



**Alkimos Beach**  
**PRIMARY SCHOOL**

Explore • Discover • Achieve



# Alkimos Beach Primary School

## Annual Report 2017



## AROUND THE CAMPUS



# Foreword

The 2017 Annual Report was prepared by staff and the School Board to inform the school community on the progress being made in achieving the intended targets outlined in Alkimos Beach Primary School Independent Public School's Delivery and Performance Agreement and Business Plan.

The Alkimos Beach Primary School Business Plan, for the period 2017 – 2019, outlines our commitment to the community and to Government through the auspices of the Director General. The Independent Public School Business Plan was created in collaboration with staff, parents and the School Board. The plan contains key statements about our beliefs and values which underpin the school's operations and commitment to high quality learning and teaching.

# Our School

## *Explore...Discover...Achieve*

Alkimos Beach Primary School embraces its shared vision of "Explore...Discover...Achieve" in all aspects of its operation. An active parent body, engaged school board, enthusiastic and experienced staff and a committed leadership team are providing extensive educational opportunities to support our vision and high expectations for student learning.

Our School provides endless opportunities for its students to experience variety and success. Alkimos Beach Primary School is gaining a reputation for its highly professional culture and bountiful opportunities for students to participate in a variety of curricular and cross curricular activities that cater for student interests, learning styles and needs.

"Explore...Discover...Achieve" is a school focus. Staff aim to inspire student growth in the academic, physical, artistic and social domains. Our school has a strong focus on providing students with the knowledge, skills and values to create sustainable living.





Michelle Wellsted  
Principal

## MEET OUR ADMIN



Richard Allbury  
Associate Principal



Kim Dark Manager Corporate Services



Katie Newbury School Officer

# From the Principal

2017 was a busy and productive opening year for Alkimos Beach Primary School as a Public Private Partnership school. Teaching, learning and student well-being have been the focus in our school over the past twelve months and is at the forefront of everything we do. Alkimos Beach Primary School continues to be a school of choice, not only for local residents, but others outside of boundary making enquiries about joining the school community.

Our committed staff have formed a collaborative, proactive team bringing a range of skills that benefit our students. In 2017, we have had a strong focus on developing a strong school culture that reflects our school community's values and beliefs. We have reviewed and celebrated our successes, established a highly effective School Board and a very enthusiastic P&C.

The establishment of our school grounds has been an item high on the agenda, with playgrounds installed for our early childhood and primary students over 2017. iPads and laptop computers as well as the installation of E boards in every classroom and our video wall in the undercover area have provided teachers and students with current high quality technology which supports our learning programs.

Through our specialist programs, students have had the opportunity to develop skills in a number of areas. Student artwork from our very successful visual arts program is showcased in the administration. Our Physical Education program has seen a highly successful inaugural Faction Carnival and our student participation in the Northern Beaches Networks Interschool Athletics Carnival. Strong links have also been made with the Surf Lifesaving Club at Alkimos with students being provided with access to their Beach Safe program.

I hope that by reading this report you gain an appreciation for the hard work and deep commitment of the staff, students and families of our school, who work together to ensure that Alkimos Beach Primary School remains an outstanding learning environment and realises its commitment to "Explore...Discover...Achieve".

Michelle Wellsted

Principal

# Student Profile

## Our School

- ◆ 270 students (including Kindergarten students)
  - ◆ 165—Primary
  - ◆ 45 —Pre Primary
  - ◆ 60 — Kindergarten
- ◆ 8 Generalist classrooms
- ◆ 2 Pre Primary
- ◆ 3 Kindergarten classes

## Trends of our student numbers

Based on Semester 2 2017 primary students , enrolment applications and the opening of new land releases within our local intake area, the school is in a growth cycle with numbers expected to grow over the next four year period.

## Staffing 2017

### Staff Numbers

	No	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	16	14.2	0
<b>Total Teaching Staff</b>	<b>16</b>	<b>14.2</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	2.5	0
Other Non-Teaching Staff	6	4.4	0
<b>Total School Support Staff</b>	<b>9</b>	<b>6.9</b>	<b>0</b>
<b>Total</b>	<b>28</b>	<b>24.1</b>	<b>0</b>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



## SCHOOL PROFILE



## KIDS MISS:

### VALUABLE LEARNING EXPERIENCES



## KIDS MISS:

### SOCIAL OPPORTUNITIES



## IT'S NOT OKAY TO STAY AWAY

## TARGETS

### Attendance Targets:

- By the end of 2019 the school's annual average attendance rate will be 94% or higher.
- Increase the average percentage of students achieving regular attendance from 75.7% to 80%
- Decrease the representation in the 'At Risk' categories from 24.3% to below 20%

# Attendance

Attendance at Alkimos Beach Primary School is 93.7%; however, the challenge for our school continues to be students being removed for family holidays. Monitoring and follow up through initiatives such as "Principal's Holiday Letter" and using the SIS generated attendance letter when absences fall below 90% have assisted in ensuring that parents are aware of the impact of student absence on the achievement of their child.

	Attendance Rate	
	School	WA Public Schools
2017	93.7%	92.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	75.7%	20.5%	3.8%	0.0%
Like Schools 2017	80.7%	14.7%	3.9%	0.8%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

The introduction of the MSGU message system has ensured that parents are aware if their child has not presented at school and it has also provided the opportunity for parents to notify the school, therefore ensuring that their child's absence is not marked as unauthorised.

The Department of Education defines regular attendance as being 90% and there is a direct correlation between poor attendance and student achievement. As part of our commitment to student attendance, we work in partnership with our families to improve and maintain the rate at which students attend school.

### BEHAVIOUR

Student behaviour at Alkimos Beach PS is generally very good. During 2017 staff focused on implementing the strategies for behaviour and pastoral care utilising the West Australian Curriculum and the Nine Values of Australian Schooling.

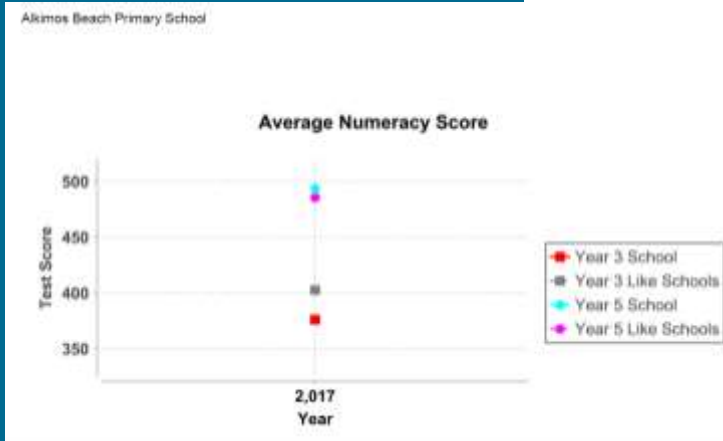
Alkimos Beach PS has a range of strategies, within the school's behaviour management plan, for promoting positive behaviour and consequences for dealing with inappropriate behaviour. There is a strong focus across the school on fostering safe and positive environments for all students.

