



**Belmay**  
PRIMARY SCHOOL

*We  
Choose  
Respect*



**Annual Report**

2021

# Welcome

*Welcome to the Annual Report of Belmay Primary School for 2021.*

## *‘2021: A Year of Growth, Learning Together and Improvement’*

It gives me great pleasure to present the 2021 Belmay Primary School's Annual Report. It provides a summary of the context, achievements and further aspirations for our school.

Despite the unsettling nature of the COVID pandemic and the associated challenges, it was a year in which we continued progress on the ambitious targets in our school's final phase of our three-year plan closing in on many key indicators. At Belmay Primary School we are committed to curriculum improvement, forging best teaching practice and optimising learning opportunities for our diverse student population to achieve success.

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



## **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

## **Our VALUES**

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



# Message From The School Council

Our School Board 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
- Board member training and awareness through discussion of Board Modules
- Self-reflection for the meeting to ensure the board is working effectively

## *Message from the School Council Chair*

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. They participate in the 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.

### **Neil Clarke**

Chair Person

## **School Council Representatives**

### **Chairperson**

Neil Clarke (Chair)

David Gerstorfer (Vice Chair)

### **Principal**

Sarah Durham

### **Parents and Community**

Cassie Rowe (MP)

Jenna Haerewa

Jacqui Hamling

Ronnie O'Neil (Principal LDC)

Kylie Watson (P&C Representative)

### **School Representatives**

Terry Harney (DP)

Hannah Klauz

Deb Bradshaw (Secretary)

## **Our School's Focus**

At Belmay Primary School, we focus our work on making connections to ensure high impact, reflecting current research regarding value adding in education 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 and implement this during their three years in the program. Each school is supported one-on-one by a mentor for the entire 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. [www.fogartyedvance.org.au/school-improvement-program](http://www.fogartyedvance.org.au/school-improvement-program).

# Teaching & Learning

## 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 currently in our third year in our curriculum improvement cycle. Belmay Primary School is one of 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.



## School Directions: Focus Areas

### A. CURRICULUM AND TEACHING

- Improving student academic progress and achievement through evidence-based whole school approaches

### B. CONDITIONS FOR LEARNING

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

### 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 progress

### KEY OBJECTIVES 2021

‘Engagement, collaboration and understanding of our school’s direction and whole school commitment to optimising whole school approaches, low teaching variance across all classes and implementation of explicit instruction.’

- Building Collaborations: Develop a healthy culture and a community of learning together in order to have long term, sustained improvements
- Promoting a cultural shift of improved communication, ownership and transparency
- Efficacy in whole school review and planning
- Promotion of knowledge and understanding as to the ‘why’ for whole school approaches
- Evidence-based/data driven whole school approaches
- Improved/explicit ways to measure our progress
- Shared understanding/knowledge of best practice, instructional coaching and explicit teaching

# Where Are We Today? A Snapshot

We have learnt the importance of researching potential whole school approaches and consistent programs to ensure they are evidence-based and meet the needs of our school's context.

The impact that regular collaboration and planning schedules has resulted in effective communication and successful programs.

Teaching and Learning Conversations (TLCs), conducted fortnightly with Principal and Teacher

Cluster Group, meetings have been the foundation for engagement and ownership for the staff.

Mentor school visits and targeted professional learning have been integral in developing core agreements and best practice. This has ensured accountability for targets set.

We have recognised that at our school we have to have a tiered approach to address the significant range of abilities and needs of all our students.

## Building A Team

*‘We have changed the ‘mindset’ and built a TEAM... Embedded ACCOUNTABILITY through collaborative planning and the implementation of whole school approaches’*

## How We Achieved This

### 1. Team Collaborations

Weekly scheduled meetings (Teaching and Learning Conversations: TLCs) to discuss important ticket items as listed:

- School Planning, ongoing review and school leadership
- Assessment/Reporting
- Professional Learning/Resources
- Data Driven: Data Conversations
- Sharing Best Practice: Whole School Approaches and low teaching variance across the school
- Whole School Collection Data Schedule: InitialLit, PAT Testing, ED COMPANION Data Suite

### 2. Network Collaborations, School Visits and Professional Learning

- Critical Literacy: Years 3/4/5/6 Spelling Mastery 3-6
- MacqLit: Years 3-6 · InitialLit: Years K-3
- Quarantine Literacy Blocks throughout the school
- Teaching to point of need: highly differentiated curriculum
- Agreed Core Agreements development
- Daily Reviews in Literacy and Numeracy

