



Board General Meeting

Broome North Primary School

Monday 26, October

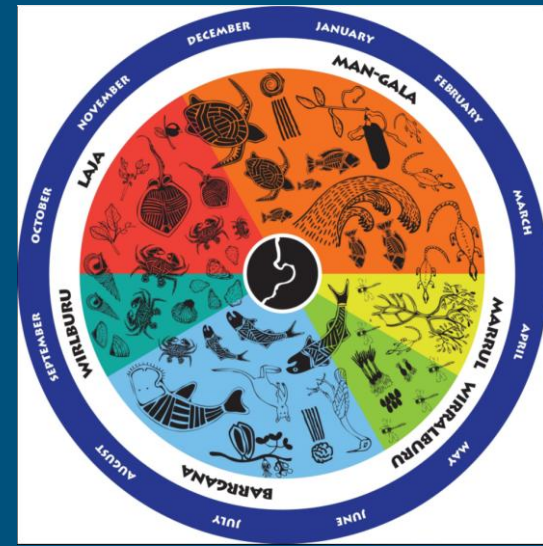
Term 4 Wk 3, 2026

Venue: School Library **Time:** 2:30 pm

Acknowledgement of Country

OFFICIAL

Mangalagun – Roebuck Bay Minyirr– Gantheaume Point



Yilagun – Riddell Beach



Burrugugun – Old town



Barrgana

Winter

June-August

Cold season

Some fog

Dry winds



Agenda

*Annual
Public
Meeting*

- ☐ **Principal's Report - Ken**
- ☐ **Curriculum – Di**
- ☐ **PBS - Amy**
- ☐ **Berry Street - Anne**
- ☐ **Finance report - Megan**
- ☐ **P&C presentation - Ange**



Chair - Update



Principal's Report - Ken

What's
happening?



- School improvement model
- Focus areas – Attendance, Enrolments, Operations
- Priorities for 2027
- 2027 Dates



SCHOOL BUSINESS PLAN

Sets our strategic direction, priorities and targets
High expectations | Strong partnerships | Improved outcomes



Kimberley Schools Project (KSP)

Our overarching school improvement framework
A consistent, research-informed approach to teaching and learning
Explicit | Consistent | High Expectations | Improved Outcomes

*Growing
Brighter
Futures
Together*

ON YAWURU/DJUGUN COUNTRY



Data and Evidence

- NAPLAN
- PAT – Reading & Maths
- On-Entry
- Attendance data
- Behaviour data (PBS)
- SAER data
- Student, staff and community feedback

Data informs our planning and drives continuous improvement.

Key Focus Areas (KSP)



Explicit Direct Instruction
Quality teaching for every learner



KindiLink
Strong starts brighter futures



Attendance
Being there to learn



Operational Plans

Turn our strategic direction into actions
Clear actions | Timelines | Responsibilities | Monitoring and review

Our Development Teams

Collaborative teams driving implementation across the school



PCT
Pedagogy and Curriculum Team

Quality teaching and curriculum



AET
Aboriginal Education Team

Cultural responsiveness and two-way learning



PBiS
Positive Behaviour in Schools

Safe, respectful and inclusive environments



HWB
Health and Wellbeing

Student wellbeing, engagement and support



ICT
Information and Communication Technology

Digital learning and technology support



Student Engagement and Achievement

Confident learners | Stronger communities | Brighter futures



**Plan – Implement
– Monitor – Evaluate
– Improve**

A cycle of continuous improvement to achieve our vision for every student.



Attendance Comparison

2025 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional):

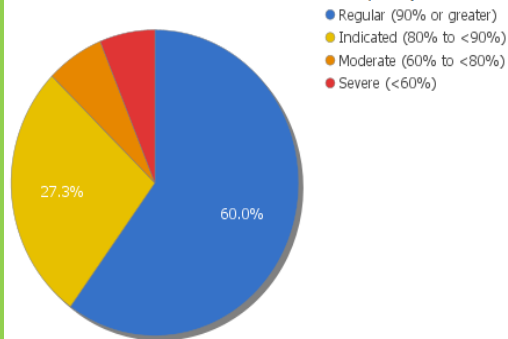
Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	86.3%	31	13	6	5	69%	32%
PPR	89.1%	37	16	3	4	62%	38%
Y01	84.3%	25	14	4	6	73%	28%
Y02	90.4%	29	13	3	4	63%	37%
Y03	88.7%	35	13	4	3	58%	42%
Y04	88.0%	34	16	4	2	61%	39%
Y05	89.2%	30	14	3	1	76%	24%
Y06	88.7%	32	15	3	3	60%	40%
Compulsory	88.4%	222	101	24	23	65%	35%

2026 - Semester 1 Collection

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	90.5%	28	9	4	1	51%	49%
PPR	85.6%	28	15	9	4	57%	43%
Y01	90.2%	43	8	7	2	52%	48%
Y02	88.0%	27	13	3	3	56%	44%
Y03	87.4%	27	10	3	7	52%	48%
Y04	89.6%	34	15	2	2	56%	45%
Y05	87.8%	35	10	4	4	57%	43%
Y06	87.6%	30	13	5	2	68%	32%
Compulsory	88.1%	224	84	33	24	57%	43%

Attendance Profile 2025 Semester 1 Compulsory

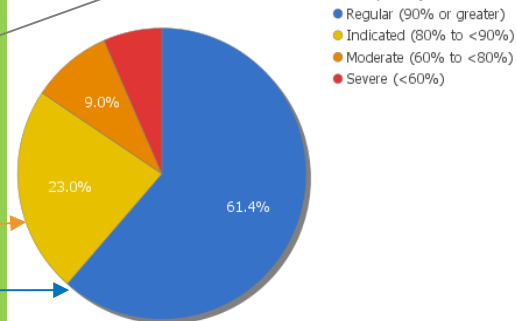


2026 attendance rates - (88.1%)
WA public schools (89.1%)
(BPNS about 1% below)

Authorised down by 8%
Unauthorised up by 8%

Indicated down by 4.3%
Regular up 1.1%

Attendance Profile 2026 Semester 1 Compulsory



Year	Number of Students
2022	341
2023	365
2024	334
2025	354
2026	345

- | Semester 1 | 2022 | 2023 | 2024 | 2025 | 2026 |
|-------------------------|------|------|------|------|------|
| Primary (Excluding Kin) | 341 | 365 | 334 | 354 | 345 |

Operations

- **Demountable:** After school care
- **KindiLink:** should be good for 2027
- **Staffing 2027** – impacted by enrolments
- **School Strategic Operational plan**, linked to Business plan and school review recommendations.
- **Principal Review** - Term 4 Wk. 2
- **P&C** – Drink fountain replacement/upgrade
- **Photo permissions:** Commissioner of eSafety we will review our policy and make changes accordingly.
- **ICT** – Projector replacement
- **Carpet/Furniture upgrade** – next block Nimanburr



