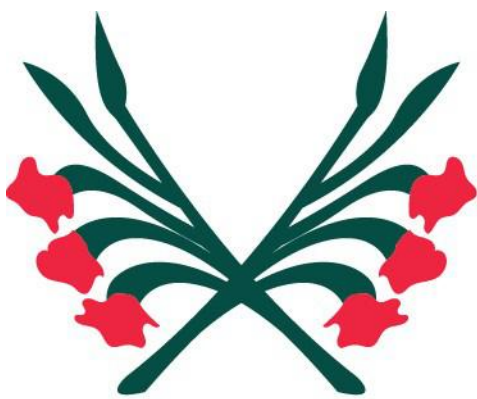


# Belmay Primary School



## Annual Report 2023



**Belmay**  
PRIMARY

---

*We Choose Respect*



## CONTENTS

---

3	WELCOME & ACKNOWLEDGEMENT OF COUNTRY
4	SCHOOL COUNCIL
5	A YEAR TO CONSOLIDATE AND SUSTAIN GROWTH AND IMPROVEMENT
7	FOCUS AREA 1 : TEACHING AND LEARNING & WHOLE SCHOOL APPROACHES
8	MATHS WHOLE SCHOOL PRIORITIES & FOCUS AREA 2 : CONDITIONS FOR LEARNING
9	FOCUS AREA 3 : BUILDING STAFF CAPACITY
10	NAPLAN
12	LITERACY
14	MATHEMATICS
16	EARLY CHILDHOOD EDUCATION
17	A 'WA POSITIVE BEHAVIOUR' SCHOOL & CHAPLAIN
18	HEALTH AND WELLBEING
19	SUSTAINABILITY
20	STEM
22	ABORIGINAL EDUCATION
23	PHYSICAL EDUCATION
24	VISUAL ART
25	DRAMA
26	READ-OUT-LOUD-AWARDS (ROLA)
27	ATTENDANCE
29	FINANCIAL SUMMARY

---

# WELCOME TO THE BELMAY PRIMARY

## SCHOOL ANNUAL REPORT 2023

Kaya!

I have great pleasure in presenting Belmay Primary School's Annual Report 2023. I trust that you find this report to be a practical and informative summary of our 2023 school year. Additional information can be found on the Department of Education's Schools Online website at <https://www.det.wa.edu.au/schoolsonline/home.do> or the schools website: [Welcome to our School | Belmay Primary School \(belmayps.wa.edu.au\)](http://Welcome%20to%20our%20School%20|%20Belmay%20Primary%20School%20(belmayps.wa.edu.au))

Thanks and recognition must go to the entire team who have worked tirelessly to make this possible. We indeed have a dynamic and very positive school community. I look forward to 2024 with great confidence, knowing that all staff are committed to providing the very best education for our students.

*Sarah Durham*

Principal

### Our School's Values

- Respect and Responsibility
- Belonging and Acceptance
- Striving for Excellence
- Teamwork and Sportsmanship

### At Belmay Primary School we Choose Respect....

- For ourselves, as individuals
- For our teachers, friends and other students and adults
- For our school and the world around us



## ACKNOWLEDGEMENT OF COUNTRY

In the spirit of reconciliation Belmay Primary School acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



# SCHOOL COUNCIL

## BELMAY PRIMARY SCHOOL COUNCIL 2023

Jenna Haerewa (School Council Chair)  
Sarah Durham (Principal)  
Terence Harney (Deputy Principal)  
Cassie Rowe MLA (Community Representative)  
Veronica O'Neil (SEMLDC Principal)  
Hannah Klauz (Teacher Representative)  
David Gerstorfer (Teacher Representative)  
Mark Davie (Parent Representative)  
Sian Dennerley (Parent Representative)



Members participate in establishment and review of school priorities (including general policy direction, financial arrangements, and approval of contributions and charges) and the evaluation of school performance. They also provide advice to the school to foster positive relationships between the school and the community.

School Council consultations like these are important for ensuring that the governance structure of the school council reflects the needs and priorities of the school community. They provide an opportunity for stakeholders to have their voices heard and contribute to the development of a governance partnership that promotes transparency, accountability, and effective decision-making.

Our School Council Focus Areas include:

- Accountability
- Communication and Transparency
- Collaboration and Partnership

I would like to take this opportunity to thank, in particular, Miss Jenna Haerewa, who has chaired our council for the past two years. Her positivity and unwavering commitment in her role as School Council Chair has been integral in the effective partnership and ongoing support that the School Council provided for Belmay Primary School throughout 2023.



# A YEAR TO CONSOLIDATE AND SUSTAIN GROWTH AND IMPROVEMENT

At Belmay Primary School, our improvement agenda encompasses a range of strategies aimed at enhancing various aspects of education, including academic performance, student wellbeing, teacher effectiveness, and overall school culture. At Belmay Primary we have had a very targeted approach over several years to embed the following components in our improvement journey:

1. **Curriculum Enhancement:** Reviewing and updating curriculum to ensure alignment with educational standards and relevance to real-world skills and knowledge. This involves integrating new technologies, incorporating interdisciplinary approaches, and focusing on areas such as STEAM (Science, Technology, Engineering, Arts, and Mathematics).
2. **Professional Development:** Providing ongoing training and support for teachers to enhance their instructional practices, classroom management techniques, and use of educational technologies. This has included workshops, conferences, peer coaching, and collaboration with other educators.
3. **Data-Driven Decision Making:** Utilising data to assess student performance, identifying areas for improvement, and tracking progress over time has been integral in our school's improvement journey. We have implemented a range of strategies for collecting and analysing data on student achievement, attendance, behaviour, and other relevant factors to inform instructional strategies and interventions.
4. **Student Support Services:** Implementing programs and services to address the diverse needs of students, including those with learning disabilities, English language learners, and students from diverse family backgrounds is paramount in supporting children and their families. This has involved providing additional academic support, counselling services, mentoring programs, and interventions to promote social-emotional development.
5. **Parent and Community Engagement:** Building partnerships with parents, families, and community organisations to support student learning and wellbeing is important at Belmay. Organised parent workshops, involving community members in school activities, and collaborating with wrap-around services and agencies to provide resources and opportunities for students has featured throughout the course of 2023.

## *Our School's Vision Statement:*

*In partnership with families and the community, Belmay Primary School will provide its students with the skills, knowledge and experience to become successful, caring and productive members of society while demonstrating respect for others in all aspects of their lives.*

# A YEAR TO CONSOLIDATE AND SUSTAIN GROWTH AND IMPROVEMENT ... *continued*

6. **School Climate and Culture:** Creating a positive and inclusive school environment that fosters respect, safety, and belonging for all students and staff is central to our school's success. This has included implementing initiatives to prevent bullying, and consistently promoting our school's value of Choose Respect. Embracing diversity and equity and recognising and celebrating student achievements have also featured strongly throughout 2023.
7. **Technology Integration:** Leveraging technology to enhance teaching and learning experiences, facilitate communication and collaboration, and personalise instruction to meet individual student needs. As a school we have invested in devices, software applications, and digital resources to support a blended learning approach both in the classroom and remotely.
8. **Continuous Improvement Process:** Establishing mechanisms for ongoing evaluation and reflection to identify strengths, weaknesses, and areas for refinement is a continuous process for our school. At Belmay we consistently monitor and track our school's implementation of whole school approaches through a tracking system on our School's Direction Document 2022-2024. Conducting regular assessments, soliciting feedback from stakeholders, and adjusting strategies as needed has been central to our school's improvement processes.