### 3. Establishing Shared Leadership

- A multi-layered approach related to our School's Direction Document: distributed leadership and shared ownership in curriculum improvement: Fogarty Team
- Response to Intervention Approach: establishing what to address the diverse student learning needs: academic, socio-emotional, behaviour and attendance: Be You Student Wellbeing Team/ SAER Committee
- WA Positive Behaviour in Schools (WAPBS): Team formation/develop a school-wide approach aimed at improving the academic and behavioural outcomes of all students
- Being a culturally responsive and culturally competent school. This competency is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families: Aboriginal Education Committee

# Our Targets: Journeying Together

We identified there was a lack of consistency in teaching practice for the English Learning Area which was limiting the progress and achievement of students.

This was creating frustration amongst staff. Belmay Primary School recognised a whole school low teaching variance approach was required.

The 2019 OHI data showed low scores in the areas of Direction 42 (77, 71), Accountability 51 (69, 77) and Leadership 44 (70, 73). NB: The bracketed scores for 2020, 2021 are indicative of the impact of changes made across our three-year journey.

We observed downward trends in NAPLAN English in Year 3 and Year 5. The steep declining slope in the Year 5 data was very concerning. Year 5 students were performing below like schools for all areas of Literacy.

We needed to 'backtrack' to the early years of learning to ensure we embed a whole school practice with low variation from Kindy through to Year 6 with aims to improve, consolidate and track an upwards trend from Year 3 to Year 5 moving forward.



Literacy levels in early years hindering Literacy progress.

Our 2019 On Entry Data shows: Reading 2019 – 41% performing below like schools. Writing 2019 – 67% performing below like school's. Oral assessment 2019 - 50% of students unable to recognise initial sounds in words. Oral assessment 2019 - 79% couldn't recognise the final sound in words.

Meaningful collaboration to improve teaching practice was lacking. Teachers were working in isolation and lacked common approaches across the school.

Time had not been allocated to facilitate common planning and programming. Our Tell Them From Me (TTFM) Data is evidence we need to work more collaboratively. TTFM: 'I work with other teachers in developing cross-curricular or common learning opportunities.' 2019 = 6.9

We had a lack of teacher accountability, strategic clarity and leadership. Without a driving force in these areas we were unable to make an impact in our teaching.

# Goals: What We Wanted to Achieve

- Whole school low variance teaching approaches focusing on evidence-based programs using explicit instruction to improve levels of student achievement in NAPLAN to at or above like schools
- NAPLAN scores in Literacy and Numeracy for the stable cohort to be above national minimum standard
- Track our performance and progress K-6 and become more data literate and evidence-based.

## Improvement Strategies

We needed to implement and embed whole school programs. This required PL for all staff, resourcing, time allocation, and collaborative planning. These were our school priority to ensure consistent low variance practice across the school.

## Key Programs Implemented

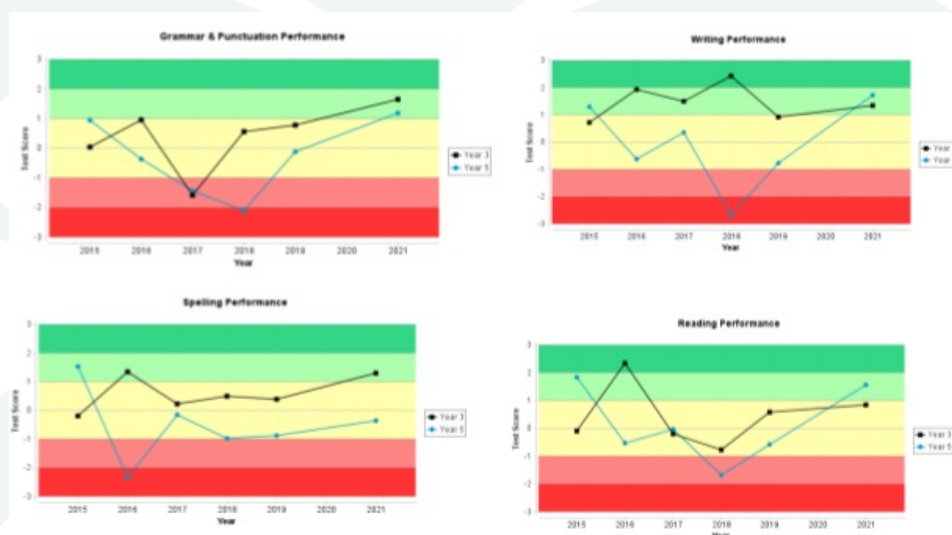
- InitialLit P-2 (embedded)
- PreLit K (implement)
- Critical Reading 3-6 (implement)
- MacqLit (implement)
- Spelling Mastery (implement)

## What We Achieved

Our 2021 NAPLAN data shows a positive upward trend indicating our whole school, low variance approach has made a huge impact to our teaching and learning.