2027 Priorities

- **Literacy & Numeracy:** Target improvement in **Mathematics and Grammar & Punctuation**, while strengthening literacy foundations.
- **Quality Teaching:** Embed **Explicit Teaching, Daily Reviews, TAPPLE** and **instructional coaching** consistently across the school.
- **Intervention & Extension:** Strengthen **MTSS/SAER**, with clear Tier 2/3 intervention, progress monitoring and extension.
- **Data-Informed Practice:** Use NAPLAN, PAT, DIBELS, Elastik and classroom data to identify needs and measure growth.
- **Engagement & Wellbeing:** Continue embedding **Berry Street, PBS, attendance and behaviour supports** to improve readiness to learn.
- **Culturally responsive:** Strengthen links with **Yawuru Language, Two-Way Science** and community partnerships.
- **Staff Capability:** Build consistency through coaching, collaboration, moderation and targeted professional learning.
- **The focus will be embedding, measuring and improving what BNPS already has in place.**



Items for discussion - Reports School Development Days

SCHOOL DEVELOPMENT DAYS

There are 7 school development days in 2027. There are 3 mandated dates & meeting day:

SDDs include:

- 28 January
- 29 January
- 27 April (BSEM; first day of T2 after ANZAC day public holiday)
- 19 July (first day T3)
- 24 September (BSEM; last day of Term 3)
- 11 October (first day of Term 4)
- 17 December (Trade off—last day of term)

Parent interviews:

Monday 5 April (Day, no students)
Parent open night

Public Holidays

Australia Day on Tuesday 26 January

Labour Day on Monday 1 March - falls during Term 1

Good Friday on Friday 26 March - falls during school holidays

Easter Monday on Monday 29 March - falls during school holidays

Anzac Day on Sunday 25 April (with an additional day off on Monday 26 April) - first day of Term 2

WA Day on Monday 7 June - falls during Term 2

King's Birthday on Monday 27 September - falls during Term 3 school holidays



Curriculum & Pedagogy - Di

What do we
do?



- Teaching and learning approach
- Student achievement and assessment data
- Key curriculum improvements and initiatives
- Priorities for 2027



What do we
do?



Pedagogy & Curriculum Team

- Regularly review whole-school performance data and student outcomes.
- Implement evidence-based teaching practices across the school.
- Evaluate the impact of teaching programs and strategies.

Collaborative Planning

- Teachers meet regularly in year-level and teaching block teams.
- Led by Curriculum Leaders to ensure consistency and quality.
- Collaboratively plan, deliver and assess curriculum programs.

Data-Informed Practice

- Use the **Plan, Teach, Evaluate** cycle to drive improvement.
- Analyse student achievement data to identify learning needs.
- Monitor student progress and adjust teaching accordingly.
- Continuously refine practice to maximise student success.



What do we
do?



Explicit Teaching

At Broome North Primary School, we use Explicit Teaching, an evidence-based approach that helps students learn new skills and knowledge clearly and successfully.

Teachers:

- Clearly explain what students are learning and why.
- Demonstrate and model new skills step-by-step.
- Provide guided practice with support and feedback.
- Gradually release responsibility so students can work independently.
- Regularly check for understanding and adjust teaching as needed.

Research shows that explicit teaching is one of the most effective ways to improve student learning, particularly in literacy and numeracy. It helps ensure all students have the best opportunity to succeed by making learning clear, structured, and engaging.

In simple terms: "*I do, We do, You do*" - the teacher models the learning, students practise together, and then students apply their learning independently.



What do we
do?



Daily Reviews

- Evidence-based practice that strengthens learning and retention.
- Revisits previously taught concepts and skills every day.
- Transfers learning from short-term memory to long-term memory.
- Improves students' ability to remember, recall and apply knowledge.

Recall • Recite • Apply

- Recall previously learned knowledge and skills.
- Recite key facts, vocabulary and concepts.
- Apply learning in different contexts to deepen understanding.

Reducing Cognitive Load

- Builds automatic recall of foundational skills and knowledge.
- Reduces the mental effort needed to remember basic information.
- Frees up thinking for problem-solving, comprehension and critical thinking.
- Supports success in new and more complex learning.



What do we
do?



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What do
we do?



TAPPLE: Keeping Every Student Thinking

- Evidence-based questioning strategy that keeps all students actively engaged.
- Ensures every student thinks, participates and demonstrates understanding.
- Promotes accountability and active participation during lessons.

TAPPLE Process

- Teach First – Teacher explicitly teaches and models learning.
- Ask a Question – Checks student understanding.
- Pause, Pair, Share – Gives thinking time and promotes discussion.
- Pick a Non-Volunteer – Ensures all students are prepared to contribute.
- Listen – Teachers gather information about student understanding.
- Effective Feedback – Clarifies misconceptions and strengthens learning.

Engagement Norms

- Create a positive, focused and respectful learning environment.
- Explicitly teach students how to participate successfully.
- Encourage:
 - Active listening
 - Tracking the speaker
 - Thinking before responding
 - Choral responses when appropriate
 - Respectful contributions
 - Continuous engagement



Reporting against proficiency standards

The 4 proficiency levels that make up the standards are:

- * **Exceeding:** The student's result exceeds expectations at the time of testing
- * **Strong:** The student's results meets challenging but reasonable expectations at the time of testing
- * **Developing:** The student's results indicates that they are working towards expectations at the time of testing
- * **Needs additional Support:** The student's results indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily



Comparative Performance

Yr 3

1

Above Expected - more than one standard deviation above the predicted school

2

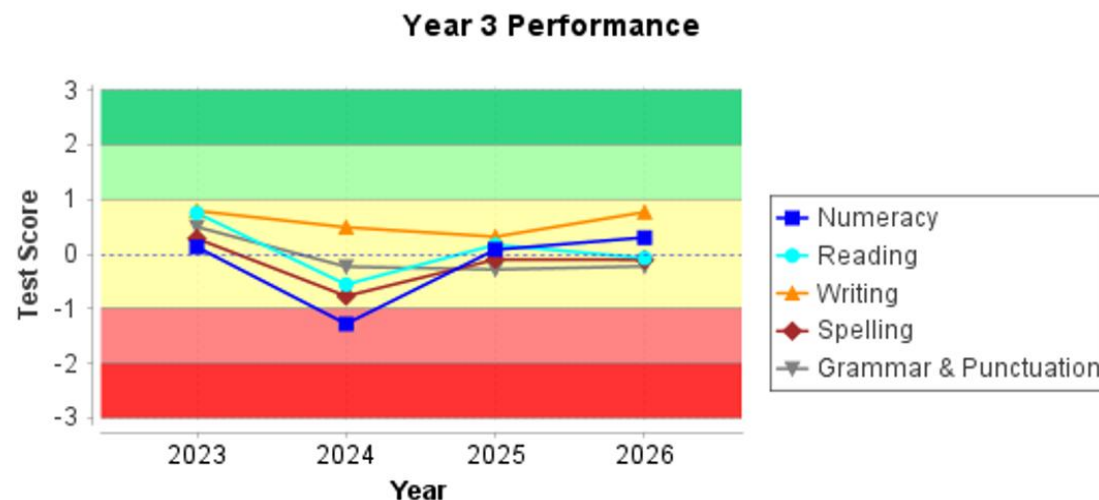
Expected - within one standard deviation of the predicted school mean

3

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

Year 3	Performance			
	2023	2024	2025	2026
Numeracy	0.1	-1.3	0.1	0.3
Reading	0.8	-0.6	0.2	-0.1
Writing	0.8	0.5	0.3	0.8
Spelling	0.3	-0.8	-0.1	-0.1
Grammar & Punctuation	0.5	-0.2	-0.3	-0.2