## Destination Schools

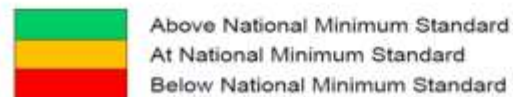
Destination School 2016—Year 6	Total Students
Butler College	8
Yanchep Secondary College	1
St James Anglican Community School	2
Overseas	1



# Student Performance



Band	Numeracy							
	Year 3				Year 5			
			2017				2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8							4%	7%
7							17%	16%
6			11%	16%			50%	31%
5			7%	20%			21%	29%
4			36%	30%			8%	14%
3			21%	21%			0%	3%
2			21%	10%				
1			4%	3%				



The graphs indicate achievement of the 2017 Year 3 and 5 Alkimos Beach PS students in the area of Numeracy. The data indicates that our Year 3 students performed below 'like schools', with 25% of our students scoring 'at or below' the National minimum standard. Areas identified from the testing for future focus and further scrutiny, included place value and problem solving using the four operations as well as time and measuring using informal units.

The data indicates that in Numeracy NAPLAN assessments our Year 5 cohort performed well when compared to like schools and the Australian mean, with only 8% of students being 'at or below' the minimum standard. Place value was an area that requires scrutiny as students did not achieve to the expected mean. Measuring using informal units and symmetry are also areas for future focus.

## Whole School Focus:

Focus areas for 2018 to address the trends seen in numeracy, include:

- Place value concepts
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

## TARGETS

### 2017-2019

#### NAPLAN Numeracy

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	376	403	494	486

# Student Performance



Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	405	419	471	500

Band	Reading							
	Year 3				Year 5			
	2017				2017			
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8							4%	12%
7							13%	24%
6			14%	22%			46%	29%
5			21%	22%			8%	20%
4			32%	26%			17%	12%
3			18%	17%			13%	4%
2			7%	8%				
1			7%	5%				

## TARGETS 2017-2019

### NAPLAN Reading

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

Student achievement in NAPLAN Reading assessments, indicates that our Year 3 & 5 students performed below 'like schools', with 14% of our Year 3 students and 30% of our Year 5 students scoring 'at or below' the National minimum standard. Areas for future focus and further scrutiny identified from the testing and school based assessments, included decoding, comprehension and fluency.

In 2017, staff collected baseline data to provide a literacy profile of our students and worked in teams to develop our whole school plans as well as our Scope and Sequence documents that link directly with the Western Australian Curriculum. Literacy blocks for the dedicated teaching of literacy skills were introduced in 2017 along with moderation and target setting as part of staff collaborative planning. Students reading progress was monitored using Oxford Assess, Prose, concepts of print and comprehension assessments.

### Whole School Focus:

Focus areas for 2018 to address the trends seen in reading, include:

- Explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—continued focus on the development of comprehension skills particularly in persuasive texts
- Fluency—oral reading rate and prosody

# Student Performance



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	402	413	453	472

## TARGETS 2017-2019

### NAPLAN Writing

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.
- Extend the percentage of Year 5 students in Bands 6 & 7 by 10%.
- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%..

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Band	Writing							
	Year 3				Year 5			
			2017				2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8							0%	3%
7							8%	9%
6			7%	9%			29%	33%
5			29%	37%			46%	41%
4			25%	29%			4%	10%
3			36%	19%			13%	6%
2			4%	3%				
1			0%	2%				

Students progress in writing was monitored using common assessment tasks and developmental rubrics. Teachers moderated student work against the West Australian Curriculum and the West Australian and Australian exemplars for writing.

The Year 3 NAPLAN results showed a large percentage of our students working in Band 3 and above. When compared to state and like schools we had a greater number of students working in Bands 3 with slightly less students in Bands 4-7 than our like schools.

Year 5 NAPLAN results showed a large number of students in Bands 5 and 6, with less students achieving in Band 8-10 when compared to state and like schools. A continued focus for the school in 2017 will be to increase the percentage of student in the top two band ranges.

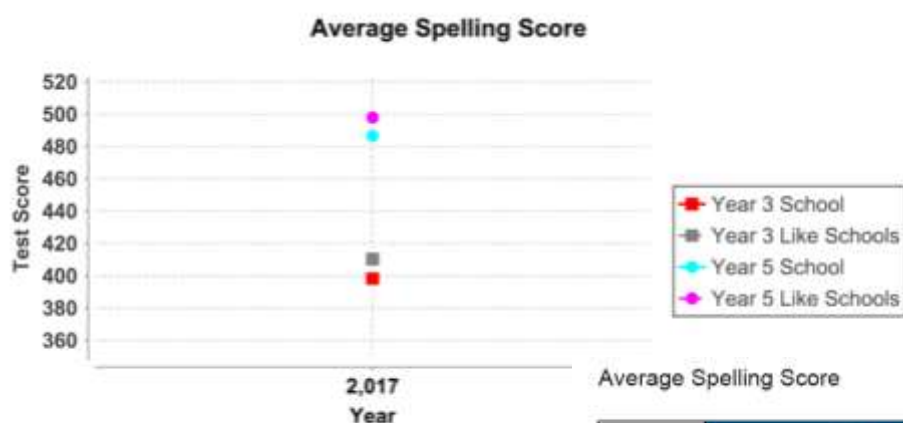
### Whole School Focus:

Focus areas for 2018 to address the trends seen in Writing, include:

- Continued development of oral narrative focus in Kindy and Pre Primary
- Implementation of the 'Talk4Writing' program across Kindy-Year 3
- Implementation of CHIMPS Editing strategies whole school



# Student Performance



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	398	410	487	498

Band	Spelling							
	Year 3				Year 5			
			2017				2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8							8%	11%
7							25%	19%
6			21%	19%			25%	32%
5			18%	26%			21%	23%
4			18%	24%			13%	11%
3			18%	18%			8%	4%
2			25%	9%				
1			0%	3%				

Above National Minimum Standard

At National Minimum Standard

Below National Minimum Standard

NAPLAN results for our Year 3 and Year 5 cohort showed that we had more students 'at or below' the national minimum standard when compared to state and like school results. A focus for 2018 will be to increase the number of students that we have attaining Band 5 and 6 whilst decreasing the number of students that are in Band 2 and below.

A focus in 2017 was on our school wide approach to spelling using 'Words Their Way' (a phonics based spelling program). Students were assessed using a developmental spelling assessment from this program. Letters & Sounds a systematic phonics program was also introduced as a strategy to support student's spelling and reading.

Students levels of attainment on the diagnostic testing undertaken in 2017 showed that the majority of students from Year 1 to Year 3 were working in appropriate stages, with a number of Year 4-6 students working below expected. Trends in the older students showed that students were not transferring phonetic knowledge and spelling rules in written situations.

