



BELMAY PRIMARY SCHOOL

ANNUAL REPORT

2022



Welcome to the Belmay Primary School Annual Report for 2022.

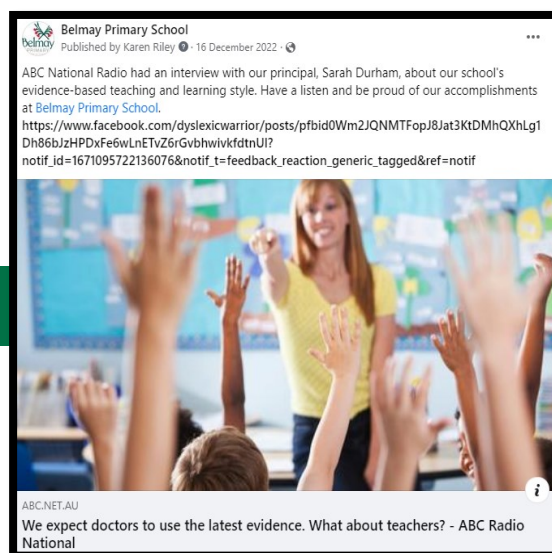
“2022: Another year of ongoing achievements, innovations and growth!”

It gives me great pleasure to present the Belmay Primary School's Annual Report for 2022. It provides a summary of the context, achievements and further aspirations for our school. At Belmay Primary School our standards are unrelenting. Our teamwork has created an environment that people want to work in, and a place where families choose to send their children.

“Making Headlines”

In 2022 we continued our school's journey to focus on evidence-based practices and learning how children learn in the classroom. Evidenced-based professional learning, instructional coaching and whole school approaches in literacy and numeracy with a focus have been central to our curriculum improvement agenda. Our school's improvement journey has been so widely recognised that we featured on National Radio.

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 2023 with great confidence, knowing that all staff are committed to providing the very best education for our students.

Kind Regards

Sarah Durham

Principal



Our School's Vision Statement:

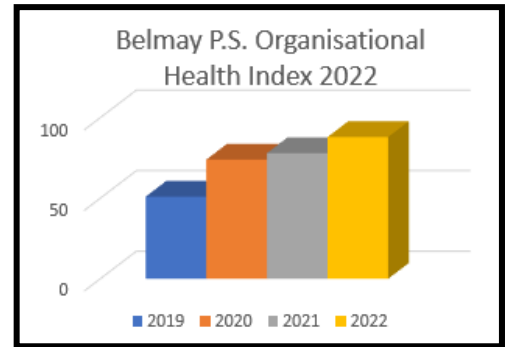
In partnership with families and the community, Belmay Primary School will provide its students with the skills, knowledge and experience to become successful, caring and productive members of society while demonstrating respect for others in all aspects of their lives.

Our Organisational Health Index (OHI)

“At Belmay we are committed to building our organisation’s capacity in a relentless pursuit to provide bright futures for our students.”

An organisation’s health is its ability to align around and achieve strategic goals, and is critical for long-term performance. Each year our school conducts the Organisation Health Index.

Belmay Primary School has an overall health score of 88 which lies in the top decile of global benchmark. Our school has a very strong outcome profile with all outcomes above the median of global benchmark. Our school has a very strong practice profile with 28 out of 37 practices above the global median. The outcome and the practice profile is comparable to the last year with good progress made over the past four years.



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 council is working effectively.

School Council Representatives:

Jenna Haerewa (Chairperson)

Sarah Durham (Principal)

Cassie Rowe MLA (Community Representative)

Veronica O'Neil

Terry Harney (School Representative)

Hannah Klauz (School Representative)

Kylie Watson (P&C Representative)

Jenna Haerewa is the School Council’s Chairperson for 2022. The school council represents the school community in the process of school planning and policy development. They 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. The council provides advice to the school to foster positive relationships between the school and the community.

Mathematics

The 2022 Mathematics focus was to establish Daily Reviews in Mathematics. We also reassessed the layout of our school's mathematics resources to make them more accessible for staff to utilise daily in their classrooms. In addition, we trialled online mathematical resources to be utilised in 2023.

‘Daily Reviews in Mathematics’

Daily maths review exercises are all about increasing students' knowledge of basic math concepts. Students should be able to complete their daily math review activities quickly and efficiently because they reinforce the building blocks of core maths topics.

Our focus was to ensure that the mathematics curriculum was interleaved throughout the year to ensure that concepts were constantly revised and not forgotten. Many of these exercises are taught through Dr. Silvia Ybarra and John Hollingsworth's Engagement Norms to increase student participation, proficiency, and confidence of math skills.

We have seen extremely positive involvement from students using these engagement norms in our classrooms.

‘Mathematics Resources’

To ensure that math resources were being utilised by classroom teachers, the Mathematics Committee decided to revamp the math storeroom for easy access of our well stocked math resources. Throughout this process we realised teachers should have more resources allocated permanently to their classroom. This encourages higher use of manipulatives within the classroom and ensures that resources are being utilised.



