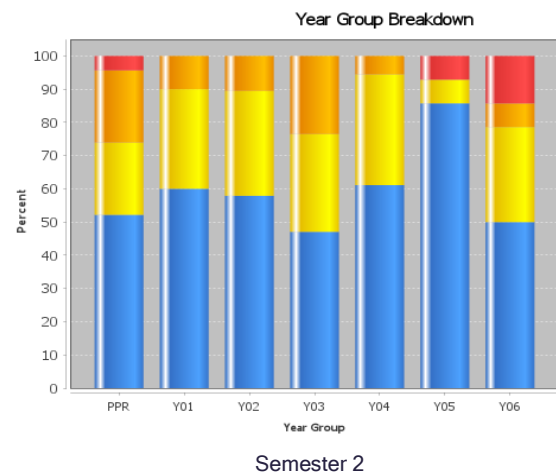
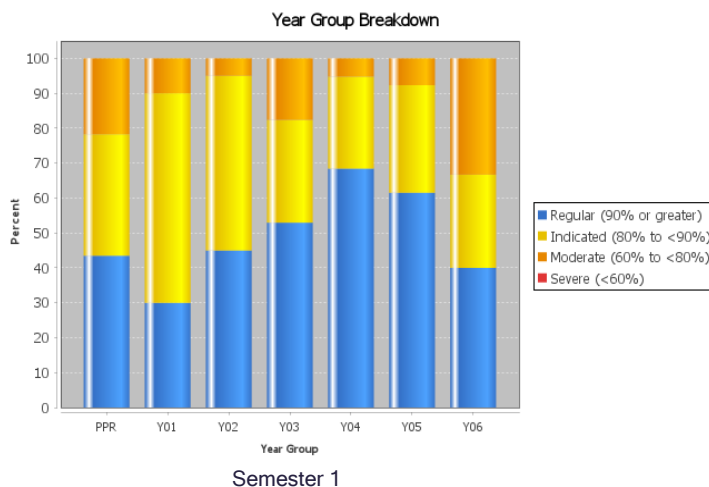
Parent feedback, National Opinion Survey 2022

STUDENT ATTENDANCE

During 2022, the school experienced high levels of absences due to COVID-19, with students and staff testing positive or being classified as a close contact. The resulting average attendance for Semester 1 was 89.3%, compared to 90.8% in 2021. For Semester 2, 2022 the average attendance rate was 89.4% compared to 91.5% for the same period in 2021.

Year Group Breakdown for Semester 1, 2022

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.3%	12	6	1		89%	12%
PPR	87.6%	10	8	5		79%	21%
Y01	88.3%	3	6	1		90%	10%
Y02	90.4%	9	10	1		87%	13%
Y03	88.5%	9	5	3		85%	15%
Y04	91.9%	13	5	1		87%	13%
Y05	90.0%	8	4	1		90%	10%
Y06	87.8%	6	4	5		82%	18%
Compulsory	89.3%	58	42	17		85%	15%



Year Group Breakdown for Semester 2, 2022

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	83.8%	11	4	4	2		
PPR	87.2%	12	5	5	1	72%	28%
Y01	90.5%	6	3	1		79%	21%
Y02	89.9%	11	6	2		64%	36%
Y03	86.8%	8	5	4		65%	35%
Y04	92.2%	11	6	1		56%	44%
Y05	92.7%	12	1		1	68%	32%
Y06	88.0%	7	4	1	2	67%	33%
Compulsory	89.4%	67	30	14	4	67%	33%

With the hope that we will continue to have very few COVID restrictions during 2023, attendance will become a priority, in line with our Business Plan 2021-2023. With most students attending regularly, to improve our overall attendance rate we will introduce individual case management processes for those students who fall into the moderate and severe risk categories. In 2023, we have updated our process for following up on unexplained absences, with teachers contacting families when students are absent for two days without an explanation.

