



Alkimos Beach
PRIMARY SCHOOL

Explore • Discover • Achieve



Alkimos Beach Primary School

Annual Report 2018



AROUND THE CAMPUS



Foreword

The 2018 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

From the Principal

2018 was a productive year for Alkimos Beach Primary School as a Public Private Partnership school. Teaching, learning and student well-being have been a strong 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 2018, we have continued to develop a strong school culture that reflects our school community's values and beliefs. We have reviewed and celebrated our successes and continued to build 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 and a shade structure installed for our early childhood and primary students over 2018. Every classroom has access to high quality technology, which has supported teachers and students in 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 was showcased at our inaugural CreARTive Exhibition. Our Physical Education program has seen a highly successful 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 again in 2018, as well as in term swimming lessons at HBF Arena. As part of our language curriculum, we commenced a Japanese program in 2018.

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

OUR ADMIN TEAM



Richard Allbury
Associate Principal



Kim Dark Manager Corporate Services



Katie Newbury School Officer



Vanessa Summers School Officer

Student Profile

Our School

- ◆ 416 students (including Kindergarten students)
 - ◆ 261—Primary
 - ◆ 71—Pre Primary
 - ◆ 84— Kindergarten
- ◆ 16 Generalist classrooms
- ◆ 3 Pre Primary
- ◆ 4 Kindergarten classes

Trends of our student numbers

Based on Semester 2 2018 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 2018

No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Other Teaching Staff	23	19.8	0
Total Teaching Staff	23	19.8	0

School Support Staff			
Clerical / Administrative	3	2.2	0
Other Non-Teaching Staff	10	7.6	0
Total School Support Staff	13	9.8	0

Total	38	31.5	0
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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.

Working Towards Target

- Increase the average percentage of students achieving regular attendance from 75.7% to 80%

Target Met

- Decrease the representation in the 'At Risk' categories from 24.3% to below 11%

Working Towards Target

Attendance

Attendance at Alkimos Beach PS is 93.8%; 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.

	School	Like Schools	WA Public Schools
2017	93.7%	93.8%	92.7%
2018	93.8%	93%	92.6%

Attendance Category				
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	75.7%	20.5%	3.8%	0.0%
2018	80.6%	15.5%	3.5%	0.3%
Like Schools 2018	77.5%	16.7%	4.8%	1.1%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

The use 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.

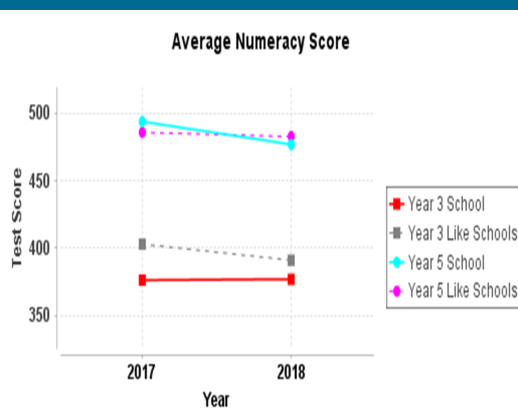
BEHAVIOUR

Student behaviour at Alkimos Beach PS is generally very good. During 2018 staff focused on implementing the strategies for behaviour and pastoral care utilising the West Australian Curriculum, You Can Do It! 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	Male	Female	Total
4191 Butler College	4	4	8
1488 Alkimos Baptist College	1	2	3
1493 St James' Anglican School	1	1	2
4207 Yanchep Secondary College	1		1

Student Performance



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%.

Progress Towards Targets

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.

Working Towards Target

- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.

Working Towards Target

- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

Met at Year 3

Working towards target at Year 5

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	7%	3%	7%
7	530 - 581					17%	16%	21%	18%
6	478 - 529	11%	16%	3%	10%	50%	31%	18%	25%
5	426 - 477	7%	20%	21%	21%	21%	29%	33%	32%
4	374 - 425	36%	30%	37%	29%	8%	14%	24%	16%
3	322 - 373	21%	21%	26%	23%	0%	3%	0%	3%
2	270 - 321	21%	10%	11%	14%				
1	Up to 269	4%	3%	3%	3%				

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

The graphs indicate achievement of the 2018 Year 3 and 5 Alkimos Beach PS students in the area of Numeracy. The data indicates that our Year 3 students performed at a comparable level to 'like schools', with 14% of our students scoring 'at or below' the National minimum standard, which was an improvement from 2017. We did increase the percentage of students in Bands 5 & 6 with 24% of students being in these bands in 2018, compared to only 18% in 2017.

The data indicates that in Numeracy NAPLAN assessments our Year 5 cohort performed comparably when compared to like schools and the Australian mean, with no students being 'below' the National Minimum Standard. However, there was an increase in the number of students who were 'at' the National Minimum Standard and this is an area for further scrutiny and focus in 2019.

Areas identified from the testing that require review and will be our 2019 focus, include place value and problem solving using the four operations as well as time and measuring using informal units.