*When teaching concepts
Belmay Primary prioritises
following the procedure –
use concrete materials,
pictorial representation and
finally, abstract instruction.*



Teacher
Resources
for
programs



Measurement
and
Geometry
resources



Number
and
Algebra
resources

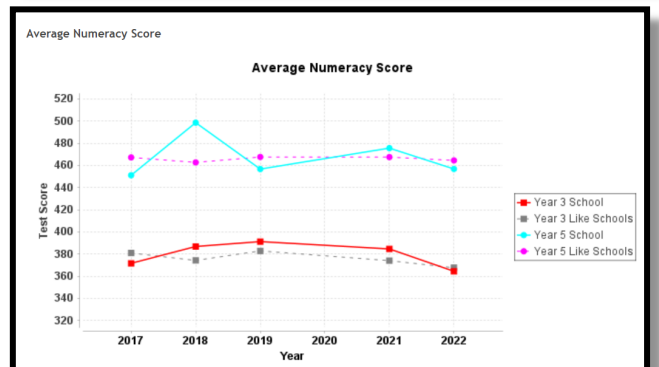
Mathematics

‘*Trialled Online Mathematical Resources*’

2022 saw Belmay Primary School trial two online math resources - Stepping Stones and Matific.

Stepping Stones maths was trialled by year five and year six classes. It is an online mathematics program that covers the curriculum. New topics are introduced through discussions and concrete materials, followed by explicit instruction to the whole class. Once students have shown appropriate understanding they move on to guided, and then independent, practice.

Matific was trialled by selected classes from year one to year six. It is an online mathematics app to engage students in their development. Students progress on their personalised learning path, complete assigned work and learn through multiplayer activities. Matific can be used for conceptual understanding by teachers, however, it was primarily used to improve student fluency.



‘*Other Supporting Mathematics Materials*’

PICTURE BOOKS

Picture books are frequently read by teachers to their class as a way to introduce children to mathematical concepts in a meaningful and applicable way.



There is a large selection of picture books covering mathematical concepts in mathematics storeroom.

Mathematics

NUMERO - Numero is a mental maths resource suitable for all years of primary school. It can significantly aid development of fluency, problem solving and reasoning. Numero is ideal for introducing and reinforcing both simple and complex maths concepts within a game situation. Playing Numero can give a practical application of abstract notions of mixed numerals and indices, making lessons more relevant. It can be differentiated so all students can participate with success.



Belmay Primary School hosted the City Interschool Numero Heat where we placed 5th, 10th and 11th overall at the competition.

We continue to offer weekly lunchtime Numero Club for all students.

Literacy

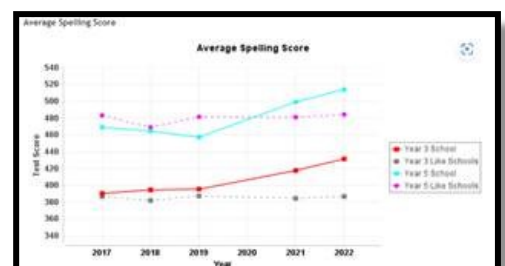
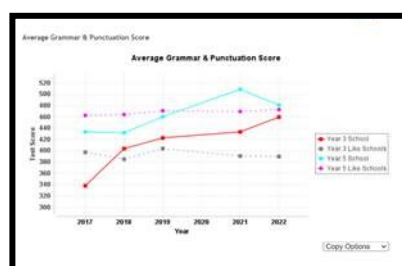
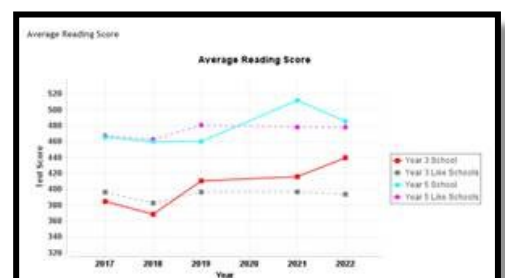
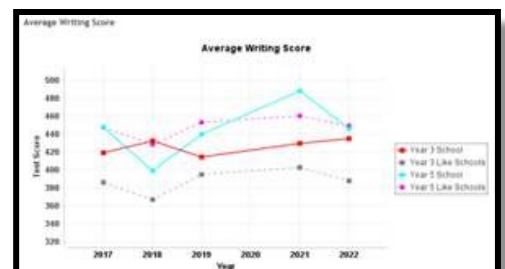
Embedding Whole-School Approaches in Literacy/ Reduce Variability in Teaching Practice

In 2022 we continued our implementation of whole-school approaches in reading, phonics and spelling using InitialLit K-2, Spelling Mastery and Critical Reading in years 3-6, with a focus on explicit instruction.

Furthermore, we developed whole school strategies to extend vocabulary (e.g. Vocab Sprints/ Gradual Release Vocabulary) and are researching whole school approaches in writing, including The Writing Revolution and Seven Steps in Writing.

To support teachers and educational assistants, we developed an instructional coaching model and continue to further develop a culture of professional growth through quality learning opportunities, collaborative planning and a whole school commitment to consistent practice and programs in Literacy.