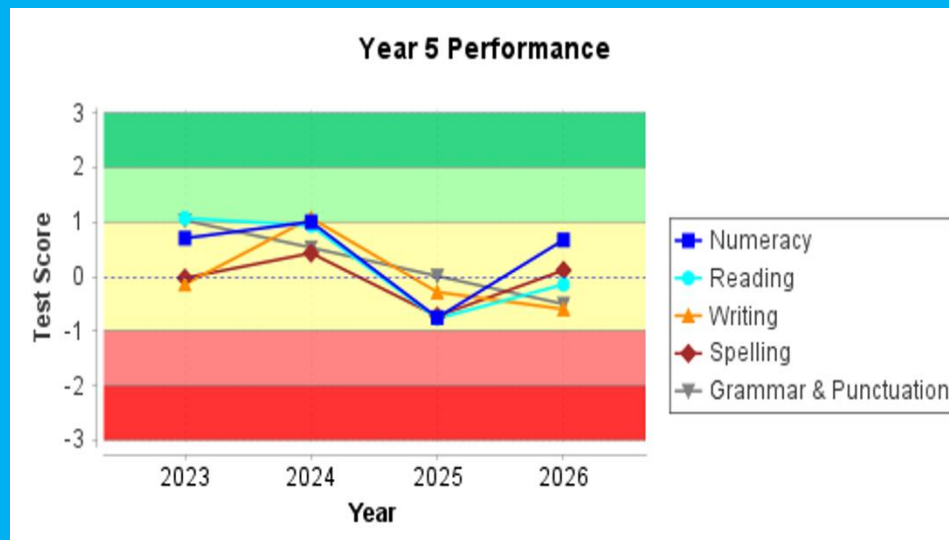


Comparative Performance

Yr 5

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

Year 5	Performance			
	2023	2024	2025	2026
Numeracy	0.7	1.0	-0.8	0.7
Reading	1.1	0.9	-0.8	-0.1
Writing	-0.1	1.1	-0.3	-0.6
Spelling	-0.0	0.4	-0.7	0.1
Grammar & Punctuation	1.0	0.5	0.0	-0.5



2024					
Year 3					
N	R	W	S	P&G	
-1.3	-0.6	0.5	-0.8	-0.2	
2026					
Year 5					
N	R	W	S	P&G	
0.7	-0.1	-0.6	0.1	-0.5	
Progress					
N	R	W	S	P&G	
2	0.5	-1.1	0.9	-0.3	

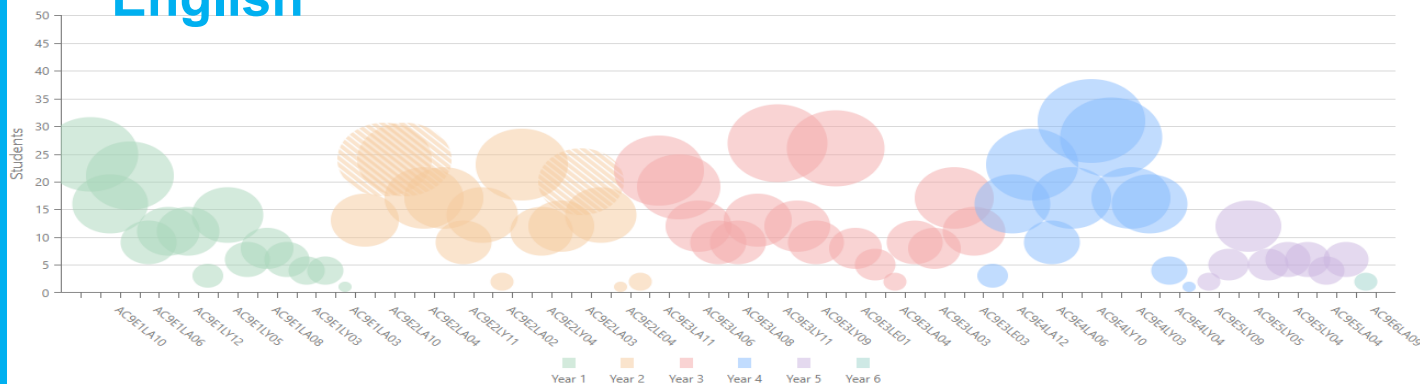


Yr 3 Gap Analysis

English

Year 3 - Cohort

Big bubble, Big gap



AC9E2LA10

40 Students have data for this code

Text structure and organisation

recognise that capital letters are used in titles and commas are used to separate items in lists

