



## Annual Report

20

# Welcome

Welcome to the Annual Report of Belmay Primary School for 2020.

## ‘2020: A Challenging Year of Contrasts’

This year has presented many challenges due to the COVID-19 pandemic. The face of education as we know it has changed and staff have risen to those challenges.

As our school navigated our way through lockdowns including new ways to teach, learn and communicate, I was constantly reminded of the ongoing support from every member of Belmay Primary school community. We rallied together and faced the adversities, taking it all in our stride but also reaching out to each other and furthering the strong partnerships that we have forged among teachers, children and families.

The ever changing landscape did not stop us in our tracks and we forged on with new innovations, new learning spaces, and new ways to communicate.

This year's Annual Report captures our school's story for 2020.

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 am once again privileged to present this Annual Report.

**Sarah Durham** Principal



Belmay Primary School Vision Statement

## 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

## Our VALUES

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

# Our School's Vision Statement

*In partnership with families and the community, Belmay Primary School will provide our 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.*

## Our School's Focus

### A. Curriculum and Teaching

- Improving student academic progress and achievement

### B. Conditions for Learning

- Meeting and supporting the specific needs of each child
- Striving for consistent positive behaviour approaches across the whole school

### C. Staff Capacity

- Improving staff skills, application and leadership
- Building a culture of professional growth
- Increasing staff confidence and capacity to consistently analyse data and monitor progress to inform practice



Belmay  
Primary School  
new website



# School Council

Our School Council meets throughout the year to examine and investigate many aspects of the school's progress highlighted throughout this report. Standard agenda items for every meeting include:

- Principal's Report
- Council member training and awareness through discussion of Council Modules
- Self-reflection for the meeting to ensure the Board is working effectively

## School Council Representatives 2020

### Chairperson

Neil Clarke (Chair)

David Gerstorfer (Vice Chair)

### Principal

Sarah Durham

### Parents and Community

Cassie Rowe (MP)

Jilaga Murray-Ranui

David Kukutai

Jenna Haerewa

Jacqui Hamling

Ronnie O'Neil (Principal LDC)

Kylie Watson (P&C Representative)

### School Representatives

Terry Harney (DP)

Hannah Klauz

Deb Bradshaw (Secretary)

## Message from the School Council Chair Neil Clarke

My name is Neil Clarke and I am Belmay Primary School's Council Chair for 2020/2021.

As a parent of two girls attending the school I have welcomed the opportunity to be a part of the school's governing body.

The school council represents the school community in the process of school planning and policy development.

The Council participates 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. The Council also provides advice to the school to foster positive relationships between the school and the community.



# Teaching & Learning

At Belmay Primary School, we focus our work on making connections to ensure high impact, reflecting current research regarding value adding in educational settings. Our commitment to strong collaboration, high expectations and whole school practices is a cornerstone of our work. High quality curriculum provision provides solid foundations and varied opportunities for our students to shine. This is underpinned by support from Parents and Carers and extended community partnerships.

At the conclusion of 2018, Belmay Primary was successful in gaining a place in Cohort 6 of the Fogarty Program. The Fogarty School Improvement Program is a three year whole school improvement program for schools, providing school executive teams with leadership and management skills.

Schools design a pathway for improvement (both as individual leaders, and for their school), based on their context and current level of achievement implementing this during their three years in the program. Each school is supported one-on-one by a mentor for the full three years. Belmay Primary School's involvement will spearhead our continued focus on curriculum improvement to ensure that we optimise every child's achievement potential.  
<https://fogartyedvance.org.au/school-improvement-program>

## Fogarty EDvance School Improvement Program

Evidence strongly supports whole school approaches in making a difference to outcomes for students. At Belmay Primary School we are in our third year in our curriculum improvement cycle. Belmay Primary School is one of the selected schools in the Fogarty EDvance School Improvement Program which focuses on building the capacity of school leadership teams to make informed evidence-based decisions, strategically plan and ultimately, improve student outcomes.