The significance of this improvement was acknowledged in gaining a Certificate of Academic Excellence 2021 from the Minister of Education; Mrs Sue Ellery and the Director General of the Education Department: Mrs Lisa Rogers, Excellence based on our school's 2021 NAPLAN results.

This is an outstanding achievement and reflects the success of our school's curriculum improvement planning and the implementation of whole school approaches Literacy and Numeracy.





# Comparative Performances

Comparative Performance for Writing

Writing	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	0.7	1.9	1.5	2.4	0.9	1.3	24	19	25	19	34	35
Year 5	1.3	-0.6	0.4	-0.7	-0.8	1.7	28	17	21	25	29	34

Comparative Performance for Spelling

Spelling	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.2	1.3	0.2	0.5	0.4	1.3	24	19	25	19	32	35
Year 5	1.5	-0.3	-0.2	-1.0	-0.9	-0.4	28	17	21	26	29	34

Comparative Performance for Reading

Reading	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	-0.1	2.3	-0.2	-0.8	0.6	0.8	24	18	24	19	34	35
Year 5	1.8	-0.5	0.0	-1.7	-0.6	1.6	28	18	21	24	27	34

Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Year 3	0.0	1.0	-1.6	0.6	0.8	1.7	24	19	25	19	32	35
Year 5	0.9	-0.4	-1.4	-2.1	-0.1	1.3	28	17	21	26	29	34





# Our School's Improvement

- Implementation of our school's tracking system has resulted in accountability and targeted data conversations during TLCs. We believe the progress we have made in NAPLAN English reflect on teachers engagement with data and using this to inform teaching practice.
- Literacy levels 2021 On-Entry Data shows: Reading 2021 – 36% performing below like schools (2019 was 41%) Writing 2021 – 28% performing below like schools (2019 was 67%). PreLit has only commenced this year in Kindy and Pre-primary so we are expecting even stronger results from now on.
- Whole school low variance programs have made a significant impact on student learning, teacher practice and teacher organisational health. This is evident in open discussions and engagement which has supported academic progress and collaborative teaching.
- Our Tell Them From Me (TTFM) Data is evidence that working together through collaborative approaches is improving our whole school practice. TTFM: 'I work with other teachers in developing cross-curricular or common learning opportunities.' 2019 = 6.9, 2021= 8.0
- OHI Accountability bottom quartile 2019 (51) to top quartile 2021 (77). Staff clearly understand what is expected of them. OHI Direction bottom quartile 2019 (42) to second quartile 2021 (71). The school has a vision for the future that is easy to understand and meaningful. The school's strategy is aligned with its vision. OHI Leadership bottom quartile 2019 (44) to second quartile 2021 (73). The leaders in our school provide opportunities, build capacity and guide us towards embedding collaborative, evidence-based teaching practice. See graph below:

Behaviours, processes and practices monitored	2019	2021	Organisational health has increased by ...	Comparison
<b>Direction</b>	42	71	35	Significantly Stronger
<b>Accountability</b>	51	77	18	Comparable
<b>Coordination and Control</b>	50	71	13	Comparable
<b>External Orientation</b>	43	78	39	Significantly Stronger
<b>Leadership</b>	44	73	26	Comparable
<b>Innovation &amp; Learning</b>	33	78	37	Significantly Stronger
<b>Capabilities</b>	79	83	15	Comparable
<b>Motivation</b>	63	89	16	Comparable
<b>Work Environment</b>	56	79	10	Comparable



# Our Learning Journey... *What We Have Learnt*

- We have learnt the importance of researching potential whole school approaches and consistent programs to ensure they are evidence-based and meet the needs of our school's context
- That the impact that regular collaboration and planning schedules has resulted in effective communication and successful programs. Teaching Learning Conversations (TLCs) have been the foundation for engagement and ownership for the staff
- Mentor school visits and targeted professional learning have been integral in developing core agreements and best practice. This has ensured accountability for targets set
- We have recognised that at our school we have to have a tiered approach to address the significant range of abilities and needs of our students

