



# ANNUAL REPORT 2023

**Bindoon Primary School**



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# SCHOOL OVERVIEW

## OUR VISION

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

## OUR MOTTO

*Belong  
Engage  
Excel*

## 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*

## 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. Development of the whole child is important to us.

We aim for rigour in academics, and also value providing our students with other opportunities and experiences. We pride ourselves on delivering an educational program where every child's learning needs are met through high quality, evidence-based teaching approaches.

We are a proud, semi-rural, community-focused school where our parents, School Board and P&C are integral to our school community, and together we are committed to providing the best for our students.

Over the last semester of 2023, we have developed our new Business Plan 2024-2026. This plan has been developed in collaboration with the School Board and staff, and sets a clear, strategic direction for the school over the next three years. It outlines what we will do, and what we hope to achieve in the form of targets, as we work to continuously improve in our focus areas.

## Enrolments

The school caters for students from Kindergarten to Year 6. The school's Index of Community Socio-Educational Advantage (ICSEA) is 989. In 2023, enrolment numbers at the February Census were 140. Of these students, we had 9 that recognised as Aboriginal and 3 students who had an Individual Disabilities Allocation.



# FROM THE PRINCIPAL

It is my pleasure to present our community with the Annual Report for the 2023 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 2023. 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. These improvements have been incorporated into our new Business Plan 2024-2026, and our Operational Plans.

As we look back upon 2023, we should do so proudly and celebrate the achievements of the entire school community. From student performance academically and on the sporting grounds, to the committed and professional staff who make a difference for every student, every day and a supportive and appreciative parent and carer body, we say thank you and well done for a wonderful 2023.

Throughout 2023, we continued to build on evidence-based whole school approaches. We have introduced the use of an online platform that will triangulate student data to identify gaps, to drive our planning for improvement, and identify needs of every student. The Teaching for Impact resources developed by the Department of Education have provided staff with the opportunity to reflect on their teaching, to ensure we are using contemporary, evidence-based practices.

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 2023 Annual Report.

**Amanda Robinson**

**Principal**



# FROM THE BOARD CHAIR

The Bindoon Primary School Board is made up of individuals who are committed to contributing to good school governance and ensuring 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. There are 4 ordinary meetings conducted each year, one of which is the Annual Public meeting. The dates and times for these meetings are communicated via Connect, the Bindoon Bulletin Newsletter and the Term Planner which can be found on the school website.

The school board has strict guidelines set by the Education Department on what it has the authority to take part in, and what its role in the operation of the school is expected to be. To assist in providing clarity regarding this role, I have outlined below some functions of the board. They include, but are not limited to, taking part in;

- the establishment and review of school objectives and priorities and general policy directions.
- the planning of financial arrangements necessary to fund the outlined objectives.
- evaluating the school's performance in achieving the outlined objectives.
- formulating codes of conduct for students at the school.
- (with the approval of the Director General) taking part in the selection of, but not the appointment of, the school principal.
- approving a charge or contribution determined by the principal for the provision of certain materials, services, and facilities.
- determining school dress codes.
- and promoting the school in the community.

The Board cannot intervene in the control or the management of the school or the educational instruction of the students. It does not exercise any authority over the teaching staff or other school staff or is it involved in performance management of staff.

Each meeting has an agenda set by the principal to assist in these functions and 2023 once again provided many opportunities for the board to contribute and demonstrate its commitment to good school governance.

Some examples include;

- the review of the Assessment and Reporting Policy and Procedures
- the review of the Students at Educational Risk Policy and Procedures
- on-entry data interrogation
- review of the Business Plan 2021 - 2023 targets
- strategic planning for Business Plan 2024-2026
- approval of a new polo shirt and dress for students
- approval of a half day closure for 3-way interviews
- approval of Contributions and Charges for 2024

The board members take careful consideration when making decisions that will affect the school and the intent is to keep all stakeholders' best interests as the main focus.

In 2023 we saw some turnover of board representatives as circumstances changed for exiting members. On behalf of the entire board, I personally would like to thank Lisa Kay as Community Representative and Alicia Chapman as Parent Representative, for their considered approach to all board matters and the contribution of their valuable time during their respective tenures on the Bindoon Primary School Board.

The vacancies left by their departure saw the nominations and acceptance of new Community Representative Brad Smith and Parent Representative Zoe Clayton and the addition of Tara Maxwell as Staff Representative to complete the make-up of the board for 2024. The board members are outlined in the table below.

Parent Representatives	Community Representatives	Staff Representatives
Adrian Gledhill (Chairperson) Shelley Walters Sophie Lee Zoe Clayton	Anne Marie Hagge Brad Smith	Amanda Robinson (Principal) John Hinde (Executive Officer) Asher Wegner Tara Maxwell

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 2024.