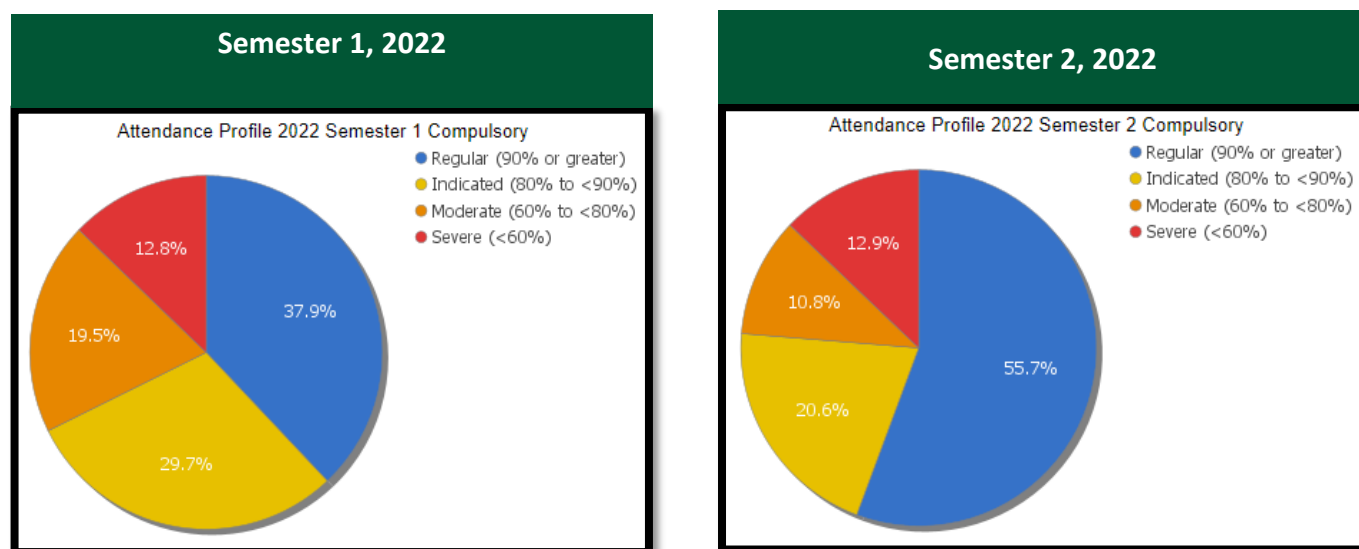
Our goal was to improve levels of student performance to, 'at or above like schools', as evidenced in the available NAPLAN data to schools (shown right).



Attendance

Attendance and punctuality has been a high priority area for Belmay Primary School for the past few years and we are seeing positive results through our data.

The graphs below demonstrate a vast improvement in our Regular Attendance from semester 1 to semester 2, up from 37.9% to 55.7%. We have also made major gains in our Indicated Attendance improving from 10.8% in semester 1 to 20.6% in semester 2. Our students classified as Severe Attendance has remained at approximately 13% for both semesters. This has been a little disappointing, but the data demonstrates that the percentage can be attributed to a small cohort of students who are being impacted by issues not related to school. These students and families will continue to be case managed and offered all support available to us.



Our attendance improvements are extremely encouraging and are largely attributed to our new initiatives such as Attendance Reward Days at the end of each term. We have lifted the awareness and importance of attendance through constant feedback to families with newsletters, during Nitty Gritty Assemblies and at all school functions and activities. The general profile of the importance of attending every day has become a major point for all students.

We look forward to continuing these initiatives into 2023.

SAER (Students at Educational Risk)

Belmay Primary School acknowledges that all children have the right to an education that is equitable, rewarding and embraces diversity. Through the implementation of the Students at Educational Risk (SAER) Policy, our school is committed to implementing a consistent, consultative, and collaborative approach that ensures all students are supported to engage and meet their full potential.

The Response to Intervention (RTI) model is a three-tier approach to the identification and support of students at risk. Students are supported with interventions in increasing levels to aid their learning.

SAER (Students at Educational Risk) ...cont

Our Tier 1 is made up of 80% of the student population and includes whole school, high fidelity, evidenced-based strategies that target and build capacity in all students. Teaching and support staff receive ongoing professional learning to deliver Tier 1 Core Instructional Programs in the way they are designed.

For some students Tier 1 instruction is not sufficient and they need additional instruction at Tier 2 level. They are identified through teacher observation, whole school and system data. These Interventions supplement classroom instruction. Instructional evidence-based programs target skill development and usually require small group intervention. Group Documented Plans record student goals and the strategies used to support successful intervention.

Tier 3 accounts for approximately 5% of our student population and require specific and intensive support case management. Students have highly individualised goals and require significant teaching and learning adjustments. They are identified through school program screening, teaching staff, school psychologist, Learning Support Coordinator and outside agencies. They have Individual Education Plans (IEPs).

At Belmay PS our Student Services Team is comprised of -

- ◇ Principal
- ◇ Deputy Principal
- ◇ School Psychologist
- ◇ Learning Support Coordinator
- ◇ Chaplain
- ◇ Community Health Nurse
- ◇ AIEO to be included 2023



Educational and wellbeing programs and strategies used to support SAER include The Multilit Suite: Initialit, Minilit Sage, MacqLit. Spelling Mastery and the Reading Doctor app also complement classroom strategies.

