Belmay PRIMARY

We Choose Respect

ANNUAL REPORT 2024

ANNUAL REPORT 2024

Welcome to our school's 2024 Annual Report

This report highlights our whole-school approaches and ongoing improvement journey, made possible through the dedication of our staff and the invaluable partnership of parents and families. Together, we are making a meaningful difference in children's lives by providing opportunities, experiences, and learning that enable children to thrive and grow.

OUR SCHOOL VISION

'At Belmay Primary School we work together to provide students with the skills, knowledge, and experiences to become successful, caring, and productive members of society while demonstrating respect for others in all aspects of their lives.'

Commitment to Whole-School Improvement

Our school has embarked on a dynamic and evidence-based journey of continuous improvement, with a steadfast commitment to achieving exceptional outcomes for all children. This report details our whole-school improvement agenda, student performance, capacity-building initiatives, and our unwavering focus on the health and well-being of our students and their families.

Student Performance and Growth

Throughout the year, we have maintained a rigorous focus on improving student outcomes through data-driven strategies, explicit instruction, and differentiated teaching. Our commitment to tracking and assessment has ensured that every student receives the targeted support they need to thrive. The impact of our whole-school approach is evident in the measurable progress students have made across all key learning areas.

Building Capacity and Professional Excellence

A key pillar of our success has been the investment in staff professional development and collaboration. Our teachers and support staff are dedicated to refining their practice through ongoing training, coaching, and peer observations. This culture of continuous learning has not only enhanced the expertise within our school, but has also attracted over 20 school visits from teachers and teams across the state who seek to observe and learn from our highly skilled educators.

Student Health and Well-being

We recognise that student well-being is fundamental to academic success. Our comprehensive well-being initiatives ensure that children and their families are supported holistically. From trauma-informed teaching practices to wrap-around services and community engagement programs, we have strengthened our capacity to cater to the diverse needs of our students. This proactive approach has fostered a safe, inclusive, and nurturing learning environment for all.

A School Known for Excellence

Our reputation as a school of excellence in teaching and learning continues to grow, reflecting the dedication and innovation of our team. The impact of our strategic improvement agenda is not only evident in student success, but also in the recognition we receive from the broader educational community. The trust placed in us by visiting schools affirms our role as a leader in educational best practices.

Looking Ahead

As we reflect on our achievements, we remain committed to pursuing the trajectory of improvement. Our vision for the future is one of continued innovation, evidence-based practice, and unwavering dedication to student success. I am immensely proud of what we have accomplished together as a school, and look forward to building on this strong foundation for years to come. Together, we will continue to make a profound difference in the lives of our students and the broader community.

Sarah Durham, PRINCIPAL

SCHOOL COUNCIL

Our School Council represents the school community in the process of school planning and policy development. Members participate in establishment and review of school priorities (including general policy direction, financial arrangements and approval of contributions and charges) and the evaluation of school performance. They also provide advice to the school to foster positive relationships between the school and the community.

BELMAY PRIMARY SCHOOL COUNCIL 2024

- David Gerstorfer (School Council Chair, Teacher Representative)
- Sarah Durham (Principal)
- Terry Harney (Deputy Principal)
- Cassie Rowe MLA (Community Representative)
- Ronnie O'Neil (SEMLDC Principal)
- Hannah Klauz (Teacher Representative)
- Storm Manning (Teacher Representative)
- Mark Davie (Parent Representative)
- Shane McKay (Parent Representative)
- Sian Dennerley (Parent Representative)

ACKNOWLEDGEMENT OF COUNTRY

In the spirit of reconciliation Belmay Primary School acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

KEY PRIORITIES 2024

- ❖ Evidence-Based Programs
- ❖ Data Informed Practice
- ❖ Low Teaching Variance
- ❖ Program and Instruction Fidelity
- ❖ Student Health and Wellbeing
- ❖ Student Case Management

OUR GOAL:

To improve student outcomes in NAPLAN to at or above like schools by implementing an evidence-based, low-variation teaching model.