## How We Will Build Upon This in the Next 3-Years to Further Improve Student Outcomes

- Continue to embed current programs and best practice over the next three years. modifying and adjusting to suit the needs of staff and students
- Continue to access relevant Professional Learning, school visits and upskilling of any new staff to Belmay PS
- Align all current behaviour management practices with the WAPBS program to further enhance student engagement
- Develop a viable and guaranteed curriculum in Numeracy
- Our main focus during 2019-2021 was Literacy, we will now bring the focus to Numeracy; specifically the development of: Daily Reviews and Automaticity Schedules and associated year specific Scope and Sequence in Mathematics
- Support of SAER students with targeted programs
- Whole School Writing Approach – ongoing professional learning opportunities, research, trial, review, embed, action learning of whole school approach in writing: The Writing Revolution
- Further develop a whole school approaches and understanding of Trauma Informed Practices
- Utilise TLCs: to ensure that the related Aboriginal curriculum content is discussed: Directed by Aboriginal Education Committee





# Management Approach: *A Response To Intervention Model*

## OUR GOALS

- Belmay Primary School acknowledges each child's right to an education that is equitable and embraces diversity.

Through the implementation of this Students at Educational Risk (SAER) Policy, our school is committed to:

- implementing a uniform approach which is consultative and collaborative;
- ensuring all students are supported to engage and meet their full potential, and
- ensuring our SAER processes are supported by the efficient and effective use of school resources



## Strategies

### A. Implementation of Response to Intervention (RTI) Model

The Response to Intervention 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. The RTI model requires identifying and planning for students at educational risk. Quality differentiated teaching will support 80% of students in a classroom. The remaining 20% require intervention that may include evidence-based approaches and programs.

### B. Methods of Identification:

A variety of methods are used to identify students at educational risk. These include:

- School-based assessment data (InitialLit and EALD Progress Maps)
- System-based assessment data (NAPLAN and On-Entry), PAT (Progressive Achievement Tests)
- Teacher observations
- Relevant information from parents/carers and outside agencies
- Confirmed diagnosis of disability
- Attendance data and behaviour data
- PEAC (Primary Extension and Challenge) testing and Community Health Nurse screening

### C. Documented Plans:

- Individual Education Plan (IEP)
- Behaviour Support Plan (BSP)
- Risk Management Plan (RMP)
- Attendance Plan
- Health Care Plan
- Social Competency Plan



# Attendance

## 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

- Continue to develop Reward System for 90% or above attendance
- Increase regular attendance and achieve an average attendance rate of 90% or above for all students



# Attendance

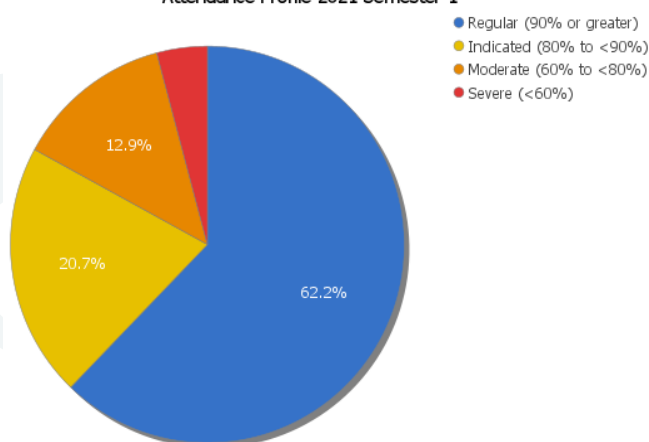
## Summary

In examining our attendance data from Semester 1 and 2, 2021 we note that our regular attendance (90% or greater) has reduced from 64.1% in 2020 to 62.5% in 2021. This is an encouraging result considering that COVID-19 and isolation has had a major impact on attendances across the board. Our Indicated (80%-90%) in 2020 was 17.5%. Last year it reduced to 15.3% and our Moderate (60%-80%) increased from 12.4% in 2020 to 13.9% in 2021. Once again this is a very encouraging result, particularly when taking COVID-19 into consideration. This success can be attributed to our Attendance Rewards Strategies which have targeted our students in the indicated profiles. We have seen a small rise in our Severe category (60% or less) 6%. In 2020 to 7.9% in 2021. We can attribute this increase largely to two areas. The first being a high degree of transiency and poor attendance from families who enrolled with us during the year and also the negative impact of COVID-19 and resulting isolations due, or had to close contacts in and out of the school.