Whole School Focus:

Focus areas for 2019 to address the trends seen in numeracy, include:

- Counting
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems

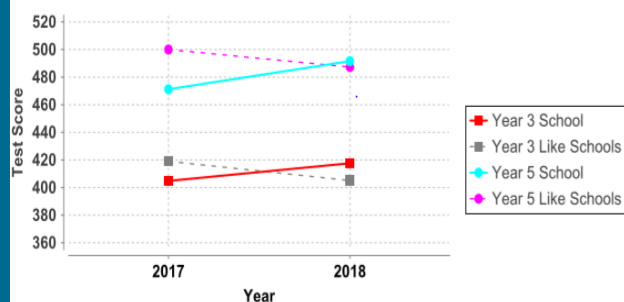
Year	Y03		Y05	
	School	Like School	School	Like School
2017	376	403	494	486
2018	377	391	477	483

Student Performance

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	405	419	471	500
2018	418	405	492	487

Average Reading Score



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%.

Progress Towards Targets

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.

Working Towards Target

- Extend the percentage of Year 5 students in Bands 7 & 8 by 10%.

Working Towards Target

- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

Working Towards Target Year 3 & Year 5

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	12%	9%	13%
7	530 - 581					13%	24%	15%	18%
6	478 - 529	14%	22%	18%	20%	46%	29%	33%	23%
5	426 - 477	21%	22%	21%	25%	8%	20%	15%	22%
4	374 - 425	32%	26%	36%	22%	17%	12%	27%	15%
3	322 - 373	18%	17%	18%	15%	13%	4%	0%	9%
2	270 - 321	7%	8%	5%	11%				
1	Up to 269	7%	5%	3%	8%				

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

Student achievement in NAPLAN Reading assessments, indicates that our Year 3 performed better than 'like schools', with only 8% of our Year 3 students scoring 'at or below' the National Minimum Standard. Our Year 5 students were on par with like schools with 27% 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 2018, staff collected baseline data to provide a literacy profile of our students and worked in teams to develop our whole school plans. Literacy blocks as well as the Letters and Sounds and Words Their Way Programs form our whole school approaches dedicated to teaching literacy skills. Moderation and target setting are utilised as part of staff collaborative planning. Students reading progress was monitored using Oxford Assess, Prose and a variety of other literacy assessments.

Whole School Focus:

Focus areas for 2019 to address the trends seen in reading, include:

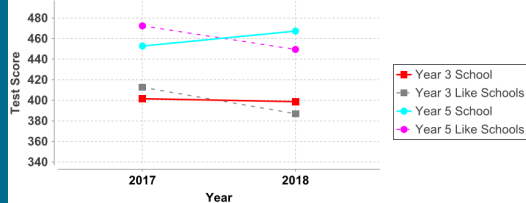
- Explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—continued focus on the development of comprehension skills particularly in persuasive and informational 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
2018	399	387	467	450

Average Writing Score



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%.

Progress Towards Targets

- Extend the percentage of Year 3 students in Bands 5 & 6 by 10%.

Working Towards Target

- Extend the percentage of Year 5 students in Bands 6 & 7 by 10%.

Working Towards Target

- Reduce the number of Year 3 & 5 students at or below the National Minimum Standard by 5%.

Working Towards Target

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	0%	2%
7	530 - 581					8%	9%	10%	8%
6	478 - 529	7%	9%	5%	6%	29%	33%	26%	20%
5	426 - 477	29%	37%	29%	29%	46%	41%	42%	41%
4	374 - 425	25%	29%	37%	25%	4%	10%	19%	16%
3	322 - 373	36%	19%	21%	25%	13%	6%	3%	13%
2	270 - 321	4%	3%	3%	10%				
1	Up to 269	0%	2%	5%	6%				



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

Students progress in Writing was monitored using common assessment tasks and developmental rubrics. Teachers moderated student work against the Western Australian Curriculum 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 4 with comparable percentages of students in Bands 5 and 6. Our average Writing scores when compared to 'like schools' were slightly better with fewer students scoring 'at or below' the National Minimum Standard.

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 like schools. The number of students performing 'Below' the National Minimum Standard was significantly lower than 'like schools'. A continued focus for the school in 2019 will be to increase the percentage of students in the top two band ranges.

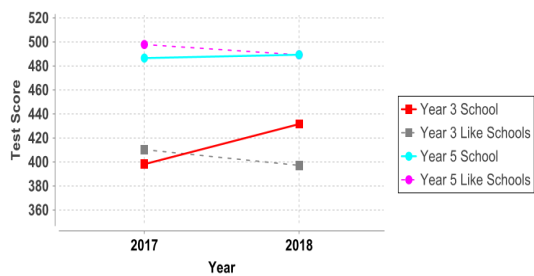
Whole School Focus:

Focus areas for 2019 to address the trends seen in Writing, include:

- Continuing the oral narrative focus in Kindy & Pre Primary
- Continue the 'Talk4Writing' program across Kindy-Year 3
- Continued use of CHIMPS Editing strategies whole school PP-6
- Continued focus on text structures utilising Story Grammar icons

Student Performance

Average Spelling Score



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	398	410	487	498
2018	432	397	489	498