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	0.8	0%	100%
Teacher	10	6.9	20%	80%
Mainstream EA	6	3.1	0%	100%
Education Support EA	3	1.2	0%	100%
Administration	2	1.1	0%	100%
Cleaner	3	1.1	0%	100%
Gardener	1	0.8	0%	100%
Library/ICT	1	0.4	0%	100%
<b>TOTAL</b>	<b>28</b>	<b>16.4</b>		

Our teaching staff meet the professional requirements of the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teachers are involving in planning and reflecting on whole-school approaches. Having a collective responsibility for all students, creates a caring and supportive school culture. The school also has specialist teaching staff who deliver the Physical Education, Music, Visual Arts, Languages-Indonesian and Science curriculum. In 2024, the Languages program will be changed to include Auslan.

We have both Mainstream and Special Needs Education Assistants (EAs) who support classes across the school. In Semester 2 of this year, we used extra funding to support intervention programs from Kindy through to Year 3, implemented by EAs. 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.

The Workforce Plan 2022-2024 identified 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 saw a resignation rate of 11% in 2023. This has allowed for the retention of staff with the right skill set, and permanent positions were offered. The rate of staff filling permanent positions was 92% in 2023, compared to 67% in 2022.



# STUDENT ATTENDANCE

During 2023, the overall attendance rate was 90% for Semester 1 and 88.7% in Semester 2. This compares to 89.3% and 89.4% respectively, in 2022. Therefore, Semester 1 saw an improvement, while Semester 2 saw a decline. Below shows the breakdown by year level for the level of attendance for each semester.

## Year Group Breakdown for Semester 1, 2023

Breakdown	Attendance Rate %	Regular (>90%)	At Risk Indicated (80%-90%)	At Risk Moderate (60%-80%)	At Risk Severe (<60%)	Authorized %	Unauthorized %
KIN	89.7%	10	8	1	2	62%	38%
PPR	89.3%	16	4	4		76%	24%
Y01	88.9%	10	8	3		70%	30%
Y02	88.4%	6	3	2		74%	26%
Y03	91.6%	15	4	2		69%	31%
Y04	89.5%	12	8	2		66%	34%
Y05	90.9%	14	3	2		71%	29%
Y06	91.4%	10	3	1		74%	26%
<b>Compulsory</b>	<b>90.0%</b>	<b>83 (62%)</b>	<b>33 (25%)</b>	<b>16 (12%)</b>	<b>2 (1%)</b>	<b>72%</b>	<b>29%</b>

## Year Group Breakdown for Semester 2, 2023

Breakdown	Attendance Rate %	Regular (>90%)	At Risk Indicated (80%-90%)	At Risk Moderate (60%-80%)	At Risk Severe (<60%)	Authorized %	Unauthorized %
KIN	88.1%	12	6	4		60%	40%
PPR	83.9%	10	8	4	3	58%	42%
Y01	92.2%	12	7		1	71%	29%
Y02	91.0%	8	4	1		69%	31%
Y03	89.9%	13	3	2	1	69%	31%
Y04	87.6%	10	8	4		62%	38%
Y05	90.5%	14	2	2		54%	46%
Y06	88.1%	8	3	1	2	86%	14%
<b>Compulsory</b>	<b>88.7%</b>	<b>75 (57%)</b>	<b>35 (26%)</b>	<b>14 (11%)</b>	<b>7* (6%)</b>	<b>65%</b>	<b>35%</b>

\*Four students remained enrolled at BPS for an extended period before they were enrolled in a new school

The following data shows the reasons recorded for student absences. Our Business Plan 2024-2026 identifies that we will monitor, analyse and act on student attendance data to support improved attendance. This data indicates the following actions are needed: follow-up on unexplained absences, promote the effect of taking family holidays during school terms, and work with parents where attendance is at moderate or severe risk.

## Reason for Absence

Reason for Absence	Semester 1	Semester 2
Authorized		
• Reasonable	14%	16%
• Notified as sick	49%	37%
• Vacation	0%	0%
• Suspension	0%	1%
Unauthorized		
• Unexplained	11%	17%
• Unacceptable reason	2%	1%
• Unauthorized vacation	13%	11%
Approved		
• Educational activity	10%	16%
• Medical	1%	1%



# STUDENT ACHIEVEMENT TARGETS

As part of our process of self-reflection, 2021-2023 Business Plan achievement targets have been analysed each year. In the new Business Plan 2024-2026, targets have been written to ensure that an ongoing review can happen.