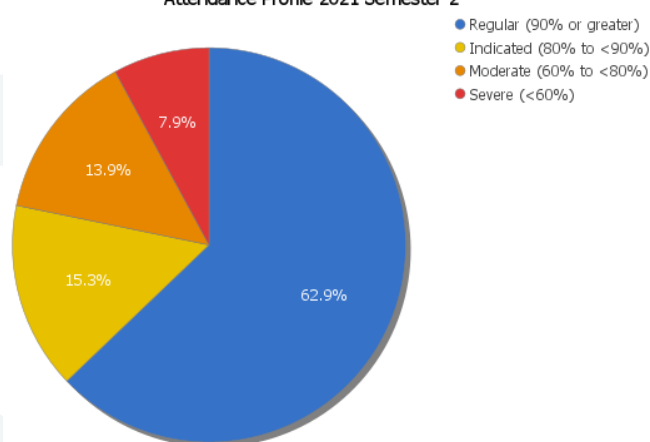
We have struggled to meet our targets for our Indigenous students. Many of our Indigenous families last year were impacted by COVID-19 in terms of long periods of absences but more importantly and significantly by isolations due to close contacts. We found that these factors particularly affected our Indigenous families. 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.

We aim to see increased attendance rates across all categories during 2022 now that COVID-19 Protocols have been relaxed and the situation is gaining some semblance of normalcy. We will continue to monitor and adjust our policies and approaches as required.

Attendance Profile 2021 Semester 1



Attendance Profile 2021 Semester 2





# Being A Culturally Responsive School

## FOCUS 2021

- 2.2 To improve learning outcomes for students at risk: Identify and target learning needs of Aboriginal students: Resources/Support/IEPs/SAER Case Management



## FOCUS Building Relationships/Increase Our School's Cultural Understandings And Cultural Competence

### 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*

## CHALLENGES

### Engaging Aboriginal Families

- Establish a Belmay Primary School Aboriginal Education Committee
- Establish an Aboriginal Parent Group (Develop a name/identity)
- Explore AIEO/Community Liaison Officer for Belmay PS: Aboriginal Teaching and Learning Directorate: Statewide Services: Tracey Gosling/Debbie O'Hara
- Change Faction Names/Noongar Signage
- Commission Aboriginal artist to design the new faction NOONGAR name banners and artwork for new Early Childhood Centre: Term 2
- Smoking Ceremony: NAIDOC/EC Opening etc
- Wanjoo at Nitty Gritties/Assemblies/ANZAC Service/Graduation/Book Awards Ceremony etc
- Whole School NAIDOC 2022
- Blanket Activity for students and parents: Charmaine Clino and Renarta Coyne
- Engage the services of Rebecca Hall: Coordinator and Cultural Engagement Belmont City Council
- School Board Aboriginal Representative: Jacaranda House
- Case Management: Viv Baxter and Terry Harney
- Cost Centre: Funding available to support family hardship
- Professional Learning Opportunities: Staff collectively learn appropriate, culturally sensitive language: Share TLCs/Clusters/Staff Meetings/SDDs



# Student Health & Wellbeing Review

At Belmay Primary School we are committed to providing a quality education for all students in a safe, inclusive and caring learning environment.

We offer a range of support services and programs to ensure your child feels a sense of belonging and receives the best possible education.

## STRATEGIES 2021

- Be You Student Health and Wellbeing Committee
- Fathering Project
- Breakfast Club
- Trauma Informed Practice
- Sensory Needs/Engine Room
- Zones of Regulation: Updates/Review/Resources
- Protective Behaviours eg Safe 4 Kids Review/Parents: Term 2
- Be You: Resources/PL
- Student Wellbeing Hub: Student Wellbeing Hub | Home



## Science

### Where We're At - 2021

- 2021 saw a greater emphasis on the importance of STEM (Science, Technology, Engineering and Mathematics) with both Technology and Science being taught as a specialist subject. During this time there was a focus on upskilling specialist staff to ensure STEM skills such as creative and independent thinking, teamwork skills and problem solving were being explicitly taught.
- 2021 can be seen as our STEM foundation year where we developed our vision for STEM and what it would look like at Belmay Primary.

### Where We're Going - 2022

- This year our aim is to take a more cohesive approach to STEM with Science and Technology being run either with complementing programs in the junior years or a completely integrated program in the upper years.
- Our aim is to become a Waste Sorted School by the end of 2022. This requires numerous hands-on and practical life lessons for students (including recycling, worm farms and composting) as the idea of sustainability will be woven into all STEM units of work. The overall aim is that sustainability will be a pedagogy that is adopted and actively practised by the whole school.

