



ANNUAL REPORT



BELDON
PRIMARY SCHOOL

FROM THE PRINCIPAL

We proudly present to our families, the Department of Education WA, Director of Education, the Assistant Directors of Education and other community members our 2021 Annual Report which provides a snapshot of our school's events, activities and celebrations.

Beldon Primary School is located approximately 27km from the Perth CBD. It is located in the City of Joondalup. Since opening in 1985, the school has continued to provide a high quality education for all students. We became an Independent Public School in 2013. Beldon Primary School has an Index of Community Socio-Educational Advantage (ICSEA) of 1010 indicating that our students are from average advantage backgrounds. We host Beldon Education Support Centre and a Dental Therapy centre on our site.

Beldon Primary School is committed to our Moral Purpose of connecting with our community to support students to become strong, thoughtful independent individuals who accept, adapt, aspire and achieve. Our staff provide a learning environment that supports our students social, emotional and academic growth, with oversight from our School Board and are ably supported by our dedicated P&C.

2021 was a busy and rewarding year. There were a number of successful events that occurred throughout the year, these events couldn't happen without the hard work and dedication of our school staff and community. We held many of our regular events such as school camp, carnivals, incursions and excursions and assemblies. We also introduced the inaugural Vibrant Lapathon and our P&C provided another highly successful Quiz Night.

Throughout the year we continued to focus on our goals of increasing our understanding of Aboriginal culture and integrating Aboriginal culture into our learning and school environment. This year we introduced the singing of the Wanjoo (Welcome) song at each assembly and received a grant to have the words to the song displayed in the undercover area. Our biannual whole school incursion had an indigenous focus and our students and staff benefited by learning about Aboriginal culture, language and art from an indigenous group called FISH (Foundation for Indigenous Sustainable Health).

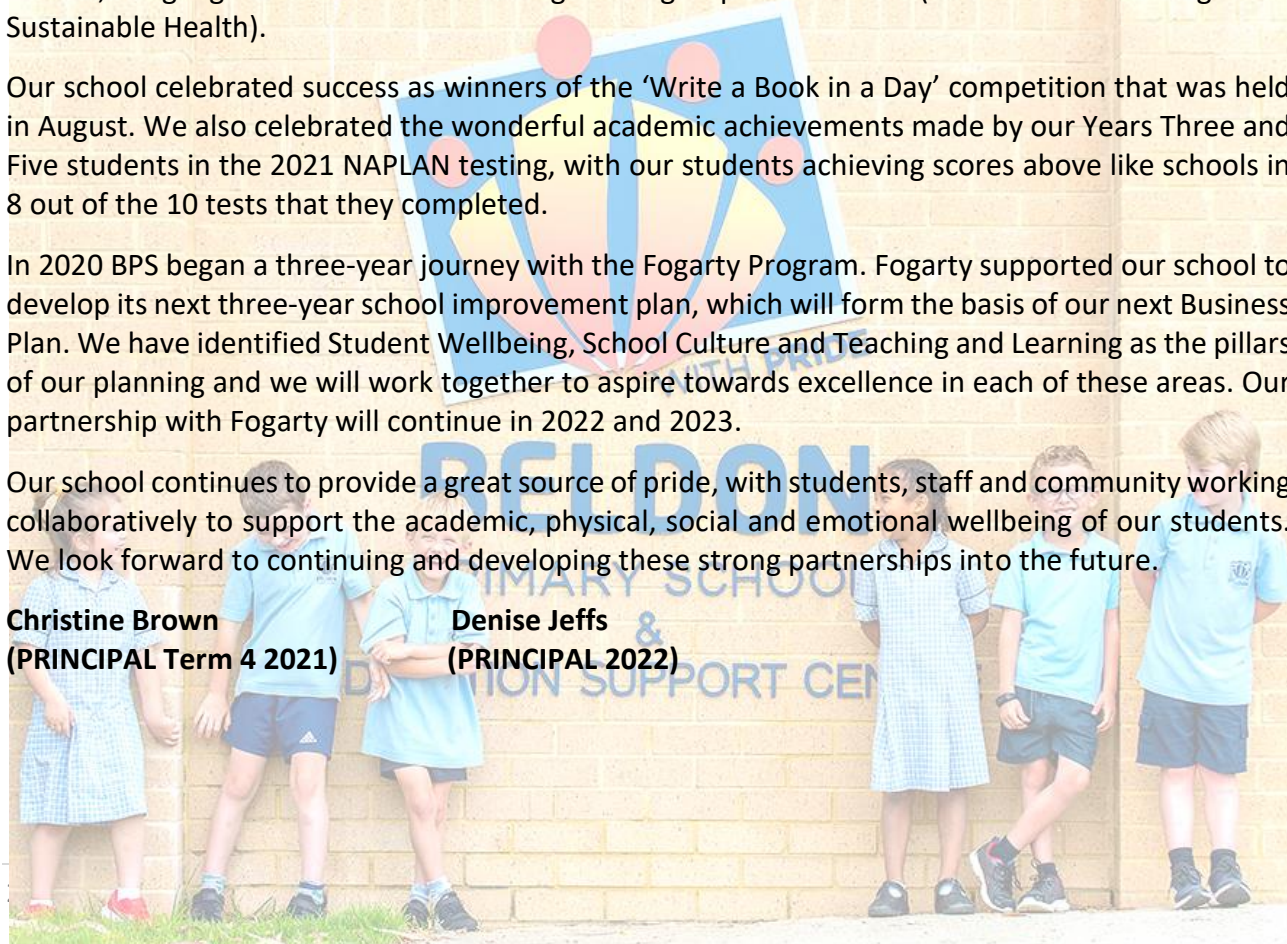
Our school celebrated success as winners of the 'Write a Book in a Day' competition that was held in August. We also celebrated the wonderful academic achievements made by our Years Three and Five students in the 2021 NAPLAN testing, with our students achieving scores above like schools in 8 out of the 10 tests that they completed.

In 2020 BPS began a three-year journey with the Fogarty Program. Fogarty supported our school to develop its next three-year school improvement plan, which will form the basis of our next Business Plan. We have identified Student Wellbeing, School Culture and Teaching and Learning as the pillars of our planning and we will work together to aspire towards excellence in each of these areas. Our partnership with Fogarty will continue in 2022 and 2023.

Our school continues to provide a great source of pride, with students, staff and community working collaboratively to support the academic, physical, social and emotional wellbeing of our students. We look forward to continuing and developing these strong partnerships into the future.

Christine Brown
(PRINCIPAL Term 4 2021)

Denise Jeffs
(PRINCIPAL 2022)



FROM THE BOARD

Thankfully, 2021 saw a return to some sort of normality as schools progressed into the new year as planned, albeit still with the threat of closures due to the ongoing pandemic. A lot of lessons were learnt from the previous year and the school was well placed to deal with any closures or issues that arose. I'm pleased to say that there were only a handful of challenges in this area, and as always, were dealt with the professionalism and care that we come to expect from the staff at Beldon P.S.

The Board is an important conduit for the school to engage with the parents, staff, students and the wider community in general. It assists with the decision-making process and endorsing of the school plan and budgeting requirements. It is an excellent segway for parents to become involved in some of the 'behind the scenes' decisions that help form the direction and framework of the school.

Some Key highlights for the year include:

- 2021 saw the students return to newly refurbished classrooms as a significant upgrade to the school occurred in the summer break.
- Inclusion of Aboriginal culture framework into the school curriculum through a consultative process, which also incorporated the Wanjoo (welcome) song into the school ethos.
- Continuation of established programs such as 'Talk for Writing and Sounds' and the 'You Can Do It' health program, and the inclusion of new spelling programs has culminated in some outstanding NAPLAN results that everyone should be extremely proud of.

The end of the third term saw Geoff Elliott retire as School principal after three years at the school. We thank Geoff for his commitment and drive to ensure the continued success at Beldon P.S. We also congratulate Chris Brown for taking up the reigns and ably supported by Pete Williams, Jess Sanders and Samara Blackburne. The school is in good hands!

Finally, thank you to the current and past board members. It is your passion, dedication and commitment that makes the school such a great place for our kids to thrive. It is with sadness that I will be stepping away from the board for next year, but the perfect opportunity arises for someone with enthusiasm and drive to be involved. Special shout out to Brooke Hartland who will also be stepping away (I think we started on the same day seven years ago!). Thank you for helping to make the school a better place for our kids.

Current Board: Chris Brown, Pete Williams, Cheree Kininmonth, Michele Mason, Brooke Hartland, Damien Endersbee, Dave Warren (chair), Sara Mears, Phillip Albert.

Dave Warren
BELDON PS BOARD CHAIR



MORAL PURPOSE

Our staff and community connect to support students to become strong, thoughtful and independent individuals who accept, adapt, aspire and achieve.

VISION

At Beldon Primary School we aim to be a school of which to be proud; that parents select for their children knowing they will be happily developing and learning to embrace change, and their future.

ETHOS

Beldon Primary School is dedicated to providing quality teaching and learning to enable students to happily and confidently move from where they are to where they have the potential to be.

Beldon Primary School recognises that student learning is best developed in an environment of cooperation and teamwork. We actively encourage community involvement and parent participation into the fabric of school life.

Beldon Primary School fosters a sense of pride through an environment in which children feel secure and valued; thus enabling them to do their best and achieve success.

MISSION

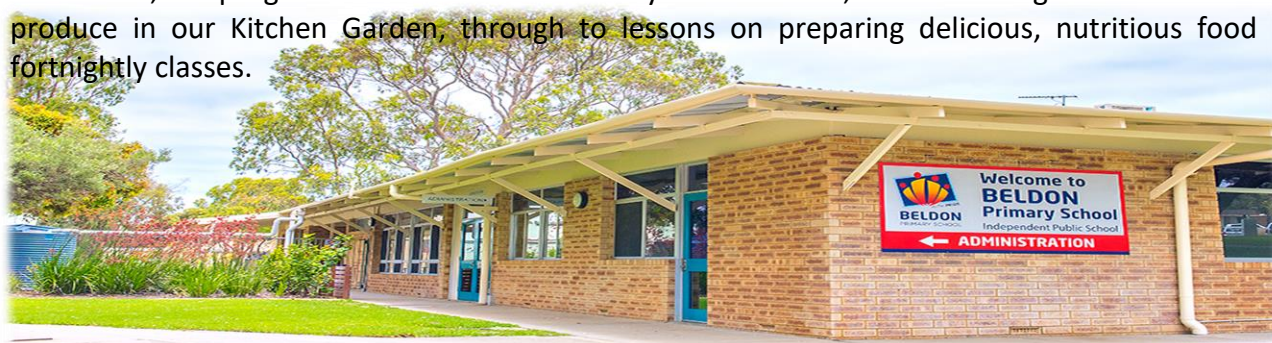
- To provide a quality education for all students and develop life-long learners
- To promote a work environment that acknowledges and values staff
- To celebrate the contribution of parents as partners in the education process

SCHOOL FEATURES

The school is made up of three teaching blocks, a modern Early Childhood Centre, a large fully automated library, a dedicated Art room, as well as a Science (STEM) Lab. There is also an Education Support Centre on site with students being integrated into the primary school whenever possible.