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

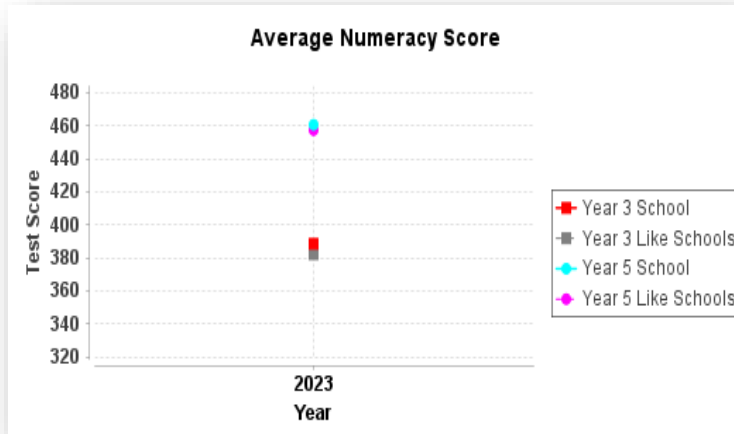
Achievement Targets	2023	Comment	Planning
Arrest the downward trend in NAPLAN relative assessment for Year 5 Numeracy	Met	<p>With changes to NAPLAN (earlier testing, adaptive tests, bands replaced with proficiency levels, no testing 2020) this is hard to measure.</p> <p>However, a mean score of 461 for Year 5 Numeracy in 2023, is better than the mean score in 2022 and 2019. It also is above like schools on 457.</p>	<p>Create targets in the new Business Plan that should continue to be measurable over time.</p> <p>Numeracy results in NAPLAN suggest that numeracy is not an area of strength at Bindoon Primary School. An analysis of data has identified that students have gaps in their learning. This could be for several reasons including, but not exclusively:</p> <ul style="list-style-type: none"> <li>-Absences due to COVID</li> <li>-Crowded curriculum</li> <li>-Not a preferred subject</li> </ul> <p><i>Actions in Mathematics to address these:</i></p> <ul style="list-style-type: none"> <li>-MAKE MATHEMATICS A PRIORITY</li> <li>-Continue mental maths focus</li> <li>-Further enhance the use of Paul Swan resources</li> <li>-Embed Lighthouse Mathematics approach to problem solving</li> <li>-Develop a Bindoon Primary School scope and sequence that identifies the essential mathematical skills at each year level</li> <li>-Introduce the use of the Elastik data platform to identify the gaps, to target teach and review concepts</li> <li>-Change the perception of Mathematics through activities such as the Prickly Problem</li> </ul>
Perform better than like schools in Proficiency Bands 3 and 4 of Year 5 Numeracy	Not met	<p>NAPLAN is no longer reporting against bands.</p> <p>A similar measure is the percentage of students classified as 'Needing Additional Support' (NAS). 22% of students at BPS were classified as NAS, compared to 15% of students in like schools.</p>	<p>These students have been identified. The Elastik platform has identified their gaps and small group work will support these students.</p>
Maintain a higher percentage of students in Proficiency Bands 5 and 6 compared	Met	<p>NAPLAN is no longer reporting against bands.</p> <p>A similar measure is the percentage of students classified as 'Exceeding'. 11% of students at BPS were classified as</p>	

to like schools in Year 3 Numeracy		Exceeding, compared to 5% of students in like schools.	
Perform better than like schools in Proficiency Bands 3 and 4 of Year 5 Reading	Met	NAPLAN is no longer reporting against bands.  A similar measure is the percentage of students classified as 'Needing Additional Support' (NAS). 11% at BPS compared to 14% in like schools.	Create targets in the new Business Plan that should continue to be measurable over time.  <i>Actions in Reading:</i> -Continue to embed and strengthen PLD (phonics/spelling program, Kindy to Year 6) -Provide phonics intervention program Kindy to Year 3 -Year 4 to 6 to have EA support in the classrooms -Continue Guided Comprehension and CARS and STARS -All taught to differentiated groupings
Continue to perform better than like schools in proficiency bands 3 and 4 for Year 3 Reading	Met	NAPLAN is no longer reporting against bands.  A similar measure is the percentage of students classified as 'Developing', 'Strong', 'Exceeding'. 83% at BPS compared to 82% for LS.	
Arrest the downward trend in NAPLAN relative assessment for Year 3 Reading	Met	NAPLAN longitudinal data has reset as of 2023, because testing is earlier in the year, so comparison to previous years is not appropriate.  However, 2023 Year 3 reading results are above like schools by 15 points. BPS has been above like schools since 2019.	
Reading progress to align to like schools at all achievement levels of Year 3 to 5 Reading	NA	Progress from Year 3 to Year 5 has not been reported for the last 2 years.	
Arrest the downward trend in NAPLAN relative assessment for Year 5 Writing	Met	NAPLAN longitudinal data has reset as of 2023, because testing is earlier in the year, so comparison to previous years is not appropriate.  Year 5 writing results were above like schools by 41 points, which would create a positive trend line over the last 5 years.	<i>Actions in Writing:</i> -Continue to embed and strengthen PLD -Provide phonics intervention program Kindy to Year 3 -Year 4 to 6 to have EA support in the classrooms Review Talk for Writing process and Scope and Sequence, to be inline with WA curriculum
School proficiency bands to be at or above like school comparison in Year 5 Writing	Met	NAPLAN is no longer reporting against bands.  In Year 5, BPS had 73% of students in 'Exceeding' or 'Strong', compared to 57% in like schools.	

