



Alkimos Beach Primary School



Annual Report 2020





AROUND THE SCHOOL



Foreword

The 2020 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 2020 – 2022, 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, 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 has gained 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.

From the Principal

2020 was an interesting and challenging year with disruptions to schooling due to COVID19. Online learning and work packages formed part of the teaching and learning program in 2020 and on students return to school, the wonderful team of teaching staff set forth to make it 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 2020, 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 have 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 being a large consideration. Planning over 2020 for the installation of a new playground due to be installed in 2021 was undertaken. 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. Our Performing Arts program saw the development of a school choir who entertained our students over the course of the year. Our Physical Education program has seen a highly successful Faction Carnival and our students participating in the Northern Beaches Networks Interschool Athletics Carnival and Basketball Competition. 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 2020. Our school participated in 'The Northern Bright Stars' challenge again this year with Saint James and Northshore Christian Grammar School and did an amazing job! As part of our language curriculum, we again offered a Japanese language program in 2020.

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 Wellstead



Michelle Wellstead
Principal

MEET OUR ADMIN



Richard Allbury & Derek de Wit
Associate Principals



Kim Dark Manager Corporate Services



Vanessa Summer, Suzanne Clark & Ebony Wernicke School Officers. During the year Tina Barton and Dominique Coolican joined our team.



Student Profile

Our School

- ◆ 677 students (including Kindergarten students)
 - ◆ 452—Primary
 - ◆ 103—Pre Primary
 - ◆ 122— Kindergarten
- ◆ 18 Generalist classrooms
- ◆ 5 Pre Primary
- ◆ 6 Kindergarten classes

Trends of our student numbers

Based on Semester 2 2020 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 dip in 2022 with the opening of a new school in Shorehaven and then growing again over the next four year period.

SCHOOL PROFILE



Staffing 2020

No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Other Teaching Staff	32	29.7	0
Total Teaching Staff	32	29.7	0

School Support Staff			
Clerical / Administrative	4	3.0	0
Other Non-Teaching Staff	12	8.9	0
Total School Support Staff	15	11.6	0

Total	51	45.3	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.



KIDS MISS:

- VALUABLE LEARNING EXPERIENCES
- SOCIAL OPPORTUNITIES



IT'S NOT OKAY TO STAY AWAY

TARGETS

Attendance Targets:

- Attendance will have continued to exceed the WA State average in 2021

Attendance

Attendance at Alkimos Beach Primary School in 2019 was 92.1%, however, attendance rates are unavailable in 2020 due to the impact of COVID19. The challenge for our school has been students being removed for family holidays, which has been a significant factor in attendance since the school opened. 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. The decreasing rates of regular attendance and the rising rates of students in the at risk categories is of concern and a targeted approach to address this will occur as part of the school's Business Plan for 2020-2022.

	School	Like Schools	WA Public Schools
2017	93.7%	93.8%	92.7%
2018	93.8%	93%	92.6%
2019	92.1%	92.8%	91.6%

	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%
2019	72.5%	20.9%	5.7%	0.8%
Like Schools 2019	76.2%	18.4%	4.4%	1.0%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

The use of the MSGU message system and the use of Connect has provided the opportunity for parents to be notified and to alternatively notify the school of a student's absence.

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 with families to improve and maintain student attendance rates.

BEHAVIOUR

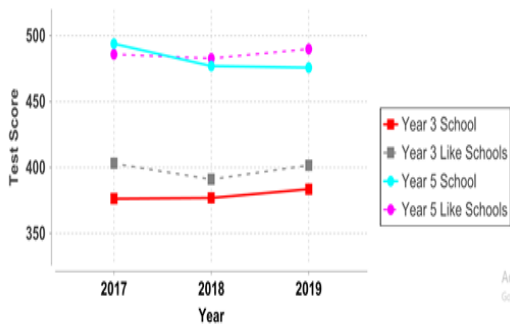
Student behaviour at Alkimos Beach PS is generally very good. During 2020 staff focused on the strategies for behaviour and pastoral care utilising the West Australian Curriculum, You Can Do It! and the Nine Values of Australian Schooling. Zones of Regulation was also introduced to support students with monitoring and self regulating their emotions.

