THE ANNUAL REPORT
The 2017 Annual Report provides a summary of our school’s performance over the past year. It provides details of student performance in academic and non-academic areas and outlines the progress we have made in implementing key strategies outlined in our inaugural 2015-2017 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in our Business Plan. Also detailed within this report are the major achievements and highlights of the year in the areas of school and student performance and financial and human resource management.

As an Independent Public School, Bindoon Primary School is committed to implementing and achieving all the requirements of our 2015-2017 Delivery and Performance Agreement. This document is a signed agreement between the School Board, the School and the Department of Education. A Department of Education Services review team findings in 2017 and this Annual Report presents a summary of the extent to which we have achieved this.

PRINCIPAL’S MESSAGE
It is with great pleasure that I present the Annual Report for Bindoon Primary School for 2017. 2017 was another highly successful and rewarding year for all students, staff and families of Bindoon PS. I am delighted to report that 2017 our students continued to perform to an outstanding level.

A Department of Education Services External Review Team concluded in 2017 that the school’s explicit teaching and learning programs were resulting in the school producing some outstanding results with staff working collaboratively, embracing change and dedicated to improving student outcomes. These accolades are just rewards for the dedication and expertise that has characterised the level of commitment of all who have been involved in the school and who have worked so hard to make Bindoon PS the outstanding school that it is.

Working closely with our community, and in particular our School Board, our school continued to excel, further enhancing our reputation as a school achieving outstanding results in all areas of operation. Our inaugural Business Plan 2015-2017, developed in collaboration with the school staff and School Board detailed our priority areas, the targets we set and the major strategies we have developed to achieve our purpose of providing excellence in education. It forms the basis against which we measure our success and effectiveness as a school.

We value and appreciate the support of our community partners who have provided financial support and programs to benefit and improve the outcomes of our students. Bendigo Bank, TRONOX, the Shire of Chittering, Chittering Landcare and the Gingin Chittering Lions Club have been wonderful contributors and supporters of our school.

Please enjoy reading the 2017 Annual Report. I hope you will gain an appreciation of the successes we have achieved, the progress we have continued to make and the extent to which we go to achieving our ethos to establish the foundation for lifelong learning and high quality teaching and learning.

Glen Bewick
PRINCIPAL
FROM THE SCHOOL BOARD CHAIR
Wow what a year! Finally we were able to put to rest the uncertainty around leadership of our humble school. The key was to engage someone who had strong leadership skills and was willing to build on the magnificent programs that had been established within the school and ensure a smooth transition. Mr Glen Bewick, the successful applicant, came on board at the start of term 3 to lead our school into the future.

I would like to commend Linda Toms in her capacity as Acting Principal and all of the staff for their energy during a period of uncertainty. I am heartened to see how well the staff at Bindoon Primary School has embraced Mr Bewick and have set about working together so professionally and positively.

The professional development and overall standard of both our teaching and administration staff continues to impress me. I have been fortunate to be included in many training and data analysis days to witness this. Parent members of our school board have remained relatively consistent during the year, with only Jaime Hawkins needing to retire due to moving away from the region. This position was promptly filled with another quality member Beck Foulkes-Taylor. I would like to thank Jaime for her commitment to the board since its inception and look forward to working with Beck over the next year.

As 2018 will be my final year as board chairperson and parent representative it is my goal to ensure that the current high level of professionalism is continued and there is continuity of member’s skillsets. This will be achieved through continued training, a refined code of conduct agreement and the secondment of additional community representatives.

The community representatives this year have again comprised of Craig Spencer, Bankwest Head of Community Engagement and Rosanna Hindmarsh Coordinator of Chittering Landcare Group. Both have continued to show wonderful support for our school and at times mentoring for myself as board chairperson.

2017 saw the end of our first 3 years as an Independent Public School and with that came and IPS external review where the Department of Education goes through all of the school’s policies and procedures which includes those of the Board. It is always nerve racking when facing an assessment and this was no exception. Well I am really pleased to say that the Bindoon Primary School (and it’s Board) came through with flying colours. This tells me that while we may not get it right 100% of the time we are all striving for the same thing and always working towards best practice.

It is crucial that parents get involved with the school in whatever way possible, volunteering, attending events or simply providing your teacher with feedback. Every little bit ensures that we have a supportive and positive school community that allows our kids to thrive.