Our School Improvement Journey

To advance our collective learning and leadership capacity, the core improvement team at Belmay Primary School joined the Fogarty EDvance School Improvement Program (a WA-based not-for-profit initiative by the Fogarty Foundation) from 2019–2021. This initiative supported the school in creating and enacting a long-term strategic plan with a central focus on improving student outcomes. Through the program, school leaders participated in an extensive suite of professional learning, deepening their understanding of how to lead whole-school change and implement high-quality, evidence-based instruction. The school improvement team included teacher leaders who worked closely with the principal as key change agents.

Teacher leaders played a dual role: collaborating on the design of the strategic plan, and modelling change practices to their colleagues by operationalising the vision in their own teaching.
To align staff efforts with this vision the leadership team collaborated with the staff to develop an articulate and compelling shared belief:

Every student is capable of successful learning

This school belief is critical for staff engagement in the change journey and fostering an openness to the required pedagogical change to realise the students' potential.

AND THE RESULTS ARE IN… Outstanding NAPLAN/ Student Performance in Literacy and Numeracy 2024:

We are incredibly proud to share that Belmay Primary School is one of fewer than ten schools across the entire state to achieve above-expected in NAPLAN literacy and numeracy for 2024!

This outstanding accomplishment is reflected in our Traffic Light Results, where we achieved GREEN in all 10 assessed areas - a testament to the dedication, expertise, and hard work of our students, teachers, and support staff.

Comparative Performance Summary

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	0.8	2.4	0.5	1.2
Reading	0.5	2.9	1.4	1.9
Writing	2.5	3.4	1.2	2.3
Spelling	1.7	4.0	1.5	1.6
Grammar & Punctuation	1.1	2.7	1.4	1.6

Copy Options

Belmay PRIMARY
We Choose Respect

Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6

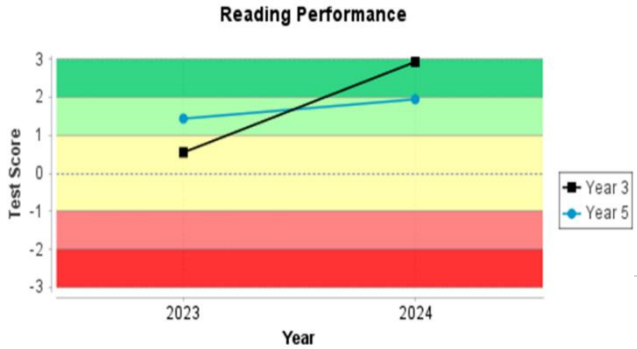
IMPLEMENTING EVIDENCE-BASED PROGRAMS

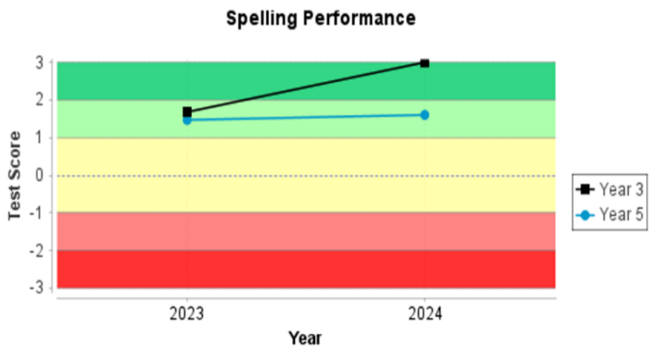
The school staff shared a collective commitment, to equip every student graduating from Belmay Primary with the literacy skills essential for a successful transition to secondary education. This high-fidelity, evidence-based approach became the foundation of the school's transformation, driving improvements in student outcomes and reshaping the culture of learning.

LITERACY

At Belmay we adopt a comprehensive literacy program that is evidence-based and agreed upon by educators throughout the school. These programs are implemented using differentiated instruction techniques to meet the diverse needs of students across grade levels and ability levels. The goal is to create a literacy-rich environment that fosters the development of reading, writing, speaking, and listening skills across all subject areas.