Listed below captures some of the programs and strategies that we have implemented and planning to further forge in 2021:

- English: InitialLit (P-2) Spelling Mastery (3-6) PreLit (Kindergarten)
- Critical Reading Model (3-6)
- Mathematics: Paul Swan Mathematics (K-6)
- Student Health and Wellbeing: Belmay is a '**Be You**' School. Whole School Program 2021: Zones of Regulation
- STEAM Innovation: Partnership School with Redcliffe Primary

## Our Targets: Teaching & Learning

### Literacy & Numeracy

- Year 5 children were performing below like schools for Spelling and related areas such as Reading, Grammar and Punctuation. We needed to 'backtrack' to the early years of learning to ensure we embed a whole school practice with low variation to improve, consolidate, and track a trend from Year 3 to 5 moving forward.
- A systematic process for collecting, analysing and applying data had to be developed to provide evidence, direction and accountability.
- Staff identified that the existing Spelling program had gaps for all students, particularly EAL/D students. The program wasn't sufficiently explicit and structured to ensure the effective coverage of sounds required. Children were not transferring the spelling strategies into their general writing.

# *In The Early Years:* **Kindergarten - Pre-Primary**

In order to set targets for Kindergarten in 2021, we have looked at our school results in relation to schools with a similar ICSEA for 2020.

Intended action: Utilise On-Entry Data from Term 1, 2021 as a baseline and to identify trends along with 2020 data. On-Entry Data 2021 to be used to monitor progress in On-Entry 2022.

**In Numeracy** 33% of our students performed at or above like schools in 2020.

Using our On-Entry data we can see that the gaps were significant in the following areas:

- Saying days of the week in order
- Copying and continuing patterns (93% of students were unable to do this)
- Matching quantities to numerals
- One to one correspondence
- Order irrelevance principle

**Intended Actions** Focus on these areas in Kindergarten teaching utilising information collected from Paul Swan PD (March, 2021)

**In Reading** 59% of our students performed at or above like schools in 2020.

Using our On-Entry data we can see that the gaps were significant in the following areas:

- Identifying rhyming words and generating rhyming words
- Identifying words in a sentence
- Recognising a letter in a word
- Retelling a story
- Inferential comprehension (overall Literal comprehension is at 93% compared to Inferential comprehension)

**Intended Actions** Introduce PreLit early literacy preparation program in Kindergarten 2021.

PreLit is a systematic, skills-based program that lays a sound foundation for children to learn to read. It provides early childhood teachers with the tools necessary to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.

**In Writing** 33% of our students performed at or above like schools in 2020.

Using our On-Entry data we can see that the gaps were significant in the following areas:

- Correct name writing (spelling, directionality and capitalisation)
- Attempting to write (most students failed to attempt to write anything)

**Intended Actions** In order to increase the student's confidence in writing we are researching the use of the "Talk for Writing" program.

Speaking and Listening is not provided with median scores due to the nature of scoring. However, it is significant to note that 50% of the 2020 students were unable to recognise initial sounds in words and 79% of 2020 students were unable to recognise final sounds in words.

Intended actions: Introduce PreLit early literacy preparation program in Kindergarten 2021.

# Teaching & Learning

- Staff feel supported and improved capacity to teach literacy skills. (They have been given time and resources). OHI from 2019 to 2020 show an improvement from 79 to 94 in Capabilities section.
- There is clarity of Direction and Leadership which has supported confidence and clarity of purpose. This is evidenced by OHI data in Direction moving from 42 to 77 and Leadership moving from 44 to 70 in one year.

Behaviours, processes and practices monitored	2019	2020	Organisational health has increased by ...	Comparison
<b>Direction</b>	42	77	35	Significantly Stronger
<b>Accountability</b>	51	69	18	Comparable
<b>Coordination and Control</b>	50	63	13	Comparable
<b>External Orientation</b>	43	82	39	Significantly Stronger
<b>Leadership</b>	44	70	26	Comparable
<b>Innovation &amp; Learning</b>	33	70	37	Significantly Stronger
<b>Capabilities</b>	79	94	15	Comparable
<b>Motivation</b>	63	79	16	Comparable
<b>Work Environment</b>	56	66	10	Comparable

- We are only 8 months into the program and have no definitive data available, however, teacher feedback and analysis of Reading Probe/PM records show:
  1. Improved EAL/D reading comprehension and low end students showing progress.
  2. More connections being made across curriculum. Children transferring InitialLit into their reading, writing, grammar etc.
  3. Teacher observations and reporting data showing enhanced progress.

