Belmay PRIMARY

We Choose Respect

ANNUAL REPORT 2025

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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.

Additional information can be found on the Department of Education's Schools Online website at https://www.det.wa.edu.au/schoolsonline/home.do or the schools website:
Welcome to our School | Belmay Primary School (belmayps.wa.edu.au)

PRINCIPAL'S REPORT

WELCOME TO OUR SCHOOL'S 2025 ANNUAL REPORT

It is my pleasure to present the **Belmay Primary School 2025 Annual Report**, which reflects our ongoing commitment to whole-school improvement and excellence in teaching and learning.

This report highlights the strategic approaches and collective efforts that continue to drive our school forward. The achievements outlined throughout this report are made possible through the dedication of our staff and the valued partnerships we share with our parents, families and the broader community.

Together, we are making a meaningful difference in the lives of our children by providing rich opportunities, supportive learning environments and high-quality educational experiences that enable every child to thrive and grow.

COMMITMENT TO WHOLE-SCHOOL IMPROVEMENT

Our School Vision

"In partnership with families and the community, Belmay Primary School will provide our students with the skills, knowledge and experience to become successful, caring and productive members of society while demonstrating respect for others in all aspects of their lives. "

Belmay Primary School continues to pursue a dynamic and evidence-informed journey of continuous improvement. Our strategic direction is underpinned by a strong commitment to delivering exceptional outcomes for every child.

PRINCIPAL'S REPORT … *cont*

COMMITMENT TO WHOLE-SCHOOL IMPROVEMENT … *cont*

This report outlines the progress we have made across our whole-school improvement agenda, including student achievement, staff capacity building and our ongoing focus on the wellbeing of students and their families. Through clear planning, shared expectations and strong instructional leadership, we continue to build a culture where high-quality teaching and learning is evident in every classroom.

STUDENT PERFORMANCE AND GROWTH

Throughout 2025, we maintained a strong focus on improving student outcomes through data-informed decision making, explicit instruction and differentiated teaching practices.

Our whole-school approach to tracking student progress ensures that teaching is responsive and targeted to meet the diverse learning needs of our students. Regular assessment and collaborative data analysis enable staff to monitor progress closely and implement timely interventions.

As a result, students continue to demonstrate measurable growth across key learning areas, reflecting the effectiveness of our consistent and structured instructional approaches.

BUILDING CAPACITY AND PROFESSIONAL EXCELLENCE

A central pillar of Belmay Primary School's success is the continued investment in **professional learning, collaboration and instructional coaching**.

PRINCIPAL'S REPORT … *cont*

BUILDING CAPACITY AND PROFESSIONAL EXCELLENCE … *cont*

Our teachers and support staff remain deeply committed to refining their practice through professional development, peer observation and collaborative planning. This strong culture of professional growth has strengthened the collective expertise of our staff and contributed to the consistency of high-quality teaching across the school.

The work undertaken at Belmay continues to attract interest from the wider education community. During the year we welcomed over **20 school visits from educators and leadership teams across Western Australia**, who came to observe our whole-school approaches and learn from the practices implemented by our staff.

STUDENT HEALTH AND WELL-BEING

At Belmay Primary School we recognise that student well-being is fundamental to successful learning.

Our approach focuses on supporting the whole child by ensuring that students feel safe, connected and supported within our school community. Through trauma-informed practices, targeted well-being programs and strong partnerships with families and external agencies, we continue to strengthen our capacity to meet the diverse needs of our students.

These wrap-around supports help create a positive and inclusive learning environment where every child feels valued and empowered to succeed.

PRINCIPAL'S REPORT ... *cont*

A SCHOOL KNOWN FOR EXCELLENCE

Belmay Primary School's reputation as a school of excellence in teaching and learning continues to grow. The strength of our improvement agenda, combined with the professionalism and dedication of our staff, has positioned our school as a place where high-impact practices are embedded and shared.

The interest shown by visiting schools and educational networks reflects the confidence others place in the work being undertaken at Belmay. We are proud to contribute to the broader education community by sharing our experiences, strategies and successes.

WHOLE-SCHOOL DIRECTIONS 2025–2027

Belmay Primary School's improvement work is guided by the **Whole-School Directions Document 2025–2027**, which provides a clear roadmap for sustained school improvement.

The document outlines the key strategic priorities, milestones and performance indicators that guide teaching, learning and leadership across the school. Our strategic directions focus on strengthening whole-school consistency, improving student outcomes and continuing to build staff capacity through evidence-based practice.