Student Health and wellbeing programs and strategies include:

1. Breakfast Club
2. Mentoring Programs - Ed Connect Mentors, Grand Mentors and The Y Transition to High School Program
3. The Engine Room (Sensory Room complete with a variety of equipment to support students with high sensory needs)
4. Wellbeing programs include The Zones of Regulation, a curriculum that teaches children how to recognize and manage their emotions and energy levels in different situations, Protective Behaviours and Growth Mindset

SAER (Students at Educational Risk) ...cont

5. We also have a regular lunch time Kids Club, STEM, Chess and Ramadan Club
6. We have Therapy Programs involving therapists from external agencies working onsite with students.
7. Tailored intervention Programs including Rainbows, Grief Counselling and Aussie Optimism.
8. Screening by the school nurse for hearing, vision, and weight.
9. UniCamp Picnics
10. We also have Kids Safety Check for students who informally check in with a staff member of choice who is on their Protective Behaviours Network Hand.

Meeting the needs of students at educational risk is a whole-school responsibility. When all relevant key stakeholders are included in the planning process, optimal learning outcomes are more likely to be achieved. Partnerships between home and school should ensure that learning is supported and optimised.

Instructional Coaching

The 2022 Instructional Coaching focus was to upskill through high quality professional learning and establish a model for Instructional Coaching at Belmay. We successfully completed an initial trial of instructional coaching with upskilled staff members and plan to integrate the coaching model as a whole-school approach in 2023.

Promoting professional growth is essential to ensure that key elements of professional learning successfully integrate into classroom instruction. Our Instructional Coaching focus was to incorporate high-impact teaching strategies from Shaping Minds professional learning into effective classroom instruction.

Establishing a Belmay Instructional Coaching model involved the creation of forms for teacher self-reflection, coaching observation, and goal setting.

In Term 4, we successfully completed our first Instructional Coaching trial which involved a triad of teachers observing, self-reflecting and goal setting. We have seen a significant increase in the long-term inclusion of high-impact teaching strategies, such as engagement norms and TAPPLE, within classrooms engaged in Instructional Coaching.

We aim to continue this as a whole-school approach in 2023.

Reflective Practice – Engagement Norms			
Teacher:	Coach:	Date:	Lesson:
Start time:	End time:		
Observation goal:			
Engagement norms (Aim to have students DO SOMETHING once per minute)	Frequency	Examples in practice	
Pronounce With Me			
• Teacher introduces new academic vocabulary (Tier 3)	<input type="checkbox"/>		
• Teacher introduces new content vocabulary	<input type="checkbox"/>		
• Students hear the correct pronunciation	<input type="checkbox"/>		
• Students read the words themselves	<input type="checkbox"/>		
Track With Me			
• Teacher pre-reads sentences while students are pointing at the words on the screen/page	<input type="checkbox"/>		
Read With Me			
• Teacher cues the students to chorally read the text which has just been tracked, 'Read with me'	<input type="checkbox"/>		
• Teacher reads with students to keep the pace	<input type="checkbox"/>		
• If there are errors in pronunciation, teacher repeats and students read again	<input type="checkbox"/>		
Choral Response/ Reversal			
• Short and sharp	<input type="checkbox"/>		
• Feedback based on student response volume	<input type="checkbox"/>		
• Repeat if student response is weak	<input type="checkbox"/>		
Gesture With Me			
• Students use gesture to help recall information	<input type="checkbox"/>		
Pair-Share			
• Partner A-B, B-A	<input type="checkbox"/>		
• Allow sufficient wait time	<input type="checkbox"/>		
• Scaffolds learners (valuable for EAL/D)	<input type="checkbox"/>		
• Opportunity to rehearse	<input type="checkbox"/>		
Attention Signal			
• Opportunity to rehearse Call and Response signal	<input type="checkbox"/>		
• Eyes front/ back straight	<input type="checkbox"/>		
• Partner A-B, B-A	<input type="checkbox"/>		
• Allow sufficient wait time	<input type="checkbox"/>		
Whiteboards			
• Chn it, 1, 2, 3 Show me! Ready set show	<input type="checkbox"/>		
• Be ready to explain	<input type="checkbox"/>		
• Student provides justification/ oral explanation	<input type="checkbox"/>		
• Teacher provides specific corrective feedback	<input type="checkbox"/>		
Non-Volunteers			
• No opting out, 'I'll come back to you'	<input type="checkbox"/>		
• Ask the question before calling students' name	<input type="checkbox"/>		
• 2 or more at a time	<input type="checkbox"/>		
Complete Sentences			
• Practice saying new vocab from earlier in the lesson	<input type="checkbox"/>		
• Using words in a meaningful context	<input type="checkbox"/>		
• Practice using a public speaking voice	<input type="checkbox"/>		

This observation relates to Standards 3 and 4 of the Australian Professional Standards for Teachers Adapted from: Joe Yarris and John Hollingsworth & Belmay Primary School Instructional Model

Sustainability

2022 saw continued improvements in Belmay's whole school sustainability goals. Previously, Belmay had several sustainable practices in place such as collecting bread tags and ring pulls for Wheelchairs, 'Containers for Change', as well as paper recycling.

In 2022, Belmay was fortunate enough to become an accredited Waste Sorted school and receive a Waste Sorted grant, a Solar Panel grant and a Woolworths Landcare grant. These grants allowed our school to set up infrastructures, such as a garden shed, gardening equipment and plants for our Gardening Club, a native water wise garden, a worm farm for pre-primary and new recycling bins for all classrooms.