*'At Belmay Primary School we adopt a collaborative approach that involves educators, students, parents, and community members working together to create a supportive and enriching learning environment for all.'*

# FOCUS AREA 1 : TEACHING AND LEARNING

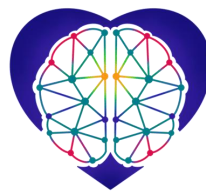
- **Agreed Whole School Approaches:** In literacy and numeracy and further developing a consistent pedagogical approach across the curriculum in all phases of learning.
- **Curriculum Review and Development:** Regularly review and update the curriculum to ensure alignment with educational standards and relevancy to students' needs and interests.
- **Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their instructional strategies, integrate technology effectively, and stay abreast of current best practices in teaching.
- **Differentiated Instruction:** Support teachers in implementing differentiated instruction techniques to meet the diverse learning needs of students.
- **Assessment for Learning:** Promote the use of formative assessment strategies to monitor student progress and provide timely feedback for improvement.
- **Student Engagement:** Implement strategies to increase student engagement such as project-based learning, cooperative learning, and incorporating real-world applications into lessons.
- 

## WHOLE SCHOOL APPROACHES



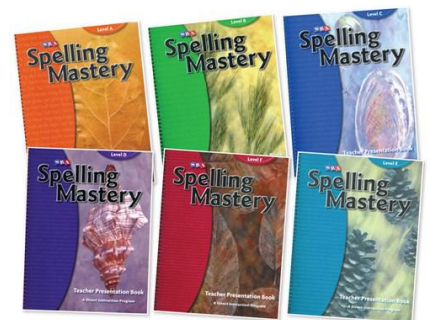
**Critical Reading**

Critical reading also involves higher reading skills by :  
Evaluating how the information fits into the reader's historical perspective and if it meets standards of critical reading



### Shaping Minds

The science of learning meets the art of teaching



## MATHS WHOLE SCHOOL PRIORITIES

Priority	Potential Tools
<b>Daily Reviews</b> (Interleaved content for deeper embedding of skills/ understanding)	Interleaved content Ochre Shaping Minds scope & sequence Elastik/PAT testing SDrive TAPPLE & Engagement Norms Peer observations Mathletics
<b>Fact Fluency</b> (Quick recall to lessen cognitive load)	Mental Maths posters Paul Swan games Daily Review Ninja Maths Monkey Maths app Numero
<b>Literacy of Maths</b> (Worded Problems)	Word Problems for ALL Maths curriculum areas Add/Sub/Mult/Div scope & sequence Use of models such as Part Part Whole

## FOCUS AREA 2 : CONDITIONS FOR LEARNING

Education plans targeting students at educational risk typically aim to address their specific needs and challenges to improve their academic outcomes and overall wellbeing. At Belmay Primary School these plans are tailored to individual students and may include various components such as:

- Assessment and Identification:** This involves identifying students who are at educational risk through assessments, observations, and discussions with teachers, parents, and the students themselves.
- Goal Setting:** Setting **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound (SMART) goals for the students to work towards. These goals may focus on academic achievement, behaviour, attendance, and socio-emotional development.
- Personalised Instruction:** Providing instruction that is tailored to the individual learning needs of the student. This may involve differentiated instruction, small group instruction, tutoring, or the use of assistive technologies.





# FOCUS AREA 2 : CONDITIONS FOR LEARNING

... continued

- **Support Services:** Offering additional support services such as counselling, mentoring, tutoring, or academic coaching to address any socio-emotional or behavioural issues that may be impacting the student's academic performance.
- **Family Involvement:** Engaging parents and families in the education plan to provide support at home and to establish a collaborative relationship between home and school.
- **Monitoring and Progress Tracking:** Regularly monitoring the student's progress towards their goals and making adjustments to the education plan as needed. This may involve frequent check-ins, assessments, and progress reports.
- **Intervention Strategies:** Implementing specific intervention strategies to address areas of weakness or challenge identified through assessment data. This could include targeted interventions in areas such as reading, maths, or behaviour management.
- **Transition Planning:** Planning for transitions between grade levels or schools to ensure continuity of support and to minimise disruptions to the student's education.
- **Community Resources:** Connecting students and families with community resources and support services that can provide additional assistance outside of the school setting.
- **Culturally Responsive Practices:** Incorporating culturally responsive teaching practices to ensure that the education plan is respectful of the student's cultural background and responsive to their unique needs and experiences.



## FOCUS AREA 3 : BUILDING STAFF CAPACITY

- **Mentoring and Coaching:** Establish mentoring and coaching programs to support new teachers and help all staff members continuously improve their practice.
- **Peer Collaboration:** Encourage collaboration among staff members through professional learning communities, grade-level or subject-area teams, and interdisciplinary planning.

## FOCUS AREA 3 : BUILDING STAFF CAPACITY *... continued*

- **Leadership Development:** Identify and nurture leadership potential among staff members through leadership development programs, workshops, and opportunities for leadership roles within the school.
- **Recognition and Reward:** Recognise and reward staff members for their achievements and contributions to the school community to boost morale and motivation.

## NAPLAN 2023...the results are in...

Improving literacy and numeracy skills among students is crucial for their overall academic success. NAPLAN (National Assessment Program – Literacy and Numeracy) plays a significant role in assessing and monitoring students' progress in these areas, so seeing positive results is definitely something to celebrate. It reflects the dedication and hard work of educators, students and the support and partnership with our Belmay families.

### Comparative Performance for Year 3

**GOOD PROGRESS (GREEN)** in 7 out of 10 areas makes Belmay Primary School one of only 21 schools (out of the entire state: 679 schools) who achieved **GREEN** in 7 or more NAPLAN areas!

Year 3	Performance	Students
	2023	2023
Numeracy	0.8	19
Reading	0.5	19
Writing	2.5	19
Spelling	1.7	19
Grammar & Punctuation	1.1	19

This is an exceptional result for Belmay Primary School and a direct result of the unwavering commitment and hard work from every teacher and education assistant in the delivery of whole school approaches in both literacy and numeracy!