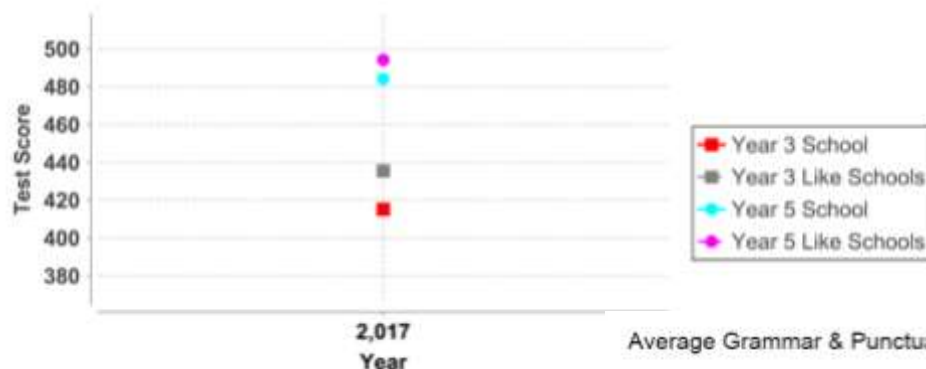
## Whole School Focus:

Focus areas for 2018 to address the trends seen in spelling, include:

- Continued implementation of 'Words Their Way' Year 2-Year 6
- Continued implementation of 'Letters & Sounds' Kindy-Year 3

# Student Performance

Average Grammar & Punctuation Score



Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	415	436	484	494

NAPLAN results in Grammar & Punctuation showed Year 3 students performing comparably with like schools. Whilst we achieved higher percentages of students in the top bands, we also had a significant number of students only achieving at Band 1. Year 5 students performed slightly lower than like schools.

Analysis of results show students performing well with simple sentence structures, use of capital letters and tense. Areas for focus in 2018 include further development of student understanding of adverbs, verbs, understanding of compound and complex sentences and identification of questions.

Whole School Focus:

Focus areas for 2018 to address the trends seen in Grammar & Punctuation, include:

- Focus lessons on grammar & punctuation elements linked to the whole school writing focus.
- Implementation of CHIMPS Editing strategies whole school to develop student's ability to apply taught grammar & punctuation.

Band	Grammar & Punctuation							
	Year 3				Year 5			
			2017				2017	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8							13%	15%
7							17%	15%
6			36%	32%			29%	29%
5			18%	25%			13%	17%
4			11%	16%			21%	19%
3			11%	11%			8%	6%
2			7%	8%				
1			18%	6%				

# On Entry Assessments

Language development is critical to the development of reading. Data collection for this area included analysis of running records, work samples, teacher's observations and anecdotal records.

As part of our literacy focus, we utilise a number of approaches across the Kindy—Year 2 classes. These include Whole Body Listening, Phonological Awareness, Comprehension Monitoring and Concepts of Print. These skills and concepts are explicitly taught to all students in order that they can participate effectively in literacy sessions.

## On Entry Assessment

All Pre-Primary—Year 2 students participated in an On-Entry interview at the start of 2017. The information gained from this interview was used by staff to assist in planning for student improvement over the 2017 school year and for the setting of priorities for 2018.

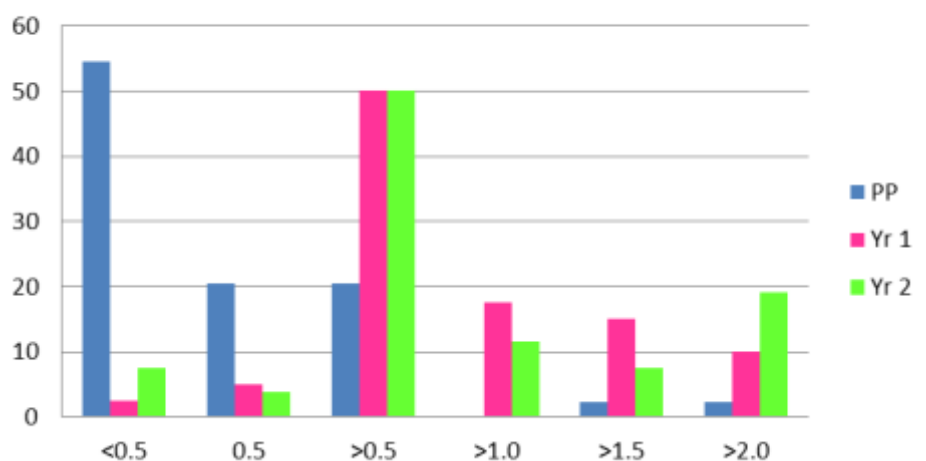
## TARGETS

### Pre Primary Targets

#### Speaking & Listening

- Reduce the number of students scoring less than or equal to 0.3 by 5%.
- Increase the number of students scoring 1.0 or higher to 10% or more.

### On Entry Speaking & Listening 2017



On Entry Assessment was utilised across Pre Primary to Year 2 to establish a baseline of student attainment in our first year of operation. Analysis of our data indicated that a number of our students were unable to successfully engage in conversation at an expected level. The majority of Pre Primary students engaged in conversation, taking turns but required prompting to expand ideas and to speak at an appropriate volume.

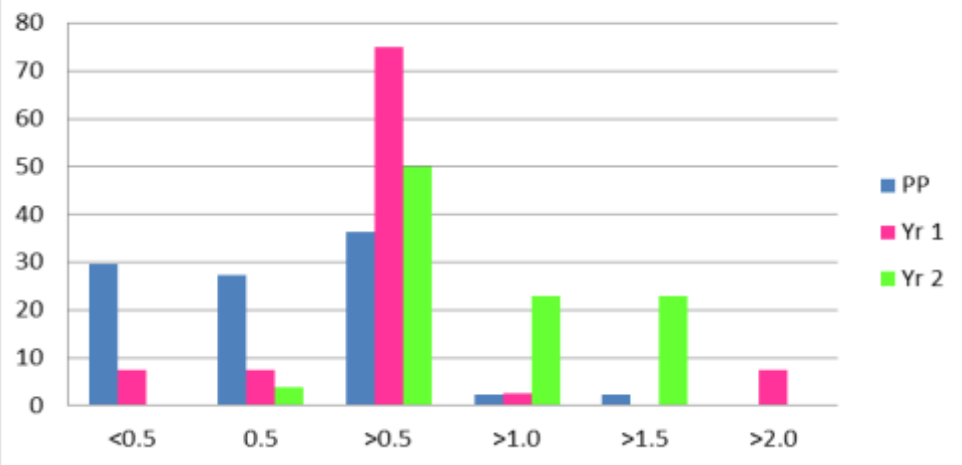
#### Early Childhood Focus:

- A focus for the early years in 2018 will be on developing oral language with emphasis being placed on sentence structure and vocabulary to address this.



# On Entry Assessments

On Entry Reading 2017



## TARGETS

### Pre Primary Targets

#### Reading

- Maintain an average cohort score of 0.5.
- Reduce the number of students scoring less than 0.5 to below 25%.
- Increase the number of students scoring 1.0 or higher to 10% or more.

Analysis of our data indicated that a number of our students were able to successfully engage in the reading process at an expected level. The majority of Pre Primary students engaged in identifying rhyme and key concepts of print. Areas of difficulty that were noted from the analysis of our data indicated that there was a significant percentage of students that were unable to identify whether words rhymed, and had difficulty identifying concepts of prints such as a word, where to start reading a text, and being able to point to each word as it was spoken in a sentence (one to one correspondence). Pre Primary students were also unfamiliar with genres of text. Letter / Sound knowledge was also an area identified as needing further development along with student's inferential comprehension.

A significant number of Year 1 and 2 students were also unable to engage with print at the expected level. Phonic knowledge and the student's ability to use this to decode words was an area of concern. Inferential comprehension is also an area for further development.