2023 will see the remainder of the grant money being used to set up composting and the commencement of solar panels being added to our school roofs.

It is our hope to embed in our students simple, achievable, real-life skills that can benefit our planet.



S.T.E.M.

Science, Technology, Engineering and Mathematics

Belmay Primary has specialised S.T.E.M. teachers who explicitly teach Science Inquiry and Technologies skills. The interrelatedness of these subjects has allowed students to participate in many 'S.T.E.M. projects' including designing and creating a native garden in our school and designing and publishing Belmay's very own 'Waste Wise Cookbook', among many other endeavours. The aim of S.T.E.M. is to allow students to apply previously explicitly taught skills and knowledge in creative, collaborative and hands-on ways.

2022 also saw Belmay selected to participate in a free after-hours S.T.E.M. club run by Scitech. Twenty lucky students were able to refine their coding skills with m-bots and show off their skills to their parents at the end of the 8-week session.



Early Childhood

2022 saw the Belmay early years teaching move to our newly constructed early learning centre, designed to spark curiosity and wonder and provide a space where students are encouraged to explore and discover the environment around them. The new building connected us more fully to the rest of the school creating more interactions with other year groups and staff.

We had many events throughout the year where our passionate and dedicated team of educators worked collaboratively with families to build a community to support our learners. These included our Opening Ceremony, Book Week events and end of year afternoon tea.

‘Literacy in the early years’

In 2022 we continued to implement the PreLit and InitialLit programs in order to teach the fundamental early literacy skills necessary for future success. We also looked further into building on our students’ vocabulary within our Storybook lessons and the students now revise and practise the learnt vocabulary words throughout the year building stronger oral language skills for their further learning.

‘Numeracy in the early years’

Over the course of 2022 we have developed and implemented a numeracy automaticity schedule, based on the mathematics scope and sequence, to assist all students to develop the essential numeracy foundation skills and understanding. This was part of the whole school approach to teaching Mathematics with a focus on daily reviews using an interleaved approach to ensure that concepts were constantly revised and not forgotten.



“Sustainability in the early years”

As part of the whole school priority of sustainability the Early Childhood became the site of a worm farm. Pre-primary students participated in an incursion about caring for the worms and what worms can do for the environment. It is now the responsibility of the students in the early years to care for the worms and provide them with the scraps from their recess waste.

“We had many events throughout the year where our passionate and dedicated team of educators worked collaboratively with families to build a community to support our learners.”



Aboriginal Education



The 2022 Aboriginal Education focus was to establish a Reconciliation Action Plan. 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'.



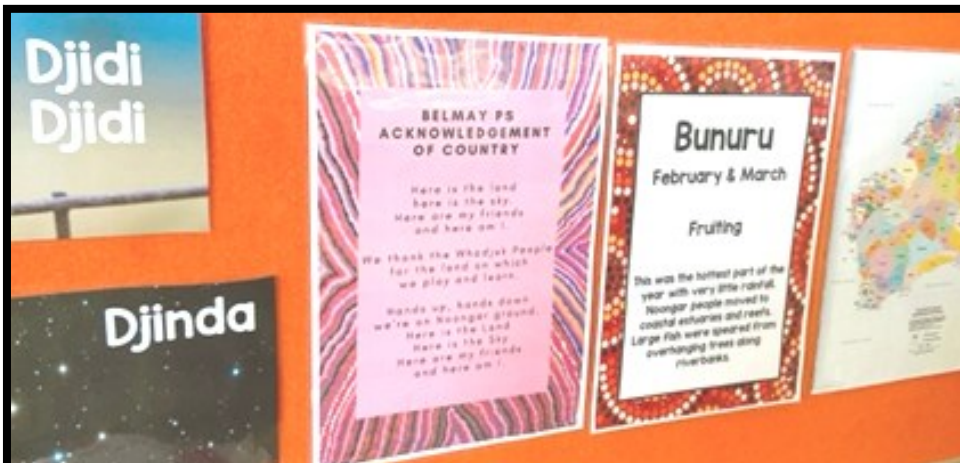
Clontarf dance performance

‘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 (RAP) focus was to incorporate Aboriginal and Torres Strait Islander cultures, histories, and perspectives in all areas of school life and curricula instruction. This included creating a Belmay Primary School Acknowledgement of Country that is displayed in all classrooms and shared at the beginning of assemblies.

Many of our RAP actions and goals relate to fostering strong relationships with First Nations parents, community leaders and businesses. This provides opportunities to support the learning of Aboriginal and Torres Strait Islander students and engages all students with reconciliation. We have seen a very positive involvement from teachers and students to work toward reconciliation as a whole school.



Reconciliation Action Plan (above)

Acknowledgement of Country Classroom display

Aboriginal Education



2022 saw Belmay Primary School hold a NAIDOC off-schedule day to engage with the NAIDOC theme of 'Get Up, Stand Up, Show Up'. The day's events included an incursion from the local Belmont City College Clontarf Aboriginal Dance Group. They performed traditional Aboriginal dances and engaged with students from the audience.