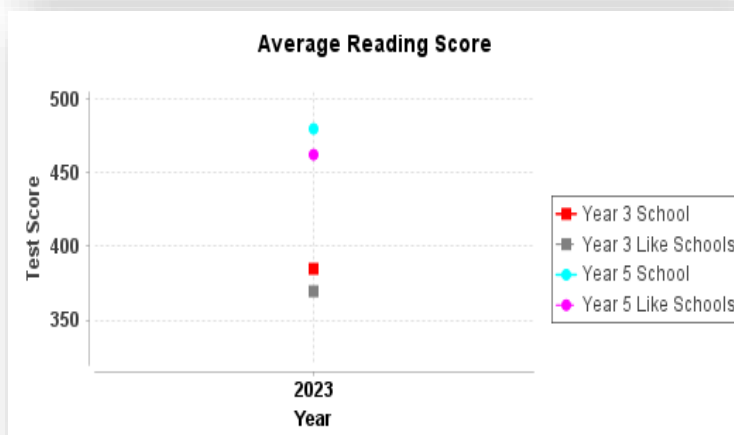
Maintain the percentage of students in proficiency bands 5 and 6 to be above LS in Year 3 and Year 5 Writing	Met	NAPLAN is no longer reporting against bands.  In Year 3, BPS had 83% of students in 'Exceeding' or 'Strong', compared to 68% in like schools.	
All students will perform above the national minimum standard in Year 3 Writing	Met	NAPLAN is no longer reporting against minimum standards.  A similar measure is the percentage of students classified as 'Needing Additional Support' (NAS). BPS recorded 6% NAS, while LS had 12%.	
Maintain the percentage of students in Proficiency Bands 5 and 6 to be above like school comparison in Year 3 Writing	Met	NAPLAN is no longer reporting against bands.  A similar measure is the percentage of students classified as 'Strong, "Exceeding'. As reported above, BPS had 83% of students in 'Exceeding' or 'Strong', compared to 68% in like schools.	
Increase the amount of students performing at and above Brightpath mean scores in narrative, report and persuasive writing	Met	The mean narrative score for BPS for 2023 is 330 compared to 308 for all schools.	<i>Actions in Writing:</i> -Continue to embed and strengthen Talk for Writing -Teachers to realign T4W scope and sequence with the WA curriculum -Use Brightpath teaching points/Elastik feedback to set differentiated writing goals to extend students -Teachers to provide effective feedback to allow student progress



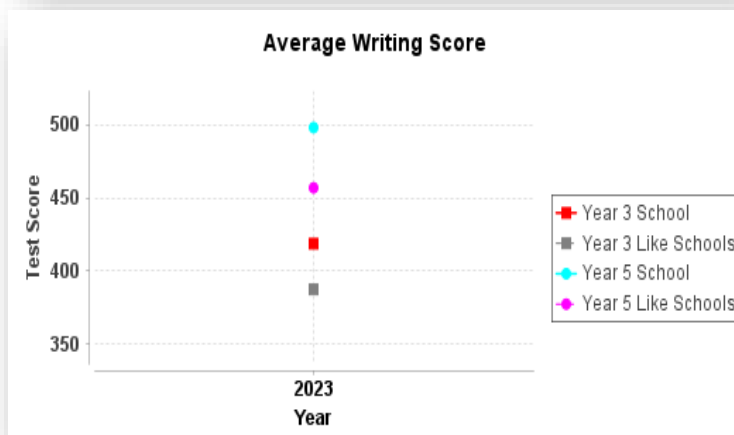
# NAPLAN 2023



Due to recent changes in NAPLAN assessment and reporting, most specifically related to the assessments being conducted earlier in the year, 2023 data cannot be compared to results for other cohorts from previous years. These graphs show how our students performed this year compared to like schools. Longitudinal data has not been published.

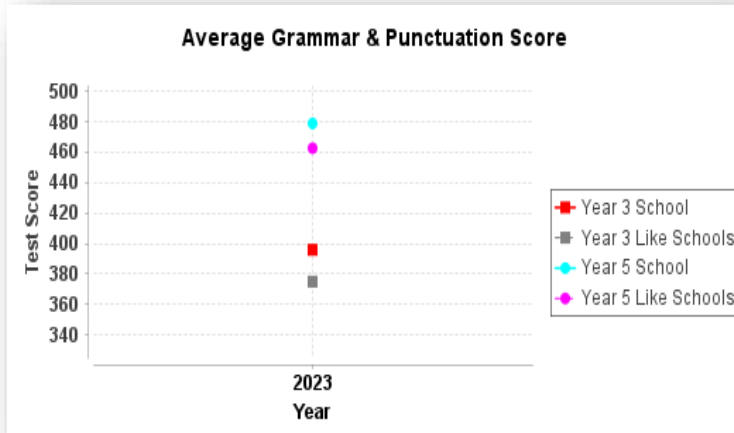
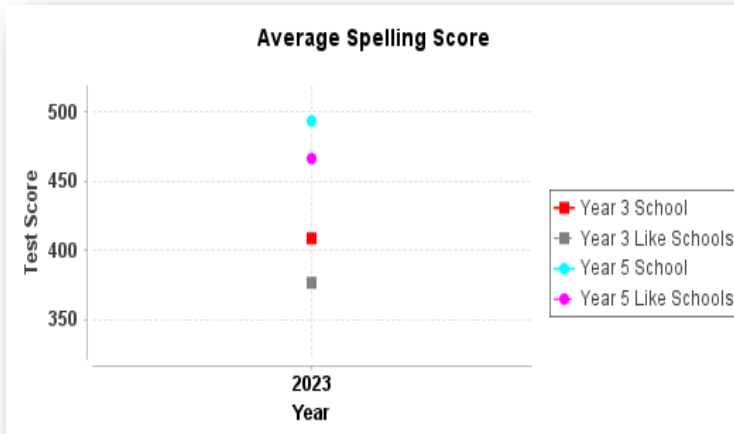


Bindoon Primary School performed slightly higher than like schools in numeracy. Though this is a result that met our 2021-2023 target, as a whole school we have identified numeracy as a school priority for 2024.