Assessments

- 2026 NAP - GP Y3

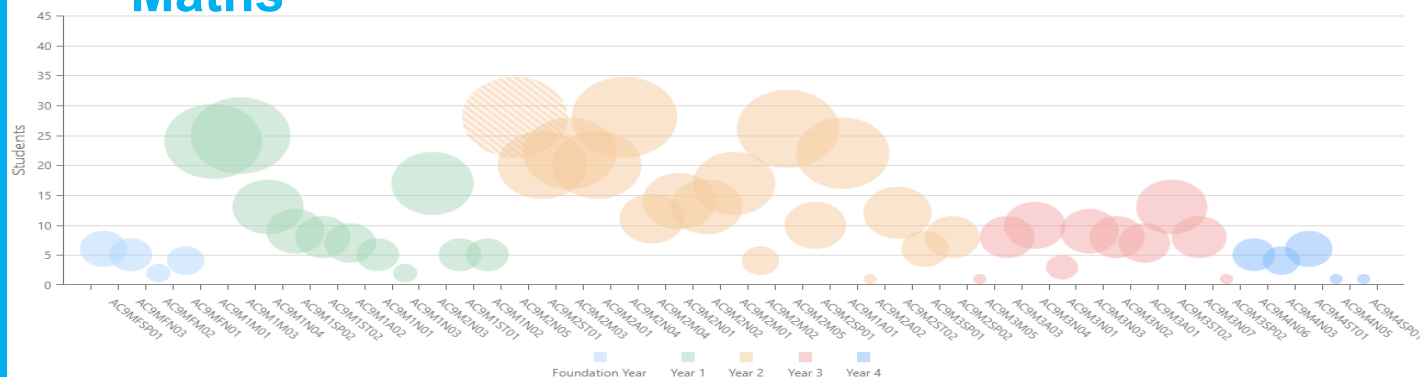
Gap

24 Students with a gap.

Maths

Year 3 - Cohort

Big bubble, Big gap



AC9M2N05

40 Students have data for this code

Number and place value

multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies

Assessments

- 2026 NAP - N Y3

Gap

28 Students with a gap.

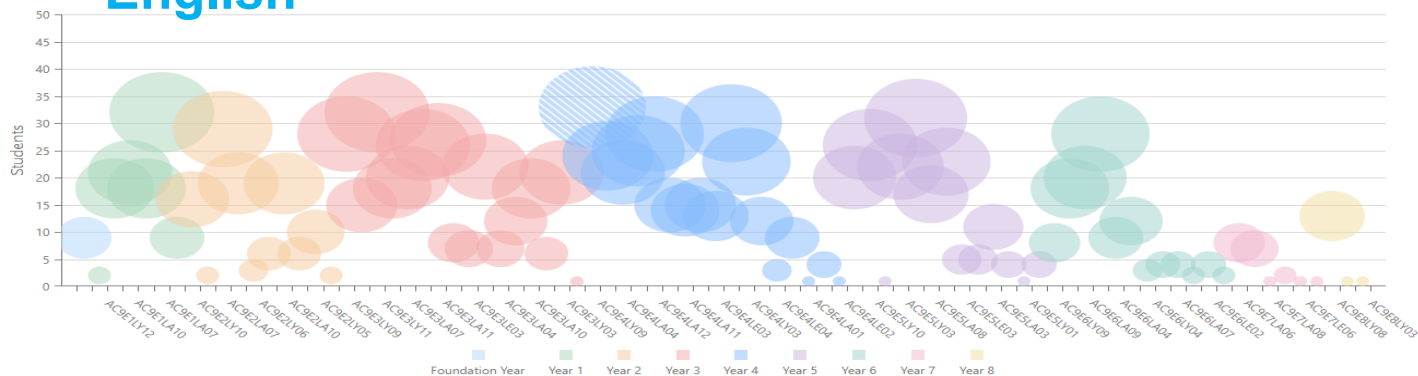


Yr 3 Gap Analysis

English

Year 5 - Cohort

Big bubble, Big gap



AC9E4LY09

47 Students have data for this code

Phonics and word knowledge

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

Assessments

- 2026 NAP - S V5

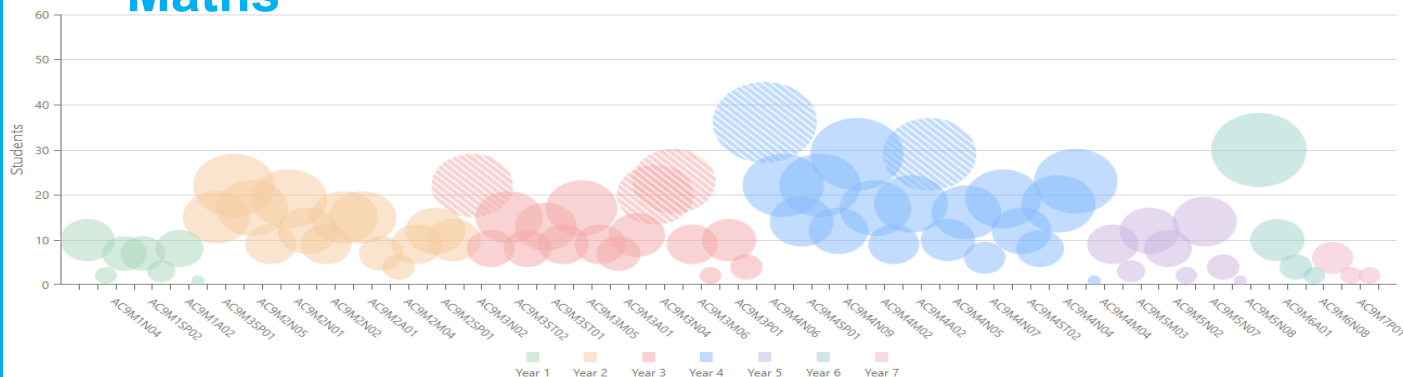
Gap

33 Students with a gap.

Maths

Year 5 - Cohort

Big bubble, Big gap



AC9M4N06

47 Students have data for this code

Number and place value

develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder

Assessments

- 2026 NAP - N V5

Gap

36 Students with a gap.



What do we
do?



- School-wide behaviour expectations and values
- Behaviour trends and progress
- What is working well
- Next areas of focus



School wide values

Expectations



BE YOUR BEST

	We are RESPECTFUL	We are RESPONSIBLE	We are RESILIENT
Whole School Community	<ul style="list-style-type: none"> • Use manners such as please and thank you • Be kind to yourself and others • Respond respectfully • Use appropriate language • Follow instructions of staff • Keep hands, feet and objects to yourself • Work cooperatively with others • Listen attentively • Take care of belongings and property of others • Take care of school environment and equipment 	<ul style="list-style-type: none"> • Arrive on time to school and classes • Own your actions and words • Be prepared for the day • Use equipment safely • Walk inside buildings and on pathways • Report problems to a teacher immediately 	<ul style="list-style-type: none"> • Keep trying and don't give up • Bounce back positively
Learning Spaces	<ul style="list-style-type: none"> • Put your hand up to speak • Use inside voice • Ask before using other's property • Return borrowed items or equipment to the right place • Allow others to learn 	<ul style="list-style-type: none"> • Be prepared and organised for each lesson • Participate in learning activities • Focus on the given task • Ask questions and seek feedback • Keep desks and drawers tidy 	<ul style="list-style-type: none"> • Try a different way to solve a problem
Outside Areas	<ul style="list-style-type: none"> • Play games by the rules • Take turns • Put rubbish in the bin • Walk quietly during learning times 	<ul style="list-style-type: none"> • Negotiate rules before playing a game • Play in designated areas • Wait quietly in line for equipment • Wear hats outside 	<ul style="list-style-type: none"> • Accept different opinions when playing games • Attempt to solve problems • Show positive sportsmanship



Lessons Overview

Teaching



PBS Lesson Schedule 2026

TERM 1			
Week	Whole School Behaviour Focus	Lesson Focus Teach New Behaviour	Lesson Focus Revise and Reteach
1	Revise Respectful, Responsible and Resilient-Eating Routine		
2	Follow instructions of staff	Follow instructions of staff	
3	Before and after school routine	Before and after school routine	
4	Assembly Routine	Assembly routine	
5	Lining up routine	Lining up routine	
6	Be prepared for the day and organised for each lesson	Be prepared for the day and organised for each lesson	
7	Be prepared for the day and organised for each lesson		Follow instructions of staff
8	Be kind to yourself and others	Be kind to yourself and others	
9	Toilet routine	Toilet routine	
10	Take care of belongings, Keep desks and drawers tidy	Take care of belongings, Keep desks and drawers tidy	

PBS Lesson Schedule 2025

TERM 2			
Week	Whole School Behaviour Focus	Lesson Focus Teach New Behaviour	Lesson Focus Revise and Reteach
1	Put your hand up to <u>spea</u> k	Put your hand up to <u>spea</u> k	
2	Allow others to <u>learn</u>	Allow others to <u>learn</u>	
3	Daily Review Routine	Daily Review Routine	
4	Library Routine Technology Routine	Library Routine Technology Routine	
5	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	
6	Focus on a given task	Focus on a given task	
7	Listen Attentively	Listen Attentively	
8	Listen Attentively		Put your hand up to <u>spea</u> k
9	Bounce back positively *Physical Education/Sport Equipment Routine	Bounce back positively *Physical Education/Sport Equipment Routine	
10	Take care of school environment and equipment	Take care of school environment and equipment	



TERM 3

Week	Whole School Behaviour Focus	Lesson Focus Teach New Behaviour	Lesson Focus Revise and Reteach
1	Eating routine Toilet routine		Eating routine Toilet routine
2	Knock before entering routine	Knock before entering routine	
3	Show Positive sportsmanship	Show Positive sportsmanship	
4	*Work cooperatively with others	*Work cooperatively with others	
5	Respond Respectfully	Respond Respectfully	
6	Daily Review Routine		Daily Review Routine
7	Daily Review Routine		Listen Attentively
8	Walk on hard surfaces	Walk on hard surfaces	
9	Walk your wheels	Walk your wheels	
10	Take care of school environment and equipment		Take care of school environment and equipment

