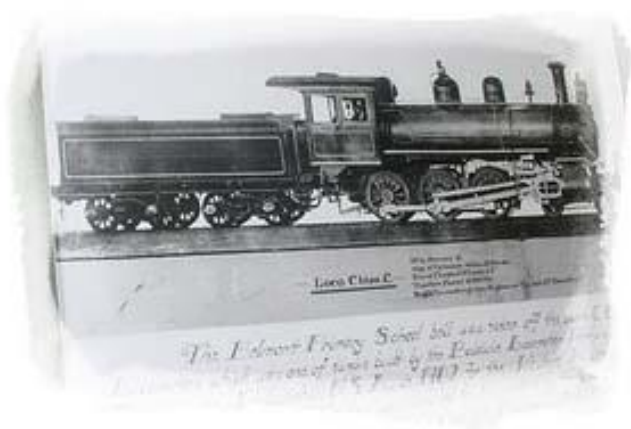


Belmont Primary School...2020



Annual Report



1898



2021

Mission Statement –

To create a vibrant learning community to provide students with the skills, knowledge and attitudes that will enable them to become lifelong learners and contributing members of society.

Purpose:

Our aim is to provide students with the skills, knowledge and attitudes that will enable them to become lifelong learners and contributing members to society.

This statement is built upon the following set of beliefs

- The relevance and importance of the individual nature and needs of each child
- The child is an active partner in the learning process
- That cooperation and collaboration are essential elements for learning

HISTORY

In the year of 1896, several Belmont families applied to the Education Department for the establishment of a local government school. Children from the families of Towtons, Sugars, Stanley, Keen, Robinson, Le Page, Hawthorn, Jibbery, Risley, Osborne, Gibbs, Pridmore and Randell were to be the first beneficiaries of the new institute.

The first school was opened in an existing hall, which was controlled by the Wesleyan Trustees and its teacher, Mr W.R. Dalrymple, resided in the two rooms, which adjoined the school hall. Later on that year, the government bought an acre from the Saunders for 100 pounds, which is the nucleus of today's Belmont Primary School. It took a year to complete the construction of the new two-roomed school, but the teacher continued to reside at the old Wesleyan Hall for ten shillings a month until new quarters were also built.

Mr H.R. Havill replaced Dalrymple as head teacher in 1899 and extracts from the school journal give us an insight to school days around the turn of the century. Attendances varied dramatically and an epidemic of diphtheria was the main cause for keeping children away from school in mid-1908. The appointment of a school monitor later that year helped bring a more systematic approach to school work before another outbreak of diphtheria and influenza caused disruption to the classes again.

The new school year of 1909 opened with a roll of 76 pupils and it was noted that their attitude to classes was showing an improvement. A library was now in full swing, but again the attendances were disrupted with outbreaks of measles, flu, diphtheria and typhoid, and the appearance of the grounds was savaged by wandering cattle.

The Forestry Department gave a gift of trees to adorn the grounds, but another band of cattle came through and destroyed them.

Mr Andrewartha took over as head teacher in 1911 and noted that the children were generally well-behaved and teachable, but not keen on work. Illnesses struck again, the teachers were absent a lot and class attendances dropped from 103 to 32.

When World War One broke out the schools teacher's quarters had deteriorated and were abandoned. The children were collecting up to eight shillings a week to help wounded soldiers and a holiday was announced so they could watch a military parade through the streets of Perth.

By 1917 the school badly needed repairs, especially to the drainage which almost had the buildings sitting atop a swamp. But the children's spirits were high on their efforts to help during wartime. After the war, all the children received Peace Commemoration medals

Whooping cough and diphtheria caused more illness in 1920 and the school organised fresh vegetables and eggs for donation to the children's hospital. Concerns were also raised by a compulsory officer who visited the school, wishing to discuss education and employment issues of children who worked in the racing stables.

During the years more land was added to the site, but it took the efforts of people like dancing and deportment teacher, Miss Doris Melville, and a local parent, Mr Joseph Ellard, to volunteer themselves in raising funds for the run-down school.

By 1928 a dedicated group of volunteers had formed and more than 500 pounds was raised for improvements. Senior pupils also gave their time to clear the grounds and plant the grass that has since been enjoyed by many generations of children.

Visual education had gained popular support from parents and a hall was set aside specifically for this purpose.

The P&C Association raised funds to convert the old teacher's quarters to another classroom in 1932, and then years later a new room was added to the main school.

In 1949 Treasury approval was given for 10,500 pounds to be spent on further additions, which included the modern convenience of a septic tank system.

The Rivervale School was built in 1907 and Redcliffe in 1908, but the Belmont Primary School is the only survivor of that era - a thriving institution that is a far cry from its humble origins.

(Excerpt from 'Belmont Heritage Series' article by Ann Spalding,

Student Numbers End 2020

Kindy	10
Pre-Primary	14
Year 1	9
Year 2	13
Year 3	14
Year 4	16
Year 5	10
Year 6	11

Class Formation

Room 1 - Kindy/Pre-Primary

Room 3 – PP/Yr 1

Room 4 - Year 2/3

Room 7 – Year 3/4

Room 9 – Year 5/6

Room 6 – Science

Room 5 - Music / LOTE

Library – ICT

Attendance

Attendance rates remained for the district, state and similar types of schools at 92.25%. Attendance rate at BPS was 92% for 2019 – an increase from 91.6 % in 2018.

Attendance rates for 2020 are not available due to effect of COVID-19 in 2020.

PRINCIPAL'S MESSAGE:

This annual report highlights the many achievements of the school and the progress made on the previous years' strong performances.

The format of the report utilises a series of factual statements and photos of key events, which are placed down the outside margins for your interest and ease of reading.

Belmont Primary School is located in the South Metropolitan Region, Belmont, approximately 10 kms south from Perth, CBD. The school is a member of the Belmont Education Community of local government schools.

In 2020, Belmont Primary School celebrated its 122nd year as a government primary school. With COVID 19 this was a different year for all of us. Parents worked closely with the school and followed the different protocols requested during the year to ensure the health and safety of all students and staff. This cooperation was greatly appreciated and the school continued to run smoothly.

With a very small staff, it is evident that the staff at the school is very committed to the educational and social outcomes of all the students.

2020 showed us how supportive and co-operative the staff are. Not only were they involved in a different form of teaching for several weeks, they also assisted in the development of the school plans and consequently, steady progress is being made in reviewing school plans and policies in collaborative teams. The School underwent a Review in 2019 and staff have been working on the recommended areas of improvement over 2020.

At the end of 2020, Belmont Primary School had an enrolment of 97 students attending from Belmont, Ascot, Ascot Waters and parts of Cloverdale. The school catchment area is undergoing urban-renewal and house values are rising with increased private ownership.