Facilities include air conditioned and gas heated classrooms; Smart Boards in every teaching area; access to a large shire oval; basketball/netball courts; and adventure playgrounds. There is a fully enclosed, air-conditioned assembly area for cultural and sporting events; and computers and iPads with Wi-Fi in each classroom.

Beldon PS is proud to provide students with a Kitchen Garden program. A unique component of our curriculum, the program teaches children healthy habits for life, from how to grow fresh seasonal produce in our Kitchen Garden, through to lessons on preparing delicious, nutritious food in fortnightly classes.



OUR STAFF AND STUDENTS

In 2020, Beldon PS was staffed with 19.1 full-time equivalent administrators and teachers, and 9.4 full-time equivalent support staff to meet the needs of the 334 students enrolled.

The school formed two Kindergarten classes, two Pre-primary classes and nine Primary classes. As in previous years, a key feature of the school is the many composite, or split classes.

Specialist programs included Science, Digital Technology, Physical Education, Art and Indonesian.

Student attendance remained steady in 2021, and as in previous years, was higher than the average for WA Public Schools.

At the conclusion of Year 6, the majority of our students moved on to Belridge Secondary College.

Enrolment Data

Student Numbers (FTE) as at 2021 Semester Two

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	52	45	47	30	53	34	35	315
Part Time	38								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	19	20	125		164
Female	19	32	119		170
Total	38	52	244		334

Attendance Data

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2018	96%	94%	94%	92%	92%	93%	94%
2019	91%	90%	93%	91%	94%	92%	91%
2020	94%	92%	92%	94%	94%	94%	94%
WA Public Schools 2020	91%	92%	92%	92%	92%	92%	92%

Destination Data

2022 school destinations of the 2021 Year Six student cohort

Destination Schools	Male	Female	Total
Belridge Secondary College	11	15	26
Other Government Schools	2	1	3
Private Schools	3	4	7
TOTALS	16	19	36

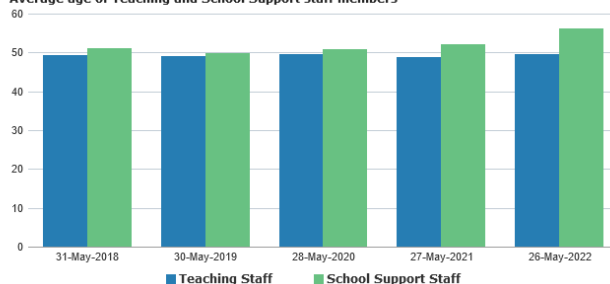
WORKFORCE PROFILE

Staff Information

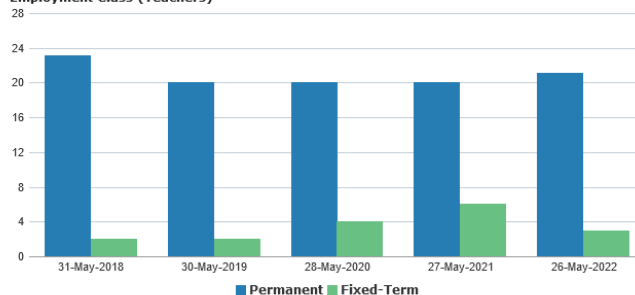
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.9	0
Total Administration Staff	3	2.9	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	17	13.2	0
Total Teaching Staff	19	15.2	0
School Support Staff			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	7	6.0	0
Total School Support Staff	13	9.8	0
Total	35	27.9	0

Our staff numbers remain stable and we have a high proportion of permanent staff who have been at the school for a significant number of years. We are currently planning for potential retirements, resignations and staff who intend to increase or decrease their work fractions.

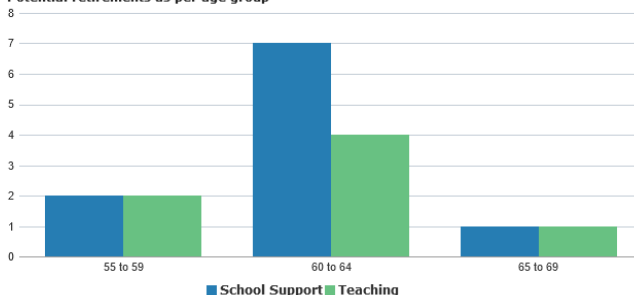
Average age of Teaching and School Support staff members



Employment Class (Teachers)



Potential retirements as per age group



NAPLAN 2021

Business Plan Target	Met	Partially met	Not met
By 2021, Year 3 NAPLAN Numeracy achievement will be equal to or above the expected achievement for Year 3 students			
By 2021, NAPLAN achievement in Spelling will be equal to or above expected achievement in Year and Year 5.			
By 2021, NAPLAN achievement in Grammar and Punctuation will be equal to or above expected achievement in Year and Year 5.			
By 2021, NAPLAN achievement in Writing will be equal to or above expected achievement in Year and Year 5.			

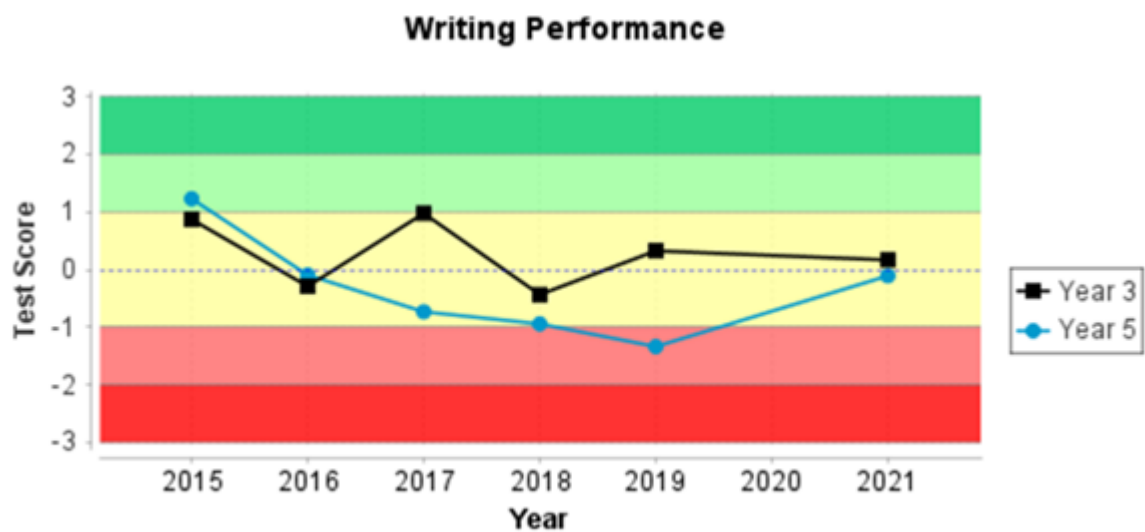
Our data is showing that we are meeting our targets by being at expected levels in all areas and being above expected in Year 3 Writing. Building consistency across the school and continuing to implement whole school programs and evidence-based practice will be a goal to maintain.

We are conscious of monitoring our Year 5 Numeracy results and ensuring the trend line does not continue to decline. We aim to see our performance be maintained as expected and will aim to expect results above expected through careful monitoring of our Numeracy Blocks and catering for students across the school.



NAPLAN Performance for Writing

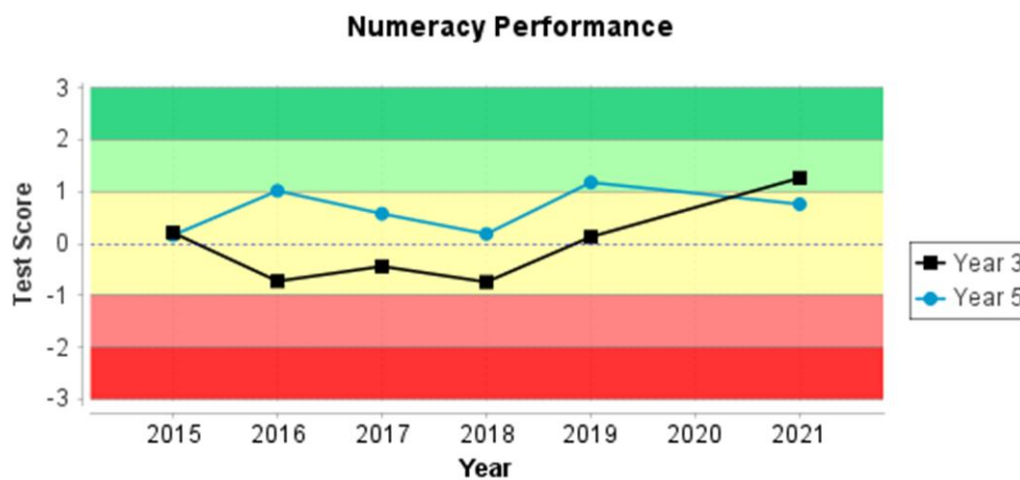
Writing	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.3	1.0	-0.4	0.3	0.2	39	38	37	28	29
Year 5	-0.1	-0.7	-0.9	-1.3	-0.1	37	41	37	31	35



Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	3%	4%
7	530 - 581					6%	13%	11%	12%
6	478 - 529	11%	17%	17%	17%	19%	30%	29%	35%
5	426 - 477	29%	34%	31%	39%	48%	33%	40%	32%
4	374 - 425	46%	34%	34%	28%	10%	16%	17%	11%
3	322 - 373	11%	10%	10%	10%	16%	6%	0%	5%
2	270 - 321	4%	4%	3%	4%				
1	Up to 269	0%	1%	3%	3%				

NAPLAN Performance for Numeracy

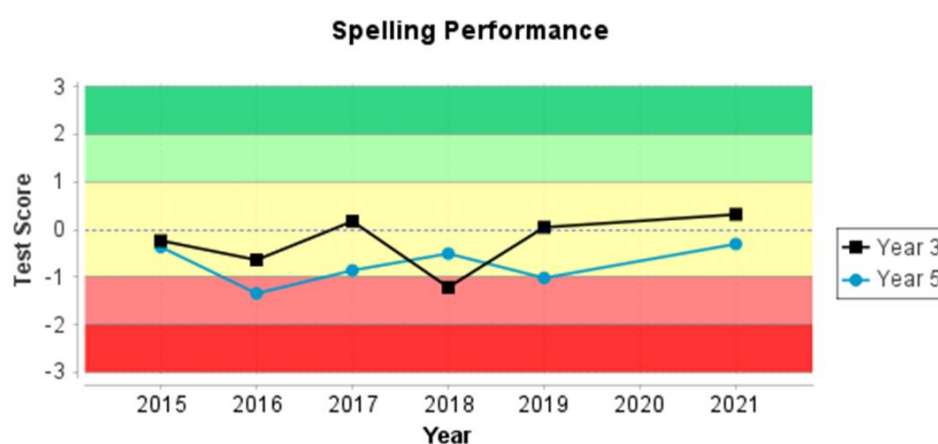
Numeracy	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.7	-0.4	-0.7	0.1	1.3	39	38	36	26	29
Year 5	1.0	0.6	0.2	1.2	0.8	35	41	36	30	34



Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	6%	9%	5%
7	530 - 581					23%	17%	24%	17%
6	478 - 529	15%	15%	14%	11%	10%	33%	21%	33%
5	426 - 477	23%	23%	31%	20%	43%	29%	32%	30%
4	374 - 425	19%	28%	38%	30%	13%	12%	15%	11%
3	322 - 373	35%	21%	10%	24%	3%	3%	0%	4%
2	270 - 321	4%	11%	7%	12%				
1	Up to 269	4%	2%	0%	3%				