PBS Lesson Schedule 2026

TERM 4			
Week	Whole School Behaviour Focus	Lesson Focus Teach New Behaviour	Lesson Focus Revise and Reteach
1	Before and after school routine		Before and after school routine
2	Be prepared for the day and organised for each lesson		Be prepared for the day and organised for each lesson
3	Sport & equipment routine		Sport & equipment routine
4	Take care of belongings, Keep desks and drawers tidy		Take care of belongings, Keep desks and drawers tidy
5	Be kind to yourself and others		Be kind to yourself and others
6	Be kind to yourself and others		Listen Attentively
7	Assembly routine		Assembly routine
8	Follow instructions of <u>staff</u>		Follow instructions of <u>staff</u>
9	Respond respectfully		Respond respectfully
10	Take care of school environment and equipment		Take care of school environment and equipment

Behaviour flow chart

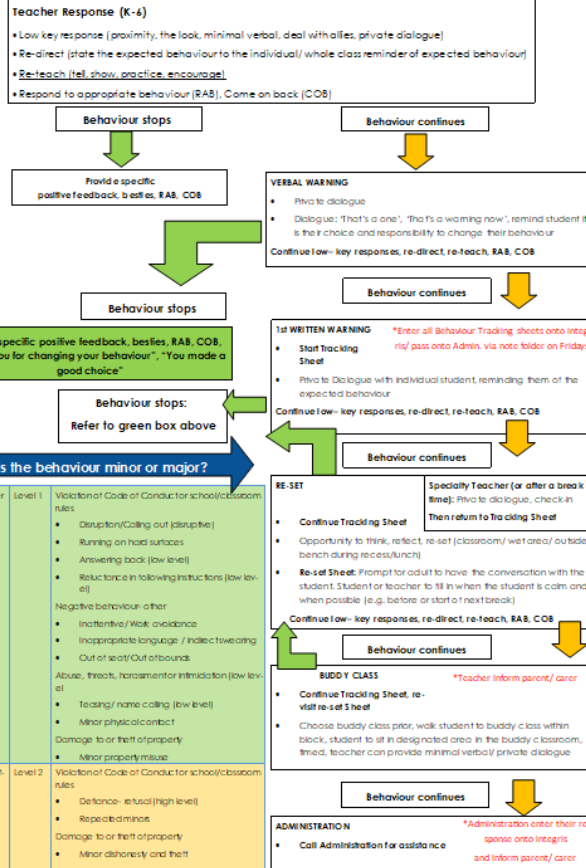


Policy



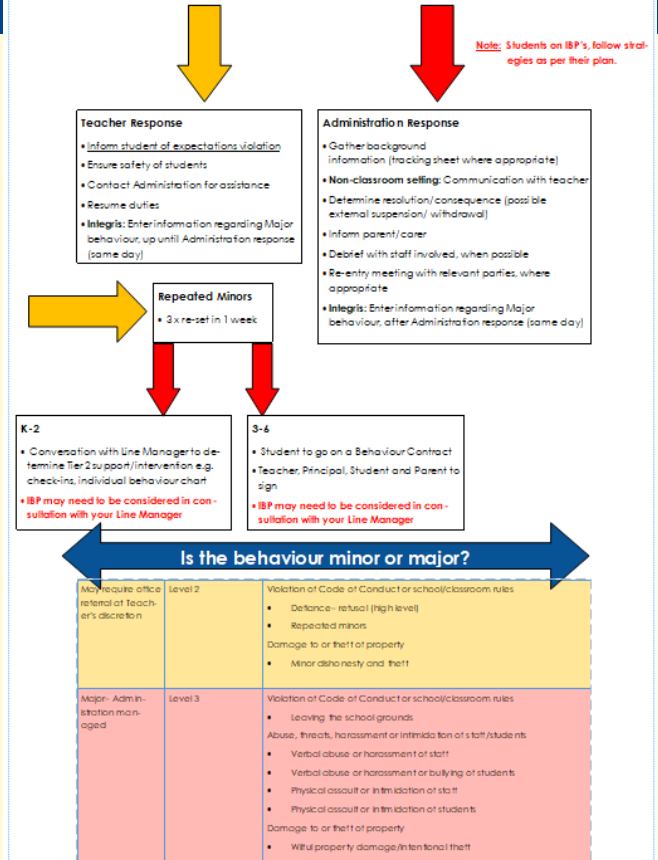
BNPS Behaviour Referral Pathway

SSPBS Minor Behaviour Response



BNPS Behaviour Referral Pathway

SSPBS Major Behaviour Response





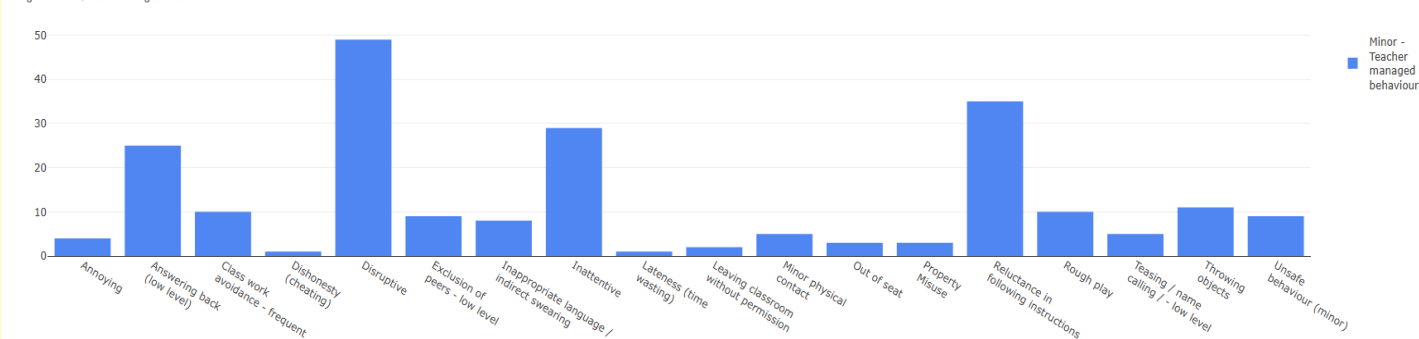
Behaviour trends

Behaviour trends



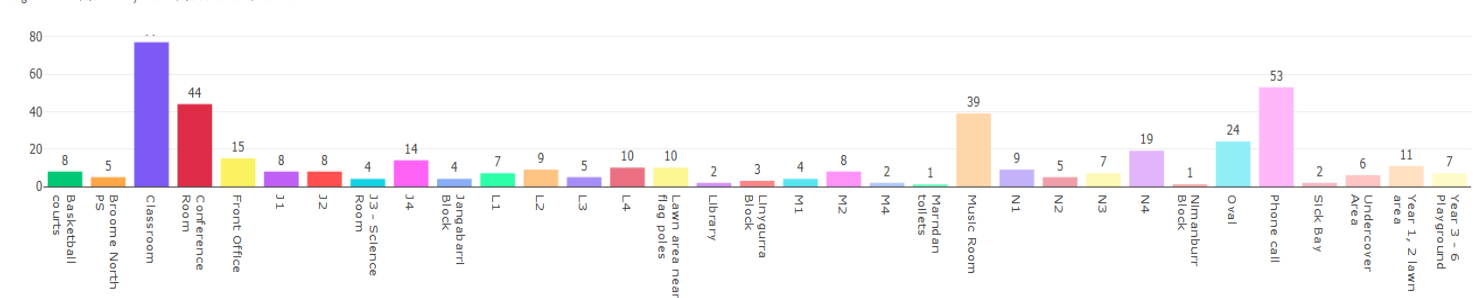
Field Count by Chronicle Template

Range: This Term; Teacher managed behaviours



Chronicle Entries by Location

Range: This Term; 3/5 Hin Way Broome, 5/6 Soccer lawn, +161 others





What is
working well



- Whole school – lessons
- Besties – challenge and class rewards
- Using Compass to track behaviours
- Update of Behaviour policy