However, predicted numbers for 2021 showed a decrease in numbers to 95 students – 2 less than 2020.

Belmont Primary School has great working relationships with parents and is forming other relationships with the wider community.

It is pleasing to hear the positive comments made by parents and community members about the school.

I trust that you will find this to be an informative summary of the 2020 school year. Additional information can be found on the Department of Education's Schools Online website at www.det.wa.edu.au/

Stephanne Dann
Principal

Statement of Purpose and Vision

Our aim is to provide students with the skills, knowledge and attitudes that will enable them to become lifelong learners and contributing members to society.

This statement is built upon a set of beliefs:

- The relevance and importance of the individual nature and needs of each child.
- The child is an active partner in the learning process.
- Co-operation and collaboration are essential elements for learning.

Strategic Plan 2020-2022

What do we want the school to look like:

Academically:

- All children to achieve academically to capacity.
- All children to be making progress.
- Strong progress in literacy and numeracy.
- Independent workers able to access/process and present information.
- Problem solvers and lateral thinkers.

Environmentally:

- Positive safe learning environment both physical, social and supportive.
- Pride in our school and care of the environment.
- Students actively involved in decision making and contribution.
- Student friendly and owned garden.
- Physical and structural requirements to meet needs of student, staff and community.
- Room displays of children's work to show pride and encouragement.

Socially:

- Whole school acceptance of differing cultures, beliefs and ability - physical, mental and social.
- Children have a positive and respectful approach to life and others.
- Children observe appropriate codes of behaviour.
- Children are socially well adjusted with sound interpersonal and communication skills.

VALUES : Our school motto is Learn – Enjoy – Develop

This is an important part of our school program, both in classroom lessons and during outside classroom activities. We also have the Easter, ANZAC Day, Christmas, and Harmony Day celebrations, NAIDOC week activities following the guidelines to inclusive schooling.

Physical Resources

include:

- the Uniform Shop area
- a storeroom for sports' equipment
- a sea container for Maths resources
- 1 Gardener's shed
- an Administration Centre
- an undercover assembly area
- a toilet block
- disabled toilet facilities
- a fully functioning student Kitchen
- a Kitchen Garden
- a shed for SAKG
- a staff room
- Cleaner's storeroom

Staff Profile - 2020

- Principal
- 2 MCS = 0.8 and 0.2 shared role
- 4 Teachers - Full time
- 5 Teachers - Part time
- 1 School Officer
Library Officer
- 8 Education Assistants
- 1 Gardener/
Handyperson.
- 2 Cleaners
- 1 Chaplain

PROFESSIONAL LEARNING

All teachers have undertaken a variety of whole staff and individual professional learning, including:

- SSEN Reporting
- NAPLAN Analysis
- SAIS Analysis
- Cost Centre Management
- Assessment & Reporting (SCSA)
- Cost Centre Management
- Combined Reading PL with Belmont Network Schools

Staff were actively involved in all aspects of school planning and committee teams met on a regular basis to monitor and evaluate the set plans.

Phase level groups were formed and meetings held twice a term to allow for collaboration and team building.



Science Activities are an important part of the curriculum

Children are individuals with different achievements, potentials, different developmental rates, and different backgrounds. Basically the teacher's task is to strive in the face of such diversity and to have every child reach his/her full learning potential at his/her ability level.

The entire staff at Belmont Primary School has resolved to work together to develop a caring, sharing learning environment that fosters self-esteem; and to maintain school tone and behavioural standards by expecting desirable behaviour and attitudes on the part of the children

The 2019-2022 School Plan was developed with the main targets of the Department of Education's Strategic Plan 2020 as the focus.

In summary the four main Priorities were:

PRIORITY 1: Success for all students

PRIORITY 2: High Quality Teaching

PRIORITY 3: Effective Leadership

PRIORITY 4: Strong Governance and Support

Teachers integrate Information Technology and Values Education throughout the eight learning areas. Below is a summary of the major activities implemented in 2020.

Values:

Significant time and effort has been spent on aspects of the discipline policy. This included reviewing school consequences for misbehaviour eg changes to detention and use of Integris software for recording behaviour and individual plans for students. A Code of Behaviour links to the Department's Core values, as the basis for staff and students to be motivated and engaged, enabling teaching and learning to take place in a safe, harmonious environment. A Good Standing Policy, along with Health and Well-being student and staff policies, have been introduced. The "Bounce Back" program is followed in both Junior and Middle/Upper Primary classes. Focusing on positives has developed through Friendly Kids Awards, Aussie of the Month, Faction Tokens and Individual Gold Cards for good work and behaviours in the class and playground. Belmont boasts very few behaviour issues.

English:

In 2020 teachers continued to focus on assessment techniques. Teachers embrace the West Australian Curriculum criteria to monitor progress of students, and the Literacy Block established in 2016 continues across the school.

Education Assistants were guided to work with teachers to assist children who were identified at risk in the area of Literacy, including the use of Multi Lit to assist students at need. This program and further training for Education Assistants has continued to progress in 2020.

A Whole School approach to spelling and reading was discussed looking at what was already being used within the school and processes which would link the learning across all year levels. Students are monitored in Writing using Brightpath, and Diana Rigg program will be implemented in 2021 to ensure a whole school program covering K-Yr 6.

NAPLAN data for Literacy (2019) was analysed by the whole staff to diagnose areas of weakness and students at risk. Writing continues to be a focus for 2021.

Maths:

Diagnostic tasks from MTS and Mathletics were used to evaluate students' ability levels, and to show progress in 2020. Use of a scope and sequence in Maths was available for all staff members. Integration of Science, Maths and Design activities are encouraged within own classes based on open-ended tasks, Solution Fluency, multi-age team work and collaboration strategies, and linking maths and science concepts.

NAPLAN data (2019) continues to be used to identify students at risk, and areas of need across the school. These discussions and analysis formed the basis to focus on Numeracy in 2020. Students continued using Mathletics, purchased through the school, and this program continues to be further developed through PL for teachers. This program continued to be funded by the school in 2020 and will also be funded in 2021. The development of Numeracy Blocks will be a focus in 2021 with discussions and planning on what this will look like taking place in 2021.

Science:

A specialist teacher takes all year levels from Yrs 1 to Year 6 for Science – focusing on the Primary Connections program to develop consistency in skill development in this area.

Mrs Waters also encourages student participation in Environmental projects such as Water Wise, Waste Wise and battery collections. Mrs Waters coordinates the Scientist in Schools Program and the After School Science Workshops.

A very active science program is run at school even with the Covid restrictions for 2020.

□ The students participated in many community science activities such as Schools Clean Up Day, national water week and Synergy solar Car challenge.