NAPLAN Performance for Spelling

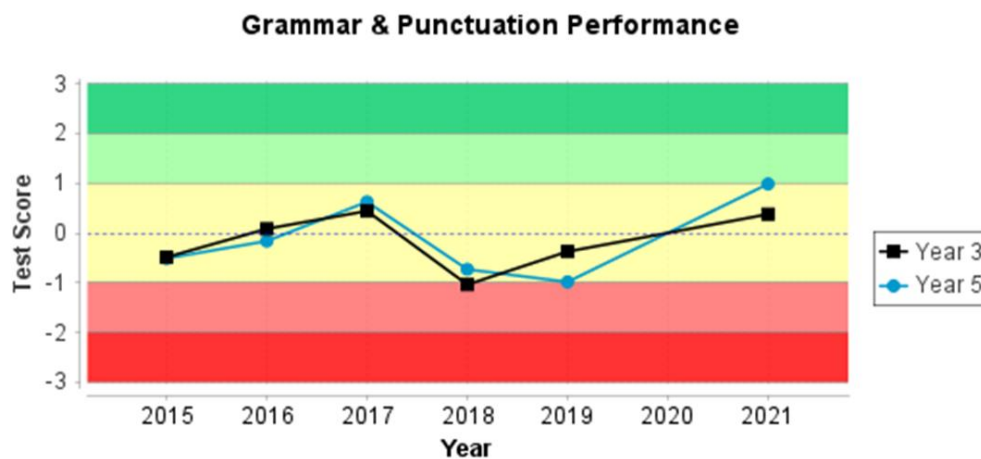
Spelling	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.6	0.2	-1.2	0.0	0.3	39	38	38	28	29
Year 5	-1.3	-0.9	-0.5	-1.0	-0.3	37	41	37	31	34



Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	10%	6%	14%
7	530 - 581					23%	22%	24%	26%
6	478 - 529	21%	24%	21%	22%	32%	30%	29%	25%
5	426 - 477	14%	22%	28%	25%	19%	24%	29%	20%
4	374 - 425	36%	24%	21%	21%	3%	8%	6%	10%
3	322 - 373	14%	17%	17%	16%	16%	5%	6%	5%
2	270 - 321	7%	8%	7%	9%				
1	Up to 269	7%	5%	7%	7%				

NAPLAN Performance for Grammar & Punctuation

Grammar & Punctuation	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	0.1	0.4	-1.0	-0.4	0.4	39	38	38	28	29
Year 5	-0.2	0.6	-0.7	-1.0	1.0	37	41	37	31	34

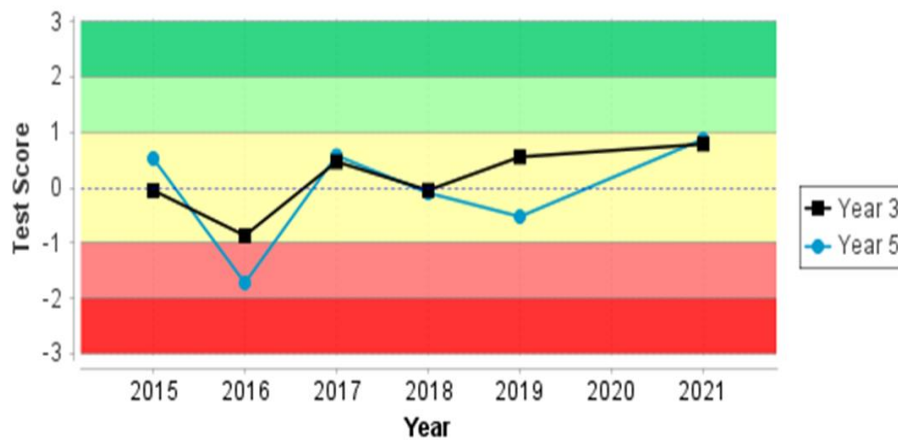


Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	12%	9%	12%
7	530 - 581					6%	20%	12%	20%
6	478 - 529	21%	29%	28%	27%	35%	25%	47%	27%
5	426 - 477	29%	25%	21%	23%	29%	23%	21%	24%
4	374 - 425	21%	19%	28%	21%	13%	12%	12%	11%
3	322 - 373	11%	14%	17%	15%	10%	8%	0%	6%
2	270 - 321	11%	10%	7%	9%				
1	Up to 269	7%	3%	0%	5%				

NAPLAN Performance for Reading

Reading	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.9	0.5	-0.0	0.6	0.8	39	38	38	28	29
Year 5	-1.7	0.6	-0.1	-0.5	0.9	36	41	37	31	35

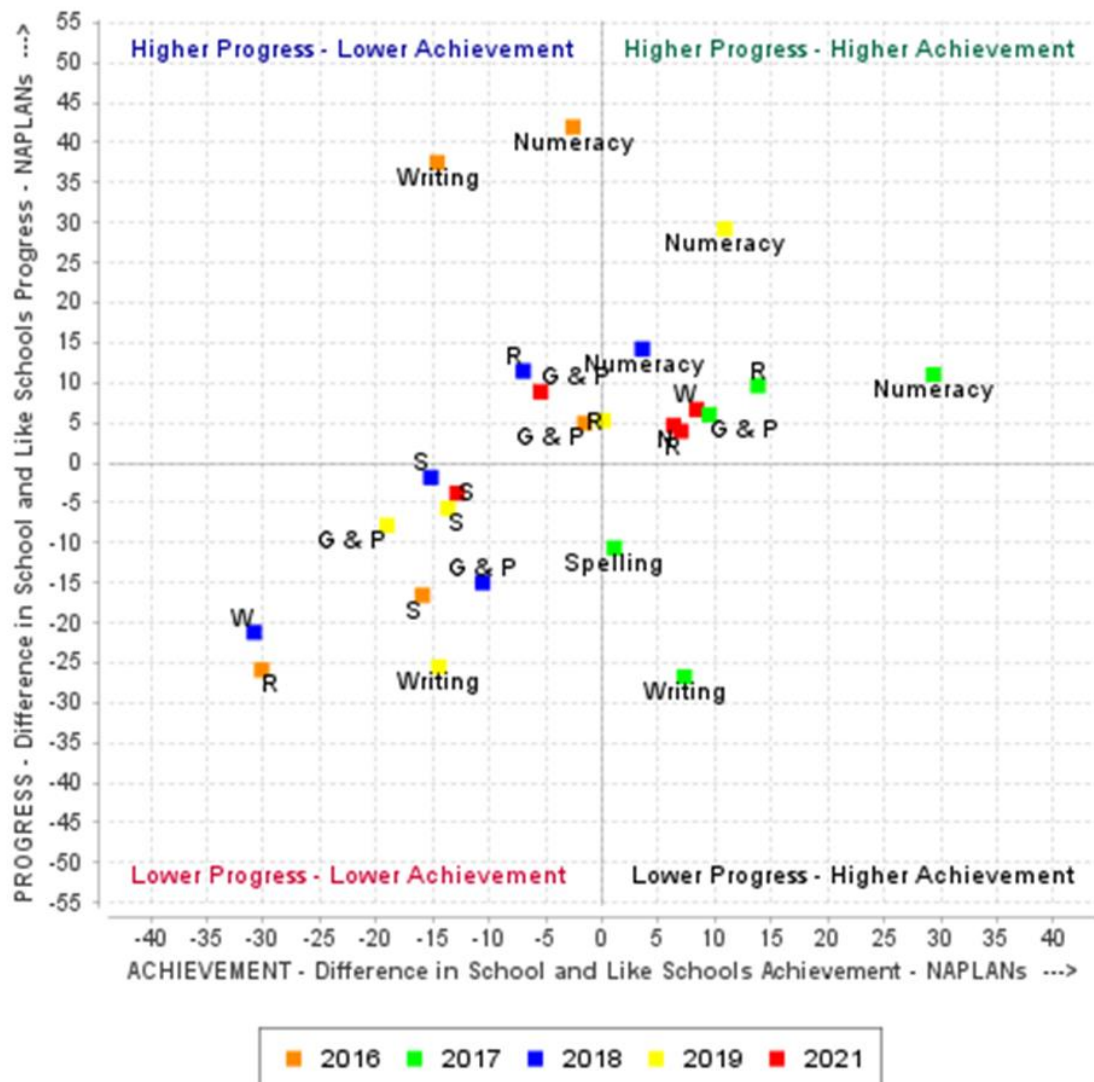
Reading Performance



Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	7%	14%	11%
7	530 - 581					23%	24%	23%	23%
6	478 - 529	32%	23%	41%	26%	23%	33%	40%	31%
5	426 - 477	18%	27%	14%	23%	35%	21%	11%	22%
4	374 - 425	32%	22%	21%	21%	6%	11%	9%	10%
3	322 - 373	4%	15%	17%	16%	6%	4%	3%	3%
2	270 - 321	14%	12%	7%	11%				
1	Up to 269	0%	2%	0%	3%				

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal



SCHOOL PERFORMANCE

MATHS COMPARATIVE DATA: PAT M (2020- 21)

2020 DATA	BANDS 3-/4	BANDS 5/6	BANDS 7/8	BANDS 9/10	BAND 11+	2021 DATA	BANDS 3-/4	BANDS 5/6	BANDS 7/8	BANDS 9/10	BAND 11+
PP	11%	70%	19%	N/A	N/A	YR 1	25%	68%	9%	N/A	N/A
YR 1	10%	62%	27%	N/A	N/A	YR 2	24%	59%	14%	2%	N/A
YR 2	9%	49%	41%	0%	N/A	YR 3	3%	29%	64%	3%	N/A
YR 3	0%	35%	52%	13%	N/A	YR 4	4%	35%	60%	2%	N/A
YR 4	0%	18%	64%	18%	N/A	YR 5	0%	21%	53%	26%	0%
YR 5	N/A	18%	63%	18%	0%	YR 6	0%	5%	59%	34%	3%

MATHS YEAR LEVEL TRENDS (PP- YR 2)

- Strong upward trend in the early childhood, particularly from band 5 to band 6.
- When considering the upper bands (7/8) for Year 2, we dropped by 13%

RECOMMENDATIONS:

- Continue to focus on foundations skills and ensure that Junior Elementary Maths Mastery starts in Term One for Year 2 and Term 3 for the Year 1 students.
- Continue with Focus Student tracking for capable students not making sufficient growth.
- Investigate extension opportunities/streaming in across the PP and Year 1 classes.

MATHS YEAR LEVEL TRENDS (YR 3 AND 4)

- When analysing the Year 3 data, there has been a reduction in the lower bands of 3 and 4.
- The Year 4 data show solid gains in bands 6-8. There has also been strong growth in bands 8 and 9 (+15%).

RECOMMENDATIONS:

- Continue with the Maths extension groups for targeted high performing students in Year 3 and 4 to receive intensive support in problem solving strategies and projecting achievement levels into bands 8-10.
- Continue with Focus Student tracking for capable students not making sufficient growth.