Alkimos Beach PS has a range of strategies, within the school's Behaviour Expectations and Good Standing 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
4211 Alkimos College	26	13	39
1493 St James' Anglican School	2	2	4
4191 Yanchep Secondary College	0	1	1
Other	0	3	3

Student Performance

Average Numeracy Score



TARGETS

2020-2022

NAPLAN Numeracy

- Decrease the percentage of students in Yr 3 & 5 achieving at National Minimum Standard
- Increase the percentage of students in the top 2 bands in numeracy.

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	7%	5%	6%
7	530 - 581					21%	18%	5%	19%
6	478 - 529	3%	10%	9%	14%	18%	25%	34%	33%
5	426 - 477	21%	21%	14%	22%	33%	32%	44%	27%
4	374 - 425	37%	29%	38%	31%	24%	16%	10%	12%
3	322 - 373	26%	23%	21%	21%	0%	3%	2%	3%
2	270 - 321	11%	14%	14%	10%				
1	Up to 269	3%	3%	5%	3%				

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

Due to COVID19 and the cancellation of NAPLAN in 2020, there is no data from this assessment for last year. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment has been made using the school's self-assessment methods.

The graphs from 2019 have been included, and indicate achievement of the 2019 Year 3 and 5 Alkimos Beach PS students in the area of Numeracy. The data indicated that our Year 3 students performed slightly below 'like schools', with 19% of our students scoring 'at or below' the National minimum standard, which was a slight drop from 2018. The percentage of students in Bands 5 & 6 was maintained with 23% of students being in these bands in 2019, compared to 24% in 2018 and only 18% in 2017.

The data indicated that in Numeracy NAPLAN assessments our Year 5 cohort performed slightly below when compared to like schools and the Australian mean, with 2% of students being 'below' the minimum standard. However, there was an decrease in the number of students who were 'at' the national mean, which was a target area for 2019. An area for further scrutiny and focus in 2020 will be on increasing the percentage of students in Band 6 and 7.

Areas identified from the testing that require further consolidation and will be our 2020 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 2021 to address the trends seen in numeracy, include:

- Counting
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	376	403	494	486
2018	377	391	477	483
2019	384	402	476	490

TARGETS

2020-2022

NAPLAN Numeracy

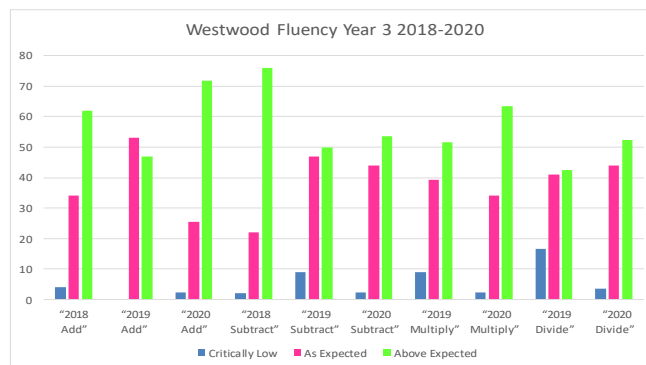
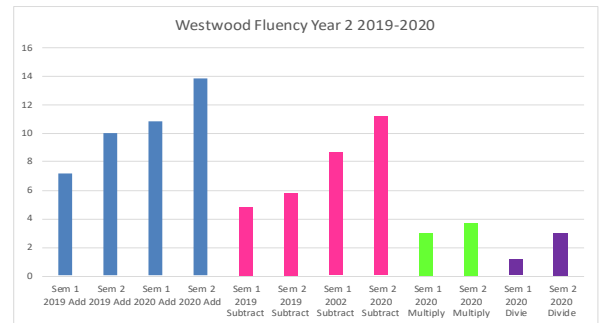
- Decrease the percentage of students in Yr 3 & 5 achieving at National Minimum Standard
- Increase the percentage of students in the top 2 bands in numeracy.

