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# Bindoon Primary School

## Public School Review



# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Bindoon Primary School is located approximately 77 kilometres from the Perth central business district in the North Metropolitan Education Region.

Opening in 1954, Bindoon Primary School became an Independent Public School in 2015.

The school has an Index of Community Socio-Educational Advantage of 974 (decile 6) and currently enrolls 185 students from Kindergarten to Year 6.

Bindoon Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Bindoon Primary School was conducted in Term 3, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- The school acknowledged that the Public School Review was timely and highlighted staff and community commitment to sustaining strong internal and external relationships to drive whole-school improvement after leadership change.
- The self-assessment review of its strategic direction, processes and performance enabled the staff and the leadership team to better understand the school's current reality, celebrate strengths, and identify areas for improvement.
- Staff feedback through staff meetings and collaborative conversations captured a broad range of perspectives and insights about current school performance against each domain of the Standard. A well-structured domain summary overview framed and organised information in the Electronic School Assessment Tool (ESAT) submission.
- A broad range of staff engaged enthusiastically during the validation meetings, offering authentic reflections that strengthened the review team's understanding of the school's context. Their strong, honest and consistent insights added value to the ESAT submission and supported validation of the school's improvement and change agenda.
- Student representatives hosted a tour of the school grounds and engaged enthusiastically with the review team, contributing positively to the validation visit.
- A broad selection of School Board representatives, P&C members and parents provided insight and further elaborations on evidence submitted, adding value to the review process.

The following recommendation is made:

- Strengthen the alignment between claims and supporting evidence by ensuring all statements are accompanied by relevant data, analysis or explanatory narrative that clearly demonstrates their impact on school performance.

## Relationships and partnerships

Engaging relationships and partnerships within and beyond the school inform a strong sense of pride in the school, with a tangible feeling that parents, staff and the community are united in their support of the children.

### Commendations

The review team validate the following:

- Community partnerships are sustainable and mutually beneficial, supported by strong connections with local organisations and agencies such as the Shire of Chittering, chaplaincy services, school psychology services, community health providers, neighbouring schools and the Bush 2 Beach Network.
- Transparent and accessible communication for staff is provided through weekly updates, email, staff meetings, and families are linked through monthly newsletters, Connect, email and Facebook. These, together with parent meetings and school events, promote strong engagement and accessibility.
- The School Board provides active governance through its contribution to strategic planning, business plan monitoring and school improvement, while the P&C serves as a valued partner in supporting school initiatives and strengthening community engagement.
- Positive parent and carer feedback, increasing enrolments, strong engagement at school events and regular volunteer involvement reflects a local community that highly values its school. Feedback is regularly sought and used to inform ongoing school improvement.

### Recommendations

The review team support the following:

- Collaboratively refine communication processes to enhance accessibility and engagement for all families, including providing clear information to support the smooth transition to Compass and establishing shared expectations for professional communication boundaries between staff and the community.
- Build the School Board's capacity and community profile by supporting member induction, training and involvement in the development of the new Business Plan.

## Learning environment

Underpinned by genuine care for students, school processes and approaches proactively provide the conditions for students to engage and thrive in an inclusive, safe and responsive learning environment.

### Commendations

The review team validate the following:

- A consistent whole-school Positive Behaviour Support approach, underpinned by clear expectations, restorative practices and visible behaviour processes, is reinforced across the school through shared language, student leadership and the recognition and celebration of positive behaviour and achievement.
- Cultural inclusion is visible through daily and whole-school practices, including Noongar language learning, cultural celebrations and the use of culturally responsive protocols, supported by the work of the Aboriginal and Islander education officer. The recent collaborative completion of the Reconciliation Action Plan will further drive inclusion.
- Student wellbeing is supported through the Aussie Optimism program, chaplaincy services, pastoral care provision, and targeted initiatives such as DRUMBEAT and leadership camps. Staff wellbeing is fostered through a collaborative, caring culture that prioritises safety and shared responsibility.
- A safe, accessible and well-maintained physical environment provides a sense of pride for the community. Learning spaces enhance engagement through nature play areas, outdoor learning environments, flexible furniture, and targeted sensory supports. Student voice informs continuous improvements such as the development of additional courts and play spaces.

### Recommendation

The review team support the following:

- Build staff capacity in supporting students with complex needs and neurodiversity through targeted professional learning, coaching and evidence-based practices.