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					8%	11%	3%	9%
7	530 - 581					25%	19%	24%	20%
6	478 - 529	21%	19%	23%	17%	25%	32%	30%	31%
5	426 - 477	18%	26%	33%	22%	21%	23%	27%	22%
4	374 - 425	18%	24%	23%	24%	13%	11%	12%	12%
3	322 - 373	18%	18%	15%	18%	8%	4%	3%	6%
2	270 - 321	25%	9%	5%	11%				
1	Up to 269	0%	3%	0%	9%				



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

Whole School Focus:

Focus areas for 2019 to address the trends seen in spelling, include:

- Continued use of 'Words Their Way' Year 2-Year 6
- Continued development of the 'Letters & Sounds' program in Kindy-Year 3

NAPLAN results for our Year 3 and Year 5 cohorts showed that we had less students 'at or below' the National Minimum Standard when compared to state and 'like school' results. A continued focus for 2019 will be to increase the number of students that we have attaining Band 5 & 6 at Year 3 and those attaining Band 7 & 8 at Year 5, whilst decreasing the number of students that are in Band 2 and below at Year 3, and those that are in Band 4 at Year 5.

Our school wide approach to Spelling is using 'Words Their Way' (a phonics based spelling program) across Year 2-6. Students are assessed using a developmental spelling assessment from this program. Letters & Sounds, a systematic phonics program, is our whole school approach in K- Yr 3 and is used as a strategy to support student's spelling and reading.

Students levels of attainment on the diagnostic testing undertaken in 2018 showed that the majority of students from Year 1 to Year 6 were working in appropriate stages, however, our Year 1, 3 and 4 cohorts displayed a number of students with weaker phonological knowledge. Trends in the older students showed an improvement in transferring phonetic knowledge and spelling rules in written situations.

Student Performance

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	415	436	484	494
2018	438	410	483	487

GRAMMAR

&

PUNCTUATION

Whole School Focus:

Focus areas for 2019 to address the trends seen in Grammar & Punctuation, include:

- Focus lessons on grammar & punctuation elements linked to the whole school writing focus, particularly paragraphing and sentence structure.
- Use of CHIMPS Editing strategies PP-Yr6 to develop student's ability to apply taught grammar & punctuation.

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	15%	12%	12%
7	530 - 581					17%	15%	9%	17%
6	478 - 529	36%	32%	38%	25%	29%	29%	30%	31%
5	426 - 477	18%	25%	10%	16%	13%	17%	30%	18%
4	374 - 425	11%	16%	28%	23%	21%	19%	15%	16%
3	322 - 373	11%	11%	15%	16%	8%	6%	3%	7%
2	270 - 321	7%	8%	5%	14%				
1	Up to 269	18%	6%	3%	5%				

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

NAPLAN results in Grammar & Punctuation showed Year 3 and Year 5 students performing comparably and slightly better in some bands when compared with 'like schools'. We achieved higher percentages of students in the top bands and we also had a significant reduction in the number of students achieving 'at or below' the National Minimum Standard at Year 3. A focus at Year 3 will be on continuing to increase the percentage of students achieving at Band 5 and 6.

At Year 5 there was also a reduction in the percentage of students that achieved 'at or below' the National Minimum Standards. A focus from our 2018 results for our Year 5 students, is to continue to reduce the number of students in Band 3 and to increase the percentage of students achieving at Band 7 & 8.

Analysis of results show students performing well with simple sentence structures, use of capital letters and tense. Areas for focus in 2019 include; further development of student understanding of compound and complex sentences including noun/pronoun agreement, use of contractions and use of paragraphing.



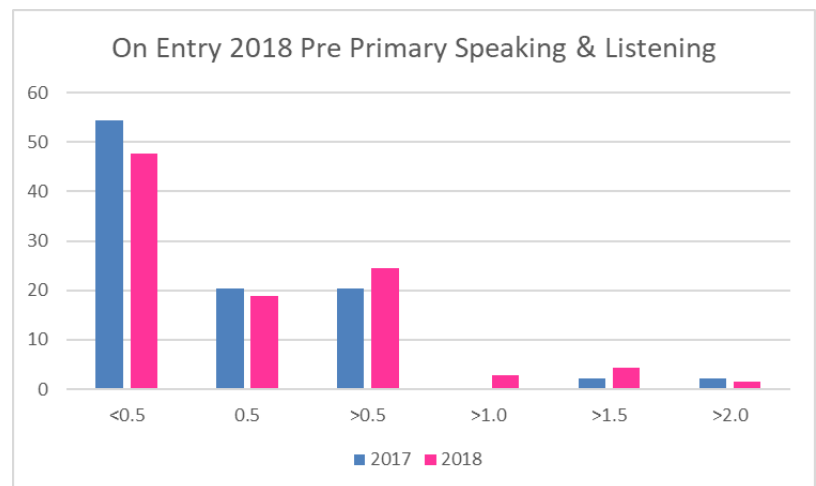
On Entry Assessments

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 strategies and approaches across the Kindy—Year 2 classes. These include Whole Body Listening, Phonological Awareness, Comprehension Monitoring and understanding 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 students participated in an On-Entry interview at the start of 2018. A random sample of students at Year 1 and 2 was taken to ascertain the trends in progress for students from their original assessment in Pre Primary. The information gained from these interviews was used by staff to assist in planning for student improvement over the 2018 school year and for the setting of priorities for 2019.