STUDENT ACHIEVEMENT TARGETS

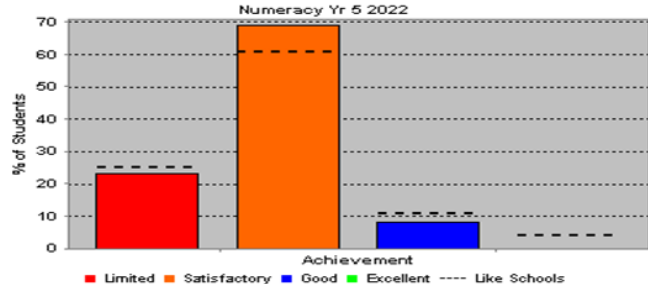
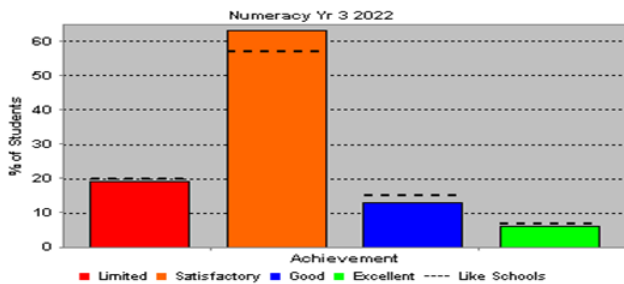
As part of our process of self-reflection, 2021-2023 Business Plan achievement targets are analysed each year. In 2023, new targets will need to be developed because the NAPLAN proficiency bands are being replaced by proficiency standards.

KEY: BPS – Bindoon Primary School LS – Like Schools T4W – Talk for Writing

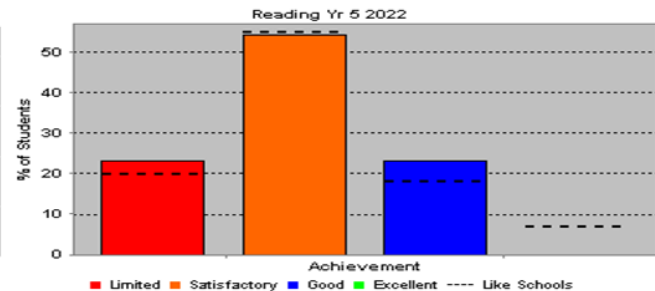
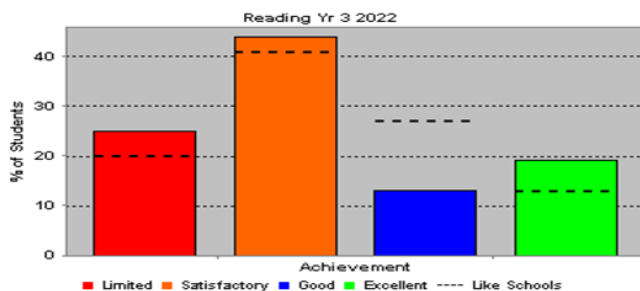
Achievement Targets	2022	Comment	Planning
Perform better than like schools in Proficiency Bands 3 and 4 of Year 5 Numeracy	Met	Bands 3 and 4 are minimum standard or below for Year 5. 0% at BPS compared to 20% in LS	Use of WA Curriculum resources, and student data, to guide targeted teaching.
Perform better than like schools in Proficiency Bands 3 and 4 of Year 5 Reading	Not Met	23% BPS / 20% LS	In 2023, embed the explicit teaching of reading comprehension strategies using CARS and STARS resources that allow for a differentiated approach.
Continue to perform better than like schools in proficiency bands 3 and 4 for Year 3 Reading	Met	Bands 3 and 4 for Year 3 are above minimum standard. 43% BPS / 41% LS	Continue the implementation of the Promoting Literacy Development phonics program across the whole school.
School proficiency bands to be at or above like school comparison in Year 5 Writing	Not Met Met Not Met	Bands 3, 4 - 31% BPS / 26% LS Bands 5, 6 - 62 % BPS / 59% LS Bands 7, 8 - 8% BPS / 16% LS Note: there were only 13 students in Year 5 at BPS, so 8% represents 1 student	Areas of targeted teaching have been diagnosed: <ul style="list-style-type: none"> • Audience • Vocabulary • Sentence structure • Punctuation
Maintain a higher percentage of students in Proficiency Bands 5 and 6 compared to like schools in Year 3 Numeracy	Not Met	Band 5 and 6 are the top 2 bands that Year 3s can achieve. 18% BPS / 23% LS	In 2023, extend Lighthouse Maths to Years 1 to 6. This is a collaborative mathematical approach. This will improve students' ability to problem solve.
Maintain the percentage of students in proficiency bands 5 and 6 to be above LS in Year 3 and Year 5 Writing	Not Met Met	Year 3 - 37% BPS / 39% LS Year 5 - 62% BPS / 59% LS	Continue to use the T4W process and introduce the use of the Brightpath ruler for students to develop writing goals.
All students will perform above the national minimum standard in Year 3 Writing	Not met	This would mean 100% in Bands 3 and above BPS 82%	Continue to use the T4W process and introduce the use of the Brightpath ruler for students to develop writing goals. Areas of targeted teaching have been diagnosed: <ul style="list-style-type: none"> • Text Structure • Paragraphing
Maintain the percentage of students in Proficiency Bands 5 and 6 to be above like school comparison in Year 3 Writing	Not Met	37% BPS / 39% LS	Continue to use the T4W process and introduce the use of the Brightpath ruler for students to develop writing goals.
Increase the amount of students performing at and above Brightpath mean scores in narrative writing	Met	Narrative - 72% in 2021, 92% in 2022 Persuasive – 60% in 2021, 92% in 2022	Include moderation processes in 2023.