STRENGTHENING CURRICULUM AND TEACHING PRACTICE

A key priority is the continued development and refinement of a **consistent whole-school instructional model**. This includes strengthening explicit teaching practices, shared expectations around high-quality instruction and the implementation of agreed teaching frameworks across all classrooms.

Staff work collaboratively to embed consistent lesson structures, instructional routines and curriculum planning processes that ensure **low variance teaching and high-impact instruction** for every student.

PRINCIPAL'S REPORT ... *cont*

CURRICULUM DEVELOPMENT AND SCOPE AND SEQUENCE

The school continues to refine its **scope and sequence documents across learning areas**, ensuring alignment with the Western Australian Curriculum and evidence-based approaches to literacy and numeracy.

This work supports teachers to deliver sequenced, cumulative learning that strengthens student mastery of foundational skills.

DATA LITERACY AND STUDENT PROGRESS MONITORING

Staff regularly analyse assessment data to track progress, identify learning gaps and plan targeted instruction. The development of staff data literacy ensures teachers confidently use multiple data sources to inform planning, evaluate progress and implement effective interventions.

TARGETED INTERVENTION AND INCLUSIVE SUPPORT

A strong emphasis is placed on **data-informed practice** to ensure teaching decisions are responsive to student need.

Belmay Primary School continues to strengthen its **Response to Intervention (RTI)** model, ensuring that students requiring additional support are identified early and provided with targeted interventions.

Through collaborative case management and ongoing monitoring, staff work together to ensure that all students — particularly those identified as at educational risk — receive timely and appropriate support.

PRINCIPAL'S REPORT ... *cont*

BUILDING LEADERSHIP AND STAFF CAPACITY

Through professional learning, coaching and collaborative planning structures, staff are supported to refine their practice and contribute to whole-school improvement initiatives. This distributed leadership approach strengthens collective efficacy and ensures the sustainability of our improvement journey.

The implementation of these strategic directions ensures that Belmay Primary School continues to deliver **high-quality teaching, responsive support systems and a strong culture of professional collaboration**, ultimately improving outcomes for every child.

The Directions Document also prioritises the continued development of staff leadership and professional expertise.

LOOKING AHEAD TOGETHER

As we reflect on the achievements of 2025, we remain firmly committed to sustaining our trajectory of improvement.

Our future direction continues to focus on **innovation, evidence-based practice and maintaining the high expectations we hold for every student**.

I am immensely proud of what our staff, students and families have accomplished together. The collective commitment of our school community continues to make Belmay Primary School a special place to learn and grow.

Together, we will continue to build on this strong foundation and make a lasting difference in the lives of our students and the wider community.

Sarah Durham

Principal
Belmay Primary School

2025 NAPLAN RESULTS – CELEBRATING OUR STUDENTS

We are delighted to share our **2025 NAPLAN results**, which highlight many successes across the school while also providing clear directions for continued improvement.

YEAR 3 – A FANTASTIC START

Our Year 3 students achieved **above expected results across all Literacy areas** and achieved at the expected level in Numeracy.

Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.8	2.4	0.3	19	19	28
Reading	0.5	2.9	1.5	19	19	28
Writing	2.5	3.4	2.0	19	19	29
Spelling	1.7	4.0	1.9	19	19	28
Grammar & Punctuation	1.1	2.7	1.8	19	19	28

YEAR 5 – BUILDING CAPACITY

Our Year 5 students achieved the expected level in Numeracy, Reading and Grammar & Punctuation. With lower-than-expected results in Writing and Spelling, we are now introducing SpellEx into our upper primary classrooms and developing whole school writing structures.

Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.5	1.2	-0.2	34	22	26
Reading	1.4	1.9	-0.3	35	22	26
Writing	1.2	2.3	-2.0	35	22	26
Spelling	1.5	1.6	-1.2	34	22	26
Grammar & Punctuation	1.4	1.6	-0.2	34	22	26

With the strong foundations already evident in the early years, we are confident that continued focus on these areas will strengthen outcomes in the upper years.

The 2025 results reinforce several key messages:

- Our teaching strategies are working, particularly in the early years
- Our students continue to demonstrate resilience and steady progress
- Our improvement agenda is clear, with a strengthened whole-school focus on writing and spelling.