### Comparative Performance for Year 5

Year 5	Performance	Students
	2023	2023
Numeracy	0.5	34
Reading	1.4	35
Writing	1.2	35
Spelling	1.5	34
Grammar & Punctuation	1.4	34

# NAPLAN 2023...the results are in... *... continued*

Percentage of students in each Proficiency Level

include School Student Numbers 

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy			Former Year 6 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	5%	5%	11%	6%	4%	11%	9%	0%	12%
Strong	58%	47%	50%	53%	49%	53%	59%	0%	49%
Developing	21%	31%	24%	29%	28%	23%	23%	0%	24%
NAS	16%	17%	14%	12%	18%	12%	9%	0%	13%

Percentage of students in each Proficiency Level

include School Student Numbers 

Proficiency Level	Year 3 Writing			Year 5 Writing			Former Year 6 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	11%	3%	9%	0%	4%	10%	9%	0%	11%
Strong	84%	65%	65%	80%	49%	54%	52%	0%	45%
Developing	5%	20%	14%	11%	31%	22%	26%	0%	28%
NAS	0%	12%	10%	9%	16%	12%	13%	0%	14%

Percentage of students in each Proficiency Level

include School Student Numbers 

Proficiency Level	Year 3 Reading			Year 5 Reading			Former Year 6 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	0%	9%	16%	17%	8%	18%	17%	0%	17%
Strong	68%	41%	45%	57%	52%	51%	39%	0%	45%
Developing	26%	31%	24%	20%	22%	18%	35%	0%	22%
NAS	5%	19%	14%	6%	18%	11%	9%	0%	14%

Percentage of students in each Proficiency Level

include School Student Numbers 

Proficiency Level	Year 3 Spelling			Year 5 Spelling			Former Year 6 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	11%	9%	15%	18%	12%	20%	21%	0%	22%
Strong	63%	39%	42%	59%	48%	48%	54%	0%	49%
Developing	26%	36%	28%	21%	25%	20%	21%	0%	18%
NAS	0%	16%	13%	3%	15%	11%	4%	0%	10%

Percentage of students in each Proficiency Level

include School Student Numbers 

Proficiency Level	Year 3 Grammar & Punctuation			Year 5 Grammar & Punctuation			Former Year 6 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
	2023	2023	2023	2023	2023	2023	2023	2023	2023
Exceeding	5%	3%	8%	9%	5%	13%	13%	0%	13%
Strong	42%	34%	42%	62%	41%	46%	33%	0%	44%
Developing	47%	36%	30%	26%	34%	26%	38%	0%	25%
NAS	5%	27%	18%	3%	20%	14%	17%	0%	16%

# LITERACY


At Belmay we adopt a comprehensive literacy program that is evidence-based and agreed upon by educators throughout the school.

These programs are implemented using differentiated instruction techniques to meet the diverse needs of students across grade levels and ability levels. The goal is to create a literacy-rich environment that fosters the development of reading, writing, speaking, and listening skills across all subject areas.

Combining whole school approach, evidenced-based learning, and differentiated instruction concepts ensures that our school delivers a comprehensive literacy program agreed upon by educators throughout the school. Our school's goal is to create a literacy-rich environment that fosters the development of reading, writing, speaking, and listening skills across all subject areas.

Whole School Literacy: At Belmay we are committed to whole school agreed best practice on literacy.

This is clearly articulating in our English Operational Plan 2023-2025:

 <p><b>Belmay</b> PRIMARY <i>We Choose Respect</i></p>	<p><b>English Operational Plan – Belmay Primary School</b> <b>2023-2025</b></p>
<p>In English, the curriculum content is explicitly taught to enable students to develop a deep understanding, and the ability to flexibly apply their skills across a range of learning contexts. English is taught systematically, explicitly and in a differentiated manner to cater for the needs of students. Teachers follow a structured and sequential approach to the teaching of skills. Literacy Blocks in K-2 follow the InitialLit program and year 3-6 follow the explicit teaching models of Spelling Mastery and Critical Reading to ensure continuity throughout the whole school. All years implement a whole-school high impact instructional model to ensure learning is being embedded into long-term memory and reviewed often through Daily Reviews. Lessons comprise of learning intent, success criteria and plenary, providing students with a clear understanding of what they are supposed to be learning and how they will know when they can do it.</p>	
<p><b>Planning, teaching and assessment in English at Belmay Primary is underpinned by:</b></p>	
<ul style="list-style-type: none"> <li>• Western Australian English Curriculum</li> <li>• SCSA Year Level Checkpoints</li> <li>• Early Years Framework</li> <li>• WA Kindergarten Curriculum Guidelines</li> <li>• Year Level Teams Collaborative Planning</li> <li>• Data-informed planning, teaching and learning</li> <li>• Reflective practice</li> <li>• Gradual Release of Responsibility Model of Teaching and Learning: I do, <u>We</u> do, You do</li> <li>• Shaping Minds- Daily Review, TAPPLE and Engagement Norms</li> </ul>	
<p><b>KEY FOCUS AREAS</b></p>	
<ol style="list-style-type: none"> <li>1. <b>Language Strand:</b> Text structure &amp; organisation; Expressing &amp; developing ideas</li> <li>2. <b>Literature Strand:</b> Creating Literature</li> <li>3. <b>Literacy Strand:</b> Interpreting, Analysing &amp; Evaluating; Creating Texts</li> <li>4. <b>Instructional Routines within a Literacy Block:</b> Reading &amp; Vocabulary Instruction</li> <li>5. <b>Instructional Routines to Review-</b> Daily Review, TAPPLE, Engagement Norms</li> <li>6. <b>Instructional Routines within a Literacy Block:</b> Writing (7 steps, The Writing Revolution)</li> <li>7. <b>Achievement Standards</b></li> <li>8. <b>Assessment, Moderating &amp; Reporting</b></li> <li>9. <b>Resources</b></li> </ol>	

**Agreed Practice:** At Belmay we are committed to whole school approaches in literacy from research-based evidence programs from Kindy through to Year 6.

## LITERACY ... continued

**Evidenced-based programs:** These are instructional approaches, methods, or curricula that have been proven effective through rigorous research and evidence. Educators use these programs because they are backed by data showing their positive impact on student learning outcomes.

1. **MultiLit suite of programs K-2:** delivers direct phonics-based programs that support primary school students who are behind their peers to catch up in reading and early literacy.
2. **Spelling Mastery in Years 3-6:** uses verified tools to identify student knowledge and skill gaps, and then addresses these with direct, systematic, and intensive teaching of the skill.
3. **Critical Reading in Years 3-6:** the process of reading texts with the purpose to understand them fully. It involves asking questions about the author's intention, the text's structure and purpose, and the meanings of individual words and phrases.

**Differentiated Instruction:** At Belmay Primary School educators adjust their teaching methods, materials, and assessments to accommodate the diverse needs of individual students. It involves recognising that students have different learning styles, abilities, interests, and readiness levels, and tailoring instruction accordingly to ensure that all students can access and engage with the content.



# MATHEMATICS

The 2023 focus was to create a comprehensive Mathematics Operational Plan to consolidate consistent practice across our school. We continued to embed Daily Reviews. We also extended our trials for online mathematical resources: Stepping Stones across the senior classes and the Matific app school-wide.

## PROFESSIONAL LEARNING

Our school engaged in a year-long professional learning program with Shaping Minds, focusing on student engagement norms, lesson design, and best practices for Daily Reviews.

Daily maths review exercises aim to enhance students' understanding of fundamental maths concepts efficiently. Our emphasis was on integrating and interleaving the mathematics curriculum throughout the year, ensuring constant revision and retention of key concepts.

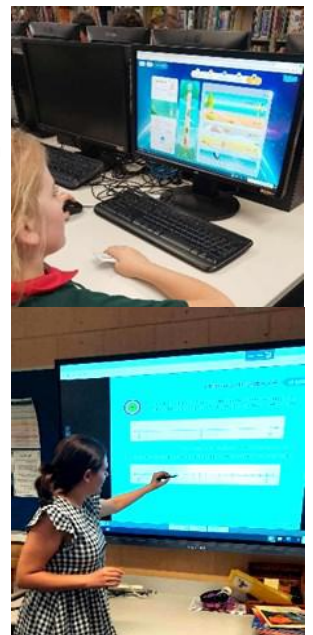
In this close partnership, staff have also had the Shaping Minds team observe and provide overwhelmingly positive feedback on our Daily Review practices. All staff have Performance Management goals links to the use of engagement norms, which will continue next year.



