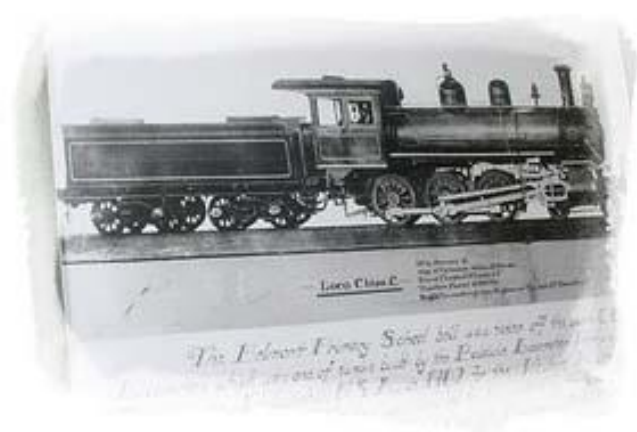


Belmont Primary School....2021



Annual Report



1898



2022

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 school's 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,

SCHOOL DATA

PRINCIPAL'S MESSAGE:

STUDENT NUMBERS 2021

Kindy	8
Pre-Primary	11
Year 1	12
Year 2	6
Year 3	11
Year 4	13
Year 5	15
Year 6	9
Total	85

CLASS FORMATION

Room 1 – Kindy/PP

Room 3 – Years 1/2

Room 4 – Drama

Room 7 – Years 3/4

Room 9 – Years 5/6

Room 6-- Science

Room 5 - Music

ATTENDANCE

Attendance rates remained for the district, state and similar types of schools at 91.6%

Attendance rate at BPS for 2021 was 90.7% an increase from 2020 (88.7%)

Attendance rates remain steady with very few students in the Severe Attendance category

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 2021, Belmont Primary School celebrated its 123rd 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. 2021 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 2020-2021.

At the end of 2021, Belmont Primary School had an enrolment of 85 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 2022 showed a decrease in numbers to 82 students – 3 less than 2021.

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 2021 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

WHO WE ARE:

Belmont Primary School is located on Great Eastern Highway, approximately 10 kms from Perth CBD.

Belmont PS is a well-resourced school with 85 students (2021), supported by a strong partnership between staff and parents.

The whole school community is committed to the school's aims of providing a safe, healthy and happy educational environment where children share responsibility for their own learning. The school is developing high standards of numeracy and literacy by encouraging inquiring minds and sound communication skills. Team planning between staff members, professional development programs for staff, regular program evaluation and a shared expectation of high standards contribute to the maximising of student potential.

An extensive curriculum is provided based on the key learning areas; the Arts, English, Mathematics, Health and physical Education, Science, History and Geography, Languages (French) and Technologies – Design and Digital. The school had actively developed an AUSLAN program following on from French. Students are now learning Japanese. Supporting programs include Instrumental music, dance, music, visiting Scientist and ICT. Computers are used by all students as tools which enhance learning and communication.

Parents are willingly involved in the school by participating in family activities, excursions, sports, uniform sales, fundraising, working bees, as well as contributing to the P&C and members of the School Council. Students are represented through Student Councillor roles and taking responsibility for various aspects of school organisation.

The school buildings are old, but undergoing continuous maintenance. All classrooms are carpeted, with some upgrades done over the past years. A classroom has been converted into a fully equipped kitchen, and another classroom as a specific Science Room. Other upgrades have included refurbishing the Administration areas, creating an Interview room and enlarging the staff room, along with purchasing a sea container in which to store Maths resources. A Computer Lab has been established in the Library, housing 30 desktop computers. Each classroom is equipped with 4 desktop computers, along with 30 laptops available and 30 iPads, to integrate ICT across the curriculum.

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

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 focussed on Inquiry Learning to equip our students with life-long skills. All plans and projects are developed to bring about improvement in teaching and learning across the whole school. Our programs are developed to enhance partnerships with our parents, along with the local community, to ensure our plans meet the needs of our students.

SCHOOL CONTEXT:

Level 4 – 85 students – K-Year 6

ICSEA – 1010

COMMUNITY:

□ Belmont Primary school, built in 1898, is a very small, historical metropolitan school, with current enrolment of 85 students, situated on the busy Great Eastern Highway at the intersection of Belgravia Street. Our school is surrounded by many commercial businesses and is situated on prime commercial land. The smallness of our school, and its location, gives us the opportunity to showcase our school to a wider community.

□ Our school shows great student diversity with 11.7% aboriginal population and 24.5% EL population, with students coming from 23 different countries, speaking over 20 different languages. We have a very stable cohort of students, with very little transiency and ICSEA of 1010.

□ Our learning goes beyond the classroom walls with our students actively involved in class vegetable gardens and cooking the produce, (SAKG) whole school incursions, whole school activities (NAIDOC, MAG activities, Buddy classes) and a variety of excursions. Our school motto of Learn, Enjoy, Develop is evident amongst our students who are happy to be at school and see their school as the best in WA. Our new school song, composed with an Artist In Residence and students also encompasses who and what Belmont Primary school stands for – incorporating our history, motto and ethos.

Belmont PS has only had 3 Principals over the past 30 years, with some long-serving staff who have been at Belmont for up to 20 years. Having a stable staff over a long time has both positives and negatives.

□ We have a total of 9 teaching staff (6.4 FTE) ranging from 4 to 40 yrs experience, and 8 non-teaching staff (3.2 FTE). In 2021 we ran 4 classes and 2 classes had tandem teachers in 2021. Our specialist areas include, Science, PE, Music, Drama and Language (AUSLAN)

□ Our numbers are currently declining.

OUR 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

OUR VISION:

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. Students are supported by professional and committed staff to reach their full potential and develop self-esteem, tolerance, respect and a desire for knowledge.

Students will be supported to become active and successful citizens within the workplace, community and further education.

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 teachers 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 organisation, hands-on multi-sensory experiences and explicit instruction (eg modelling, demonstration, questioning and researching)

PLANNING:

The 2019-2022 School Plan is developed with the main targets of the Department of Education's Strategic Plan 2020-22 as the focus

SCHOOL FOCUS - PLAN FOR PUBLIC SCHOOLS

Every Student, Every Classroom, Every Day

- Provide every student with a pathway to a successful future
- Strengthen support for teaching and learning excellence in every classroom
- Build the capability of our principals, our teachers and our allied professionals
- Support increased school autonomy within a connected and unified public school system
- Partner with families, communities and agencies to support the educational engagement of every student
- Use evidence to drive decision-making at all levels of the system

CODE OF BEHAVIOUR:.

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. The "Bounce Back" program was purchased for both Junior and Middle/Upper Primary classes. Focusing on positives has developed through individual Principal "Passports", Friendly Kids Awards and Gold Cards for good work and behaviours in the class and playground. Belmont boasts very few behaviour issues. The "Belmont Way" was introduced in 2021.

SAIS:

(Student Achievement Information System)

A Line of Inquiry has been indicated with teacher judgements not aligning with NAPLAN data. This has been discussed during SDD and teacher judgements linked to Performance Development meetings, with teachers presenting evidence to justify allocation of grades. More Professional Learning sessions to be allocated to moderation of student work. This will continue to be a focus. A Curriculum 'visual' wall has been developed in the staff room, outlining learning area Targets, General Capabilities, System requirements and minimum standards for all learning areas. This will become the basis for discussions, moderation and understanding of curriculum requirements.