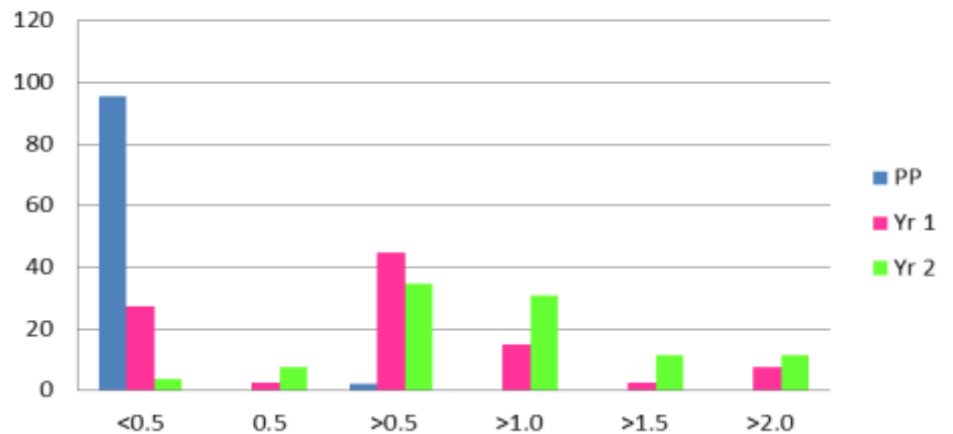
#### Early Childhood Focus Kindy– Year 2

Focus areas in 2018 to address the trends seen in reading, include:

- Explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics to enable decoding of text.
- Continued focus on Phonological Awareness and Semantics (vocabulary) Kindy-Year2.
- Comprehension –continued focus on the development of comprehension skills particularly literal and inferential comprehension.

# On Entry Assessments

On Entry Writing 2017



## TARGETS

### Pre Primary Targets

#### Writing

- Reduce the number of students scoring less than or equivalent to 0.2 to below 95%
- Increase the number of students scoring 0.5 or higher to 5% or more

Pre Primary data indicated that a number of our students were unable to successfully engage in the writing process at an expected level. The majority of Pre Primary students were able to write their name and attempted to give meaning to their writing attempt but made limited connections to the relationship between writing and reading.

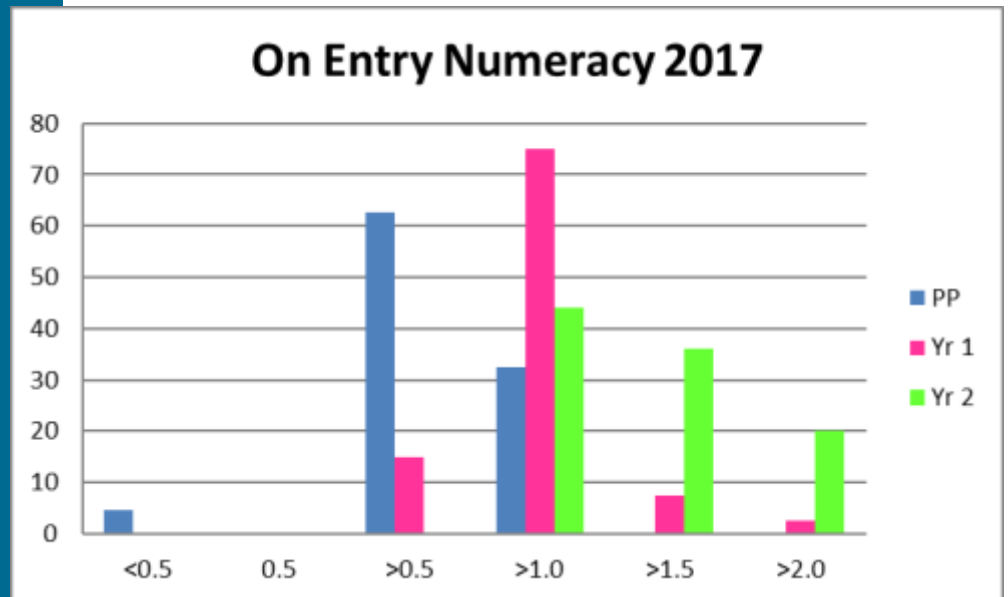
A significant number of Year 1 and 2 students were also unable to engage with writing at the expected level. A large number of students did not demonstrate the connection between writing and reading, and were unable to read back their own writing. Sentence structure, spelling and punctuation were also highlighted as areas for further development.

#### Early Childhood Focus K– Yr 2

Focus areas in 2018 to address the trends seen in writing, include:

- Explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics to enable encoding of text
- Continued focus on Phonological Awareness and Semantics (vocabulary) K-2
- Continued development of oral narrative focus in K and PP
- Implementation of the 'Talk4Writing' program across K-3
- Implementation of CHIMPS Editing strategies whole school

# On Entry Assessments



## TARGETS

### Pre Primary Targets

#### Numeracy

- Maintain an average cohort score of 0.8.
- Reduce the number of students scoring less than or equivalent to 0.5 to below 4%

Pre Primary data indicated that a number of our students were able to successfully engage in numeracy at an expected level. The majority of Pre Primary students were able to recognise numerals to 10 and orally count using the 1-9 pattern. Areas identified for further development were subitising, ordering of numerals and using number to solve problems.

Our Year 1 students also showed similar a sound knowledge of counting and numerals. Areas for further development for Year 1 were multiplication and division concepts and adding combinations to 10.

Year 2 data indicated that students require further development in visualising parts in a collection, counting into the hundreds, counting backwards and consolidation of the four processes eg multiplication and division.

#### Early Childhood Focus Kindy– Year 2

Focus areas for 2018 to address the trends seen in numeracy, include:

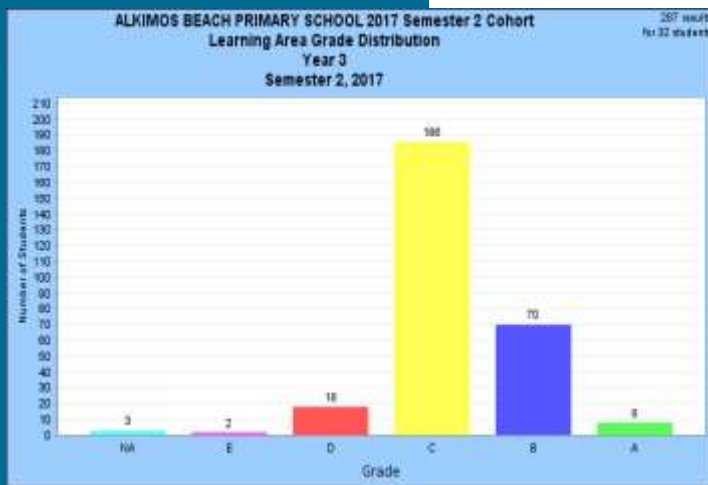
- Place value concepts
- Focus on the four processes; addition, subtraction, multiplication and division
- Reading and understanding word problems
- Explanation of mathematical thinking



