

# *Beeliar Primary School Annual Report 2020*



*An Independent  
Public School*

86 The Grange  
Beeliar WA 6164  
Telephone:  
6174 1400

[www.beeliarps.wa.edu.au](http://www.beeliarps.wa.edu.au)

*Beeliar Primary School Stand Tall*

# *Message from the Principal*



It is my pleasure to present the Beeliar Primary School Annual Report for 2020. Despite the unprecedented events of 2020 we managed to achieve excellent results across learning areas and ensured our children felt safe and continued their learning programme.

It was a year that will go down in history for our school, our country and the world. We were faced with managing a pandemic that swept through our global community with ferocity. Our Department of Education was swift to respond and WA schools went into an unprecedented lock down.

Our staff were amazing and rose to the occasion with strength and ultimate care. They adapted their learning programmes to be delivered on line and ensured that our children continued their learning. The teachers went above and beyond to keep our children connected and feeling some level of normality. Our cleaners did an outstanding job of keeping us safe and were diligent in their COVID response. I am so very proud to be the principal of a school that showed compassion and dedication to service.

Our parent community was also outstanding in supporting our COVID plan and ensuring our school remained safe. We were united by a global event that brought us together as a community and I would like to take this opportunity to thank our parents for their support. Thank you for putting your faith and trust in us to look after and love your children. It truly is an honour to serve the Beeliar community.

## *Moral Purpose*

Our purpose is to become a school of excellence, to empower students to reach their potential and strive for academic success, to Stand Tall in the face of life's challenges, to successfully contribute to society and to find purpose, meaning and happiness in life.



*Beeliar Primary School Stand Tall*

# Beeliar Primary at a Glance in 2020



Beeliar Primary School is a Level 5 Independent Public School with a school population of 404 students in 2020. Our Aboriginal population has grown to 10% and we currently have an ICSEA (Index of Community Social Economic Advantage) of 1002. Beeliar Primary School offers primary education from Kindergarten to Year Six. Fifty additional students attend the Fremantle Language Development Centre who share our school site. The school is situated within the Beeliar estate and is surrounded by beautiful bushland.

Students and staff enjoy modern learning and work environments. The school has outstanding facilities which include a purpose built Visual Arts Centre, a Performance Arts and Music Centre with capacity to convert to an indoor auditorium, and a school library and information centre. Classrooms are designed to promote collaborative practices and students in each teaching block have ready access to iPads, laptops and computers.

This year we completed the update of our school library and purchased explicit teaching pods for eight classrooms. This new furniture allow us to have flexible learning areas and maximise engagement in the classroom.

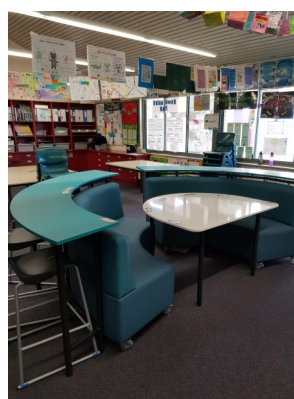
We also had a chicken coop built as part of our Sustainability Action Plan. The chicken coop will be ready to go with live chickens in 2021.

## Student Numbers (as at 2020 Semester 2)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	59	51	51	65	48	40	64	404
Part Time	52								

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



*Beeliar Primary School Stand Tall*

# Staff Information 2020



## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	3	2.8	0
Other Teaching Staff	24	19.9	0
Total Teaching Staff	27	22.7	0
<b>School Support Staff</b>			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	0.8	0
Instructional	1	0.6	1
Other Non-Teaching Staff	14	9.9	0
Total School Support Staff	19	14.1	1
<b>Total</b>	<b>49</b>	<b>39.8</b>	<b>1</b>

Beeliar Primary school has a stable cohort of staff, however in 2020 we had three maternity leave positions to fill with fixed term staff. The stability of our staff ensures that our teaching programme is uninterrupted and delivered with rigour across the year level.



Mrs Louise O'Donovan Principal



Mr Daniel Mort Deputy Principal



Mrs Karen Ford Deputy Principal

*Beeliar Primary School Stand*

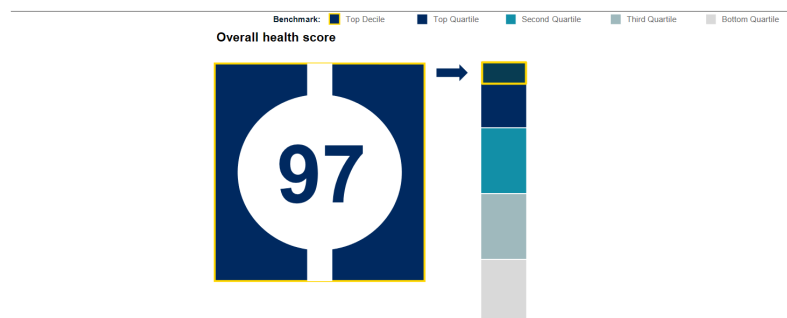
# Beeliar Primary School Culture



Building a strong culture is one of the most important aspects of a successful school. The leadership team has worked very hard to build and maintain a positive school culture that is underpinned by our moral purpose. The staff at Beeliar PS are exceptional and the results of our Organizational Health Index show that we are in the top 10th percentile globally for work culture. The proudest result as a Principal was our Vision score which was 100, that means that every person working at Beeliar PS has a shared vision and working together for the best outcomes for our children.