## ONLINE MATHEMATICAL RESOURCES

In 2023, Belmay expanded the Stepping Stones trial to all senior classes, utilising an online maths program covering the full curriculum. New topics were introduced through discussions and concrete materials, followed by explicit instruction. The trial included cross-set teaching in Room 1 and Room 2, while other classes faced challenges covering the full curriculum in split settings. The trial will continue into 2024 to address these challenges.

Matific was trialled by all classes but faced technological issues and didn't meet expectations. Consequently, in Term 4, 2023, we experimented with Mathletics, funded by the P&C, yielding positive results. Mathletics will continue to be trialled in 2024.



# MATHEMATICS ... continued

## NUMERO

Número is a versatile mental maths resource for all primary school year levels that fosters fluency, problem-solving, and reasoning. Ideal for introducing and reinforcing maths concepts in a game setting, it provides practical applications for abstract notions to extent students using mixed numerals and indices, making lessons more relevant. The game is easily differentiated for inclusive student participation for all abilities.

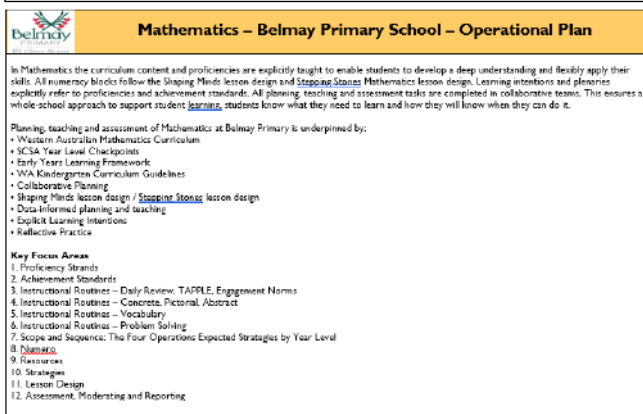
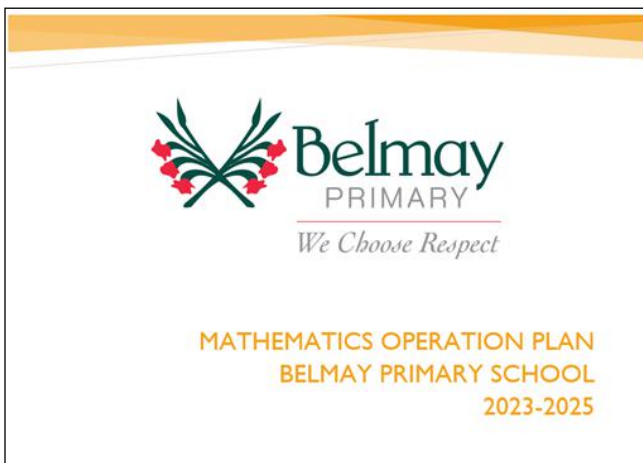
One of our teams secured 2nd place in the City Interschool Número Heat, while the other team finished with an impressive 8th overall out of 18 teams. Additionally, we maintained a weekly lunchtime Número Club open to all students.



2023 Interschool  
Número Team

## MATHEMATICS OPERATIONAL PLAN - 2023-2025

In 2023, we accomplished a significant task by creating the 2023-2025 Mathematics Operational Plan for Belmay Primary School. This detailed plan encompasses proficiency strands, achievement standards, instructional routines, and resources. It provides a comprehensive scope and sequence of strategies for the four operations at each year level, guiding staff on assessment, moderation, reporting responsibilities, and rules for teaching Número.



**4. Instructional Routines – Concrete, Representational, Abstract**

All teachers use concrete manipulatives in numeracy blocks. The purpose of teaching through a concrete-to-representational-to-abstract sequence is to ensure students have a thorough understanding of the maths concepts/skills they are learning. When students are allowed to first develop a concrete understanding they are much more likely to understand concepts at the abstract level.

**Concrete**

- Teacher modelling of concepts with concrete materials (units, cubes, base ten blocks etc)
- Students are given many opportunities to practise using concrete materials

**Representational / Pictorial**

- Involves drawing pictures that represent concrete objects previously used

**Abstract**

- Using only numbers and mathematical symbols
- As the teacher moves through this sequence the abstract numbers and symbols should be used in conjunction with the concrete materials and the representational drawings

**6. Instructional Routines – Problem Solving**

Problem solving strategies and processes are taught as part of each class' weekly maths routines. The whole-school approach to developing problem solving strategies is to explicitly teach simple strategies using common types of problems in the early years (PP to Year 2), then build and extend these strategies as students progress to the middle and upper years as outlined in the table below:

PP-Year 2	Year 2/3	Year 3/4	Year 4/5/6
<b>Focus on:</b> • Mathematical Literacy • Structured Problems (Part/Part/Whole)	<b>1. Guess &amp; Check</b> <b>2. Act it Out</b> - Use a model <b>3. Draw</b>	<b>4. Make a List</b> - List possibilities - Eliminate possibilities - Be systematic - Use a table	<b>6. Pause and Think</b> - Consider a similar problem - Simplify the problem - Look for a pattern - Work backwards

The following four-step problem solving framework (based on Polya's Problem Solving Process (1945) is explicitly taught across the school. There is evidence of intentional teaching of this process in every classroom (environmental print/anchor charts).

- 1. Understand the problem:** Read and think about the words, graphics and symbols.
- 2. Devise a plan:** Think logically and use strategies.
- 3. Do the maths:** Follow the steps of the problem and do the maths.
- 4. Look back and reason:** Check the maths. Have you answered the question? Does the answer make sense?

# EARLY CHILDHOOD EDUCATION

At Belmay Early Childhood Years, our priority is to provide our young learners with a safe and supportive environment. We take great joy in building strong relationships with both our students and their families, achieved through a variety of events held throughout the year, such as Book Week Story Reading Night, Harmony Day Picnic, Family Day BBQ, Sport Carnival and End-of-Year Concert.

Throughout 2023, our focus remained on providing play-based learning experiences to the Kindergarten and Pre-primary students. Children are actively encouraged to engage with their environment, fostering exploration and discovery. Moreover, they develop vital social skills such as turn-taking, sharing, and attentive listening through activities like story time. Our approach ensures that learning is both enjoyable and meaningful, creating an enriching educational experience for all.

## LITERACY

In 2023, our focus remained on the implementation of the PreLit and InitialLit programs, aiming to instil essential early literacy skills crucial for future achievement. Additionally, we dedicated efforts to enhancing students' vocabulary through our Storybook lessons, encouraging them to review and apply learned vocabulary consistently throughout the year. This approach fosters the development of essential oral language skills, laying a strong foundation for their ongoing learning journey.

## NUMERACY

Throughout 2023, we continued to implement a Numeracy Automaticity Schedule aligned with WA Curriculum, aimed at assisting every student in developing and sustaining fundamental numeracy skills and comprehension through Daily Reviews, and engaging hands-on activities.