STRATEGIC PLANNING – 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 and safe environment both physical, social and supportive
- ✚ Pride in our school and care of the environment
- ✚ Students actively involved in decision-making and contribution to school goals
- ✚ Student friendly gardens with ownership by students
- ✚ Physical and structural requirements to meet needs of students, staff and community.
- ✚ Room displays of children's work to show pride and encouragement

SOCIALLY:

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

PLANNING

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 focussed on Inquiry Learning to equip our students with life-long skills. All plans and projects are developed to bring about improvement in teaching and learning across the whole school. Our programs are developed to enhance partnerships with our parents, along with the local community, to ensure our plans meet the needs of our students. The whole school community is committed to the school's aims of providing a safe, healthy and happy educational environment where children share responsibility for their own learning. The school is developing high standards of numeracy and literacy by encouraging inquiring minds and sound communication skills. Team planning between staff members, professional development programs for staff, regular program evaluation and a shared expectation of high standards contribute to the maximising of student potential.

The School Plans have 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
6. Use evidence to drive decision-making at all levels of the system

PHYSICAL RESOURCES Include

- Uniform Shop Area
- Sports' Equipment storeroom
- Sea Container for storage
- 1 Gardener's Shed
- Administration Centre
- Undercover Assembly Area
- Toilet block
- Disabled toilet facilities
- Fully functioning student kitchen
- Kitchen Garden
- Kitchen Garden sheds
- Staff Room
- Cleaner's Store
- Photocopy room
- 7 classrooms
- Library – Computer Lab
- Converted Science Room

SCHOOL FOCUS AREAS:

Quality Teaching and Learning Environment

<p>We are going to....</p> <ul style="list-style-type: none">• 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• Use the School-based BMP to monitor and modify student behaviour• Support all learners through appropriate differentiation	<p>We will know this is successful when.....</p> <ul style="list-style-type: none">• All identified students have documented plans developed in conjunction with parents and are having a positive impact on the students' learning.▪ All classrooms have an agreed set of classroom expectations.▪ 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
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Numeracy

<p>We are going to....</p> <ul style="list-style-type: none">• 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	<p>We will know this is successful when.....</p> <ul style="list-style-type: none">• Students make a minimum of standard progress year on year in Mathematics 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
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Literacy

<p>We are going to....</p> <ul style="list-style-type: none">• 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)• Develop and Implement a Whole School Writing Scope and Sequence	<p>We will know this is successful when.....</p> <ul style="list-style-type: none">• Students make a minimum standard progress year-on-year in standardised testing (Spelling; Brighpath; PLD Tracking Sheets)• Students On Entry Assessment tracks consistently to NAPLAN Year 3• School data shows NAPLAN year 3 to year 5 at like schools or better• There is an increase in the percentage of students who are achieving stage equivalence in PLD assessments
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Information Communication Technology

<p>We are going to....</p> <ul style="list-style-type: none">• 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• Be remote learning ready	<p>We will know this is successful when.....</p> <ul style="list-style-type: none">• There is an increase in parent and community access to school online tools• All classes have, and use, a Connect space
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Critical and Creative Thinking

<p>We are going to....</p> <ul style="list-style-type: none">• 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	<p>We will know this is successful when.....</p> <ul style="list-style-type: none">• Students can apply the problem-solving process in a variety of contexts.
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Personal and Social Capability

We are going to....

- Introduce Drama specialist area (2021) as a focus for students to gain confidence in public speaking and performances.
- Promote healthy and active lifestyles through participation in physical activities and development of garden project
- Support students to develop an understanding of, and commitment to, the school values

We will know this is successful when.....

- Students develop confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- Mindfulness practices are done in every class
- Students and staff talk about the Belmont Way

Ethical Understanding

We are going to....

- Develop a Cyber safety program across the school
- Develop a sustainability focus
- Support students from diverse backgrounds and with special learning needs

We will know this is 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

Intercultural Understanding

We are going to....

- 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

We will know this is 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

Accountability and Review Cycle

A regular cycle of review will be established with our 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 School Council will review our progress and a public meeting will be held to provide a summary of our progress. Each year a report will be written which will document our successes, our areas for improvement and publish school data on our progress.

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 focussed on Inquiry Learning to equip our students with life-long skills. All plans and projects are developed to bring about improvement in teaching and learning across the whole school. Our programs are developed to enhance partnerships with our parents, along with the local community, to ensure our plans meet the needs of our students.

In 2019 we underwent a scheduled external review 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?

Our review indicated areas of improvement required and the school has been working on these areas over 2020-21 and into 2022. Our next review is scheduled for 2023.

Staff Profile – 2021

- Principal
- Deputy Principal 0.4
- 2 MCS – 0.8 and 0.2
- 4 Full Time Teachers
- 5 Part Time Teachers
- 1 School Officer
- Education Assistants
- Gardener / Handyperson
- 2 Cleaners
- 1 Chaplain
- Library Officer

PROFESSIONAL LEARNING

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

- SSEN Reporting
- NAPLAN Analysis
- SAIS Analysis
- Assessment & Reporting (SCSA)
- Learning Area feedback and monitoring – run by Senior Teachers and LA coordinators

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

English:

In 2020 teachers continued to focus on assessment techniques. The Literacy Block format and time allocation, established in 2016 continues across the school, within classrooms.

Education Assistants work with teachers to assist children who were identified at risk in the area of Literacy, including the use of Multi Lit. This program and further training for Education Assistants has continued to progress in 2021.

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 PLD, Diana Rigg program, was 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 are used to evaluate ability levels and to show progress in 2021. NAPLAN data 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 2020-2023, with teachers focused on the development of Numeracy Blocks. Students continue to use Mathletics, purchased through the school, and the use of this program is further developed through PL for all teachers. The LA coordinator, Mr Paul Young, presented a session on Paul Swann maths for all staff members.

Science:

Mrs Waters takes all year levels for Science, focusing on Primary Connections to develop consistency in skill development across the school. Student participation is encouraged in such Environmental projects such as Water Wise, Waste Wise and battery collections. A small group of students took part in the Young Engineers' Club – an after school science extension program. Science Week is celebrated with lunch time activities organised by the Year 5/6 class; a dress up as a Scientist and a Paper Plane competition for students, staff and parents.

The Arts:

Drama and Music were the focus Art areas in 2021. Assemblies provide an excellent forum for class performances. The Choir has increased in numbers and perform both at school and community events. Guitars were introduced in 2021 as part of the Instrumental Program for Year 5 & 6 students. All students take part in the end of term Dance Presentation following 10 weeks of Dance lessons run by Footsteps. Our end of year performance saw the culmination of Drama lessons with the "Fractured Fairy Tales" Musical.

HASS:

The Learning Area coordinator liaised with all teachers to forward HASS planning across the school. Due to continued COVID restrictions most whole school community events (Harmony Day, NAIDOC, WA Week) did not involve the outside community. Improvements in the computer lab ensured the integration of ICT in research and publication of work.

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 continued for 1st Semester in 2021 under the guidance of a staff member, Miss R Lally, AUSLAN provides an opportunity for all students to learn a language which ensures inclusivity both within the school community and wider community.

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 2021.

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 2021, with teachers taking on the responsibility of integrating ICT across all learning areas, ably supported by Mrs McDonald as the teacher.

Fitness and Sporting Events

A Fitness program ran 4 mornings a week organised 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.

2021 Events

Assemblies—Class & Special Events
Parent Information Sessions
Cartooning with Joffa
NAIDOC
ANZAC Day
Easter
Book Week
Dress Up Days
School Photos
Cross-Country
Summer Carnivals
Swimming Carnival
Athletics Carnival
Faction Carnival
Winter Carnival
Lots of Science Incursions
Dance Lessons
Dance Performances
Swimming Lessons
Paper Plane Competition
Talk Like a Pirate Day
Book Week Parade
Visiting Sporting Coaches
Barking Gecko Performance
Police Pipe Band Visit
Belmont City College – Drama
ROLA Awards
Carols in the Park – BCC
Belmont Combined Band Visit
Leavers' Week Activities
Mini-Olympics
MAG activities – K-6 groups
Graduation Assembly
Musical and End-of-Year Awards
Birthdays for everyone – we've all got a year older.



