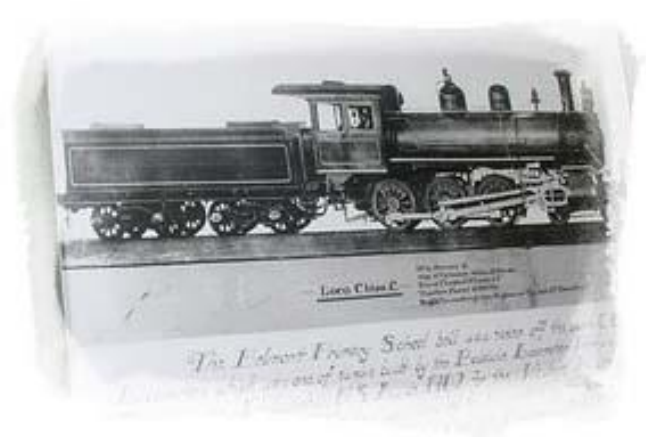


Belmont Primary School....2025



Annual Report



1898



2025

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

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 End - 2025

Kindy	12
Pre-Primary	09
Year 1	09
Year 2	13
Year 3	11
Year 4	10
Year 5	07
Year 6	11
Total	82

CLASS FORMATION

Room 1 – Kindy/PP
Room 3 – Yrs 1/2
Room 7 – Years 3/4
Room 9 – Year 5/6
Room 6-- Science
Room 5 - Music /LOTE/
Health

ATTENDANCE

Attendance rates remained for the district, state and similar types of schools at 85.8%

Attendance rate at BPS for 2024 was 90.8% a decrease in 2025 of 5%

Attendance rates remain steady with very few students (5) in the Severe Attendance category

Follow up of Unauthorised absences (67%) will be a focus in 2026.

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 2025, Belmont Primary School celebrated its 127th year as a government primary school. Parents continue to work closely with the school and follow 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 are very committed to the educational and social outcomes of all the students. 2025 showed us how supportive and co-operative the staff are. Not only were they involved in their classroom teaching, 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 2024 and staff have been working on the recommended areas of improvement over 2025. The next review is scheduled for 3rd term, 2026.

At the end of 2025, Belmont Primary School had an enrolment of 82 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 2026 showed a decrease in numbers to 70 students. This is mainly due to the transiency of families building in the outer northern and southern suburbs. Current numbers for 2026 are 76.

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 2025 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 82 students (2025), 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 (Japanese) and Technologies – Design and Digital. Supporting programs include Instrumental music, dance, music, visiting Scientist and ICT. We were able to use funding to supplement our programs with a PE teacher, taking PE and sports on Mondays. 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 as members of the School Council. Due to decreasing numbers, and percentage of working parents, the P&C was dissolved in 2nd term of 2024. Parents are still willing to support the school with different activities throughout the year. Students are represented through Student Councillor and Class Captain 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 resources. A Computer Lab has been established in the Library, housing 24 desktop computers. Each classroom has access to laptops 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 – 82 students – K-Year 6 ICSEA – 1040

COMMUNITY:

□ Belmont Primary school, built in 1898, is a very small, historical metropolitan school, with current enrolment of 82 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 7.86% aboriginal population and 24.5% EALD population, with students coming from 23 different countries, speaking over 20 different languages.

□ Our learning goes beyond the classroom walls with our students actively involved in whole school incursions, whole school activities (NAIDOC, Science 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 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 41 yrs experience, and 8 non-teaching staff (3.2 FTE). In 2025 we ran 4 classes and 3 classes with tandem teachers in 2025. Our specialist areas include, Science, PE, Music, Health and Language (Japanese)

STRATEGIC PLANNING – 2023-2025

What do we want the school to look like:-

ACADEMICALLY

- ✚ All children to achieve academically to their 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

PHYSICAL RESOURCES Include

- Uniform Shop Area
- Sports' Equipment shed
- 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

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

SCHOOL FOCUS AREAS – Business Plan Strategies

Quality Teaching and Learning Environment

We are going to.... • 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	We will know this is successful when..... • 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

We are going to.... • 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	We will know this is successful when..... • 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

We are going to.... • 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 – 2021-2023) • Develop and Implement a Whole School Writing Scope and Sequence	We will know this is successful when..... • Students make a minimum standard progress year-on-year in standardised testing (Spelling; Brightpath; 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

We are going to.... • 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	We will know this is successful when..... • 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

We are going to.... • 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	We will know this is successful when..... • 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 for Yr 5/6 students (2023) as a focus for students to gain confidence in public speaking and performances, through BCC teacher
- Promote healthy and active lifestyles through participation in physical activities and development of garden project through Creative Schools.
- 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 (Japanese)
- 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 2025 we underwent a scheduled one-year return 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 2024-25. Our next review is scheduled for 2026.