## SUSTAINABILITY

In alignment with the overarching school focus on sustainability, the Early Childhood has maintained a worm farm on site. Pre-primary students are actively involved in tending to the worms and supplying them with leftover scraps from their recess snacks.





# Belmay Primary School : A 'WA POSITIVE BEHAVIOUR' SCHOOL

In 2021, Belmay Primary initiated our adoption of the WA Positive Behaviour Support system for managing behaviour within the school. We underwent professional development and formed the WAPBS team to engage the entire school community in crafting a Positive Behaviour Support policy. The goal was to cultivate a school environment that is solution-oriented, consistent, and positive, rooted in clear expectations and comprehensive support to ensure the success of all students.

In 2022, after consultations with staff, students, and the broader community, the team identified three core values for Belmay Primary: Respect, Safety, and Endeavour.

In 2023, these values were further refined and established as a framework for behaviour expectations throughout the school. Moving forward, we will continue to integrate these expectations into the fabric of our school through lesson development, procedural refinement, and the establishment of a reward system.

## CHAPLAIN

The Chaplaincy service provided by YouthCARE is well integrated into the Belmay community.

The role of Chaplaincy forms an integral part of the Student Services structures, and is available for staff, parents, and students within the school, and provides:

- Individual student support – social, emotional, or practical
- Parental and community contact
- Group support programs including transitions to High School
- Prefect training and fundraising support
- Lunch Club
- Breakfast program support
- Fathers/good guys after school events
- Support the P & C
- Attend and support school events as needed
- Support the Year 6 Camp.

In 2023, the Chaplain had support conversations with students largely relating to peer relationships, anxiety, or personal concerns.



# HEALTH AND WELLBEING

The 2023 Health and Wellbeing focus was to research and network with other primary schools regarding a Trauma Informed Model for the school. We researched the latest texts on the topic and networked with Bannister Creek Primary School to begin collating ideas to form procedures and frameworks, alongside the school's Behaviour Management policy and WA Positive Behaviour System, to ensure all classroom instruction and interventions take into account students' background, and are reflective of the needs of students that have experienced trauma.

## TRAUMA INFORMED PRACTICE

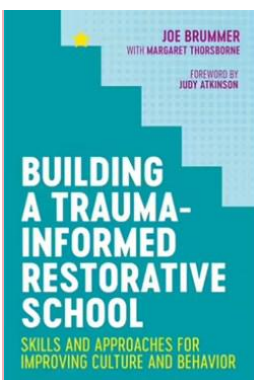
Promoting a safe environment at school is essential to ensure all students feel a sense of belonging and positive association with school. To accommodate students' needs regarding this we have begun researching evidence-based approaches that facilitate safe discussions and ensure all students feel safe at school.

We have formed a network with Bannister Creek Primary school, who have implemented an extensive trauma informed approach at their school. Their trauma-informed model includes classroom safety, behaviour plan interventions, student-led goal setting, and daily emotional and wellbeing check-ins for students.

The Health and Wellbeing Committee have explored the work of Dr. Kay Ayre, a lecturer at Edith Cowan University who specialises in trauma-informed positive behaviour support for schools. Additionally, we have explored the role of Restorative Practice in schools following the work of Joe Brummer. We are beginning to explore the Berry Street Model as well as Youth Mental Health First Aid. We will begin upskilling staff, and creating frameworks and procedures in 2024 to follow on from our research.

## SENSORY PATHWAYS

Following the Government Grant we have promoted Health and Wellbeing in the school by installing sensory outdoor pathways that supplement students' brain-break time. These have been arranged to be installed in ECE, Junior and Senior areas so all students can access them.



Restorative Practice  
Joe Brummer



Berry Street Education Model



Trauma Informed  
Positive Behaviour Support  
Dr Kay Ayre



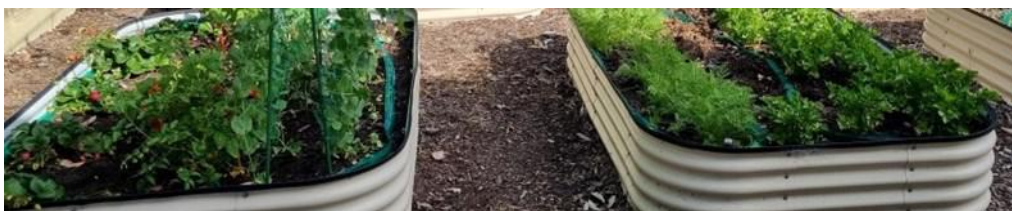
Early Childhood  
Sensory Pathway

# SUSTAINABILITY

In 2023, Belmay's sustainability team's focus has been on embedding and consolidating practices that contribute to a greener and more environmentally conscious school community.

## Key Initiatives:

- Paper Recycling:** Sustainability Prefects have been leading a successful paper recycling program collecting classroom bins every Friday afternoon. This initiative has raised awareness among students about the importance of correct and responsible recycling practice.
- Composting, Worm farming and Gardening Club:** The Year 5 Green Team has taken charge of the composting project, while the Pre-primary students manage the worm farm. These initiatives play a crucial role in closing the loop on organic waste, providing valuable compost for the school's gardening activities. The Gardening Club, operating during Monday lunch times, has successfully cultivated a variety of fruits and vegetables, including broccoli, snow peas, carrots, potatoes, tomatoes, blueberries, and strawberries. This hands-on experience fosters a deeper understanding of plant life cycles and sustainable agricultural practices among students.
- Containers for Change:** Students, with the support of Miss Klauz, engaged in a Containers for Change program, raising over \$800. The funds generated contributed to financing the school camp, demonstrating how simple acts like recycling can have tangible benefits for the entire school community. A special thank you to everyone who contributed to the success of this initiative.
- Recycling Station:** A recycling station has been established in the undercover area, catering to various waste categories, including batteries, electrical waste, bottle caps, bread tags, and used writing equipment. This initiative not only promotes responsible waste disposal but also educates students on the importance of recycling diverse materials. This is a program we are looking to embed further in 2024.



## SUSTAINABILITY ... *continued*

- Incursions:** In Semester One, Belmay students participated in two insightful incursions to help embed sustainable practices being run at our school. SUEZ ran a workshop where students participated in a hands-on activity, placing a snow pea in a bottle with composted soil to take home. Waste Sorted ran an engaging "Waste Race" incursion, teaching students the importance of correct waste sorting practises.

Belmay Primary School's commitment to sustainability in 2023 has not only made a positive impact on the environment but has also fostered a sense of responsibility and awareness among students. The collaborative efforts of the school community have demonstrated the power of small actions in creating a more sustainable future.



## STEM

In the 2023 STEM classes provided students with a rich and engaging education, fostering both content knowledge and inquiry skills. Under the guidance of specialist teachers, students actively participated in two hours of science and technology instruction per week.

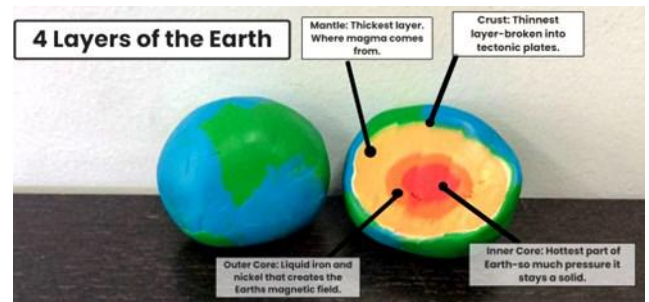
- Semester One, Chemical Science and Integration of Design and Technology:** Students explored chemical science concepts, focusing on the properties of different material and states of matter. Integration with design and digital technology allowed students to create innovative projects such as chemical rockets, hats, and bags, showcasing their understanding of scientific principles in practical application.