Over the last few years there has been a strong focus in literacy with the implementation of Promoting Literacy Development (phonics program), Talk for Writing, and Cars and Stars to explicitly teach comprehension reading strategies. The NAPLAN results would indicate that we have been successful in this learning area.

Moving into the 2024-2026 Business Plan, these literacy evidence-based programs and approaches need to continue to be embedded, while in Mathematics we will look investigate ways to improve student outcomes. A list of Actions for 2024 have been identified on page 8.



In the new Business Plan 2024-2026, we have created other targets that will be used to measure student achievement and progress. For example, using PAT (Progressive Achievement Tests), will allow us to measure if students are achieving year-on-year progress in literacy and numeracy. An expectation that 80% of student will receive an effort grade of 'consistent' will identify if students are engaged in the learning.

NAPLAN compares a school's performance to a modelled expected performance across the assessment areas. The school's performance is measured in standard deviations with the modelled expected performance represented as zero. 2023 Bindoon Primary School results were either At Expected (yellow) or Above Expected (green) performance, as indicated in the tables.

Year 3	Performance	Students
	2023	2023
Numeracy	0.1	18
Reading	0.3	18
Writing	0.9	18
Spelling	1.0	18
Grammar & Punctuation	0.5	18

Year 5	Performance	Students
	2023	2023
Numeracy	-0.4	18
Reading	0.3	18
Writing	1.4	18
Spelling	0.9	18
Grammar & Punctuation	0.2	18

# STAFF FEEDBACK– CULTURE SURVEY

The Quality Teaching Strategy (QTS) is the Department of Education’s position on effective teaching. The QTS helps school leadership teams to lead a school culture that expects and supports teacher growth. This acknowledges that while quality teaching has the most direct impact on student progress and achievement, it is school leaders who create the necessary conditions for teachers to perform at their best.

The School Culture Survey (conducted July 2023) is a tool to:

- assess the culture of our school, and
- identify what conditions and aspects of our school’s culture are needed for optimal quality teaching.

The surveys are structured to record answers that are rated:

Strongly agree	5
Agree	4
Unsure	3
Disagree	2
Strongly disagree	1

The average of each score is reported in the following data.

## Staff - Relationships

	Score
Staff model exemplary professional behaviours	4.8
My opinions are treated as valuable and worthwhile	4.8
School leaders convey the expectation that staff will treat one another with respect	5.0
Staff are supported to practise self-care	5.0
Staff are actively engaged in school improvement	5.0
Staff/student relationships are respectful and positive	4.3
I establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community	4.3
Staff morale reflects quality professional relationships	4.5
Staff use student voice to examine the impact of their teaching	4.3
Parents and families are valued as partners in student learning	4.5
I provide opportunities for parents to actively engage in their child’s education	4.3
Effective partnerships are built with local community and external stakeholders to support teaching and learning	4.0
School-community views are sought in reviewing school performance and effectiveness	4.5
Our school council/board operates effectively	4.0
Our school council/board is representative of our school community	4.0
Our school council/board values the opinion of the community when big decisions need to be made	4.0

With average scores sitting between 4.0 and 5.0, staff agree that relationships are important, that they are respectful and that they impact teaching and learning. It will be worth further investigating the point of view that the opinions of the community and the School Board could be sought regarding school effectiveness, and when making decisions.

## Staff – School wide approaches to teaching and learning

	Score
I believe that all students bring strengths that allow for their success	4.5
I believe my performance impacts student outcomes	4.8
I believe that staff should support each other's development as well as my own	4.8
I am clear on what effective teaching looks like in my school context	4.8
We have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intend for our students	4.3
Our school's agreed approach to pedagogy is evidence-based and appropriate for our students	4.5
I consistently apply our agreed pedagogical practices	4.3

Teachers at BPS have a good understanding of quality teaching. We are reviewing our whole-school pedagogical framework by interrogating the Teaching for Impact resources which are also part of the QTS. These resources provide information on the strategies and practices that have the most impact on student learning. An explanation of what, why and how for each concept allows teachers to reflect on their current practices. Teachers are selecting key points to improve their teaching quality.

## Staff – Planning alignment

	Score
The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school planning	3.8
We collaborate to interrogate whole school data and evidence to better understand student performance	4.3
I collaborate with colleagues to develop high quality evidencebased learning opportunities	4.5
My classroom planning is aligned to our school's strategic and operational plans	4.3
My classroom planning is culturally responsive to the needs of Aboriginal students	4.3

BPS has been on a journey from being culturally aware, to culturally competent, as measured by the Aboriginal Cultural Standards Framework. To become more proficient in this area, and become culturally responsive, we are developing a Reconciliation Action Plan in 2024.

