



2024

# Annual Report

Bindoon Primary School

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# School Overview

## School Context

Bindoon Primary School is an Independent Public School that places a high priority on excellence in teaching and learning, strong relationships and positive support for all children. 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.

2024 was the first year of our new Business Plan 2024-2026. This plan was 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 975. In 2024, enrolment numbers at the February Census were 160, 20 more than in 2023. Of these students, we had 11 that recognised as Aboriginal and 3 students who had an Individual Disabilities Allocation. Enrolments over the year saw 169 students in Semester 2 of 2024.

## 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*

# From The Principal

It is my pleasure to present our community with the 2024 Annual Report. This report is an essential part of our school's reporting and accountability process, offering a comprehensive snapshot of our performance throughout the year. It also provides valuable insight into our learning programs, successes, and achievements, as measured against the performance targets outlined in our 2024-2026 Business Plan.

As we reflect on 2024, we do so with pride, celebrating the collective achievements of our school community. From student success—both academically and in sports—to the dedication of our professional staff who make a difference every day, and the unwavering support of our parents and carers, we extend our gratitude for an outstanding year.

Throughout 2024, we continued to strengthen evidence-based, whole-school approaches. By utilising student data, we identified learning gaps, informed our planning, and tailored support to meet the needs of every student. The Department of Education's *Teaching for Impact* resources have also empowered our staff to reflect on their teaching practices, ensuring we implement contemporary, research-backed strategies for student success.

I would like to extend my sincere appreciation to the School Board, P&C, parents, and carers for their ongoing support and invaluable contributions. We are also grateful to the many individuals and organisations within our community who generously support our school in countless ways.

Amanda Robinson

*Principal, Bindoon primary School*



# From The Board Chair

The Bindoon Primary School Board is composed of dedicated individuals committed to ensuring strong school governance and making decisions in the best interests of students, staff, and the broader Bindoon community. The School Board operates within strict guidelines set by the Department of Education, outlining its role and areas of involvement. To provide clarity, some of the Board's key functions include:

- Reviewing the school's objectives, priorities, and general policy directions.
- Planning financial arrangements to support the school's strategic goals.
- Evaluating the school's performance in achieving its objectives.
- Formulating codes of conduct for students.
- Assisting in the selection (but not appointment) of the school principal.
- Approving charges for specific materials, services, and facilities.
- Setting and reviewing the school dress code.
- Promoting the school within the community.

The Bindoon Primary School Board plays a vital role in shaping the school's direction, ensuring a high standard of governance, and fostering a strong connection between the school and the wider community. In 2024, the Board had the opportunity to contribute to:

- Review and update Terms of Reference of the Board
- Approve early closure for 3-way conferences
- Further flesh out strategies in the Business Plan
- Endorse the 2024 Funding Agreement
- Meet with the Student Council and involve them in planning school resources
- Investigate 2024 NAPLAN and On-entry data and review Business Plan targets
- Presentations by specialist teachers to understand their area of the curriculum
- Review and endorse the Attendance Policy and Procedures
- Discuss the Department of Education Student Wellbeing and Care report
- Discuss community use of school facilities
- Approve Contributions and Charges for 2025
- Review 2025 Personal Items Lists
- Endorse the 2025 school budget

The Board includes community members, staff, and parents of students enrolled at the school.

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

The Bindoon Primary School Board remains dedicated to supporting the growth and success of our students and staff while ensuring that Bindoon Primary remains a safe, welcoming, and respected part of our wider community—one we can all take pride in. We look forward to a bright and successful 2024.