□ A small group of Year 2,3,4,5 and 6 students elected to take part in the Young Engineers Club after school science extension program in 3rd term.

□ The whole school participated in a science incursions from Nitro Mike in Second Term..

□ Three Year 5 students were selected to be part of the EPIC Science enrichment program at Belmont City College.

□ To celebrate Science Week we had lunch-time science activities supervised by the Year 5/6 class, dress up as a scientist and had a paper plane competition for students, staff and parents.

Whole school science incursion from Educate by Nature- Muddy Gully in fourth term.

The Arts:

Visual Arts and Music continued to be a focus across the whole school with all students involved in music lessons with specialist teacher, Margaret Alban. Assemblies also provided an excellent forum for music, dance and drama performances, which were all of a high standard. The choir continues to increase in numbers and students in this group regularly perform at whole school assemblies.

Visual Arts were promoted through displays of students' work in the front office, and entries into community competitions.

Students involved in the SIMs program showed their talents at assemblies and across other schools with concerts and band performances. Brass instruments continued to be used in 2020, with the school moving to Guitars in 2021.

All students performed in the end of year Footsteps Dance presentation with lessons held in 3rd term and culminating in a whole school presentation at the end of the year to parents and community members.

Science Activities – 2020

First Term

During this term we had a school based solar Car challenge but winners were unable to participate in the Region semi-final due to Covid 19.

A common assessment task in science inquiry skills was given to each year 3 to 6

Second Term

The whole school took part in the incursion from Nitro Mike ,looked at properties of liquid nitrogen, at the end of term to reinforce what the students had learnt in chemical science.

Third Term

Third Term

A common assessment task in science inquiry skills was given to the each year 3 to 6

National science week was celebrated with a paper plane competition for students, staff and parents. Lunch time science activities supervised by the year 5/6 class. Students also dressed up as a scientist.

Year 3/ 4 went on an excursion to do with the river called Dolphin Watch.

Fourth Term

An attitude survey on science was given to year 1 to year 6 classes.

A whole school incursion for students by Educate by Nature called Muddy Gully where they all experienced different properties of mud through a sensory approach.





Book Week is celebrated with students and teachers dressing up as their favourite book characters.

This year the theme was “Curious Creatures, Wild Minds”



Technology & Enterprise is fun when it is linked to a whole school task of making and parading Easter Bonnets.

We also worked together to make buddy hats.



Solar Car Challenge – Year 6

LANGUAGES - AUSLAN:

AUSLAN was introduced as our Language in 2019 and continued into 1st term 2020. All students in Kindy to 6 received 60 minutes of AUSLAN per week throughout the year through our LOTE specialist, Miss Jenny Frampton. Students were assessed in viewing, and responding for their final report.

AUSLAN will continue in 2021 and provides an opportunity for all students to learn a language which ensures inclusivity both within the school community and wider community.

HASS:

Teachers continue to develop their professional knowledge of the curriculum within their own classes. The Learning Area coordinator liaised and worked with teachers to assist in the purchasing of relevant resources.

Improvements to the computer network system ensured an integration of computer technology in research work using the Internet as a resource. Harmony Day, Foundation Day, WA Week, NAIDOC Week, Easter and Christmas were celebrated on a “whole school basis”, and involved multi-aged groupings to participate in a variety of activities.

Due to COVID restrictions in 2020, some of our whole school community activities were not held. It is planned to engage in these activities again in 2021, once restrictions are lifted.

Technologies – Design & Digital

Teachers were encouraged to continue to use an integrated approach to this learning area. Assessment of students in this area continues to be expanded and improved upon through the development of a scope and sequence. Integration of Design Technologies was also evident in the integration of different learning areas to complete different activities. A common assessment task was planned and completed across all year levels for moderation and assessment. Discussions formed the basis for planning in Digital Technologies and Digital and Design Technologies as a focus for 2020.

Digital Technologies:

Belmont Primary School is developing its ICT plans and purchase of relevant technology through the formation of an ICT committee. Members of this committee assisted teachers implement programs with their students during class Computer sessions. There are Interactive Whiteboards in all Primary classes, and a new electronic whiteboard was purchased for the library. This has led to the integration of technology in other learning areas within the school.

A computer lab established in the Library in 2016, along with 30 laptops leased to add to the portable trolleys, has ensured an emphasis placed on the use of technology within all classes.

Each classroom has several standalones for student use within the classes.

30 iPads have also been purchased and used within the classes.

The new STEM technology “robots” arrived at the school in 4th term, 2019 and the ICT teacher began integrating these into her lessons. This area continued to be a focus in 2020, with teachers taking on the responsibility of integrating ICT across all learning areas, ably supported by Mrs McDonald as the teacher.



Whole School Programs

The Kitchen Garden Project

Belmont Primary School was one of the first nine schools in WA to gain federal funding to establish the Stephanie Alexander Kitchen Garden project in an attempt to raise the importance of good nutrition in childhood and into adult life.

Since 2011 our Kitchen/Garden has been fully functional, with a state of the art cooking classroom and irrigated gardens. We employ specialist assistants who help the class teachers. Mrs Louise Tero and Mrs Lyn Robinson ran the garden, assisted by the class teachers. This program continues to be modified to suit the needs of the school and classes. More emphasis will be placed on the sustainability of the garden and the use of the produce in cooking and class programs.

Breakfast Club

Breakfast Club has been available three times a week to assist those students who may require extra nourishment before their school day begins. This has been shown to assist children in their academic progress. Due to the COVID restrictions in 2020, this program has been put on hold from 2nd term 2020 and into 2021.

The School Chaplain, Mr David Ward, ran this program on Monday and Tuesday mornings, and Education Assistants assisted in preparing the food on Thursday mornings. This program is sponsored by Foodbank.

Harmony Day

Belmont Primary School has students from 25 different countries and these students make up 36% of our school population. COVID saw the cancellation of Harmony Day for 2020 due to food preparation restrictions but students were involved in a variety of activities to celebrate the inclusivity of students from all around the world.

NAIDOC Celebrations

In 2020, students celebrated NAIDOC with school based programs and activities.

Fitness and Sporting Events

A Fitness program is run 4 mornings a week and organised and run by the Year 6 students. Activities are completed on a rotational basis and include all students from Year 1 to year 6.

Belmont Primary School students participate in Interschool Carnivals such as Swimming, Athletics, Cross-Country and Winter and Summer Carnivals. Belmont PS has been very successful in bringing home individual awards and shields for different events.

Belmont PS has been successful in obtaining Sporting Schools Funding which has meant that trained coaches can be used to develop students' skills in a variety of different sports over the year. Through this funding, students participated in gymnastics, tennis, hockey and athletics.