Combining whole-school approach, evidence-based learning, and differentiated instruction concepts, ensures that our school delivers a comprehensive literacy program agreed upon by educators throughout the school. Our school's goal is to create a literacy-rich environment that fosters the development of reading, writing, speaking, and listening skills across all subject areas.





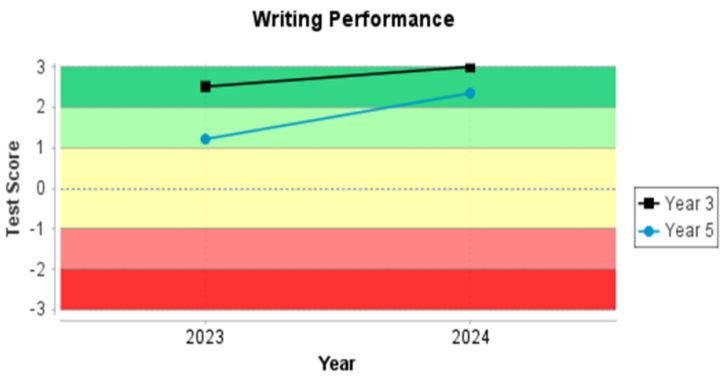
Whole-School Agreed Practice: At Belmay we are committed to whole school approaches in literacy from research-based evidence programs from Kindy through to Year 6.

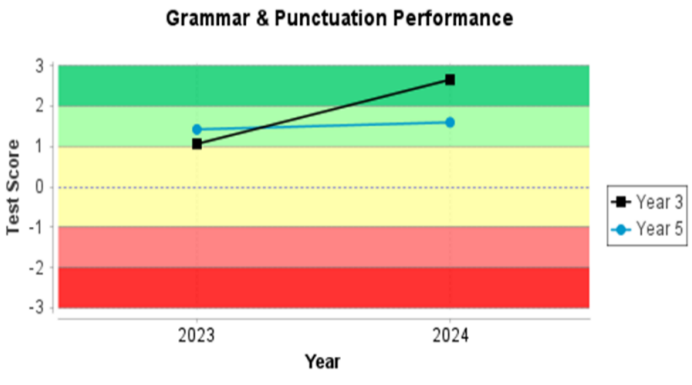
Evidence-based programs: These are instructional approaches, methods, or curricula that have been proven effective through rigorous research and evidence. Educators use these programs because they are backed by data showing their positive impact on student learning outcomes.

MultiLit suite of programs K-3: delivers direct phonics-based programs that support primary school students who are behind their peers to catch up in reading and early literacy.

Spelling Mastery in Years 3-6: uses verified tools to identify student knowledge and skill gaps, and then addresses these with direct, systematic, and intensive teaching of the skill.

Differentiated Instruction: At Belmay Primary School educators adjust their teaching methods, materials, and assessments to accommodate the diverse needs of individual students. It involves recognising that students have different learning styles, abilities, interests, and readiness levels, and tailoring instruction accordingly to ensure that all students can access and engage with the content.





NUMERACY

At Belmay Primary School, we have well-established whole-school approaches to mathematics, ensuring consistency, effectiveness, and high-quality instruction across all year levels.