Adrian Gledhill

*Chair, Bindoon Primary School Board*

# Workforce

Occupational Group	February 2024		August 2024	
	Headcount	Fulltime Equivalent	Headcount	Fulltime Equivalent
Principal	1	1.0	1	1.0
Deputy Principal	1	0.8	1	0.8
Teacher	11	7.9	11	8.1
Mainstream EA	3	2.1	8	3.8
Special Needs EA	2	1.3	2	1.3
Administration	2	1.1	2	1.1
Cleaner	3	1.1	3	1.1
Gardener	1	1.0	1	1.0
Library/ICT	1	0.4	1	0.4
<b>TOTAL</b>	<b>25</b>	<b>16.7</b>	<b>29</b>	<b>18.6</b>

At Bindoon Primary School, our staff take collective responsibility for all students, fostering a caring and supportive school culture. Our teaching staff meet the professional requirements of the Western Australian Teacher Registration Board and hold appropriate teaching qualifications. In Term 4 of 2024, we advertised for two full-time classroom teachers to support the introduction of an additional class in 2025 and restructured existing classes to eliminate tandem teaching in Years 1 to 6.

Our school benefits from specialist teachers who deliver the Physical Education, Music, Visual Arts, Languages (Auslan), and Science curriculums. In 2024, we transitioned our Languages program to Auslan, which received overwhelmingly positive feedback from both students and parents. As a result, this has been established as a permanent teaching position.

To further support student learning, we have both Mainstream and Special Needs Education Assistants (EAs) working across the school. As reflected in the table above, additional EA support was allocated throughout the year to accommodate our Kindy classroom, which exceeded ratio guidelines. Additionally, EAs facilitated literacy intervention groups to support students' learning needs.

In Semester 2 of 2024, we increased Chaplaincy time to 1.5 days per week, a change that was well received and is planned to continue in 2025. Our School Psychologist currently attends Bindoon PS seven days per term, and this will increase to ten days per term in 2025. Additionally, to further enhance student support, we will be employing an Aboriginal Islander Education Officer (AIEO) one day per week. This role will focus on supporting Aboriginal students and their families while also assisting with the implementation of our Reconciliation Plan.



# Student Attendance

In 2024, the overall attendance rate for compulsory schooling years (Pre-primary to Year 6) was 90.1% in Semester 1 and 87.7% in Semester 2, resulting in an annual average of 88.9%. This achievement met our Business Plan target of maintaining attendance at or above 88%. Below is a breakdown of attendance rates by year level for each semester.

## Year Group Breakdown for Semester 1, 2024

Breakdown	Attendance Rate %	Regular (>90%)	At Risk Indicated (80%-90%)	At Risk Moderate (60%-80%)	At Risk Severe (<60%)	Authorized %	Unauthorized %
PPR	91.9	19	8			54	46
Y01	87.2	14	10	2	1	63	37
Y02	90.1	16	6	1	1	71	29
Y03	92.3	11	4			76	24
Y04	93.0	16	1	1		84	16
Y05	86.9	10	7	2	1	71	29
Y06	90.4	11	6	1		57	43
<b>Compulsory</b>	<b>90.1</b>	<b>97</b>	<b>42</b>	<b>7</b>	<b>3</b>	<b>67</b>	<b>33</b>

## Year Group Breakdown for Semester 2, 2024

Breakdown	Attendance Rate %	Regular (>90%)	At Risk Indicated (80%-90%)	At Risk Moderate (60%-80%)	At Risk Severe (<60%)	Authorized %	Unauthorized %
PPR	88.6	13	9	2	1	68	32
Y01	87.3	9	14	3	1	78	22
Y02	84.4	14	8	4	2	82	18
Y03	89.1	12	9	2		72	29
Y04	90.4	9	4	1		79	21
Y05	88.7	10	5	3		71	29
Y06	87.9	16	14	7		73	28
<b>Compulsory</b>	<b>87.8</b>	<b>83</b>	<b>63</b>	<b>22</b>	<b>4</b>	<b>75</b>	<b>25</b>

Although we met our attendance target, some concerning trends emerged:

1. In Semester 1, 10 students had an attendance rate of 80% or less, meaning they were absent at least one day per week on average. This number increased significantly to 26 students in Semester 2.
2. Throughout the year, unauthorized absences—including unexplained absences, unacceptable reasons, and unauthorized vacations—accounted for between a quarter and a third of all absences.