Cooking and Gardening is integrated into learning areas through the Stephanie Alexander Kitchen Garden



Harmony Day (2019) and NAIDOC activities celebrate the many diverse cultures we have at Belmont Primary School



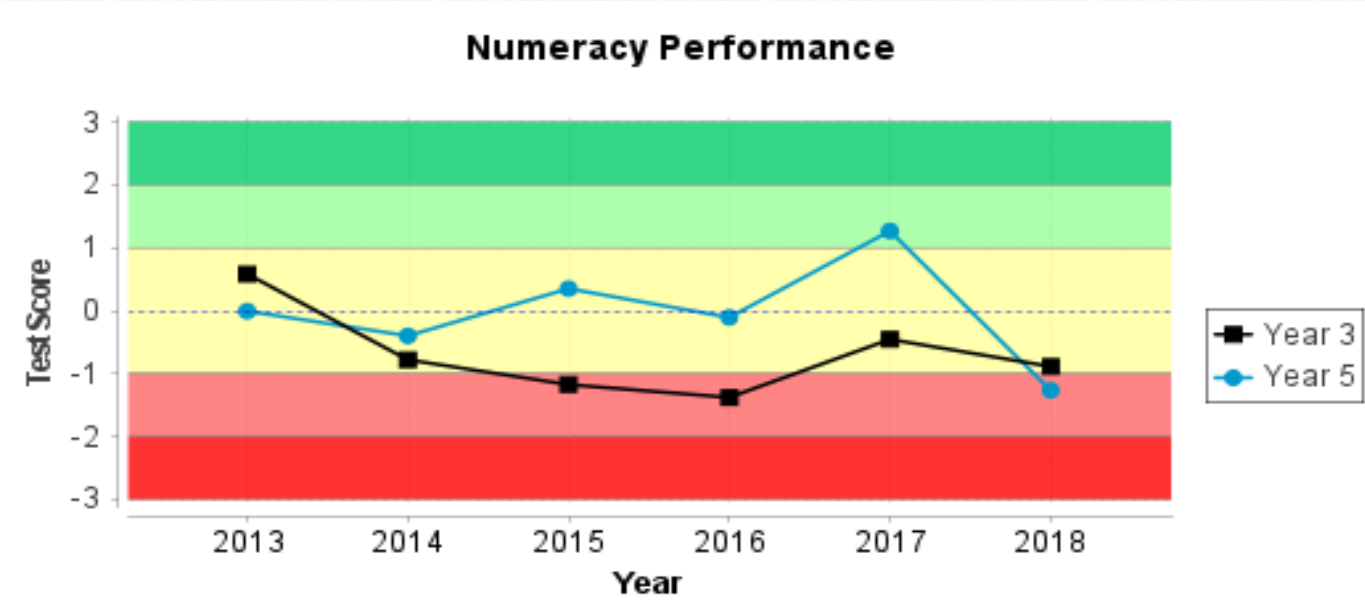
**Due to COVID 19, NAPLAN was not conducted in 2020. The following data is from
NAPLAN - 2019**

Percentages of students in top 20%, middle 60%, bottom 20% of the WA public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	13%	23%	8%	20%	14%	17%
Middle 60%	63%	62%	67%	64%	67%	65%
Bottom 20%	25%	15%	25%	16%	19%	18%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	17%	36%	0%	17%	14%	17%
Middle 60%	50%	55%	75%	66%	61%	66%
Bottom 20%	33%	9%	25%	17%	25%	17%



Numeracy results in 2018 indicated a decrease in standards across both year levels. The results indicated an increase in numbers in the bottom proficiency bands in both Year levels. This indicates that the school programs need to be reviewed to assist these students to achieve the minimum standards in Years 5 (Year 3 students) and Year 7 (Year 5 students).

Less students are in the top 20% and 2018 results indicated that levels are currently below like schools. Areas of Numeracy which indicate below minimum standards will become a focus for school planning and teacher intervention within all classes.

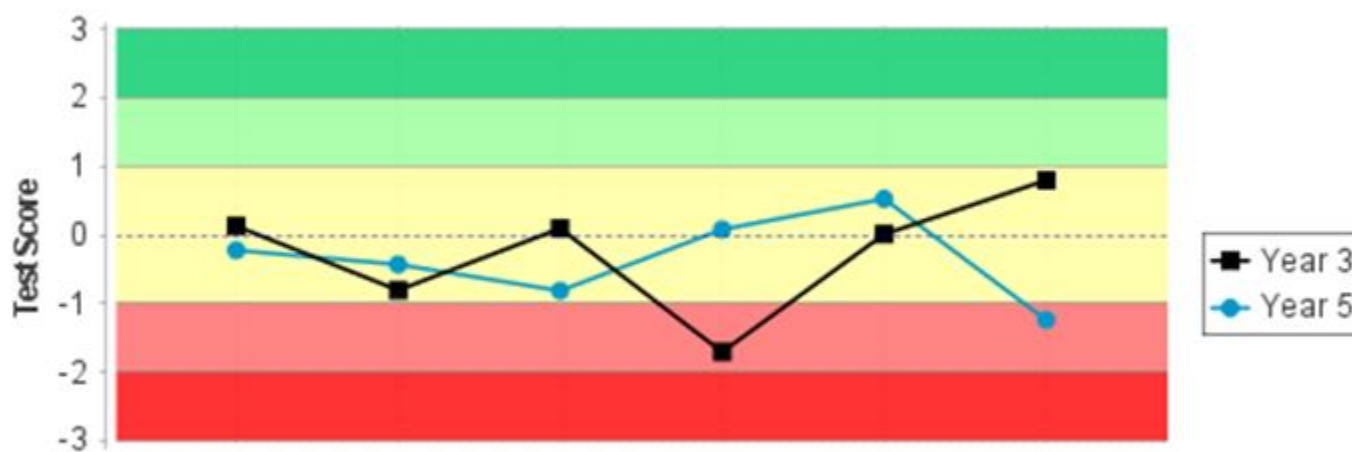
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	8%	31%	33%	20%	14%	18%
Middle 60%	67%	46%	58%	63%	61%	64%
Bottom 20%	25%	23%	8%	17%	25%	18%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	28%	36%	0%	19%	17%	19%
Middle 60%	44%	55%	67%	67%	61%	63%
Bottom 20%	28%	9%	33%	14%	23%	18%

Reading Performance



Year 3 Reading results in 2018 have improved considerably based on previous results and like schools, with more students achieving in the top 20% band. Year 5 results indicated more students were in the bottom 20% and class and school strategies will need to focus on working with these students to meet minimum standards. There is still a need to identify students in both year levels who were performing below the national minimum standard, and cater for their needs.