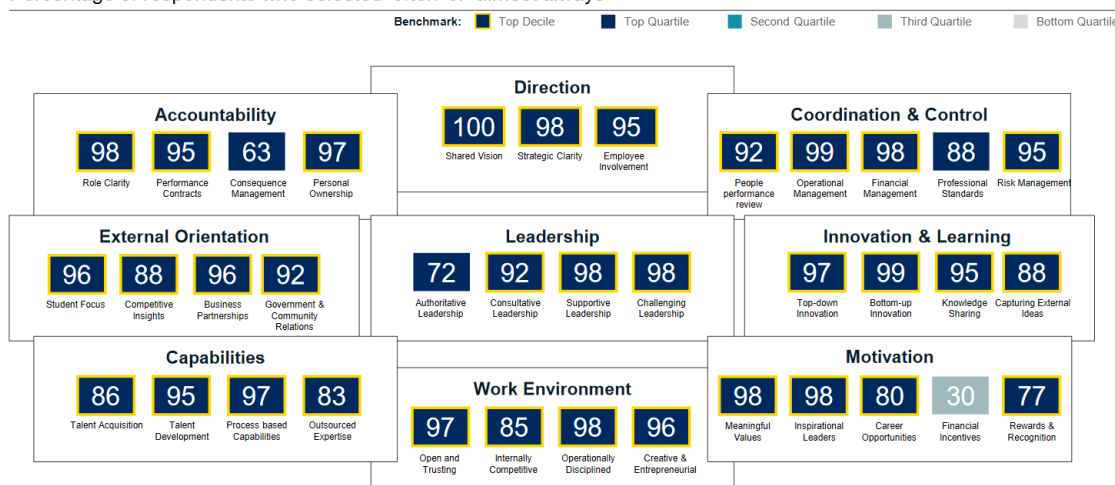
The school has a vision for the future that is both easy to understand and meaningful to staff. The school's strategy is aligned with its vision and staff's day-to-day behaviours are guided by the school's vision and strategy.

**Beeliar Primary School has a top decile health with an overall score of 97**



**Beeliar Primary School has a strong practice profile with 36 out of 37 management practices in the top quartile**

Percentage of respondents who selected 'often' or 'almost always'



*Beeliar Primary School Stand Tall*



# Governance



## Message from the Beeliar Primary School P&C President

2020 was a year that I am sure we will all remember for a long time. As a P&C community we felt our goals were better placed on building our school community and making memorable moments.

With this goal in mind, we hosted two major events for free with no fund raising goal. This was our Teddy Bear's picnic for new Kindy and Pre-primary families, and our end of year Colourful Fun Run. Both events provided an abundance of joy and spirit to our school. Our fund raising efforts, which were lessened than usual, still allowed for the provision of many new items for the school including a planned new play area, graduation gifts and student scholarships. With 2021 in sight, we hope to continue our efforts and assist in the school in the future with new amenities.

Kelly Fontana Beeliar Primary School P&C  
President



## Message from the Beeliar Primary School Board Chair

Though last year was like no other, WA fared better than most parts of the world and, with regards to education, we were lucky to be far less impacted than we could have been. Having said that, my fellow Board members and I were in awe of how the teachers and staff at Beeliar PS quickly altered their plans and made arrangements in order to ensure the ongoing safety and education of our children. The dedication of the staff is apparent in many ways, and we are truly fortunate to have such a fantastic team at Beeliar PS. In a recent assessment, it was confirmed that our school staff are in the top 10th percentile of McKinsey's Organisational Health Index, not just amongst schools, or other government departments, but amongst all organisations surveyed. This is something that, as parents, we should be very thankful and proud of! The Board looks forward to another year of helping to ensure Beeliar Primary is a wonderful place for all of our children.

Matt Nile Beeliar Primary School Board Chair



# *Beeliar in Focus*



Our moral purpose at Beeliar PS is to become a school of excellence, excellence in academic performance, excellence in behaviour, excellence in culture and excellence in our reputation in the community. We have spent the last three years reflecting on our practice and have worked hard as a team to create and deliver a strong school improvement plan. We believe that building staff capacity and being a part of a high performing team is the corner stone of school improvement. In order for students to have the best outcomes they need to have effective teachers who know what and how to teach. At Beeliar PS we are building our reputation to be the school of choice in our area, as we work towards achieving excellence. We believe that high quality teaching is achievable in every classroom, for every child, every day.

The strategic plan for 2020 continued to work on the priorities of the Beeliar Primary School Business Plan. We continued to implement our instructional model to ensure low variance in teaching and whole school consistency. We have also extended the model to include strategies that require critical thinking, application and transfer of knowledge. Our aim was to address the continuum of surface to deep learning and provide our students with opportunities to master concepts and have authentic learning experiences.

Our focus has been on developing and building teacher capacity so that every classroom has effective lesson delivery. We have focussed on embedding consistent and effective instructional strategies with our implementation of Explicit Direct Instruction (EDI) and Visible Learning. Our lesson delivery is consistent and based on evidence and research. We are developing fine grained scope and sequences in Literacy and Numeracy. We believe in the Science of Reading and have implemented reading programs across the school that support this pedagogy. We have developed a growth mindset and believe that anything is possible.

We have three focus areas that guide our Strategic Plan:

1. **High Academic Achievement**
2. **High Quality Teaching**
3. **Student Health and Wellbeing**



*Beeliar Primary School Stand Tall*

# Key Performance Indicators



Beeliar Primary School– KPIs					
Moral Purpose/ Vision State- ment:		Our Moral Purpose is to become a school of excellence, where students are actively engaged in a positive, nurturing and supportive learning environment			
Aspiration (for 2020 - 2022):		To move from at like schools to above like schools in literacy and numeracy			
KPI	Metric Used to Measure Progress	Baseline Per- formance 2020	2021 Targets	2022 Targets	2023 Targets
	NAPLAN	At like schools (yellow)	Above like schools (green)	Above like schools (green)	Above like schools (green)
	PAT Testing	<b>0.8</b> average effect size across all PAT tests	<b>+0.8</b> average effect size across all PAT tests	<b>+0.8</b> average effect size across all PAT tests	<b>+0.8</b> average effect size across all PAT tests
	Reading Targets	<b>80%</b> achieving end of year reading target	<b>80%</b> achieving end of year reading target	<b>80%</b> achieving end of year reading target	<b>80%</b> achieving end of year reading target

Our key performance indicators for 2020 were revised due to the cancellation of NAPLAN. At Beeliar Primary school we used ACER Progress Achievement Tests in Reading Comprehension, Maths and Spelling to track and monitor student progress.