Analysis and comparison of our data from 2017 to 2018 indicated that there had been improvement with a higher percentage of students achieving greater than 0.5 in 2018 when compared to 2017. The majority of Pre Primary students engaged in conversation, taking turns, but required prompting to expand ideas and to speak at an appropriate volume. Whilst there was improvement, there was still a number of our students who were unable to successfully engage in conversation at an expected level.

Early Childhood Focus:

- A focus for the early years in 2019 will be on developing oral language with emphasis being placed on sentence structure and vocabulary, as well as on whole body listening skills to address this.

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.

Progress Towards Targets

Speaking & Listening

- Reduce the number of students scoring less than or equal to 0.3 by 5%.

Target Achieved

- Increase the number of students scoring 1.0 or higher to 10% or more.

Working Towards Target



TARGETS

Pre Primary Targets

Reading

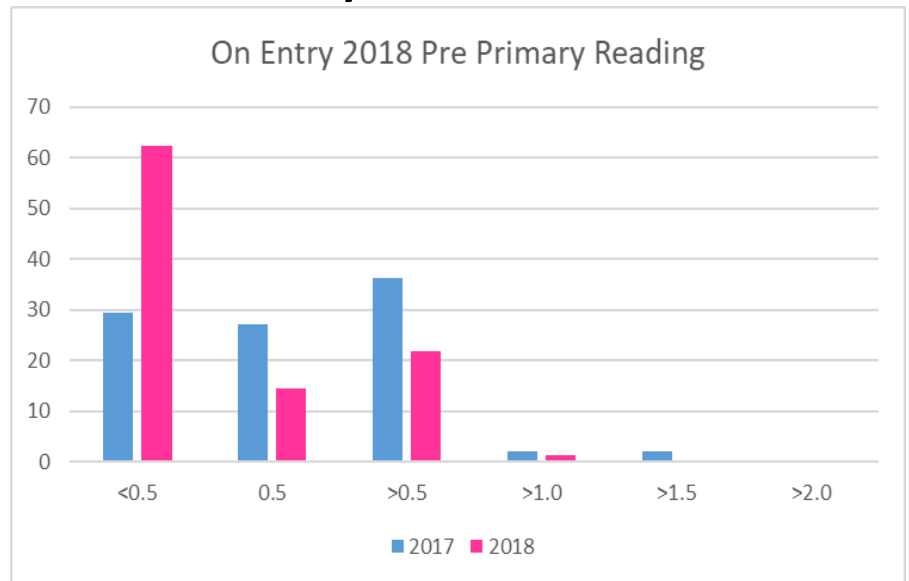
- Maintain an average cohort score of 0.5.
- Reduce the number of students scoring less than 0.5 to below 25%.
- Increase the number of students scoring 1.0 or higher to 10% or more.

Progress Towards Targets

Reading

- Maintain an average cohort score of 0.5.
Not Achieved
- Reduce the number of students scoring less than 0.5 to below 25%.
Not Achieved
- Increase the number of students scoring 1.0 or higher to 10% or more.
Not Achieved

On Entry Assessments



Analysis of our data indicated that a number of our students were unable to successfully engage in the reading process at an expected level. 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 as words became more complex, 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.

The random sample of Year 1 and 2 students tested showed trends of improvement in story retelling. Trends showed difficulties with reading and reading fluency. Phonic knowledge and the student's ability to use this knowledge to decode words showed improvement by Year 2 with inferential comprehension also being an area for further focus.

Early Childhood Focus Kindy– Year 2

Focus areas in 2019 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.
- Continued focus on reading fluency, utilising strategies such as repeated reading.



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

Progress Towards Targets

Writing

- Reduce the number of students scoring less than or equivalent to 0.2 to below 95%

Target is not able to be assessed due to changes to test format & data provision

- Increase the number of students scoring 0.5 or higher to 5% or more

Target is not able to be assessed due to changes to test format & data provision

On Entry Assessments

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, 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. Of the students tested, approximately 50% of students writing tended to contain brief information about events, characters and setting. A large number of students were unable to effectively punctuate their writing using simple punctuation markers. Sentence structure and spelling were also highlighted as areas for further development.