Literacy Blocks have been modified and reorganised with teachers retaining their own class and differentiating the programs to suit the students' individual needs. This structure will be monitored at the end of the 2019 year.

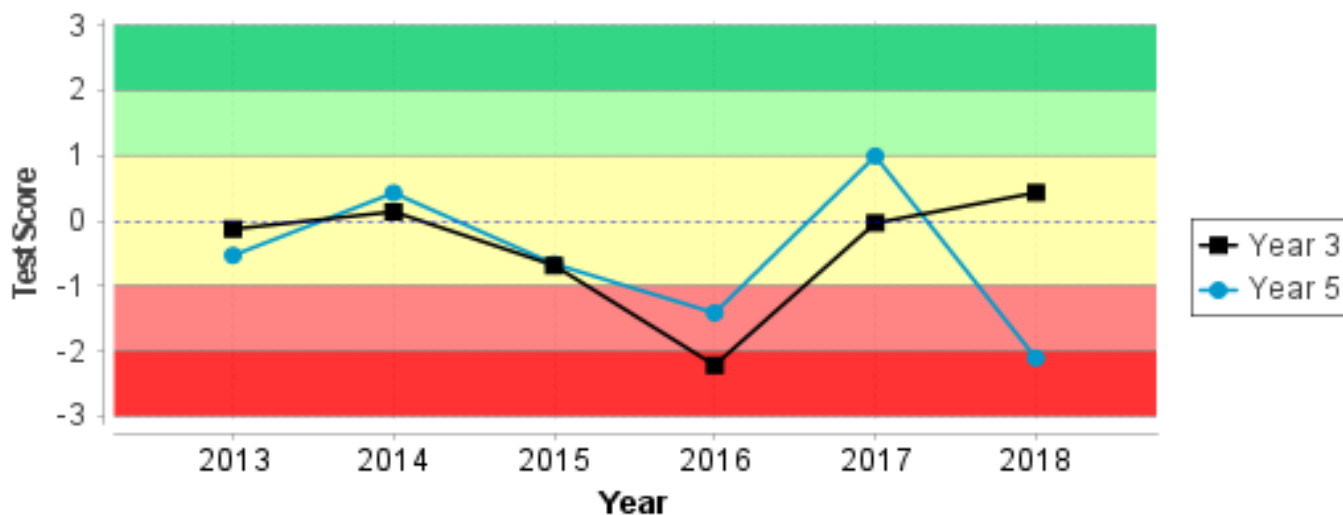
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	4%	8%	8%	28%	15%	12%
Middle 60%	63%	77%	83%	53%	65%	76%
Bottom 20%	33%	15%	8%	19%	20%	12%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	11%	9%	0%	26%	15%	16%
Middle 60%	63%	82%	73%	61%	63%	68%
Bottom 20%	26%	9%	27%	13%	22%	16%

Writing Performance



The Writing results indicated that in both Year levels, there were more students in the middle 60% proficiency band when compared against like schools. There has been a marked improvement in Writing in the Year 3 levels.

The percentage of students achieving scores in the highest proficiency bands has declined in comparison to the percentages attained in like schools. However, there were more students in the bottom 20% in Year 5 cohort and these students will be identified to work on individual plans to help improve their writing skills.

The focus over the coming years will be to ensure that all areas in English are linked so that skills achieved in Spelling and Grammar and Punctuation are evident in all areas of Writing.

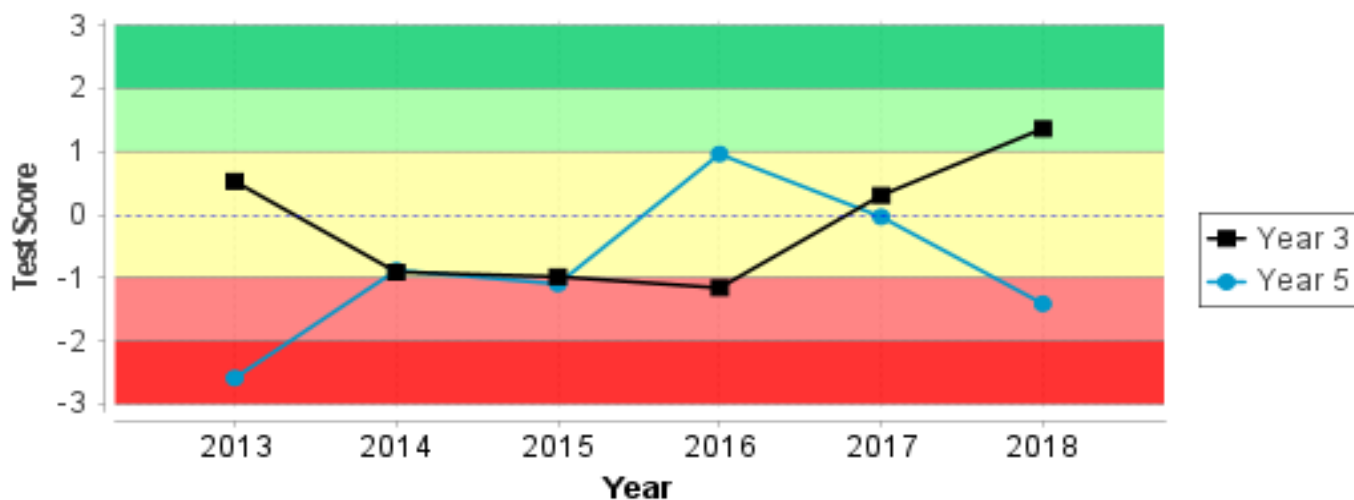
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	13%	23%	42%	21%	14%	17%
Middle 60%	50%	54%	42%	62%	63%	67%
Bottom 20%	38%	23%	17%	17%	24%	16%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	21%	27%	9%	18%	16%	15%
Middle 60%	63%	64%	64%	70%	66%	69%
Bottom 20%	16%	9%	27%	12%	19%	16%

Grammar & Punctuation Performance



Year 5 results are comparable to like schools across all bands though performance shows a need to identify the students in the bottom 20% to move these children to the Minimum standards prior to going to High School. This will include individual assistance for students at risk through programs such as MultiLit and the establishment of a whole school Literacy Block.

The Year 3 results have shown considerable progress from 2016, with a marked increase in students achieving in the top 20%, and these students will be monitored for continued progress from Year 3 results to Year 5 results (2020).

The focus will also be on a Whole School Approach to Literacy across the school and using school and system data to identify areas of need.