NAPLAN 2022

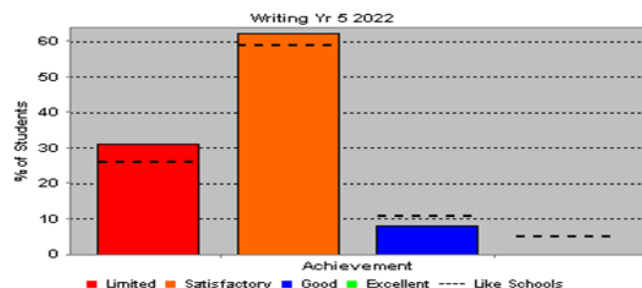
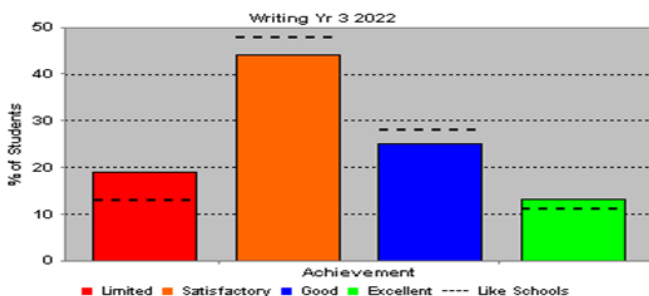
The graphs below indicate the achievement levels our Year 3 and Year 5 cohorts achieved in the 2022 NAPLAN assessments. In 2022, 16 Year 3 students sat the testing, while there were 13 Year 5s. As both student groups are small, it is recommended that care is taken when interpreting our school data against like schools.



In Numeracy, the percentages of students in each achievement category are similar to like schools, with higher percentage of Bindoon students in the satisfactory category. Opportunities to extend students, need to be further explored.



In 2022, a higher percentage of students recorded limited achievement compared to like schools. With the introduction of the Cars and Stars online reading comprehension program in 2023, students will be explicitly taught comprehension strategies. Through placement testing, students will access texts aimed at their individual reading level.



Writing results at Bindoon and like schools were similar. We continue to develop and use the T4W process. With the use of the Brightpath assessment rulers, students can identify what they need to do next to improve. Through the development of individual writing goals, students will have more ownership over their learning.

PARENT/STUDENT/STAFF FEEDBACK

All WA public schools are required to administer parent, student and staff opinion surveys at least every two years. The results are used to gain opinions on various aspects of school performance and operation. The school conducted the survey at the end of Term 3, 2022. A Business Plan 2021-2023 target is to “Improve the overall rating of the NOS from 2020 to 2022”. We are delighted to share these results.