Staff Profile – 2025

- Principal
- Deputy Principal 0.4
- 2 MCS – 0.8 and 0.2
- 2 Full Time Teachers
- 6 Part Time Teachers
- 1 School Officer
- 3 Education Assistants
- Gardener / Handyperson
- 1 Cleaner
- 1 Chaplain
- Library Officer appointed

PROFESSIONAL LEARNING

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

- SSSEN 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 2025 teachers continued to focus on assessment techniques. The Literacy Block format and time allocation, reviewed in 2022, 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 PLD program.

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. This program continued in 2025 as our Phonics /Spelling program.

NAPLAN data for Literacy (2025) was analysed by the whole staff to diagnose areas of weakness and students at risk. Writing continues to be a focus for 2025, with the use of the Seven Steps program, led by a classroom teacher.

Maths:

Diagnostic tasks from MTS and Mathletics are used to evaluate ability levels and to show progress in 2025. 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 2023-2025, 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. Belmont PS was represented at a Network Group looking at Maths across the Network and linking to our planning

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 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 day and a Paper Plane competition for students, staff and parents.

The Arts:

Dance and Music continued to be the focus Art areas in 2025. 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 students perform some wonderful songs and dance based on a Christmas theme. Our Choir participated in the Belmont Community Christmas Event..

HASS:

The use of Inquisitive was discussed to forward HASS planning across the school. Whole school community events (Harmony Day, NAIDOC, WA Week) were once again celebrated. Improvements in the computer lab ensured the integration of ICT in research and publication of work.

Languages - Japanese

Japanese was introduced as our Language in 2023 and continued into 2025. All students in Pre Primary to Year 6 received 60 minutes of Japanese per week throughout the year through our LOTE specialist, Miss Victoria Keranxi. Students were assessed in viewing and responding for their final report.

Miss Keranxi 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 continued focus for 2025.

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 access to iPads 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 teachers integrate these into their lessons. This area continued to be a focus in 2025, with teachers taking on the responsibility of integrating ICT across all learning areas.

Fitness and Sporting Events

A Fitness program continued in classes organised by the class teachers. Activities are organised by the class teachers and this program is used for brain breaks, along with meditation programs..

Belmont Primary School students participate in Interschool Carnivals such as, 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 over the years 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. This was put on hold in 2025 due to changes in the PE teacher role. It will be reviewed again and applied for in 2026.

2025 Events

Assemblies—Class & Special Events
Parent Information Sessions
NAIDOC
ANZAC Day
Easter
Book Week
Dress Up Days
School Photos
Cross-Country
Summer Carnivals
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
Belmont City College – Drama
ROLA Awards
Carols in the Park – BCC
Belmont Combined Band Visit
Leavers’ Week Activities
Yr 6 Graduation Week Activities
MAG activities – K-6 groups
Graduation Assembly
Concert and End-of-Year Awards
Birthdays for everyone – we’ve all got a year older.





Dress as a Scientist



Paper Plane Challenge



Safety School



Great Aussie Crunch

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. 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. The Garden was enhanced with the Creative Schools Program in 2024 – with PP students working with our Year 5/6 students.

Breakfast Club:

Although the Breakfast Club no longer exists, the School Chaplain, along with Education Assistants, assist in preparing food and also offering special “treats” at recess and lunch times. They also support students who have missed out on breakfast or lunch with a supply of cereals, fruit and sandwiches.

The program was sponsored by Foodbank, and it was revisited in 2025 with a 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.

This event was class-based this year with sharing of food within classrooms. Students, however, were encouraged to bring food from their culture for themselves; dress in National Costume and share stories from their country.