We are incredibly proud of our students and staff for their hard work and dedication, and we sincerely thank our families for their continued support. Together, we are ensuring that every child has the opportunity to thrive.

SCHOOL COUNCIL

The Belmay Primary School Council plays an important role in supporting the governance and strategic direction of the school. The Council represents the school community and contributes to key aspects of school planning, policy development and review.

Through regular meetings and consultation, Council members participate in the establishment and review of school priorities, including providing input into the school's general policy direction, financial planning processes and the endorsement of school contributions and charges. The Council also supports the evaluation of school performance and provides valuable advice to help strengthen positive relationships between the school and the wider community.

The collaborative partnership between the School Council and the leadership team ensures that community perspectives are considered in decision-making and that Belmay Primary School continues to work in the best interests of our students and families.

BELMAY PRIMARY SCHOOL COUNCIL 2026

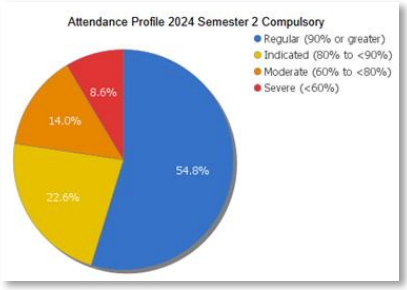
- David Gerstorfer (Acting School Council Chair, Teacher Representative)
- Sarah Durham (Principal)
- Terry Harney (Deputy Principal)
- Cassie Rowe MLA (Community Representative)
- Ronnie O'Neil (SELDC Principal)
- Hannah Klauz (Teacher Representative)
- Storm Manning (Teacher Representative)
- Mark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

EVERY CHILD, EVERY DAY, EVERY OPPORTUNITY
ATTENDANCE 2025

At Belmay, we are committed to not only academic excellence but also the social and emotional well-being of every child and ensuring that every student attend school every day where possible to achieve their full potential.

We provide a full range of opportunities and experiences to ensure that all students can thrive, grow in confidence, and realize 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. School attendance is a top priority at Belmay Primary School. Attendance of every student is closely monitored and reviewed on a regular basis. Where necessary, students are case managed and support offered to families and care givers to assist students to meet their individual attendance goals.

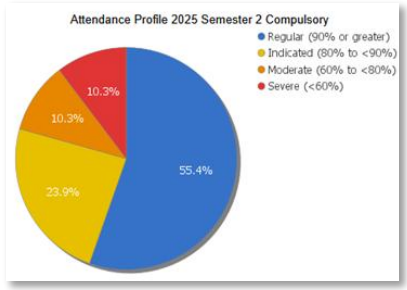
As a result of our sustained efforts, we have improved our Regular Attendance from **54.8%** Semester 2, 2024 to **55.4%** Semester 2, 2025.



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%**



2025 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): All

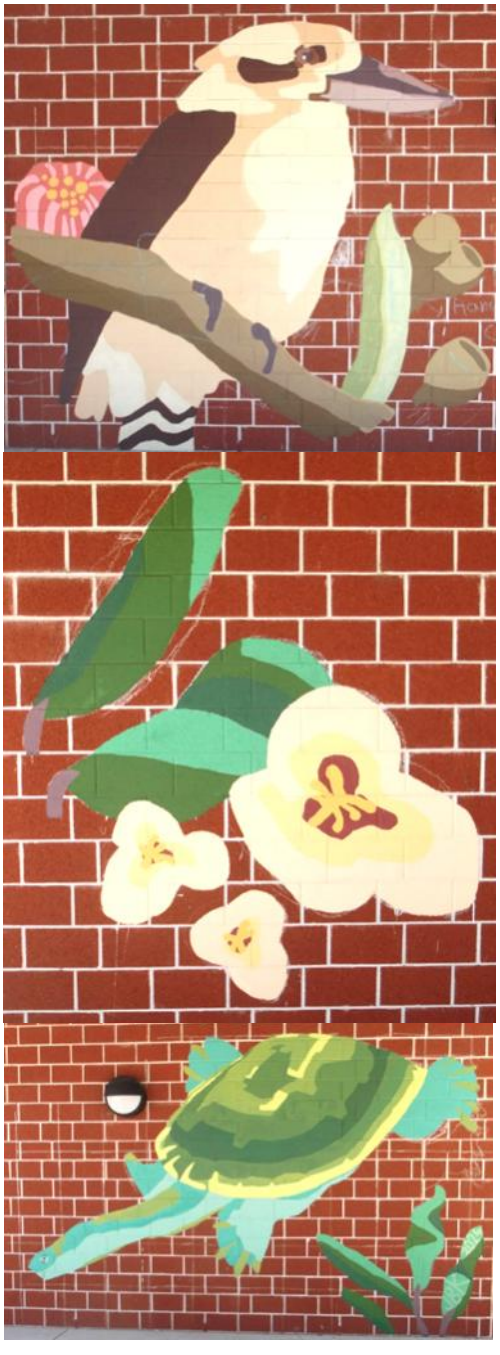
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	*84.7%*	*19*	*9*	*3*	*5*	*81%*	*19%*
PPR	77.8%	17	12	7	9	51%	49%
Y01	84.0%	10	6	1	5	52%	48%
Y02	90.4%	29	6	3	1	68%	32%
Y03	86.3%	12	9	4	3	66%	35%
Y04	87.7%	18	5	1	3	54%	46%
Y05	89.2%	16	8	4		72%	28%
Y06	90.2%	16	5	2	1	79%	21%
Compulsory	**86.0%**	**118**	**51**	**22**	**22**	**60%**	**40%**