## What We Implemented

- School visits with mentor school who were part of the InitialLit pilot program to show models of best practice in a like school environment
- PL all staff, including EAs in InitialLit to build a whole school understanding and shared practice in Spelling which could then be applied to other related areas of English
- Develop and establish defined and accepted set of Literacy Block requirements K-6 and ensure buy in by all staff
- Timetable modifications to ensure Literacy Blocks occurred
- Links to Performance Management goals and accountability
- Streaming of children to ensure they were in the correct Literacy program for InitialLit and regularly review placements as student capacity builds
- Focus resourcing staged over 3 years – the budget focus for 2020 was for InitialLit to ensure resourcing at all levels is in place. 2021 budget is focused on Spelling Mastery and Critical Reading in the middle and senior classes
- Further embed whole school approaches in Paul Swan Mathematics K-6



# What Will We Do To Further Improve Student Outcomes?

- InitialLit is for PP-3. Our goal is to then link it to Critical Reading for the middle and senior years. Our mentor school has designed a program that we will model off in 2021
- How we address our SAER students in the school who fall through the gaps despite our efforts and programs
- Research a new whole school spelling program to support Y3-6 and complement InitialLit
- Continue school visits and PL for any new staff and to refresh existing staff
- Develop and implement a rigorous assessment schedule which captures and tracks progress and performance in Spelling and related Literacy areas
- Link this accountability into Performance Management, TLCs and ongoing professional learning

## A Whole School Approach: Dr Paul Swan - Mathematics

- |                                   |                                        |                                                   |
|-----------------------------------|----------------------------------------|---------------------------------------------------|
| • Talk About Language             | • Development of Counting Skills       | • Learning Intentions: Transparent Learning Goals |
| • Look at the Pictures            | • Vocabulary and Comprehension         | • Word Walls                                      |
| • Explain the Symbols Routines    | • Basic Facts                          | • Word Sort                                       |
| • Warm Ups                        | • Graphic Organisers                   | • Maths Kits                                      |
| • Give Experiences                | • Talk / Think Alouds                  | • Concrete Materials                              |
| • High Impact Teaching Strategies | • Mathematics in Children's Literature |                                                   |

## A Case Management Approach

The role of the Learning Support Coordinator includes the facilitation of a Learning Support Team, interventions in the local school context, and the coordination of all Students at Educational Risk (SAER), and School Psych interventions. Consultation and collaboration with teachers in relation to teaching and learning adjustments for students with disabilities and learning difficulties will also be undertaken.



### OUR GOALS

- Audit current practices, policy and processes for students identified at educational risk
- Review and refine practices and present to staff
- Upskill staff on EAL/D planning, teaching and assessment.
- EAL/D coordinator to complete appropriate PL with EAL/D area coordinator



# Relationships & Partnerships

A school is thriving when teachers, students, parents and carers are all working together toward a common vision of success. The results below were generated from surveys issued to the parent community and to the students. This information was subsequently utilised to generate key performance indicators for 2021.

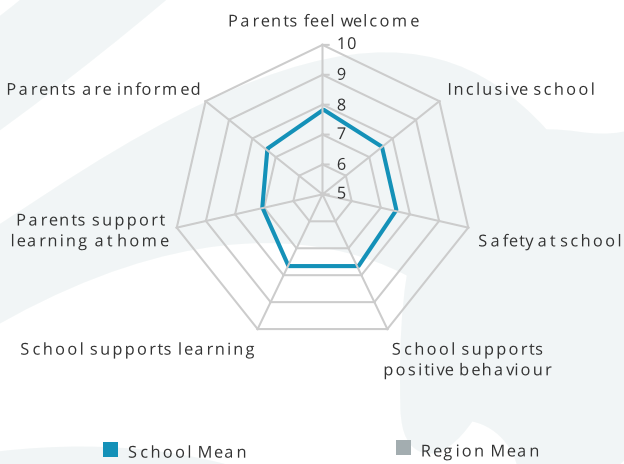
## Parent Survey Summary

The **Tell Them From Me®** (TTFM) student, parent and teacher surveys allow you to measure and understand the factors that are known to have direct and profound impacts on student learning and well-being.

Survey responses in 2020 above the Region Mean in all areas except:

**‘Parents support learning at home’.**

This area is about parents helping their children with homework and asking about their work at school.