*Beeliar Primary School Stand Tall*



# High Academic Achievement



## Literacy Overview

Phase of Learning Coaches supported teaching teams to refine practices and finalise the development of detailed scope and sequences across the English curriculum to assist staff with planning, implementing and assessing teaching and learning programs.

Targeted professional learning in the areas of Spelling, Writing and Reading during Power Hours, ensured increased teacher knowledge and pedagogical practices that have significantly made a difference in student achievement.

Our whole school approach to the explicit teaching of Phonics through Pre-Lit in Kindergarten and InitialLit in years PP-2 has successfully increased individual literacy growth. This is followed on by Spelling Mastery and Critical Reading from years 3 to 6.

With the introduction of Talk for Writing (K/P) and Seven Steps for Writing Success (1-6) teachers collaboratively planned cohort level writing tasks that they then measured against the Brightpath Ruler. Moderation across year levels allowed teachers to better assess student writing, identify individual and collective strengths and weaknesses and determine focus areas for future teaching.

Regular Data Analysis from assessments collected have enabled staff to closely identify students at risk and has assisted in the design of programs that either intervenes or extends.

Refining the targets for Reading Level attainment initiated a more focused look at our decodable reading resources and the degree we assess for achievement. We continue to carefully track our students so that we can intervene early.



*Beeliar Primary School Stand Tall*

# High Academic Achievement

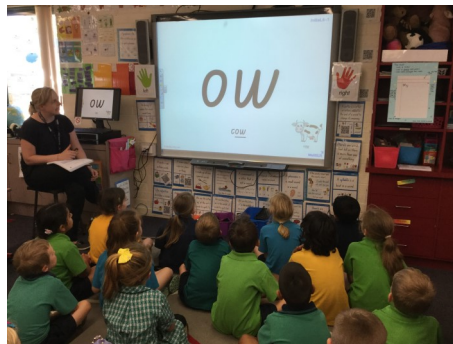


PAT Reading	National Average	Cohort Average
Year 2	100.5	105.5
Year 3	110.9	109.75
Year 4	118.7	122.45
Year 5	124.5	128.04
Year 6	128.8	130.38

Our PAT Reading results show marked improvement and all year levels scored above the National Mean.

PAT Spelling	National Average	Cohort Average
Year 2	96.6	92.56
Year 3	96.6	104.1
Year 4	111.9	115.99
Year 5	124.3	126.41
Year 6	132	134.11

In SPELLING, our PAT and SAST results have continued to show improvement and again, in many instances, our students are performing well above the National Mean.



*Beeliar Primary School Stand Tall*

# High Academic Achievement



## Numeracy Overview

PRIME was introduced across the school to re-inforce and guide the delivery of both a balanced and sequenced program. The cycle of assess for teaching, plan for learning, teach for fluency and assess for understanding is the foundation of the program.

A Scope and sequence for mental computation underpins **rigorous warmups** to strengthen student's automatic response and support their learning in classroom learning programs.

The opportunity to trial the Brightpath Numeracy Assessments gave teachers another form of measuring student performance and an alternative data set for informing future teaching.

PAT Maths	National Average	Cohort Average
Year 2		108.22
Year 3	110.3	115.05
Year 4	117.5	120.28
Year 5	122.2	124.17
Year 6	126.7	127.52

PAT Mathematics results indicate that all year levels performed above the National Mean. Individual classes had an effect size growth of above 0.6.

In Year 2-6, the Brightpath Numeracy trial results showed that problem solving continues to be a focus area for future planning, so that skills and knowledge can be embedded and thereby transferred to a variety of contexts.



*Beeliar Primary School Stand Tall*

# High Quality Teaching Early Childhood



## Early Education

As with everything, this year looked very different. Teachers took on board more interactive learning with the use of Connect when we went into lockdown. All ECE communication went electronic. We started a more common approach to writing. As a team we started to use Talk 4 Writing (T4W) across Kindy and Pre Primary. With this program we trialled it and changed it to suit our students needs. We started with a hook, read the story several times and practiced telling the story. We created a text map and most importantly used actions to help tell the story. We also used the same text across year levels and spent 5 weeks on each text. This meant that children had time to practise the text and know the format of a recount.

This has lead to an increase in children's writing ability. It has also impacted their language development as the program is based on oral language. As an ECE team we used the whole school approach to moderation with the use of Bright Path. This assessment showed that all children made progress in the writing across the year.

Pre Primary used T4W as their assembly items this year. The children retold a story that they had been learning in T4W with the actions they created.



As our language data has been a concern we have started an oral language approach with news telling, oral descriptions and the use of words, grammar and fun games in rotations. We will also be working with the Fremantle Language Development centre next year.

In Kindy we have continued with Pre Lit and the use of Literacy rotations. This program has allowed children to start to write and read in Kindy. We have once again continued with explicit teaching of maths concepts and the use of maths rotations. In Pre Primary we have started to use the whole school approach to maths by using PRIME resources as our scope and sequence. We have used common assessment tasks to help moderate children's progress.

As an ECE team we use explicit instruction in our teaching along with hands on learning. We focus on developing the whole child making sure all the domains of development are focused on.