## STEM ... continued

- Semester Two, Earth and Space Science and Integration of Digital and Technology:**

Students developed their understanding of concepts such as weather, changes to the Earth's surface, and the movement of the Sun, planets and satellites in our solar system, and how all these things affect our every day lives. Students then utilised digital tools to design graphs, create storybooks, and upload models and videos of science activities to Seesaw, enhancing their digital literacy skills alongside scientific knowledge.



- Incorporating Engaging Incursions:** Belmay Primary School celebrated the wonders of science during National Science Week with an exciting incursion by Scitech. Students were captivated by a fascinating science show, sparking curiosity and enthusiasm for the wonders of science. In Term 4 students participated in an incursion from the Water Corp. The junior's incursion offered hands-on activities designed to deepen their understanding of the water cycle and various water sources. The seniors participated in a distinctive program focused on the significance of water in Aboriginal culture. The session delved into how water is sourced, its cultural importance, and its role in designing Aboriginal technology and instruments.



- STEM Club Activities:** In Term 1 on Mondays after school, Scitech facilitated a STEM Club, where students used hummingbird bit robotics and cardboard to design moving and illuminated cardboard masterpieces. In Term 4 Mrs Taylor led an extension group for selected students from Rooms 7 and 4. Using LEGO and Spike Essential students created models illustrating the energy journey, emphasising renewable energy sources. LEGO was programmed to move, light-up, and produce sound.

These initiatives have not only enriched students' scientific knowledge but have also cultivated creativity, critical thinking, and technological proficiency, preparing them for a future where science and innovation play crucial roles.



# ABORIGINAL EDUCATION

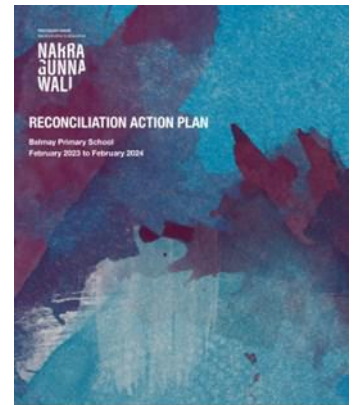
The 2023 Aboriginal Education focus was to update and renew our Reconciliation Action Plan (RAP). We also held a whole-school NAIDOC day, during NAIDOC week, to celebrate Aboriginal and Torres Strait Islander cultures, perspectives, and histories to work towards reconciliation. This included an incursion by Gina Williams, the artist of 'Wanjoo'.

## RECONCILIATION ACTION PLAN

Promoting reconciliation within the school and community is an essential cross-curricular priority. Students should have a deep understanding of Aboriginal and Torres Strait Islander cultures, histories, and perspectives. This should extend to knowledge of local Aboriginal Peoples' histories and cultures to foster reconciliation within the wider community.

Our Reconciliation Action Plan focus was to incorporate Aboriginal and Torres Strait Islander cultures, histories, and perspectives in all areas of school life and curricula instruction. This included designing and creating Yarning Sticks in each classroom for use in weekly yarning circle reflections.

Many of our RAP actions and goals related to upskilling staff members to further embed Aboriginal and Torres Strait Islander histories, cultures and perspectives throughout lessons and across all curricular teaching areas. Our Aboriginal Education Committee staff members attended the TIPIAC Professional Learning. This provided skills in using Yunkaporta's 8 Ways of Teaching during lessons and broadened knowledge of Cultural Awareness in staff members.



# PHYSICAL EDUCATION

At Belmay Primary School, the commitment to fostering a holistic approach to education extends to our comprehensive Physical Education (PE) program. The past year has been marked by significant achievements and dynamic initiatives, emphasising our dedication to promoting physical activity, sportsmanship, and lifelong wellbeing among our students. Looking ahead, we continue in our steadfast pursuit of excellence in physical education, recognising its integral role in shaping the development and success of our students.

Building upon the successes of previous years, our students continued to benefit from a diverse and stimulating program (outlined below).

- Physical education lessons for each class led by specialised teachers, focusing on skill development, fitness, and overall wellbeing.
- Fundamental movement tabloids for PP – Year 2 students, laying the foundation for motor skills and physical literacy.
- Scheduled morning and/or afternoon fitness sessions conducted by classroom teachers, promoting a culture of daily physical activity.
- Combined physical education sessions for Year 3 – 6 students, rotating through various sports every Tuesday afternoon, enhancing skill diversity and teamwork across age groups.
- Multiple specialised sports programs funded by Sporting Schools, taught by field experts, enriching students' exposure to a diverse range of physical activities.
- Interschool competition events with schools in the City of Belmont in a range of sports including cross country, athletics, swimming football, soccer and netball, fostering friendly competition and community spirit.
- Early morning and lunch time training sessions in preparation for interschool events, instilling discipline and dedication among our students.
- Swimming Club, with its growing group of student attendees, on Thursday mornings, promoting water safety and swimming skills.
- Learning a multitude of sports, including netball, football, soccer, tennis, basketball, tee ball, lacrosse, athletics and dance, ensuring a well-rounded physical education experience.



# VISUAL ART

## ART REVIEW : Celebrating Diversity, Nature, and Collaboration at Belmay Primary School

The artistic journey at Belmay Primary School over the course of Terms 1 and 2 has been nothing short of extraordinary, showcasing a vibrant blend of creativity, collaboration, and diverse artistic expressions. The curriculum not only delved into various artistic techniques but also fostered a sense of community through engaging projects that involved students, teachers, and even parents.

The year commenced with a deep exploration of self-expression through self-portraits, drawing inspiration from Picasso's Cubism. This provided the students with a unique lens to view themselves and their peers, sparking creativity and individuality from the very beginning. Mrs Cassie Rowe's incursion in drawing and painting "own" portraits further enriched the students' artistic repertoire, encouraging them to experiment and hone their skills.

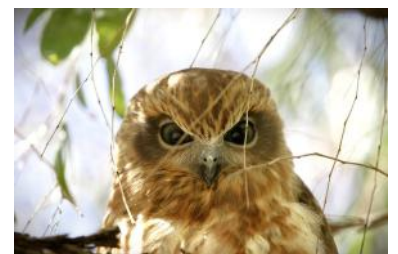
One remarkable aspect of the art program was the integration of students' knowledge of Minecraft into their artworks. This contemporary approach not only captured the interests of the students but also showcased the school's commitment to incorporating technology into the arts.

Two whole-school projects stood out prominently in the artistic endeavours of Belmay Primary School. The first, a mural titled "Diversity is our Strength," symbolises the unity within the school community. The collaborative effort required to design, create, and complete this mural empowered students, as they willingly dedicated their time to the project outside of regular class hours. It became a testament to the students' collective creativity and commitment to embracing diversity.

The second whole-school project, the "Owl" project, took inspiration from the three baby owls in residence. Each classroom embarked on a mixed-media owl project, beautifully showcasing the school's connection to nature and its commitment to incorporating local elements into the curriculum.