And I hope you all noted my sizzling start!

Trish Murrell CPA
School Board Chairperson
Bindoon Primary School
ABOUT OUR SCHOOL.

Bindoon Primary School is a proud community school which provides a high quality education where every child is a valued member of our community. Teachers are caring and are strongly committed to providing an environment where all children have the opportunity to learn to a high level. Staff continually seek to improve their teaching skills and enhance the learning, socially and academically, of each child in their classroom.

The school is proud of its academic record which is a result of hard working students and dedicated teachers. All teachers deliver the evidenced based, explicit instruction pedagogical lesson model that enhances children's success as a learner. All children have access to high quality learning opportunities in Mathematics, English and Science while HASS, Music, Visual Arts and Physical Education provide opportunities for students to excel in fun and challenging specialist areas. The school also has an extensive sporting program and a choir which develops confident and skilled performers.

Our early childhood program is well regarded in the local community. Children develop the foundations for successful learning based on a balance of explicit instruction methods and play based learning. We have strong pastoral care program for all children and focus on social and emotional development through the Promoting Alternative Thinking Skills (PATHS) program which supports the development of children's positive peer relationships.

Parents and community play a central role in the school by helping out in classroom programs, and volunteering on the School Board, Parents and Citizens Association and at sporting events. With strong links to local community business and organisations our children's learning opportunities and experiences are enhanced. We value positive relationships with parents where we work together support to each child's individual needs.

Established in 1954, Bindoon Primary School caters for children in a fast-growing rural community where learning is fun. At the conclusion of 2017 our enrolments totalled 178 K-6 students. With large open playing fields and classrooms set amongst a beautiful environment all children have opportunity to grow and develop in a positive learning environment.

Our Purpose
To provide excellence in education.

Our school's ethos
Establish the foundation for lifelong learning by providing a positive, safe environment that values high quality teaching and learning, whole community involvement and open communication.

Our school's Values
Respect
Responsibility
Resilience

Our schools direction
Community Links
Environment
Parental Involvement

The 2015-2017 Business Plan identified three priority areas to strive for the highest possible achievement for all students. These areas were;

Priority One- High standards of teaching and learning
Priority Two- Resilient, confident and healthy students
Priority Three- Positive parental involvement and community partnerships
At Bindoon Primary School, every child is most important to us. We place children first and foremost in all our planning and decision making ensuring that every child receives excellence in education. We place high expectations on ourselves and feel a deep sense of responsibility for every child in our care. Our purpose to provide excellence in education is clear; the Bindoon community expects and deserves nothing less.

HIGHLIGHTS OF THE YEAR
2017 has been a year of success for our school and in particular our students. During the course of the year we celebrated many exciting results, events, initiatives and achievements. The following are the highlights of the year:

Student Performance
Our student performance in NAPLAN continues to be very positive. Student progress and achievement from year 3 to year 5 in Numeracy, Reading and Spelling was higher than All Australian schools and better than WA Public Schools in Writing. These results continued on from 2016 where all tested areas showed higher progress and achievement than All Australian Schools. The progress and achievement of our students continues to be extremely positive and is testament to the high quality teaching and hard work of our students. We are very proud of our academic achievements which have been publicly recognised in our first Independent Public School External Review.

School Fete and Mango Festival
The Bindoon Primary School Fete and Mango Festival was celebrated to start the 2017 southern mango season on the first weekend in April. The school’s mango-themed fete run on school grounds, with the help of local growers, gave the wider community a chance to enjoy tasty local fruit, support local growers and to learn about local agriculture. The fete included homemade jams, chutneys, and trays of fruit, a mango menu and entertainment such as rides, activities, games, tug-o-war, bouncy castles, face painting and stalls. Not only was the event a highly successful fundraising initiative for the Parents and Citizens Association, importantly it brought the wider community together to celebrate and share in the delights of Bindoon.

One Big Voice
The school choir were part of Australia’s largest children’s choir when they performed to an audience of 15000 people at the Perth Arena at the One Big Voice Concert. Our excited students experienced an unforgettable event and performed superbly, walking away with life long memories and the pride of the entire Bindoon community.