Student Performance Numeracy

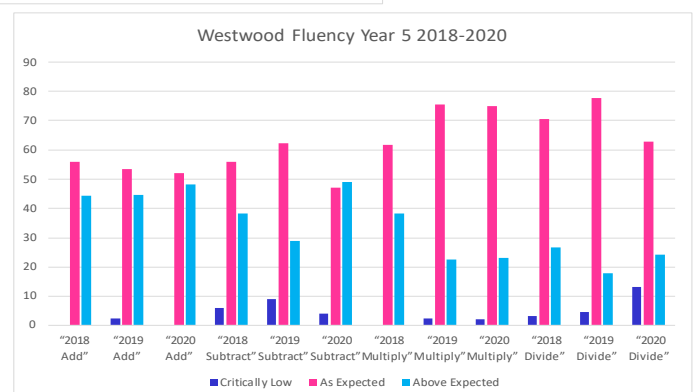
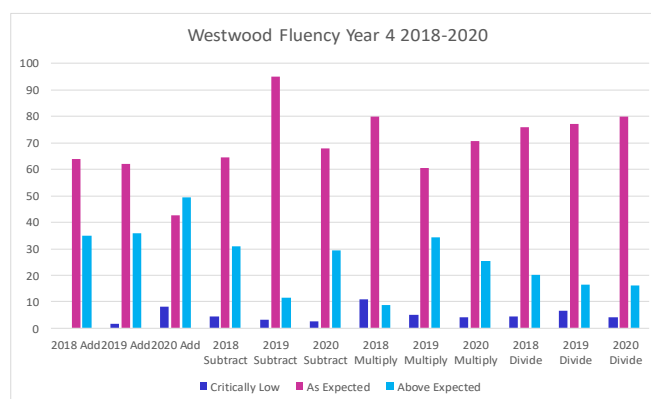
Over the course of 2020, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including assessments of fluency with basic number facts, PAT Maths tests and a maths tracker to check student attainment of taught key mathematical concepts.

Westwood Fluency of Basic Facts

Fluency of basic facts in the four operations, has been a focus over 2018 to 2020. Automaticity of these facts allows students to focus on a problem without having to use their working memory to calculate a simple sum eg 6+4.



This assessment is completed by all students from Year 1 –6 and students showed good improvement at all year levels in their automaticity of basic number facts when compared to previous data collected in 2018 and 2019.



Focus areas for 2021:

- Counting
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

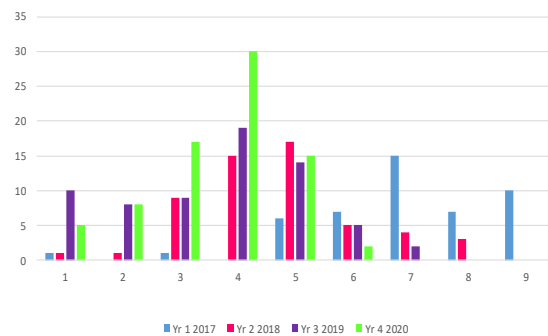
Student Performance Numeracy

PAT Math Assessments

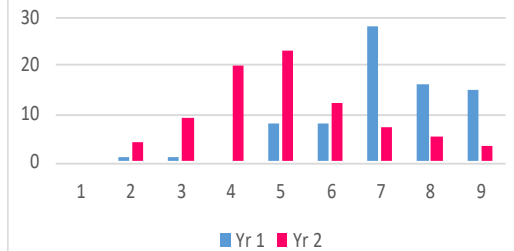
PAT Math Assessments

This assessment is completed across Year 1-6. The data collected from these assessments is looked at in two ways—student stanines and progress from one year to the next. The stanine data, does show a trend with stanines moving back towards the left. As the level of the test becomes more difficult student achievement is showing a drop.