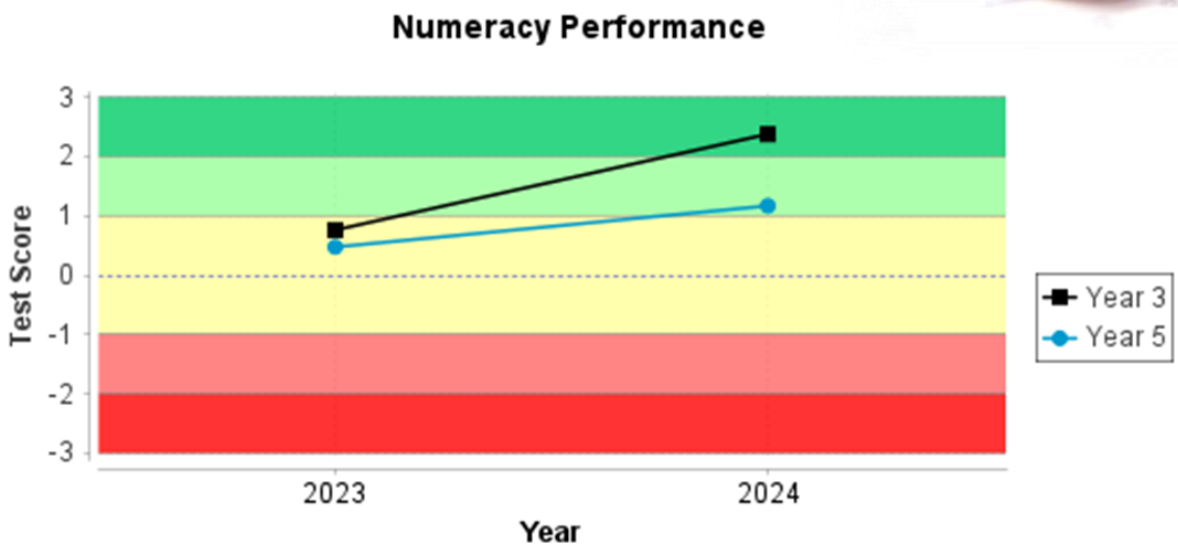
OUR KEY FOCUS AREAS INCLUDE:

Daily Reviews – Implementing interleaved content to reinforce skills and deepen understanding through regular revision.
Fact Fluency – Developing quick recall of mathematical facts to reduce cognitive load and improve problem-solving efficiency.
Literacy of Maths – Strengthening students' ability to interpret and solve worded problems effectively.
Integration of Measurement and Data into Number – Embedding measurement and data concepts within number work to enhance real-world application and understanding.
Problem-Solving and Reasoning – Encouraging students to explain their thinking, justify solutions, and engage in higher-order mathematical reasoning.
Consistent Mathematical Language – Ensuring a uniform approach to terminology and concepts across all year levels for clarity and progression.
Differentiation and Targeted Support – Providing scaffolded learning opportunities to cater to diverse student needs and promote growth for all learners.
Coaching & Peer Observations – Building staff capacity through professional learning, collaboration, and reflective teaching practices.

Resources for a Whole School Approach

- ❖ Interleaved Curriculum Content
- ❖ Ochre
- ❖ Shaping Minds Scope & Sequence
- ❖ Elastik Data Platform/PAT Assessment Tracking
- ❖ TAPPLE & Engagement Norms
- ❖ Mathletics Mental Maths posters

- Paul Swan games
- Daily Reviews
- Ninja Maths
- Monkey Maths app
- Numero
- Problems for ALL Maths curriculum areas
- Add/Sub/Mult/ Div scope & sequence
- Use of models such as Part-Part-Whole



Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	5%	5%	5%	4%
Strong	378 - 492	58%	47%	68%	42%
Developing	311 - 377	21%	31%	21%	38%
NAS	310 and	16%	17%	5%	17%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	6%	4%	14%	5%
Strong	451 - 576	53%	49%	41%	44%
Developing	386 - 450	29%	28%	45%	33%
NAS	385 and	12%	18%	0%	18%