To address these issues, the school developed an Attendance Policy and Procedures in 2024, which will be implemented with fidelity in 2025. This policy outlines clear steps for managing persistent student absences, including regular parent contact and a case management approach when necessary. Additionally, new measures have been introduced to address unexplained absences. Other initiatives include regular attendance-focused updates in the newsletter, a class attendance cup, and recognition letters for students achieving an attendance rate above 95%.



# Student Achievement and Progress

The Targets set out in Business Plan 2024-2026 are as follows:

- Ensure NAPLAN achievement is at or above expected performance
- Maintain year-on-year progress in literacy and numeracy
- A minimum of 80% of students to achieve an effort grade of ‘consistent’ in student reports

## NAPLAN Analysis

NAPLAN assessments are now conducted in March each year and follow an adaptive format, where question difficulty adjusts based on student responses to maintain engagement. Instead of being assigned a Band, students now receive a proficiency level: Exceeding, Strong, Developing, or Needs Additional Support. NAPLAN data is analysed across multiple platforms, and to assess our performance against targets, we considered various key data sources. These include the median proficiency level of the cohort, the percentage of students at each proficiency level, progress achieved relative to expected growth, relative assessment (measuring standard deviations from expected outcomes), comparative data against like schools, and longitudinal trends over time.

Overall Judgement			
Assessment	Year Level	At or above expected	Below expected
Numeracy	3	Above	
	5	Above	
Reading	3	Above	
	5	Above	
Writing	3	Above	
	5	Above	
Spelling	3	At	
	5	At	
Grammar & Punctuation	3	Above	
	5		Below



## Year-on-Year Progress

To measure year-on-year student progress, we PAT testing conducted in October each year. Student progress is evaluated through effect size calculations, where an effect size of 0.4 indicates a typical year of growth.

Area Tested	Year Level	Effect Size	Target Achieved
Reading	1	0.62	Yes
	2	0.7	Yes
	3	1.22	Yes
	4	0.63	Yes
	5	0.11	No
	6	0.1	No
Grammar & Punctuation	4	0.73	Yes
	5	0.29	No
	6	0.17	No
Mathematics	1	2.65 *	Yes
	2	-0.27 *	No
	3	0.86	Yes
	4	0.8	Yes
	5	0.33	No
	6	0.24	No

The data indicates that cohorts achieved year-on-year growth in eight out of fifteen assessed areas. However, the results also suggest a need for greater consistency in testing conditions.

To further analyse performance and identify gaps, a triangulated data approach was used via the Elastik Data Platform, incorporating 2024 On-entry assessments, NAPLAN results, and PAT testing. This analysis helped pinpoint specific curriculum areas requiring attention, which have been addressed in the 2025 English and Mathematics Operational Plans. These insights have directly informed our key priorities for 2025.

English	Mathematics
<ul style="list-style-type: none"> <li>Punctuation and Grammar</li> <li>Spelling</li> <li>Daily Literacy Reviews</li> <li>Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>Daily Reviews</li> <li>Mental maths facts and mental strategies</li> <li>Written strategies for +/÷/×/÷</li> <li>Sort/order shapes</li> <li>Time</li> </ul>



## Effort Grade

Students receive a report each semester, which includes both academic grades and effort grades for each learning area. Academic achievement is measured on a five-point scale, while effort is assessed using the scale: Consistent, Often, Sometimes, and Seldom.

An effort grade of "Consistent" indicates that a student is regularly engaged in lessons, stays focused on their work, and puts forth their best effort. Semester 2 reports were analysed to gather key insights from this data.

Year Level	Percentage of Consistent Effort Mark
Pre-primary	91%
1	73%
2	84%
3	89%
4	82%
5	80%
6	75%
Overall	82%

Teachers employ a variety of strategies to enhance student engagement and learning. Our exploration of the *Teaching for Impact* resources has supported staff in reflecting on effective teaching practices, ensuring students receive the best opportunities to succeed.

In 2025, we will continue to examine and refine high-quality teaching practices, with a focus on lesson design, instructional strategies, and resource development to drive continuous improvement in student outcomes.