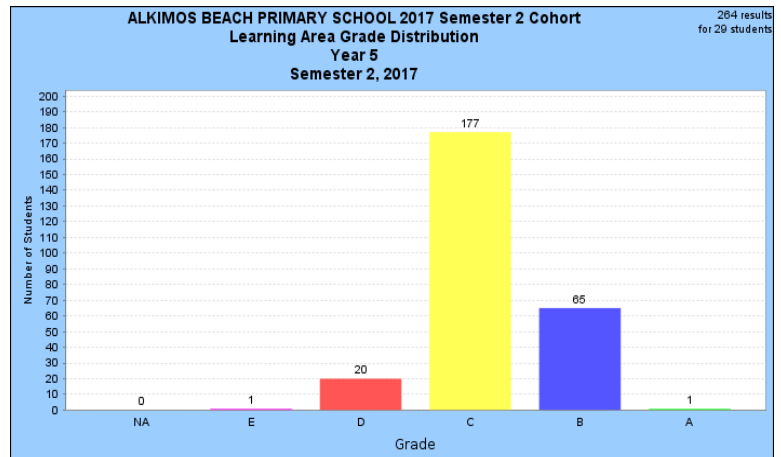
# Humanities and Social Sciences

## Humanities

History and Geography were the focus for 2017 and student work was moderated against the Australian Curriculum exemplars in this area. Students from Pre Primary to Year 6 were assessed against the outcomes and in the main demonstrated a good knowledge of the understandings taught.



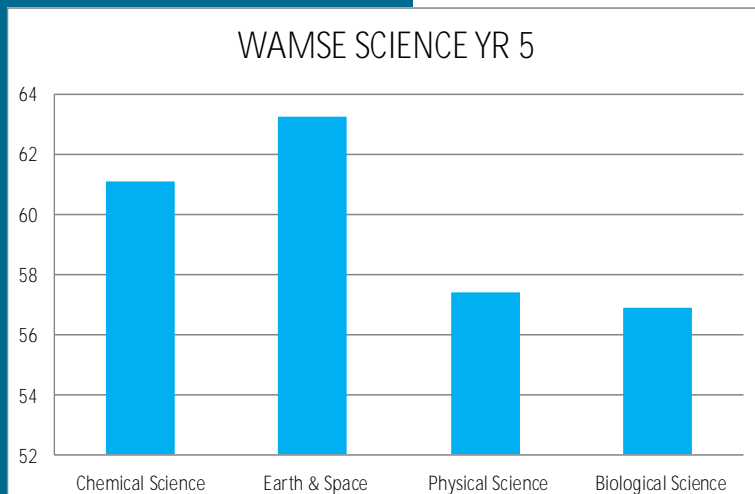
Humanities and Social Science Grade Distribution Year 3



Humanities and Social Science Grade Distribution Year 5

## Science

Primary Connections is used as our core program across the school from Pre Primary to Year 6. Student work was moderated by staff against the outcomes. In order to develop baseline data, students in Year 5 were assessed utilising the WAMSE Science assessment which looks specifically at four strands of the Science Curriculum.



Data from this assessment indicated that student understanding in the areas of Physical and Biological science were areas to be targeted. Specific skills and understandings within these strands are being used as part of a whole school focus.

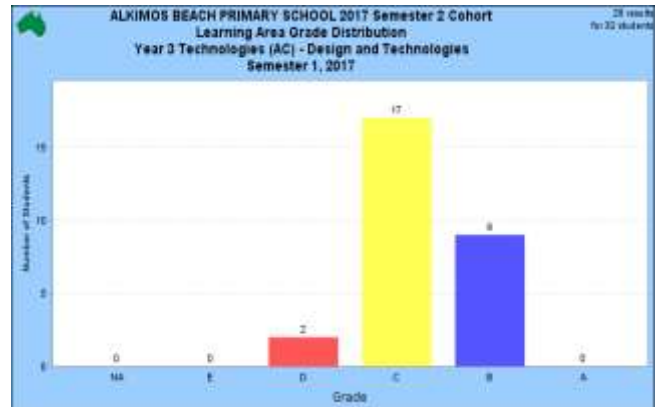
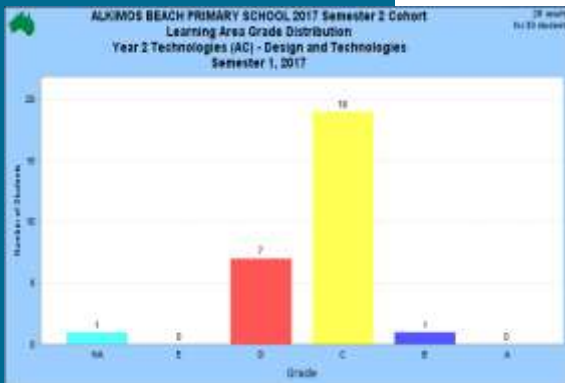
### Whole School Focus

Focus areas for 2018 are:

- Reading of charts and graphs
- Constructing graphs
- Analysing and making assumptions from data
- Understanding of energy resources

# Technology

Digital technologies were a major focus for 2017 with the introduction of iPads and laptops across the school, ready for reporting upon in 2018. The introduction of coding activities proved to be highly engaging for our students. The development of a whole school scope and sequence by the Technology curriculum team for the teaching of digital technologies was highly utilised and provided a strong foundation for staff.



Over the year all students were provided with open ended tasks that focused on the Technology Process. These tasks developed the students' ability to devise ideas and solutions, determine how the processes and materials could be used and evaluate the success of their actions.

# The Arts

The focus of the Arts Program at Alkimos Beach Primary School is to provide students with the opportunity to "communicate their art ideas by presenting them for a variety of purposes and a range of audiences."

Throughout 2017 students were offered a variety of opportunities to participate in The Arts. The opportunities provided included Visual Art, Music, Dance and Drama. In addition to the school based lessons, some of our senior students also had the opportunity to participate in guitar lessons offered through the School of Instrumental Music.

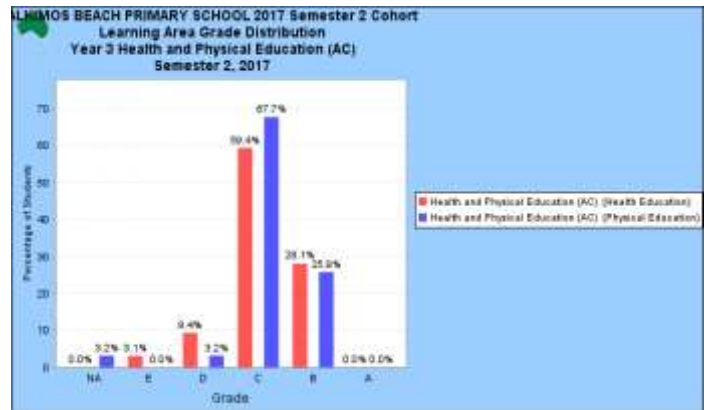
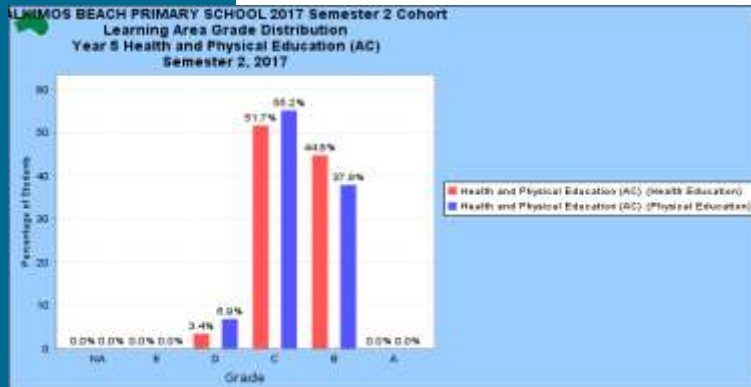
All Pre Primary to Year 6 classroom teachers worked with their classes and provided the opportunity for students to undertake a public performance through their class assembly. The class teachers and their classes are to be congratulated on the many wonderful performances that were seen over the 2017 school year.