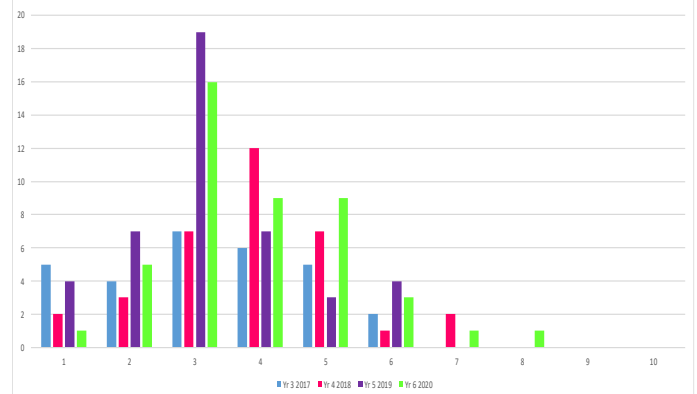
PAT Math Stanines Year 4 2017-2020 (Same Cohort)



PAT Math Year 2 Stanines 2020 (Same Cohort)

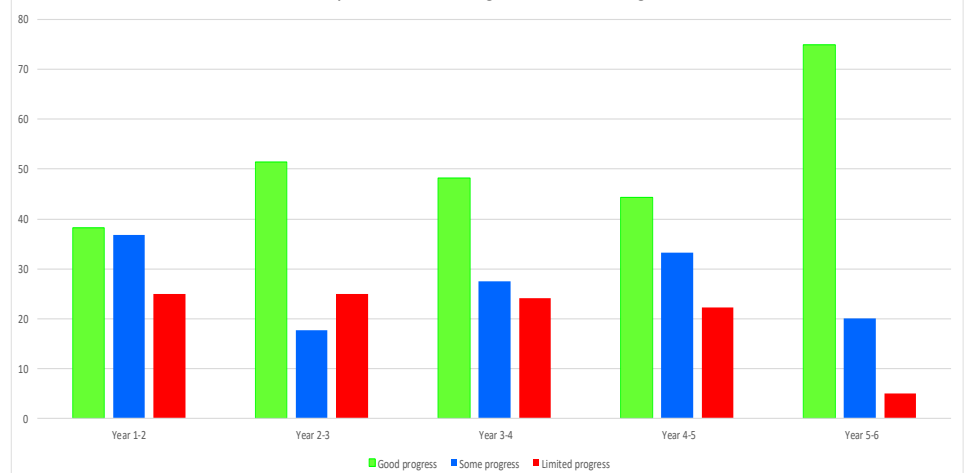


PAT Math Stanines Yr 6 2017-2020



The progress made by students over a 12 month period was also evaluated with students in the lower year levels showing slower progress. Comparison of the 2019 and 2020 data for the same cohort of students, shows improvement of student progress over time.

PAT Math Expected Gains- Percentage of Students Achieving 2019-2020



TARGETS

2020-2022

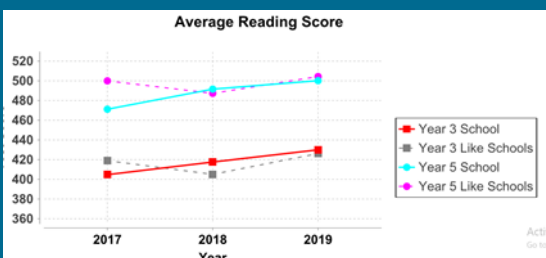
NAPLAN Numeracy

- Decrease the percentage of students in Yr 3 & 5 achieving at National Minimum Standard
- Increase the percentage of students in the top 2 bands in numeracy.