WHOLE SCHOOL PROGRAMS

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, the Kitchen Garden has been fully functional with a State of the Art cooking classroom and irrigated gardens. We employ specialist assistants to assist teachers with this project. Mrs Louise Tero oversees the program, with the support of the Deputy Principal. This program has been modified over the years to suit the needs of the school and the classes. More emphasis is placed on the sustainability of the garden and the use of produce in cooking and class programs.

Breakfast Club:

Since 2020, COVID restrictions has seen a change in this program. This program was available for three mornings a week to assist those students who may require extra nourishment before their school day begins.

The School Chaplain, along with Education Assistants, assisted in preparing the food and also offering special “treats” at recess and lunch times.

The program was sponsored by Foodbank, and it is anticipated to revisit this program and focus on supplying special recess events to promote healthy eating for all students.

Harmony Day:

Belmont Primary School has students from 25 different countries and these students make up 36% of our school population.

Harmony Day is one of the days we celebrate the diversity within our school. This day has been greatly supported by our families, with parents supplying food from their country / culture for all students and staff to taste and enjoy. During this day, students are able to wear clothes from their country, and present songs and dances to showcase their culture. Parents are also keen to participate in these activities.

Due to COVID restrictions, sharing of food and parent involvement was unable to occur. Students, however, were encouraged to bring food from their culture for themselves; dress in National Costume and share stories from their country.

NAIDOC Celebrations:

COVID restrictions saw classes celebrate this day with classroom programs and activities. One of our parents presented Dream Time stories and played the didgeridoo to all classes. Students were actively involved in MAG projects within each classroom, organised by the class teachers, and visited on a rotational basis.



Ride to School Day



After School Science



Solar Car Challenge



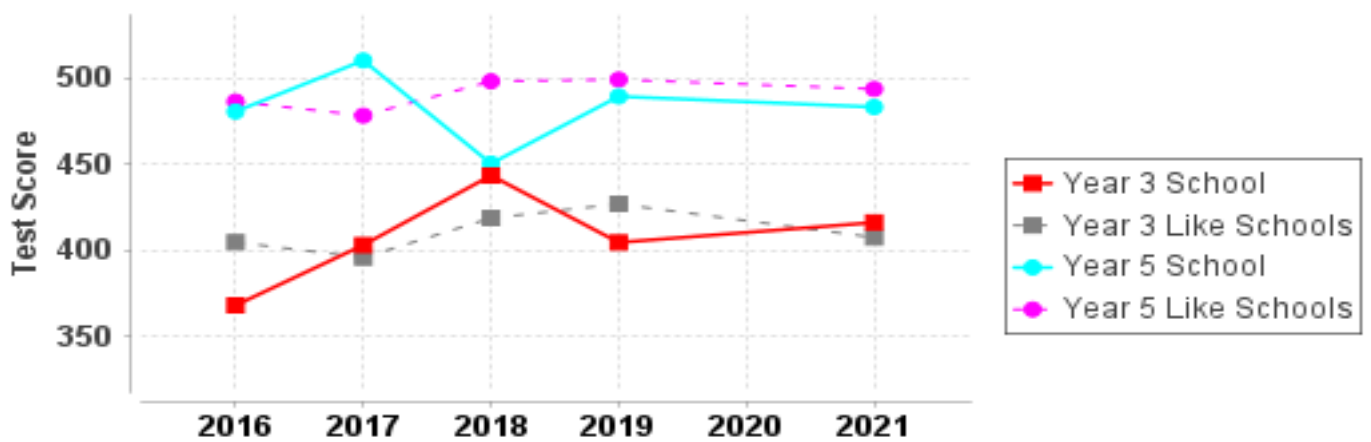
School Clean Up Day



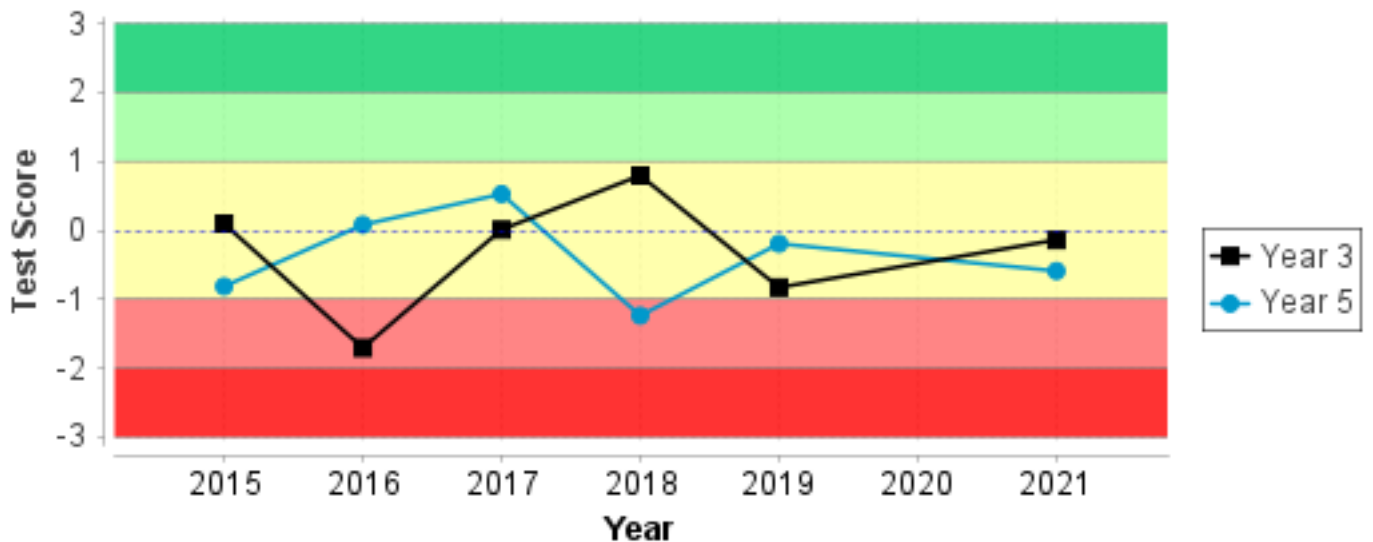
NAPLAN Comparative Performance for Reading

Reading	Performance					# Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-1.7	0.0	0.8	-0.8	-0.1	24	13	12	19	13
Year 5	0.1	0.5	-1.2	-0.2	-0.6	18	11	12	11	14
1	Above Expected – more than one standard deviation above the predicted school mean									
2	Expected – within one standard deviation of the predicted school mean									
3	Below Expected – more than one standard deviation below the predicted school mean									