MATHS YEAR LEVEL TRENDS (YR 5 AND 6)

- When analysing the Year 5 data, there has been a strong reduction in the lower bands of 3-6 (13%).
- The Year 6 data shows solid gains within the upper bands of 9- 11, with +17% in 9 and 10.

RECOMMENDATIONS:

- Continue with Maths extension groups for targeted high performing students in Year 5 and 6 to receive intensive support in problem solving strategies and projecting achievement levels into bands 8-10.
- Continue with Focus Student tracking for capable students not making sufficient growth.

ENGLISH COMPARATIVE DATA: PAT R (2020-21)

<u>2020 DATA</u>	<u>BANDS 1/2</u>	<u>BANDS 3-4</u>	<u>BANDS 5/6</u>	<u>BANDS 7/8</u>	<u>BANDS 9/10</u>	<u>BAND 11+</u>	<u>2021 DATA</u>	<u>BANDS 1/2</u>	<u>BANDS 3-4</u>	<u>BANDS 5/6</u>	<u>BANDS 7/8</u>	<u>BANDS 9/10</u>	<u>BAND 11+</u>
PP	2%	2%	50%	43%	2%	0	YR 1	0	14%	52%	33%	0	0
YR 1	0	0	15%	55%	13%	0	YR 2	0	4%	16%	50%	23%	6%
YR 2	0	0	10%	32%	52%	7%	YR 3	0	0	13%	22%	51%	13%
YR 3	0	0	3%	23%	37%	38%	YR 4	0	0	0	12%	42%	44%
YR 4	0	0	0	0	13%	87%	YR 5	0	0	0	8%	40%	51%
YR 5	0	0	0	13%	50%	37%	YR 6	0	0	0	8%	40%	51%

ENGLISH YEAR LEVEL TRENDS (PP- YR 2)

- Steady growth in early years.
- General growth in bands 9, 10 and 11+ for Year 1's to Year 2.

RECOMMENDATIONS:

- Continue with the use of Decodable Readers and the use of Sounds Write program in the Early Years.
- Monitor students in bands 9, 10 and 11+ and provide opportunity for extension.
- Investigate Early Intervention programs for Year 1 students in lower bands (train EA's in Sounds Write intervention program)
- Develop programs aligned with the Science of Reading.
- Explicitly teach reading comprehension using Scarborough's Reading Rope.

ENGLISH YEAR LEVEL TRENDS (YR 3 AND 4)

- Limited growth for student from Year 2 to Year 3.
- 13% of Year 3 students are band 11+.
- Strong upwards growth for students in Year 3 and 4.

RECOMMENDATIONS:

- Continue to promote Literacy Pro reading in Years 3 to 6, scaffolding for Year 3 students who are new to the program.
- Investigate evidence based reading programs and strategies to be implemented in Years 3 to 6
- Explicitly teach reading comprehension using Scarborough's Reading Rope

ENGLISH YEAR LEVEL TRENDS (YR 5 AND 6)

- Growth from Year 4 to 5 has slowed slightly
- 11% increase of Year 6's in Band 11+

RECOMMENDATIONS:

- Continue to promote Literacy Pro reading in Years 3 – 6, with more student access to Short Reads
- Investigate evidence based reading programs and strategies to be implemented in Years 3 to 6
- Further interrogation of individual student data
- Explicitly teach reading comprehension using Scarborough's Reading Rope

SPECIALIST PROGRAMS

Kitchen Garden Program

This year, the Kitchen Garden Program introduced sustainability into its program to help educate the children and give them more knowledge about reducing, recycling and reusing our waste.

The children from Years Three to Six rotate through a five station gardening session per fortnight that consists of:

1. Care of the chickens.
2. Watering & weeding (planting & harvesting).
3. Green house and compost care.
4. Paper recycling.
5. School waste sorting.

The school has adopted 5 colour sorting bins for the children to dispose of their waste at recess and lunch.

By using the correct bins, this allowed the children to separate their waste on disposal, the school's waste sorting garden group then collected each bin type for processing.



Green bins are used for organic waste only, this refuse was chopped and fed to the chickens, worms or placed in the compost bin. We are teaching the children that their food waste can save money on chicken feed, and plant food as the compost bins and worm farms can produce this rich plant food to feed our garden.

Blue bins are used for paper only and the group sorts the paper that could be shredded for the worms, compost bins and also fill garden beds. Cardboard was used as mulch to retain water and stop the sun from drying out the soil, reducing water waste as well.

Grey bins collect all soft plastics from pre-packaged lunchbox snacks, which the children sort for delivery to Woolworths soft plastic recycling program.

With these coloured bins in place, we were able to dramatically reduce the amount of waste we are sending straight to landfill.

The children showed great interest towards the introduction of the five station rotation, this process provided them with independence and responsibility in the garden, to take charge of their task and get their jobs done.

The vegetables that are harvested, along with the eggs from the chickens, are sent to the kitchen class, that the children attend fortnightly, allowing them to use what they have grown from the garden in their meals they are cooking in the kitchen.

The SAKG Program continues to be a much loved activity by the children as they thrive to connect with nature and be learning outside and through hands on, practical activities.

Indonesian

In 2021, all students from Years One to Six had the opportunity to learn Indonesian as a second language during a weekly 60 minute period.

A major focus throughout the year has been to develop basic conversational skills including greetings and asking simple questions (and responding appropriately) such as: "How are you?", "What is your name?", "How old are you?", "Where do you live?", "Where do you go to school?", "What grade are you in?". An emphasis has also been placed on teaching basic instructions and following simple directions.

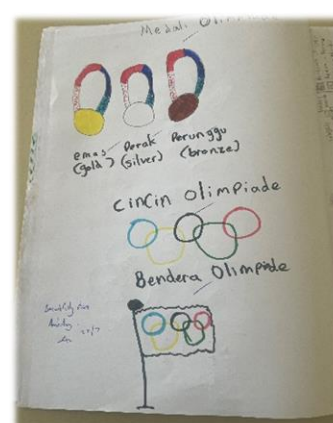
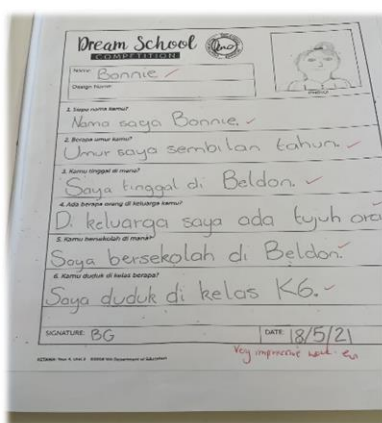
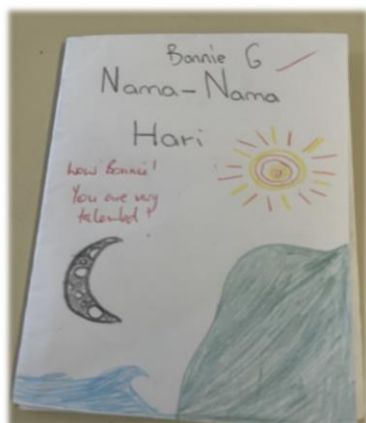
The teaching of cultural similarities and differences has also been covered throughout the year and mapping exercises have been completed to emphasise the location and unique make-up of Indonesia. During Term Four a Year One class did an Indonesian themed assembly which was very successful.

We have been using technology within the Indonesian program, in order to assist with translation skills and to provide opportunities for the students to enhance keyboard skills. The children thoroughly enjoyed Kahoot which is a game-based learning platform which uses quizzes to revise a wide variety of topics and skills. Languages Online (Indonesian) is also another on-line tool used regularly.



Many different themes have been covered throughout the year in order to develop basic vocabulary and to assist in creating simple sentences. Pronunciation of the Indonesian alphabet is revised as new vocabulary is taught. Some topics / themes covered in 2021 were as follows: about me, school, Olympics, body, clothing, weather, food and drinks.

In 2022, students from Years One to Six have been timetabled to participate in one 60 minute period of Indonesian per week.



Physical Education

2021 was another interesting year at Beldon Primary School in the Physical Education Department, due to the uncertainty of COVID-19. Unlike 2020, the impact on the students was minimal, and we were able to complete all major events on the calendar.

The Year Five and Six students participated in the Education Department In-term Swimming Program. This was held at Mullaloo Beach and ran from 26 February to 5 March.

The culmination of the swimming program for the Year Five and Six students is the Aqua Fun Day at Hillarys Marina, which is a long-standing Beldon Primary School tradition. The students compete in a fun and friendly atmosphere in a variety of water-based activities.



The Beldon Primary School continuous-cricket competition ran for the second time this year. This is now a part of the school culture. All Year Five and Six students were divided into six teams and a round robin competition was held on Friday afternoons. The children thoroughly enjoyed it and the improvement in skills and game play was fantastic to witness. Our Year Four students also had their own competition.

Sixteen girls from Years Five and Six participated in the Dockers Cup, which is an Australian Rules Football competition for girls. The team performed very well and won the competition in their division.



Term Two was a busy term with Beldon Primary School, as we participated in the Interschool Winter Sport Program with Craigie Heights, Eddystone, Heathridge, Poseidon and Springfield Primary Schools. The sports played were; football (Australian Rules), hockey, netball and soccer. The Winter Sport Program culminated in the annual Lightning Carnival which was held on Friday 25 June.

On Friday 6 August the Beldon Primary School Faction Cross Country was held, the victorious faction was Karda.

The Oceanside East Interschool Cross Country was held on Thursday 20 August. The competing schools were; Beldon, Craigie Heights, Eddystone, Heathridge, Poseidon and Springfield. This was a historic event as it was hosted by Beldon Primary School for the first time ever and it also was also the first time Springfield Primary School had competed in the event. Beldon Primary School finished in second place, behind Craigie Heights. Beldon managed to win a pennant in the Year Three and Year Five Girls divisions.

Week seven is traditionally Athletics Carnival Week at Beldon Primary School beginning with the Faction Lunch which was held on Tuesday 1 September. Each faction is allocated an area where they have lunch and practise team chants led by the faction captains. The Jumps and Throws were held on Wednesday 2 September and the Faction Athletics Carnival was held on Friday 4 September.



The day begins with the whole school (P-6) involved in tabloids where the children are in teams and rotate through twelve activities which incorporate a variety of fundamental movement skills. During the morning our junior students compete in running races and then during the afternoon the students in Years Four to Six compete in a running race and a variety of team games such as: circular relay, tunnelball, flag race, leaderball, passball and the baton relay. In 2020, Karda (green faction) won the Faction Carnival for the fourth time in-a-row.



The Oceanside East Interschool Athletics Jumps and Throws were held at Craigie Heights Primary School on Tuesday 15 September.

The Interschool Athletics Carnival was held on Friday 18 September, again hosted by Craigie Heights Primary School. Beldon finished a very close second and a highlight of the day was the performance of the Beldon Primary School students in the team events. Craigie Heights Primary School were the victors for the fourth year in-a-row. In 2020, Springfield Primary School participated in this event for the first time.



The Third Beldon Invitational Dodgeball Tournament was held at Beldon Primary School on Friday 30 October. The competing schools were: Beldon, Joondalup, Poseidon and Ocean Reef. The tournament was won by Joondalup Primary School, Beldon finished fourth.



The Education Department In-term Swimming Program for Years Pre-primary to Year Four was held at Craigie Leisure Centre from 9 November to 20 November.