Early Childhood Focus K– Yr 2

Focus areas in 2019 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
- CHIMPS Editing strategies PP-Yr6
- Literature based units

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%

Progress Towards Targets

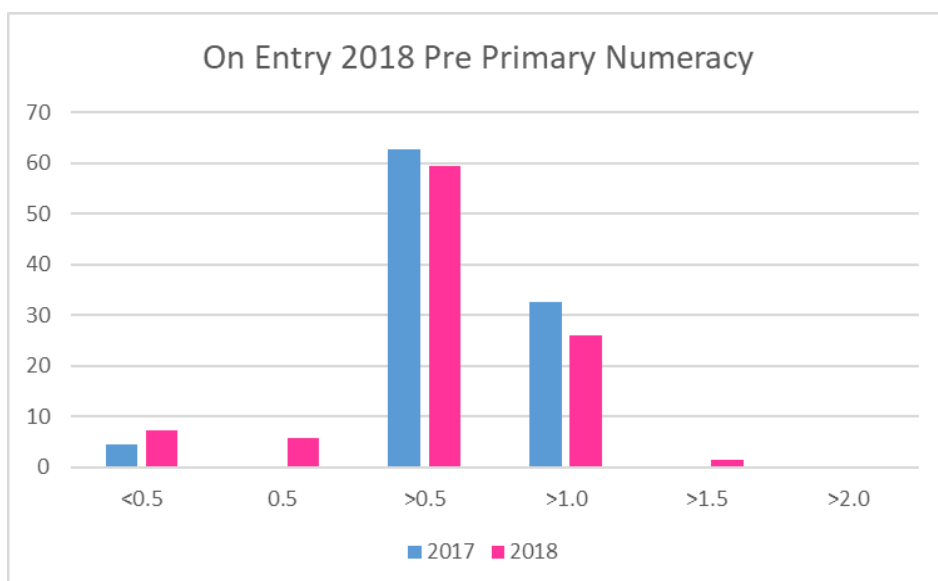
Numeracy

- Maintain an average cohort score of 0.8.

Working Towards Target

- Reduce the number of students scoring less than or equivalent to 0.5 to below 4%

Target Not Met



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, however there were still about 30% of students that had difficulty with counting to 10 in sequence. Areas identified for further development were subitising, ordering of numerals, counting back from 10, using number to solve problems and comparing length.

Our Year 1 and 2 students also showed difficulty with counting forwards and backwards, ordering numbers, visualising parts in a collection and addition concepts. Measurement and Geometry were also areas identified for further development.

Early Childhood Focus Kindy – Year 2

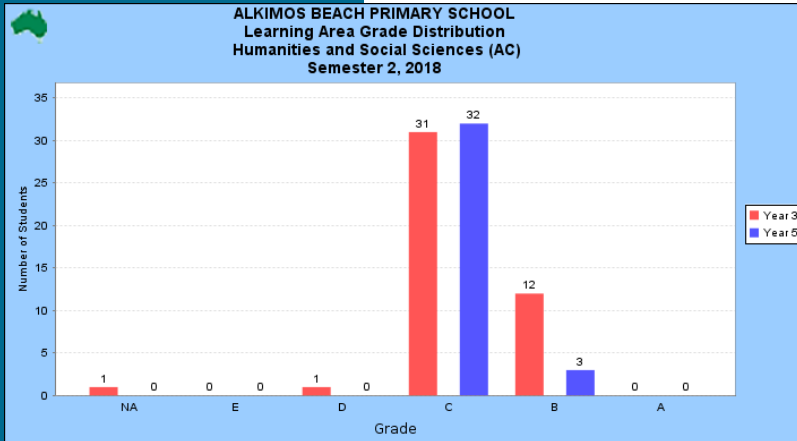
Focus areas for 2019 to address the trends seen in numeracy, include:

- Place value concepts
- Focus on the four processes; addition, subtraction, multiplication and division
- Reading and understanding word problems
- Explanation of mathematical thinking
- Measurement concepts –length
- Geometry—shape names and simple mapping concepts

Humanities and Social Sciences

Humanities

History and Geography were the focus for 2018 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.

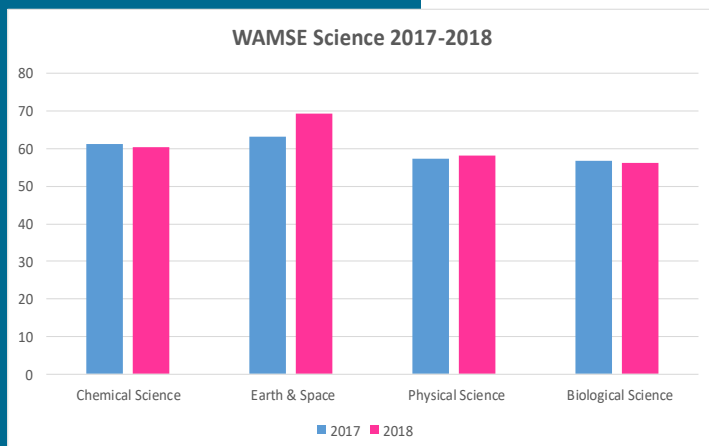


As part of our focus in HASS the Aboriginal Cultural Framework was utilised as a tool to further develop our cultural responsiveness across the school. Harmony Day, Japanese Kite Flying Festival and NAIDOC Week were celebrated as a way to acknowledge the variety of cultures we have within our community and their contributions to Australia and to its history.



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. 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 Earth and Space had shown improvement with student knowledge of the Physical, Chemical and Biological sciences remaining constant. Specific skills and understandings within the Physical, Chemical and Biological science strands were analysed and are being used as part of a whole school focus.