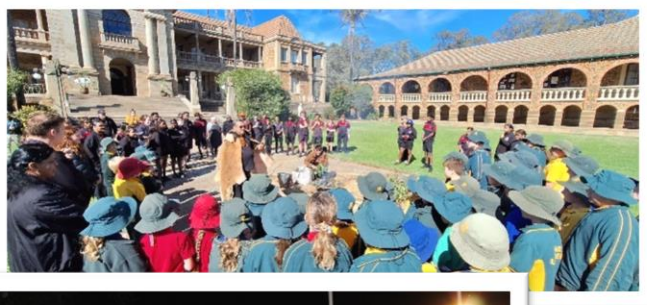
# Highlights of 2024

Bindoon Primary School is committed to enriching student learning and wellbeing by fostering strong partnerships with parents, families, educational institutions, local businesses, and community organisations. Guided by the belief that every student has the potential to succeed, we provide diverse opportunities that empower them to thrive and shine.

- Community breakfast and parent information session
- Swimming Carnivals
- Wellbeing Week
- Class Assemblies
- Literacy intervention groups
- National Young Leaders Day
- NAPLAN and On-entry assessments in Term 1
- P&C Colour Run
- Maths Incursion Show
- ANZAC Service
- Leadership Camp
- Library monitors
- Redevelopment of the early childhood playground
- Cross Country
- Student-teacher-parent conferences
- Winter Carnival
- Student Councillor Fund Raisers – Guide Dogs WA, Telethon
- Running Challenge
- Nights of Reading
- Running Club
- Footy Clinic
- Planet Protectors and their initiatives
- Music Incursion – Gina and Guy
- Year 6 fundraiser – Disney Disco
- Learning Journey
- Book Week
- Book Parade
- Author visits
- Ride to School Day
- Mini Olympics
- E-safety talk with WA Police
- Izzie the Lizard road safety visit
- Helping Minds workshops for students
- Athletics Carnivals



- Scitech Incursion
- One Big Voice
- Weekly Prickly Problem
- Drumbeat program
- Fairy Bread Day
- Choir performance for CWA
- R U OK? Day
- Bindoon Shows displays
- In term swimming
- Kindy Orientation
- PP-Year 1 transition
- Summer Carnival
- Visit to Edmund Rice College for NAIDOC activities
- PBS rewards and certificates
- Derby Day
- Year 6 and Kindy teddy project
- Bindoon Christmas Tree grotto
- Year 6 Graduation
- Presentation Evening



# Financial Summary

Please find below the School Financial Summary as at December 2024.

## One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 58,979	58,979	0
Carry Forward (Salary):	\$ 30,132	30,132	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,179,438	2,179,438	0
Locally Raised Funds:	\$ 102,546	102,986	-440
<b>Total Funds:</b>	<b>\$ 2,371,096</b>	<b>2,371,536</b>	<b>-440</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 1,889,704	1,889,704	0
Goods and Services (Cash):	\$ 341,253	328,251	13,002
<b>Total Expenditure:</b>	<b>\$ 2,230,957</b>	<b>2,217,955</b>	<b>13,002</b>
<b>Variance:</b>	<b>\$ 140,139</b>	<b>153,581</b>	<b>-13,442</b>

Student-Centred Funding	
Per Student	\$ 1,347,856.00
School and Student Characteristics	\$ 706,790.22
Disability Adjustments	\$ 27,745.40
Targeted Initiatives	\$ 95,731.77
Operational Response Allocation	\$ 1,315.04
Regional Allocation	\$ 0.00
<b>Total</b>	<b>\$ 2,179,438.43</b>

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 2,238,072
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 2,148,549
10% of carry forward	\$
<b>Total Minimum Expenditure</b>	<b>\$ 2,148,549</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$ 1,889,704
Goods and Services (Cash Expenditure)	\$ 303,451
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$ 2,193,155</b>

Bank Account Balances (Cash)	
Bank Account	\$ 67,577.45
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
<b>Total for all Bank Accounts*</b>	<b>\$ 67,577.45</b>