Focus areas for 2021:

- Counting
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

Student Performance



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	405	419	471	500
2018	418	405	492	487
2019	430	426	500	504

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	13%	10%	14%
7	530 - 581					15%	18%	24%	23%
6	478 - 529	18%	20%	26%	27%	33%	23%	24%	30%
5	426 - 477	21%	25%	29%	24%	15%	22%	33%	19%
4	374 - 425	36%	22%	24%	23%	27%	15%	10%	10%
3	322 - 373	18%	15%	11%	15%	0%	9%	0%	4%
2	270 - 321	5%	11%	9%	9%				
1	Up to 269	3%	8%	2%	3%				

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

TARGETS

2020-2022

NAPLAN Reading

- Increase the percentage of Year 5 students achieving in Bands 6-8 and decrease the percentage of students in Band 5
- Achievement of Yr 3 students in 2021 will meet NAPLAN achievement of like schools

Due to COVID19 and the cancellation of NAPLAN in 2020, there is no data from this assessment for last year. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment has been made using the school's self-assessment methods.

The graphs from 2019 have been included, and student achievement in NAPLAN Reading assessments indicated that our Year 3 students performed comparably with 'like schools', with 11% of our Year 3 students scoring 'at or below' the National minimum standard. Our Year 5 students performed slightly better than 'like schools' with 10% 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 comprehension and fluency.

In 2020, 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 2021 to address the trends seen in reading, include:

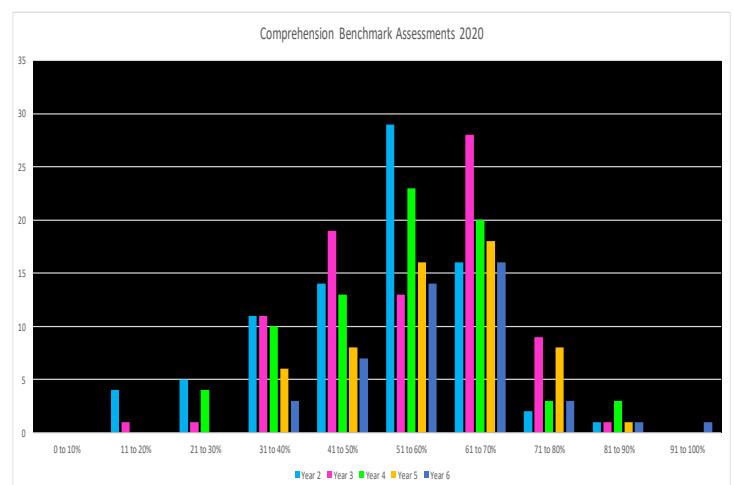
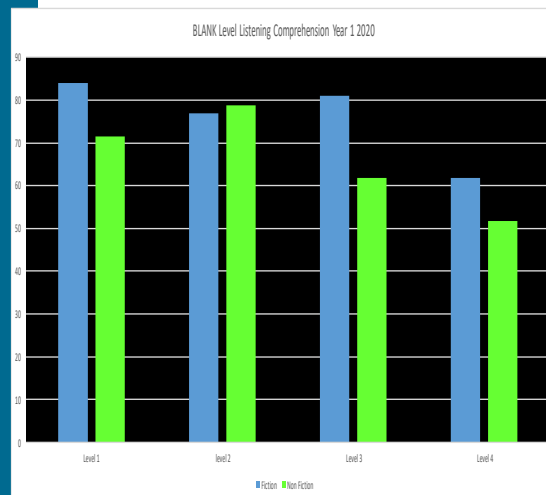
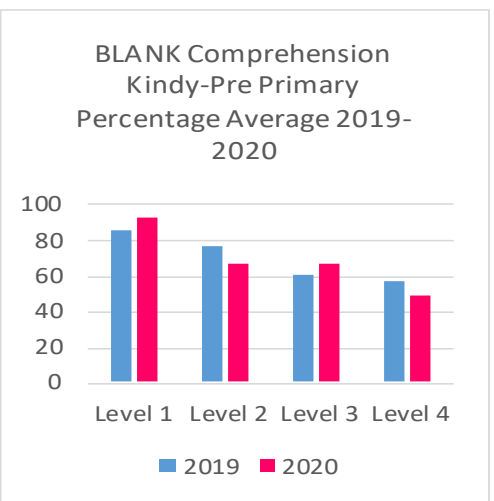
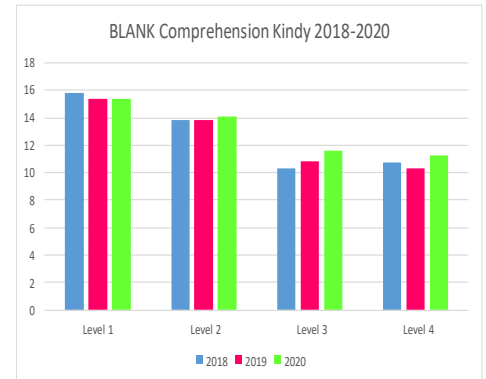
- Maintain the explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—a key focus in 2021 will be on continuing to develop comprehension skills particularly in persuasive and informational texts
- Fluency—oral reading rate and prosody
- Vocabulary—systematic teaching of key vocabulary (Tier 2 and 3 words).