Average Reading Score



Reading Performance

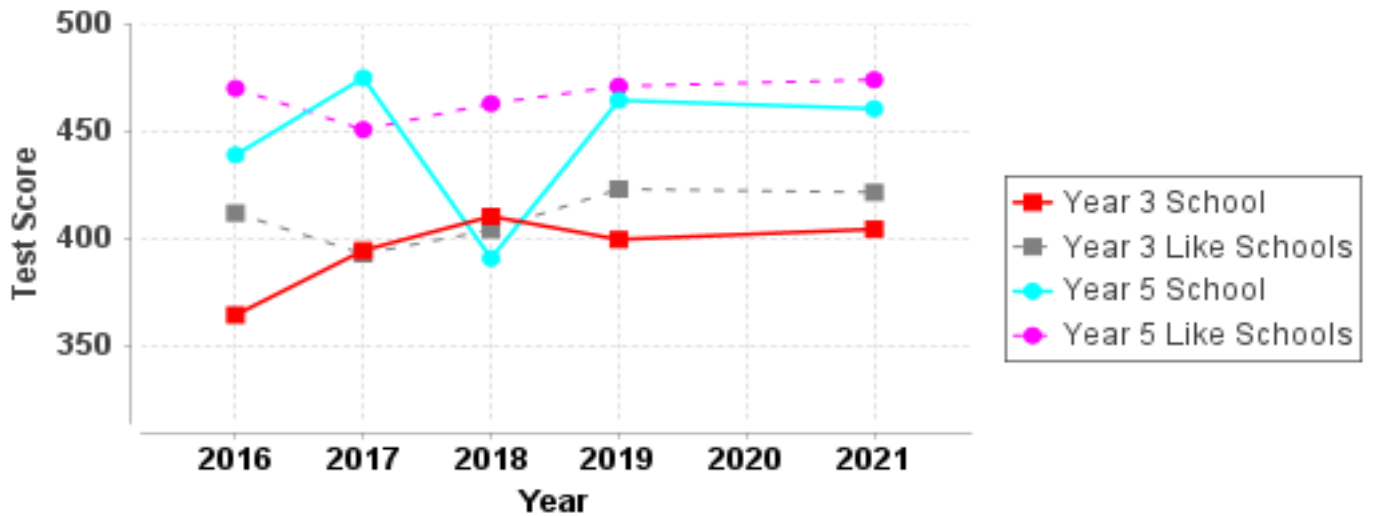


Year 5's have not progressed as hoped. Average performance for both year levels. Year 5's under like schools and Yr 3's just above like schools. School performing at Expected Level since 2019. Little progress from Yr 3 cohort (2019) to Yr 5 (2021). Tracking similar to like schools.

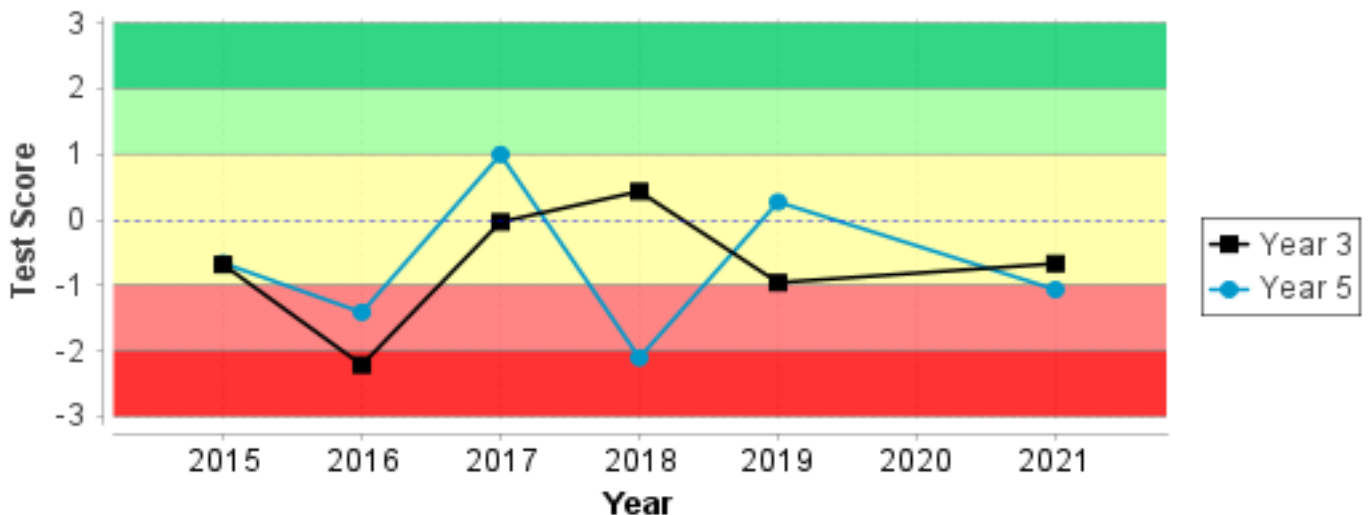
Target to move students to +1.0 or above standard deviation.

Writing	Performance					# Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-2.2	-0.0	0.4	-1.0	-0.7	24	13	12	19	13
Year 5	-1.4	1.0	-2.1	0.3	-1.1	18	11	12	11	14
1	Above Expected – more than one standard deviation above the predicted school mean									
2	Expected – within one standard deviation of the predicted school mean									
3	Below Expected – more than one standard deviation below the predicted school mean									

Average Writing Score



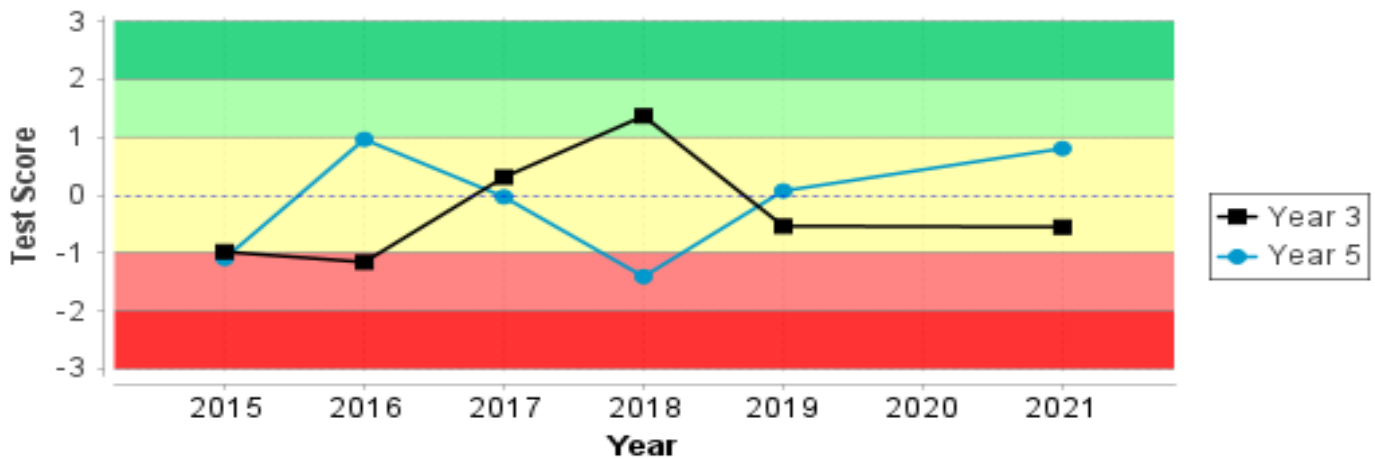
Writing Performance



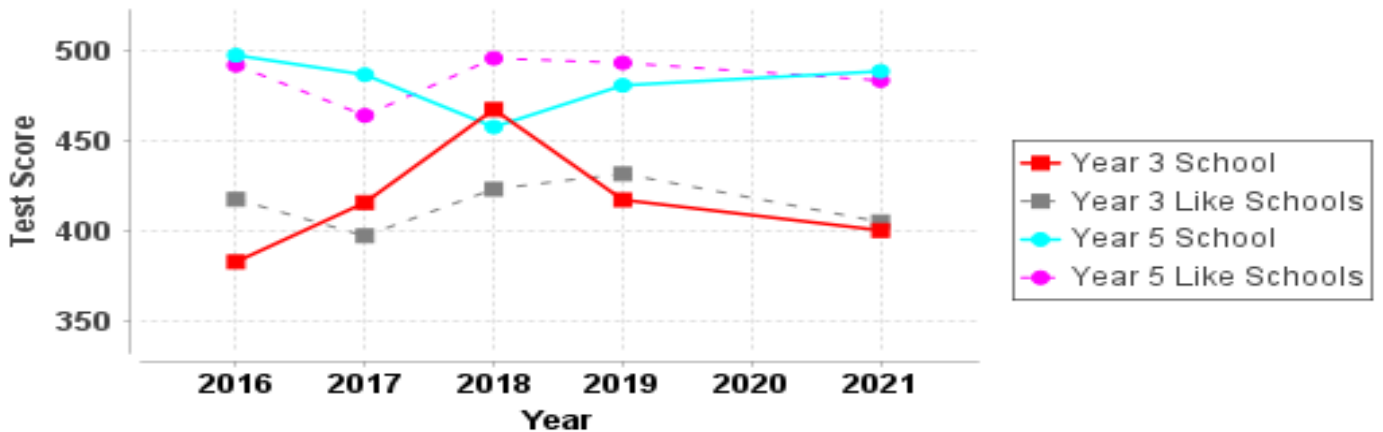
Years 3 & 5 below like schools. 2017 Yr 3 to Yr 5 (2019) performance has declined. 2019-2021 still below but have closed the gap slightly. Poor performance by Year 5 students (2021) and below expected performance. A need to raise writing performance as performance is below like schools. Concern re: Year 5 cohort 2021. Year 3s – average performance. Needs to be a Priority area