# Visual Arts

## Visual Arts

Belmay Primary School provides all students with a varied, enriched and challenging Visual Arts Program. Collaborative experiences are an important aspect of the activities, which involve ceramics, drawing, painting, printmaking, sculpture, collage, mosaics and recycled materials. The children are given many opportunities to develop, share and respond to artworks. A healthy respect for others' work is always encouraged and a supportive atmosphere is evident in lessons. Each year a special project is undertaken. Last year sculpture was the focus and in 2022 it will be in the area of collage. Art is linked every year to NAIDOC and Harmony Day celebrations. This is often celebrated through chalk pavement art; something Belmay Primary School has been developing successfully over many years. It is a unique aspect of our program.

## Drama

In our Drama program the students are provided with a variety of experiences to think and respond creatively. They are encouraged to be involved in imaginative activity and share meaning through role-play and situation. The Junior classes have a strong literature-based program commencing with familiar fairy tales. Here the children play with language, retell stories, express thoughts about characters and situations, become characters, and act out storylines. The older children's activities have a stronger emphasis on improvisation of ideas and personally meaningful events. Readers' Theatre is a significant part of the program and has provided many highlights over the second semester. It requires high levels of cooperation. Our students met the challenge and prepared, rehearsed and presented material successfully.



*Bush Fruits and Flowers – Pavement Art*



# Physical Education

At Belmay Primary School students are offered a wide variety of sporting activities. All year levels participate in weekly 60 minute, skills-based Physical Education lessons taken by a specialist teacher. The Year 4 – 6 students also take part in a sport specific program. They are given opportunities to sample many sports and be involved in those of their own choosing. Athletics is a whole school commitment. Last year a Sports Committee was formed with teachers from the Language Development Centre and Belmay. This was very successful and will continue in 2022 with responsibility for the school Cross-Country and Athletics Carnivals, as well as the Belmont Schools' Tomato Lake competition. Classroom teachers have the responsibility of conducting physical activity programs relevant to the needs of their children. An early morning physical activity group is well supported once a week, as is the training sessions for the Interschool Athletics team. Belmay participates in a Winter Carnival for Belmont schools as well as Athletics and Cross-Country Carnivals. We have competed successfully in many aspects of the combined schools' events. This year we are trialling participation in the government sponsored Sporting Schools' Program. Meaningful physical activity with maximum participation is the underlying theme in our whole school program.

**KARLA** (Fire)



**BALGA** (Tree)



**BILYA** (Water)



**DJINDA** (Star)





# Languages Other Than English

## Italian

Belmay Primary School provides an Italian language and culture program to all students from Years 1 – 6. Italian has been taught at Belmay Primary School for over twenty years and this engaging and very interactive program is strongly supported by the school community. Students attend a one-hour language lesson each week in the Italian Room, where useful resources and Italian props are used to support learning. As culture is an important part of learning a language, our Italian program at Belmay includes cooking, learning about history, viewing documentaries and videos, exploring festivities and common practices and listening to stories about Italians, which are often shared by the Italian teacher.

This year, the students in Years 1 and 2 participated in language-rich learning, which was achieved through stories, songs, actions, games, flash-cards and role-play. The students in Years 3 and 4 learnt how to provide information about themselves, their family, pets and pastimes. These students also learnt some components of grammar, such as how to modify adjectives. The Year 5 and 6s used various speaking and writing activities to discuss and describe their homes, local community and what they do in their free time. These activities included conducting surveys, labelling house plans, creating a map of an Italian city and learning how to use descriptive language. The senior students ended the year with a bruschetta-making session and a taste of traditional Italian Christmas cake, called 'panettone'.

Cross-curricular activities are integrated into our Italian program so students are given opportunities to develop their Maths, Science, Art, Music and HASS skills during Italian lessons. Our iPads and eBoard enable learning with digital technology and add an element of fun to our lessons. These devices are particularly useful for watching videos, researching our topics, listening to music or playing interactive games, such as 'Wordwall' and 'Quizlet'.

We are proud of these students' abilities and encourage the learning of Languages as it has many benefits for their cognitive development, cultural awareness and future employment and travel opportunities.

# Year 6 Camp

This year, the Year 6 students were invited to participate in a camp from Wednesday 25th August to Friday 27th August 2021 at Woodman Point Recreation Camp. The camp provided students with many opportunities to improve their social skills, connect with nature, develop stronger friendships, grow more independent, unplug from technology, develop life-long skills, gain resiliency, become more active, experience success, develop their leadership skills and become more confident.