John Fleming Visits
The highly acclaimed educational leader John Fleming continued his consultancy and coaching support to our school in the area of explicit instruction teaching methodology through 2017. Mr Fleming visited the school on two full days to engage in teacher observations, coaching, demonstration lessons and collaborative workshops. The schools pursuit of delivering high quality teaching and learning was enhanced with the support and services of Mr Fleming. Due to the value of the professional development and growth of our teachers in explicit instruction we look forward to our relationship with Mr Fleming continuing in 2018. Developing and showcasing Bindoon teacher expertise further in this evidence based methodology is a priority for the school and an area we wish to share with our community and school network.

School Science Laboratory
Our successful application to be one of 100 WA Public Schools for a $25000 conversion of a classroom to a science laboratory and $25000 worth of resources was celebrated by the entire community. This gives the school further impetus to extend our students science experiences and learning in a purpose built state of the art science facility.
Further highlights of 2017

- Our talented students contributed their work to a School Art Show held at the Bindoon Town Hall. The theme for the Art Show was “Restore, Sustain, Protect” with our community having the privilege of walking through an impressive gallery of student art pieces in a most impressive environment.

- Our NAIDOC celebrations were a wonderful success with students involved in rotational activities across the school to share in the rich culture and celebrate the invaluable contribution of Aboriginal and Torres Strait Islander communities have made to our nation.

- Nude Lunch Wednesdays was implemented to bring focus on food packaging in student’s lunch boxes. Our community supported tremendously our efforts to reduce plastic wrappers and packages to support a reduction of waste in our community.

- The Garden Club developed and maintained our vegetable garden that provided our school community with many fresh harvests of fruit and vegetables. Our student gardeners did a wonderful job to maintain a crop of produce around the year.

- Whole School participation in the Chittering Junior Landcare expo was a significant event and educational link with a community organisation, Chittering Landcare. Our students walked to the town oval and took part in educational activities surrounding our environment delivered by a range of expert exhibitors from the wider community.

- Swimming and Athletic Carnivals were well supported by our school community and continued to provide an opportunity for our students to participate in fun and competitive events. Students also participated in Interschool Carnivals performing outstandingly well against bigger schools.

Incursions and Excursions

- African Drumbeat
- Walyunga National Park
- Waterwise
- Constable Care
- T20 Big Bash Carnival
- Parent Workshop PATHS
- Parent Workshop Resiliency
- School Camp Year 5& 6
- Pillow Case Incursion
- Landsdale Farm Incursion
- PMI Instrumental Music
- Bindoon Museum and Farm
- Toodyay Historical Society
- Intergenerational Day
INDEPENDENT PUBLIC SCHOOL EXTERNAL REVIEW FINDINGS

As an Independent Public School, our school is subject to an external review of our school’s performance every three years. The purpose of the Independent Public School review is to validate the school's own self-assessment and review processes and to assure the school community, the Director General and the Minister for Education that our school has met its commitments outlined in our Delivery and Performance Agreement (DPA) and the targets we set for ourselves in our Business Plan.

We will use the commendations and areas for improvement of our 2017 External Review to build on the work we have achieved in our inaugural business plan to inform our practice and to seek improvement in our next cycle.

The following is a summary of the findings of the 2017 Report by the Department of Education Services Review Team:

Areas of strength

- NAPLAN literacy and numeracy progress from Year 3 to Year 5 demonstrated that students have increased their mean scores more than students in like-schools, Western Australian public schools and Australian schools.
- NAPLAN student progress and achievement between Year 3 and Year 5 students demonstrated higher progress – higher achievement compared with the average performance of students in like-schools in all NAPLAN assessments.
- Teachers, education assistants and school leaders have collaborated to embrace change and implement evidence-based programs in an extremely supportive and collaborative environment.
- Comprehensive learning area operational plans which document explicit teaching and learning practices and student monitoring requirements
- The pre-Kindergarten program which prepares students for a seamless transition into Kindergarten and strengthens their literacy, numeracy and social skills.
- The high level of community and local business support for the school provides a range of resources and activities which benefits all students.
- A comprehensive workforce plan which supports effective planning and management of human resources.
- Quality leadership provided by the board chair and the active involvement of community representatives to support the board and the school program.

Areas for improvement were also identified and will be considered in our next cycle of business planning.