Grammar	Performance					# Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-1.2	0.3	1.4	-0.5	-0.6	24	13	12	19	13
Year 5	1.0	-0.0	-1.4	0.1	0.8	18	11	12	11	14
1	Above Expected – more than one standard deviation above the predicted school mean									
2	Expected – within one standard deviation of the predicted school mean									
3	Below Expected – more than one standard deviation below the predicted school mean									

Grammar & Punctuation Performance



Average Grammar & Punctuation Score



2021 – at expected level – average performance. Year 3s & Yr 5s performing similar to like schools.

Year 3 – little progression. Yr 5s showing most improvement. Performance within standard deviation. Yr 5s above like schools and Yr 3s very little movement – tracking down like like-schools.

Yr 5s make slight improvement – similar to like-schools. Both Yr 3 & 5 within expected areas.

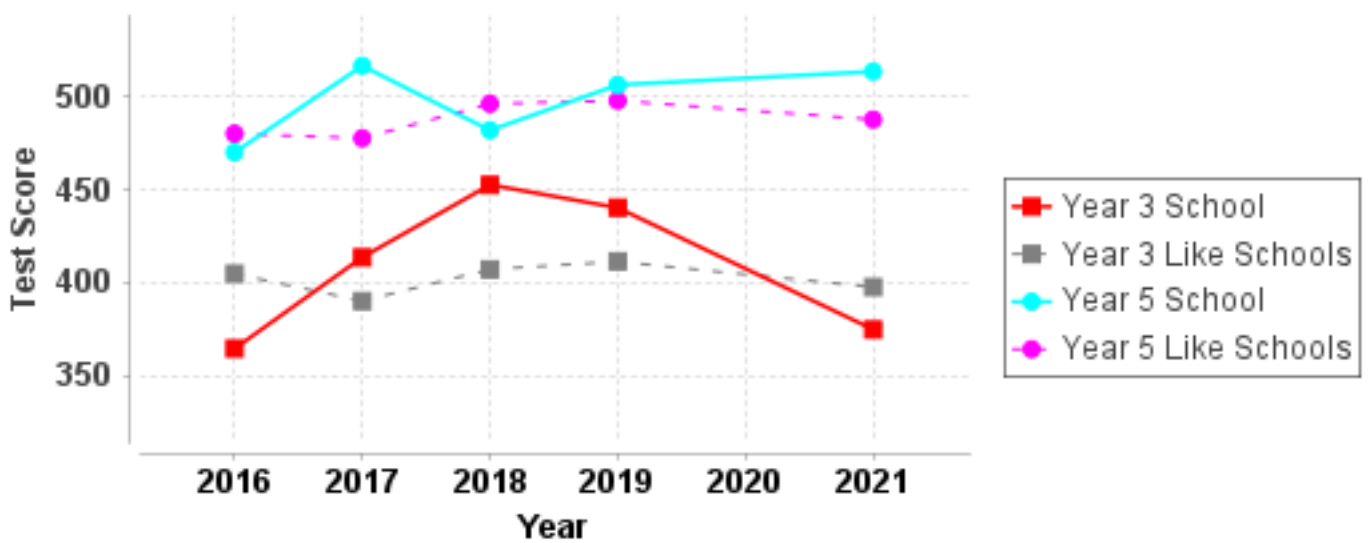
Yr 3 (2019) to Yr 5 (2021) increased from -0.5 to 0.8. Yr 5 showing progress from 2018 – 2021. Comparable to like schools.

Yr 3 – closed the gap in 2021. 2018 Yr 3 – what we were doing was good – not so for Year 5.

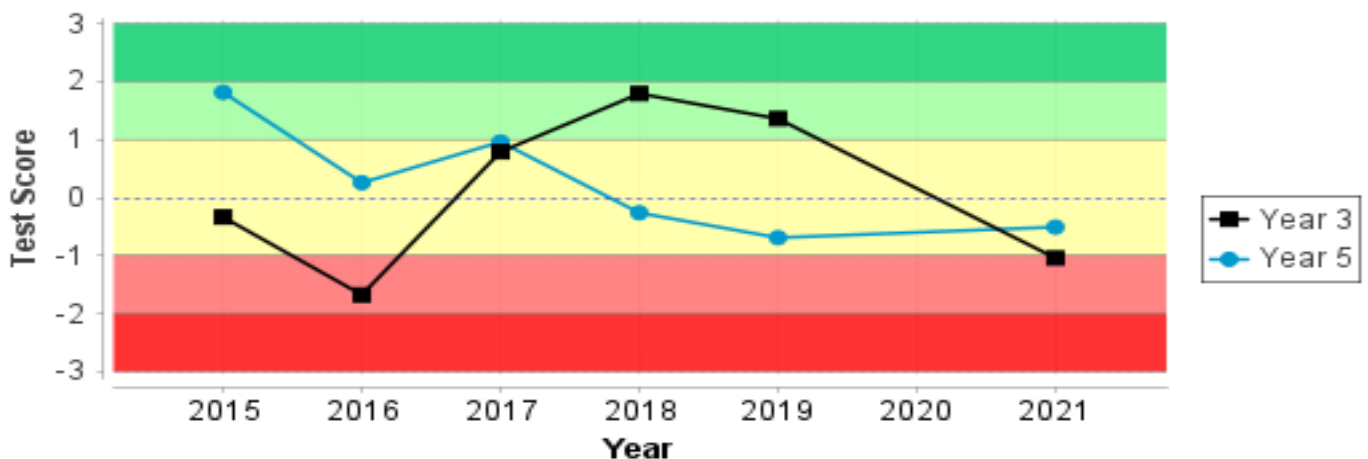
Editing skills – transferring to writing as a goal.

Spelling	Performance					# Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-1.7	0.8	1.8	1.4	-1.0	24	13	12	19	13
Year 5	0.3	1.0	-0.3	-0.7	-0.5	18	11	12	11	14
1	Above Expected – more than one standard deviation above the predicted school mean									
2	Expected – within one standard deviation of the predicted school mean									
3	Below Expected – more than one standard deviation below the predicted school mean									