# Year 6 Camp

It was the night before camp. Everything was packed and I was tucked up tight in bed. I was so excited that I couldn't sleep! I tried to think of something else but all I could think of was camp. I thought that thinking about camp would help me sleep, however, I quickly changed my point of view as everything rapidly turned negative. What if we miss the bus?! What if I forgot my toothbrush?! What if I under packed or forgot my underwear?! My mind was racing with questions. I took some nice deep breaths, closed my eyes and eventually fell fast asleep.

The next morning at around 6:45am, I heard a loud BING! I slowly opened my eyes, reached out for my phone and saw I had a new message! The loud sound had woken me up. I then remembered that today was the day! I had my cereal, rushed into the bathroom to brush my teeth, got dressed and did my hair. I woke Mum and together we got my bag into the car. I said my goodbyes to everyone (including my birds, who seemed especially sad to see me go). I smiled at the noisy birds and walked outside to the car.

The ride to school wasn't long, as per usual. I got to the undercover area first! I ran to the gate to see my friends, who were buzzing with the news of camp! A few moments later, everyone was ready. Mr G called the role and helped us load our bags onto the bus. When we got inside, I sat next to Emma, who was really into her book. Mr Hutton was in front of me, when he got out his speaker from his carry-on everyone started swarming our area! Miss Klauz took over after a couple of songs because she didn't like the boys' taste in music. She put on Love Story and my friends and I sang at the top of our lungs! After a few more songs, we finally arrived at camp!

**Hanya Imran**

Year 6 Student





# Parents and Citizens

## WA Museum Boola Bardip

On behalf of us all here at Belmay Primary School we would like to acknowledge our fabulous Belmay Primary School P&C throughout the course of 2021.

Their support and hard work is integral to our school and their fundraising significantly impacts how as a school we further support our children with resources and also providing fantastic learning experiences and opportunities.

This year the P&C funded a host of events not withstanding a whole school excursion for all our students to the WA Museum Boola Bardip and all the pizzas for our Fathering Project: Paper Planes and Pizza Afternoon.

## Belmay Primary School P&C

### President

Kylie Watson

### Vice President

Geoff Ahern

Kelly Clark

### Treasurer

Ailine Hurst

Hannah Klauz

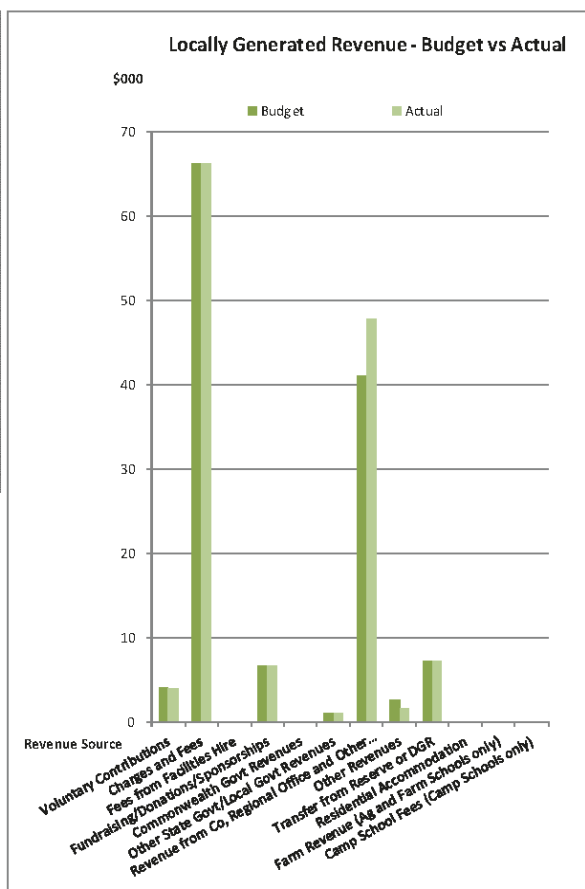
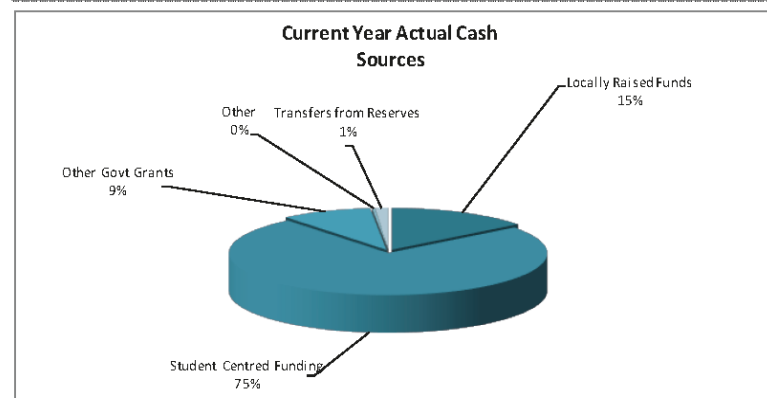
### Secretary