At the end of term 1 2026 we have improved our regular attendance further to 65.1%, a very encouraging trend.

EARLY CHILDHOOD

In 2025, Belmay Early Childhood Years remained committed to providing a safe, nurturing, and engaging learning environment where every child is supported to thrive. Strong partnerships with families continued to be fostered through events such as Book Week Story Reading Night, Harmony Day Picnic, Sports Carnival, the whole-school excursion to Kings Park, and the End-of-Year Concert, strengthening our sense of community and shared learning experiences.

Our Kindergarten and Pre-primary programs maintained a strong focus on play-based learning, encouraging exploration, collaboration, and the development of essential social skills including turn-taking, sharing, resilience, and active listening.



LITERACY AND ORAL LANGUAGE

PreLit and InitiaLit continued to underpin our explicit early literacy instruction, with a focus on phonological awareness, letter-sound knowledge, vocabulary, and oral language development. Storybook lessons supported vocabulary growth and comprehension through consistent revision and application of targeted language.

NUMERACY

Our Numeracy Automaticity Schedule, aligned with the WA Curriculum, remained central to daily instruction. Through structured Daily Reviews and hands-on learning experiences, students developed strong foundational number skills and mathematical language. The interleaved review approach ensured concepts were regularly revisited to promote retention and confidence.

EARLY CHILDHOOD ... *cont*

In 2025, we were supported by speech pathology students from Curtin University through the Curtin Speech Pathology School Placement Program. Working across all three Early Childhood classrooms under the supervision of a qualified Clinical Educator, students delivered:

- Whole-class (Tier 1) oral language sessions
- Individual assessment and targeted intervention (Tier 3) for prioritised students
- Collaboration and capacity building with staff and families

This partnership strengthened our early intervention practices and enhanced support for students requiring additional assistance in speech, language, and early literacy.

DATA-INFORMED PRACTICE

A key focus in 2025 was strengthening data-informed decision-making. Term 1 On-Entry Assessment data was analysed and compared with schools of similar ICSEA (959) to identify trends and establish baseline targets for 2026.

In 2026, this data will be used to monitor progress against Key Performance Indicators (KPIs), guide targeted teaching strategies, and support early identification of students requiring additional intervention.

EXPANDING HORIZONS - ENRICHMENT AND EXTENSION PROGRAM

In Semester 2 of 2025, Belmay Primary School launched its new Enrichment and Extension Program through the Mathematics Committee and the Belmont Maths Network. Selected Year 5 and 6 students participated in weekly sessions with Miss Manning, focusing on advanced mathematical problem solving and reasoning to extend their critical-thinking skills.

The program also included a project-based inquiry component inspired by the “Choice and Voice” model. Students selected an area of personal interest, conducted in-depth research, and created a polished final product that answered their chosen question. These projects were then shared with teachers, peers, and will be shared with a knowledgeable local expert, giving students an authentic opportunity to connect their learning with real-world professionals.

Students showed strong improvement in mathematical reasoning, research, writing, and communication throughout the program. Belmay Primary School looks forward to expanding this initiative to continue supporting high-level student learning and engagement.