Next areas
of focus



- Currently updating behaviour expectations matrix
- Working on updating the lessons for each expectation and routine
- Getting routines printed for 2027 and up around the school



Finance update - Megan

- Currently on track to exceed mandatory 96% spend

Salary

YTD as at 10 Sep

Carry Forward	\$172,390
Student-Centred Funding	\$5,429,317
School Transfers	-\$546,237
Department Adjustments	\$0
Total Funds	\$5,055,470
Period Spend	\$253,038
YTD Spend	\$3,362,293
YTD Balance	\$1,693,176
Projected Expenditure (HRMIS)	\$4,851,134
Future Planned Expenditure (Planning)	\$54,218
Forecast Expenditure	\$4,905,352
Forecast Variance	\$150,118

Cash

Verified Sep

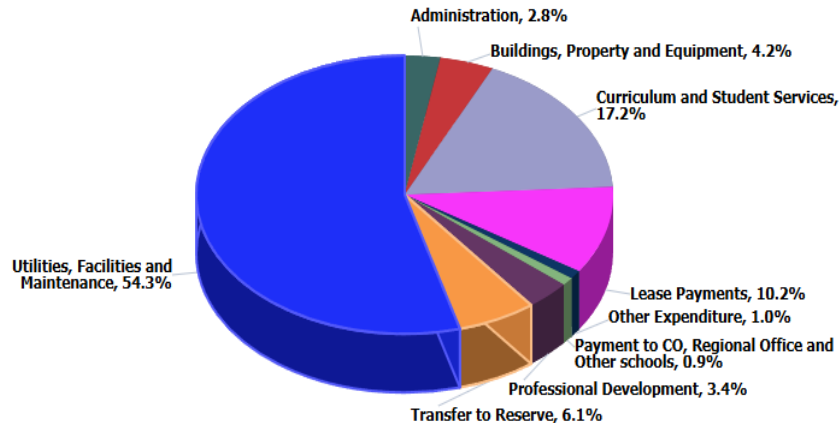
Carry Forward	\$38,910
Student-Centred Funding	\$46,552
School Transfers	\$546,237
Department Adjustments	\$0
Locally Raised Funds	\$84,249
Total Funds	\$715,949
YTD Spend (Goods and Services)	\$476,180
YTD Balance	\$239,769
Forecast Expenditure	\$713,612
Forecast Variance	\$2,337



Finance update - Megan

- Major areas of expenditure – Utilities, Curriculum and Student Services, Lease payments
- Significant future commitments – Upgrade of two water coolers, Replacement projectors, cricket pitch/nets renovation

Goods and Services - Current Expenditure Budget



	Goods and Services
Administration	\$19,652
Buildings, Property and Equipment	\$29,738
Curriculum and Student Services	\$122,571
Lease Payments	\$72,440
Other Expenditure	\$7,091
Payment to CO, Regional Office and Other schools	\$6,683
Professional Development	\$24,500
Transfer to Reserve	\$43,670
Utilities, Facilities and Maintenance	\$387,267
Total	\$713,612



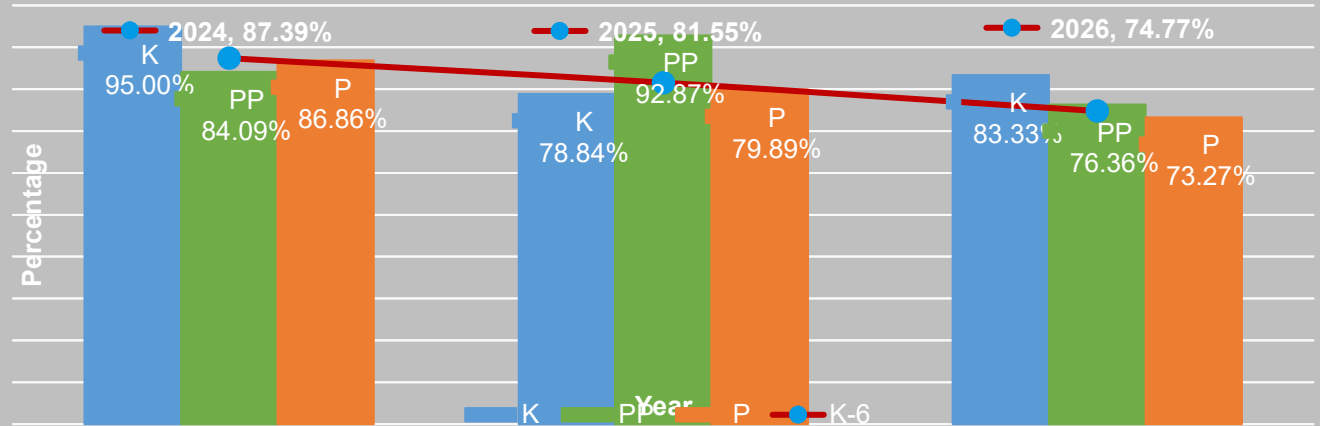
Voluntary contributions

2027 Approval

All
contributions
directly support
students



Year Group	2024	2025	2026
K	95.00%	78.84%	83.33%
PP	84.09%	92.87%	76.36%
P	86.86%	79.89%	73.27%
K-6	87.39%	81.55%	74.77%

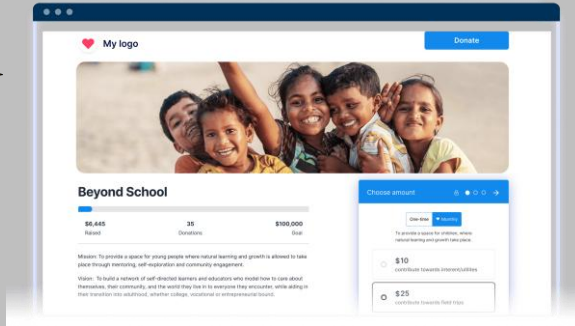




Donations – School improvement

Shade for
the Early
Years
Playground

The school is looking at setting up for 2027 a donation page on our website to support infrastructure updates (playground shade). Donations to the schools will be tax-deductible in Australia only and the payment is a genuine, voluntary gift.

