



Department of
Education

Shaping the future

Bindoon Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.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.

The school was established in 1954 and became an Independent Public School in 2015.

Currently there are 130 students enrolled from Kindergarten to Year 6. Bindoon Primary School has an Index of Socio-Educational Advantage Rating of 976 (decile 6).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

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:

- Over the last 4 years, multiple changes in leadership have resulted in variability in the focus areas identified as priorities for the school.
- The school has employed a robust self-assessment cycle aligned to the domains of the School Improvement and Accountability Framework (SIAF).
- The current substantive Principal led staff to compile overviews describing performance in each SIAF domain and held detailed conversations with all stakeholders, including the School Board, to gain a deep understanding of the strengths of the school and where opportunities for improvement existed.
- The consistent structure and clarity of submissions to the Electronic School Assessment Tool enabled the review team to understand the narrative of the school's performance.
- Comprehensive strategic and operational planning documents have been created through pragmatic analysis of the evidence. Building relational connection and identifying improvement strategies proposed for action has been imperative for the leadership team.
- The process has allowed the executive leadership team to describe a vision to stabilise an improvement agenda. This vision is shared by enthusiastic staff and community members who contributed to validation meetings.

The following recommendation is made:

- Maintain the focus on improved student outcomes through monitored, evidence-based approaches.

Public School Review

Relationships and partnerships

Authentic care, effective communication, and purposeful connection form the foundation of productive partnerships and relationships sustained within the school and its community. The school is seen as an extension of family, preparing students with high expectations for a successful life.

Commendations

The review team validate the following:

- Events, such as the Bindoon Show, shire meetings and building an Aboriginal 6 seasons garden, provide the school with opportunities for promotion, and students with options for growth within the community.
- High value is gained from the culture of collaboration and cooperation between staff with a strong focus on improving student outcomes. Phase of learning teams work within collaborative norms to; drive school improvement processes, plan, assess, moderate and share best practice. New teachers are mentored through these processes.
- The Principal builds immediate rapport with families through an entry interview, provision of key information and a school tour. This personal approach is replicated in the positive ways staff report student achievement and progress to parents and students.
- The leadership team is responsive to the feedback from staff, students and parents as evidenced by nuanced clarification and modification of policies and plans with the informed School Board.

Recommendations

The review team support the following:

- Provide School Board members with enhanced opportunities to advocate for further school improvement.
- Promote the school as a local school of choice by demonstrating educational excellence in student performance.

Learning environment

Personalised pastoral care and a positive, supportive learning environment have been carefully established to ensure that all students are engaged with their education and encouraged to thrive. Students at educational risk are identified and well-supported to reach their potential.

Commendations

The review team validate the following:

- A review of the implementation of the Positive Behaviour Support (PBS) program has resulted in a refocus on clear behaviour expectations and referral processes to ensure a consistent approach across the school.
- The social emotional learning of students is planned for by the Wellbeing Committee and provided through the Promoting Alternative THinking Strategies (PATHS) program and Zones of Regulation within the Be You framework. The work of the chaplain complements these approaches.
- The cultural competency of staff is being developed to ensure that Aboriginal students feel a sense of belonging and are confident in their culture.
- A response to a National Quality Standard audit resulted in staff recognising the value of quality opportunities for play to build creativity, meaningful connections and confidence.
- Student leaders are encouraged to contribute to the safe, orderly and inclusive environment through their playground and classroom observations, and a problem solving approach.

Recommendation

The review team support the following:

- Further embed the PBS program through the PBS Action Plan to cement the gains in consistency.

Leadership

The sense that the improvement agenda is based on a solid review of the school's performance, and clear to all stakeholders, is tangible. A culture of trust and shared responsibility has been intentionally established by the Principal to ensure that everyone is on board to continue to transform instruction for the benefit of students.

Commendations

The review team validate the following:

- The expectations of the Department of Education's strategic directions are clearly at the heart of the school's strategic and operational planning and are regularly referred to by staff to monitor progress.
- Instructional leadership is provided by expert teachers who investigate, implement and monitor whole-school approaches that meet student needs identified through comprehensive data analysis.
- The Professional Learning Plan 2022 outlines the training and resources required for staff to continue to enhance their capability to improve student outcomes. The plan is clearly aligned with the intentions of strategic and operational planning.
- A valued process for performance management and development includes classroom observations and feedback to drive professional growth.