Ellie Fraser

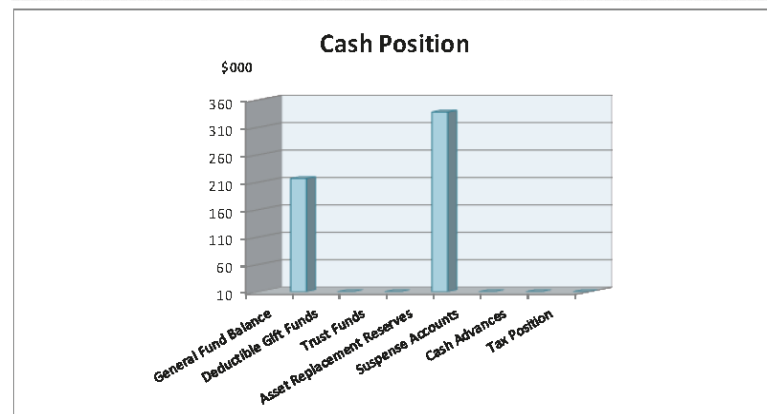
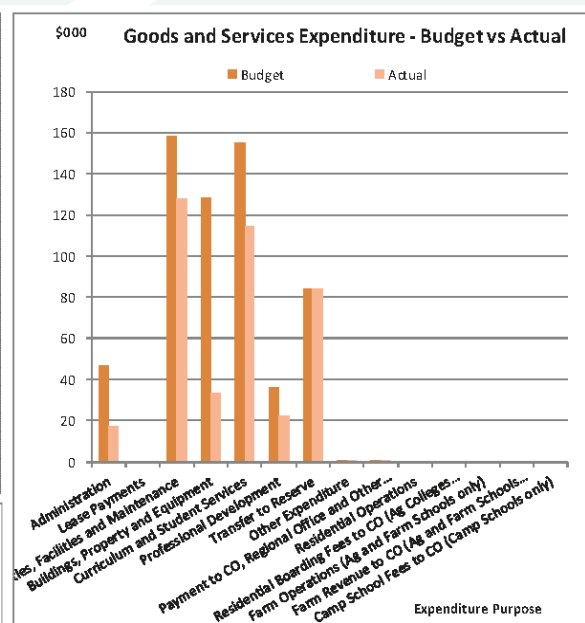


# Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,006.00	\$ 3,982.00
2	Charges and Fees	\$ 66,293.87	\$ 66,293.87
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,685.00	\$ 6,685.00
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	\$ 41,000.00	\$ 47,720.62
8	Other Revenues	\$ 2,532.09	\$ 1,533.46
9	Transfer from Reserve or DGR	\$ 7,139.00	\$ 7,139.00
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>\$ 128,655.96</b>	<b>\$ 134,353.95</b>
	Opening Balance	\$ 88,585.00	\$ 88,585.14
	<b>Student Centred Funding</b>	<b>\$ 400,000.00</b>	<b>\$ 392,652.89</b>
	<b>Total Cash Funds Available</b>	<b>\$ 617,240.96</b>	<b>\$ 615,591.98</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 617,240.96</b>	<b>\$ 615,591.98</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 46,499.59	\$ 16,984.86
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 158,500.00	\$ 128,200.51
4	Buildings, Property and Equipment	\$ 128,507.08	\$ 33,416.60
5	Curriculum and Student Services	\$ 155,102.29	\$ 114,550.39
6	Professional Development	\$ 36,000.00	\$ 22,030.48
7	Transfer to Reserve	\$ 84,000.00	\$ 84,000.00
8	Other Expenditure	\$ 10.00	\$ 3.53
9	Payment to CO, Regional Office and Other Schools	\$ 25.00	\$ 25.00
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>\$ 608,643.96</b>	<b>\$ 399,211.37</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 608,643.96</b>	<b>\$ 399,211.37</b>
	Cash Budget Variance	\$ 8,597.00	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 551,691.32</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 216,380.61
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 337,601.71
5 Suspense Accounts	\$ -
6 Cash Advances	\$ (60.00)
7 Tax Position	\$ (2,231.00)
<b>Total Bank Balance</b>	<b>\$ 551,691.32</b>





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