FOCUS ON SUSTAINABLE PERFORMANCE

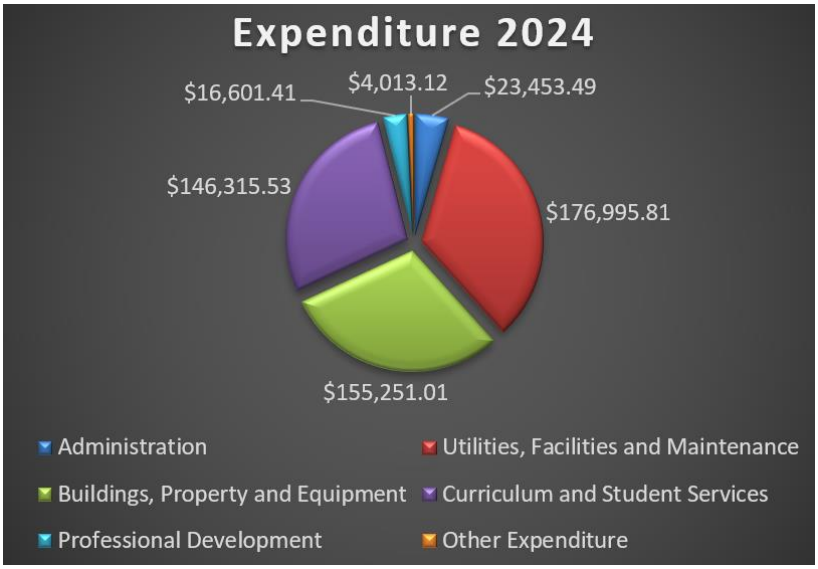
The Organisational Health Index (OHI) score is a leading indicator of sustained performance, measuring organisational health. The OHI also illuminates employees' perceptions, and the effects of on-the-ground behaviours on performance and health. This informs the steps our school has needed to take, must take, to reach its health goals in our school improvement journey.

This ensures that our school is set up for long-term success by helping build the mindsets, skills, and capabilities needed to sustain all changes made to improve health.

Over the past 6 years, we have continued to increase our school's overall score as indicated in the above graphic. It is no coincidence that this our school's organisational health has improved with the same trajectory as student performance.

FUNDING THAT DRIVES EXCELLENCE … INVESTING IN EVERY CHILD'S FUTURE!

By carefully aligning funding decisions with key curriculum priorities, we ensure that resources are directed where they are most needed. This includes targeted programs, learning tools, and professional development for staff, all aimed at fostering an environment where students can thrive. Our funding also supports initiatives that promote social and emotional well-being, ensuring that every aspect of a child's growth is nurtured.



Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	$23,453.49	$18,448.68	$5,004.81	78.66%
Lease Payments	$.00	$.00	$.00	%
Utilities, Facilities and Maintenance	$176,995.81	$136,029.31	$40,966.50	76.85%
Buildings, Property and Equipment	$155,251.01	$97,447.09	$57,803.92	62.77%
Curriculum and Student Services	$146,315.53	$125,229.83	$21,085.70	85.59%
Professional Development	$16,601.41	$12,623.27	$3,978.14	76.04%
Transfer to Reserve	$10,000.00	$10,000.00	$.00	100.00%
Other Expenditure	$4,013.12	$4,011.17	$1.95	99.95%
Total	**$532,630.37**	**$403,789.35**	**$128,841.02**	**75.81%**

ATTENDANCE 2024
EVERY CHILD, EVERY DAY, EVERY OPPORTUNITY

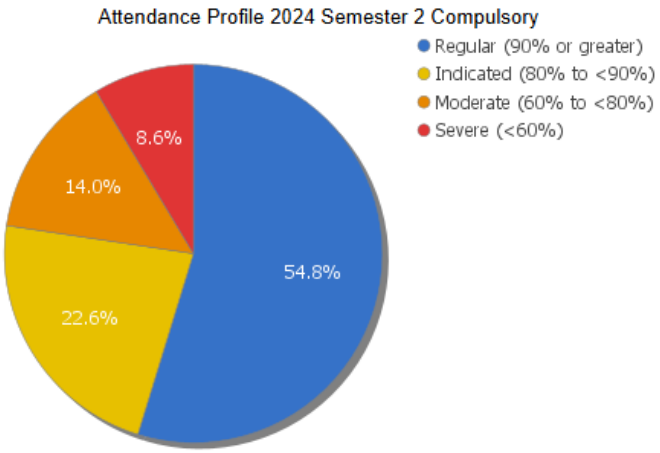
At Belmay, we are committed to not only academic excellence but also the social and emotional well-being of every child.