Student Performance Reading

Over the course of 2020, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including PAT Reading & Vocabulary tests, Comprehension assessments and an English tracker to check student attainment of taught key concepts taught.

Comprehension Benchmark & BLANK Level Assessments

BLANK Level assessments were administered across Kindy- Year 1. These assessments showed an improvement in our Kindy cohort to answer Level 3 and 4 questions which related to their understanding of more inferential and evaluative based questioning.



Our Pre Primary students showed improvement in literal comprehension and some inferential questioning, with a slight decrease in Level 2 and 4 question types. Data for our Year 1 students looked at fiction and non fiction text types and showed

that our students comprehension is stronger when reading fiction texts. Level 4 evaluative questions were an area of weakness with strength showing in literal and inferential questioning.

TARGETS

2020-2022

NAPLAN Reading

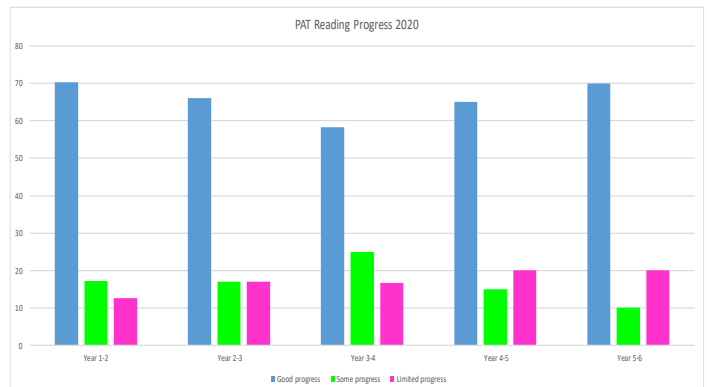
- Increase the percentage of Year 5 students achieving in Bands 6-8 and decrease the percentage of students in Band 5
- Achievement of Yr 3 students in 2021 will meet NAPLAN achievement of like schools