- Ensure all business plan targets are aligned to quantifiable measures
- Develop a managing information system schedule that documents assessment requirements for all learning areas over all phases of learning.
- An external NQS audit to be conducted by the end of 2018.
- Review the behaviour management policy and procedures to ensure consistency of application and ensure parents and students have a clear understanding of the approach.
- Explore additional opportunities to communicate with the broader community regarding its activities, responsibilities and school performance.
- Research and develop a code of conduct to guide and support the work of the school board.
- Undertake further training for all board members in areas identified in effectiveness survey.
- Explore strategies to increase the number of parents who complete the biennial survey.
- Implement the Aboriginal Cultural Standards Framework in the next business plan cycle in line with expectations outlined in the Strategic Plan for WA Public Schools 2016-2019 and Focus documents.
ENROLMENT PROFILE

Bindoon Primary School continued to experience fluctuating student enrolment through 2017 with a continued high transiency rate of 28%.

At the first student census in February 2017 the student enrolment totalled 190. By the second census in August the enrolment dropped to 178 students. Of the families leaving the school, 2017 exit information concluded that 84% left Bindoon for family and employment issues. 16% left the school due to behaviour management issues and enrolled in non-government schools.

Early childhood enrolments had the greatest number of students enrolled with 79 children in K-1. This is a positive trend for the school.

The tables below show student enrolment figures at the August census.

### Student Numbers

<table>
<thead>
<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>27</td>
<td>25</td>
<td>27</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>178</td>
</tr>
</tbody>
</table>

### Male

<table>
<thead>
<tr>
<th>Kin</th>
<th>PPR</th>
<th>PRI</th>
<th>Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>15</td>
<td>56</td>
<td></td>
<td>91</td>
</tr>
</tbody>
</table>

### Female

<table>
<thead>
<tr>
<th>Kin</th>
<th>PPR</th>
<th>PRI</th>
<th>Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
<td>70</td>
<td></td>
<td>87</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Kin</th>
<th>PPR</th>
<th>PRI</th>
<th>Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>25</td>
<td>126</td>
<td></td>
<td>178</td>
</tr>
</tbody>
</table>

The school has a number of strategies in place to manage the challenges that come from a small community with transient student numbers. These challenges include families moving to other regional settings for employment opportunities, school transportation issues with siblings at different schools in the region, family circumstances and housing has also had an effect on fluctuating enrolments. Our school response is to ensure we continue to provide an inclusive environment where all children can thrive and to implement a marketing and communication strategy to maintain and attract families to Bindoon.
### School Performance against the 2015-2017 Business Plan Targets

#### Priority 1: high standards of learning and teaching

<table>
<thead>
<tr>
<th>Literacy Target</th>
<th>Result</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of year 3 students achieve above the National Minimum Standard in reading, writing, spelling and punctuation and grammar.</td>
<td>Not met</td>
<td>64% above NMS in reading 81% above NMS in writing 59% above NMS in spelling 72% above NMS in P&amp;G</td>
</tr>
<tr>
<td>Increase the % of year 3 students who achieve above band 4 in reading, writing, spelling and punctuation and grammar.</td>
<td>Partially met</td>
<td>There was a decrease in percentage above band 4 in all areas in 2017 compared to 2014-2016. Year 3 students who achieved above Band 4 between 2014 and 2016 were increased in all literacy areas.</td>
</tr>
<tr>
<td>85% of year 5 students achieve above the National Minimum Standard in reading, writing, spelling, and punctuation and grammar.</td>
<td>Not met in reading  Met in writing  Met in spelling  Met in punctuation and grammar</td>
<td>82% above NMS in reading 86% above NMS in writing 85% above NMS in spelling 86% above NMS in P&amp;G</td>
</tr>
<tr>
<td>Decrease the % of year 5 students who achieve Bands 3 and 4.</td>
<td>Met in writing  Met in reading  Met in spelling  No change in punctuation and grammar</td>
<td>Decreased writing by 10% Decreased reading by 14% Decreased spelling by 9% No change in P&amp;G</td>
</tr>
<tr>
<td>Increase the % 5 of year 5 students who achieve above Band 6.</td>
<td>Met in writing  Met in reading  Met in spelling  Not Met in punctuation and grammar</td>
<td>Increased by 7% in writing Increased by 16% in reading Increased by 2% in spelling Decreased by 7% in P&amp;G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy Target</th>
<th>Result</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of year 3 students achieve above the National Minimum Standard in Numeracy</td>
<td>Not met</td>
<td>85% of students achieved above the National Minimum Standard</td>
</tr>
<tr>
<td>Increase the % of year 3 students who achieve above band 4 in Numeracy.</td>
<td>Met</td>
<td>Increased from 26% in 2015 to 43% in 2017</td>
</tr>
<tr>
<td>85% of year 5 students achieve above the National Minimum Standard in Numeracy</td>
<td>Met</td>
<td>90% of students achieved above the National Minimum Standard</td>
</tr>
<tr>
<td>Decrease the % of year 5 students who achieve Bands 3 and 4.</td>
<td>Met</td>
<td>Decreased from 33% 2015 to 10% 2017</td>
</tr>
<tr>
<td>Increase the % 5 of year 5 students who achieve above Band 6.</td>
<td>Met</td>
<td>Increased from 12% in 2015 to 28% 2017</td>
</tr>
</tbody>
</table>