## Staff – Performance development culture

	Score
I have set goals for myself that are aligned with the Australian Professional Standards for Teachers	4.3
I set goals that align with the Aboriginal Cultural Standards Framework	4.3
I am clear on what good performance looks like in my role	4.5
My goals follow logically from the feedback I receive from my peers, mentors and line managers	4.5
I use classroom observation feedback as a valued opportunity for reflection and goal setting	4.3
Our school has a culture of high expectations of student achievement and progress	4.3
My expectations are informed by the aspirations of students, families and communities	4.0
The school's leaders ensure that staff are working in ways that optimise student learning	4.3
The professional learning activities that we are offered are aligned to the school strategic plan	4.3
I reflect upon the way I do my job to maximise my impact on student learning	4.5
I receive feedback on my implementation of school-wide pedagogical approaches	4.3
I am a better teacher for working at this school	4.3
In our school quality teaching practice is recognised and celebrated	4.5
I receive feedback on how my teaching impacts on student learning	4.0
The feedback I receive from school leaders motivates and empowers me	4.3

My performance management goals relate to my impact in my classroom and the teaching strategies I use	4.3
My professional growth and development is supported through self-assessment informed by feedback and learning from peers and others	4.3
My professional growth and development is supported through quality professional learning	4.3
Our school culture supports staff professional growth	4.5

Staff agree/strongly agree that we have a school culture that allows performance development. It is important to note that they may be unaware of their students and families aspirations and would also like to receive more feedback on how their teaching impacts student learning.

## Staff – Learning environment

	Score
I have the opportunity to participate in creating an environment that maximises student learning and engagement	4.5
I acknowledge and value the strengths and perspectives of Aboriginal staff, students and families	4.3
4.5 Student wellbeing and care is a priority at our school	4.5
Our school provides a safe, orderly and inclusive learning environment	5.0
I create and sustain a culturally responsive and culturally safe learning environment	4.5
There is a strong culture of belonging and pride in our school	5.0
I consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully	5.0
Positive behaviour approaches are applied consistently across our school	5.0
Student engagement at our school is managed through explicit whole school strategies	4.3
Our school has embedded structures that ensure students are well known by the staff	4.3
Our school has a culture where mutually respectful relationships are promoted and valued	4.3
Our school has wholeschool pastoral care processes that are consistently implemented	4.5
I have access to contemporary learning environments through the use of learning technologies	4.5

Staff responses to statements regarding our learning environment would suggest that this is strength in our school.

## Staff – Resources

	Score
School-wide processes identify and support specific student needs	4.8
Staff collaboration is a priority	4.3
Staff collaboration is resourced appropriately	4.3
The school effectively uses its physical environment and available facilities to maximise student learning	4.5
The school budget is allocated strategically to maximise student wellbeing and engagement	4.5
The school budget is allocated strategically to maximise student progress and achievement	4.5
Resource allocation in the student-centred funding model is used to address identified student needs	4.5
Our school aligns resources to its strategic direction	4.5

Staff agree that resources at Bindoon PS support learning programs, student achievement and wellbeing, and align with our strategic directions.



## Staff – Leadership

	Score
Our school leaders create the conditions that enable teachers to have the greatest impact on student learning	4.5
Our school leaders effectively lead the school improvement cycle	4.8
I know and understand the school's vision and strategic direction	4.5
All staff share the same understanding of what the school is trying to achieve	4.5
Our school leaders enact behaviours that help to build an environment that optimises student learning	4.5
Our school leaders enact culturally responsive leadership practices	4.5
Our school leaders lead instructional practice	4.3.
Our school leaders empower us to explore contemporary evidencebased teaching practice	4.5
I am actively engaged in our school decisionmaking processes	4.0
Our school leaders identify, develop and support leaders at every level of distributed leadership structures	4.3
Our school leaders recognise and celebrate our efforts	4.5
There is a comprehensive induction process embedded in school practice	3.3
Our whole school communication processes are well established	4.8
In our school proposed change is managed strategically	4.3
Our school leaders address issues with staff who are not meeting expectations and additional support is provided	3.8

Most areas of the leadership domain rate between 4.0 and 5.0. It is very important to note that the induction of new staff has not been satisfactory. As a result, 2024 commenced with a look at the staff induction handbook with all staff. This will continue to be a focus area.

## Staff – Student achievement and progress

	Score
I am actively engaged in whole school self-assessment processes	4.3
Staff engagement in whole school self-assessment	4.0
The school understands the current level of student progress and achievement	4.3
A strong culture of reflection and evidencebased decision making informs planning at all levels	4.3
I use student performance data to effectively inform my planning and teaching differentiation	4.7
I actively participate in moderation processes to inform my assessment and reporting	4.3
I use data and evidence to inform my practice to optimise Aboriginal student achievement, wellbeing, and engagement	4.3
There is demonstrated shared ownership in our school for student success	4.3

We have prioritised the use of student data to identify gaps in student learning and to support differentiation and targeted teaching. Staff have indicated in this survey that they are using data in such a way. Staff feel that they could more often be involved in whole school self-assessment.