The choice of artists for inspiration, Jen Stark and Jimmy Pike, demonstrated a thoughtful approach to exposing students to different styles and cultural influences. The students' enthusiasm for these projects, coupled with the realisation of seeing these artworks in the broader community, reflects the success of this choice.





## VISUAL ART ... *continued*

The collaboration with parents, students, and teachers extended to Indigenous artworks and the creation of faction artworks. This not only provided students with a deeper understanding of Indigenous art, but also promoted a sense of unity and shared identity within the school.

The integration of STEM concepts into art was a standout feature, particularly in the "solids, liquids, and gases" project. The process of making candles for Mother's Day involved scientific principles such as melting, designing, and allowing the candle to solidify, showcasing a seamless blend of art and science.

Throughout the Terms, students engaged in a diverse range of artistic mediums, including painting, drawing, mixed media, candle making, and mask making. The culmination of these projects yielded outstanding and unique results, highlighting the students' creativity and the school's commitment to fostering a holistic and enriching educational experience.

In conclusion, Belmay Primary School's art program has not only nurtured individual artistic talents but has also fostered a sense of community, collaboration, and appreciation for diversity. The students' artworks proudly adorn the school, serving as visual testaments to the creativity, unity, and richness of the Belmay Primary School experience.

## DRAMA

Over the Semester the Pre-primary children explored voice and movement. They used objects, material, pictures, and stories to develop improvisation skills. Simple sharing sessions gave them opportunities to present ideas and participate in audience situations. They worked with a variety of partners acting out familiar stories. Cooperation was a constant theme throughout the program.

Years 1 and 2 students again took part in literature-based activities commencing with familiar stories and traditional tales. The program enabled children play with language, retell stories, express thoughts about characters and situations, and become characters and act out events.

The Years 3 – 6 classes participated in a Term of Readers Theatre-based drama followed by an improvisation program titled Drama Capers. They were provided with many situations and tasks where they learn to work together, respect each other's ideas, and develop empathy towards different characters and perspectives. This collaborative environment promotes social and emotional development. A high degree of commitment and creativity was evident throughout the program.

Willingness to participate in all activities, and imaginative presentation, made for a successful Semester's activity.

## READING OUT LOUD AWARDS (ROLA)

On September 8th, 2023, Belmay Primary School showcased its remarkable talent at the annual City of Belmont Read Out Loud Awards (ROLA). Through auditions conducted at the school, students from Belmay were selected to represent their year levels, competing against seven other local schools. Each participant delivered a 3-minute reading in front of a large audience and guest judges, with evaluation based on fluency, volume, clarity, dramatic expression, presentation, and text complexity. While the event is competitive in nature, its primary focus is on celebrating the joy of literature. The readers demonstrated exceptional skill, securing medals in five out of six categories.



# ATTENDANCE

Attendance was once again a priority area for Belmay Primary School for 2023. As a school and school community we have raised the profile and importance of regular school attendance amongst our students, and more broadly amongst our parents and care givers.

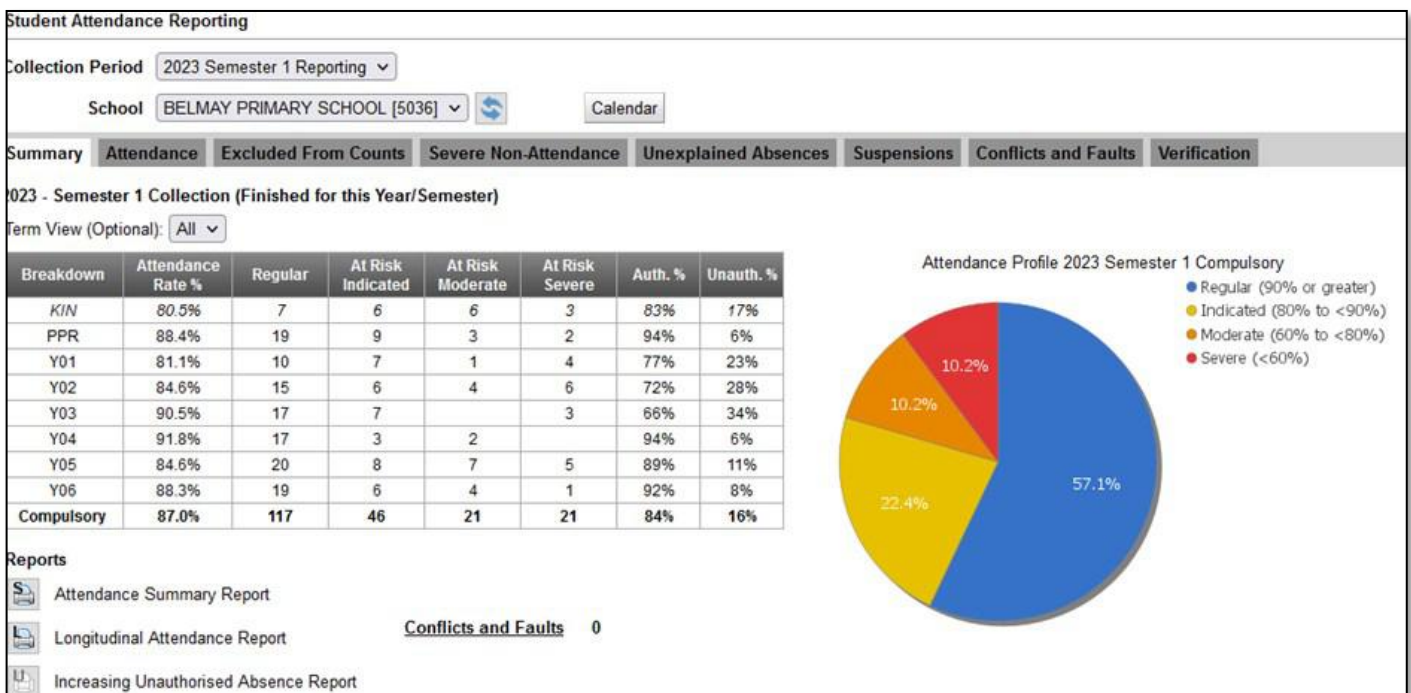
Some of the initiatives used in listing the attendance profile included: -

- Attendance reward events each Term for students who achieved 90% or above, and for students who achieved individual targets based on individual attendance plans
- Discussing attendance at each weekly Nitty Gritty
- Regular updates in our school newsletter
- Special attendance certificated presented at final Book Awards Assembly at end of year
- Case management of students who are indicated as moderate and severe
- Working with individual families and offering support when required
- Attendance percentage data forwarded to each classroom teacher every Semester in order to assist with attendance monitoring and feedback to students and families.

All of the above initiatives have been effective to some degree however we are still faced with the fact that our attendance data still has room for improvement, and that our main challenges revolve around a handful of families who require individual Case Management and continued support. On occasions we have incorporated outside agencies to support these families with varying success.

Our data indicates that compared to like schools we are travelling very well and achieving some very encouraging results. For example, during Semester 1, 2023 we had 21 students across the school who were categorised as Severely at Risk. By the end of Semester 2 this number had reduced to 13 students.

Comparisons between Semester 1 and 2 can be made using the two charts, below and overleaf.