Demelza Hamilton ECE Leader



*Beeliar Primary School Stand Tall*



# High Quality Teaching



We have several programmes at Beeliar PS that support our teachers in high quality teaching. These programmes provide instructional and curriculum support. They provide our school with consistent practice and ensure all staff have the best opportunity for improving student outcomes.

## Critical Reading

In 2020, Critical Reading has been the whole class reading strategy used in year 3-6 classes at Beeliar Primary School. The teachers have become experts in creating effective questions for the four reads. We have continued to build a bank of resources that can be integrated with the curriculum. The students have become confident to 'Stand and Deliver' to the class, using ACE responses and their public voice.

Critical Reading is a reading strategy that follows the research from the Science of Reading. Several schools came to observe teachers leading Critical Reading sessions. These schools have been impressed by what they have observed in these sessions, and have been inspired to implement the strategy at their own schools. We have become a lighthouse school for other Western Australian schools, both in city and country public schools.

Nicole Hughes  
Learning Team Coach



## InitialLit

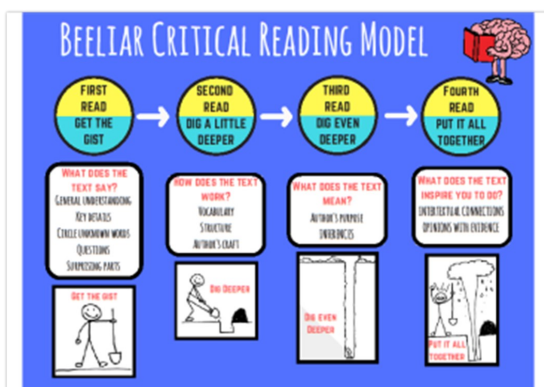
We have been using InitialLit at Beeliar Primary School for four years now. The program is now being implemented in classrooms from Pre-primary to Year Two. Teachers are confidently and collaboratively, planning, teaching and assessing to ensure there is consistency with program language, assessment conditions and intervention processes.

This year we trialled the InitialLit decodable reading assessment in place of PM Benchmark testing. This decodable reading assessment aligns with the instructional pedagogy of InitialLit.

## What impact are we making?

Our InitialLit data, which is collated and analysed every 5 weeks, shows that we have at least 80% of our children achieving the expected literacy target. We have seen the largest improvement in Year 2 Spelling with a 10% increase in student achievement between semester one and two.

Kate Wicker  
InitialLit Leader



*Beeliar Primary School Stand Tall*

# High Quality Teaching



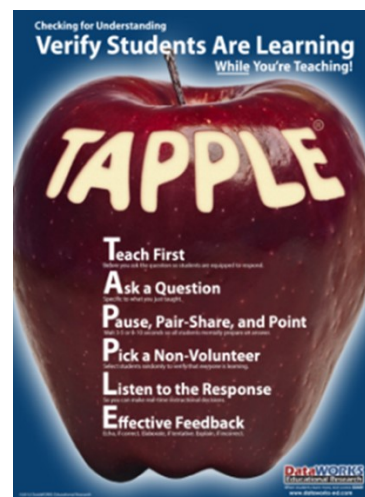
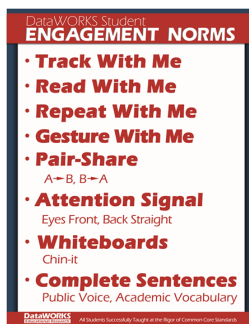
## Explicit Direct Instruction (EDI)

At Beeliar Primary School we use an explicit teaching model from Ybarra and Hollingsworth called Explicit Direct instruction (EDI). This model provides us with highly effective engagement strategies that assist our teachers to teach to mastery. EDI is embedded in our lesson design and guides our lesson delivery.

The Engagement Norms and TAPPLE give us a consistent approach to teaching from kindergarten to year 6. We have several schools visiting Beeliar to see our model in action and we have become a lighthouse school through Fogarty EDVANCE for EDI.

Nicole Hughes

Year 5/6 Coach



## Visible Learning 2020

During 2020, Beeliar Primary School has continued to evaluate the effect of our teaching practice on students' learning and achievement. We are building visible learners by maximising student achievement through the implementation of tools that has the biggest impact on our student outcomes. Students are supported with the use of rubrics to scaffold success criteria, 'bump it up walls' and WAGOLL (What A Good One Looks Like).

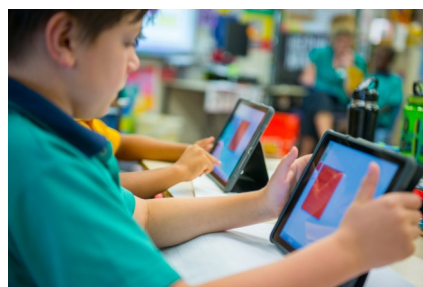
Teachers have continued to plan collaboratively, measuring the impact of strategies and designing learning experiences that move from surface to deep learning. Learning intentions are made explicit at the beginning of each lesson and the success criteria is differentiated and clearly articulated.

Monitoring student learning through regular feedback has continued to be a focus this year. Student learning has been monitored through feedback given at point of need and is varied depending on the context of the task. Feedback occurs during learning so students can act upon it.

Students at Beeliar Primary School continue to know where they are going, have the tools for their journey, know how they are going and recognise what is next for the next stage of their learning journey.