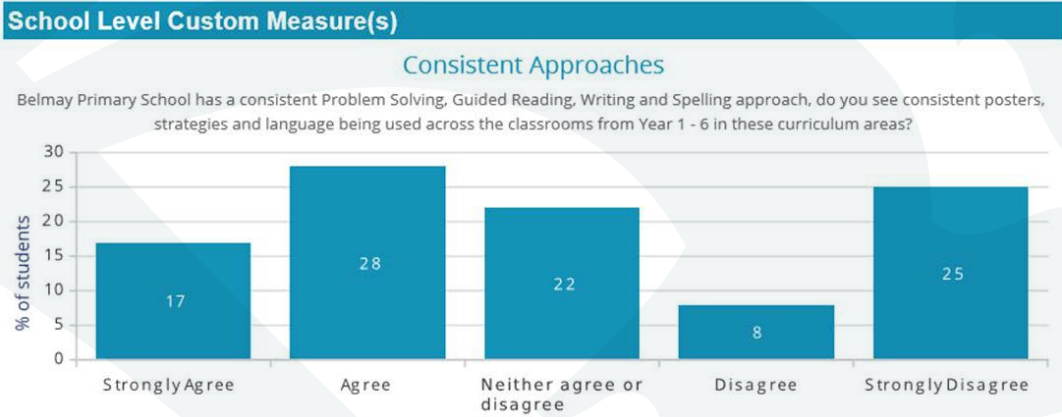


## Student Survey Summary

Student results revealed that there was inconsistency in some areas of teaching from class to class.



Student Outcomes and School Climate  
Primary Students Survey (7692)  
Belmay Primary School



### OUR GOALS

- Focus on low variance across all classrooms through whole school approaches

# Attendance 2020

## Review & Update Whole School Attendance Process

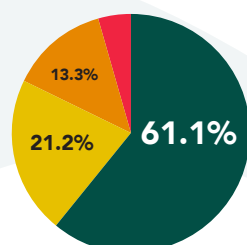
The school has structures in place where student absence is monitored, with parents and carers kept informed if their child's absence is falling into the at-risk area. The attendance coordinator also monitors explanations and follows up on unexplained absences. The school is looking to continue to maintain its overall attendance rate and explore ways in which to improve the attendance of those few students with acute absentee records.

### Our Goals for 2020

- Develop Reward System for 90% or above attendance
- Increase regular attendance

### 2019 Semester 2

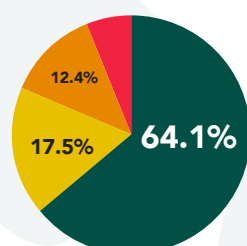
■ Regular (90% or greater)  
■ Indicated (80% to <90%)  
■ Moderate (60% to <80%)  
■ Severe (<60%)



Breakdown	Attendance Rate %
PPR	89.3%
Y01	88.0%
Y02	91.5%
Y03	91.3%
Y04	92.3%
Y05	83.7%
Y06	87.2%

### 2020 Semester 2

■ Regular (90% or greater)  
■ Indicated (80% to <90%)  
■ Moderate (60% to <80%)  
■ Severe (<60%)



Breakdown	Attendance Rate %
PPR	87.9%
Y01	94.5%
Y02	87.5%
Y03	90.6%
Y04	91.0%
Y05	88.8%
Y06	83.6%

## Summary

In examining our attendance data from Semester 2, 2019 to Semester 2, 2020 we are pleased to note that our regular attendance (90% or greater) has improved from 61.1% in 2019 to 64.1% in 2020.

This is an encouraging result considering that COVID-19 has had a major impact on attendances across the board.

Our Indicated (80%-90%) in 2019 was 21.2%. Last year it reduced to 17.5% and our Moderate (60%-80%) reduced from 13.9% in 2019 to 12.4% in 2020. Once again this is a very pleasing result, particularly when taking COVID-19 into consideration.

We have seen a small rise in our Severe category (60% or less) from 2019-2020 rising from 4.2% to 6%. We can attribute this increase largely to a high degree of transiency and poor attendance from families who enrolled with us during the year. Our usual support mechanisms for these families were not in place and generally take some time to take effect in terms of supporting families and students at risk. We look forward to examining our data from 2021 and making valid comparisons with the data from 2019.