Gina Williams attended for a performance of Wanjoo, teaching students the Noongar lyrics and English translations. Students were highly engaged with the song and accompanying gestures.



Language Other Than English (LOTE) - Italian

At Belmay Primary School students from year one to year six attend a one hour Italian lesson every week. During this time students have the opportunity to explore the Italian language and culture in our Italian Room, where a great variety of resources are offered to support student learning. These resources include an interactive whiteboard, bi-lingual dictionaries, props, story books, flashcards, puzzles, games and Italian vocab charts. Using these resources helps students to build their language skills, as well as their sense of autonomy.



Learning Italian in years one to three is achieved mainly through stories, actions, videos, role-play, songs and games. The emphasis is on oral communication, using modelled language. This year, junior students learnt how to introduce themselves and talk about family and pets. The year threes also learnt how to describe people and animals using different adjectives. By the end of year three, students have learnt their greetings, colours, numbers, body parts, food, classroom commands, weather vocab, days and months in Italian.

Students danced 'La Tarantella', learnt about Micio the cat, and created some amazing artwork based on a book called 'Marcello Mouse and the Masked Ball'

Language Other Than English (LOTE) - Italian

This year, highlights in the junior classes included watching a Carnevale video from Venice and then trying on some beautiful Carnival masks. Students danced 'La Tarantella', learnt about Micio the cat, and created some amazing artwork based on a book titled 'Marcello Mouse and the Masked Ball'. For this activity students learnt some interesting facts about Venice and then used chalk, water colour paints and crayons to recreate their favourite page from the book.

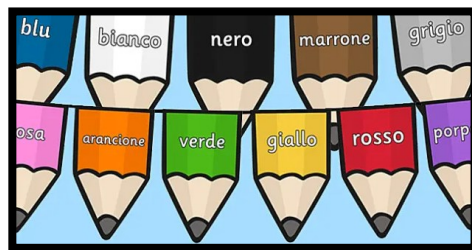
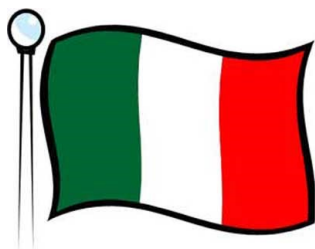


This year, highlights in the junior classes included watching a Carnevale video from Venice and then trying on some beautiful Carnival masks

Students in years four to six explored various topics, such as pastimes, school, daily routines, sport, their home and neighbourhood. They engaged in classroom discussions, participated in short dialogues and also learnt dictionary and grammar skills. This year, the senior students particularly enjoyed cooking, creating their own Wordles, comparing cultures and practising vocab using online websites. Other activities for the seniors included completing a cultural project on Italy and learning how to use informative and descriptive language in Italian.

All Italian lessons are based on the SCSA Australian Curriculum and students are assessed each semester. Our Italian lessons reinforce literacy skills taught in the classroom and help to improve students' cognitive development and cultural awareness. At Belmay Primary School we embrace different cultures and encourage intercultural learning. The Italian classroom is a place where our students can share their own culture with others, whilst learning about the colourful culture of Italy.

Signorina Russo



At Belmay Primary School
we Choose Respect -



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

Camp

Camp this year was held in term three, from Wednesday 3rd August to Friday 5th August. Although it was cold, and many jumpers were packed, it was an extremely fun filled three days at Woodman Point Recreation Centre!

School camp provides the perfect opportunity for students to experience positive interactions with each other outside of the classroom. Fun activities, team sports and teamwork challenges all help develop new relationships and deepen existing bonds of friendship.



Some student quotes:

"Camp was the best!"

"I had so much fun on camp and did things I never thought I would be able to do."

"I didn't want to leave!"

"Camp has been my favourite thing all year! No, wait, since being at Belmay!"



Students enjoyed many activities at camp including kite making, speeding down the 200m flying fox, scaling up vertical challenges, archery, escape from quarantine, orienteering, search and rescue, team building games, a tour of the quarantine station, ultimate sports, a quiz night as well as some free time where students were able to read, play games or hang out with their friends.



Camp

Some teacher quotes:

“No one told me how much walking was involved when they begged me to go last minute” Ms Rowling.

“It’s my turn, it’s my turn!” Miss Klauz.

“This chair looks comfy.” Mr G, “The best thing about being a year six teacher is getting to spend this time with the year sixes, look how much fun they’re having.”

“Take a photo of me, holding my arrow on the bullseye.” Mr Hutton.



“The students thoroughly enjoyed their time on camp and will remember camp with fond memories as one of their highlights of their time at Belmay Primary School.”

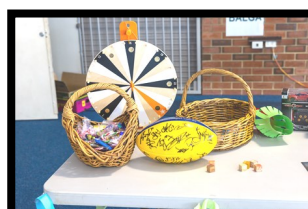
Chaplain

The Chaplain is part of the pastoral support team, providing general pastoral care and social/ emotional support to individual students (upon request) and groups two days a week. Apart from supporting several individual students, the Chaplain also facilitated two group programs of Aussie Optimism, a Transitions to High School group, and headed up the Leadership program for the Belmay School Leaders.

The Chaplain also attended Parents & Citizens’ meetings and supported the P&C in their fundraising events and supports the breakfast program which is run on a Monday and Friday.