NAIDOC Celebrations:

Classes celebrate this day with classroom programs and activities. Activities over the years saw one of our parents present 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.



The Comparative Performance Graph compares a school's performance to a modelled expected performance across the NAPLAN assessment areas for year 3, 5, 7 and 9. The school's performance is measured in Standard Deviations with the modelled expected performance represented as zero. The school's performance is displayed on the graph as a plot point at, above or below the zero point. It is important that a school's comparative performance be interpreted over a number of years as a variety of factors may lead to a high or low outcome in a single year.

In order for comparative performance values to be generated.

1. A tested cohort of a least 6 students with a score is required.
2. To generate an expected performance value for Year 5, 7 and 9 at least 50% of the tested cohort needs to have a prior assessment result from a Public School.

This previously tested cohort also needs to contain at least 6 students.

- NAPLAN 2025 was administered through an earlier test window commencing in week 7 of term one.
- The 2025 NAPLAN assessments have been re-scaled. Results for 2023 will be the commencement of a new data time series.
- NAPLAN to NAPLAN progress or previous proficiency levels were reported in 2025.
- Graphs and tables will include the four proficiency levels:
- Needs additional support,
- Developing,
- Strong,
- Exceeding

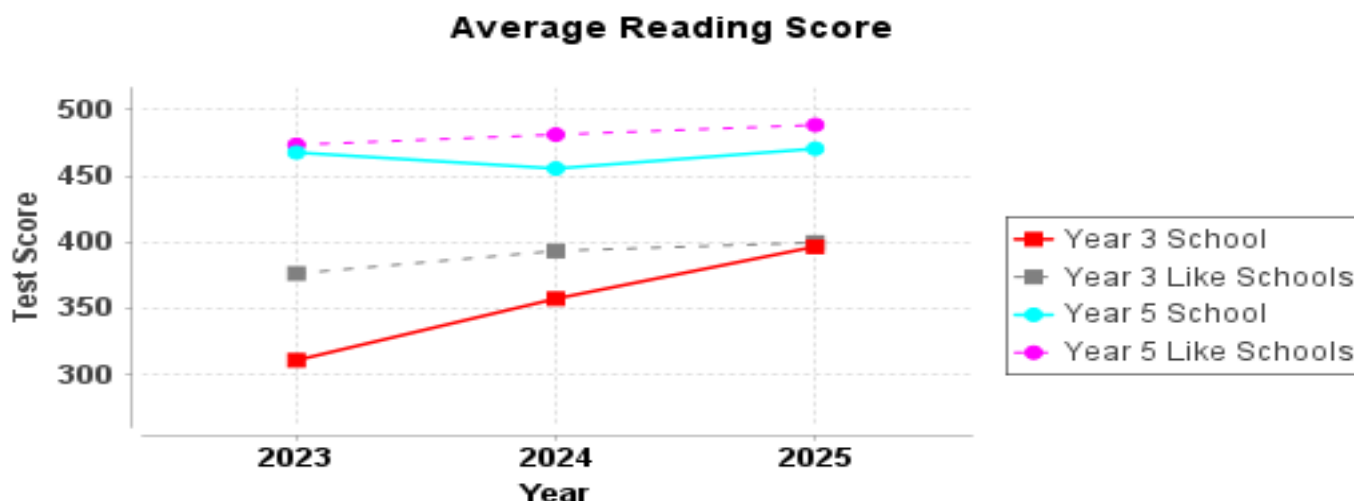
As a staff, we analyse with NAPLAN results to focus on areas of need, individual student support and areas of celebration. Programs are aligned to meet these needs and to improve our performance to Strong and Exceeding. More data analysis of our results is required across the staff during staff meetings and professional development opportunities. Although we have made progress with our Year 3 students, our aim, as a school, is to move our students to the Green Zones, by providing consistency in the application of set programs across the school.