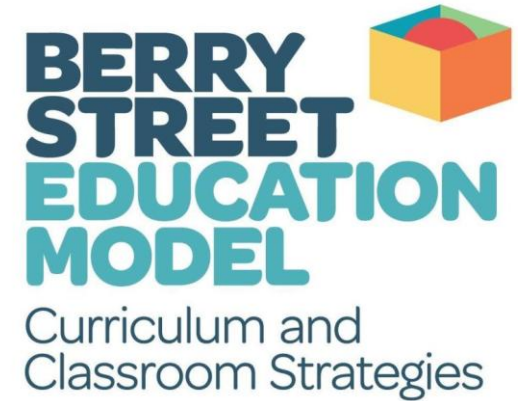
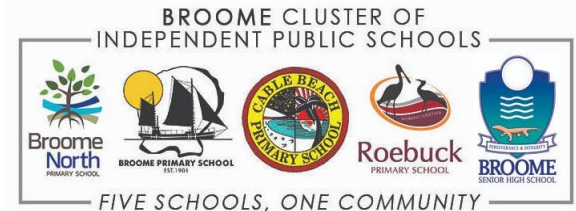




Berry Street - Anne

What is the Berry Street Model?

- Berry Street Education Model:
An Introduction
- What staff have/will learned
and implemented
- Connection with PBS,
wellbeing and teaching
- Next steps in
implementation





What is Berry Street

- Berry Street Education Model (BSEM) is designed to meet the educational and wellbeing needs as an integrated, pedagogical practice for teaching and learning.
- Aim of BSEM is designed to support students to be ***Resilient, Self-Regulated, and Connect*** when learning.
- Evidence shows that when using BSEM strategies to support all students there is a great success when intervening with students presenting complex, unmet needs.
- BSEM strategies support inclusive, culturally responsive, and respectful education by prioritising emotional, psychological, and physical safety for all students and educators.



Why Berry Street

- **Builds Student Engagement**
 - Emphasizing Predictable Routines, Emotional Regulation and Relational Trust
- **Whole School Consistency**
 - Shared language and Framework across all staff
- **Strength-Based Approach**
 - Encourages growth mindset and resilience
 - Supports positive identity development and self-worth
- **Professional Development and Staff Wellbeing**
 - Equips staff with practical tools for classroom management and emotional regulation
 - Shifts from a reactive to proactive strategies
- **Aligned with Inclusive Education Goals**
 - Complements existing frameworks CMIS, PBS and Team Teach
 - Supports SAER planning and reintegration strategies



Strengthens what we already do

BERRY STREET EDUCATION MODEL



Curriculum and
Classroom Strategies

How it works:

Streamlines
behaviour
expectations

Supports
emotional
Regulation

Builds on
current
strengths



The Domains

Domain 1: Body

Dr Tom Brunzell and Dr Jacolyn Norrish
Series editor: Grace Langton
Curriculum writer: Karlie O'Neill

Resources for lessons

Domain 1: Body

Supporting students to be Ready to Learn through strategies that build self-regulation when learning.



Domain 2: Relationship

Dr Tom Brunzell and Dr Jacolyn Norrish
Series editor: Grace Langton
Curriculum writer: Karlie O'Neill

Resources for lessons

Domain 2: Relationship

Harnessing strong educator-student relationships to cultivate learning and wellbeing.



Domain 3: Stamina and Engagement

Dr Tom Brunzell and Dr Jacolyn Norrish
Series editor: Grace Langton
Curriculum writer: Karlie O'Neill

Resources for staff activities

Domain 3: Stamina and Engagement

Maximising student engagement in learning and prioritising stamina for academic achievement.



Domain 4: Character

Dr Tom Brunzell and Dr Jacolyn Norrish
Series editor: Grace Langton
Curriculum writer: Karlie O'Neill

Resources for lessons

Domain 4: Character

Identifying, nurturing, and celebrating student and community strengths to ensure positive cultures of safety, belonging, and achievement.



Berry Street Education Model- Strategy board

Body

The impact of adversity on learning

- Understanding stress behaviours and unmet needs

Consistent, predictable routines

- BSEM lesson structure
- Circle
- Brain Breaks, Positive Primers, and transition routines
- Shared language for learning

Body awareness

- Understanding the stress response
- Identifying emotions and feelings
- Ready to Learn Scales

Regulation & de-escalation

- Regulating movement
- Mindfulness practices
- Present and centred
- Ready to Learn Plans

Relationship

Attachment

- Attunement and co-regulation
- Unconditional positive regard
- Rupture and repair

Relational feedback

- Process praise and positive narration
- Fix-it feedback
- Active constructive responding

Wellbeing

- Self-care
- Collective wellbeing
- Empowering student agency

Cycle of adverse behaviour

- Pause and one-liners
- Catching the micro-moment

Stamina & Engagement

Positive climates for learning

- High expectations teaching
- Academic goal setting
- Stamina tools

Positive priming

- Motivation and willingness
- Play, humour, and fun
- Flow

Emotional intelligence

- Perceiving emotion
- Understanding emotion
- Regulating emotion
- Savouring

Resilience

- Mindsets
- Self-talk

Character

Values

- Personal values
- School values



Strengths-based approaches

- Character strengths
- Teaching with strengths
- Hope
- Gratitude

BSEM teaching sequence

- Explicit instruction
- Review and reinforce
- Reflect and repair

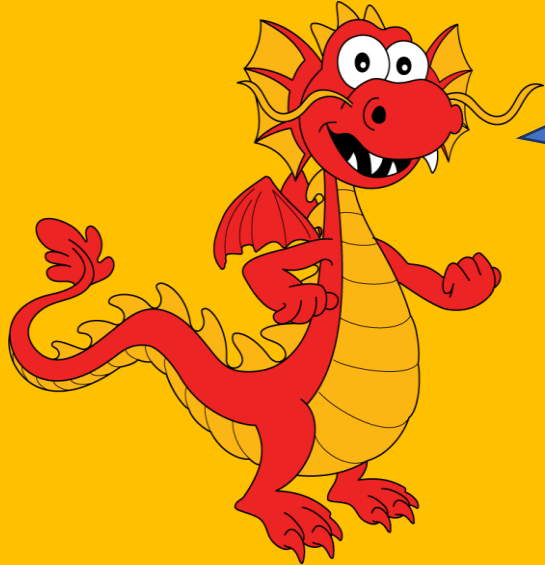
Collective strengths

- Culturally responsive practices
- Disability and inclusion
- Collaborative approaches to implementing BSEM





Berry Street - Questions



Berry Street is a journey, not a jump.
We'll walk it together, step by step.





P & C Items for Information - Ange

In 2026, BNPS P&C is saving towards:

Item	Reason	Expected cost
Shade for <ul style="list-style-type: none"> Basketball courts Year 1, 2 playgrounds Table tennis area Covered walkways between buildings 	<p>We are passionate about getting shade for our basketball courts, Year 1, 2 playground and Year 6 table tennis areas as temperatures are so hot (30 degrees plus) all year long and sun safety is such a big issue in the Kimberley.</p> <p>This will give staff and students a place to do sports lessons and enjoy playing outdoors for recess and lunch in the warmer months, protected from heat of the direct sun.</p>	\$2 000 000
Upgrade our 7 existing water bubblers to include chilled drink bottle refill stations with regular filter maintenance.	Our current drink bubblers aren't coping with the Kimberley heat and frequent use and have no facility to refill drink bottles with chilled, filtered water.	\$100 000
Provide outdoor tables and seating for students as they are currently sitting on the ground to eat recess / lunch.	This is another health and safety issue for students with cleanliness, and ant bites/insect stings as the main risk factors.	\$50 000

We are currently seeking quotes, grant opportunities and Department Finance / Building Management and Works approval for these.