**Recommendations**

- Targets identified whilst aspirational must also be appropriate in context. Whilst we aspire to have 100% of children above National Minimum Standards a more relevant target would see this percentage be in a range of 80-90% of students. With a small cohort of children this target must reflect the school context.
- Continue to develop explicit instruction pedagogy with increased focus in Literacy and Numeracy blocks of the “I do, we do, you do” methodology.
• Develop a scope and sequence for Literacy and Numeracy so all teachers are clear of teaching expectations and standards
• Development of a school assessment schedule across Literacy and Numeracy with a focus on measuring progress over 12 months of teaching and learning. Develop teacher data literacy and effect size analysis.
• Learning Intentions and Success Criteria are made visible throughout Literacy and Numeracy Blocks.
• Implement Brightpath as a whole school approach to assessing, moderating and planning student writing progress and achievement
• Conduct an external National Quality Standards Audit of the Early Childhood Program.

NAPLAN Performance 2017
Each year, all students in Year 3 and 5, in our school, along with students of the same age in all other schools across Australia, are assessed as part of the National Assessment Program Literacy and Numeracy. The assessments cover Numeracy, Reading, Writing, Spelling and Grammar & Punctuation.

NAPLAN results form part of a suite of system and school-based assessments that our school uses to evaluate the progress and achievement of our students and our teaching programs. The information is used to make decisions on instructional programs for individual students, for small groups and for whole school intervention strategies for improvement.

The results should be looked at as trends over time. Individual year results, whilst interesting, may not represent the need for whole school adjustments and may only need to be considered in the context of that particular cohort of students. Trends, however, require closer examination and help us to make informed decisions about the approaches to adopt across our school…not just in the NAPLAN years of 3 and 5.

The following graphs show the performance of our school in the NAPLAN areas over the past six years. Particular attention should be given to year groups across a two year spread. For example, follow the performance of Year 3s in 2015 and their performance as Year 5s in 2017.

The yellow sections on the graph display expected performance. The middle line is the mean score of like schools in the group. Each section represents one standard deviation from the mean. Green sections represent above expected performance and red, below expected.
Findings

Whilst there was downward performance in Year 3 Spelling this does not appear to be a trend given performances in 2015 and 2016, however it is worthy of further monitoring. The development of a whole school spelling scope and sequence is required with the following recommendations actioned in 2018. Year 3 reading is also worthy of further monitoring for this cohort. Whilst this result does not appear to be a trend, a review of individual student performance and areas of weakness will be required.

NAPLAN comparative performance summary in 2017 demonstrated that Year 3 students were achieving at expected level in numeracy, reading, writing and grammar and punctuation and below expected level in spelling. Year 5 students were achieving above expected level in numeracy, reading and spelling and at expected level in writing and grammar and punctuation.

Recommended Actions Literacy

- Ensure Phonological Awareness (PA) skills continue to be explicitly taught in Year 1 and Year 2 with an emphasis on phoneme manipulation and segmentation.
- While explicit teaching of Spelling is evident across PP – 2, teaching practice with an emphasis on differentiation needs to be a focus in 2018. Warm ups include differentiated tasks and levels of expectations.
- Review and develop whole school spelling scope and sequence.
- Review alternative whole school synthetic phonics programs e.g. Sounds Write.
- Review Whole School Guided Reading practice/model to ensure consistency.
- Literacy block structures consistent across year levels.
• Continue to develop delivery of “I do, we do, you do” methodology.
• Ensure genre writing/lessons scheduled for 3 lessons per week.
• Daily writing warm ups include ‘focus on four’- punctuation, grammar, genre, sentence construction/vocabulary