As in previous years, our school continued to build community relationships with our students’ dads through our Dads’ Group. Each term we facilitated a fun event for our dads/good guys and their children. Each event attracted approximately 80-100 students and adults. Themes were a Games Night and a Bingo Night, and we always provide a healthy dinner afterwards.

Ailine Hurst



Visual Art

We commenced the year with a whole school collage project. This involved tasks in class time and a home activity. Completed pieces were displayed in the Art Room, in the Administration Block and other areas in the school. Children were delighted to look at the new pieces being added daily to the displays. This was an opportunity for appreciation of others' artwork, reflection on their own pieces and an avenue for respectful and meaningful response. It proved to be a most rewarding activity with some teachers and parents also contributing. It was quite inspiring to see the completed projects from home.

Other areas covered over terms 1 and 4 were ceramics, drawing, painting and printmaking. Collaborative participation was a significant aspect of many of the activities (developing, sharing, and responding) and was successfully demonstrated in the whole school pavement art activity conducted as part of our NAIDOC celebrations and learning in second semester.



There were two other collaborative activities which produced some outstanding results. The first was a team drawing task which was a preparation for printmaking. The quality of drawing and supportive contribution led to much discussion and decision-making regarding what made for a successful artwork.

The final art exploration for the year involved the year five and six students. They were tasked with selecting an artist and representing them with the painting of a hat. This was done in pairs and resulted in some unique interpretations. The 'feather in the hat' for Belmay students is the opportunity to have their hat creations exhibited in the City of Belmont Hub Art Gallery later this year.



Drama

Our Drama program continued to provide children with a variety of opportunities where they could work cooperatively, reflect, and respond imaginatively. The Junior classes took part in a literature-based program commencing with familiar stories and traditional tales. Here the children play with language, retell stories, express thoughts about characters and situations, become characters and act out events. The older children's activities had a stronger emphasis on improvisation of ideas and personally meaningful events. Poetry was a key stimulus component of the year 3-6 programs.

Drama

Readers' Theatre continued to be a significant part of the activities. The quality of performance and sharing was high and there was a confidence across the classes when involved in scripted reading presentation. The year six students once again participated in the popular drama unit conducted by a Drama specialist from Belmont City College which creates confidence in students transitioning to high school.



*Reading, sharing,
discussing, and
making selection for
improvisation and
readers' theatre.*



Physical Education

At Belmay Primary, our Physical Activity Program is an integral part of the school curriculum. It is essential for physical development and the establishment of behavioural habits that are crucial to lifelong health and wellbeing. The Athletics and Cross Country programs were again organised by the Sports' Committee and the Physical Activity Policy was revised and prepared for ratification in 2023. As in previous years our students were offered a varied and challenging program (see list below).

- ◇ Physical Education lessons with specialist teachers (run by two specialist teachers over second semester)
- ◇ Friday Sport Competition years 4-6
- ◇ Interschool Competition with schools in the City of Belmont (Athletics, Cross Country)
- ◇ Weekly before school Physical Activity Group and special training sessions for school teams
- ◇ Scheduled morning or afternoon physical activity conducted by classroom teachers
- ◇ Sports coaches before and after school and in the PE program – funded by Sporting Schools
- ◇ Whole school clinics with high school students from specialist sports programs
- ◇ Term-long Dance program
- ◇ Fundamental Movement Tabloids for the PP - year three students
- ◇ Organised lunchtime activity



*At Belmay Primary, our
Physical Activity
Program is an integral
part of the school
curriculum.*



WAPBS (WA Positive Behaviours Support)

In 2021 Belmay Primary decided to adopt the WA Positive Behaviour Support system for behaviour management at the school. We received some professional development and the WAPBS team was established to collaborate with the whole school community to develop a Positive Behaviour Support policy. The aim being to develop a school culture which is solutions focused, consistent and positive, based on explicit expectations and embedded support to ensure the success of all our students.

In 2022 through consultation with staff, students, and the wider community the team established 3 core values for Belmay Primary – Respect, Safety and Endeavour. These values were then defined, and we began the process of framing them as a set of behaviour expectations for our school.

Core Values	Respect Respect for self Respect for others Respect for community Respect for world	Safety Playing safe Thinking safe Feeling safe	Endeavour Attempt new things Be engaged Keep persevering Challenge yourself
-------------	--	--	--

Read Out Loud Awards (ROLA)

On 20th September 2022 Belmay Primary was able to showcase some of our amazing talent at the annual City of Belmont, Read Out Loud Awards (ROLA). Belmay students auditioned at school and readers from each year level were selected to compete against seven other local schools. Students read aloud a 3-minute piece in front of a large audience and guest judges. It was an amazing day, celebrating the joy of literature and valuing reading aloud. The readers were all extremely accomplished and we even achieved a gold and silver medal in the year 2 and year 1 categories.



‘It was an amazing day, celebrating the joy of literature and valuing reading aloud.’



