



2026-2028

BUSINESS PLAN

BELMONT PRIMARY SCHOOL

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CONTACT INFORMATION

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ABOUT US

Belmont Primary School is located on Great Eastern Highway, approximately 10 kms from Perth CBD and is 128 years old. Belmont PS is a well-resourced school with currently 73 students (2025) and is well supported by a strong partnership between staff and parents. The changing demographics of this area, along with increased rental costs, has seen numbers decrease over the past years. Projected numbers are showing a slight increase for our 2026 year.

Our staff consists of a Principal, 0.4 Deputy, an MCS, School Officer (0.4), four classroom teachers, five specialist teachers, a Library Officer (0.2), three Education Assistants and a Cleaner. Our Specialist areas are PE, Japanese, Health, Science and Music with all students receiving 1 hour per week of each of these subjects. Currently a teacher is employed to do Art across all year levels to provide an extra hour for teacher collaboration sessions each week.

Our school supports families from many backgrounds, with a diverse set of needs, perspectives and understanding of the education system. Through understanding these diversities, parents are willingly involved in the school by participating in family activities, excursions, sports, uniform sales, fundraising, working bees, as well as contributing as members of the School Council.

Students are represented through Student Councillor roles along with Class Captains and Vice Captains, taking responsibility for various aspects of school organisation and feeding back to their teachers and school leaders. This gives students the opportunity to have a voice in decision making.

The school buildings are old but undergoing continuous maintenance. All classrooms are carpeted, with many upgrades have been done over the past years. The school boasts a fully equipped kitchen, and a specific and well-resourced Science Room. Other upgrades have included refurbishing the Administration areas, creating an Interview room and enlarging the staff room, along with upgrades to all classes and outside areas over the past five years.

A Computer Lab has been established in the Library, housing 30 desktop computers. Each classroom is equipped with a desktop computer to support the use of E Boards, along with 30 laptops and 30 iPads, to integrate ICT across the curriculum, and in all year levels.

The grounds include shady trees, three playgrounds, a variety of play equipment, an AstroTurf court area, a large oval and an undercover assembly area. Students use these areas to play a variety of sports and games.

A Nature Playground located within the Kindy/Pre Primary area and a fitness area on the school oval were completed in 2022, along with replacement of benches and tables in the undercover area. Covered shelters have been installed on the oval for both students and parents to use.





OUR VISION

To foster a nurturing and stimulating environment where every child achieves their full potential academically, socially and personally.

OUR MISSION

We aim to provide high quality education through innovative teaching practices, a supportive community and a commitment to lifelong learning.

OUR PURPOSE

- To be fully committed to the success of all students.
- To deliver culturally inclusive, challenging and engaging teaching and learning programs that reflect the high expectations of students and staff, within an environment where students are recognised as unique and valued individuals.
- To support students by professional and committed staff to reach their full potential and develop self-esteem, tolerance, respect and a desire for knowledge.
- To support students to become active and successful citizens within the community and further education.

ACCOUNTABILITY AND REVIEW CYCLE

- A regular cycle of review will be established with this plan. Each year we will assess our performance against our success criteria and ask for feedback from parents, students and staff through an annual survey.
- The staff are involved in compiling Operational Plans and these are reviewed on a regular basis to ensure we are achieving the strategies and targets planned. These plans are presented to School Council members to review over the year. Our current planning cycle has been from 2023-2025, and our next planning cycle will cover from 2026-2028. Areas not achieved in our current plan will be analysed and added to future planning as needed.
- The School Council will review our progress, and an open meeting will be held to provide a summary of our progress to school community members.
- Each year an Annual report will be written which will document our successes, our areas for improvement and publish school data on our progress. This is available on Schools Online and on our website.
- The School Plans aim to set future goals for maintaining and developing a strong curriculum, especially in the areas of Literacy and Numeracy, with attention being focused on Inquiry Learning to equip our students with life-long skills.
- All plans and projects are developed by the staff to bring about improvement and consistency in teaching and learning across the whole school.
- Our programs are also developed to enhance partnerships with our parents, along with the local community, to ensure our plans meet the needs of our students.
- Over the past three years we have undergone scheduled external reviews where parents, students, community members and staff were asked:

- > *How are we going?*
- > *How do we know?*
- > *What are we going to do about it?*





The following plan has been developed to meet the Department goals of **Every Student, Every Classroom, Every Day**, which are:

- 1. Provide every student with a pathway to a successful future
- 2. Strengthen support for teaching and learning excellence in every classroom
- 3. Build the capability of our principals, our teachers and our allied professionals
- 4. Support increased school autonomy within a connected and unified public school system
- 5. Partner with families, communities and agencies to support the educational engagement of every student

Evidence (school-based and systemic) is used to drive decision-making at all levels of our planning.