Unfortunately, we have not met our targets for our indigenous students. Many of our indigenous families last year were impacted by COVID-19 in terms of long periods of absences. We also enrolled some indigenous families who were facing major social and emotional challenges and who required specific support from outside and departmental agencies including CPFS. We will revisit our targets for our indigenous students with the aim of increasing long term attendance rates for our most at risk student cohort.

As always, we look forward to working alongside our wider community to ensure that our processes support high attendance rates at every level.



# Being a Culturally Responsive School: Aboriginal Cultural Standards Framework



At Belmay Primary School we are committed to increasing our focus on creating culturally responsive environments and strengthening the cultural identity and wellbeing of Aboriginal students in our schools.

## OUR GOALS

- Further develop and sustain school-wide focus on being culturally responsive in order to improve education outcomes for Aboriginal students



## Review / Projections 2021

### Focus: Building Relationships

- Continue accessing Jacaranda Community Centre: Venis Collard / Greg Cross
- Address through our School Council member: Mrs Cassie Rowe / Minister for Education: Mrs Sue Ellery: Issues pertaining to school resourcing
- Access resources from Belmont City Council
- Access / connect with Curtin University: resources / expertise
- Harmony Week: March 15-21st
- Noongar Signage in and around school
- Noongar names for new Early Childhood Centre (2021)
- Change Faction Names: Noongar
- Wanjoo to be sung at Assemblies
- Whole School Excursion to the new Museum: Boola Bardip
- Strengthen links with local families
- NAIDOC 2021 - Whole school events



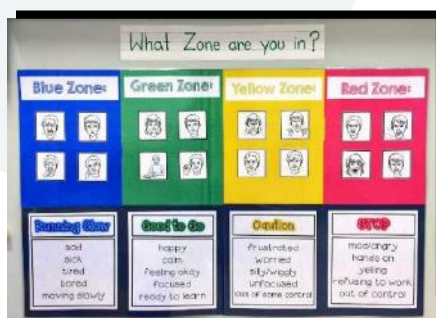
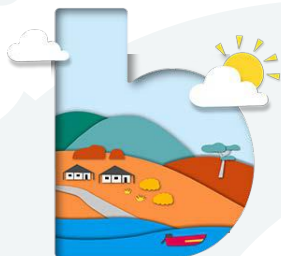


# Student Health & Wellbeing 2020

‘Belmay Primary is a **BE YOU** School’

## OUR GOALS

- A **Be You** Learning Community is a school or early learning service which has committed to a whole learning community approach to mental health and wellbeing.



## OUR STRATEGIES & GOALS

Develop and embed a whole school collaborative approach to support the academic, social and emotional needs of each child. Whole School Approaches have included:

- Protective Behaviours
- Zones of Regulation: Introduction: Implement fully 2021
- Wellbeing 4 Kids: Incursion Program: Mindfulness Yoga
- Engine Room (to be further developed in 2021)
- Chaplaincy Program: Mrs Ailine Hurst
- Fathering Project 2021
- Physical Education Program 2020



# Learning Environment

## STEAM (Science, Technology, Engineering, Arts & Maths)

In 2020 Belmay Primary School became a part of the Innovation Partnership Schools – Partner Schools collaborate with existing Innovation Partnership Schools to test and refine practices emerging from the 2018 design process. This is an opportunity for schools to benefit from the prototyping developed by other schools, to trial these ambitious new ideas in their own contexts and, collaborate on how they can be adapted to scale and have a positive impact on a diverse range of learners.

Partner schools want to improve and innovate in the areas of STEAM, Digital Technologies, supporting Aboriginal learners, and secondary engagement and retention. Partners might focus on teaching, learning and assessment but may also include whole-school learning and change; community participation and engagement; and see their relationship with Innovation Partnership schools as a way to get a 'head start' and extra support in these areas.