Student Performance Reading

PAT Reading

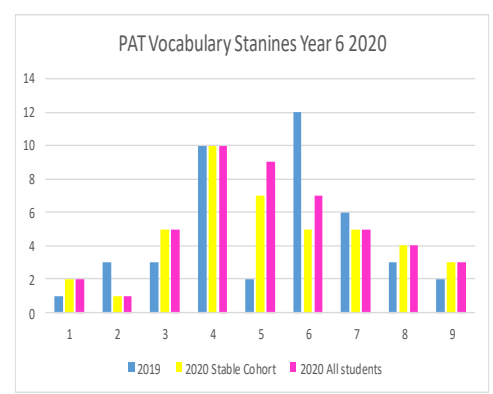
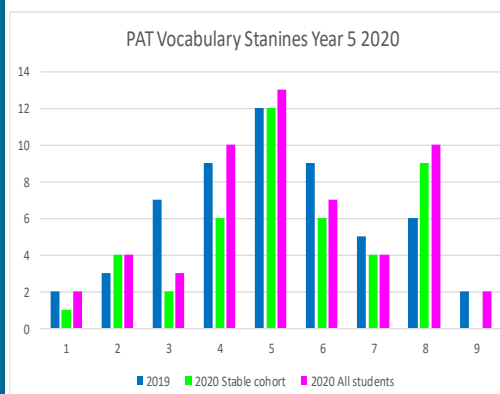
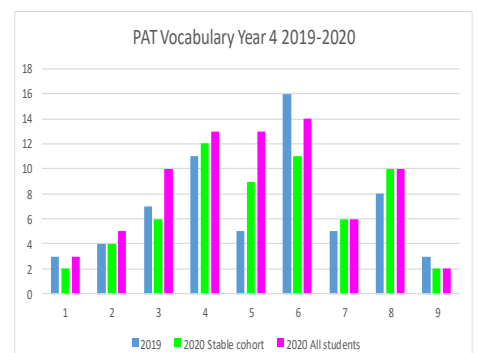
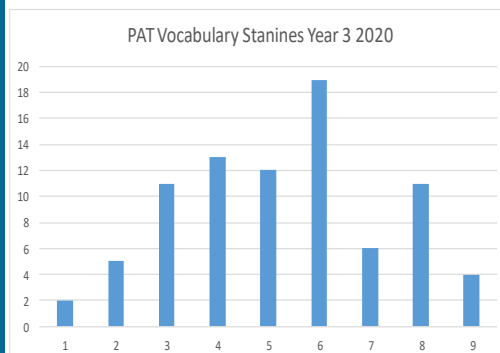
This assessment is completed across Year 1-6. The data collected from these assessments is looked at in two ways—student stanines and progress from one year to the next. A key focus using these assessments was on the progress made by our students.

Reading showed a significant number of students made good to very good progress in reading over the course of 2020.



PAT Vocabulary

The PAT vocabulary tests have been utilised to assess students vocabulary knowledge in Year 3-6. These tests provide both stanine levels and progress made by students. Students showed improvements in the stanine scores achieved over time; however this is an area that will require continued focus due to the impact it can have on comprehension and writing.



Focus areas for 2021 to address the trends seen in reading, include:

- Maintain the 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—continue to develop comprehension skills particularly in persuasive and informational texts
- Fluency—oral reading rate and prosody

TARGETS

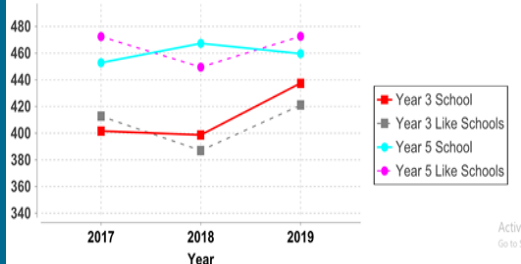
2020-2022

NAPLAN Reading

- Increase the percentage of Year 5 students achieving in Bands 6-8 and decrease the percentage of students in Band 5
- Achievement of Yr 3 students in 2021 will meet NAPLAN achievement of like schools

Student Performance

Average Writing Score



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	402	413	453	472
2018	399	387	467	450
2019	438	421	460	473

TARGETS 2020-2022

NAPLAN Writing

- Maintain our performance in Year 3 NAPLAN with student achievement to be comparable and above like schools

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	2%	2%	4%
7	530 - 581					10%	8%	2%	11%
6	478 - 529	5%	6%	18%	14%	26%	20%	29%	30%
5	426 - 477	29%	29%	49%	37%	42%	41%	43%	35%
4	374 - 425	37%	25%	18%	32%	19%	16%	21%	15%
3	322 - 373	21%	25%	14%	12%	3%	13%	2%	4%
2	270 - 321	3%	10%	0%	4%				
1	Up to 269	5%	6%	0%	2%				

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

Due to COVID19 and the cancellation of NAPLAN in 2020, there is no data from this assessment for last year. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment has been made using the school's self-assessment methods.