# ATTENDANCE *... continued*

## MOVING FORWARD to 2024

We will continue to make attendance one of our main priority areas for 2024 and maintain all of our initiatives particularly in regard to further increasing the importance of daily attendance, both to our students and families.

Particular emphasis will once again be placed on working with students and families who are at risk on an Individual Case Management basis and utilising department and outside services to support parents and caregivers.

Individual targets will be set where necessary which are realistic and achievable. Communication between the school and families will be a top priority and a 'No Blame' approach will always be taken when offering support and advice.

We are looking forward to improving our attendance across all areas and our preliminary data for Term 1 2024 is very encouraging.

24%

of absences were taken  
for vacations during  
school terms

87%

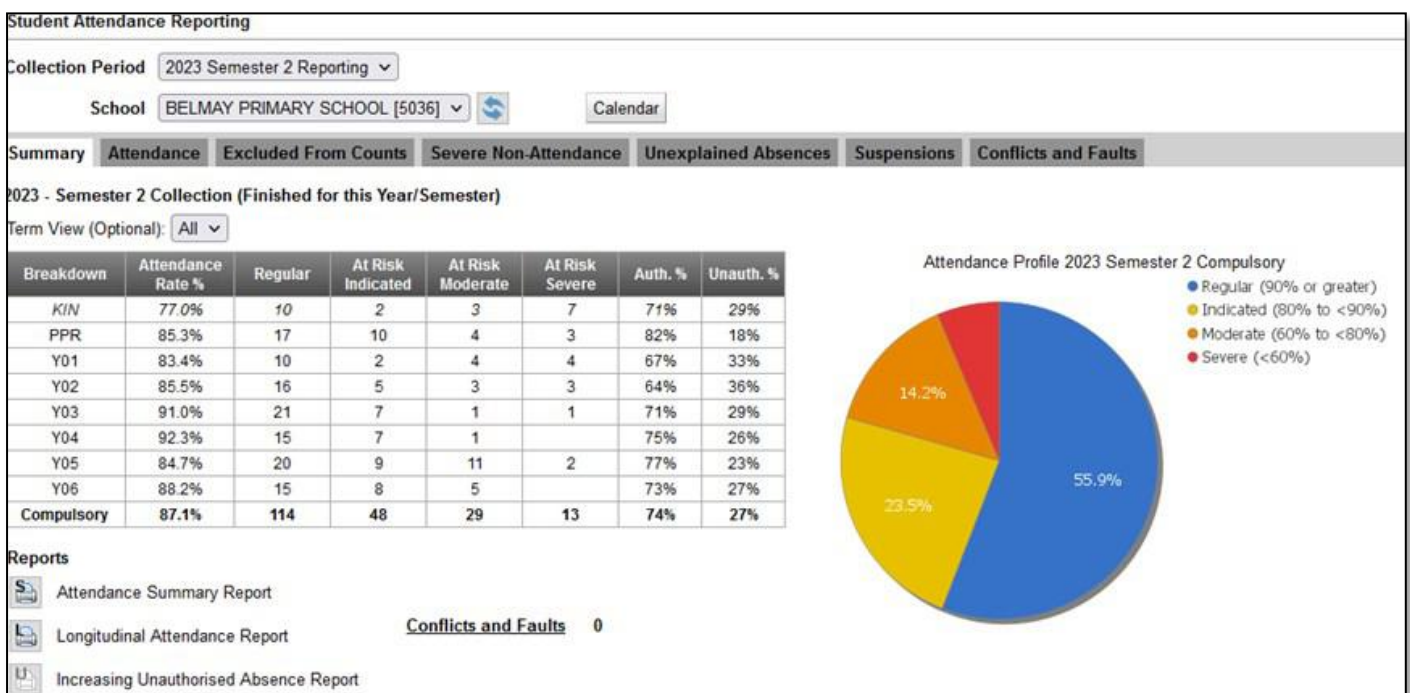
Our Student  
Attendance Rate in  
2023

21.5%

Our rate of  
unexplained  
absences in 2023

56%

Students attending 90%  
or above in 2023

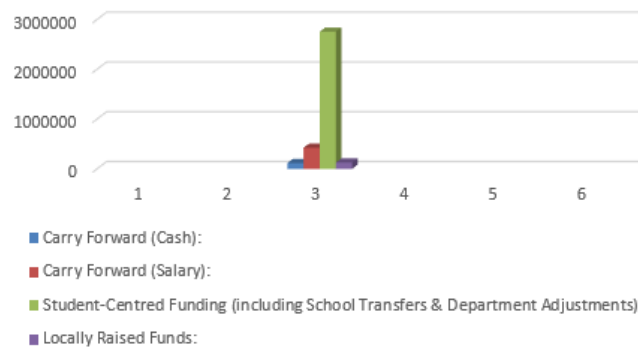


# FINANCIAL SUMMARY

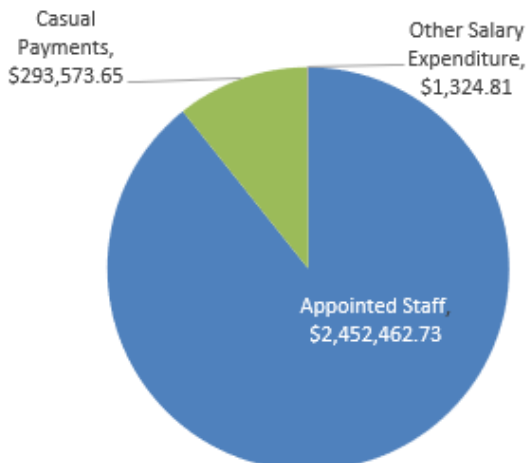
## One Line Budget – Dec 2023

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	116,161	116,161	
Carry Forward (Salary):	\$	423,661	423,661	
<b>INCOME</b>				
Student-Centred Funding (including School Transfers	\$	2,755,219	2,755,219	
Locally Raised Funds:	\$	127,751	126,034	1,717
<b>Total Funds:</b>	\$	<b>3,422,791</b>	<b>3,421,074</b>	<b>1,717</b>
<b>EXPENDITURE</b>				
Salaries:	\$	2,747,361	2,747,361	
Goods and Services (Cash):	\$	522,434	384,166	138,268
<b>Total Expenditure:</b>	\$	<b>3,269,795</b>	<b>3,131,527</b>	<b>138,268</b>
<b>Variance:</b>	\$	<b>152,996</b>	<b>289,547</b>	<b>-136,550</b>

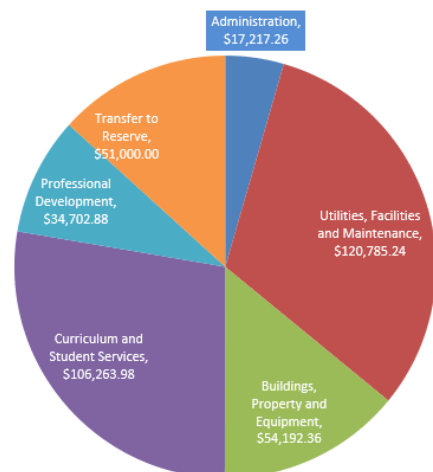
Income for 2023



Salary Expenditure



Goods & Services (Cash) Expenditure





Belmay  
PRIMARY

*We  
Choose  
Respect*

Created and printed at Belmay Primary School 2024