Students visual art was presented in a mini art exhibition format for parents at our open night and proved to be very popular with students and parents. Our visual arts teacher and our students certainly provided a wonderful array of art works for our school community to appreciate and enjoy.



# Health & Physical Education

In 2017 the Health and Physical Education Program was delivered by a specialist teacher from Year 1 to Year 6, with Kindergarten and Pre Primary teachers delivering the program to early childhood students.



## KINDERGARTEN & PRE-PRIMARY

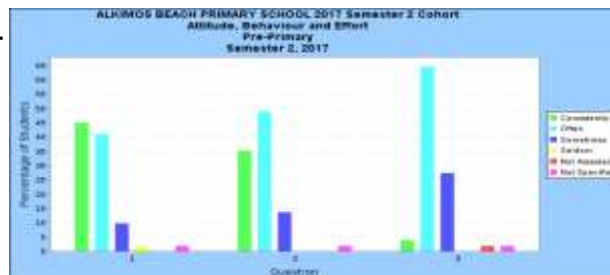
The focus at the K & PP level is on the development of fundamental movement skills. The students participated in a variety of activities designed to develop skills such as running and jumping.

## YEAR 1-6

All students participated in 2 hours of Physical Education and some of this time was with a specialist teacher. Lessons focussed on the fundamental movement skills required for active participation in sporting activities. The students also enjoyed a number of sessions with external providers in the areas of football, netball, basketball and rugby.

Health sessions focussed on the development of a variety of skills such as resilience, road safety, healthy eating and first aid. All classes Kindy to Year 6 participated in a St John's Ambulance First Aid focus program which focused on what to do in emergency situations.

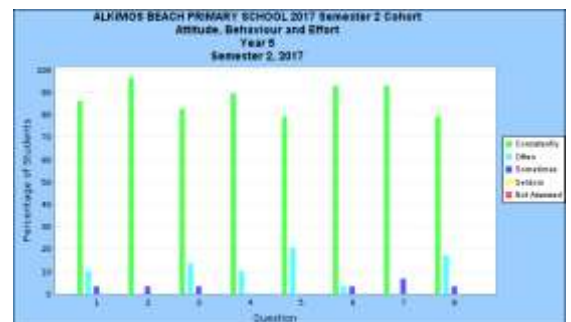
## SOCIAL DEVELOPMENT



1. Is enthusiastic about learning.
2. Participates responsibly
3. Sets goals and works towards them.



1. Works to the best of his/her ability
2. Shows self-respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. Cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals and works towards them with perseverance
8. Shows confidence in making positive choices and decisions



Kindy—Year 1 students made steady gains throughout the year. Initially Kindy students were parallel playing with peers, with play levels moving towards small group play by the end of the year. The Kindy—Year 1 students effectively followed class routines and displayed appropriate behaviour. Areas for further focus include working collaboratively, setting goals and using simple conflict resolution skills.

Across Year 2—Year 6 a focus for 2018, will be on developing students approaches to work, setting goals and persevering as well as working cooperatively and making positive choices and decisions.



# Alkimos Beach Staff

## SCHOOL STAFF

The school has a range of staff, both teaching and non-teaching. The staff work together as a team to make a positive contribution to the effective operation of the school. Teaching staff experience ranges from highly experienced teachers, with over 10 years teaching experience, to graduate teachers.

All teaching staff meet the professional requirements to teach in Western Australia and are registered with the Teachers Registration Board of Western Australian (TRBWA). They are committed to their on-going professional learning and willingly participate in Professional Learning programs.

## STAFF DEVELOPMENT

During 2017 all staff participated in professional development activities. These activities included six School Development Days, Action Learning and Professional Development courses linked to the School Plan and individual performance management plans.

Professional development activities that staff have been involved in during 2017 include:

- Collaborative planning sessions
- Monitoring and Assessment
- Data Analysis, School planning and target setting
- Vision Statement
- Business Plan 2017 -2019
- National Quality Standards K-2
- SEN-Individual and Group Education Plans
- Moderation-English, Mathematics and Science
- Letters and Sounds
- Connect
- Nationally Consistent Collection of Data
- Class Observations

## STAFF DEVELOPMENT



# 2017 Highlights, Successes and Community Links

There were a number of highlights during the 2017 school year. These included:

- Official School Opening
- Surf Life Saving Helicopter visit
- ANZAC Assembly
- Harmony Day
- Open Night
- National Simultaneous Story Reading
- Faction Sports Day
- Interschool athletics
- Book Week Parade
- Father's Day & Mother's Day class celebrations
- Art Projects
- First Aid Focus