We provide a full range of opportunities and experiences to ensure that all students can thrive, grow in confidence, and realise their full potential. From individual case management and addressing specific needs to comprehensive wraparound pastoral care, we provide opportunities that extend beyond the classroom. Our dedicated staff work tirelessly to ensure that every child is supported to thrive in all aspects of their development.

2024 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): All

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	*76.2%*	*11*	*10*	*12*	*7*	*70%*	*30%*
PPR	80.8%	7	5	6	3	54%	46%
Y01	86.2%	24	6	4	3	47%	53%
Y02	84.9%	14	5	5	2	56%	44%
Y03	88.0%	19	6	5	2	57%	43%
Y04	90.0%	18	9	2	3	50%	50%
Y05	90.6%	18	7	1	2	83%	17%
Y06	83.1%	21	12	8	4	59%	41%
Compulsory	**86.2%**	**121**	**50**	**31**	**19**	**57%**	**43%**



SCIENCE

The 2024 Science Program at Belmay aimed to equip students with foundational scientific knowledge enriched by interactive, hands-on activities that build inquiry skills. Each lesson typically begins with an engaging 15 – 20-minute content session, followed by a hands-on investigation that reinforces key concepts.

Program Structure

Due to split year groups, the science curriculum at Belmay covers content areas from both year levels each semester. This structure ensures that students complete all required science strands within a two-year cycle.

Integrated Learning

Thanks to the collaborative culture at Belmay, science concepts are also reinforced during critical reading sessions, story time, and design and technology classes. This cross-disciplinary approach helps students connect science to a range of real-world contexts.

National Science Week

To help inspire, engage, and bring awareness to the wonders of Science, Belmay completed a whole School Paper Plane Competition. Students loved crafting and experimenting with their planes.

Sustainability Initiatives

Belmay is committed to educating students about sustainability and the importance of a responsible future. The following programs were active throughout the year.

Composting: Each class has an organic waste bin, which is collected every Friday by selected students from Room 2. The compost is then added to our larger school compost bins, later used for the Gardening Club.

Gardening Club: Held in Terms 2 and 4 during Monday lunchtimes, Gardening Club allows students to plant and care for edible plants like potatoes, carrots, beans, and blueberries. This club supports our sustainability goals by promoting “closed-loop” organic gardening.

Paper Recycling: Led by our sustainability prefects, each class has a paper recycling bin, which is collected every Friday.

These initiatives help Belmay students develop a deeper understanding of environmental stewardship and practical sustainability skills.

LOTE - ITALIAN

The Italian Program at Belmay Primary School aims to develop each student's ability to communicate in Italian, as well as understand the beautiful Italian language. This is a great way to exercise the brain, improve memory skills, and learn to speak clearly and with confidence. During our lessons students also learn about the fascinating culture of Italy; renown for its food, art, history, fashion, and incredible landmarks.

Our Italian Program aims to enhance each student's understanding and respect for diversity, which supports our school motto of showing respect. Learning another language also helps students to better understand their first language and extend their literacy skills.

As in previous years, students from years one to six engaged in a one-hour lesson per week. During our lessons, all students learnt to communicate across the five sub-strands of Socialising, Informing, Creating, Translating and Reflecting.

Belmay Primary School has proudly offered a dynamic, engaging, and inclusive Italian Program for well over twenty years and embraces the multicultural diversity of its students. Learning a language has many benefits for our students, especially on a cognitive and social level.

We are looking forward to more learning and fun in 2025!

VISUAL ARTS

At Belmay Primary School the focus of the Visual Arts program is to foster an appreciation of the artistic aspects of life. Art is a creative medium, which allows the students to develop an aesthetic point of view, to harmonise with the practical side of their personality.