During Term Four the Beldon Primary School softball competition occurred for the fourth year for our Year Five and Six students. It is now become a Beldon tradition and is embedded in our school culture. The children look forward to it every year and the skills and knowledge of softball has really developed over the past year or two.

The annual Beldon Faction Dodgeball Tournament was held in November and December. This event has been running since 2015. This was postponed from Term One and was won by Karda for the fourth year in a row.



One of our year Six students, Miley, made the W.A. State Team for Girls AFL 12's which was a great achievement.

The Beldon Running Club is on every Tuesday and Thursday morning from 7:30am to 8:30am. This occurs all year round and approximately 100 students participated at some stage during the year. This provides the opportunity for the children to improve their running technique, fitness and agility. Our P & C President, Skye Rowe-Platts, assisted the activities throughout the year.

The students at Beldon Primary School have one forty-minute lesson per week run by a physical education specialist and they also have a one-hour session on a Friday afternoon focusing on fundamental movement skills and games skills. Class teachers also take their students for fitness activities, usually in the mornings.

In conclusion, the students of Beldon Primary School were able to participate in all activities and events, even with the threat of COVID-19. This is a credit to the Beldon Primary School Administration, general teaching staff and the support from the community. The schools in our sporting cell were also keen to support as many of our Interschool events as was possible.

In 2022, it is hoped a full schedule of events will occur, but it will depend on COVID-19.



Art

In Term Two, a large display was created with contributions from all year levels, to celebrate NAIDOC week. In the process of making this impressive display, students engaged, reflected, and responded on the significance of NAIDOC week to the indigenous and non-indigenous community. This striking artwork received many complements from parents and staff, as it was displayed in the front office.

As discussed in our specialist meeting, warmup activities were introduced to the start of each art lesson. The warmup focused on developing students understanding of art terms and knowledge appropriate for their year level. A selection of students were quizzed at random at the end of each warm up, to assess understanding. Student enjoyed this process and demonstrated significant improvement in their understanding of focus areas.

An array of art projects was initiated in Term Two, with all students planning their individual art works. All classes participated in art projects which facilitated developing knowledge and understanding of the Elements of Art and Principles of Design, appropriate to student year levels. In doing so, students had the opportunity to view and respond to artworks created by famous artists. For example, our senior students participated in a unit of work, focused on the portraits painted by Amedeo Modigliani. After studying and responding to the portraits of past and contemporary artists, the students used a range of media to explore Elements of Art such as line or value. The impressive artwork students completed was displayed proudly in the art room. From this project, one class's artwork was selected to be entered in the Wanneroo Show. This class received community recognition with a first place being awarded in the Art 4.2 Drawing, any medium excluding painting.



Year Four and Five Bird Artwork inspired by Pete Cromer.

Folk Art trees focus on the perception of depth using tone and overlapping.



Students from lower grades viewed and responded to artwork created by Vincent van Gough. Students focused on common elements seen in many of his famous works such as line, colour, and subjects. After studying and responding to his work, the students used a range of media to explore Elements of Art such as line and colour. Students also studied real life sunflowers and observed how their form changed over the course of weeks. Many of these artworks were proudly displayed in Moort Block foyer.

Students in the middle grades studied the life and artwork of Gustav Klimt. Students focused on common elements seen in many of his famous works such as line, colour, and subjects. After studying and responding to his work and life story, the students created their own inspired art piece based of his famous portrait "Baby." In creating this artwork, students used a range of media to explore colour, shape, and texture.



Year One and Two Inspired by Vincent van Gough.

This year in Semester Two, six of our Year Six students were selected to be part of the Advanced Art Class run by Jan Arnold. These students were introduced to Gelli printing. Techniques and processes were demonstrated by Jan, and students created an impressive collage inspired by the work of Dana Kiner. These artworks were also submitted in the Wanneroo Show, section 4-24 collage. Students again received community recognition for their talents with a first and a third place being awarded.

Finishing off the year, our Year Six students collaborated to create their end of year gift. The students used their understanding of cool and warm colours to create unique leaves to add to the art installation. Through painting, stenciling, and adding details using paint pens, students were able to create a vibrant art piece. Students enjoyed being involved in the construction of the artwork, using a glue gun to attach their leaves. They gave important input on the distribution of the leaves, considering colours, contrast and balance.

A selection of the fabulous art works created by our talented students are featured below.

Mrs Holly Bowyer
Art Teacher



Year Three and Four
Klimt inspired art.

Focus points were
symbols, patterns,
line, shape, texture
and composition.



Science

This is the fourth year Science has been taught by Ms Elizabeth Lane as a specialist subject for our Year One to Six students and the first year to include Pre Primary. The lessons are taught in the Science Lab and all students engage in Primary Connections Science as the main program. Students learn to develop their scientific skills, expand their ability to solve problems and make informed, evidence-based decisions on investigations and through the three science strands of *Science Inquiry Skills*, *Science Understandings* and *Science as a Human Endeavour*. Whilst investigations and inquiry skills are developed over the year the students are provided with opportunities to investigate the different areas of Science such as *Earth and Space*, *Chemical*, *Biological*, and *Physical Science*.

Lower Primary

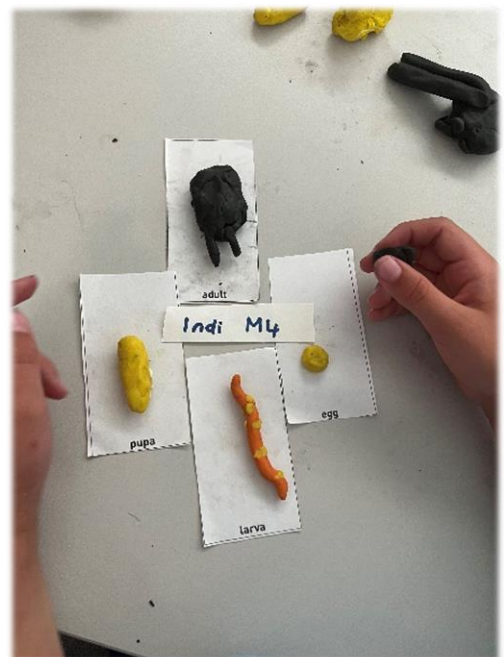


Term One was a very short term and we started off with Physical Sciences. The students across the lower year levels investigated a variety of science that moves. They learned about how light and sound travel or the role of energy in pushes and pulls.

During Term Two students explored how naturally and processed materials behave. Students learned to identify reversible and irreversible changes and the different purposes of materials.

During Earth and Space, we researched the world around us and how we can identify change. The students spent time outside observing changes in our own environment and looking for consistencies in weather changes and how we use Earth's resources.

In Term Four we looked at living things in Biological Science. Year One's learned about the role of Palaeontology and how our current environments help us to decode the lives of dinosaurs. We also learned about lifecycles and how we grow and change.



Upper Primary



In Upper Primary during Term One, we blacked out the classroom and played with light and discussed whether we have a reflection in a room with no light. Middle primary classes looked at the role of heat in our lives and how it moves as a 'form of energy'. During Term Two, we looked closely at geographical changes and how plate tectonics changes how our land is formed over time by natural processes and the effects of human activity.

Our lessons during second semester looked at why we choose certain materials for specific jobs, especially when it comes to the packing we send in the post. The senior classes made a mess investigating how things change using heat, chemical and physical reactions. In Biological Science we looked at how animals and plants have adapted to survive in the deserts or the gross world of micro-organisms. We discovered that we constantly have different microscopic organisms keeping our bodies healthy as well as some more unpleasant ones.



Digital Technology

Digital Technologies at Beldon Primary School is taught as a specialist subject by Ms Elizabeth Lane from Years One to Six. Our students have progressed amazingly in 2021 and our skills are showing a firm understanding and excellent knowledge or vocabulary and processes against the Digital Technologies Curriculum. This year we covered a wide range of concepts and return to some older units to reflect on our own learning.

This year the students across all year levels enjoyed using the Green-Screen to create out of this world images and videos.



Lower Primary

The students participated in a variety of tasks this year. They had to design their own animated cartoon using Scratch Jr on the iPad and then Scratch on the computer. This open ended task saw many students showcase their skills and even work on their projects during their own time.



In the second semester we had some fun with the GreenScreen effect. We turned ourselves into superheroes and used superimposed backgrounds. The Year Two's created their own TV Show displaying their understanding of algorithms. We also learned to code, experimented with Augmented reality using the Merge Cubes and the looked at the links between programming and real life events.

Upper Primary

Students progressed in their understanding of basic programming in Semester One and used the online program Scratch to create a simple game that could keep score. We looked at ways to electronically organise information to replace pen and paper and discussing the importance of keeping ourselves safe, secure and private online.

In Semester Two the students designed a Weather Report from extremely random places, a Harry Potter style newspaper cover using the Green Screen effect or the trailer for an epic new movie. The students creativity really showed during this unit.



Cultural Awareness

In 2020, our school staff in collaboration with the school community, continued to prioritise our plan to improve the Culture Awareness at Beldon Primary School, with a focus on knowledge, understanding and reconciliation.

Last year we developed a three year plan, the Aboriginal Cultural Standards Framework Strategic Plan, with **3 key outcomes**:

- ✓ Increase the school community's understanding of Aboriginal culture and history
- ✓ Increase the participation of Aboriginal families and community members within our school
- ✓ Closely monitor the achievement and progress of our Aboriginal students

During 2021, we continued to implement practices and introduce resources that recognise the importance of Aboriginal culture in our history and current day society.

We received a grant during the year and used the funds to purchase signage to be displayed around the school. At the entrance of our school we are now proudly displaying an Acknowledgement of Country, recognising that we are here on Whadjuk Noongar country, and paying our respects to the traditional custodians for this land.

We are now also displaying a large sign in our under cover area that displays the words of the 'Wanjoo' (welcome) song that we were introduced to by Gina Williams and Guy Ghouse in 2019. This song has become part of our community here at BPS, we sing it at most school assemblies.



Miss Lane has worked with a group of students to plant and care for bush tucker plants in the garden outside of our school library. The students and Miss Lane met before school on Friday morning to tend to our plants, ensuring that they thrive.

The bush tucker garden outside K Block continues to produce edible plants and fruit, with the children having the opportunity to sample them during science classes, particularly during Science Week.



Mental Health and Wellbeing

The key focus areas for the Beldon Primary School's Mental Health and Wellbeing Committee for 2021 were centred on the following areas within the 2019 – 2021 Operational Plan:



1. Respective Year level teachers were provided with a blended Health program. The Term Overviews for Years One to Six were based on the 2020 audit of existing Health programs and resources along with the You Can Do It 'Achieve' online program.
2. The You Can Do It 'Achieve' online program was selected for trial as it provided: a scope and sequence across Years One to Six and the core elements were familiar with the staff (Eg. five Keys to Success etc.)
3. A draft Mental Health and Wellbeing Policy for Beldon Primary School was produced for the school Administration to ratify and align with existing programs and policies or those under review via the Fogarty EDvance program.
4. As part of the school's commitment to the Fogarty EDvance program, the MHW Committee will be engaged in delivering Focus One of the program: Student Wellbeing. The overall objective to is improve our students' social and emotional skills and becoming well rounded individuals who interact positively.
5. The annual *Organisational Health Index* (part of the Fogarty EDvance program) enables Beldon Primary School to address Staff Wellbeing concerns and provide opportunities for policy and procedural enhancements.
6. Some of the initiatives include:
 - a. Embedding the concepts and skills that foster the school's Moral Purpose, relationships and social and emotional wellbeing.
 - b. Identifying evidence based thinking strategies and routines that can be implemented in all classrooms via a Beldon Primary School Scope and Sequence.
 - c. Promote a physically active and healthy lifestyle for our school community.