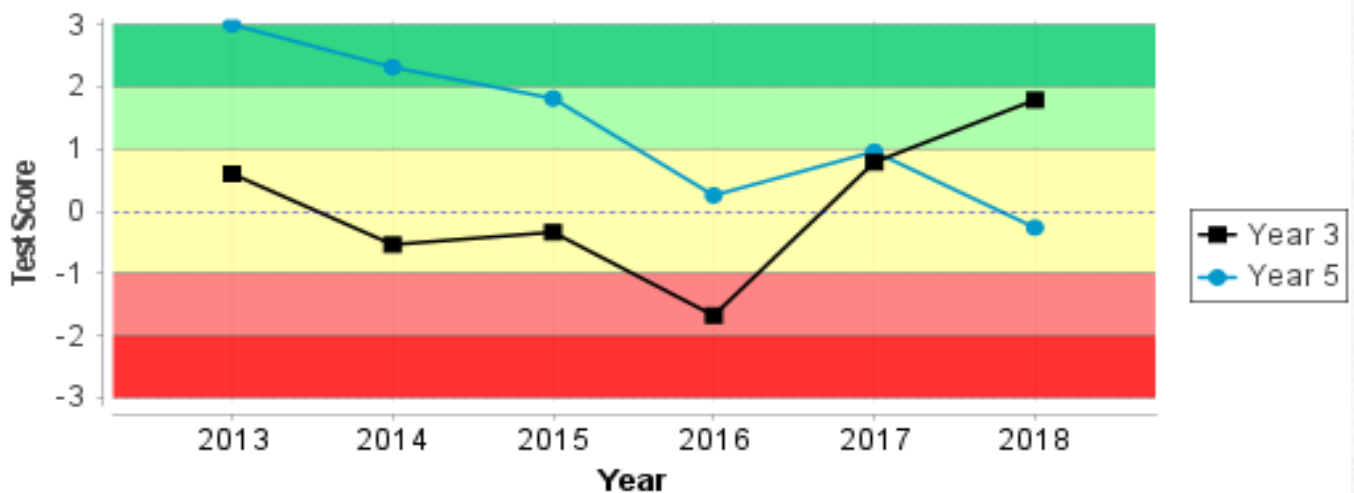
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	4%	23%	36%	19%	13%	14%
Middle 60%	67%	62%	45%	62%	66%	66%
Bottom 20%	29%	15%	18%	19%	21%	20%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	16%	45%	9%	15%	14%	17%
Middle 60%	74%	36%	55%	67%	64%	68%
Bottom 20%	11%	18%	36%	18%	22%	15%

Spelling Performance



Our Year 3 cohort is performing above like schools and with significantly higher percentages in the top bands but also an increase in the percentage of students in the bottom band. These students will be identified and teachers to focus on these students to ensure they meet minimum standards.

Year 5 students are performing below levels as compared to like schools with more students below national minimum standards, and identification of students in the bottom 20% will ensure programs are established to meet the needs of these students.

Although Year 3 results have improved considerably, our Focus will be to increase the number of students in the higher proficiency bands through consistent application of Whole School programs in English, and higher achievements in our Year 5 cohorts.

SCHOOL COUNCIL

The School council is responsible for endorsing school policies, programs and the budget as well as being involved in reviewing the school's progress and developing new policies. Their role also includes - Providing information and advice in:-

- Establishing and reviewing school's objectives, priorities and policies.
- Planning of financial arrangements to fund above objectives, etc.
- Evaluating school's performance in achieving above objectives.
- Formulating the codes of conduct for students at school.
- Promote the school in the community.
- Determine a dress code in consultation with students, parent and community.
- Approve charges and contributions.
- Approve any agreements or arrangements for advertising or sponsorship.
- Provide advice to the principal of the general policy concerning the use in school activities of songs, prayers, material based on religion, etc.

Meeting Schedules and Aims for the Year

Term 1 2020	Term 2 2020
<ul style="list-style-type: none"> • Review terms of Reference • Meetings – agenda items and dates • Election of Chairperson 	<ul style="list-style-type: none"> • Endorse 2019 Annual Report • Endorse Strategic Plan 2019-2021 • Endorse Budget 2020...#2 • School review – identify needs of the community to influence school planning - #1 • Budget Review (Week 8) • Review – Promoting the School in the Community #4
Term 3 2020	Term 4 2020
<ul style="list-style-type: none"> • School review – discuss NAPLAN, On-entry, attendance and behaviour data - #3 • Discuss need for Parent Survey to use data and identify actions required • Develop questions for future survey if agreed upon • Budget Review 	<ul style="list-style-type: none"> • Review and comment on draft Strategic Plan 2018 – 2020 • Learning Area Monitoring and Feedback • Approve Parent Contributions and Charges 2020 - #7 & 6 • Budget Review

Sincere thanks are extended to our Parent Members who will be leaving the School Council in 2020. Your contributions in establishing our Council have been greatly appreciated. Our thanks also to Mrs Cassie Rowe for her contributions this year.

SCHOOL COUNCIL

The Council's fundamental purpose is to enable parents and members of the community to engage in activities that are in the best interest of the students at Belmont PS.

The table (left) represents the business the Council planned to undertake in 2020. Due to COVID 19, only 3 meetings were conducted over the year.

The Council consisted of the following members in 2020.

Chairperson

Ms Stephanie Dann

Parent Members

Mrs Tabitha Wynn
Mrs Tiffany Wendt
Ms Kye McGuire

Community Member

Mrs Cassie Rowe – MLA

Staff Members

Ms Stephanie Dann
Mrs Pani Fitzpatrick
Mr David Ward

Parents and Citizens' Association

President – Mrs Tabitha Wynn

Secretary – Mrs Tiffany Wendt

Treasurer – Ms Laura Perzamanos

The Parents and Citizens Association is an active organisation, and this body has assisted the school in many ways..... a record of donations and work done can be requested from the P&C President or Secretary.

Major activities of the P&C in 2020 were

- Numerous fundraising events with monies coming back to the school and classes for Court resurfacing
- Providing morning & afternoon tea at major school events - carnivals, etc
- Operation of uniform shop
- Donation for Graduation Book Awards for the Graduating Class of 2020

Survey conducted in 2018. A new survey will be conducted in 2021.