# PARENT FEEDBACK– CULTURE SURVEY

Parents were also asked to complete the Culture Survey. Of our 94 families, we received responses from 26, representing nearly 30% of our parent group.

## Parents - Relationships

	Score
There is demonstrated shared ownership in our school for student success	4.4
I am provided with opportunities to actively engage in my children's education	4.3
I am comfortable to approach the school to discuss my children's needs and progress	4.5
The staff care about my children	4.7
Teachers at our school are professional, committed and enthusiastic	4.5
Staff and students at this school respect each other	4.3
Staff have positive relationships with Aboriginal students, their families and the local aboriginal community	3.9
I feel like the staff are working with me in preparing my children for the next stage of their education	4.5
I feel welcome in my children's classrooms	4.4
The school recognises students for their progress and achievements	4.4
The school values the role of parents as partners in education	4.3
I feel welcome when I am in the school	4.6
I am made to feel welcome when I attend the front office	4.6
Our school council/board operates effectively	4.0
Our school council/board is representative of our school community	4.0
Our school council/board values the opinion of the community when big decisions need to be made	3.9

Generally, parents feel that relationships throughout the school community are respectful. We recognize that we need to build positive relationships with Aboriginal Families and the 2024 Reconciliation Action Plan (RAP) will rely on us working closely with these families. Promoting the work of the Board and communicating this with the whole school community will be important moving forward.

## Parents – Teaching quality

	Score
The staff have a common approach to how students are taught	4.0
Teachers ask me about my aspirations for my child, family and community	3.3
The school's teaching and learning programs meet the needs of my children	4.1
Teachers provide me with feedback about my children's achievement and progress	4.2
The school staff understand and respect my children's cultural background	4.2
The school's teachers create learning experiences that are culturally responsive and connect to the local context	3.9
Our teachers have a thorough knowledge and understanding of what they teach	4.4

There an alignment with staff and parent opinions, regarding teachers understanding the aspirations of students and their families. We can look at ways to explore this concept. Through the RAP we will investigate ways to further create culturally responsive learning experiences in our local context.

## Parents – Learning environment

	Score
Student wellbeing and care is a priority at our school	4.3
My children's teachers provide a stimulating learning environment and make learning opportunities interesting and enjoyable	4.5
I understand how my children's classrooms operates	4.0
Our school creates and sustains a culturally responsive and culturally safe learning environment	4.1
Our school is a safe and caring place to be	4.5
My children have a strong sense of belonging and pride in our school	4.7
My children are well known by school leaders and staff	4.7
Our school has a culture where mutually respectful relationships are promoted and valued	4.4
Our school is responsive to the voice of Aboriginal students, staff and communities	3.9
There are effective pastoral care processes in our school	3.8
Our school facilitates contemporary learning environments through the use of learning technologies	4.0

In response to the second statement above, at the beginning of 2024, all teachers were required to provide an information flier to their students' parents regarding the operational aspects of their classroom. A whole school parent information session was held for parents following the community breakfast. The video of this presentation is available for parents who were unable to attend. Again, responding to the voice of the Aboriginal community records as a short fall, hence the development of our RAP in 2024. A further investigation of parent perception and expectations of pastoral care in the school is required.

## Parents – Resources

	Score
The school uses available resources to improve student learning	4.2
I see the link between the school's planning and the way it allocates resources	3.8
I see the impact of the resources provided to staff	3.8
I see the impact of support provided for specific student needs	3.8

These ratings would indicate that parents may not be aware of how we resource the school. An opportunity to promote how we assign our resources could be shared with the community.



## Parents – Leadership

	Score
I believe our school is well led	4.4
If the school makes big decisions, they ask parents what they think	3.6
I have had opportunities to participate in school planning	3.7
The school communicates how decisions will support my children's learning	3.9
I frequently see school leaders around the school	4.4
School leaders model culturally responsive leadership behaviours	4.1
The whole school communication processes are well established	4.0

Though parents indicated that the school is well led and that the leadership team is visible around the school, they would like to be asked what they think when we are making big decisions.

## Parents – Student achievement and progress

	Score
My school sets high expectations for my children's learning	4.2
I understand how the school uses evidence for school planning	3.9
The school regularly reports on whole school student achievement and progress, e.g. whole school NAPLAN results, attendance, etc.	4.0

Regular sharing of student achievement and progress is possible in our school newsletter and through a wider distribution of the Annual Report.



# HIGHLIGHTS OF 2023

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. 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.