In addition to the implementation of the Fogarty EDvance program, other specific areas that will be in focus in 2022 will be establishing;

1. Measurable baselines for student wellbeing. In 2022, the school will initially use the *Tell Them from Me* survey (part of the Fogarty EDvance program) to develop specific baselines.
2. Appropriate Year Level Social Media education and preventative behaviours to minimise anxiety, were Identified as areas that may be incorporated in the next Mental Health and Wellbeing Operational Plan.
3. Links between the fundamentals of our school culture (vision, moral purpose) and the purpose of the mental health and wellbeing program.
4. A community plan which specifically aligns the primary school, parents and care givers and Beldon Primary School P&C with the school's Moral Purpose.
5. A communication structure for at risk students between classroom teachers and outside providers (organisations and therapists).

Brad Cecins
Co-ordinator
Mental Health and Wellbeing Committee

SCHOOL CHAPLAIN

The Chaplaincy service provided by YouthCARE offers tremendous support of the Beldon community. The role of chaplaincy is now immersed in the school culture and is available to staff, parents and students to utilize the service.

Chaplaincy forms an integral part of the Student Services structures within the school by providing:

- individual student support
- parental and community contact
- classroom and specialist assistance
- playground and integration observation

In the pastoral care role for students, the Chaplain is involved in meeting the practical needs of students. This includes connections to local charities and community services. Individually, support conversations with students largely related to family situations, personal concerns or peer relationships.

In 2021, the Chaplain participated in the newly formed Mental Health Committee to prioritise positive mental health within the school community as a whole. In regards to social emotional programs, throughout the year the Chaplain coordinated the BUZ program and the GRIT program.

The BUZ program is specifically designed to develop social confidences and conflict resolution skills for our junior primary and has become a consistent component to Year Two Health. The GRIT program was run with the entire Year Three cohort and a group of Year Four boys. The activities focus on team building skills such as cooperation, communication and problem solving. The groups were delivered in 2021 for the first time and we are grateful to YouthCARE and the Department of Education for their funding of this program and all the accompanying resources.



SCHOOL HIGHLIGHTS

Sizzling Speller

Sizzling Speller is annual event which was held in Term Two this year. Students from Year One to Year Six nominated themselves to participate in the competition whereby they practiced spelling a list of words at home, then competed against each other in Class Finals at school. The two highest scorers from each year level then faced off against each other in our friendly School Finals with the winners being crowned our Sizzling Spellers for that year. Almost 100 students participated in this fun and educational event and many new words were learnt by those involved.

Vibrant Lapathon



This year we held our inaugural Vibrant Lapathon. The event was jointly run by the school and our P&C. The atmosphere was electric as the throngs of students, dressed in their white t-shirts, ran laps of the oval where parent volunteers splashed them with water and then splattered them with brightly coloured dye. The result was hundreds of brightly coloured children and adults running around our oval, enjoying a wonderful community event. Our students raised over \$7000 and the funds went towards providing the Pre-primary to Year Six students with a free cultural incursion.

Whole School Incursion

In July, students from Pre-primary through to Year Six participated in a whole school incursion. A team of visitors from FISH, the Foundation for Indigenous Sustainable Health, visited our school. The students spent the whole day experiencing a variety of activities that were designed to increase their understanding of Aboriginal culture and language. They made damper, painted a canvas, listened to storytelling, learnt language, had their faces painted and made tapping sticks. It was a great experience for our students and we all learnt so much.

Year 6 Camp

Since 2006, our graduating students have had the opportunity to attend a school camp and this year's camp was as exciting and worthwhile as ever. The camp is usually held in March at Ern Halliday Recreation Camp but had to be rescheduled to the final week of school of Term Four due to COVID-19. Year Six students were given opportunities to develop important life skills through various '*Challenge by Choice*' activities. As always, highlights included abseiling, the flying fox, team building games such as '*Lost Pilot*', beach activities and of course, the now famous Quiz Night held on the last night of camp. Not only did they have a lot of fun, students came away with an increased appreciation of the value found in working together, as well as a greater sense of comradery between one another.



Write a Book in a Day

2021 saw us pour our hearts into the annual Write a Book in a Day competition, a huge national fundraiser run by The Kids Cancer Project. Two teams were picked from the Year Five and Six students and a date in August was chosen. Competition day came around and the story parameters were received by 8am.

Our teams were in brilliant form, operating with great speed and creativity. All of course, with the guidance of Mr Kelly, Mrs George and Mrs Arnold. The books were completed in time and the digital copies emailed off before 8pm. Then we had to wait for them to release the results...

The great news for 2021 was that the Beldon Bookmarks team won Best Book in Western Australia with their story 'A Wish Comes True'. The cheers were loud and the smiles were large. That's three wins in seven years. Well done to everyone involved. Copies of both books can be found in the school library.

Beldon Speaks

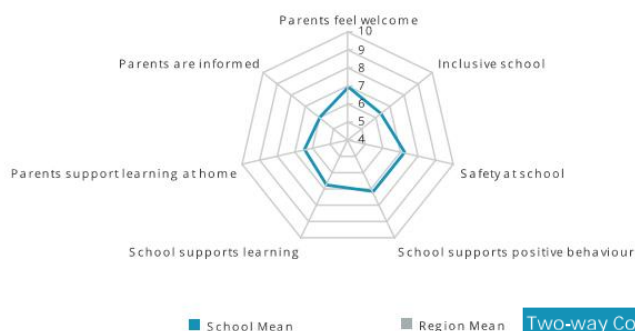
Our annual public speaking competition, *Beldon Speaks*, was held in November after being rescheduled from Term One. As part of our Oral Language program, all children from Year One to Six prepared a talk about something of interest to them and had the opportunity to present it to their classmates. Finalists from each class were chosen to present their speech at the special *Beldon Speaks* assembly later in the term. It was great to see the efforts that each student put into their presentations and watch their confidence grow as they shared details of the many topics that were meaningful to them.

PARENT, STAFF & STUDENT SATISFACTION

As part of our participation the Fogarty EdVance Program we have utilised the Tell Them From Me Survey to gauge parent, student and staff levels of satisfaction. Our results have highlighted areas of focus and as a school we will be working together to build stronger relationships with our community and build staff levels of trust and satisfaction. We aim to increase our scores across each section of the survey to align more closely with the average scores across the region.

Parent Survey Results

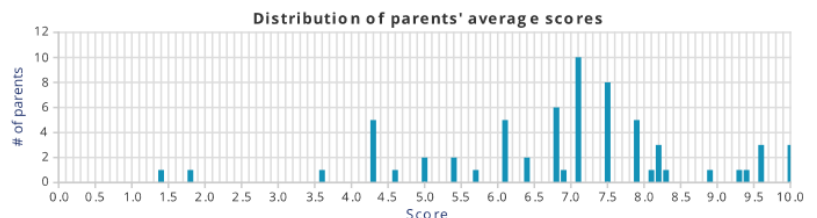
This report provides results based on data from 56 respondents in this school who completed the Parent Survey between 19 Apr 2021 and 02 May 2021.



Two-way Communication with Parents

Parents feel welcome

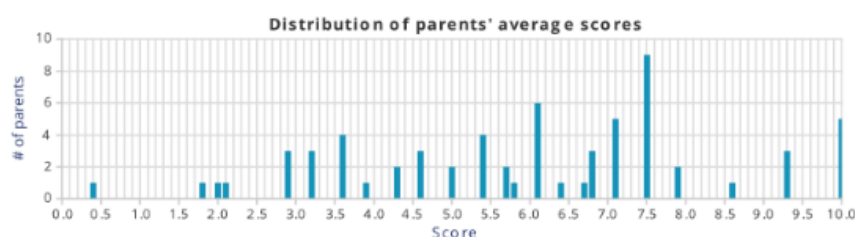
School Mean	6.9
I feel welcome when I visit the school.	8.0
I can easily speak with my child's teachers.	7.6
I am well informed about school activities.	6.5
Teachers listen to concerns I have.	7.0
I can easily speak with the school principal.	5.0
Written information from the school is in clear, plain language.	7.7
Parent activities are scheduled at times when I can attend.	6.2



Two-way Communication with Parents

Parents are informed

School Mean	6.0
Reports on my child's progress are written in terms I understand.	7.4
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	6.7
I am informed about my child's behaviour at school, whether positive or negative.	5.7
The teachers would inform me if my child were not making adequate progress in school subjects.	5.9
I am well informed about my child's progress in school subjects.	5.3
I am informed about opportunities concerning my child's future.	5.5
I am informed about my child's social and emotional development.	4.8



Parents Support Learning at Home

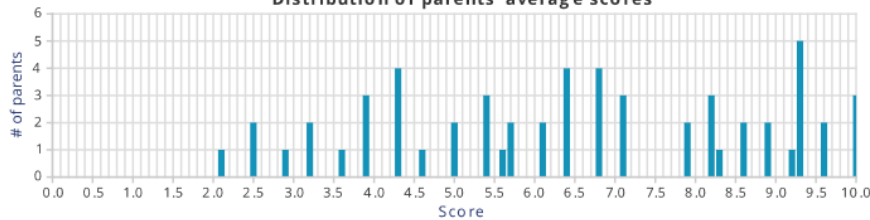
Parents support learning at home

School Mean **6.5**

Does someone in your family do each of the following?