STAFF Survey – 6 responses – 2018 15 responses - 2016	Strongly Disagree/ Disagree		Agree / Strongly Agree		Neither Agree or Disagree	
	2016 %	2018%	2016 %	2018 %	2016 %	2018 %
Teachers at this school expect students to do their best.	7	0	93	100	0	0
Teachers at this school provide students with useful feedback about their school work	7	17	87	83	6	0
Teachers at this school treat students fairly.	13	0	86	83	3	1
This school is well maintained.	33	50	27	0	40	50
Students feel safe at this school.	0	0	94	100	6	0
Students at this school can talk to their teachers about their concerns.	7	0	87	100	0	0
Parents at this school can talk to teachers about their concerns.	7	17	94	66	0	17
Student behaviour is well managed at this school.	13	0	86	100	0	0
Students like being at this school.	0	0	100	100	0	0
This school looks for ways to improve.	7	0	94	100	26	0
This school takes staff opinions seriously.	27	34	47	66	13	0
Teachers at this school motivate students to learn.	7	0	80	66	7	34
Students' learning needs are being met at this school.	13	17	80	83	0	0
This school works with parents to support students' learning.	14	17	87	83	7	0
I receive useful feedback about my work at this school.	33	17	60	83	13	66
Staff are well supported at this school.	34	17	53	66	13	17
This school has a strong relationship with the local community	7	0	87	50	7	50
This school is well led	33	34	54	67	13	0
I am satisfied with the overall standard of education achieved at this school	7	17	87	83	7	0
I would recommend this school to others	13	0	80	84	7	17
Teachers at this school are good teachers	7	0	80	84	13	17
Teachers at this school care about their students	7	0	86	84	7	17
	13	11	79	76	8	13

6 Staff members (teaching and non-teaching) responded to the National School Survey, compared to 15 in 2016. This does not give a valid analysis, but based on the data received, the areas highlighted in green indicate areas that the staff feel we are doing well in, and the orange highlight are those areas which require attention.

Teachers are enthusiastic about teaching and feel they have established strong relationships with the parents of their students.

The areas of concern include maintenance of the school buildings and classrooms, and a feeling that parents do not talk to them about any concerns.

There has been an opinion that staff support has improved and useful feedback about their performance has improved.

Survey conducted in 2018. A new survey will be conducted in 2021.

PARENT Survey – 7 responses - 2018 2 from PP; 1 from Year 2; 1 from Year 3; 3 from Year 4	Strongly Disagree/ Disagree		Agree / Strongly Agree		Neither Agree or Disagree	
	2016 %	2018%	2016 %	2018 %	2016%	2018 %
Teachers at this school expect my child to do his / her best	0	0	93	100	7	0
Teachers at this school provide students with useful feedback about his / her school work	7	14	79	71	14	14
Teachers at this school treat students fairly.	14	14	86	86	0	
This school is well maintained.	43	86	43	0	14	14
My child feels safe at this school.	7	14	86	72	7	14
I can talk to my child's teachers about my concerns	0	14	93	72	7	14
Student behaviour is well managed at this school.	28	14	43	72	29	14
My child likes being at this school.	0	28	100	72	0	0
This school looks for ways to improve.	7	14	72	43	21	43
This school takes parents' opinions seriously.	21	43	58	47	21	0
Teachers at this school motivate my child to learn	7	0	86	86	7	14
My child is making good progress at this school	0	28	79	43	21	28
My child's learning needs are being met at this school	14	28	72	47	14	14
This school works with me to support my child's learning	7	14	79	57	14	29
This school has a strong relationship with the local community	29	86	57	14	0	
This school is well led	28	43	58	14	14	43
I am satisfied with the overall standard of education achieved at this school	14	57	78	43	7	0
I would recommend this school to others	7	57	64	14	29	28
My child's teachers are good teachers	0	14	78	72	21	14
Teachers at this school care about my child	0	0	86	86	14	14
	12	28	74	57	14	15

7 Responses were received from families of Belmont PS, compared to 13 in 2016. This does not give the school valid data, but based on the responses received, the following is noted. The responses showed that the school community is satisfied with the quality of teachers and management and behaviour policies implemented at the school. Areas of Concern cover the general maintenance of the school, a feeling that their concerns and opinions are not listened to and acted upon and that student learning needs are not being met. There has been a consistent push and liaison with Building Management & Works for the general upkeep and maintenance of the school buildings and grounds to improve the appearance of the school and its surrounds. More work will be done through the P&C and School Council to focus on the areas of need, gaining parent solutions on how we can improve in the areas highlighted.

Survey conducted in 2018. A new survey will be conducted in 2021.

STUDENT Survey –19 responses Years 5-6 only – 2018 2016 – Yrs 4-6 – 47 responses	Strongly Disagree/ Disagree		Agree / Strongly Agree		Neither Agree or Disagree	
	2016 %	2018%	2016 %	2018 %	2016%	2018 %
My teachers expect me to do my best	2	5	92	89	6	5
My teachers provide me with useful feedback about my school work	0	26	74	64	26	11
Teachers at my school treat students fairly	15	16	68	53	17	32
My school is well maintained	6	16	64	53	30	32
I feel safe at my school	8	18	73	65	19	18
I can talk to my teachers about my concerns	13	18	72	65	15	11
Student behaviour is well managed at my school	15	22	49	45	36	33
I like being at my school	8	0	70	69	21	31
My school looks for ways to improve	4	6	79	76	17	18
My school takes student opinions seriously	16	17	51	66	33	17
My teachers motivate me to learn	4	17	80	66	15	17
My school gives me opportunities to do interesting things	6	6	74	78	19	17
My teachers are good teachers	4	6	83	89	13	6
My teachers care about me	8	6	74	75	17	19
	9	13	77	64	28	20

The 2018 student survey was only for the Year 5 & 6 students. In 2016, the survey included the Year 4 students due to the structure of the classes. In 2018, only 19 responses were received compared to 47 in 2016, making comparisons hard to form valid analysis. There appeared to be a lot more non-committal responses in 2018.

Students appear to be happy at school and acknowledge the work done by their teachers to assist them in their learning and to help them achieve to the best of their ability.

Areas of concern are consistent with results from both the Parent and Staff responses, with the need to improve the school buildings, classes and grounds as a major concern from all clientele. Students also indicated that a consistent behaviour policy is necessary and that all students are to be treated fairly. Students in these year levels felt that they would like their ideas and opinions listened to, and acted upon.