## Roles / Responsibilities & Planning

- ARTS PROGRAM: DRAMA / VISUAL
- Planning Resources: Equipment and Furnishing for new STEAM room (as part of the Science Lab Grant 2018)
- Nicole Johnston: Science / STEAM Committee
- David Gerstorfer: STEAM Committee
- Terry Harney: STEAM Committee
- Sarah Durham: STEAM Committee
- REDCLIFFE PS: Mentor School
- COHORT Class Group 2021
- COHORT Class Teacher 2021



## Arts Visual 2020

How are we going?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> <li>• Belmay provides a variety of experiences for students to think and respond creatively. They are encouraged to be involved in imaginative activity and share through role and situation.</li> <li>• Many of our children work confidently and supportively as they explore ideas and devise ways of sharing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Through teacher observation and student reflection.</li> <li>• Comments from parents, visitors and teachers from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer unique opportunities for our children to explore language, conventions and styles of drama.</li> <li>• Maintain collaborative links with the specialist and classroom teachers and the other learning areas.</li> </ul>



## Arts Drama 2020

How are we going?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> <li>• Belmay provides all students with a variety of opportunities to develop, share and respond to artworks.</li> <li>• Collaborative activity is an important aspect of this program. The children are reasonably competent at exploring ideas and producing artworks.</li> <li>• The program is conducted over one semester.</li> </ul>	<ul style="list-style-type: none"> <li>• The artworks displayed around the school, children's portfolios and the encouraging feedback from parents and outside parties.</li> <li>• Observations made by the Art teacher and other staff.</li> <li>• The children are enthusiastic about participating in the Art program.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue with Art as a specialist area with a view to expanding the time allocation.</li> <li>• Seek collaboration with other Art specialists in the local schools.</li> </ul>



## Roles / Responsibilities & Planning

- 0.1: FTE: Science /Technology
- STEAM Room Funding for flexible learning environment
- Science Lab Funding: including resources

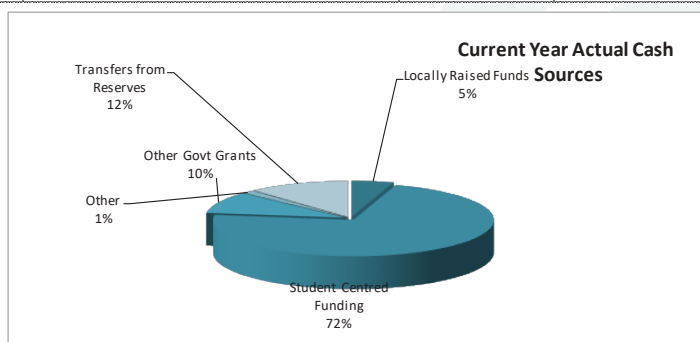
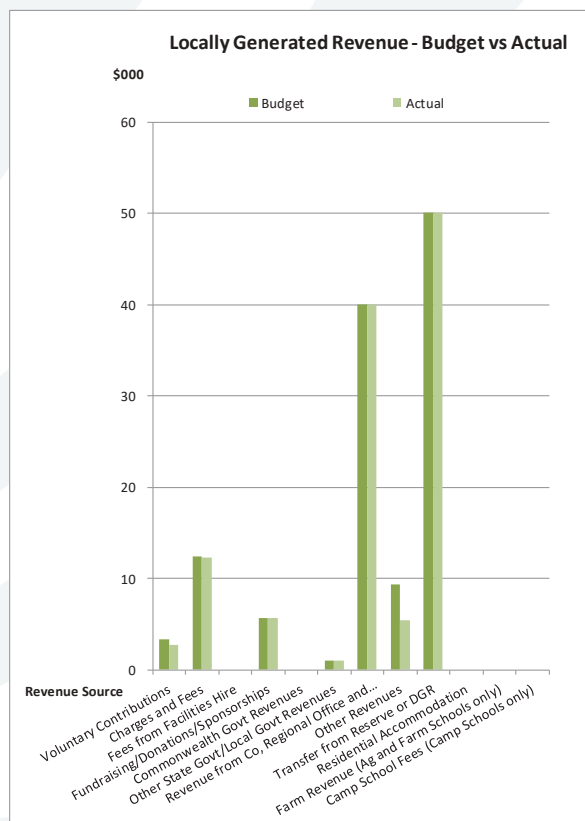
## Steps for bringing practice to **STEAM** to life 2020-2021