Overview:

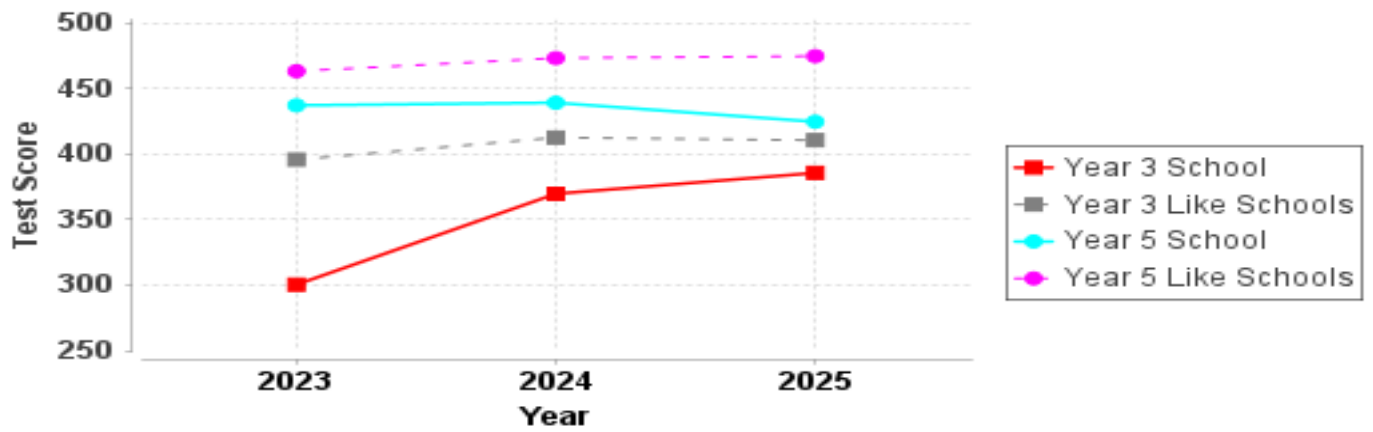
Due to the small numbers of Year 5 students in 2025, their results are not shown in the Comparative Performance graphs (green, yellow, red) but are displayed in the Longitudinal Summary Graphs. Comparisons are able to be made from Year 3 2023 cohort to their Year 5 2025 results which reflect growth and improvements in all areas. Results are similar in both cohorts against like schools, other than Year 5 Writing.

Results were discussed with School Council Members in Term 3 to look at our progress and also highlight areas of need to build into our school planning and focus areas for 2026.

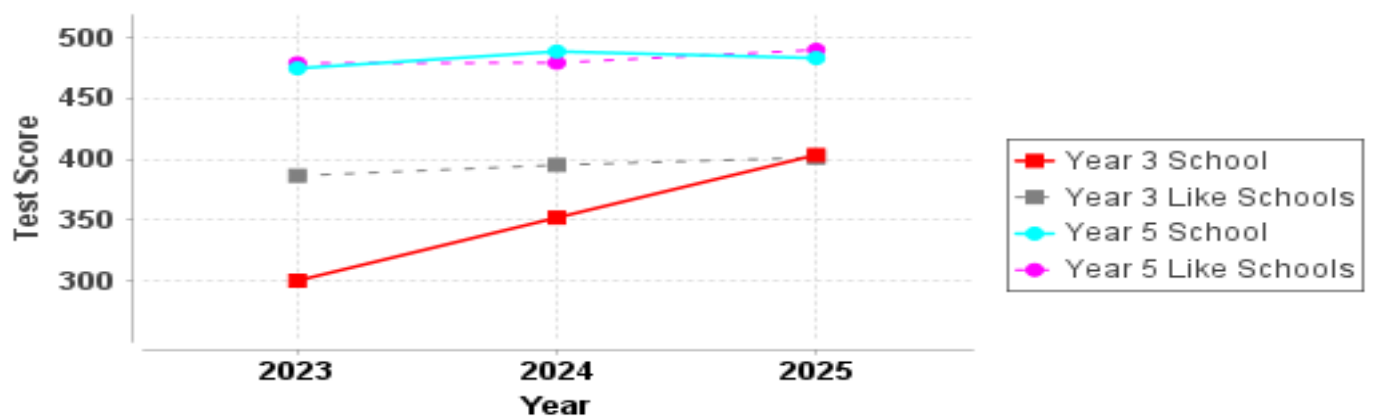
NAPLAN Comparative Performance and Longitudinal Summary for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy – 2023-2025