Parents

Parents	2020	2022	Compare
Number of Respondents	24	42	
Teachers at this school expect my child to do his or her best.	4.3	4.5	0.2
Teachers at this school provide my child with useful feedback about his or her school work	3.7	4.4	0.7
Teachers at this school treat students fairly.	3.5	4.4	0.9
This school is well maintained.	4.2	4.5	0.3
My child feels safe at this school.	4.2	4.6	0.4
I can talk to my child's teachers about my concerns.	4.1	4.6	0.5
Student behaviour is well managed at this school.	3.5	4.2	0.7
My child likes being at this school.	4.0	4.5	0.5
This school looks for ways to improve.	4.1	4.2	0.1
This school takes parents' opinions seriously.	3.4	4.0	0.6
Teachers at this school motivate my child to learn.	3.4	4.3	0.9
My child is making good progress at this school.	3.7	4.2	0.5
My child's learning needs are being met at this school.	3.6	4.2	0.6
This school works with me to support my child's learning.	3.2	4.1	0.9
This school has a strong relationship with the local community.	3.8	4.3	0.5
This school is well led.	4.0	4.3	0.3
I am satisfied with the overall standard of education achieved at this school.	3.5	4.2	0.7
I would recommend this school to others.	3.9	4.5	0.6
My child's teachers are good teachers.	3.8	4.6	0.8
Teachers at this school care about my child.	3.9	4.6	0.7

A rating of 4 or above in all areas, indicated that parents are happy with these areas of the school. An open question put forward to parents about where we could improve indicated the following repeated themes. As a staff we have identified the following strategies to address these concerns:

Areas identified	Strategies
Teachers to work with parents to support struggling students	Inclusion of home activities in Individual Education Plans Optional Home Reading program for PP to Year 2
K/PP carpark needs work	Resurfaced at the commencement of 2023
Request for more sport opportunities	Use of Facebook to promote current sporting opportunities Addition of Summer Carnival to the school calendar Inclusion of sport incursions throughout the year
Parents want regular communication	Update Communication Agreement and implement with fidelity
Some after school events clash with community events	Rotation of days for events. Eg. 3-Way Conference Wednesday, Learning Journey Thursday

Students

Students	2020	2022	Compare
Number of Respondents	29	22	
My teachers expect me to do my best.	4.3	4.5	0.2
My teachers provide me with useful feedback about my school work.	3.7	4.2	0.5
Teachers at my school treat students fairly.	3.7	4.1	0.4
My school is well maintained.	3.8	4.3	0.5
I feel safe at my school.	4.1	4.2	0.1
I can talk to my teachers about my concerns.	3.8	3.9	0.1
Student behaviour is well managed at my school.	3.3	4.0	0.7
I like being at my school.	4.1	4.4	0.3
My school looks for ways to improve.	4.3	4.4	0.1
My school takes students' opinions seriously.	3.5	3.9	0.4
My teachers motivate me to learn.	4.2	4.2	0.0
My school gives me opportunities to do interesting things.	4.0	4.2	0.2
My teachers at this school are good teachers.	4.2	4.4	0.2
My teachers care about me.	4.0	4.0	0.0

Students indicated a rating of 4.0 or above for all areas except: “I can talk to my teachers about my concerns”, and “School takes student opinions seriously”. Student voice is important to us. We continue to seek student feedback and opinions, in a variety of ways, regarding various areas across the school, to inform our decision making.



Staff

Staff	2020	2022	Compare
Number of Respondents	13	22	
Teachers at this school expect students to do their best.	4.2	4.7	0.5
Teachers at this school provide students with useful feedback about their school work.	3.5	4.4	0.9
Teachers at this school treat students fairly.	4.0	4.9	0.9
This school is well maintained.	3.9	4.5	0.6
Students feel safe at this school.	4.2	4.5	0.3
Students at this school can talk to their teachers about their concerns.	4.3	4.7	0.4
Parents at this school can talk to teachers about their concerns.	4.3	4.6	0.3
Student behaviour is well managed at this school.	4.2	4.6	0.4
Students like being at this school.	4.3	4.8	0.5
This school looks for ways to improve.	4.8	4.9	0.1
This school takes staff opinions seriously.	4.4	4.8	0.4
Teachers at this school motivate students to learn.	3.8	4.6	0.8
Students' learning needs are being met at this school.	3.8	4.4	0.6
This school works with parents to support students' learning.	3.7	4.3	0.6
I receive useful feedback about my work at this school.	3.8	4.4	0.6
Staff are well supported at this school.	4.2	4.6	0.4
This school has a strong relationship with the local community.	3.8	4.6	0.8
This school is well led.	4.5	4.7	0.2
I am satisfied with the overall standard of education achieved at this school.	3.7	4.5	0.8
I would recommend this school to others.	4.3	4.9	0.6
Teachers at this school are good teachers.	3.8	4.7	0.9
Teachers at this school care about their students.	4.3	4.9	0.6