Average Spelling Score



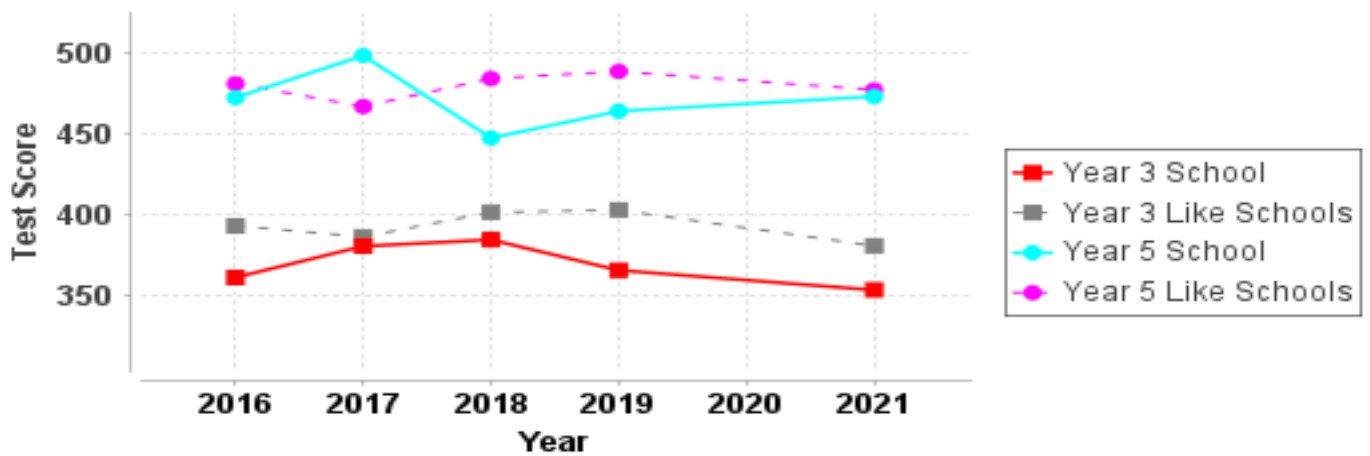
Spelling Performance



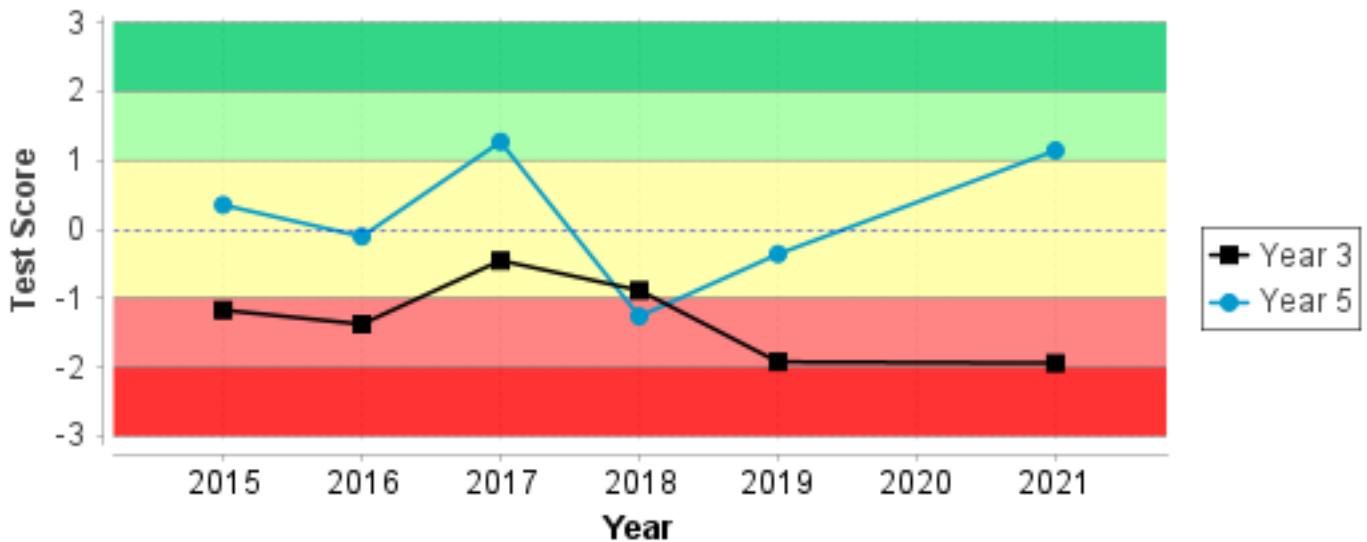
Year 3 - Downward trend behind like schools. Year 5 upward trend and above like schools. 2017-2019 – same cohort – declined from above expected to expected level. 2019-2021 – same cohort – maintained above like schools. General downward performance since 2018. Results indicate not a lot of progress though Year 5 above like schools in 2021. Year 3's below like schools in 2021. Year 3s have dropped over 2 standard deviations since 2019. Goal – to track data since using PLD as a whole school program and note impact of program

Numeracy	Performance					# Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-1.4	-0.5	-0.9	-1.9	-1.9	24	13	12	19	13
Year 5	-0.1	1.3	-1.3	-0.4	1.1	18	11	12	11	14
1	Above Expected – more than one standard deviation above the predicted school mean									
2	Expected – within one standard deviation of the predicted school mean									
3	Below Expected – more than one standard deviation below the predicted school mean									

Average Numeracy Score



Numeracy Performance



Year 3 below expected mean 2019-2021; Year 5 students showing good progress. From Year 3 in 2019 to Year 5 in 2021.

Focus on ECE with Year 3 students performing below like schools and below predicted mean. Year 5s increased performance by nearly 2 standard deviations over the past 4 years (2018-2021) Work needs to be done in Junior numeracy – use On Line Entry data as base line for areas to work on in ECE.

Look at Maths vocab across Scope & Sequence from Junior years to Upper years.

Parent Responses 2016 – 13 responses 2018 – 7 responses 2021 – 17 responses	Disagree			Neither Agree or Disagree			Agree/Strongly Agree		
	2016	2018	2021	2016	2018	2021	2016	2018	2021
Teachers at this school expect my child to do their best	0	0	0	7	0	6	93	100	94
Teachers at this school provide my child with useful feedback about their school work	7	14	6	14	14	6	79	71	87
Teachers at this school treat students fairly	14	14	0	0	0	12	86	86	88
This school is well maintained	43	86	6	14	14	6	43	0	88
My child feels safe at this school	7	14	6	7	14	6	86	72	88
I can talk to my child's teacher about my concerns	0	14	6	7	14	12	93	72	82
Student behaviour is well-managed at this school	28	14	12	29	14	18	43	72	70
My child likes being at this school	0	28	0	0	0	12	100	72	88
This school looks for ways to improve	7	14	0	21	43	18	72	43	83
This school takes parents' opinions seriously	21	43	12	21	0	12	58	47	77
Teachers at this school motivate my child to learn	7	0	0	7	14	12	86	86	88
My child is making good progress at this school	0	28	6	21	28	6	79	43	88
My child's learning needs are being met at this school	0	28	6	14	14	24	72	47	70
This school works with me to support my child's learning	7	14	0	14	29	24	79	57	86
This school has a strong relationship with the local community	29	86	6	0	0	41	57	14	53
This school is well led	28	43	19	14	43	19	58	14	63
I am satisfied with the overall standard of education achieved at this school	14	57	6	7	0	12	78	43	83
I would recommend this school to others	7	57	6	29	28	24	64	14	81
My child's teachers are good teachers	0	14	0	21	14	6	78	72	94
Teachers at this school care about my child	0	0	0	14	14	12	86	86	88

17 responses (15%) were received from families compared to 13 (%) in 2016 and 7 (%) in 2018. This does not give the school valid data, but based on the responses received, the following can be noted. From the responses received it showed that the school community is satisfied with the quality of teachers, overall management and behaviour and well-being policies implemented at the school. Areas of concern have decreased from a parents' perspective and improvements in parents' satisfaction are noted in 2021 as highlighted with green.

Although parents have been restricted to access of the school and classrooms through COVID protocols, a stronger sense of community has developed with continuous support from parents in ensuring their children are in a safe and welcoming environment.