**Official Opening 2017**



**Book Week Parade 2017**



**National Simultaneous Story Reading 2017**



**Athletics Faction 2017**



**Harmony Day 2017**

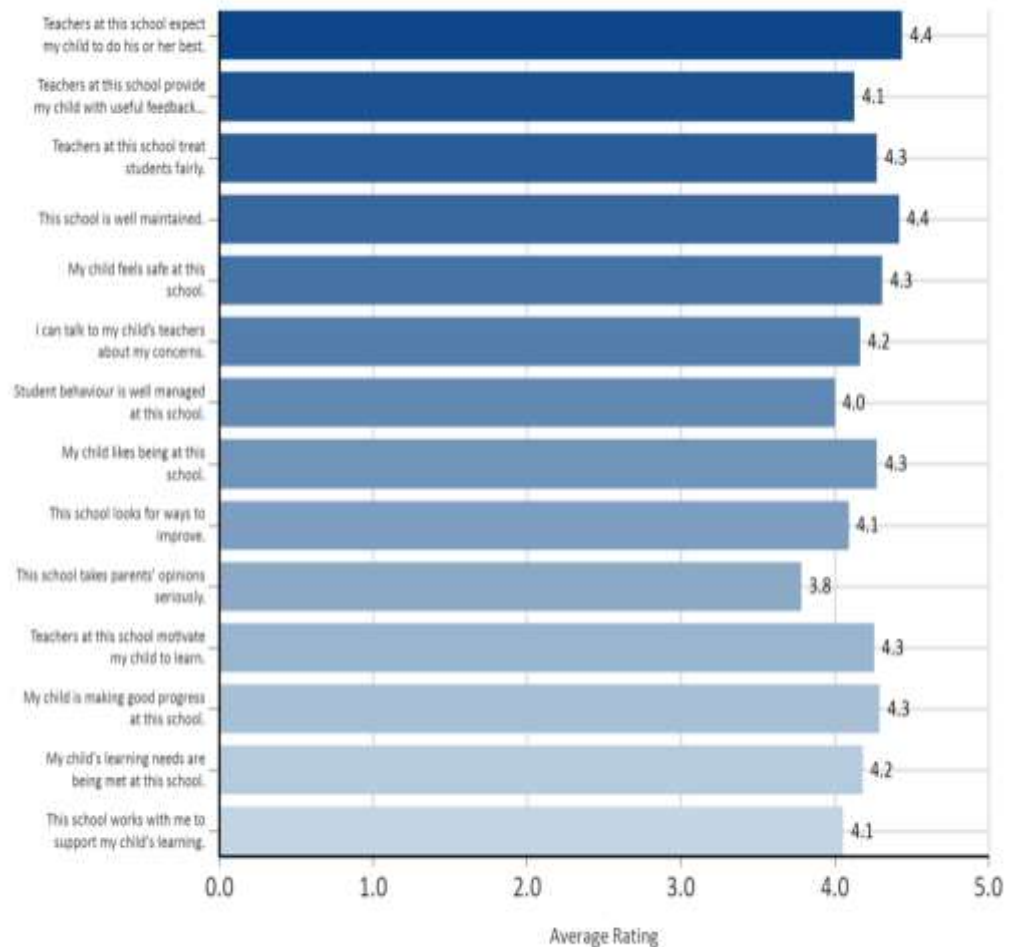
# School Community Surveys

## PARENT SURVEY

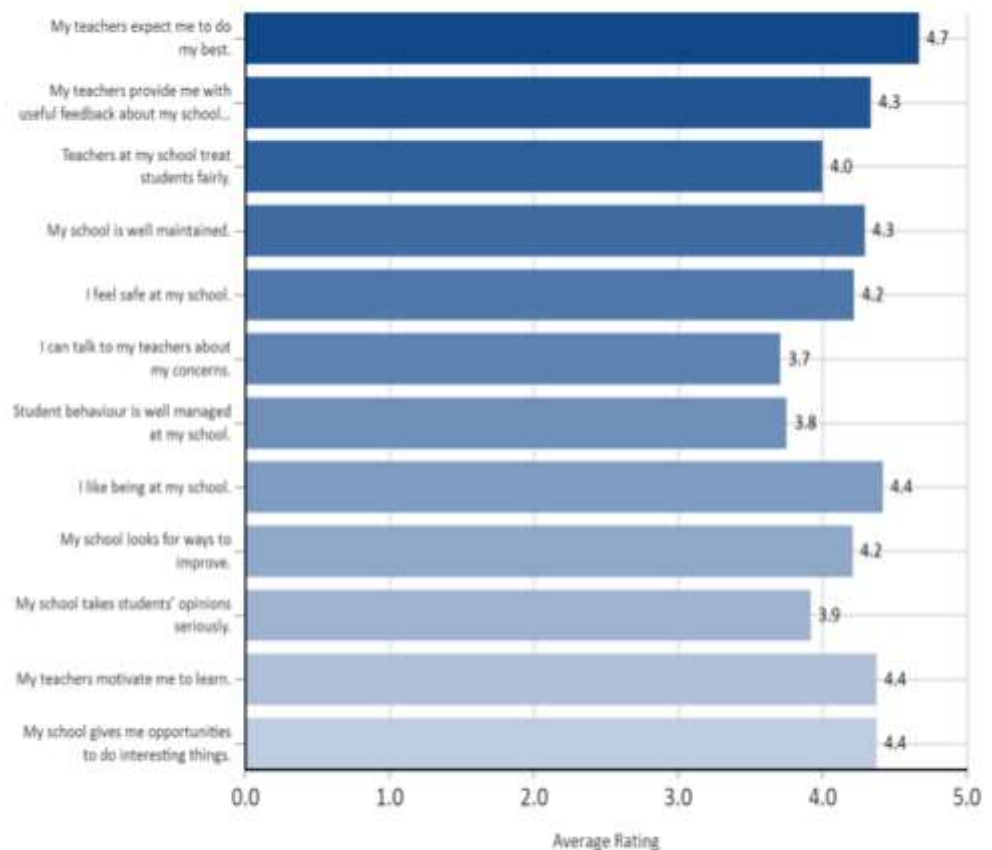
## TARGETS

### Satisfaction Rates

- Ensure that staff, student and parent satisfaction surveys are conducted in 2017 and 2018 and areas are addressed through a specific plan.



## STUDENT SURVEY





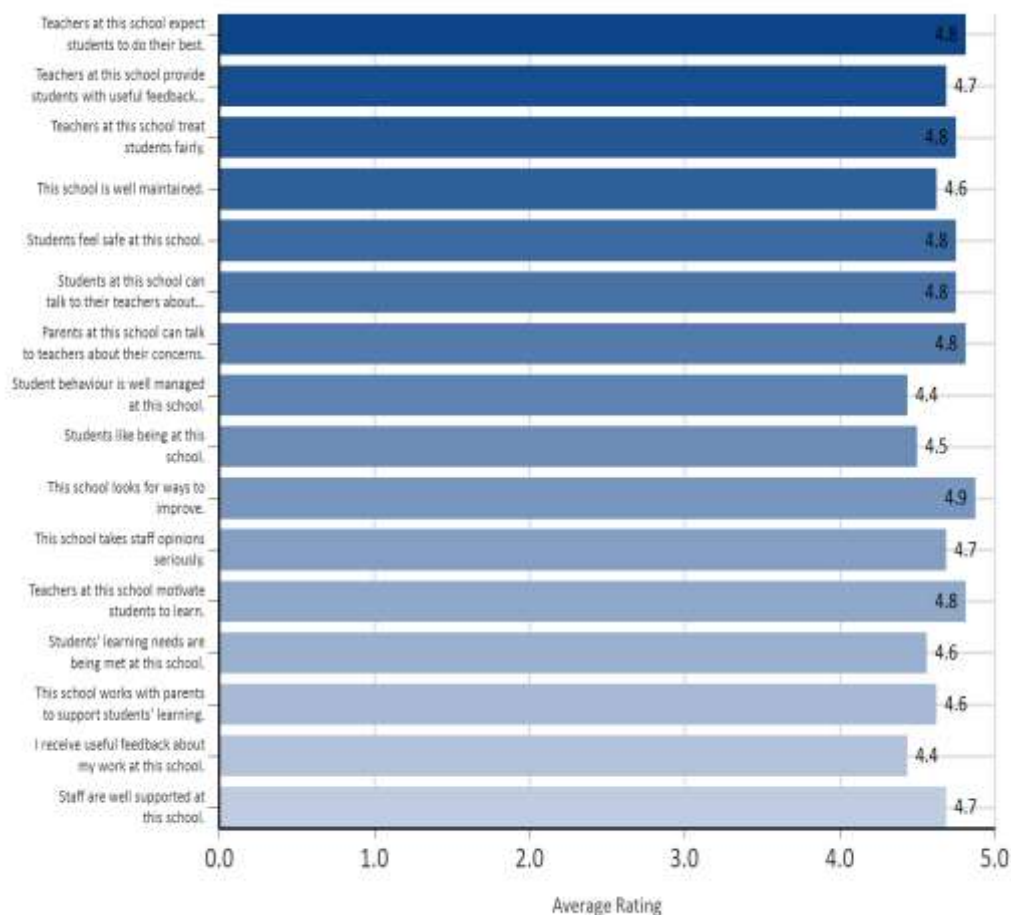
# School Community Surveys

## STAFF SURVEY

## TARGETS

### Satisfaction Rates

- Ensure that staff, student and parent satisfaction surveys are conducted in 2017 and 2018 and areas are addressed through a specific plan.