Recommended Actions Numeracy
• Raise expectations on four operations/number facts.
• Mental calculations/computations every day in maths warm up.
• Develop essential skills/concepts to be covered in daily explicit warm up.
• Numeracy block structure consistent across year levels.
• Assessment for learning developing feedback to students on where they are at, where they are going and how to get there.
• Consolidate and embed Bar Model strategy to visualise and solve mathematical problems.
• Scope and sequence of mental calculation/computation strategies developed.

Explicit Instruction at Bindoon
Bindoon Primary School is at the forefront for delivering an explicit instruction teaching methodology across the curriculum. Student performance data indicates that teacher pedagogy is supporting students to progress their learning at faster rates. The aim of explicit instruction is to reduce cognitive load and transfer learning from short to long term memory. Teachers break what they are teaching into concepts and skills and teach these systematically, through what we call, “I do, we do, you do” proceeding in small steps and regularly checking for understanding using questioning techniques and mini-whiteboards before student independence. We will continue to refine our practices to ensure our teaching is of the highest quality to maximise student outcomes.
Progress and Achievement 2015-2017

NAPLAN student progress and achievement between Year 3 students in 2015 and Year 5 students in 2017 demonstrated higher progress – higher achievement compared with like schools in reading, writing, spelling, grammar and punctuation and numeracy.

“As Director of the Haileybury Institute I work with many schools across Australia. I have been consulting with Bindoon Primary School for the last two years. I am so impressed with the wonderful progress being made at this school. Already a very good school, the leadership and teachers are always looking to continually improve the academic standards of the students. The school climate is just outstanding. The students are exceptionally well behaved and focused in class. The teachers are professional and hard working. I would like to congratulate the school on the efforts of both teachers and students.”

John Fleming
Director- Haileybury Institute
Progress

The progress of students from year 3 to year 5 continued to be impressive. In these graphs, the focus is on the green lines (Bindoon PS) and the yellow lines (like schools). We are targeting “progress.” That is, we are seeking to progress better than the rate at which our “like schools” are progressing. In reading, writing, spelling and numeracy students demonstrated higher progress in comparison to All Australian Schools, a result to be celebrated.

In this case progress is measured by the improvement in results made by students in their NAPLAN testing from their Year 3 results and their Year 5 results. Stable cohort refers to those students who were at Bindoon PS for both tests.

Findings

- Stable cohort progress above All Australian schools in numeracy, reading, writing and spelling
- Stable cohort progress above Like Schools and WA Public Schools in punctuation and grammar

Recommendations

- Development of monitoring standards assessment schedule across literacy and numeracy to collect student data to monitor progress and achievement levels across each term.
- From student data identify students not progressing to expectation and plan intervention/support accordingly.
On Entry
In Pre Primary our students complete the On Entry Assessment conducted at the beginning and end of Pre Primary. The purpose of the program is to provide teachers with an opportunity, early in the year, to collect information on the essential literacy and numeracy skills and understandings of each child in their class. Using the information gathered, teachers develop targeted teaching and learning programs that cater for groups of students and also support the needs of individual students. The end of year assessment provides an opportunity to analyse student progress and performance against the expected progression point score of 1.0 in both Literacy and Numeracy.

End of Year On Entry

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy (Start of year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1.0</td>
<td>1.0 and above</td>
<td>&lt;1.0</td>
<td>1.0 and above</td>
</tr>
<tr>
<td>54%</td>
<td>46%</td>
<td>9%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Findings
On Entry data shows that a significant percentage of Pre Primary students have developed strong pre-requisite skills in Literacy and Numeracy. In particular, students have well-developed early reading and numeracy skills, reflecting the emphasis placed in Kindergarten on Concepts of Print, Phonological Awareness and early number and counting skills. Explicit teaching of literacy and numeracy skills to progress understandings further in Pre Primary is demonstrated by the end of year data in Reading and Numeracy.

In Numeracy, the student data demonstrates the majority of students have some basic numeracy skills and understandings across the areas of Number, Measurement and Geometry. Particular areas of strength across the cohort included student’s abilities to use number names to count in sequence and using the principles of counting to count collections.