STRATEGIC GOALS

	Objective	Initiatives
Academic Excellence	Improve student learning outcomes in core subjects (Maths, Literacy)	Implement evidence-based teaching strategies Provide professional development for teachers Regularly assess student progress and adjust curricula accordingly
Holistic Development	Enhance students' social-emotional skills alongside academic learning	Integrate social-emotional learning (SEL) into daily activities Create clubs and extracurricular activities promoting teamwork and leadership Establish programs that focus on mental health awareness
Community Engagement	Strengthen relationships with parents and local community	Host regular parent-teacher meetings and workshops Create volunteer opportunities for community members in school activities Foster partnerships with local organisations for resources and support
Diversity and Inclusion	Promote an inclusive environment where diversity is celebrated	Develop policies and practices that support all students, including those from underrepresented backgrounds Celebrate cultural events and encourage multicultural activities Ensure accessibility in facilities and programs
Sustainability and Resource Management	Promote responsible use of resources and encourage environmental awareness	Implement recycling programs and reduce waste Encourage outdoor learning and environmental stewardship Seek grants and funding opportunities for sustainable projects Develop a sustainable budget that allocates resources effectively for academic and extracurricular programs.
Technology Integration	Enhance learning through the use of technology	Implement evidence-based teaching strategies Provide professional development for teachers Regularly assess student progress and adjust curricula accordingly
Assessment and Evaluation	Establish metrics to evaluate the effectiveness of programs and initiatives	Regularly review student performance data to inform teaching practice Collect feedback from parents, students and staff on school programs Adjust strategies based on evaluation outcome and emerging educational trends.



IMPLEMENTATION TIMELINE

Years 1-2 - 2026-2027	Year 3 - 2028	Year 4-5 - 2029-2030
Focus on building a strong foundation by enhancing academic programs and community relationships	Evaluate progress and make necessary adjustments. Begin integrating larger initiatives like technology and sustainability	Continue expansion of successful programs and assess overall strategic plan effectiveness, setting new goals for the future.
STAKEHOLDER ENGAGEMENT		
Staff	Parents	Students
Regular staff meetings to gather input against Targets and Strategies and provide updates. Collaboration meetings	Surveys and forums to ensure their voices are heard. School Council membership to advocate for parent community	Student Councils and Class Captains with regular meetings to engage them in school decision making processes.
MONITORING AND REVIEW		
Annual review of strategic goals and progress with adjustments as needed.		
Reporting results to share holders through newsletters and community meetings		





OUR BELIEFS - Learning

- Children learn at different rates and in different ways.
- Children need the opportunity to reflect upon and share their learning.
- Children learn best in a happy, caring, safe and supportive environment when they have a good rapport with their teacher and the community.
- Children learn best when they experience success, are challenged and have good self-esteem, are confident to take risks, and view learning as enjoyable and purposeful.
- Children learn through exposure to a variety of teaching methods and classroom organization, hands-on multi-sensory experiences and explicit instruction (eg modelling, demonstration, questioning, and the opportunity to talk and interact.)

OUR BELIEFS - Teaching Quality

- Involve hands on, multi-sensory experiences (play based learning).
- Encourage children to experiment, problem-solve, take risks, think critically and make decisions.
- Expose children to a variety of high-quality teaching strategies for impact (eg modelling, explicit teaching, demonstration, questioning).
- Be supported by a variety of classroom organisations (eg buddy, small group, whole class, parent helpers, mentors, non-teaching support staff and chaplain).
- Develop the use of language as a tool for learning across the curriculum.
- Use effective strategies for learning and teaching (eg deconstruction, scaffolding, reflection, self-questioning, using prior knowledge and summarizing).
- Technology is used as a tool to support and consolidate learning.

OUR BELIEFS - Assessment

- Teachers monitor student progress and achievement in line with the applicable assessment frameworks.
- Assessment is valid, explicit, educative and fair.
- Assessment is an integral part of the teaching and learning cycle.
- Teachers use moderation to ensure consistent judgements are made.
- A variety of assessment practices are used to gather data across academic and non-academic areas
- Students are involved in self-monitoring and goal setting.