BNPS P&C currently has 34,878.62 in the bank as of 4 August 2026.

Mission Statement:

Our mission is to actively work within the school community to provide support for our students and staff members. We aim to provide funding for projects, programs, and other services that directly benefit the school community. Together we support and encourage the school to provide a positive, inclusive learning environment where everybody is inspired to be their best and where a sense of community is promoted.

Objectives:

- To encourage families to take an active role in their children's school life
- To provide events that create a positive, inclusive and welcoming school community, such as disco, Colour Fun Run and 2 dress-up/gold coin donation events each term.
- To raise funds to buy resources and equipment to support the school's educational programs
- To provide services for the students and staff, such as canteen / lunch service, sale of House shirts, drink bottles and earrings.
- To provide subsidised excursion/camp/uniform assistance to school families in need.
- To encourage respectful, responsible and resilient students through taking ownership of some fundraising. For example, Year 6 student leaders and classes raising money for Year 6 Camp and Graduation events through selling icy poles on Fridays.

2026 Activities

Term 1

- The AGM - welcoming new members
- Easter raffle and Dress up – gold coin donation
- Second-hand uniform sales
- Icy Pole Fridays, run by Year 6 student leaders

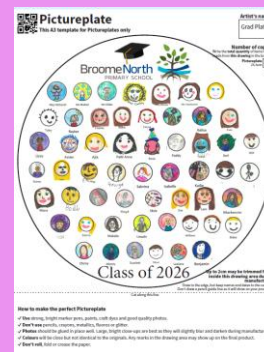
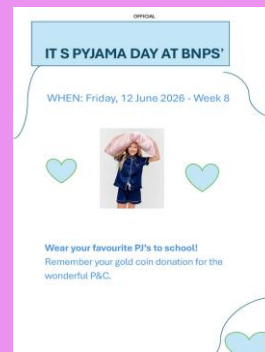
Term 2

- P&C Day and Crazy Sock Day
- Wear Your Pyjamas to School Day
- Containers for Change initiative
- Winter Wonderland Disco



Term 3

- Cards by Carol
- Crazy Hair Day
- Picture Plate Products fundraiser
- Colour Fun Run



Term 4

- Freaky Friday dress up – gold coin donation
- Christmas free dress day – gold coin donation
- Disco planned for Friday, 30 October
- Mega Raffle

Funds Raised

Profit and Loss

Broome North Primary School Parents and Citizens Association
For the period 1 January 2026 to 14 September 2026

1 JAN-14 SEPT 2026

Gross Profit

Other Income

Colour Fun Run	60.00
Containers for Change	48.70
Donation / Gift income	1,908.95
Fundraising Income	11,835.70
House Shirts	6,684.33
Membership Fees	37.00
Other Revenue	27.50
P&C Merchandise	75.00
Total Other Income	20,677.18

Operating Expenses

Accounting Costs	2,241.57
Bank Fees	146.61
Freight & Courier	189.95
Fundraising Costs	4,783.57
House Shirts Expense	7,110.40
P&C Meeting Expenses	42.75
P&C Supplies	83.52
Professional Membership	1,473.95
Subscriptions	690.75
Total Operating Expenses	16,763.07

Net Profit

3,914.11



- Cards by Carol \$5.00 each
- House earrings \$7.50 each
- House drink bottles \$15 each
- House shirts \$35 each
 - Youth sizes 4, 6, 8, 10, 12, 14, 16
 - Ladies sizes 8, 10, 12, 14, 16
 - Unisex sizes S, M, L, XL
- New school shirts \$25 each
- New school jumpers \$20 each
- Second hand shirts \$5.00 each
- Second hand jumpers \$15 each

School hats and uniforms are from
[Totally Workwear](#) on Haynes Street.



Broome North P&C
Cards by Carol
\$5.00 each

Broome North P&C
Cards by Carol
\$5.00 each

Broome North P&C
Cards by Carol
\$5.00 each

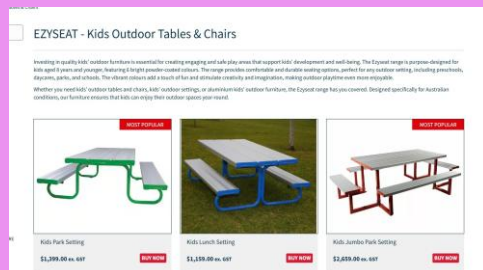
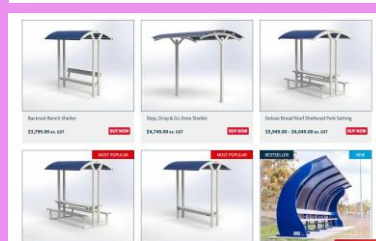
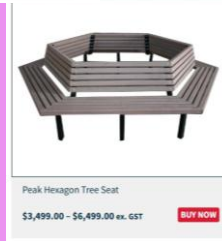
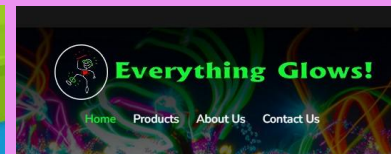
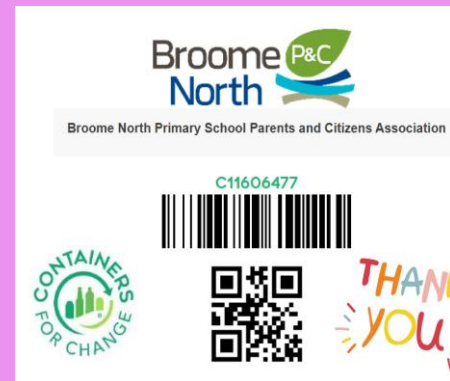


Broome North P&C
Cards by Carol
\$5.00 each



Contributions and expenses

- \$2000 pledged for End of Year Concert
- Purchase of House shirts and House earrings stock
- Purchase of 5 new Containers for Change bins for eligible 10c containers
- Disco glow products and colour fun run powder
- Saving up to:
 - upgrade existing water fountains to include chilled drink bottle refill stations
 - provide shade for basketball courts and other areas
 - Purchase outdoor seating and tables for student recess / lunch



Contact Us and Get Involved

CONTACT DETAILS

Do you have any questions? Please contact us.



EMAIL

broomenorthpc@outlook.com

CALL US

Care of
Broome North PS
08 9195 3000



BNPSPandC

MAKE A
DONATION

BNPS P&C
BSB: 066 505
Account: 1049 8616

Our next proposed meeting is Monday, 19 October 2026

Broome North Primary School P&C Membership Form

Please return to your P&C Secretary

I.....(your name)

of.....(your address)

Phone..... Mobile.....

Email.....

I wish to become a financial member of Broome North Primary School P&C Association Inc.
by paying the annual membership fee of \$1.00. Please send the meeting minutes and notice of
meetings via email

☐ I understand that my annual membership is current until the next AGM

☐ I agree to abide by the P&C Constitution (Association rules) and P&C Code of Conduct

Signed.....(Member)

Secretary's use only:

Fee paid:..... Date:.....

Signed.....(Secretary)



(Give this part to member)

P&C Membership Receipt

Received from.....(members name)

Amount paid: \$1.....(membership fee)

Being Annual Membership fee of Broome North Primary School P&C Assoc Inc

Signed.....(P&C Secretary)

Date