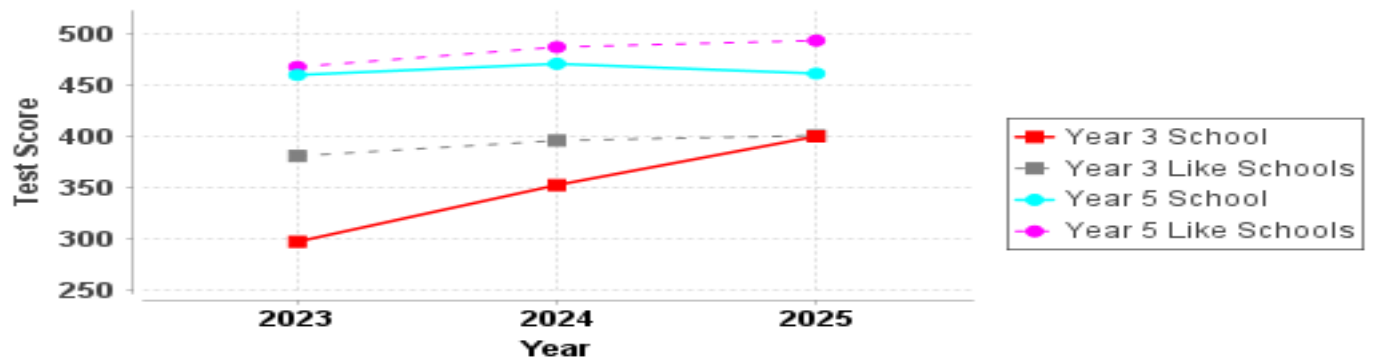
Average Writing Score



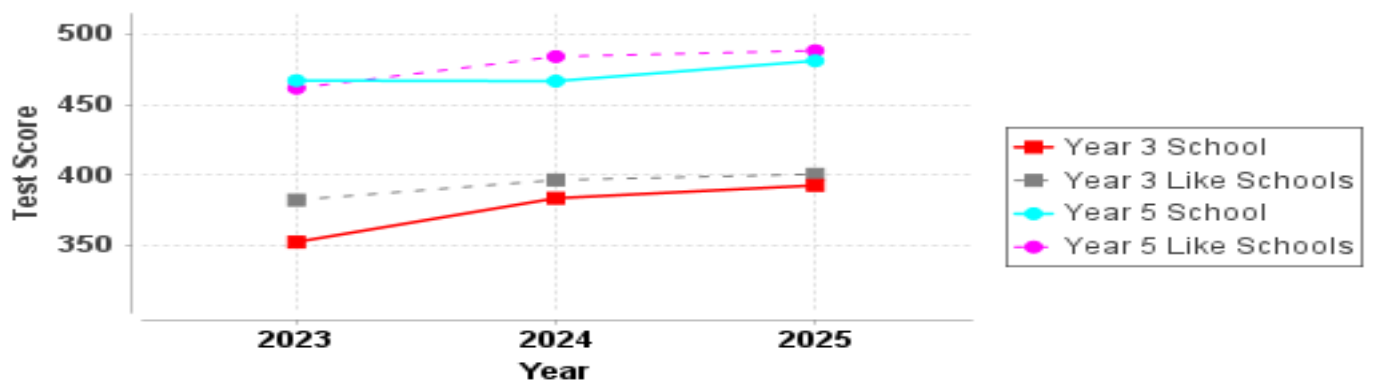
Average Spelling Score



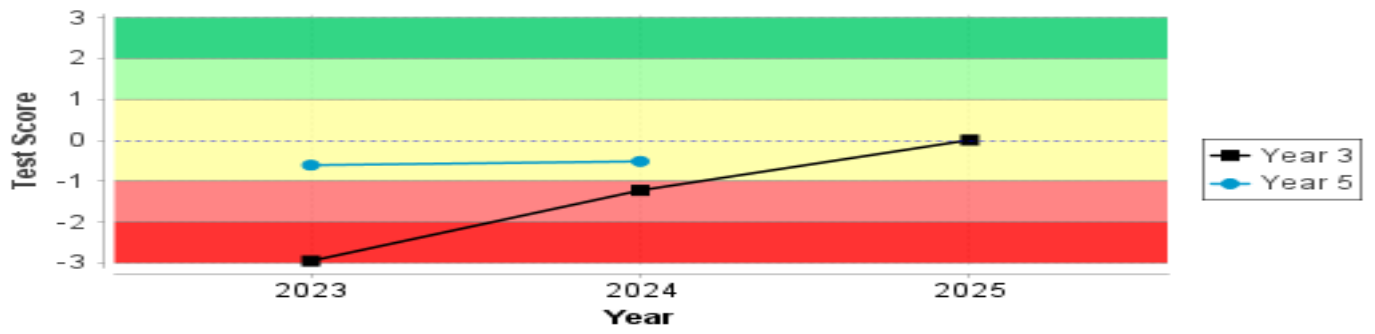
Average Grammar & Punctuation Score



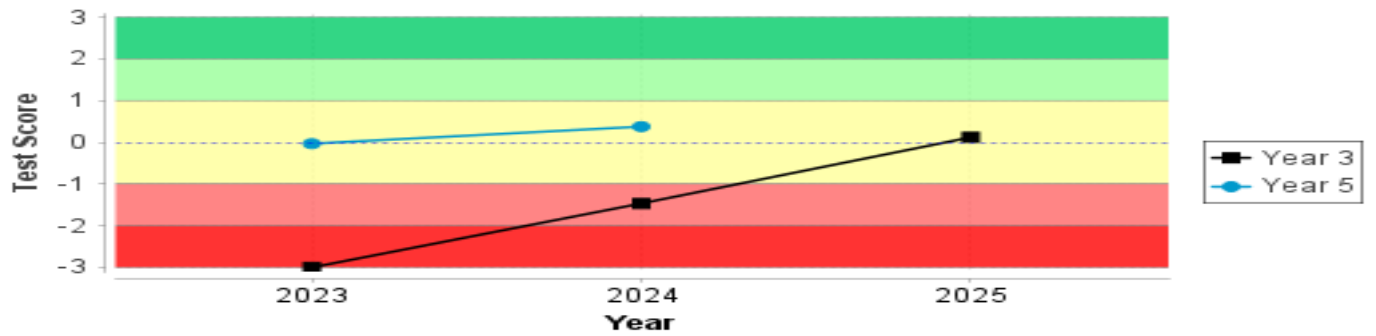
Average Numeracy Score



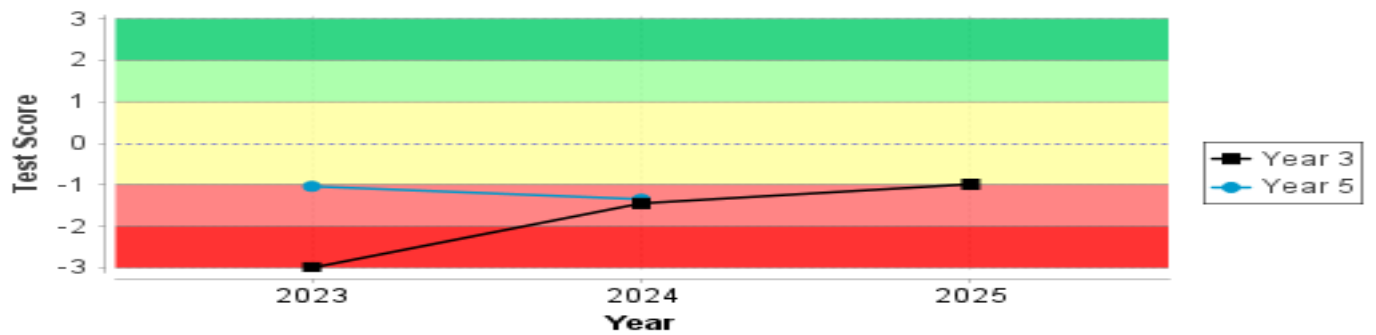
Grammar & Punctuation Performance



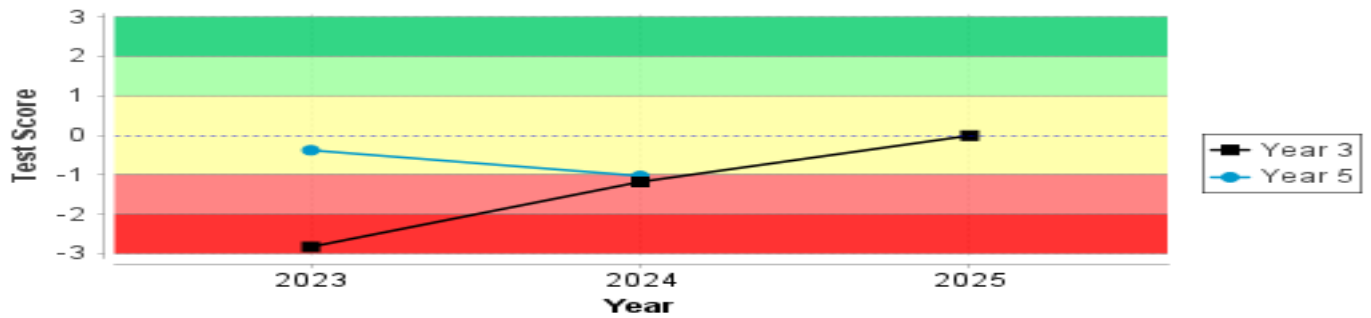
Spelling Performance



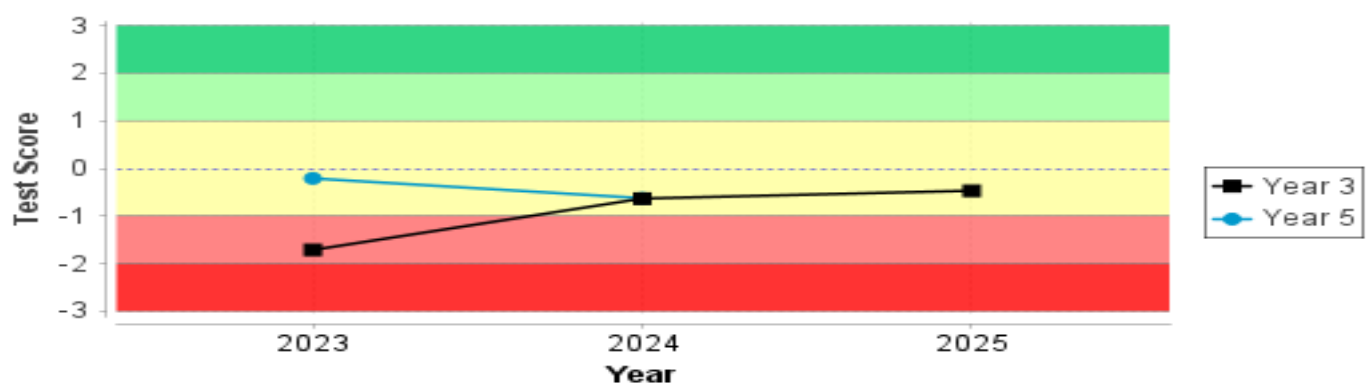
Writing Performance



Reading Performance



Numeracy Performance



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 – Roberto, Vicki

Staff Representatives – Stephanie Dann; Pani Fitzpatrick; Rebecca Reiger; Carolyn Waters

Community Representatives – Sukan Naidoo; 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.

Our P&C was re-ignited in 2023 through the work of Erika and Roberto, however, the changing clientele with parents working saw the P&C dissolve in 2nd Term, 2024. Money was donated back to the school and valuable resources for PLD, storage containers, library books, subsidising bus costs for excursions and incursions was gratefully appreciated

Parent Information sessions, and morning and afternoon teas were organised by the school during 2025 to encourage parents to become active participants in the school activities, with the aim to reestablish the P&C. Low attendance at these meetings (< 3 parents) indicates that we need to look at other ways of involving parents in the school. A suggestion is to establish a VIP club to assist in organising fund-raising events and assisting at whole school events such as Sports Carnivals. This is to be discussed at School Council meetings and is still in planning stage.