Staff Responses 2016 – 15 responses (68%) 2018 – 6 responses (30%) 2021 – 9 responses (45%)	Disagree			Neither Agree or Disagree			Agree/Strongly Agree		
	2016	2018	2021	2016	2018	2021	2016	2018	2021
Teachers at this school expect my child to do their best	7	0	0	0	0	11	93	100	89
Teachers at this school provide students with useful feedback about their school work	7	17	22	6	0	0	87	83	78
Teachers at this school treat students fairly	13	0	0	3	1	11	86	83	89
This school is well maintained	33	50	0	40	50	33	27	0	67
Students feels safe at this school	0	0	0	6	0	0	94	100	100
Students at this school can talk to their teacher about their concerns	7	0	0	0	0	0	87	100	100
Parents at this school can talk to teachers about their concerns	7	17	0	0	17	11	94	66	89
Student behaviour is well-managed at this school	13	0	11	0	0	33	86	100	55
Students like being at this school	0	0	0	0	0	13	100	100	88
This school looks for ways to improve	7	0	0	26	0	22	94	100	77
This school takes staff opinions seriously	27	34	33	13	0	22	47	66	44
Teachers at this school motivate students to learn	7	0	0	7	34	22	80	66	77
Students' learning needs are being met at this school	13	0	11	0	0	33	80	83	56
This school works with parents to support students' learning	14	17	11	7	0	11	87	83	77
I receive useful feedback about my work at this school	33	17	55	13	66	22	60	83	22
Staff are well-supported at this school	34	17	44	13	17	33	53	66	22
This school has a strong relationship with the local community	7	0	0	7	50	44	87	50	55
This school is well led	33	34	33	13	0	22	54	67	44
I am satisfied with the overall standard of education achieved at this school	7	17	22	7	0	22	87	83	56
I would recommend this school to others	13	0	33	7	17	0	80	84	67
Teachers at this school are good teachers	7	0	0	13	17	11	80	84	89
Teachers at this school care about their students	7	0	0	7	17	0	86	84	100

9 (45%) staff responses were received in 2021, compared to 15 (68%) in 2016 and 6 (30%) in 2018. This does not give a valid data analysis, but based on responses received, the areas highlighted in green indicate those areas staff feel we are doing well in, and areas in orange still require attention and strategies to improve in these areas.

Responses indicate that teachers are enthusiastic about teaching and feel they have established strong relationships with their students and parents.

There is a need for critical evaluation and discussion by all staff in regards to areas requiring attention, especially in the areas of feedback and support.

Student Responses 2016 – 47 responses (79%) 2018 – 19 responses (76%) 2021 – 19 responses (79%)	Disagree			Neither Agree or Disagree			Agree/Strongly Agree		
	2016	2018	2021	2016	2018	2021	2016	2018	2021
My Teachers expect me to do my best	2	5	0	6	5	6	92	89	95
My Teachers provide me with useful feedback about my school work	0	26	5	26	11	5	74	64	90
Teachers at my school treat students fairly	15	16	5	17	32	16	68	53	79
My school is well maintained	6	16	5	30	32	5	64	53	89
I feel safe at this school	8	18	11	19	18	0	73	65	89
I can talk to my teacher about my concerns	13	18	11	15	11	17	72	65	72
Student behaviour is well-managed at my school	15	22	5	36	33	32	49	45	63
I like being at my school	8	0	16	21	31	0	70	69	85
My school looks for ways to improve	4	6	0	17	18	11	79	76	89
My school takes students' opinions seriously	16	17	28	33	17	17	51	66	56
My teachers motivate me to learn	4	17	0	15	17	21	80	66	79
My school gives me opportunities to do interesting things	6	0	5	19	17	11	74	78	94
My teachers are good teachers	4	6	5	13	6	5	83	89	89
My teachers care about me	8	6	6	17	19	6	74	75	89

In 2021, the 19 (79%) Year 5 & 6 students responded to the student survey.

In 2018, 19 (76%) students (Yrs 5/6) responded and in 2016, Year 4 students (90%) were included with Yr 5/6 due to class structure.

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. They generally feel safe at school and note that they reflect that student behaviour is well-maintained at school. Students in 2021 still felt that they would like their ideas and opinions listened to and acted upon.

Year 6 students are given the opportunity to nominate for Student Councillors and elections are held twice a year to give all Year 6 students the opportunity to take on leadership roles. All classes elect a Class Captain on a term-by-term basis. Meetings are held within the class and Class Captains meet with Student Councillors and the Deputy Principal three times a term to discuss student ideas, and to provide feedback to Administration.

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 Primary School.

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
- Promoting the school in the community
- Determining a dress code in consultation with students, parents and community
- Approving charges and contributions
- Approving any agreements or arrangements for advertising or sponsorship
- Providing advice to the Principal of the general policy concerning the use in school activities of songs, prayers, material based on religion, etc.

Sincere thanks are extended to our Parent and Community Members for their contributions. It has been a difficult time to organise meetings due to COVID restrictions.

We have been so lucky to have formed partnerships with local Members of Parliament (Mrs Cassie Rowe), Councillors - City of Belmont, Officeworks, St Johns, Craig Care, and surrounding schools in our network.

Parent Representatives – Yolanda Trigger; Olivia Yuen; Mervyn Eades

Staff Representatives – Stephanie Dann; Pani Fitzpatrick; Rebecca Reiger; David Ward (School Chaplain -1st Term)

Community Representatives – Sugan Naidoo; Zara Germon; Anna Eden; Cassie Rowe

Meeting Schedules and Aims for the Year

Term 1

- ✚ Review Terms of Reference
- ✚ Meetings – agenda items and dates established
- ✚ Election of Chairperson

Term 2

- ✚ Endorse Annual Report
- ✚ Endorse Strategic Plan, Business Plan and Operational Plans
- ✚ Endorse Budget for the year
- ✚ School Review – Identify needs of the community to influence school planning
- ✚ Budget review
- ✚ Review – Promoting the School in the Community

Term 3

- ✚ Review – review and comment on NAPLAN, On Entry and school data
- ✚ Input into draft Strategic Plans
- ✚ Review attendance and behaviour data
- ✚ Review Learning Area monitoring for current year

Term 4

- ✚ Discuss survey data and identify areas of need to be actioned
- ✚ Approve Contributions and Charges for coming year
- ✚ Budget Review
- ✚ Planning needs

Parents and Citizens' Association

The Parents and Citizens Association is a small, but active, organisation who have assisted the school in many ways. A record of donations and work done can be requested from the P&C President or Secretary.

Despite COVID restrictions, the P&C were proactive in Fund Raising at any given opportunity to support the school and donate monies back to the school.

P&C provided morning and afternoon tea at major school events – sports carnivals, etc – along with a Cookie Dough Fund Raiser. P&C are also responsible for the operation of the Uniform Shop and Scholastic Book Club.

Their efforts in promoting donations for our Christmas Raffle is to be commended – a fantastic result with donations from many of our local businesses and community members. P&C also provided a donation for our Graduation Book Awards. Thanks, everyone, for your outstanding efforts.