Photos - Year 6 Camp

SCIENCE

SCIENCE PROGRAM OVERVIEW

The Science program at Belmay Primary School provides students from Pre-primary to Year 6 with a carefully structured balance of revision, explicit instruction and hands-on inquiry. Students attend a Science Specialist lesson, aligned with the Western Australian Curriculum, ensuring students develop strong content knowledge alongside confidence in questioning, predicting, investigating and reflecting in a safe and nurturing environment.

CURRICULUM STRUCTURE

With split year levels, Science operates on a strategic two-year cycle to guarantee full coverage of all curriculum strands. In 2025, the core focus areas were Chemical Science and Earth and Space Science, with concepts from other strands intentionally revisited and reinforced throughout the year. Classroom teachers further enhance learning by integrating Science into Literacy and Design and Technologies, strengthening cross-curricular connections and real-world application.

WHOLE-SCHOOL SCIENCE DAY

A significant milestone this year was Belmay's first whole-school Science Day during National Science Week. Students worked in mixed-age groups to build leadership, confidence and a sense of community across year levels. The day showcased hands-on, inquiry-driven activities that promoted collaboration, problem-solving and scientific thinking.

SCIENCE *... cont*

SUSTAINABILITY AND STEM CLUB

Sustainability remains a strong and visible priority. Composting and recycling systems are embedded across all classrooms, with Year 5/6 students managing processes on a rotating roster to build responsibility and environmental stewardship. Gardening Club, held weekly during lunch in Terms 2 and 4, is open to all students and supports our “closed -loop” approach through growing edible produce.

STEM Club was delivered in Term 4 in partnership with SciTech for the fourth consecutive year. This year’s focus on hydraulics proved to be one of the most engaging themes to date, with students demonstrating high levels of enthusiasm, teamwork and creative problem-solving.

ABORIGINAL EDUCATION COMMITTEE

This year, our school continued to strengthen its commitment to Aboriginal Education through meaningful learning experiences and whole-school participation. We proudly hosted a vibrant NAIDOC Day celebration centred on the 2025 theme, “The Next Generation: Strength, Vision and Legacy.” Students engaged in a whole-school chalk art installation and created classroom artworks that were proudly displayed throughout the school.

A highlight of the day was the bracelet-making activity, where senior and junior students worked together, fostering connection and shared learning. We concluded the celebration with a whole-school yarning circle, providing a respectful space for reflection, listening and community. It was a powerful and memorable day for all involved.

During National Reconciliation Week, we held a dedicated assembly to deepen students’ understanding of our shared histories, cultures and achievements, and to explore how each of us can contribute to reconciliation. Students created reflective hand artworks featuring the colours of the Aboriginal and Torres Strait Islander flags, alongside visual representations of actions we can take within our school community.

Throughout the year, we also developed and implemented our annual Reconciliation Action Plan, ensuring Aboriginal histories, cultures and perspectives remain embedded across key curriculum areas. Our focus on local culture was strengthened through increased exposure to Noongar language, including weekly Noongar words and a beautiful display board showcasing language and student artwork for our wider school community.

LEADING THE WAY IN 2025 - STUENT LEADERSHIP

This year, our student leadership team once again demonstrated enthusiasm, initiative, and pride in representing our school. Our 2025 team included eight dedicated prefects and four passionate faction sports captains who embodied our school values throughout the year.

Early in the year, our leaders attended the GRIP Student Leadership Conference, where they developed new leadership strategies, teamwork skills, and confidence while connecting with other student leaders from across Western Australia. Later, they were invited to visit Parliament House, thanks to MLA Cassie Rowe. This excursion provided a valuable opportunity to meet with Ms Rowe and explore Western Australia's parliamentary system, directly linking to their HASS Civics learning.

Our Year 6 faction captains played an integral role in leading their teams during the Sports Carnival, showing strong sportsmanship and encouraging participation across all year levels. The 2025 prefect team rotated between ICT, Sustainability, and Ambassador roles, allowing them to make meaningful contributions in different areas of school life. They also supported camp fundraising initiatives through icy pole sales, showing teamwork and community spirit.

Student leadership continues to be a cornerstone of our school, empowering students to develop confidence, take responsibility, and act as positive role models for their peers. We are proud of our 2025 leaders and the example they have set for future student leaders to follow.

FROM RAFTS TO ROPE - YEAR 6 TAKES ON WOODMAN POINT

Our Year 6 students began Term 2 with great excitement as they set off for their much-anticipated camp at Woodman Point. The three-day experience was filled with adventure, teamwork, and opportunities for personal growth. From the moment we arrived, the friendly camp staff and welcoming environment set the tone for an unforgettable trip.