\*Reserve balances are included in the total

Reserve Account Balances	
Administration Server Reserve	\$ 99.65
Asset - Office Equipment	\$ 3,609.07
Ride on Mower Reserve	\$ 551.42
Computer Equipment Resource Re	\$ 34,060.99
Furniture/Fittings Resource Re	\$ 9,384.31
Library Automation Resource Re	\$ 80.45
Cleaning Equipment Resource Re	\$ 1,815.53
<b>Total for all Reserve Accounts</b>	<b>\$ 49,601.42</b>

Our 2024-2026 Business Plan establishes clear connections between school priorities and the allocation of human, physical, and financial resources, ensuring the best possible learning outcomes for all students. Our financial management aligns with the expectations of the Funding Agreement for Schools. A 2024 review of the strategies outlined in the Plan confirms that we are effectively implementing and addressing these initiatives.

Strategy	How are we going?	Where to next?
Align workforce planning and management practices with school context, student needs and strategic direction of the school	<ul style="list-style-type: none"> <li>• Professional learning for staff that aligns with student needs: Classroom Management Strategies, Promoting Literacy Development, Teaching for Impact</li> <li>• Employment of Education Assistants: support large Kindy classroom, intervention programs</li> <li>• 2025 staff planning and recruitment influenced by Bindoon PS Workforce Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Budget for staff to run intervention programs</li> <li>• Prioritise both Literacy and Numeracy in intervention</li> </ul>
Prioritise resource allocation based on student performance and align it to strategic and operational plans	<ul style="list-style-type: none"> <li>• The annual review of Operational Plans was based on student data, which influences budget submissions</li> <li>• Finance Committee allocated budget for 2025 based on strategic and operational plans</li> <li>• Mathematics is a priority 2024-2026</li> </ul>	<ul style="list-style-type: none"> <li>• Fund Mathematics resources and intervention for 2025</li> <li>• Increase number of iPads to ensure 12 in each classroom</li> <li>• Upgrade student laptops</li> <li>• Upgrade teacher laptops</li> <li>• Renew take-home comprehension readers</li> </ul>
Invest in school facilities to create an environment where everyone feels a sense of belonging and pride	<ul style="list-style-type: none"> <li>• Upgraded all student desks in Years 1 to 6</li> <li>• Air conditioning of library, office and staffroom</li> <li>• Internal painting of upper classrooms</li> <li>• New rugs in every classroom</li> <li>• Relocated teacher resources and reading sets to DOTT room, freeing up library for student use</li> <li>• Further upgrade of library furniture</li> <li>• Updated equipment as needed: e.g. bikes, basketball hoops, office photocopier,</li> <li>• Clean up and disposal of broken and old equipment, furniture etc.</li> <li>• Installation of 3 new interactive teaching boards, bringing all classrooms up to date in technology</li> <li>• Upgrade of secondary treatment plant</li> <li>• Relocating fencing around the early childhood playground to provide a bigger and safer area</li> <li>• Making the parking safer near early childhood</li> <li>• Replanting of garden beds at school entrance</li> <li>• Upgraded the front of the administration building, including painting and signage that gives a sense of our school</li> <li>• Development of a fairy garden/miniature world by our Year 5/6 and Year 1 classes</li> <li>• Opening of the tree area at the top of the oval to start introducing nature play</li> <li>• Fencing around oval to keep kangaroos away</li> <li>• Portable stage for events</li> <li>• Faction marques</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to update air conditioners in early childhood, music, art in 2025-2026</li> <li>• External painting of upper classrooms</li> <li>• Internal painting in upstairs student toilets</li> <li>• Concrete terrace, behind science room for bins, under patio, and path from early childhood carpark</li> <li>• Shades for grass area downstairs and early childhood playground</li> <li>• Creation of nature play areas for both primary and early childhood</li> <li>• New concertina wall between TA1 and TA2</li> <li>• Instal Acknowledgement of Country signage</li> <li>• Upgrade kitchen in staffroom</li> </ul>