Recommendations
- Continue to fund the Therapy Focus Speech Assessment Screening for all Kindergarten students.
- Emphasis on developing oral narrative skills to support writing skill development.
- Continue explicit teaching of phonological awareness and phonics.
- On Entry performance targets created in next cycle of business planning.

Priority 2: resilient, confident and healthy students

<table>
<thead>
<tr>
<th>Maintain student attendance at 94%</th>
<th>This target was not met as school attendance was 92% compared to 93.1% in like-schools and 93.7% in Western Australian public schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students follow the school’s behaviour expectations.</td>
<td>This target was not met as there was no data available to evaluate the target. The school’s review of the behaviour management policy will include data collection and analysis to measure progress in this area.</td>
</tr>
<tr>
<td>Students have an appropriate level of physical fitness and fundamental movement skills.</td>
<td>This target was not met as there was no data available to evaluate the target. Discussions with the physical education teacher reflect a quality program and recognition that an efficient data collection system will support and affirm the success of the program.</td>
</tr>
<tr>
<td>Students solve their own social problems</td>
<td>This target was not met as there was no data available to evaluate the target. Recommend the use of teacher judgements from school reports to track progress in this area.</td>
</tr>
<tr>
<td>Students display a mentally healthy attitude</td>
<td>This target was not met as there was no data available to evaluate the target.</td>
</tr>
</tbody>
</table>

Recommendations

- Continue to develop and implement policy and strategies to improve regular student attendance to better than like schools.

- Implement Positive Behaviour Support to engage whole school community in the development of positive behaviour expectations and culture.

- Set measurable targets in decreasing student behaviour indiscretions as indicated by SIS behaviour data.

- Set measurable targets against teacher judgements for student attitude, behaviour and effort attributes on school report.

- Implement the Aboriginal Cultural Standards Framework in the next business plan cycle in line with expectations outlined in the Strategic Plan for WA Public Schools 2016-2019 and Focus documents.

- Ensure all targets in next business plan cycle are measurable
Priority 3: positive parental involvement and community partnerships

<table>
<thead>
<tr>
<th>Priority</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents feel welcome when they come into the school</td>
<td>This target was not met as there was no data available. Anecdotal evidence and observations at the school reflected a welcoming school environment</td>
</tr>
<tr>
<td>Increase the number of parent/community volunteers in the school.</td>
<td>This target was not met as there was no data available. There was evidence that the school has good levels of volunteers; however, there was no data to reflect an increase in those numbers.</td>
</tr>
<tr>
<td>Formalise community partnerships</td>
<td>This target was not met as there was no evidence of formalised community partnerships. The school has successful community partnerships; however, formalised agreements have not been completed</td>
</tr>
<tr>
<td>The school board functions effectively</td>
<td>This target was met. Records including minutes, annual reports and meeting documents confirm effective governance and compliance. This was verified in discussions with the principal, board chair and board members</td>
</tr>
<tr>
<td>Respond to the national opinions survey</td>
<td>This target was met. The surveys were completed and this was verified in minutes and discussions with the principal and board chair. Details of the analysis and recommendation of the survey were set out in the 2016 Annual Report.</td>
</tr>
</tbody>
</table>

**Recommendations**

- Explore additional opportunities to communicate with the broader community regarding school activities, responsibilities and school performance.

- Undertake further training for all board members in areas identified in effectiveness survey.

- Research and develop a code of conduct to guide and support the work of the school board.

- Explore strategies to increase the numbers of parents who complete the biennial survey.

- Continue to develop and formalise agreements with a range of community groups and local businesses to provide finance, materials and assistance to the school.

- Create parent class representative as a link between teacher and parents to organise class rosters, parent help, social events and liaison between parents and teacher.

- Ensure all targets are measurable in next business plan cycle.
Student Attendance

Our overall student attendance rate was comparable to like schools and WA Public Schools in 2017. Our overall attendance rate has shown an upwards trend since 2015. In 2018, an emphasis on reducing the rate of Unauthorized Absences will be a priority.