The first day began with fun ice-breaker activities before students dived into raft building and beach sports. After an action-packed afternoon on the water, the evening concluded with a lively quiz created by the teachers, bringing plenty of laughter and friendly competition.

Day two pushed students even further out of their comfort zones with thrilling vertical challenges, including rope climbs, belays, and the ever-popular flying fox. That evening, students worked together to “Escape from Quarantine,” testing their problem-solving skills and teamwork.

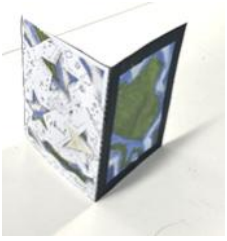
On the final day, students enjoyed archery and an orienteering challenge, using their navigation and communication skills to explore the outdoors one last time.

By the end of camp, our Year 6s returned to school tired but fulfilled, with new friendships, stronger resilience, and a sense of accomplishment. The Woodman Point camp continues to be a highlight of the Year 6 experience—helping students grow in confidence and independence as they prepare for the transition to high school.

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. This year we have used numerous techniques, a few which are included below.

Recycling paper from photocopying to make papier mache bowls.

Using wax crayons and water paint to make still life artworks.

Using natural and recycled materials to make collages.

Using chalk and outside environment to create NAIDOC themed pavement art.

Creating a giant 3-D painted Halloween pumpkin for display in the Belmont Forum.

Making interpretive sculptures using strips of discarded or cut-off card.

Making use of drawing techniques to highlight 3-D effects in optical illusion art.

Making personalised greeting cards to highlight students' artistic work.

ROLA - READ OUT LOUD AWARDS

The 2025 Read Out Loud Awards were held over two mornings in November at the Ruth Faulkner Library. The junior students attended on Thursday 6 November with Miss Prosser, who described them as "superstars" and "amazing!"

Students from our senior classes proudly represented the school at the senior students Reading Out Loud Awards, held at the Glasshouse in Belmont. The competition encouraged students to develop expressive oral reading and presentation skills as they shared passages from their chosen books.

Our students were fantastic ambassadors, demonstrating confidence, enthusiasm and clear evidence of the effort and practice they had invested in their performances. The event was judged by a panel of local writers and generously supported by the City of Belmont, who also provided a lovely morning tea and a silent disco for students to enjoy together.

PARENTS AND CITIZENS ASSOCIATION (P&C)

The Belmay Primary School Parents and Citizens Association (P&C) plays an important role in strengthening the partnership between families and the school. Through fundraising, volunteer support and community engagement, the P&C contributes to enhancing programs and opportunities that benefit Belmay students and support the wider school community.

In 2025, the Belmay Primary School P&C continued to actively support the school through a number of fundraising activities and community initiatives. These included the Father's Day Stall, the Sports Carnival Cake Stall and a Christmas hamper giveaway for students.

Additional funds were raised through volunteer efforts at the Rotary Markets and Christmas gift wrapping at local shops. These fundraising activities enabled the P&C to contribute towards the cost of the school swimming program and the EduDance program, helping to make these opportunities more accessible and affordable for Belmay families.

The P&C also supported important events across the school year, including providing food for the Year 6 Graduation and organising a platter for staff in recognition of World Teachers' Day. These contributions reflect the P&C's continued commitment to supporting both students and staff while strengthening the sense of community at Belmay Primary School.

CHAPLAIN

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 2025, the Chaplain provided, individual student support for; social and emotional wellbeing, providing strategies for conflicts within friendship groups, for improving self-regulation, and managing anxiety, or general issues that arose.

Group support in 2025 included facilitating two groups for the In Real Life: Real Friends Program by Emerging Youth over eight weeks in Term 1 & 2. The Aussie Optimism Program was provided for a small group in Term 3 & 4.

Support was also provided for the Year 6 Camp.

The Chaplain also co-ordinated The Y (YMCA) to run the Rock and Water program for some of our Year 6 students in Term 4.

Other programs at Belmay include:
The Breakfast Club program, which is largely coordinated by a parent volunteer, and run out of the Belmay Beehive on a Monday and Friday morning, with the support of the Chaplain on a Friday morning. This program provides a warm environment and a healthy breakfast before the school day starts. The average number of students supported on each Monday and Friday morning was 20.