Bindoon Primary School staff are professional, caring and dedicated to this school. We review, reflect and make changes where needed to meet the needs of our students. Staff have identified that we need to continue to work on our partnerships with parents to enhance student learning; regular communication through the Student Diary, email and Connect; identifying home activities for students who have Individual Education Plans; Home Reading programs; providing parents with workshops in identified areas (eg. Supporting children with anxiety).

"Approachable. Nurturing. Supportive."

Parent feedback, National Opinion Survey 2022

HIGHLIGHTS OF 2022

Bindoon Primary School actively seeks ways to enhance student learning and wellbeing, by partnering with parents and families, other education and training institutions, local businesses, and community organisations.

"The open nights are fantastic"

"Children are happy to go to school"

"Having events each term for the kids to look forward to"

Parent feedback, National Opinion Survey 2022

We are driven by the belief that every student can be a successful learner, and through various opportunities they all have a chance to shine.

- ANZAC Day
- Northern Valley News Portrait Competition
- Book Week and Parade
- Colour Run
- Community Breakfast
- Crazy Hair Day
- Chittering Cricket Club
- Disco
- Faction Athletics
- Swimming Carnival
- Year 6 Graduation
- In-term Swimming
- Cancer Council Fundraiser
- Kindy Buddies
- Leadership Camp
- Learning Journey
- Maths Mystery Night
- Maths Day
- Choir
- Assemblies



HIGHLIGHTS OF 2022

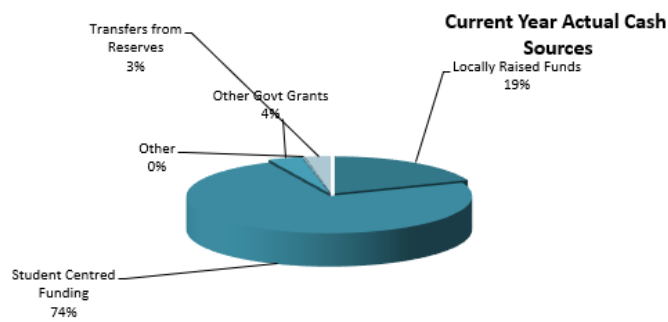
- Bindoon Show
- NAIDOC with Edmond Rice College
- Presentation Evening
- R U OK Day
- Scitech Incursion
- Six Seasons Garden
- Splash 'n' Happy
- Zoo excursion
- Students Leadership
- School of Thought Radio Show
- Cross Country