Jo Curry

Visible Learning Coordinator



*Beeliar Primary School Stand Tall*

# Student Health and Wellbeing

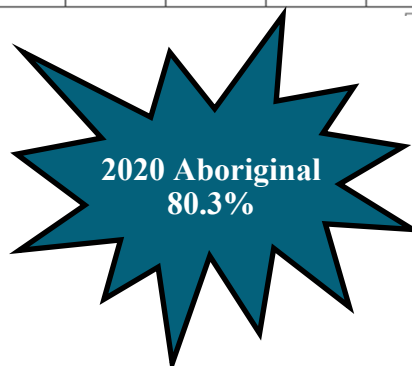


## Attendance

In summary our attendance for 2020 was better than previous years despite the disruptions with COVID. We closely monitored our moderate and severe students and created individual attendance plans where necessary. 2020 was a unique year in regards to attendance and health issues. Despite this, we had stable and regular attendance in Semester Two and we achieved greater whole school Semester Two data in 2020 compared to 2019.

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	95.0%	93.6%	93.8%	86.0%	87.6%	81.2%	94.4%	93.3%	92.7%
2018	94.3%	93.2%	93.7%	84.1%	85.5%	80.8%	93.4%	92.8%	92.6%
2019	92.6%	92.7%	92.7%	86.7%	88.1%	79.5%	92.1%	92.4%	91.6%



### Beeliar PS Attendance Action Plan:

- Referral and access to our school based Chaplain
- Breakfast Club
- Attendance award presented to the class with the highest attendance at assembly
- Case management for individual children
- Home visits
- Partnerships with outside agencies i.e. Fremantle Family Support Network
- Notre Dame Masters of Counselling Program



*Beeliar Primary School Stand Tall*

# Student Health and Wellbeing



## STAND TALL

We were WALKING ON SUNSHINE at the start of the year and our whole school display on the Performing Arts room windows showed our happy and sunny dispositions. **JOY** and **POSITIVITY** were our buzz words. "I Was Born With A Smile On My Face" was our Term One anthem.

In term two **RESILIENCE** was asked of our whole school community as we commenced home schooling due to COVID. A whole new way of communicating and learning kept us on our toes. Whole school events were cancelled but we were able to stay connected via technology and our virtual assemblies were an example of this.

We started term three off with a bang as we exploded like fireworks at our first assembly. We looked at the difference between bullying and everyday upsets. A new term was coined in our classrooms and playground-'**ARGY-BARGY**' and gave our students a new understanding and empowerment around the small, everyday hiccups and how we can sort these out compared to the repetitive and power based characteristics of bullying.

In Term four we created a **GRATITUDE WALL** on the Performing Arts windows to publicly acknowledge and share all that we have been grateful for in this turbulent year. Our Colour Run and Christmas Carnivale reinforced our Spirit Pillar to finish off the year.

Tracey Rick

Stand Tall Coordinator



Beeliar PS Four Pillars Mural  
Excellence, Citizenship, Empowerment  
and Joy



*Beeliar Primary School Stand Tall*



# *Beeliar Highlights*



## **NAIDOC**

Fortunately, we were still able to celebrate NAIDOC Day 2020. On Thursday, 5<sup>th</sup> November, our students participated in a variety of activities to learn about and celebrate Indigenous Culture. The NAIDOC theme for 2020 was, “Always Was, Always Will Be”.

Students immersed in Indigenous Culture throughout the day, beginning with a Smoking Ceremony hosted by Aboriginal Elder, Neville Collard. Lakeland Senior High School students performed an Aboriginal Dance and Mrs Hancock prepared creative art lessons that taught the students about locally grown plants from the Beeliar area. Other activities included guest speakers to share traditional stories and dance, damper making, an incursion displaying native reptiles, and an excursion bush track walk around our local Beeliar area.

Students learned the significance of the word ‘Beeliar’ which means, river. This has been creatively displayed by our very own talented Miss Jenni Hudson and Mrs Terri Matheson, who have painted a river design running through our school.

We are very lucky to have had Neville Collard spend the day with us and finished our NAIDOC celebrations with dream time stories.

Ainslie Boland and Amanda Walsh

HASS Leaders



*Beeliar Primary School Stand Tall*

# Beeliar Highlights



## Sustainability

Beeliar PS has been on a journey of Sustainability for the last three years. We have developed a comprehensive Sustainability Action Plan that has been implemented throughout the whole school. We have been recognized as a lighthouse school through Sustainable Schools WA and are leading the way in reducing our emissions and waste. We are also a proud Climate Clever school and use the app to track and monitor our emissions.

Our Achievements in 2020:

- Purchased two new large rotating compost bins to process all our fruit and veggie waste
- Grew a huge variety of fresh vegetables in our veggie garden assisted by our weekly Gardening club
- Tried the use of our fresh veggies in the school canteen
- Became famous!! Featured in a video by Sustainable Schools WA highlighting our composting program
- Replaced all fluorescent globes across the school with low energy LED lights
- Continued to monitor and reduce our electricity use with the Power Ranger program
- Launched a new 4-bin system in the playgrounds and wet areas to maximize our recycling of waste and reduce landfill
- Built an amazing new chicken coop (to be completed for 2021)

Tim Mangano

Sustainability Coordinator



## Results

- Composted over **750kg** of fruit and vegetable waste
- Recycled over **6000** pieces of plastic
- Collected over **600** recyclable containers for the 'Containers for Change' program
- Reduced our electricity by another **21,000 kWh**
- Reduced our waste by **8.8 tonnes**
- An overall reduction of **32 tonnes** of carbon

Electricity Consumption in KWHs



# Beeliar Highlights



## Health

2020 has definitely been an interesting and busy year, and with the COVID-19 impact, Health has been particularly relevant with the children across all age groups and they have been able to apply what they have learnt in the classroom to their everyday life.

We covered a number of different topics, tailored to each specific year level, building on those that were covered under the Health program in 2019. It was pleasing to see children's responses and written answers reflecting a more in-depth understanding on the topics covered, validating the teaching methodology.

The year started with Growth Mindset, the importance of setting goals and demonstrating how healthy choices for ourselves increase our well-being and self-esteem. This belief in using abilities to their fullest, achieves high quality results and outcomes.

This year's topics were presented via a number of interactive methods including games, songs, play role, guest speakers and live shows which enriched the Health Program and was very well received by the students. This was further validated in the school open nights, where the Health room was particularly popular by both the students and their parents.

Finally, as a further extension of the program, Health continued to work closely with Sustainability, where Healthy Waste Wise days were implemented with high success rates throughout the year.

Julie-Anne Muir

Health Specialist





# Beeliar Highlights



## Performing Arts

We began the year celebrating Beethoven's 250<sup>th</sup> birthday and delved into the composer's Symphony Number 5. We were starting to rehearse our Easter Bonnet Parade and ANZAC Service when COVID hit. Mrs Rick took leave for the last three weeks of term as the school was going into lockdown.

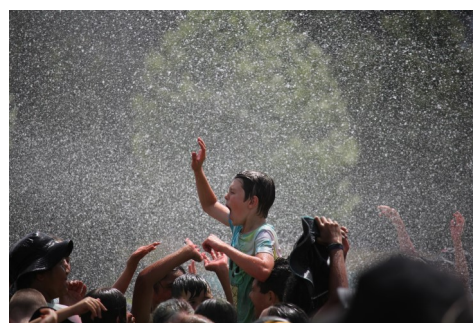
In term two Ms Michaela Searle relieved in the Performing Arts Room as Mrs Rick continued her leave. The children choreographed, rehearsed and performed a dance routine that was shared with parents via social media.

Mrs Rick returned in Term Three and we got stuck into Beethoven again. With an emphasis on critical listening, we kept a comprehensive listening journal as we studied The Eroica, Pastoral and 9<sup>th</sup> Symphonies as well as Fur Elise and the Moonlight Sonata. The Performing Arts room was full of Beethoven as our parents visited during the Learning Journey. Feedback from the children was overwhelmingly positive as they explored Beethoven's music through the lens of his hardships and emotions.

In Term Four we collaborated with Mrs Hancock in the Art room and looked at The Nightmare Before Christmas. The children were able to blow off some steam and get into the swing of the Halloween before we started choreographing and rehearsing for our Christmas Concert Carnivale. The Carnivale was on the oval for the first time and was followed by the Colour Run. It was a day that celebrated our STRONG, CONFIDENT, HAPPY kids up on stage and reinforced our positive and joyful school culture.

Tracey Rick

Performing Arts Specialist





# Beeliar Highlights



## Visual Arts

In the Art room we started off with a blaze of colour creating Keith Haring Collages in the upper grades , Hundertwasser houses and monsters in the junior grades. Little were we to know that we would be undertaking online learning a few weeks later which proved to be a challenge, Term two started slowly with classes filling up slowly over the next 3 weeks. The upper school students studied the artwork of Jimmy Pike , the Western Desert Aboriginal artist who is said to be the inspiration of the modern Aboriginal art movement in Western Australia.

Term 3 was busy leading into the Learning journey with students creating as much work as we could in the limited time we had . This year the Visual Arts display was held in older students creating stunning botanical studies of Banksia and Bottle brushes. The students were introduced to the Noongar names of these gorgeous plants and given information as to how the Noongar people used them in earlier times.

Big plans are in place for next year with beautification of the Butterfly Garden through a possible Artist in Residence program through Curtin University. We are also looking at starting an Art club for students with the intention to add the details to our Beeliar River.

Cheryl Hancock

Visual Arts Specialist



# *Beeliar Highlights*



## **Physical Education**

My second year as the PE Specialist at Beeliar was an interesting one – from the challenges of working through a global pandemic to hosting the interschool athletics carnival. Notable events and non-events have included:

- The cancellation of the Summer Carnival, Winter Carnival and Interschool Cross Country due to Covid-19 restrictions.
- Running a 'Virtual Cross Country Carnival' in Term 2, which was won by Maranda.
- Including the Year 3 students in Senior Sport for Term 3. This was a positive move, resulting in improved Year 3 performances in individual events and team games.
- The Faction Athletics Carnival was moved to a Thursday, which meant that all specialist teachers were able to take part. This was a successful move that I would like to see repeated in future years.
- In one of the closest Athletics Carnivals seen in many years, Maranda emerged victorious – their second win in three years.
- 30 of our sportiest girls represented Beeliar at the Multisport Carnival, participating in a round-robin tournament where they played cricket, football and netball.
- The final interschool event for the year was the Lakeland Touch Rugby Cup. Beeliar fielded a girls team, who won most of their games before losing in a tightly contested semi-final; and a boys team, who went through the day undefeated, eventually winning the grand final for a second consecutive year.
- Lunchtime sports ran for most of the year for the Year 4-6 students. Terms 1 and 4 were class vs class games of dodgeball and capture the ball. In Term 3 we ran a 3-a-side basketball tournament, which was won by the Crocodiles.
- Year 5 and 6 students were involved in a Sporting Schools program for softball in Term 4.

Jeremy Sambrooks

Physical Education Specialist



*Beeliar Primary School Stand Tall*

# Beeliar Highlights



## Italian

Despite COVID restrictions it has been a very busy time in Italian classes.

Students at different year levels covered a range of topics while learning to understand and communicate in Italian. Students also participated in cooking and other activities to experience aspects of Italian culture.

PP classes learnt about pizza, gelato, Venice and Pinocchio. Year 1 students learnt about animal names and songs about them. Year 2 classes learnt to say days of the week, months of the year, talking about the seasons and the weather. Year 3 classes discovered how Latin has influenced English as well as vocabulary associated with countries and nationalities. Year 4's covered transport, time, timetables. They also learnt vocabulary to do with school and compared the Italian and the Australian school system. They also shared an Italian Breakfast. Year 5 classes worked on the topic of "Let's go to Italy". They learnt basic vocabulary to survive on a visit to Italy such as taking a taxi, giving and understanding street directions. They learnt about famous landmarks and cities they could visit. They also learnt how to shop for fruit at the markets, and about speciality shops. Year 6 students practised grammar rules and sentence structures to allow them to use the language to communicate more effectively. They each participated in a one-to-one interview as part of their final assessment based on their personal identity and their likes and dislikes. They ended the year by sharing a long table lunch to which each student contributed an Italian dish.

A very productive year! Benissimo ragazzi.

Maria Kelleher Italian Specialist

## Playgroup

Our playgroup meets every Tuesday from 9.00am to 10.30 am. The tables are set up with playdough, gluing/drawing and painting. There are also toddler appropriate toys on the mat and puzzles for the older children to use. The parents help with the packing up on a roster system. We run a program that is flexible to the different age grouping that we have. I provide a mat session with simple finger play songs and then read a book. We then share some fruit and then everyone goes outside for a play. At the end of the session the children come in and do a dance and then we sing a goodbye song. Over the course of the year we have had 38 families come to our playgroup. During COVID we set up a Facebook page so the families could still stay in touch with each other and share photos of what they were doing.



Deb Smith

Beeliar Playgroup coordinator



# Beeliar Parents as Partners

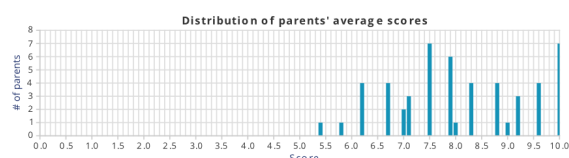


'Partners in Learning' Parent Survey Report  
Fogarty EDvance (C5)  
Beeliar Primary School

## School Supports Learning

### School supports positive behaviour

<b>School Mean</b>	<b>8.1</b>
Teachers expect my child to pay attention in class.	8.6
Teachers maintain control of their classes.	8.0
My child is clear about the rules for school behaviour.	8.9
Teachers devote their time to extra-curricular activities.	7.1
The school helps prevent students from smoking.	8.0
The school helps prevent students from using drugs.	7.7

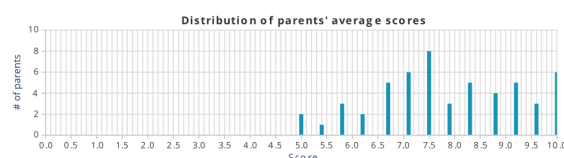


'Partners in Learning' Parent Survey Report  
Fogarty EDvance (C5)  
Beeliar Primary School

## School Supports Learning

### School supports learning

<b>School Mean</b>	<b>7.8</b>
Teachers have high expectations for my child to succeed.	8.0
Teachers show an interest in my child's learning.	8.1
My child is encouraged to do his or her best work.	8.3
Teachers take account of my child's needs, abilities, and interests.	7.4
Teachers expect homework to be done on time.	7.4
Teachers expect my child to work hard.	8.0

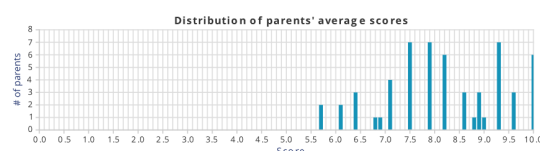


'Partners in Learning' Parent Survey Report  
Fogarty EDvance (C5)  
Beeliar Primary School

## Two-way Communication with Parents

### Parents feel welcome

<b>School Mean</b>	<b>8.2</b>
I feel welcome when I visit the school.	8.9
I can easily speak with my child's teachers.	8.6
I am well informed about school activities.	8.3
Teachers listen to concerns I have.	8.0
I can easily speak with the school principal.	8.4
Written information from the school is in clear, plain language.	8.7
Parent activities are scheduled at times when I can attend.	6.2



## Tell Them From Me Parent Survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at Beeliar Primary school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The results from our Beeliar Parent survey showed that parents rated us 8 and above for most aspects of the survey. This is a great result and we are proud to Stand Tall with our parents to raise and educate our children together. We will continue to work with our parents to build stronger connections and partnerships.



*Beeliar Primary School Stand Tall*



# Beeliar Finances



## Finances

At Beeliar PS all our financial decisions link directly to the Beeliar Primary School Business Plan. We have a strategic plan for school improvement that guides our reserve budgets and long term financial plans. Our three focus include High Academic Achievement, High Quality Teaching and Student Health and Wellbeing and these areas have been the priority for our spending in 2020. Some of the resources we have purchased are below:

### High Academic Achievement:

- Pre-Lit Reading Programme—Kindergarten
- InitialLit Reading Programme from PP-Yr. 2
- Subsidising PRIME and Spelling Mastery Books
- Subscriptions to online teaching resources— i.e. PRIME, Seven Steps, EDUCERI
- Professional Learning for all staff in focus areas
- Best Performance Data Hub subscription
- Purchase of technology such as IPADs, Interactive Whiteboards, LapTops

### High Quality Teaching:

- Providing all classroom teachers with an extra one hour DOTT (Duties Other than Teaching) to meet as a professional learning community
- Involvement in Fogarty EDVANCE three year school improvement programme
- Ongoing professional learning in priority areas—EDI, Seven Steps, BrightPath, InitialLit

### Student Health and Wellbeing

- School Chaplain
- New classroom furniture
- Breakfast Club
- Friendly Schools Program
- Notre Dame University Masters of Counselling Student

## Finance Committee

The Finance Committee consists of the Principal, the Manager of Corporate Services and teachers at Beeliar PS. The Finance Committee meet every term to discuss and approve the budget. Each learning area has an operational plan that outlines the budget resources, support and professional learning. The budget is discussed and endorsed by the Beeliar School Board.



*Beeliar Primary School Stand Tall*

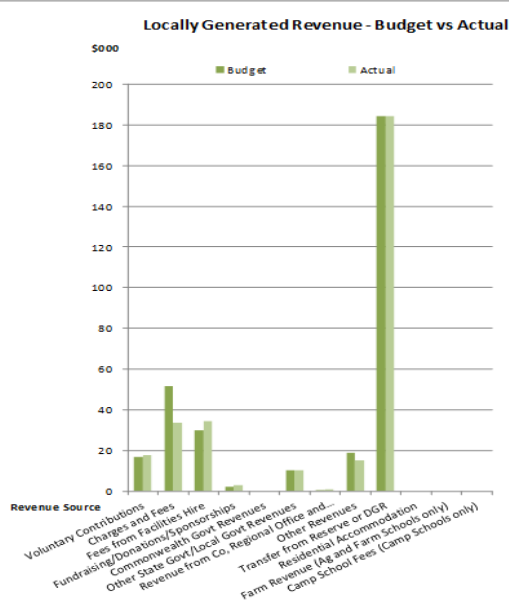
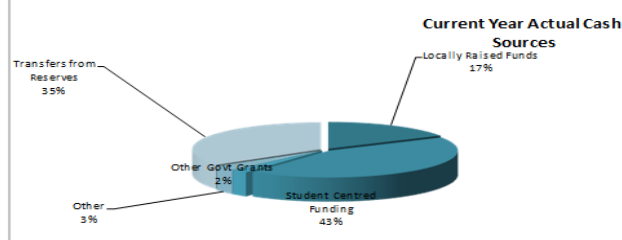
# Beeliar Finances



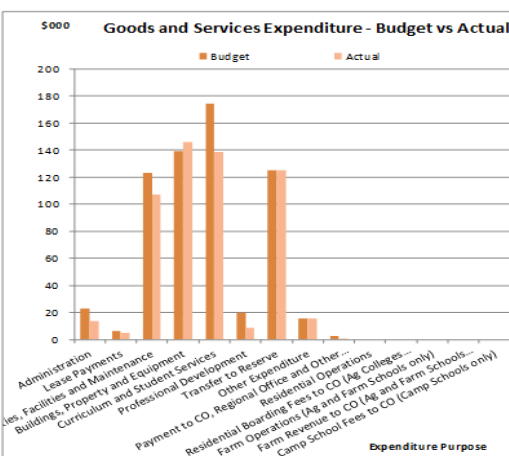
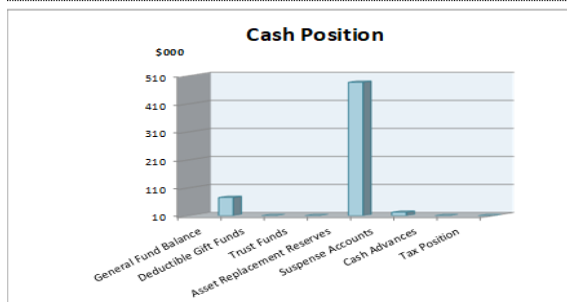
Insert your School  
Logo Here or  
Delete if not  
required

## Beeliar Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,970.00	\$ 17,776.65
2	Charges and Fees	\$ 51,637.00	\$ 33,802.96
3	Fees from Facilities Hire	\$ 30,000.00	\$ 34,545.46
4	Fundraising/Donations/Sponsorships	\$ 2,000.00	\$ 2,949.54
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 10,295.06	\$ 10,295.06
7	Revenue from Co, Regional Office and Other Schools	\$ 282.00	\$ 839.41
8	Other Revenues	\$ 18,924.00	\$ 15,346.10
9	Transfer from Reserve or DGR	\$ 184,353.00	\$ 184,353.47
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 314,461.06</b>	<b>\$ 299,908.65</b>
	<b>Opening Balance</b>	<b>\$ 105,647.00</b>	<b>\$ 105,646.98</b>
	<b>Student Centred Funding</b>	<b>\$ 208,235.36</b>	<b>\$ 228,235.36</b>
	<b>Total Cash Funds Available</b>	<b>\$ 628,343.42</b>	<b>\$ 633,790.99</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 628,343.42</b>	<b>\$ 633,790.99</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 22,790.00	\$ 13,646.59
2	Lease Payments	\$ 6,000.00	\$ 5,089.64
3	Utilities, Facilities and Maintenance	\$ 122,855.00	\$ 106,833.16
4	Buildings, Property and Equipment	\$ 139,102.00	\$ 145,573.56
5	Curriculum and Student Services	\$ 173,932.06	\$ 138,434.94
6	Professional Development	\$ 19,560.00	\$ 8,586.48
7	Transfer to Reserve	\$ 124,900.00	\$ 124,900.00
8	Other Expenditure	\$ 15,282.00	\$ 15,523.00
9	Payment to CO, Regional Office and Other Schools	\$ 2,240.00	\$ 70.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 626,661.06</b>	<b>\$ 558,657.37</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 626,661.06</b>	<b>\$ 558,657.37</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,682.36</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
Bank Balance	\$ 578,966.44
Made up of:	\$ -
1 General Fund Balance	\$ 75,133.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 486,496.72
5 Suspense Accounts	\$ 22,369.10
6 Cash Advances	\$ -
7 Tax Position	\$ (5,033.00)
<b>Total Bank Balance</b>	<b>\$ 578,966.44</b>

Beeliar Primary School Stand Tall