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicated</td>
<td>Moderate</td>
</tr>
<tr>
<td>2015</td>
<td>68.9%</td>
<td>25.6%</td>
</tr>
<tr>
<td>2016</td>
<td>70.9%</td>
<td>19.7%</td>
</tr>
<tr>
<td>2017</td>
<td>73.8%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Like Schools 2017</td>
<td>75.8%</td>
<td>16.7%</td>
</tr>
<tr>
<td>WA Public Schools</td>
<td>77.0%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Our attendance rate compares very favourably to WA Public Schools in all of the attendance categories and has shown an upwards trend since 2015. This has been due to a sharper focus with the community on improving regular attendance of students. Families who take unauthorized vacations and provide unacceptable reasons during school terms contribute considerably to a regular attendance average below WA Public Schools.

Case management of students in the Moderate and Severe at Risk categories will be a priority as will regular and consistent follow up to absences. Our aim is to move students into the more regular attendance category.

The school’s Attendance Policy is being revised to emphasise to the community the importance of regular school attendance. Procedures for follow up of absences will be streamlined and consistent across the school with case management and support for families when trends and concerns emerge.
Transitioning to High School - Destination Schools

Bindoon Primary School students choose a variety of high school destinations once they graduate from Bindoon.

The majority of our Year 6s choose to attend the local public high school, Gingin District High School. In 2017, 41% of graduating students enrolled in public schools.

<table>
<thead>
<tr>
<th>Destination School</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gingin District High School</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Bullsbrook College</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Swan Christian College</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Catholic Agriculture School (Edmund Rice)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Guildford Grammar School</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Lake Joondalup Baptist College</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Leeming Senior High School</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

School Board

The role of the Bindoon School Board is one of governance, to set the long term future of the school and maintaining oversight, not management, of the school’s operations. The Board supports the Principal by providing additional expertise and advice to help the school to achieve the best possible outcomes for the students.

The Bindoon Board meets twice per term and is comprised of four parent representatives (one of which must be the Chairperson of the Board) two staff representatives, two community representatives and the Principal.

Its key functions include:

- Setting the long-term future for the school and maintaining oversight of the implementation of the school Business Plan by providing additional expertise to help the school achieve the best outcomes for students.
- Interrogation of school performance data including student performance, attendance rates, survey results etc.
- Endorse and review the annual budget.
- Assist with the formulation of school Codes of Conduct.
- Participate in a review of the performance of the school.
- Create interest, within and across the community, about the school.
- Approve fees and charges and the annual voluntary contributions.
- Approve arrangements for sponsorship or advertising.
- Liaise with other committees within the school e.g. the P&C.

In 2017, the Board was also responsible for:

- Reviewing the amount of the Voluntary Contributions for 2017.
- Approval of the 2018 Summary of Annual Contributions and Charges.
- Coordinating, analysing and reporting on the biennial Parent/Community survey.
• Contributing to the development of the 2018-2020 Business Plan.
• Contributing to the IPS 2017 External Review.
• Developing a new code of conduct for board members.
• Reviewed language options for implementation in 2018. Selected and endorsed Indonesian as the language choice for inclusion into the school curriculum from 2018.
• Endorsed the school’s commencement of Positive Behaviour Support to drive change towards a positive behaviour culture with extensive community consultation and communication.

Parents and Citizens Association

Bindoon is fortunate to have such dedicated and hard working parents and families who support the school. This is evident in the small number of parents who combine to form our school’s Parents and Citizens Association (P&C). This group work tirelessly to provide financial support to improve school resources and educational opportunities for students.

The role of the P&C is threefold: fundraising, parent information and education, and family support.

The P&C is active in many activities within the school. Highlights for the 2017 year included:

• Managing the school canteen. The Canteen was open two days during the school week, Tuesday and Friday.
• Organised and ran a gift stall for Mother’s and Father’s Day.
• School Lapathon.
• Cake Stall at carnivals, Food Stalls at Shire Community events- Wear Ya Wellies and Taste of Chittering.
• Organised the highly successful inaugural Bindoon Mango Festival and Fete that was supported by the wider community.
• Melbourne Cup Luncheon.
• Movie Night.
• Sold and supplied school uniforms, school satchels, and second-hand uniforms every Tuesday morning at the School Uniform Shop.
• Donated $5 per student to class excursions.

As a result of these fundraising initiatives the P&C made a considerably generous donation to air condition upstairs classrooms. Other contributions included end of year book prizes, swimming caps and a new fridge for the canteen.

P&C efforts have been instrumental in enhancing the learning opportunities for the students of Bindoon.