Whole School Focus

Focus areas for 2019 are:

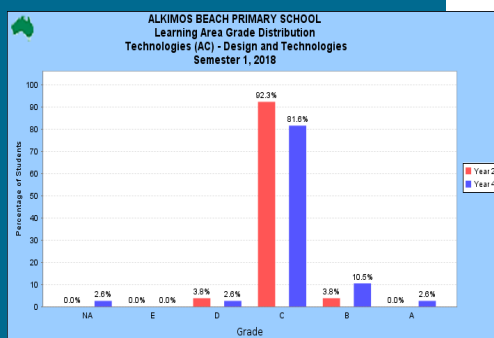
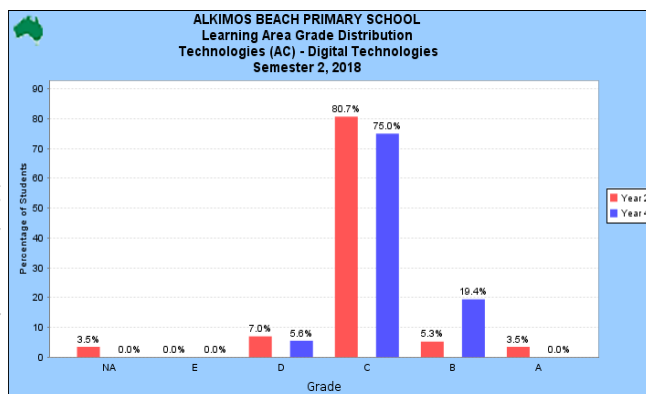
- Reading of charts and graphs
- Constructing graphs
- Analysing and making assumptions from data



Technology

Digital technologies were a major focus for 2018, with the school engaging as part of a Teacher Development School with our network. Coding activities proved to be highly engaging for our students, with a number of our students participating in an after school coding club. The

development of a whole school focus on integration of digital technologies across the curriculum was utilised as part of our engagement within our educational network and provided a strong foundation for staff and student engagement.



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 2018 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.

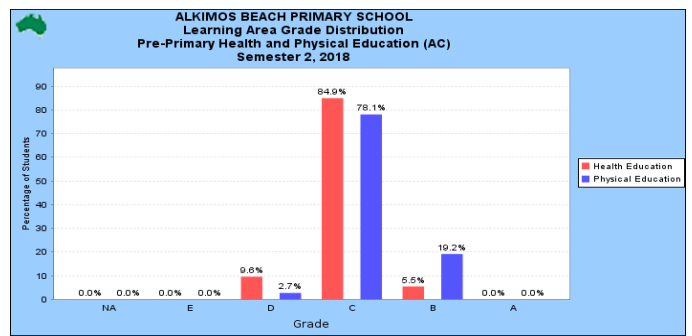
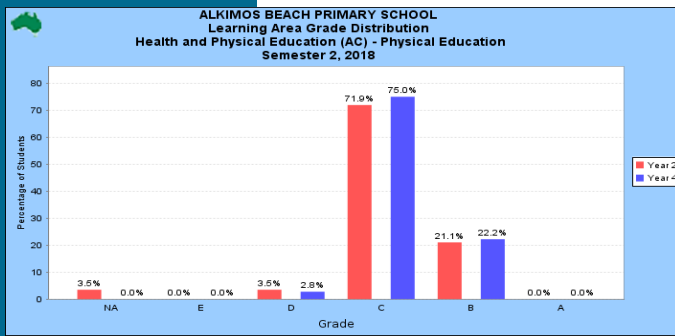
All Pre Primary to Year 6 classroom teachers worked with their classes and provided the opportunity for students to undertake a public performance through their class assembly. The class teachers and their classes are to be congratulated on the many wonderful performances that were seen over the 2018 school year.

A culmination at the end of 2018 for students' visual art was an Art Exhibition, which showcased the amazing work that students had created over the course of the year. 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 2018 the Health and Physical Education Program was delivered by both the classroom teacher and a specialist teacher in Years 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.

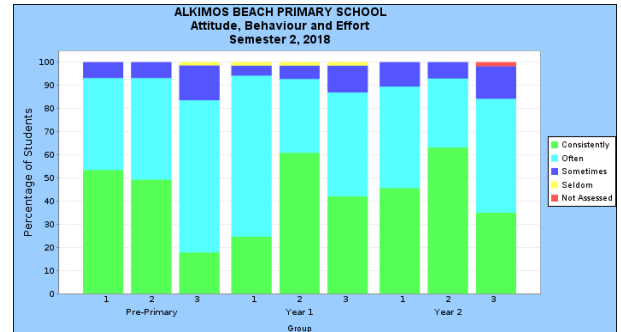
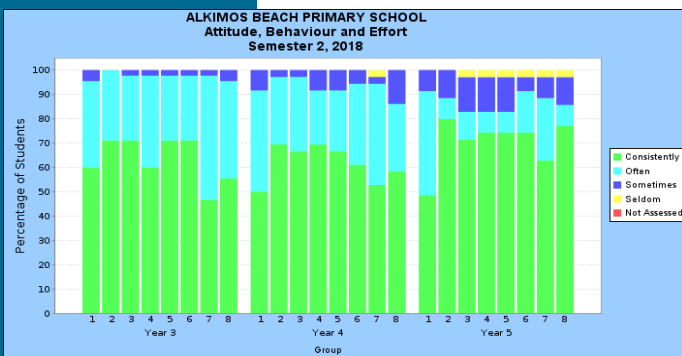
YEAR 1-6

All students participated in two hours of Physical Education and some of this time was with a specialist teacher. Lessons focused 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. Students were also given the opportunity to participate in both BeachSafe activities as well as swimming lessons held at the HBF Arena.