Operational One Line Budget Statement

Issued on 28 April 2026

School: Belmont Primary School School Year: Dec 2025 (Verified Dec Cash)

Region: South Metropolitan Region Aria: 0
Distance to Perth (km): 5.95

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	86,952	86,952	-0
Carry Forward (Salary):	\$	65,191	65,191	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	1,274,027	1,274,027	0
Locally Raised Funds:	\$	41,259	36,391	4,869
Total Funds:	\$	1,467,429	1,462,561	4,868
EXPENDITURE				
Salaries:	\$	1,227,807	1,227,807	0
Goods and Services (Cash):	\$	169,007	147,450	21,557
Total Expenditure:	\$	1,396,814	1,375,257	21,557
Variance:	\$	70,615	87,303	-16,689

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$86,951.52	\$86,952.00	\$-.48
Carry Forward (Salary)	\$65,191.21	\$65,191.21	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$1,274,026.80	\$1,274,026.80	\$0.00
Per Student	\$596,468.00	\$596,468.00	\$0.00
School and Student Characteristics	\$615,570.97	\$615,570.97	\$0.00
Disability Adjustments	\$7,702.51	\$7,702.51	\$0.00
Targeted Initiatives	\$53,985.30	\$53,985.30	\$0.00
Operational Response Allocation	\$959.85	\$959.85	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-10,659.83	\$-10,659.83	\$0.00



School Transfers - Cash	\$10,000.00	\$10,000.00	\$.00
Department Adjustments	\$.00	\$.00	\$.00
Locally Raised Funds (Revenue)	\$41,259.34	\$36,390.54	\$4,868.80
Voluntary Contributions	\$4,200.00	\$3,435.00	\$765.00
Charges and Fees	\$22,682.00	\$19,630.65	\$3,051.35
Fees from Facilities Hire	\$500.00	\$227.27	\$272.73
Fundraising/Donations/Sponsorships	\$610.00	\$1,416.05	\$-806.05
Commonwealth Govt Revenues	\$.00	\$.00	\$.00
Other State Govt/Local Govt Revenues	\$2,000.00	\$2,000.00	\$.00
Revenue from CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Other Revenues	\$11,267.34	\$9,681.57	\$1,585.77
Transfer from Reserve or DGR	\$.00	\$.00	\$.00
Residential Accommodation	\$.00	\$.00	\$.00
Farm Revenue (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$1,467,428.87	\$1,462,560.55	\$4,868.32

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$1,227,806.81	\$1,227,806.81	\$.00
Appointed Staff	\$1,045,345.30	\$1,045,345.30	\$.00
New Appointments	\$.00	\$.00	\$.00
Casual Payments	\$182,236.47	\$182,236.47	\$.00
Other Salary Expenditure	\$225.04	\$225.04	\$.00
Goods and Services (Cash Expenditure)	\$169,007.31	\$147,450.25	\$21,557.06
Administration	\$5,209.63	\$3,456.47	\$1,753.16
Lease Payments	\$34,121.61	\$34,099.87	\$21.74
Utilities, Facilities and Maintenance	\$38,450.00	\$37,647.00	\$803.00
Buildings, Property and Equipment	\$1,365.91	\$752.91	\$613.00
Curriculum and Student Services	\$80,155.16	\$68,310.12	\$11,845.04
Professional Development	\$6,000.00	\$1,981.62	\$4,018.38
Transfer to Reserve	\$.00	\$.00	\$.00
Other Expenditure	\$3,705.00	\$1,202.26	\$2,502.74
Payment to CO, Regional Office and Other schools	\$.00	\$.00	\$.00
Residential Operations	\$.00	\$.00	\$.00
Residential Boarding Fees to CO (Ag Colleges only)	\$.00	\$.00	\$.00
Farm Operations (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Farm Revenue to CO (Ag and Farm Schools only)	\$.00	\$.00	\$.00
Camp School Fees to CO (Camp Schools only)	\$.00	\$.00	\$.00
Total	\$1,396,814.12	\$1,375,257.06	\$21,557.06

Photo Memories of Events & Activities over the Year









Photos from:

Clean Up Day
Firefighter Visit
SciTech
Algae Busters
Faction Carnival
BCC Band Visit
Earth Incursion
Dr Nik
Gold Industry



Great Aussie Crunch: Constable Care; Dewey Visit



EASTER HATS.....EASTER RAFFLE P&C.....HARMONY DAY





Recap - 2025



Recap—2025 – Dance Night



Colour Fun Run – Term 1



NOM Incursion - 2025



HATS OFF TO TEACHERS