Recommendation

The review team support the following:

- Further define, resource and embed the committee leadership structures that focus efforts toward targeted planning and improvement in instruction.

Use of resources

The school places a high value on human resources to deliver effective education for all students and invests prudently in selection and development of staff better able to meet student need. Analysis of student performance data informs the allocation and monitoring of financial and human resources.

Commendations

The review team validate the following:

- Positive working relationships between the Principal, two experienced managers corporate services and the Finance Committee underpin the compliant, flexible allocation of financial and human resources. A clear alignment to planning is evident.
- The physical environment and various student activities are supported by the supplementary funding provided through the activities of a committed P&C. A clear link to school priorities is outlined and parents understand the purpose of their fundraising.
- Successful grant applications, and significant donations from local businesses extend the resources of the school.
- As a small school, innovative planning has contributed to upgrading the hardware, software and staff support for information and communications technologies (ICT) so that students are capable users of digital technologies as tools for learning.
- The specific needs of students with imputed and diagnosed disabilities are identified and supported, within classrooms with strategically reduced student numbers, by a skilled team of education assistants.
- A Casual Salary Plan has been constructed to ensure that staff have access to required professional learning and time to pursue leadership activities.

Recommendations

The review team support the following:

- Maintain a focus on promoting, within the community, the positive work of the school.
- Continue to fund cost centres according to student need and identified priorities within agreed plans.

Teaching quality

High levels of collaboration bring staff together to use data to plan for academic success for all students. Staff express a level of confidence that the planning, teaching and assessment practices utilised across the school, are based on sound educational practice and research.

Commendations

The review team validate the following:

- The self-reflection processes and feedback provided by credible instructional leaders drives the professional growth of staff and is valued by them.
- An agreed model of instruction incorporating learning intentions and success criteria has been developed. This provides continuity for students year-on-year and complements a common belief set and instructional language for teachers within whole-school approaches.
- Mandated assessments track student achievement and progress and sit within the Bindoon Primary School Assessment profile. This electronic data set is updated regularly and ensures that each domain of the SIAF is evaluated.
- A balance of summative data and approaches where assessment tasks form part of the learning, such as T4W¹, provide teachers with comprehensive knowledge of student attainment and what teaching emphases are needed.

Recommendations

The review team support the following:

- Investigate the application of the Quality Teaching Framework to the Bindoon Primary School setting.
- Embed a cycle of peer observations based on identified priorities such as the Listen Engage Activate Review Next steps (LEARN) lesson design.

Student achievement and progress

A strong commitment to making effective judgements about academic and non-academic performance ensures that teachers have the best information available to inform their teaching. Students are encouraged to be involved in performance feedback.

Commendations

The review team validate the following:

- Staff contribute to whole-school collection of data. This information is then utilised for analysis at a whole-school and cohort level, by class and for individuals, to indicate if students are performing at, above or below expected levels.
- 2021 NAPLAN² comparative performance data indicated that 5 out of 5 areas were above the expected school mean for Year 3 students. Three out of 5 areas of testing were above the expected school mean for Year 5 students, resulting in the school being awarded a Certificate for Academic Excellence 2021.
- Planning for improvement has been tailored to maintain the positive trends in all areas for Year 3 comparative performance in NAPLAN and reverse the trend for Year 5 numeracy and spelling.
- Teacher judgements based on standardised testing, work samples and observations are accurate and well-aligned to the grades indicated by NAPLAN assessments in all 5 areas.
- RTP³ processes consolidate the notion of parents as partners with the school in their child's education.

Recommendations

The review team support the following:

- Rigorously use standardised assessments, including NAPLAN, On-entry Assessment Program, Brightpath and ACER⁴ PAT⁵ to monitoring student progress year-on-year.
- Facilitate a comprehensive handover of student data between classes that allows teachers to effectively build on the progress and achievement of each student.

Reviewers	
Jennifer Graffin Director, Public School Review	Denise Pires Principal , Heathridge Primary School Peer Reviewer

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 scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Talk for Writing
- 2 National Assessment Program – Literacy and Numeracy
- 3 Reporting to Parents
- 4 Australian Council for Education Research
- 5 Progressive Achievement Tests