<b>Leadership</b>
School leadership is focused on engagement, trust, respect, visibility and collaboration to empower and support staff with a clear direction and targeted plans that support improved teaching and learning outcomes.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strong, strategic, visible, connected and relational leadership is guiding the school through a period of change. A clear focus on collaboration, engagement and transparency is driving the development of consistent whole-school processes to strengthen collective staff efficacy and accountability.</li> <li>• Curriculum and Student Services Committees are strategically structured to maximise the strengths of a small school context, promoting distributed leadership, strong staff engagement, and awareness of workload. This model provides meaningful opportunities for staff to lead curriculum areas and improvement initiatives, including professional learning and Lighthouse Maths coaching.</li> <li>• Student leaders are valued and engage in a robust student leadership selection process. Student councillors, and faction captains are voted by staff and students from a self-nomination process. Student leaders undertake purposeful responsibilities across the school, with their voice and agency valued as part of school decision making.</li> </ul>
<b>Recommendations</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Progress the collaborative development of the new Business Plan, ensuring all operational plans are clearly aligned to school priorities and targets, inclusive of explicit links to resource allocations to enhance transparency and strategic clarity for staff and the community.</li> <li>• Develop a whole-school change management process focused on authentic consultation, to ensure understanding, engagement, and clarity about change processes and expectations. Make the process visible to staff, School Board and the community.</li> <li>• Strengthen middle leadership development through professional learning to build their capacity as instructional leaders and to ensure there is role clarity for all staff, including titles, expectations, resourcing and collective accountability feedback processes.</li> <li>• Develop a shared understanding and agreement on the school's peer observation, feedback and coaching process to build consistent instructional efficacy across the school.</li> </ul>
<b>Use of resources</b>
The strategic, compliant evidence-informed approach to the use of resources ensures funding, staffing and infrastructure are aligned to student needs, school priorities and improvement planning.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Experienced managers of corporate services ensure exemplary financial practices, compliance and clear financial guidelines for all staff, supported through staff induction and annual briefings.</li> <li>• External grants and community partnerships enhance student learning, wellbeing, and engagement by supporting improved resources, facilities, and access to opportunities. Contributions fund technology, sustainability initiatives, and infrastructure, while also enabling camps, interschool participation, and recognition programs, expanding opportunities and strengthening community connections.</li> <li>• Financial management is overseen through established governance structures, including the School Board and Finance Committee ensuring transparency and accountability.</li> <li>• Identified student needs drive targeted investment in additional education assistant support, literacy and numeracy intervention, and digital systems like Elastik, that enhance teaching, learning, and assessment.</li> </ul>
<b>Recommendations</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Audit the use of whole-school programs and teaching resources to ensure allocations are purposeful.</li> <li>• Progress planned beautification projects and further development of wellbeing spaces.</li> </ul>

Teaching quality
A positive school culture promotes high expectations for both students and staff, underpinned by a strong commitment to quality, evidence-based teaching and learning practices.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Shared beliefs about effective teaching and learning are being implemented through agreed whole-school approaches, including the LEARN Model of Instruction and a strong focus on evidence-based practice, high expectations and continuous improvement.</li> <li>• A range of whole-school programs, including Promoting Literacy Development, Talk for Writing, Lighthouse Maths, Grammar (Oxford), and Aussie Optimism are being implemented and supported by targeted professional learning to build staff capability and support consistent teaching practice.</li> <li>• School-based data and NAPLAN<sup>1</sup> are used to identify trends and to inform planning, with a focus on strengthening whole-school data storage and tracking processes to incorporate information supporting students at educational risk alongside established handover processes.</li> <li>• Collaboration is supported through duties other than teaching timetabling and committees at staff meetings to plan, share best practice, moderate, analyse data and monitor the progress of school plans and priorities.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Revisit with staff the Teaching for Impact resource to reinforce the importance of embedding consistent, low variance teaching practice and implementation of agreed whole-school programs in every classroom.</li> <li>• Review whole-school programs that support literacy and numeracy learning across the school with targeted focus on the Kindergarten to Year 2 phase of learning to align with current research and best practice.</li> <li>• Align whole-school operational structures and processes to prioritise best practice in teaching and learning and to optimise instruction times that support student engagement.</li> <li>• Develop a collective understanding of the early years best practice in combining explicit teaching and play-based learning to ensure students are exposed to all learning in a timely manner.</li> </ul>
Student achievement and progress
There is a systematic plan for the collection and analysis of a range of student performance data that informs an ongoing focus on using data to identify and address areas for improvement.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strong progress in reading, numeracy and writing is reflected in Year 5 NAPLAN achievement data, with at or above-like school performance and with most students achieving in the strong or exceeding proficiency levels, reflecting effective teaching and sustained academic growth.</li> <li>• System and school-based data, including Progressive Achievement Tests and NAPLAN, are used to inform planning, identify trends, and prioritise areas for improvement. Current analysis has identified grammar, punctuation, and spelling as key focus areas, particularly in the junior years.</li> <li>• A disciplined dialogue approach is used to focus data discussions on identifying strengths, weaknesses and investigations needed to explore strategies to address identified areas that need further attention.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Investigate the 2025 Year 3 NAPLAN results to identify learning gaps and implement targeted strategies, including reviewing the impact of whole-school early years teaching and learning programs.</li> <li>• Strengthen the consistent use of data literacy practices, including the use of Elastik and data coaching, to identify student learning gaps, inform differentiated teaching, and to further develop staff data literacy.</li> <li>• Review and refine the whole-school assessment schedule to ensure school-based assessments are purposeful, consistent and aligned to accurately monitor and track student progress and achievement.</li> </ul>

Reviewers	
Steve Dickson <b>Director, Public School Review</b>	Michael Smith <b>Principal, East Manjimup Primary School</b> <b>Peer Reviewer</b>

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy