

ANNUAL REPORT

2024



Beachlands
Primary School

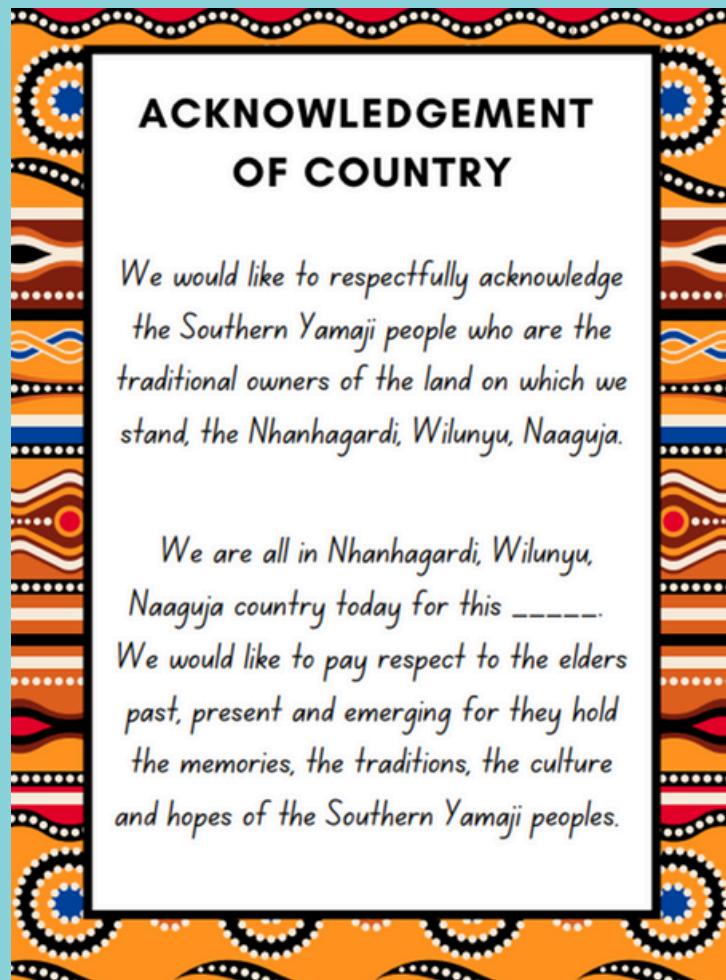
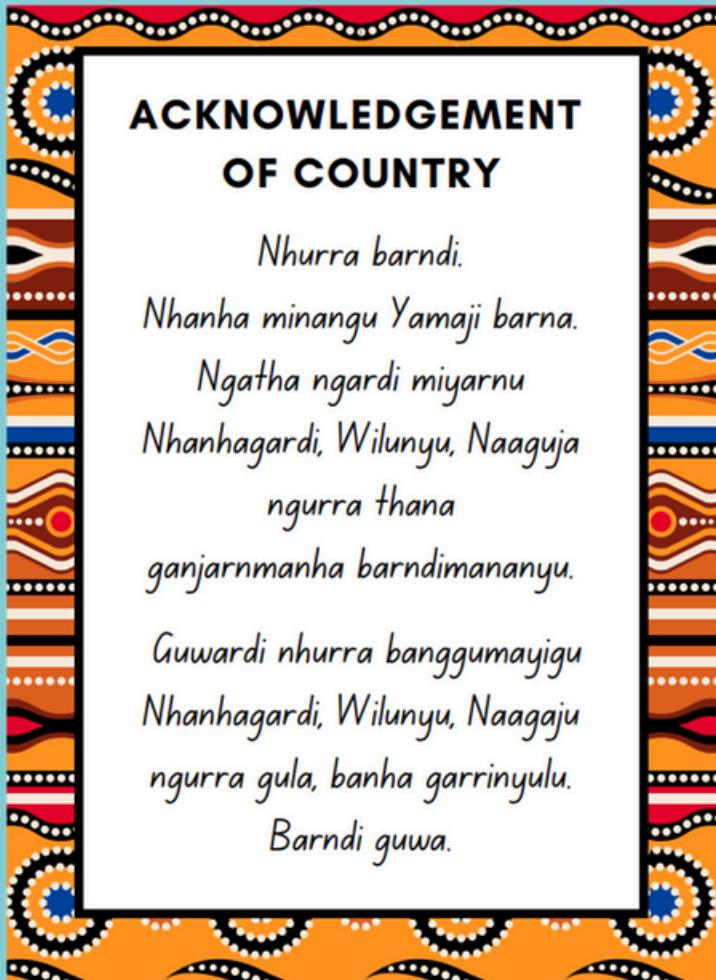
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*Caring
and
Sharing*

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ACKNOWLEDGEMENT OF COUNTRY

At Beachlands Primary School, we begin each day and special events by acknowledging the traditional custodians of our land in both Wajarri and English.



VISION AND VALUES

In 2024, we continued to be guided by a strong school vision statement, highlighting our purpose at Beachlands Primary School.



MESSAGE FROM THE PRINCIPAL

It is my pleasure to present the 2024 Annual Report for Beachlands Primary School.

I acknowledge and pay respect to Aboriginal and Torres Strait Islander people and Elders past and present. I acknowledge Aboriginal people as belonging to the oldest, continuous living cultures on earth and their connection to country, community and language that continues through generations.

In 2024, Mrs Helen Barnes continued as the substantive Principal of Beachlands Primary School. The leadership team consisted of myself as substantive Deputy Principal and Ms Emma Smith, who was appointed as 0.4 Deputy Principal fixed term. Together, with our valued staff, we are committed to driving a cultural of continual school improvement. In 2024, our school entered into a new Strategic Business Plan; Every Child, Every Chance.

Our highly skilled staff are proud to offer an outstanding education for ALL students at our school. We have a clear focus on learning supported through a school culture of collaboration, explicit teaching, effective curriculum design and high-quality teaching. We work to ensure students are supported and engaged in their learning. We encourage every student to be their 'Beachlands Best' by setting high expectations, encouraging positive behaviour, and valuing parental involvement.

Our ability to cater for students with diverse learning needs culminated in being awarded the 2024 WA Education Award for Excellence in Disability and Inclusion.

I would like to acknowledge the contribution of our School Board and P&C Committee. I would like to express meaningful thanks to Mrs Helen Barnes for her relentless efforts in transforming Beachlands Primary School as Principal over the past three years. I am privileged to lead this school for the first six months of 2025.



Mr Paul Bonavia

SCHOOL CONTEXT

Beachlands Primary School is an Independent Public School.

Small school, caring community, successful students.

ICSEA 827

Number of students 142

Student Transiency Rate 36.2%

Aboriginal Students 64%

Students with a diagnosis 20

2024 Staffing

- 3 x Administration – Principal, Deputy Principal (1.0), Deputy Principal (0.4)
- 13 x Teaching Staff
- 17 x EA/SNEA/AIEO
- 3 x Cleaners
- 1 x Gardener
- 1 x Chaplain
- 1 x School Psychologist
- 2 x Ministerial Officers
- 1 x MCS
- 1 x PEAC teacher

Total- 42 staff



2024 Professional Learning

- Literacy Base Units (LBUs) with the WCLDC outreach service
- Teach Well – Explicit Instruction and an Instructional Leadership program
- Team Teach – De-escalation strategies and positive handling skills
- Upskilling through SSEN:D RFAs in supporting students with ASD demonstrating complex behaviours
- Classroom Management Strategies
- Collaborative groups building teacher professional content knowledge in pedagogy and an explicit instructional model
- WAATA Conference for Education Assistants
- Leading with Intention

KINDILINK

Located in the grounds of Beachlands Primary School, KindiLink occupies the classroom on the far east of the school's early learning area.

The roles of the teacher and AIEO are to promote both parent and child learning in the Pre-Kindy years.

KindiLink recognises parents as the first educators and empowers parents to establish educational relationships with their child/ren and educators. We encourage enriched caregiving, side by side learning, conversational reading and oral language.



Lucy Willson
Teacher



Nikiesha Ryan
AIEO

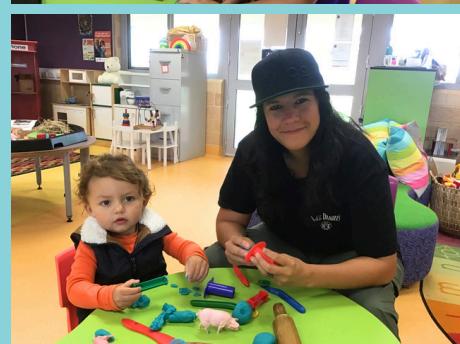
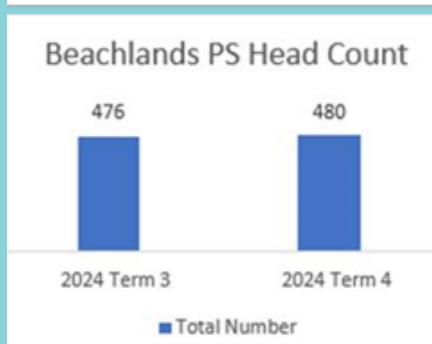
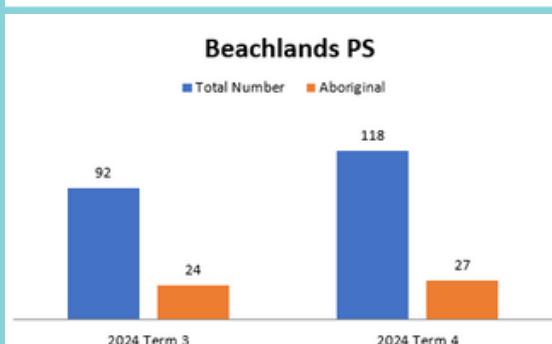
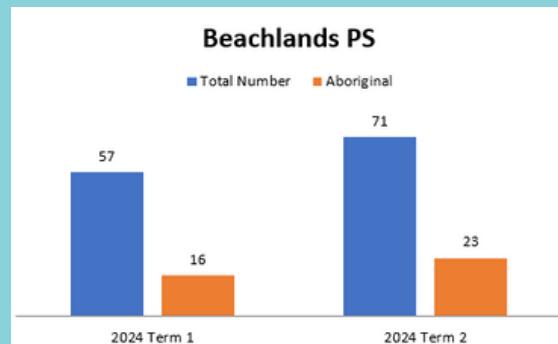


KindiLink Session Times:
Tuesdays & Wednesdays
9:00am - 12:00pm

The following outcomes are the focus of the KindiLink program:

- Better school preparedness
- Better school engagement by both children and families
- Better rates of school attendance across all years of future schooling
- Improved personal and social learning
- Improved literacy and numeracy performance

KINDILINK DATA



KindiLink Participation Rate Data

	T1	T2	T3	T4	
3YO	Overall	28.5%	22.6%	15.7%	11.2%
	Aboriginal	28.9%	15.1%	17.3%	11.9%
0 to 2YO	Overall	22%	20.5%	18.7%	17%
	Aboriginal	21.1%	14%	15.9%	13.9%

PUBLIC SCHOOL REVIEW

In September, Beachlands Primary School underwent a Public School Review visit to validate our self-assessment and forward planning. The school was attended by Rohan Smith, Director of Public School Review and Anika Blackmore, Peer Reviewer. The team met with a variety of staff, parents and students, who provided insights into practices, policies and the learning environment at Beachlands Primary School.

The self-assessment was validated and the commendations and recommendations were endorsed by the Deputy Director General across all 5 domains.

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress



Beachlands Primary School met the expected level of school performance in all areas, with a three-year return in all domains. Three of the recommendations are highlighted in our Business Plan 2024 to 2026.

- Guide staff on the continuous provision of quality differentiated practice to meet the needs of individual students.
- Consider expanding opportunities for student leadership and input into decision making.
- Explore inclusive methods that facilitate maximum parent participation in providing feedback to the school.

A full copy of the report is available on the school website and Schools Online.



A CULTURALLY RESPONSIVE SCHOOL

In 2024, Beachlands Primary School continued to effectively implement culturally responsive practices. With the support of our active Cultural Reference Group and AIEO team, 2024 saw us continue to consolidate the integration of language, Aboriginal histories and cultural practices with the HASS and Science curriculum. This Cultural Integration program was supported by language specialists through the Irra Wangga Language Program.

Partnering with local organisations is paramount as we build connections that provide meaningful opportunities for our students. In 2024, the Northern Agricultural Catchments Councils continued to partner with Beachlands Primary School to facilitate On-Country Learning Experiences that directly link to the HASS and Science Curriculum, as well as our Culturally Responsive Scope and Sequence. This partnership provided our students authentic learning opportunities at Greenough River.

Staff embarked on EALD Hub training, with our Implementation Team focusing on upskilling staff on creole and developing a shared understanding of the differences between Aboriginal English and Standard Australian English. The Implementation Team are continuing to develop whole school processes and protocols to ensure consistent practice across the school. 2025 will see our staff utilise EALD Progress Maps as tools to accurately plan for, and assess, our EALD learners.



STUDENT ATTENDANCE

Beachlands Primary School students attend school at a rate below WA public schools. In 2024, a clear case management approach continued.

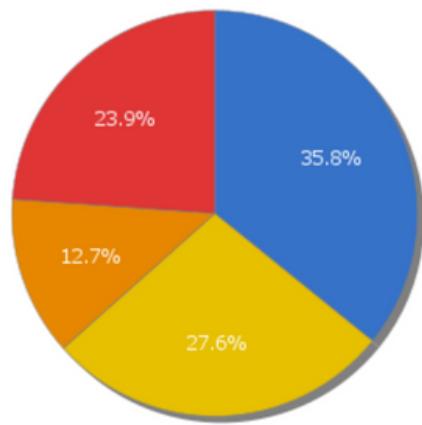
In 2024, Beachlands Primary School continued to focus on regular attendance for students through a range of practical strategies.

- AIEOs provided with a total of 6 blocks per week to check in with families
- Leasing agreement with Bundiyarra for a 10-seater bus to support families without means of transport
- A continued case management approach for individual students
- Regular communication to families about the importance of attendance every day
- The use of MGM messaging service for text messages to parents/carers to target unauthorised absences
- A whole school strategy to promoting learning and the importance of regular attendance
- Attendance Rewards each term
- Requests for support from MWREO attendance team

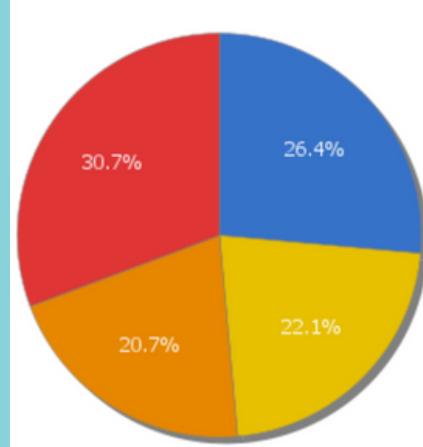
Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	86.6%	82.7%	88.3%	56.3%	57.7%	69.5%	63.6%	68.8%	86.6%
2023	87.4%	86.1%	90.3%	67.8%	62.0%	74.3%	73.8%	70.4%	88.9%
2024	86.6%	87.6%	91.0%	70.1%	63.6%	74.3%	76.9%	74.0%	89.4%

Attendance Profile 2024 Semester 1 Compulsory



Attendance Profile 2024 Semester 2 Compulsory



STUDENT ACHIEVEMENT AND PROGRESS

Beachlands Primary School students continue to achieve above a level comparable with students in like schools.

In 2024, Year 3 students achieved above like schools in all areas, aside from Reading and Spelling.

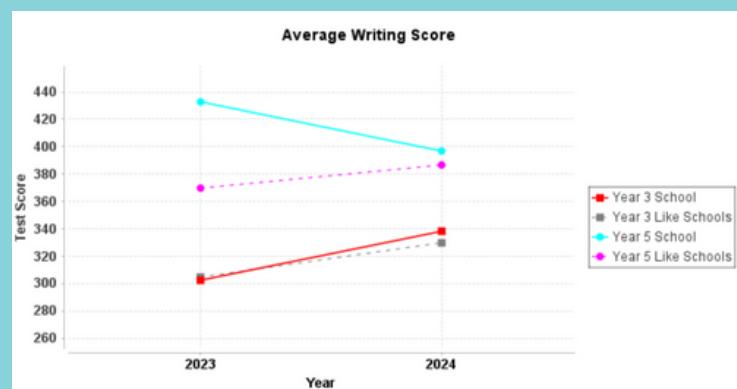
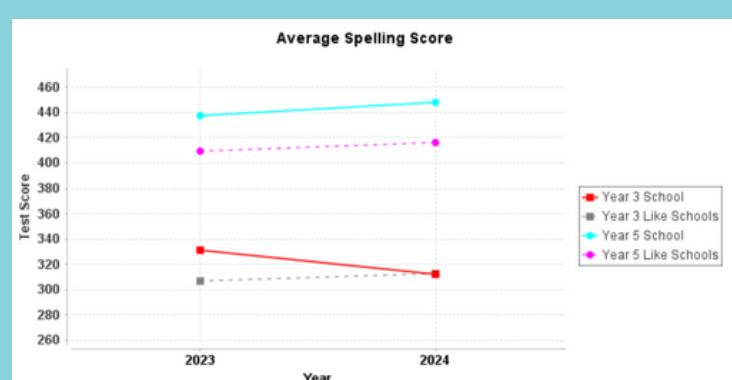
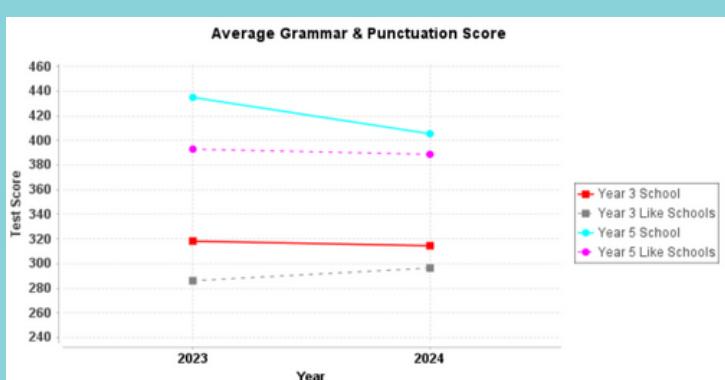
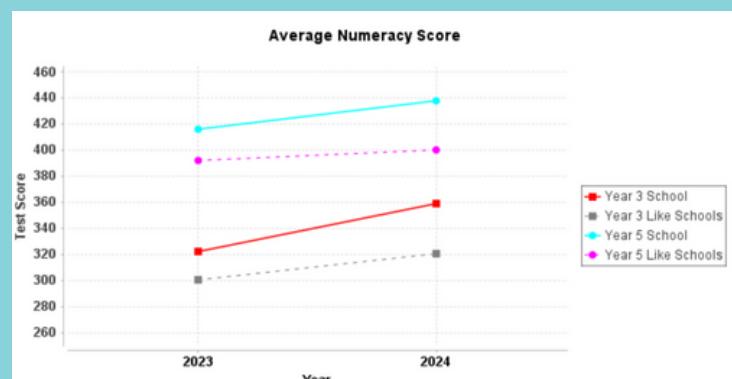
In 2025, Reading and Writing will be the targeted focus for Year 3 students.

In 2024, Year 5 students achieved above like schools in all areas.

In 2025, Writing and Numeracy will be the targeted focus for Year 5 students.

Student achievement data for Beachlands Primary school is on an upward trend due to a whole school focus on implementing and embedding evidence-based practices in core curriculum areas. Beachlands Primary School is committed to a relentless focus on student progress.

We utilise high impact engagement strategies ensuring ALL students are LEARNING.



BUSINESS PLAN 2024-2026

Beachlands Primary School entered its first year of our Business Plan 2024-2026. In 2024, whole school initiatives were again evaluated and redesigned to maximum their impact on student achievement. Our whole-school intervention and extension practices were an example of how this process led to more students being able to access effective intervention in literacy, with impressive results.

In 2024, a whole school instructional model was consolidated, in line with established and strong beliefs around teaching and learning. The school set high expectations for student achievement and progress. Literacy and Numeracy blocks were refined to ensure a viable and robust curriculum delivery schedule is implemented with consistency amongst all teaching staff.

Focus Areas	Targets	Achieved 2024
Strive for Teaching and Learning excellence in every classroom	Achieve at or above like schools in NAPLAN Maths, Spelling, Conventions of Language, Reading and Writing at least 15 times (50% across Yr 3 and 5 combined).	✓
	Increase the number of Yr 3 and 5 students in the Strong Category for NAPLAN testing each year of the Business Plan.	✓
	At least 60% of students meet the expected standard of Phonics Check in Year 1 each year of the Business Plan.	✓
Promote regular Attendance and Engagement for every student	Increase whole school attendance rate to 70% regular attendance 4/6 semesters.	✗
	Decrease the whole school suspension rate to no more than 5% each year.	✓
	Increase the attendance rate of Aboriginal students to 60% per semester 4/6 semesters.	✓
Build Positive Relationships with every family and the broader community	Above 90% of families in all classes (K-6) actively using Seesaw, 3/3 years.	✓
	Above 50% of families in each class engage in school events, 4/6 semesters.	✓
	At least 20% of families across the school engage with the Board, P&C and CRG, 2/3 years.	✗

FUNDING AND EXPENDITURE

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 0	87,045	-87,045
Carry Forward (Salary):	\$ 45,012	45,012	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 0	-151,125	151,125
Locally Raised Funds:	\$ 0	1,435	-1,435
Total Funds:	\$ 45,012	-17,633	62,645
EXPENDITURE			
Salaries:	\$ 2,927,501	315,921	2,611,579
Goods and Services (Cash):	\$ 0	27,398	-27,398
Total Expenditure:	\$ 2,927,501	343,320	2,584,181
Variance:	\$ -2,882,489	-360,952	-2,521,537

Student-Centred Funding		
Per Student	\$ 0.00	
School and Student Characteristics	\$ 0.00	
Disability Adjustments	\$ 0.00	
Targeted Initiatives	\$ 0.00	
Operational Response Allocation	\$ 0.00	
Regional Allocation	\$ 0.00	
Total	\$ 0.00	

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$ 0	
Minimum Expenditure Requirement		
96% of current budget	\$ 0	
10% of carry forward	\$ 0	
Total Minimum Expenditure	\$ 0	
Current Forecast Expenditure		
Salaries	\$ 2,927,501	
Goods and Services (Cash Expenditure)	\$ 0	
Total Forecast Expenditure (cash and salaries)	\$ 2,927,501	

Bank Account Balances (Cash)		
Bank Account	\$ 109,864.28	
Investment Account(s)	\$ 0.00	
Building and Other Funds Account	\$ 0.00	
Total for all Bank Accounts*	\$ 109,864.28	

*Reserve balances are included in the total

Reserve Account Balances		
ICT and Computer Reserve	\$ 16,539.03	
Furn & Fittings Reserve	\$ 1,379.32	
Plant & Equip Reserve	\$ 7,835.41	
Commbox Reserve	\$ 13,121.75	
Photocopier Reserve	\$ 7,695.00	
Shade Sail Reserve	\$ 9,800.00	
iPad Reserve	\$ 7,482.16	
Total for all Reserve Accounts	\$ 63,852.67	

CELEBRATIONS

- ANZAC Day services
- Art Performances
- Attendance Rewards
- Breakfast Club
- Book Week
- Clontarf Visits
- Collaborating with our Cultural Reference Group
- Eagles Cup football participation
- End of Year transitions
- Footprints (Kindy)
- Forming an EALD Implementation Team
- Ms Amanda Rimmer receiving a Making a Difference Award for her contributions to school librarians in the Midwest
- Mother's Expo
- NAIDOC Celebrations
- NAPLAN data above expected in 9/10 assessments
- NCVISSA Carnivals
- Numero competition (Year 5/6)
- P&C Family Fun Day
- Reconnect to Country Learning Experiences
- Shoreleave Festival performance
- Swimming Lessons
- WA Education Award for Excellence in Disability and Inclusion
- Welcome BBQ
- Year 6 Graduation & Dinner