OUR BELIEFS - Reporting

- Meaningful to children, parents and other education professionals.
- Concerned with effort and social development, as well as achievement.
- Comply with DOE requirements for reporting.
- Informal and formal methods are used to provide parents / caregivers with details of progress and achievement

OUR BELIEFS - Leadership Development

Working as a Collaborative Team

- Foster team spirit among staff by encouraging all stakeholders to participate informally and in school decision making groups, to develop a collaborative vision, promoting child learning, setting goals and priorities, and planning strategic actions.
- Link staff, parents and families to appropriate community services and support agencies.
- Provide a welcoming, safe, communicative school environment to encourage staff, students, parent and community involvement



PUBLIC SCHOOL REVIEW DOMAINS

Learning Environment

- The learning environment is safe, caring, inclusive and culturally responsive.
- Student behaviour, attendance and engagement strategies enhance student learning
- The health and wellbeing of students and staff is enhanced
- Students at Educational Risk are identified, supported and monitored for improvement
- Student voice informs school-decision making
- The physical environment adds value to the student learning experience

Relationships and Partnerships

- Professional relationships between staff are enabled through collaboration
- Staff, student and parent relationships are respectful
- Clear communications are evident, both within the school and with key stakeholders
- Parent and carer satisfaction feedback is sought and acted on
- The Council or Board fulfils its role in supporting school governance
- Community partnerships are sustainable
- The local community values its school

Leadership

- School vision/ priorities and direction align with the Department's expectations
- School planning is evidence based and aligns with the contextual needs of students
- Change is applied in a timely, informed and inclusive manner
- Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority expectations
- Leaders provide guidance and instructional support to staff
- Staff are provided with opportunities to lead
- Professional review provides performance feedback for staff

Use of Resources

- Financial management complies with the expectations of the Funding Agreement for Schools
- Resource allocation decision making is evidence-based
- Budget and resource management practices support school planning
- Use of Student Characteristics and Targeted Initiative funding assists student learning
- Workforce planning and management practices align with student needs

Teaching Quality

- Shared beliefs about teaching and learning support school-wide practices
- Staff collaborate to plan for, act on, and assess student learning
- Teaching practices align to content outlined in the WA Curriculum
- Differentiated teaching exists to cater for the learning needs of students
- Analysis of systemic and school-based data informs teaching plans
- Assessment and reporting on student achievement informs students and parents
- Professional learning builds staff capability

Student Achievement and Progress

- Plans demonstrate a commitment to improve student achievement and progress
- Systemic and school-based data are used to assess student progress
- Student achievement and progress aligns with contextually similar schools
- Students attain their respective achievement standard in literacy and numeracy
- Levels of student achievement and progress align with grade allocation



FOCUS AREAS

Focus Areas: Quality Teaching and Learning Environment

What We Will Do

- Develop learning environments that are responsive to the needs of all students
- Provide staff with opportunities to collaborate and build a culture of sharing
- Provide support for year-on-year growth through a consistent, whole school approach to the plan, teach, assess cycle and lesson structure
- Ensure all learning programs are developed to cover the requirement of the WA Curriculum in a levelled and structured way
- Use the School-based BMP to monitor and modify student behaviour
- Support all learners through appropriate differentiation / scaffolding

Achieved By

- Use of NQS to reflect on and audit K-2 practice
- Build in an extra hour for collaboration time above allocated DOTT time
- Implementation of whole school data collecting, analysis and sharing process
- Ongoing professional development in curriculum planning and delivery
- Supporting all students to feel safe and supported while at school
- Ensuring timelines, expectations, identification processes and documentation for differentiation are in place

Successful When

- NQS Standards are being met
- Positive student and community satisfaction in relation to teaching and learning is evident with an increasing trend of school community participation
- All classrooms have an agreed set of classroom expectations
- All identified students have documented plans developed in conjunction with parents and are having a positive impact on the students' learning.

Focus Areas: Numeracy

What We Will Do

- Implement a Whole School Numeracy Block –
- Implement Solution Fluency Process to focus on Problem Solving and Reasoning Skills from the Proficiency Strands
- Implement an Explicit Teaching Strategy – Learning Intention/Success Criteria
- Develop a Whole School Approach to Basic Facts

Achieved By

- Commit a minimum 300 minutes of Mathematics instructional time each week (150 mins– K)
- Full implementation of a whole school numeracy plan
- EA / Support staff involved in planning, assessing & assisting with lessons during numeracy blocks
- Numeracy IEPs completed and programs established to differentiate ability levels
- Student levels identified through 1-minute basic facts and Mathletics testing (Test A – beginning and B – end of year) – conducted beginning and end of academic year