This year there was a heavy focus on sustainability and recycling, which mingled with a variety of artistic techniques.

Another key focus was presentation, which in art is a major part of the process, but it also carries on throughout the whole schooling process. Our third focus is inclusivity, making sure that everyone feels that they are involved.

YEAR 6 CAMP

Adventure, Teamwork & Unforgettable Memories!

In 2024, our Year 6 students had an unforgettable experience at Woodman Point Camp, where they spent three days immersed in team building activities, outdoor challenges, and adventure. With incredible support from our P&C, we engaged in a range of fundraising activities, including volunteering at the Belmont Rotary Markets, hosting dress-up days, running bake sales, and participating in the Containers for Change program. Additionally, we were fortunate to receive generous donations from our local MLAs, Cassie Rowe and Samantha Rowe, which helped make this camp possible. At camp, students embraced every challenge with enthusiasm, working together to build resilience, teamwork, and confidence. Whether navigating obstacle courses, problem-solving in group activities, or simply enjoying time with their peers, every moment was filled with excitement and growth. A huge thank you to the staff, volunteers, and everyone who contributed to making this camp such a memorable experience for our Year 6 cohort!

STUDENT LEADERSHIP

Student leadership is an integral part of our school, and we are proud to continue developing future leaders who inspire, support, and create positive change within our school community.

Strong Voices, Bright Futures: Leadership in 2024

At Belmay Primary School, we believe in empowering students to be confident, responsible leaders. Each year, our student leadership team, made up of Prefects and Faction Captains, plays a vital role in fostering a positive school culture and ensuring student voices are heard.

In 2024, our leaders embraced their roles with enthusiasm and commitment. After a thorough selection process, they attended the **GRIP Leadership Conference**, equipping them with the skills to lead with integrity and initiative. Our leaders also had the incredible opportunity to visit **Parliament House** with local Member of Parliament, **Cassie Rowe**, where they gained insight into the workings of government and the importance of civic engagement. Throughout the year, they contributed across key areas, including Sustainability, ICT, Ambassadors, and Be You, demonstrating leadership through action and service.

CHAPLAINCY at BELMAY

Chaplaincy at Belmay is provided by YouthCARE. This service has been well integrated into the Belmay community and is an integral part of the student services team. The Chaplain at Belmay works closely with staff and students and provides a link to the local community.

In 2024, the Chaplain provided, individual student support for; social and emotional well-being, providing strategies for conflicts within friendship groups, for improving self-regulation, and managing anxiety, or general issues that arose.

Group support in 2024 included introducing the **In Real Life:** Real Friends Program by Emerging Youth mid-year. Four groups from Year 4-6 were taken through the program over eight weeks. In future years the program will run in the early part of the year to help support early intervention for social well-being.

The Prefect leadership program ran for 3 Terms, which included fundraising for both the Year 6 camp, and the charity **Zero to Hero**.

Other programs at Belmay included:

The **Breakfast Club** program, which is largely coordinated by parent volunteers, runs on Monday and Friday mornings, with the support of the Chaplain on a Friday morning. This program provides a warm environment and a healthy breakfast before the school day commences. The average number of students supported on each Monday and Friday morning was 25.

The **lunch program** on a Thursday attracts several students who either craft or come along for the mingle and chat opportunity.

Our **Belmay Dads Group** has had three events in 2024 supporting dad's (and some mums) activities with their children, with an average of 20 plus families at each event. In Term 1 we had the Redcliffe Football Club come and run football with families, with PIZZA at the end. For Term 3 the theme was a LEGO challenge, where some amazing ideas were created. In Term 4 the theme was Christmas Craft, finishing off with a sausage sizzle. Events provide a great opportunity for dads to share some laughs with their children whilst doing fun activities.

[Welcome to our School | Belmay Primary School (belmayps.wa.edu.au)]

[School Overview Belmay Primary School (det.wa.edu.au)]

You can also find us on Facebook!