Discuss how well your child is doing in his or her classes.	6.1
Talk about how important schoolwork is.	5.0
Ask about any challenges your child might have at school.	6.1
Encourage your child to do well at school.	7.4
Praise your child for doing well at school.	7.7
Talk with your child about feelings towards other children at school.	6.1
Take an interest in your child's school assignments.	7.1

Distribution of parents' average scores



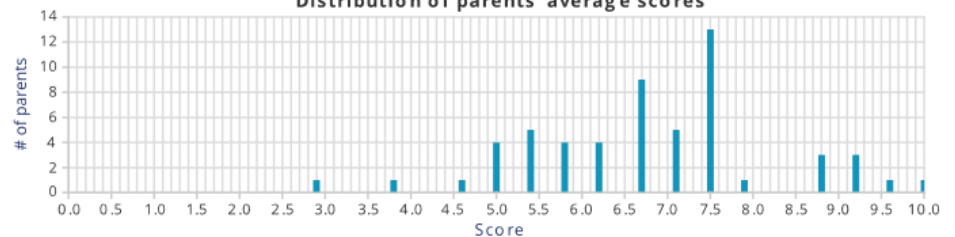
School Supports Learning

School supports learning

School Mean **6.8**

Teachers have high expectations for my child to succeed.	6.7
Teachers show an interest in my child's learning.	7.1
My child is encouraged to do his or her best work.	7.3
Teachers take account of my child's needs, abilities, and interests.	6.4
Teachers expect homework to be done on time.	6.2
Teachers expect my child to work hard.	7.0

Distribution of parents' average scores



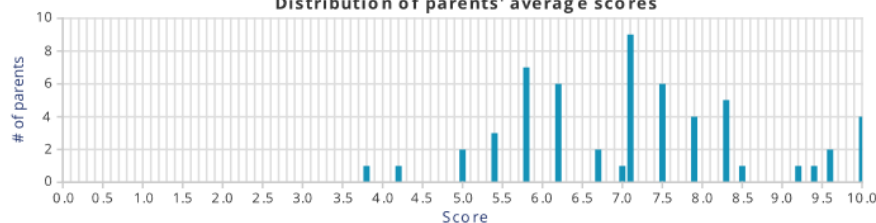
School Supports Learning

School supports positive behaviour

School Mean **7.2**

Teachers expect my child to pay attention in class.	7.9
Teachers maintain control of their classes.	7.3
My child is clear about the rules for school behaviour.	8.2
Teachers devote their time to extra-curricular activities.	5.6
The school helps prevent students from smoking.	6.9
The school helps prevent students from using drugs.	6.8

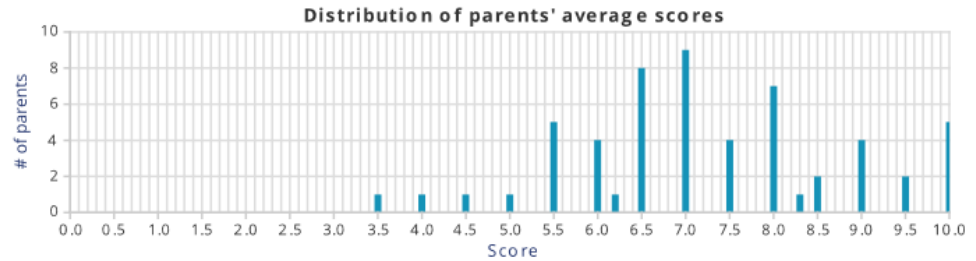
Distribution of parents' average scores



School Supports Child's Behaviour

Safety at school

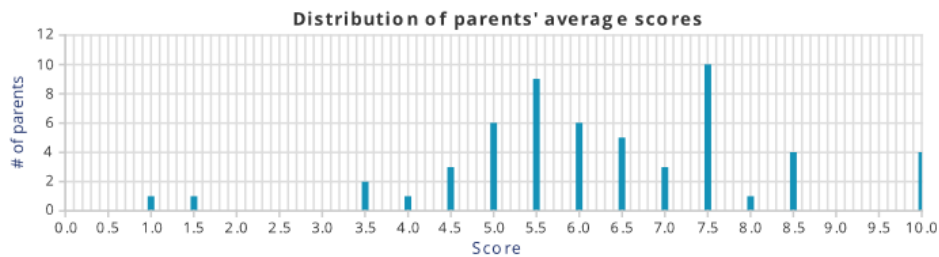
School Mean	7.2
Behaviour issues are dealt with in a timely manner.	5.4
My child feels safe at school.	6.6
My child feels safe going to and from school.	7.8
Gangs are not a problem at our school.	8.5
There are no racist or ethnic tensions at our school.	7.9



School Supports Child's Behaviour

Inclusive school

School Mean	6.3
Teachers help students who need extra support.	6.1
School staff create opportunities for students who are learning at a slower pace.	5.7
Teachers try to understand the learning needs of students with special needs.	6.5
School staff take an active role in making sure all students are included in school activities.	6.7
Teachers help students develop positive friendships.	6.6



Staff Survey Results

This report provides results based on data from 16 respondents in this school who completed the Teacher Survey between 19 Apr 2021 and 29 Apr 2021.

Eight Drivers of Student Learning

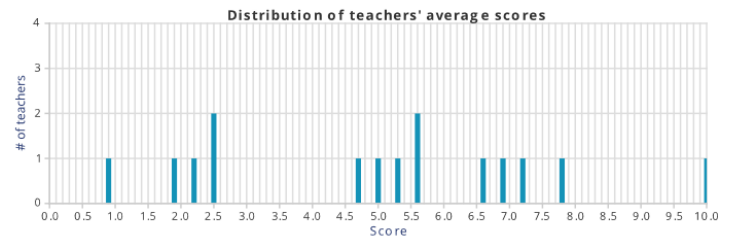
The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Beldon Primary School. More detailed results for each measure follow.



Eight Drivers of Student Learning

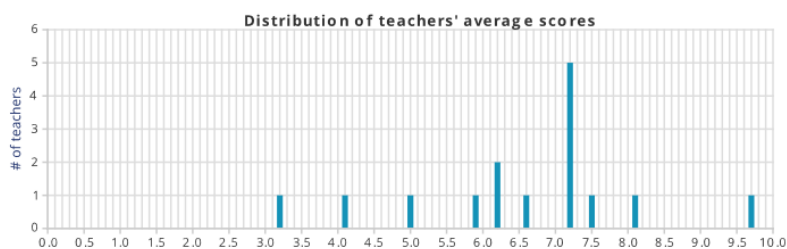
Leadership

School Mean (Region Mean)	5.0 (6.1)
School leaders have helped me establish challenging and visible learning goals for students.	4.0
School leaders have helped me create new learning opportunities for students.	4.3
School leaders have provided me with useful feedback about my teaching.	4.7
School leaders have helped me improve my teaching.	4.0
School leaders have provided guidance for monitoring student progress.	6.3
I work with school leaders to create a safe and orderly school environment.	6.5
School leaders have taken time to observe my teaching.	4.6
School leaders have supported me during stressful times.	5.4



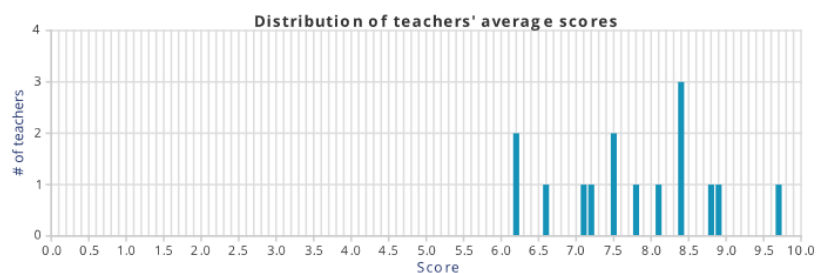
Collaboration

School Mean (Region Mean)	6.6 (7.1)
I work with other teachers in developing cross-curricular or common learning opportunities.	7.0
Teachers have given me helpful feedback about my teaching.	5.7
I talk with other teachers about strategies that increase student engagement.	7.5
Other teachers have shared their learning goals for students with me.	6.2
Teachers in our school share their lesson plans and other materials with me.	6.3
I discuss my assessment strategies with other teachers.	6.0
I discuss learning problems of particular students with other teachers.	7.7
I discuss my learning goals with other teachers.	6.5



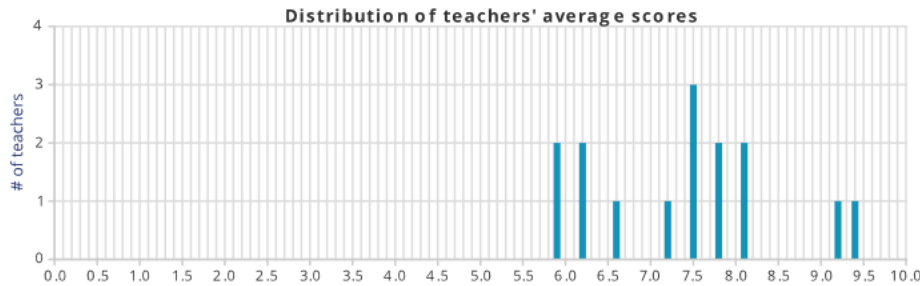
Learning Culture

School Mean (Region Mean)	7.8 (7.6)
I give students written feedback on their work.	7.7
I talk with students about the barriers to learning.	7.2
In most of my classes I discuss the learning goals for the lesson.	7.2
Students become fully engaged in class activities.	7.3
I monitor the progress of individual students.	8.7
I am effective in working with students who have behavioural problems.	8.5
I set high expectations for student learning.	8.4
Students find class lessons relevant to their own experiences.	7.5



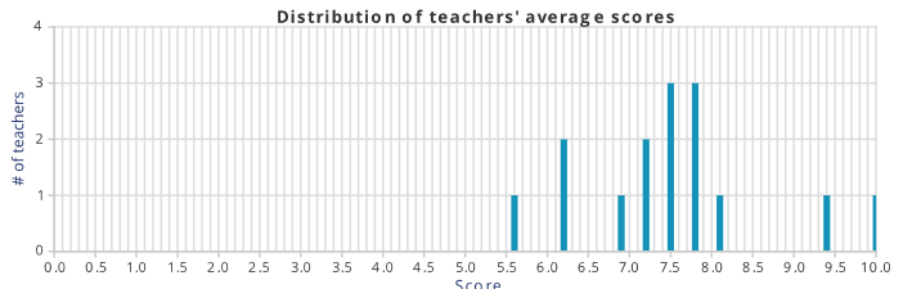
Data Informs Practice

School Mean (Region Mean)	7.4 (7.4)
My assessments help me understand where students are having difficulty.	8.5
I use formal assessment tasks to help students set challenging goals.	6.5
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.3
I use formal assessment tasks to discuss with students where common mistakes are made.	6.8
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.0
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	6.6
I use results from formal assessment tasks to inform my lesson planning.	7.9
I give students feedback on how to improve their performance on formal assessment tasks.	7.5



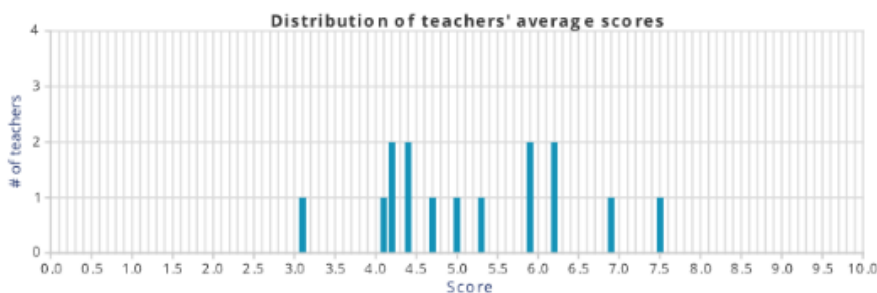
Teaching Strategies

School Mean (Region Mean)	7.5 (7.4)
I help students set challenging learning goals.	6.4
When I present a new concept I try to link it to previously mastered skills and knowledge.	8.8
Students receive written feedback on their work at least once every week.	5.5
I can easily identify unproductive learning strategies.	7.8
My students are very clear about what they are expected to learn.	8.0
I use two or more teaching strategies in most class periods.	7.7
Students receive feedback on their work that brings them closer to achieving their goals.	7.7
I discuss with students ways of seeking help that will increase learning.	7.5