1. Share agreed practice
2. Access Mentor School Supports: e.g. Scope and Sequence (2021)
3. Trial a Collaborative STEAM Learning Project Model (Action / Learning: **Term 2, 2021**)
4. Teachers explore the STEAM Learning projects  
[www.education.wa.edu.au/resources/stem-learning-project](http://www.education.wa.edu.au/resources/stem-learning-project)
5. School Development Day: Term 3, Monday 14 July, Presentation model trialled
6. Develop a STEAM Operational Plan (end of 2021) for next planning phase: 2022-2024

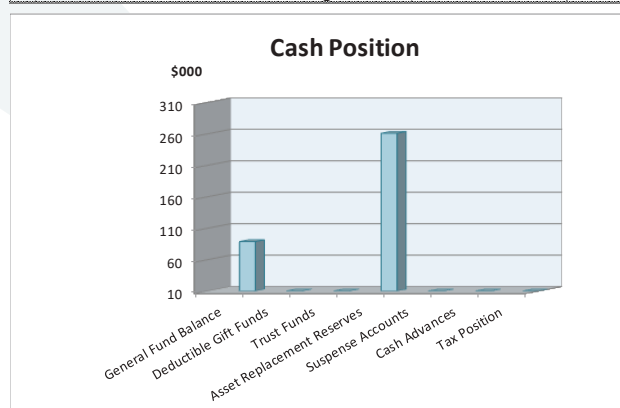
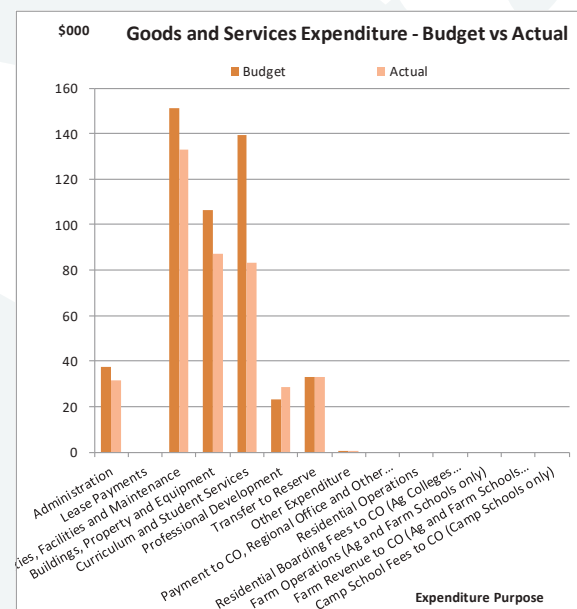


# Financial Summary as at 25 January 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,295.00	\$ 2,785.00
2	Charges and Fees	\$ 12,417.21	\$ 12,257.21
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 5,683.70	\$ 5,683.70
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 40,080.47	\$ 40,080.47
8	Other Revenues	\$ 9,378.50	\$ 5,446.65
9	Transfer from Reserve or DGR	\$ 50,152.36	\$ 50,152.36
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 122,007.24</b>	<b>\$ 117,405.39</b>
	<b>Opening Balance</b>	<b>\$ 61,427.00</b>	<b>\$ 61,427.46</b>
	<b>Student Centred Funding</b>	<b>\$ 306,250.00</b>	<b>\$ 306,250.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 489,684.24</b>	<b>\$ 485,082.85</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 489,684.24</b>	<b>\$ 485,082.85</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 37,260.54	\$ 31,427.84
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 151,130.47	\$ 132,795.51
4	Buildings, Property and Equipment	\$ 106,152.36	\$ 87,363.17
5	Curriculum and Student Services	\$ 139,130.87	\$ 83,355.77
6	Professional Development	\$ 23,000.00	\$ 28,550.83
7	Transfer to Reserve	\$ 33,000.00	\$ 33,000.00
8	Other Expenditure	\$ 10.00	\$ 4.59
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 489,684.24</b>	<b>\$ 396,497.71</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 489,684.24</b>	<b>\$ 396,497.71</b>
	<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 344,054.85</b>
Made up of:	\$ -
1 General Fund Balance	\$ 88,585.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 260,740.71
5 Suspense Accounts	\$ -
6 Cash Advances	\$ (60.00)
7 Tax Position	\$ (5,211.00)
<b>Total Bank Balance</b>	<b>\$ 344,054.85</b>



Belmay  
PRIMARY

*We  
Choose  
Respect*

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[www.BelmayPS.wa.edu.au](http://www.BelmayPS.wa.edu.au)