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

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

In 2018, You Can Do It! was introduced to support the teaching of social skills and this program forms the basis for our whole school approach from Year 1-6, complimenting our school Values Program. It is designed to build students skills in the areas of Resilience, Persistence, Getting Along, Organisation and Confidence. In Kindergarten and Pre Primary the use of the I Do It! Program to teach key foundation skills for the development of social skills has been implemented.

Kindy – Year 6 students made steady gains throughout the year, with the majority of students displaying appropriate attitude, behaviour and effort. Kindy students were moving towards small group play by the end of the year and effectively followed class routines. Students and staff from Pre-Primary to Year 6 completed a survey to identify areas of strength and weakness in social skills. Looking forward, our continued focus will be on developing students approaches to work, setting goals and persevering, as well as confidence, 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.

The non teaching staff are made up of a diverse group and includes, pre-primary, primary and special needs education assistants, administrative officers, library officers, cleaners, gardener and a Manager Corporate Services.

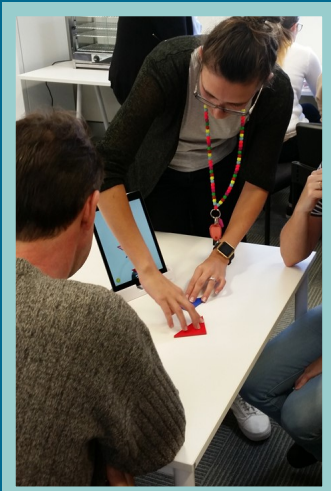
STAFF DEVELOPMENT

During 2018 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 2018 include:

- Collaborative planning sessions
- Monitoring and assessment
- Data Analysis, School planning and target setting
- Business Plan 2017 -2019
- National Quality Standards K-2
- You Can Do It!
- I Do It!
- Student Achievement Information System
- Literature based units
- Daily 10
- Dr Paul Swan –Mathematic Trajectories
- Talk4Writing
- Moderation-English, Mathematics and Science
- Aboriginal Cultural Standards Framework
- Australian Early Development Census
- Nationally Consistent Collection of Data
- Class Observations

STAFF DEVELOPMENT



2018 Highlights, Successes and Community Links

There were a number of highlights during the 2018 school year. These included:

- Art Exhibition
- Surf Life Saving BeachSafe Program
- ANZAC Assembly
- Harmony Day
- NAIDOC Week
- Open Night
- Faction Sports Day
- Interschool athletics
- Book Week Parade
- First Aid Focus
- Swimming lessons
- Japanese Cultural Day



**Japanese Cultural Day
2018**



Book Week Parade 2018



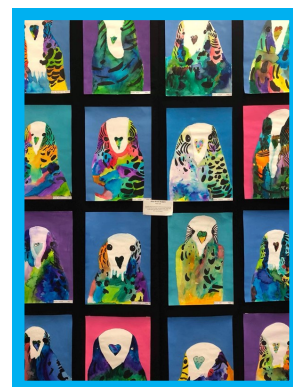
Athletics Faction 2018



ANZAC DAY Service 2018



Book Week Parade 2018



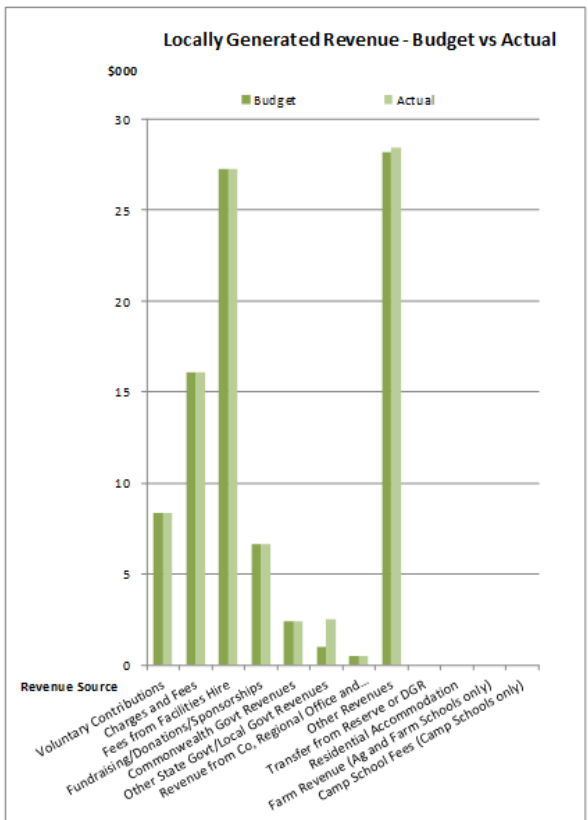
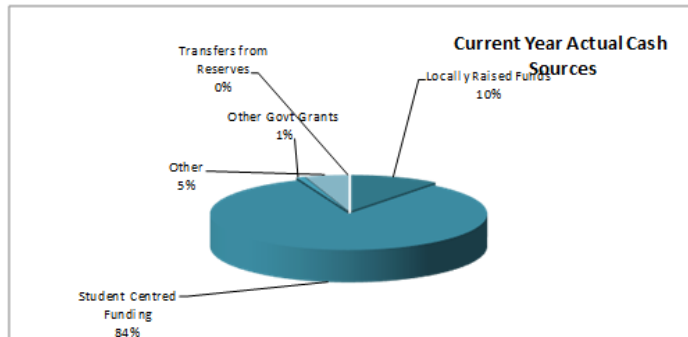
Art Exhibition 2018