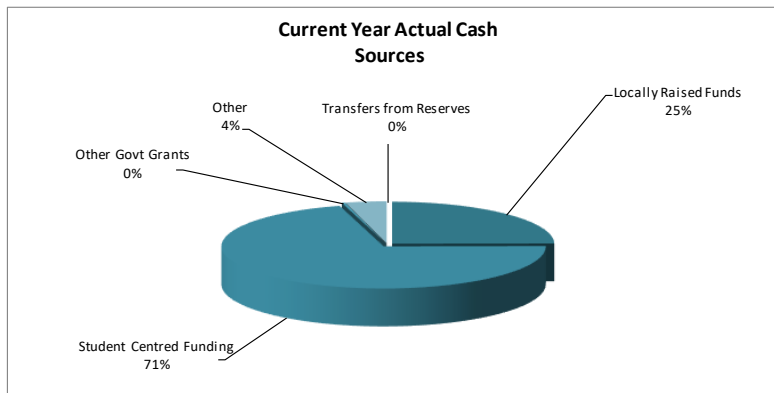
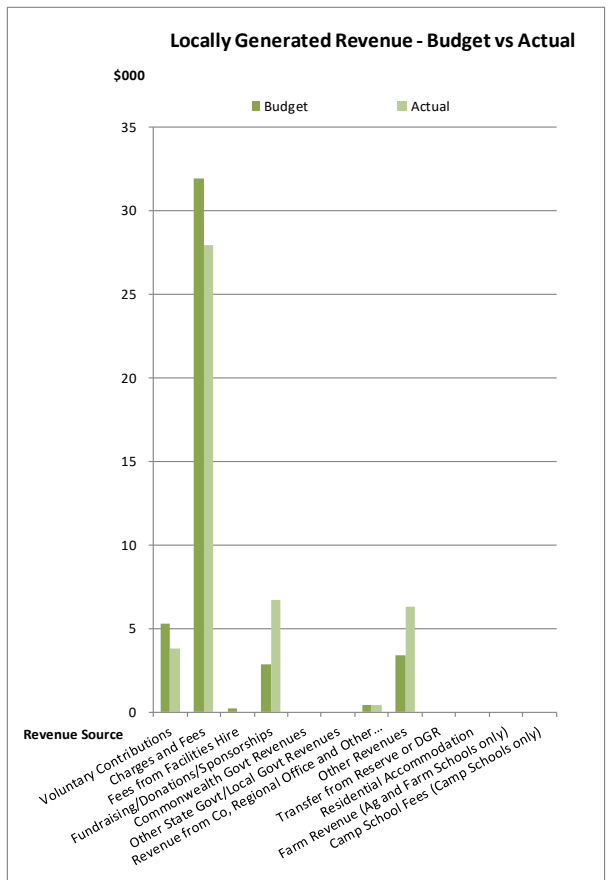
Our P&C has been re-ignited through the work of Mrs Trigger, and her crew—Tabitha, Tammy, Olivia, Jana and Dany. It's been great to see this enthusiasm to work for, and with, the school. Thank you, everyone.

FINANCIAL REPORT – 2021

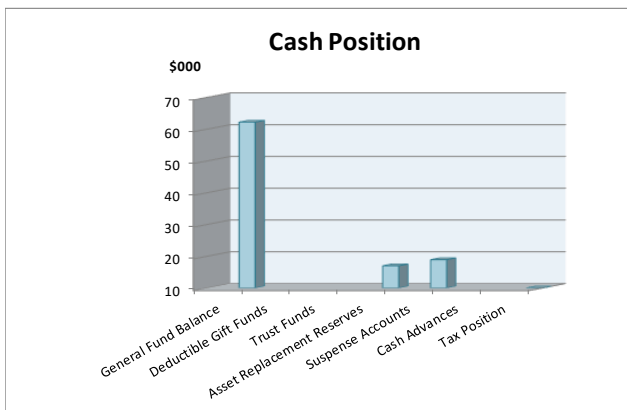
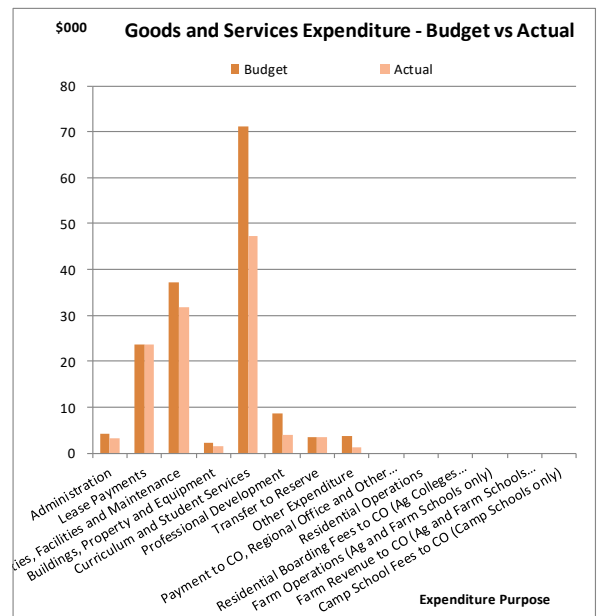
Belmont Primary School

Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 5,297.00	\$ 3,803.00
2	Charges and Fees	\$ 31,945.00	\$ 27,947.00
3	Fees from Facilities Hire	\$ 220.00	\$ -
4	Fundraising/Donations/Sponsorships	\$ 2,820.00	\$ 6,731.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 444.00	\$ 444.00
8	Other Revenues	\$ 3,354.00	\$ 6,315.00
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		\$ 44,080.00	\$ 45,241.00
Opening Balance		\$ 23,402.00	\$ 23,402.00
Student Centred Funding		\$ 106,482.00	\$ 109,308.00
Total Cash Funds Available		\$ 173,964.00	\$ 177,951.00
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 173,964.00	\$ 177,951.00



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 4,150.00	\$ 3,252.00
2	Lease Payments	\$ 23,515.00	\$ 23,515.00
3	Utilities, Facilities and Maintenance	\$ 37,100.00	\$ 31,766.00
4	Buildings, Property and Equipment	\$ 2,334.00	\$ 1,413.00
5	Curriculum and Student Services	\$ 71,043.00	\$ 47,179.00
6	Professional Development	\$ 8,500.00	\$ 3,873.00
7	Transfer to Reserve	\$ 3,400.00	\$ 3,400.00
8	Other Expenditure	\$ 3,650.00	\$ 1,350.00
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		\$ 153,692.00	\$ 115,748.00
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 153,692.00	\$ 115,748.00
Cash Budget Variance		\$ 20,272.00	



Cash Position as at: 31/12/2021	
Bank Balance	\$ 80,625.00
Made up of:	
1 General Fund Balance	\$ 62,203.00
2 Deductible Gift Funds	
3 Trust Funds	
4 Asset Replacement Reserves	\$ 16,981.00
5 Suspense Accounts	\$ 18,910.00
6 Cash Advances	
7 Tax Position	\$ 489.00
Total Bank Balance	\$ 80,625.00

MINI OLYMPICS – END-OF-YEAR CELEBRATIONS & FUN DAY



Bananarama

Narutonia

Flashdony

Colourzali

Trashbandyland

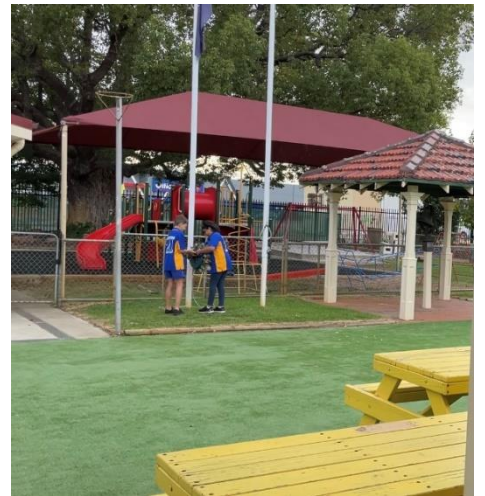
Diamonds



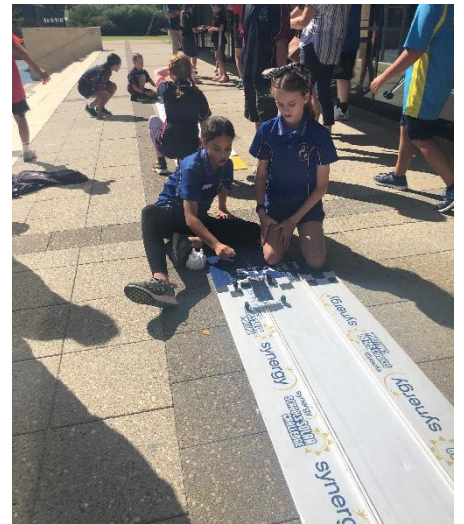
Mini Olympics – A very hot day but lots of water activities cooled us down

ANZAC DAY

Lest We Forget



Term 1 Recap—2021



Term 2 Recap - 2021



Term 3 Recap—2021



Term 4 Recap—2021



Interschool Swimming



Interschool Cricket