A comprehensive parent, staff and student survey was undertaken at the end of the 2017 school year. Overall feedback was obtained from parents, staff and students in relation to the operation of the school and levels of student achievement.

Analysis of responses from all participants in this survey showed a positive trend in school satisfaction. Areas were highlighted for future development included:

- Further development of our community links.

In 2017 the Connect program was introduced as a means to provide better communication to parents. This program provides the framework for all school correspondence as well as providing the classroom teachers with an avenue to connect directly with parents on the classroom program.

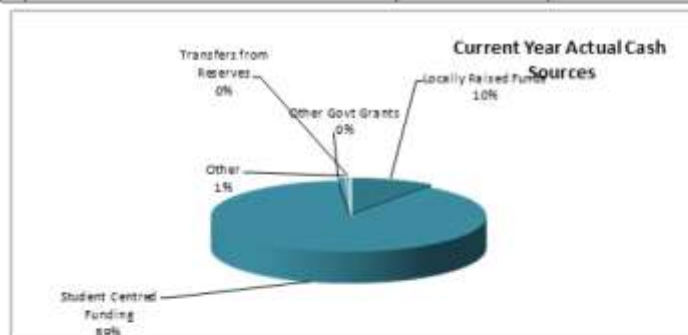
# Financial Summary



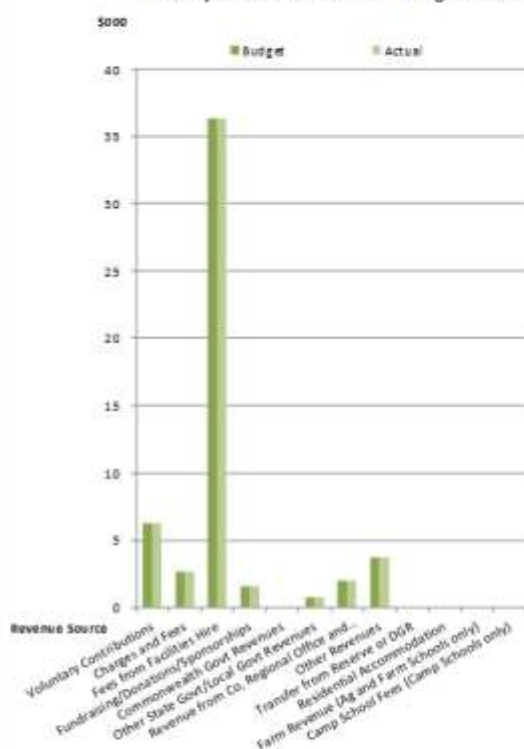
## Alkimos Beach Primary School

Financial Summary as at  
31st December 2017

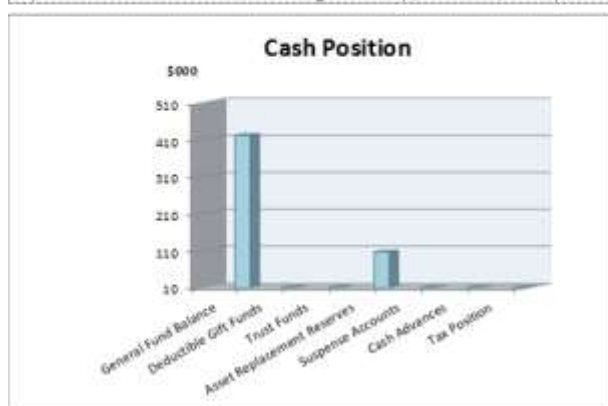
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 6,202.00	\$ 6,202.00
2	Charges and Fees	\$ 2,673.00	\$ 2,673.00
3	Fees from Facilities Hire	\$ 36,363.00	\$ 36,363.63
4	Fundraising/Donations/Sponsorships	\$ 1,533.00	\$ 1,533.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,000.00	\$ 2,000.00
8	Other Revenues	\$ 3,698.00	\$ 3,699.40
9	Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 53,219.00</b>	<b>\$ 53,221.63</b>
	<b>Opening Balance</b>	<b>\$ 662,469.90</b>	<b>\$ 662,469.90</b>
	<b>Student Centred Funding</b>	<b>\$ 425,613.87</b>	<b>\$ 425,614.13</b>
	<b>Total Cash Funds Available</b>	<b>\$ 1,141,302.77</b>	<b>\$ 1,141,305.66</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 1,141,302.77</b>	<b>\$ 1,141,305.66</b>



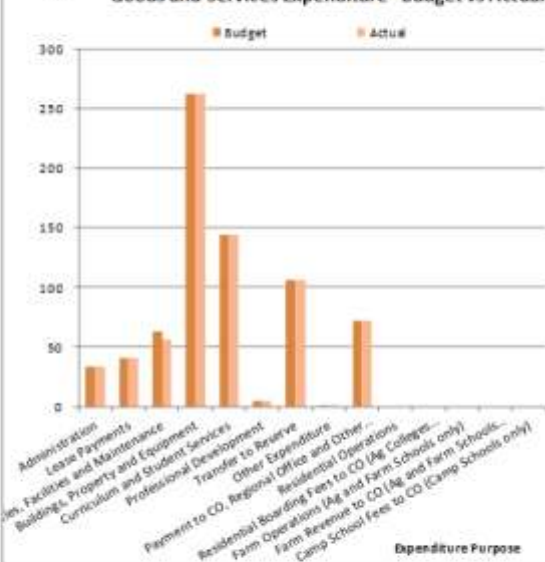
**Locally Generated Revenue - Budget vs Actual**



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 32,904.00	\$ 32,903.28
2	Lease Payments	\$ 40,786.00	\$ 40,785.51
3	Utilities, Facilities and Maintenance	\$ 62,568.00	\$ 56,599.21
4	Buildings, Property and Equipment	\$ 262,169.00	\$ 262,168.92
5	Curriculum and Student Services	\$ 143,867.00	\$ 143,865.74
6	Professional Development	\$ 4,315.00	\$ 4,314.82
7	Transfer to Reserve	\$ 106,500.00	\$ 106,500.00
8	Other Expenditure	\$ 771.00	\$ 771.81
9	Payment to CO, Regional Office and Other Schools	\$ 71,769.00	\$ 71,769.37
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>\$ 725,649.00</b>	<b>\$ 719,678.66</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 725,649.00</b>	<b>\$ 719,678.66</b>
	<b>Cash Budget Variance</b>	<b>\$ 415,653.77</b>	



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 524,344.00</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 421,627.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 106,500.00
5 Suspense Accounts	\$ 10.00
6 Cash Advances	\$ -
7 Tax Position	\$ 3,793.00
<b>Total Bank Balance</b>	<b>\$ 524,344.00</b>