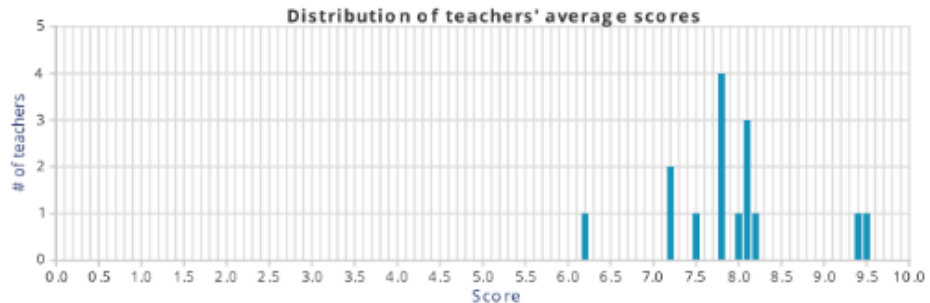
Technology

School Mean (Region Mean)	5.2 (6.3)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	5.7
I use computers or other interactive technology to give students immediate feedback on their learning.	4.2
Students use computers or other interactive technology to track progress towards their goals.	3.6
I help students set goals for learning new technological skills.	5.5
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.5
I help students use computers or other interactive technology to undertake research.	5.7
I help students to overcome personal barriers to using interactive technology.	6.0
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.4



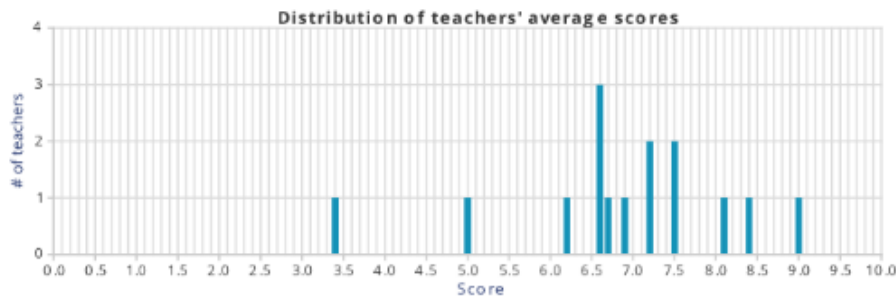
Inclusive School

School Mean (Region Mean)	7.9 (7.9)
I am regularly available to help students with special learning needs.	7.8
I strive to understand the learning needs of students with special learning needs.	8.2
I establish clear expectations for classroom behaviour.	9.8
I help low-performing students plan their assignments.	5.9
I make sure that students with special learning needs receive meaningful feedback on their work.	7.5
I make an effort to include students with special learning needs in class activities.	8.4
I use individual education plans to set goals for students with special learning needs.	7.5
I create opportunities for success for students who are learning at a slower pace.	7.7



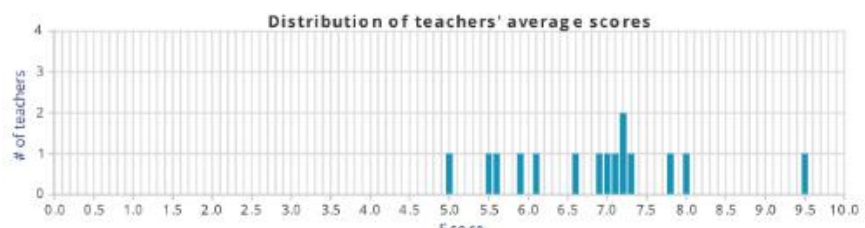
Parent Involvement

School Mean (Region Mean)	6.9 (6.4)
I work with parents to help solve problems interfering with their child's progress.	7.7
I share students' learning goals with their parents.	7.2
I use strategies to engage parents in their child's learning.	7.2
I ask parents to review and comment on students' work.	4.5
I am in regular contact with the parents of students with special learning needs.	6.4
Parents understand the expectations for students in my class.	8.0
I make an effort to involve parents and other community members in creating learning opportunities.	6.5
Parents are regularly informed about their child's progress.	6.8



Challenging and Visible Goals

School Mean (Region Mean)	6.8 (7.0)
School leaders have helped me establish challenging and visible learning goals for students.	4.0
I help students set challenging learning goals.	6.4
I use formal assessment tasks to help students set challenging goals.	6.5
I share students' learning goals with their parents.	7.2
In most of my classes I discuss the learning goals for the lesson.	7.2
I establish clear expectations for classroom behaviour.	9.8
Other teachers have shared their learning goals for students with me.	6.2
I help students set goals for learning new technological skills.	5.5
School leaders have provided guidance for monitoring student progress.	6.3
My students are very clear about what they are expected to learn.	8.0
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	6.6
Parents understand the expectations for students in my class.	8.0
I set high expectations for student learning.	8.4
I use individual education plans to set goals for students with special learning needs.	7.5
I discuss my learning goals with other teachers.	6.5
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.4

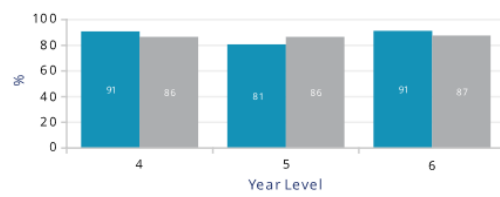
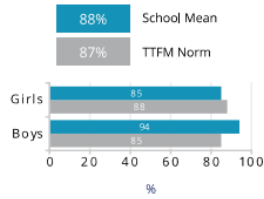


Student Survey Results

Social-Emotional Outcomes

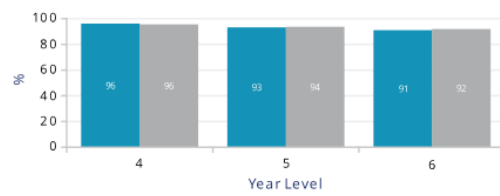
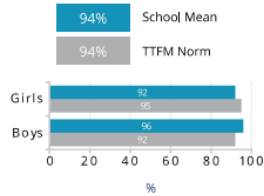
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



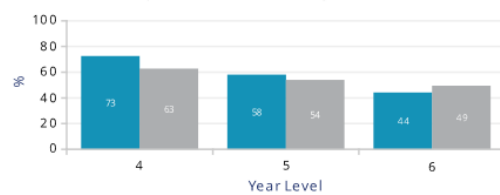
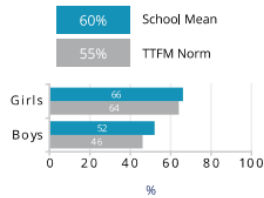
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



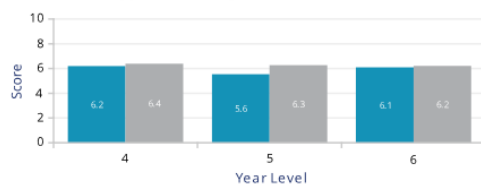
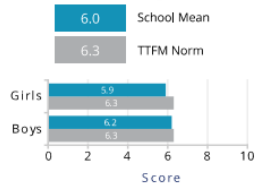
Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.



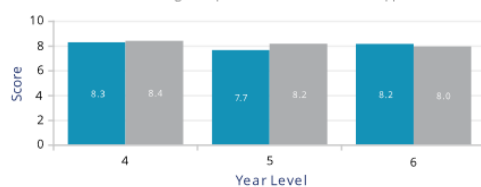
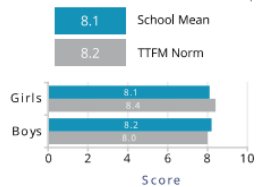
Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



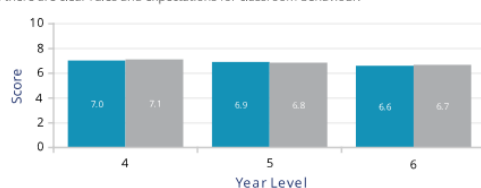
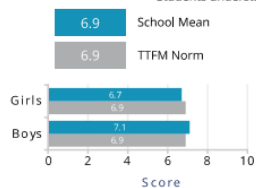
Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.



P&C ASSOCIATION

The P&C committee at Beldon PS this year has been comprised of a wonderful, enthusiastic group of parental volunteers who have dedicated their time to help fundraise extra monies to provide the school with supplies to further the student's education and engagement.

Each Year the P&C contribute to the Literacy Pro Licence and this year was no different. We have also had to opportunity to set up a Community Fund through our Chaplain for those who require any financial assistance. This Community Fund will be continued in future years.

The P&C organised the following fundraising events throughout the year:

- Welcome BBQ
- Easter Raffle
- Mother's Day and Father's Day stalls
- Quizmas in July
- School Disco
- Faction Carnival Cake Stall and Sausage Sizzle

The funds raised from these events have gone towards the purchasing of 6 new laptops to complete a full bank of 30 for the students to use during class times. We have also been able to purchase the next level of Short Reads for our Year 3/4's, a Word Builder Kit to assist students in their literacy, and Dyslexia SPELD Foundation resources.

The sports program has also been bestowed with a new school logo gazebo for use at all carnivals and school events.

It has been a great year for the P&C at Beldon PS, we look forward to continuing to support our school to provide exceptional educational opportunities for our students.



FINANCIAL SUMMARY

As at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,749.00	\$ 13,748.50
2	Charges and Fees	\$ 35,122.00	\$ 35,123.50
3	Fees from Facilities Hire	\$ 24,577.00	\$ 24,577.27
4	Fundraising/Donations/Sponsorships	\$ 26,242.00	\$ 26,242.13
5	Commonwealth Govt Revenues	\$ 1,840.00	\$ 1,840.34
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 45,565.00	\$ 45,564.94
8	Other Revenues	\$ 8,676.00	\$ 8,675.13
9	Transfer from Reserve or DGR	\$ 0.00	\$ 0.00
	Total Locally Raised Funds	\$ 156,771.44	\$ 156,771.81
	Opening Balance	\$ 83,588.00	\$ 83,587.70
	Student Centred Funding	\$ 215,666.39	\$ 215,666.39
	Total Cash Funds Available	\$ 456,025.83	\$ 456,025.90
	Total Salary Allocation	\$ 3,505,043.00	\$ 3,505,043.00
	Total Funds Available	\$ 3,961,068.83	\$ 3,961,068.90
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,500.00	\$ 23,568.42
2	Lease Payments	\$ 19,368.00	\$ 16,817.75
3	Utilities, Facilities and Maintenance	\$ 121,806.00	\$ 94,920.76
4	Buildings, Property and Equipment	\$ 27,053.80	\$ 28,419.39
5	Curriculum and Student Services	\$ 163,222.64	\$ 151,242.92
6	Professional Development	\$ 16,000.00	\$ 11,996.12
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 0.00	\$ 0.71
9	Payment to CO, Regional Office and Other Schools	\$ 4,000.00	\$ 250.00
	Total Goods and Services Expenditure	\$ 388,950.44	\$ 337,216.07
	Total Forecast Salary Expenditure	\$ 3,318,651.00	\$ 3,318,651.00
	Total Expenditure	\$ 3,707,601.44	\$ 3,655,867.07
	Cash Budget Variance	\$ 67,075.39	
	Cash Position as at: 31 December 2021		
	Bank Balance	\$ 157,003.23	
	Made up of:		
1	General Fund Balance	\$ 118,809.83	
2	Deductible Gift Funds	-	
3	Trust Funds	-	
4	Asset Replacement Reserves	\$ 47,312.77	
5	Suspense Accounts	\$ (7,732.37)	
6	Tax Position	\$ (1,387.00)	
	Total Bank Balance	\$ 157,003.23	



ANNUAL REPORT 2021

ENDORSED BY

School Board Chair 

Principal 