Financial Summary

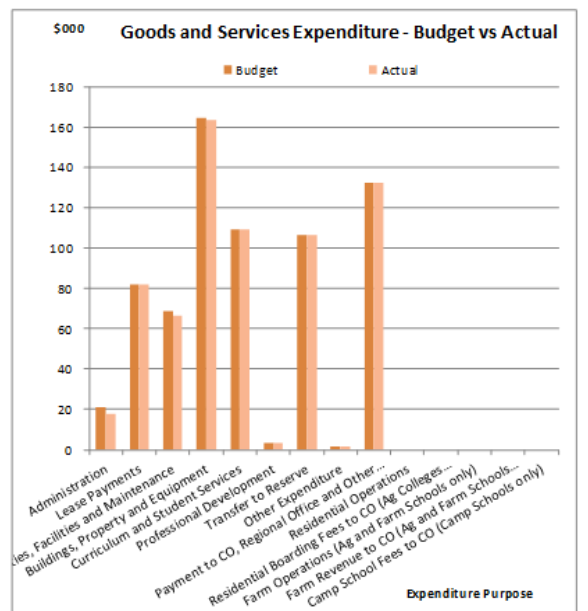
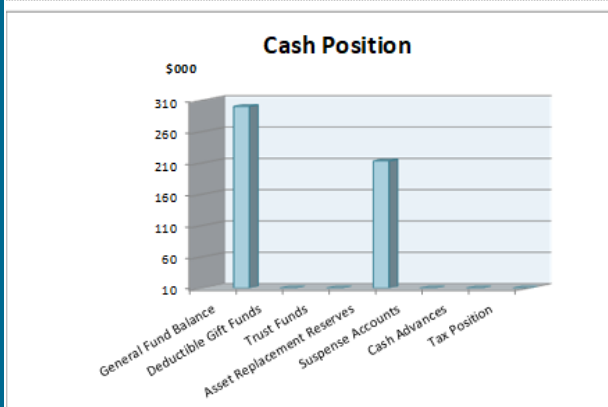
Alkimos Beach Primary School

Financial Summary as at
31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 8,381.00	\$ 8,375.50
2	Charges and Fees	\$ 16,075.00	\$ 16,100.03
3	Fees from Facilities Hire	\$ 27,273.00	\$ 27,272.72
4	Fundraising/Donations/Sponsorships	\$ 6,625.00	\$ 6,640.35
5	Commonwealth Govt Revenues	\$ 2,422.00	\$ 2,421.78
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 2,506.90
7	Revenue from Co, Regional Office and Other Schools	\$ 496.00	\$ 496.00
8	Other Revenues	\$ 28,206.00	\$ 28,405.75
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 90,478.00	\$ 92,219.03
	Opening Balance	\$ 421,627.00	\$ 421,627.00
	Student Centred Funding	\$ 468,251.00	\$ 468,250.96
	Total Cash Funds Available	\$ 980,356.00	\$ 982,096.99
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 980,356.00	\$ 982,096.99



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,954.00	\$ 17,926.66
2	Lease Payments	\$ 81,794.00	\$ 81,793.86
3	Utilities, Facilities and Maintenance	\$ 68,801.00	\$ 66,245.01
4	Buildings, Property and Equipment	\$ 164,268.00	\$ 163,268.33
5	Curriculum and Student Services	\$ 109,199.00	\$ 109,183.95
6	Professional Development	\$ 3,103.00	\$ 3,104.08
7	Transfer to Reserve	\$ 106,500.00	\$ 106,500.00
8	Other Expenditure	\$ 1,405.00	\$ 1,395.80
9	Payment to CO, Regional Office and Other Schools	\$ 132,561.00	\$ 132,560.59
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 688,585.00	\$ 681,978.28
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 688,585.00	\$ 681,978.28
	Cash Budget Variance	\$ 291,771.00	



Cash Position as at:	
Bank Balance	\$ 511,468.89
Made up of:	\$ -
1 General Fund Balance	\$ 300,118.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 213,000.00
5 Suspense Accounts	\$ 59.00
6 Cash Advances	\$ -
7 Tax Position	\$ 1,708.82
Total Bank Balance	\$ 511,468.89