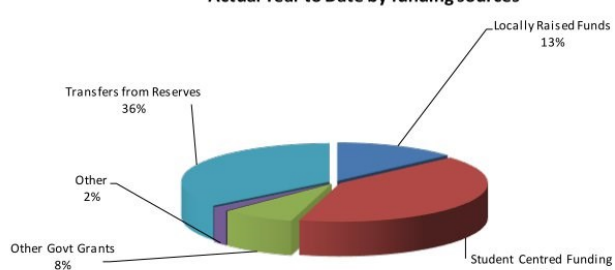
Financial Summary as at 31 December 2022

Belmay Primary School

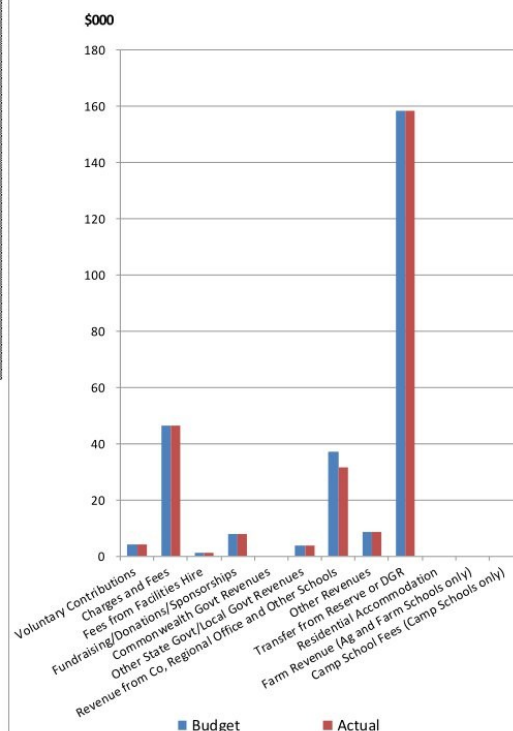
Financial Summary as at
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,276.00	\$ 4,065.00
2	Charges and Fees	\$ 46,358.51	\$ 46,358.51
3	Fees from Facilities Hire	\$ 1,363.64	\$ 1,363.64
4	Fundraising/Donations/Sponsorships	\$ 7,704.00	\$ 7,704.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,929.09	\$ 3,929.09
7	Revenue from Co, Regional Office and Other Schools	\$ 37,000.00	\$ 31,677.79
8	Other Revenues	\$ 8,447.41	\$ 8,449.21
9	Transfer from Reserve or DGR	\$ 158,388.50	\$ 158,388.50
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 267,467.15	\$ 261,935.74
	Opening Balance	\$ 216,381.00	\$ 216,380.61
	Student Centred Funding	\$ 181,989.90	\$ 181,989.90
	Total Cash Funds Available	\$ 665,838.05	\$ 660,306.25
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 665,838.05	\$ 660,306.25

Actual Year to Date by funding sources

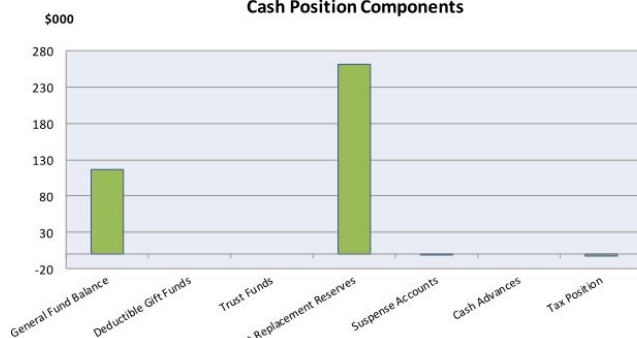


Locally Raised Revenue - Budget vs Actual

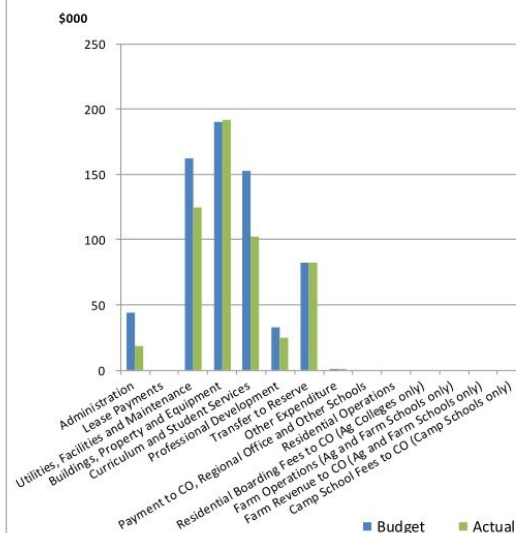


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 43,772.45	\$ 18,379.57
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 162,011.00	\$ 124,831.80
4	Buildings, Property and Equipment	\$ 190,416.50	\$ 191,868.16
5	Curriculum and Student Services	\$ 152,318.36	\$ 102,376.57
6	Professional Development	\$ 32,759.74	\$ 24,685.17
7	Transfer to Reserve	\$ 82,000.00	\$ 82,000.00
8	Other Expenditure	\$ 10.00	\$ 3.50
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 663,288.05	\$ 544,144.77
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 663,288.05	\$ 544,144.77
	Cash Budget Variance	\$ 2,550.00	\$ -

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 373,562.69
Made up of:	
1 General Fund Balance	\$ 116,161.48
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 261,213.21
5 Suspense Accounts	\$ (750.00)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,062.00)
Total Bank Balance	\$ 373,562.69