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

CHAPLAIN *... cont*

Our Belmay Dads group had four events in 2025 giving Dad's (and some mums) the opportunity to do fun activities with their kids. Attendance with an average of 20 plus families at each event.

In Term 1 we had the Redcliffe Football Club come and run a Football Clinic with families, with PIZZA at the end.

For Term 2 the theme was Building LEGO, where some amazing ideas were created. The evening finished with delicious burgers.

In Term 3 the theme was Karaoke and a Sausage Sizzle, this was a great experience, with many dads' joining in and singing along.

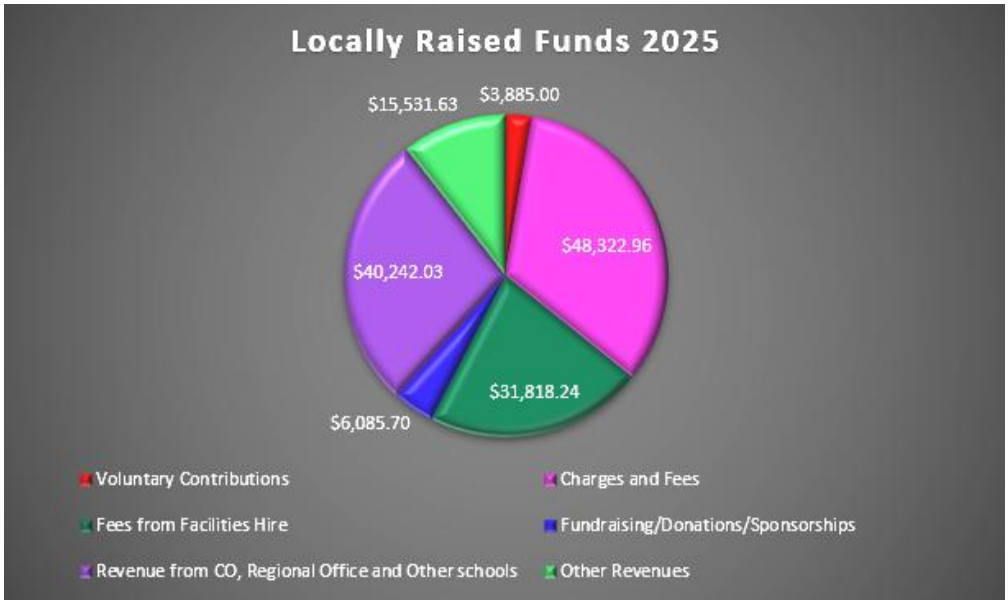
The final event was in Term 4, which was very well attended and was a very energetic evening of Boot Scooting, with pizza at the end.

These events provide a great opportunity for dads to share some laughs with their kids whilst doing fun activities.

Three of these events were Proudly Sponsored by the NAB Bank (Belmont Branch).

FINANCIAL SUMMARY

Belmay Primary School operates on a one-line budget, where all funding is delivered and managed flexibly, transferring resources between salaries payments and purchase of goods and services.



	Current Budget	Actual YTD	Variance
Locally Raised Funds (Revenue)	**$340,584.22**	**$334,942.06**	**$5,642.16**
Voluntary Contributions	$4,230.00	$3,885.00	$345.00
Charges and Fees	$48,322.96	$48,322.96	$0.00
Fees from Facilities Hire	$35,000.00	$31,818.24	$3,181.76
Fundraising/Donations/Sponsorships	$6,085.70	$6,085.70	$0.00
Commonwealth Govt Revenues	$0.00	$0.00	$0.00
Other State Govt/Local Govt Revenues	$0.00	$0.00	$0.00
Revenue from CO, Regional Office and Other schools	$40,242.03	$40,242.03	$0.00
Other Revenues	$17,647.03	$15,531.63	$2,115.40

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	**$3,177,396.45**	**$3,177,396.45**	**$0.00**
Appointed Staff	$2,860,966.99	$2,860,966.99	$0.00
New Appointments	$0.00	$0.00	$0.00
Casual Payments	$315,661.75	$315,661.75	$0.00
Other Salary Expenditure	$767.72	$767.72	$0.00

Belmay PRIMARY | We Choose Respect

At Belmay Primary School we Choose Respect

- For ourselves, as individuals
- For our teachers, friends and other students and adults
- For our school and the world around us

Created and printed at Belmay Primary School 2026