Successful When

- Students make a minimum of standard progress year on year in Mathletics assessment – Years 1–6
- Students' On Entry Assessment tracks consistently to NAPLAN Year 3
- School data shows NAPLAN 3 to 5 achievement at like schools or better

Focus Areas: Literacy

What We Will Do

- Maintain an Early Childhood Oral Language Focus
- Continue with a Whole School Literacy Block – time and structure (475 mins per week PP-6 and 210 mins – Kindy)
- Implement a Whole School Approach to Spelling (PLD – 2021-2022 introduced)
- Develop and Implement a Whole School Writing Scope and Sequence

Achieved By

- Committing to a minimum 475 minutes (P-6) and 210 minutes (K) to English Instructional time each week
- EA's and support staff organised to support Literacy Blocks and differentiated groups
- Full implementation of Diana Rigg – PLD approach K-6
- Students organised into differentiated Spelling groups
- Implementation of a whole school editing tool

Successful When

- Students On Entry Assessment tracks consistently to NAPLAN Year 3
- School data shows NAPLAN year 3 to year 5 at like schools or better
- Students make a minimum standard progress year-on-year in standardised testing (Spelling; Brightpath; PLD Tracking Sheets)
- There is an increase in the percentage of students who are achieving stage equivalence in PLD assessments



FOCUS AREAS

Focus Areas: Information & Communication Technology

What We Will Do

- Implement Solution Fluency Process to support technology being used as a tool to solve problems
- Whole School continuum to implement word processing programs
- Promote school – community communication using ICT

Achieved By

- All students completing a Solution Fluency project
- Mapping ICT skills development to curriculum needs year-by-year
- Class – Parent communication through Connect on a fortnightly basis.

Successful When

- There is an increase in parent and community access to school online tools
- All classes have, and use, a Connect space

Focus Areas: Critical and Creative Thinking

What We Will Do

- Implement Explicit Teaching Strategies – Learning Intention/Success Criteria – Solution Fluency 6 D's – to develop critical and creative thinking skills
- Encourage a whole School Sustainability Focus and STEM integration

Achieved By

- Consistent implementation of Solution Focus strategies across all year levels
- All classes making use of Science Room and relevant resources to support STEM learning

Successful When

- Students can apply the problem-solving process in a variety of contexts

Focus Areas: Personal and Social Capability

What We Will Do

- Focus for students to gain confidence in public speaking and performances.
- Promote healthy and active lifestyles through participation in physical activities and following Crunch 'n' Sip policy
- Support students to develop an understanding of, and commitment to, the school values

Achieved By

- Implementing a mindfulness program as daily practice
- Focus on oral language across all classes
- Developing student leaders – Councillors and Class Captains
- Developing a "Belmont Way" framework

Successful When

- Students develop confidence, empathy and self-awareness to present in public situations – Assemblies, performances
- Mindfulness practices are done in every class
- Students and staff talk about and follow the Belmont Way



FOCUS AREAS

Focus Areas: Ethical Understanding

What We Will Do

- Staff develop an understanding and awareness of cyber safety
- Develop a sustainability focus
- Support students from diverse backgrounds and with special learning needs

Achieved By

- Supporting sustainable practices - recycling, kitchen garden, composting
- Seeking opportunities to celebrate and acknowledge diversity - NAIDOC, Harmony Day, RUOK

Successful When

- All staff have completed online PL in cyber safety
- Class gardens become sustainable and maintained by students and staff
- Student and community participation in days celebrated - NAIDOC; Harmony Day

Focus Areas: Intercultural Understanding

What We Will Do

- Provide the opportunity for all students to develop skills in a language other than English
- Develop a sound understanding of the Aboriginal Cultural Standards Frameworks

Achieved By

- Allocation of 1 hour per week for every class to learn a language through a specialist teacher (Japanese)
- Developing and implementing a whole school plan to progress the Aboriginal Culture Standards Framework in all classes

Successful When

- Teachers use their knowledge of the history, culture and experiences of Aboriginal people and explicitly use this in classroom practice
- Staff assess as "Capable" against the Aboriginal Cultural Standards Framework



SCHOOL TARGETS

The percentage of
Consistently and Often
ratings in students'
Attitude, Behaviour and
Effort assessments will
be above 90%

The average attendance
rate for the school to
aim for 92%

Students' achievement in
NAPLAN Reading,
Writing, Spelling,
Grammar & Punctuation
and Numeracy is at or
above the average for
Like Schools.

The mean progress of our
Year 3 to 5 stable cohort
in all NAPLAN Domains
will be above that of Like
Schools.

The School Culture
Surveys are positive for
students, parents and
staff