- Opening of the Six Seasons Garden
- ANZAC Ceremony
- Recognising student participation in running club, nights of reading and the weekly prickly problem
- Book Week dress-up
- Year 5/6 camp
- Visit from Chittering Wildlife Carers and an excursion to a carer's property
- Crazy sock day
- Christmas in July Disco
- Faction Athletics
- Swimming Carnival
- Year 6 Graduation
- In-term Swimming
- Cross Country
- Grow Yourself with Gratitude Day
- Leadership Camp
- Learning Journey
- Sport afternoons
- NAIDOC celebrations
- P&C thank you day
- Presentation evening



# HIGHLIGHTS OF 2023

- R U OK Day
- Splash and Happy
- Seniors Day
- Summer Carnival
- Super Hero Dress-up
- WA Disability Services visit
- Simultaneous story time
- School of thought radio show
- Winter Carnival
- World of Maths
- Book Fair
- Technology
- Young Leaders Conference
- Zoo excursion



# FINANCIAL SUMMARY

as at 31 December 2023

## One Line Budget – Dec 2023

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 26,253	26,253	0
Carry Forward (Salary):	\$ 54,640	54,640	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 1,871,561	1,871,561	-0
Locally Raised Funds:	\$ 36,663	38,700	-2,037
<b>Total Funds:</b>	\$ 1,989,117	1,991,154	-2,037
<b>EXPENDITURE</b>			
Salaries:	\$ 1,660,227	1,660,227	0
Goods and Services (Cash):	\$ 291,420	241,816	49,604
<b>Total Expenditure:</b>	\$ 1,951,647	1,902,044	49,604
<b>Variance:</b>	\$ 37,470	89,111	-51,641

## Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$26,253.00	\$26,253.00	\$0.00
Carry Forward (Salary)	\$54,640.08	\$54,640.08	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$1,871,560.90	\$1,871,560.90	\$-0.00
Per Student	\$1,131,691.00	\$1,131,691.00	\$0.00
School and Student Characteristics	\$648,671.24	\$648,671.24	\$0.00
Disability Adjustments	\$2,828.35	\$2,828.35	\$0.00
Targeted Initiatives	\$88,155.27	\$88,155.27	\$0.00
Operational Response Allocation	\$215.04	\$215.04	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
Transition Adjustment	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-207,578.62	\$-207,578.62	\$0.00

School Transfers - Cash	\$207,578.62	\$207,578.62	\$ .00
Department Adjustments	\$ .00	\$ .00	\$ .00
<b>Locally Raised Funds (Revenue)</b>	<b>\$36,663.00</b>	<b>\$38,700.28</b>	<b>\$-2,037.28</b>
Voluntary Contributions	\$5,577.00	\$5,469.80	\$107.20
Charges and Fees	\$15,285.00	\$15,444.09	\$-159.09
Fees from Facilities Hire	\$ .00	\$227.27	\$-227.27
Fundraising/Donations/Sponsorships	\$13,220.00	\$15,072.09	\$-1,852.09
Commonwealth Govt Revenues	\$ .00	\$ .00	\$ .00
Other State Govt/Local Govt Revenues	\$ .00	\$ .00	\$ .00
Revenue from CO, Regional Office and Other schools	\$1,413.00	\$1,412.67	\$ .33
Other Revenues	\$640.00	\$547.08	\$92.92
Transfer from Reserve or DGR	\$528.00	\$527.28	\$ .72
Residential Accommodation	\$ .00	\$ .00	\$ .00
Farm Revenue (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00
Camp School Fees (Camp Schools only)	\$ .00	\$ .00	\$ .00
<b>Total</b>	<b>\$1,989,116.98</b>	<b>\$1,991,154.26</b>	<b>\$-2,037.28</b>

## Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$1,660,227.11	\$1,660,227.11	\$ .00
Appointed Staff	\$1,496,841.58	\$1,496,841.58	\$ .00
New Appointments	\$ .00	\$ .00	\$ .00
Casual Payments	\$163,236.10	\$163,236.10	\$ .00
Other Salary Expenditure	\$149.43	\$149.43	\$ .00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$291,420.00</b>	<b>\$241,816.46</b>	<b>\$49,603.54</b>
Administration	\$13,594.00	\$10,500.16	\$3,093.84
Lease Payments	\$1,856.00	\$1,687.32	\$168.68
Utilities, Facilities and Maintenance	\$51,546.00	\$52,210.32	\$-664.32
Buildings, Property and Equipment	\$109,048.00	\$72,148.06	\$36,899.94
Curriculum and Student Services	\$85,738.00	\$75,752.46	\$9,985.54
Professional Development	\$3,000.00	\$3,072.00	\$-72.00
Transfer to Reserve	\$23,100.00	\$23,100.00	\$ .00
Other Expenditure	\$3,538.00	\$3,346.14	\$191.86
Payment to CO, Regional Office and Other schools	\$ .00	\$ .00	\$ .00
Residential Operations	\$ .00	\$ .00	\$ .00
Residential Boarding Fees to CO (Ag Colleges only)	\$ .00	\$ .00	\$ .00
Farm Operations (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00
Farm Revenue to CO (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00
Camp School Fees to CO (Camp Schools only)	\$ .00	\$ .00	\$ .00
<b>Total</b>	<b>\$1,951,647.11</b>	<b>\$1,902,043.57</b>	<b>\$49,603.54</b>