FINANCIAL SUMMARY

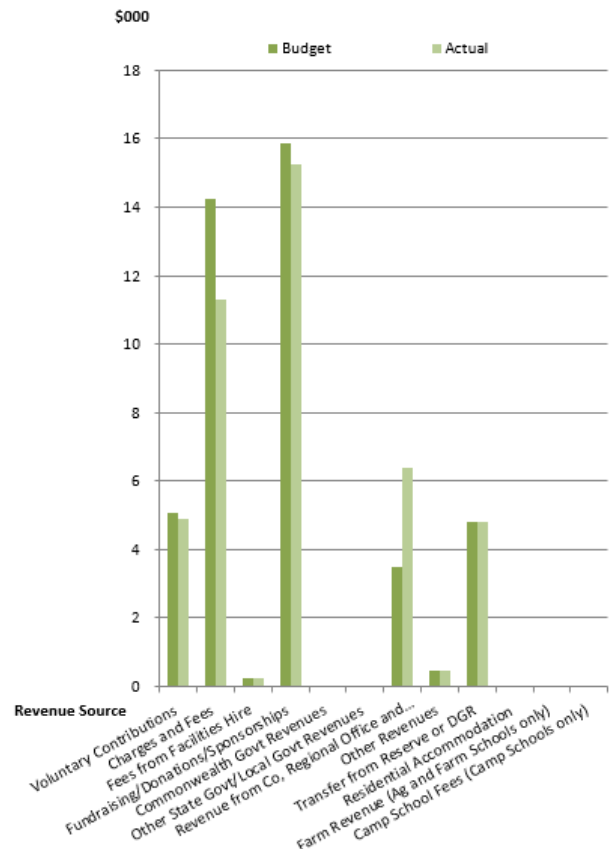
as at 31 December 2022

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$ 5,070.00	\$ 4,895.00
Charges and Fees	\$ 14,237.00	\$ 11,321.98
Fees from Facilities Hire	\$ 247.27	\$ 247.27
Fundraising/Donations/Sponsorships	\$ 15,858.00	\$ 15,271.25
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ -	\$ -
Revenue from Co, Regional Office and Other Schools	\$ 3,474.00	\$ 6,369.00
Other Revenues	\$ 470.00	\$ 454.25
Transfer from Reserve or DGR	\$ 4,827.00	\$ 4,827.00
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 44,183.27	\$ 43,385.75
Opening Balance	\$ 37,877.00	\$ 37,877.60
Student Centred Funding	\$ 122,491.00	\$ 122,491.33
Total Cash Funds Available	\$ 204,551.27	\$ 203,754.68
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 204,551.27	\$ 203,754.68

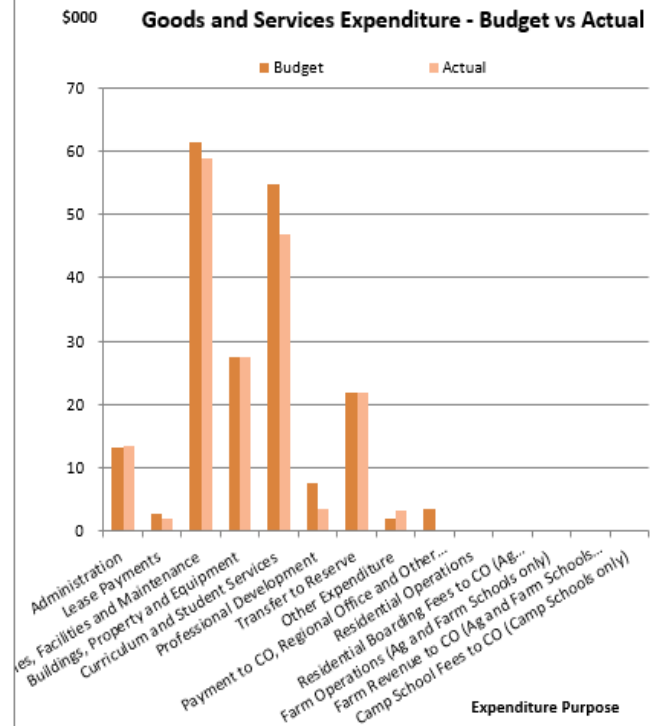


Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 13,116.00	\$ 13,485.94
Lease Payments	\$ 2,606.00	\$ 2,058.52
Utilities, Facilities and Maintenance	\$ 61,336.00	\$ 58,932.63
Buildings, Property and Equipment	\$ 27,536.00	\$ 27,365.13
Curriculum and Student Services	\$ 54,841.00	\$ 46,849.83
Professional Development	\$ 7,500.00	\$ 3,590.72
Transfer to Reserve	\$ 21,930.00	\$ 21,930.00
Other Expenditure	\$ 1,910.00	\$ 3,243.50
Payment to CO, Regional Office and Other Schools	\$ 3,519.00	\$ 45.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 194,294.00	\$ 177,501.27
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 194,294.00	\$ 177,501.27
Cash Budget Variance	\$ 10,257.27	

Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:		
Bank Balance	\$	69,574.95
Made up of:	\$	
1 General Fund Balance	\$	26,253.41
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	46,581.54
5 Suspense Accounts	\$	240.00
6 Cash Advances	\$	-
7 Tax Position	\$	3,020.00
Total Bank Balance	\$	69,574.95