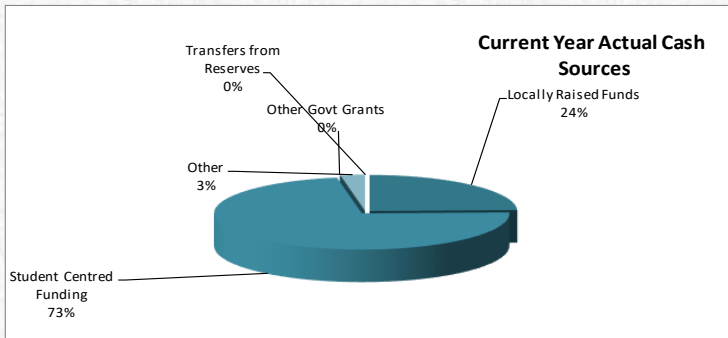
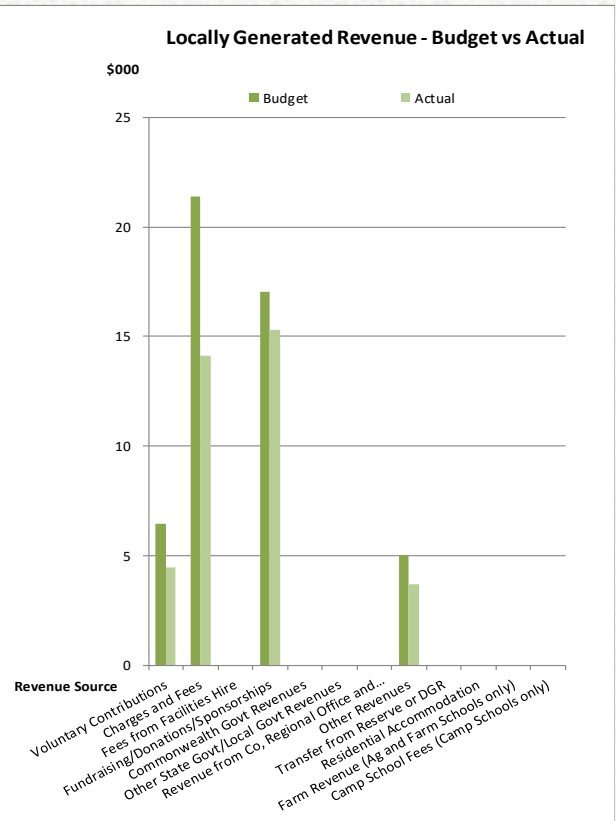
Student Councillors have been established with the opportunity to take on different portfolios. The Year 5/6 class have looked at ways that they can become more actively involved in school events and organisation. This is an area which will be focused on in 2019, and developed through the Year 5/6 class.

Nb. Further whole school surveys will be developed to gain feedback from all year levels for the school to use to develop student programs, and encourage students to have a voice in their school.

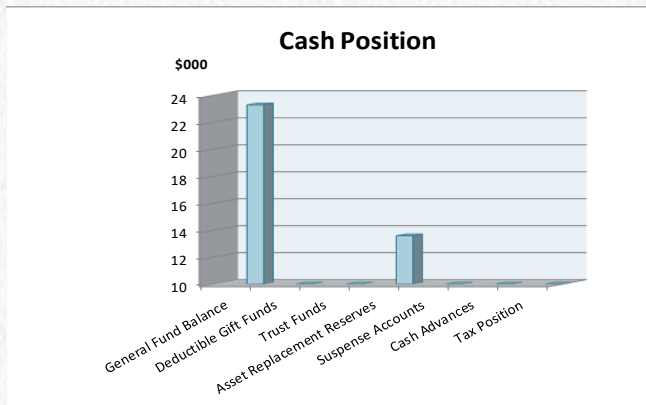
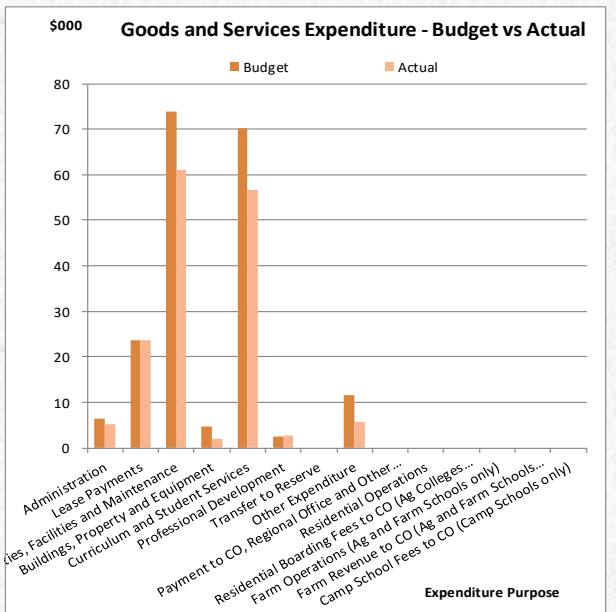


Belmont Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 6,480.00	\$ 4,462.00
2	Charges and Fees	\$ 21,382.00	\$ 14,135.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 17,053.00	\$ 15,310.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,020.00	\$ 3,715.00
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 49,935.00	\$ 37,622.00
	Opening Balance	\$ 42,445.00	\$ 42,445.00
	Student Centred Funding	\$ 100,269.00	\$ 100,269.00
	Total Cash Funds Available	\$ 192,649.00	\$ 180,336.00
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 192,649.00	\$ 180,336.00



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 6,330.00	\$ 5,173.00
2	Lease Payments	\$ 23,515.00	\$ 23,515.00
3	Utilities, Facilities and Maintenance	\$ 73,750.00	\$ 61,160.00
4	Buildings, Property and Equipment	\$ 4,800.00	\$ 2,070.00
5	Curriculum and Student Services	\$ 70,126.00	\$ 56,626.00
6	Professional Development	\$ 2,500.00	\$ 2,711.00
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 11,513.00	\$ 5,678.00
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	\$ 192,534.00	\$ 156,933.00
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 192,534.00	\$ 156,933.00
	Cash Budget Variance	\$ 115.00	



Cash Position as at: 31 December 2020	
Bank Balance	\$ 45,237.96
Made up of:	\$ -
1 General Fund Balance	\$ 23,287.21
2 Deductible Gift Funds	\$ 7,348.31
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 13,581.44
5 Suspense Accounts	\$ 7,348.31
6 Cash Advances	\$ -
7 Tax Position	\$ 1,021.00
Total Bank Balance	\$ 45,237.96

HIGHLIGHTS OF THE 2020 SCHOOL YEAR – Semester 1



Making Ice Cream
Art Lessons
Assembles
Heroes
National
Simultaneous
Story-time
K/PP Fun



HIGHLIGHTS OF THE 2020 SCHOOL YEAR – Semester 1

The school community worked together to show how happy we were to come back to school in Term 2 and created our Happy Video. Enjoy!

<https://drive.google.com/file/d/1uLT4EjDUiWn1VO8L0QWeCOM65-favxiU/view?usp=sharing>



Year 6 Councillor Speeches

Clean Up Day

National Simultaneous Story time

Nitro Mike

Room 5/6 Assembly



HIGHLIGHTS OF THE 2020 SCHOOL YEAR – Semester 2



Dress Like a Pirate Day
Paper Plane Competition
Assembly
Crunch 'n' Sip
Science Week –
Dress Like a Scientist



HIGHLIGHTS OF THE 2020 SCHOOL YEAR – Semester 2



Perth Ballet Company
Cassie Rowe –MLA
Bike Donation
Sports Carnival
Dance lessons
100 Days at School