The graphs from 2019 have been included, and the Year 3 NAPLAN results showed a significant improvement in the percentage of our students working in Band 5 and above. When compared to state and like schools we had a greater number of students working in Bands 5 and 6 with comparable percentages of students in Bands 3 and a reduction of students in Band 4. Our average writing scores were better than 'like schools' with 0% of students scoring 'at or below' the National Minimum Standard.

Year 5 NAPLAN results showed a large number of students in Bands 4, 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 slightly higher than 'like schools'.

Whole School Focus:

Focus areas for 2021 to address the trends seen in Writing, included:

- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on sentence structure, paragraphing, cohesion and punctuation

Student Performance

GRAMMAR & PUNCTUATION

Whole School Focus:

Focus areas for 2020 to address the trends seen in Grammar & Punctuation, include:

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

Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	415	436	484	494
2018	438	410	483	487
2019	433	431	485	495

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					12%	12%	5%	16%
7	530 - 581					9%	17%	24%	19%
6	478 - 529	38%	25%	27%	31%	30%	31%	29%	24%
5	426 - 477	10%	16%	30%	22%	30%	18%	19%	22%
4	374 - 425	28%	23%	24%	20%	15%	16%	24%	12%
3	322 - 373	15%	16%	5%	14%	3%	7%	0%	8%
2	270 - 321	5%	14%	9%	8%				
1	Up to 269	3%	5%	5%	4%				

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

Due to COVID19 and the cancellation of NAPLAN in 2020, there is no data from this assessment for last year. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment has been made using the school's self-assessment methods.

NAPLAN results in Grammar & Punctuation showed Year 3 students performing comparably and slightly better in Bands 4 and 5 when compared with like schools. We achieved higher percentages of students in the top bands, however we had an increase in the number of students achieving 'at or below' the National Minimum Standards at Year 3. Our Year 5 students performed below our 'like schools' with a higher percentage of students achieving 'at or below' the National Minimum Standard. At Year 5 an increase of students achieving Band 7 was seen.

Analysis of results show students performing well with simple sentence structures, use of capital letters to start sentences and tense. Areas for focus in 2021 include further development of student understanding of compound and complex sentences including noun/pronoun agreement, use of punctuation such as apostrophes, quotation marks, contractions and capital letters for geographical locations and use of paragraphing.

Student Performance

Writing, Punctuation & Grammar

Over the course of 2020, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including moderation tasks, NAPLAN Writing Rubrics, and Oral Narrative tasks (K & PP).

Moderation Tasks Utilising NAPLAN Writing Rubrics

Student progress was assessed using NAPLAN writing rubrics across the school, focusing on the key aspects of the narrative writing genre.

TARGETS

2020-2022

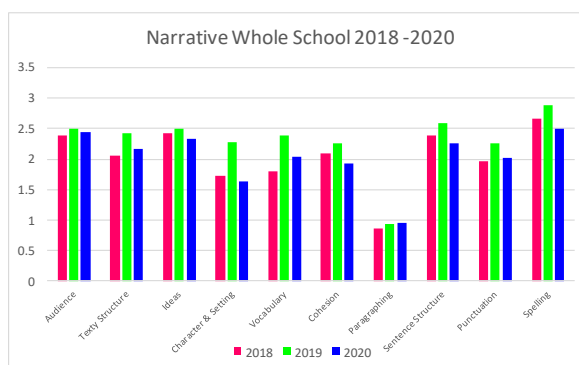
NAPLAN Writing

- Maintain our performance in Year 3 NAPLAN with student achievement to be comparable and above like schools

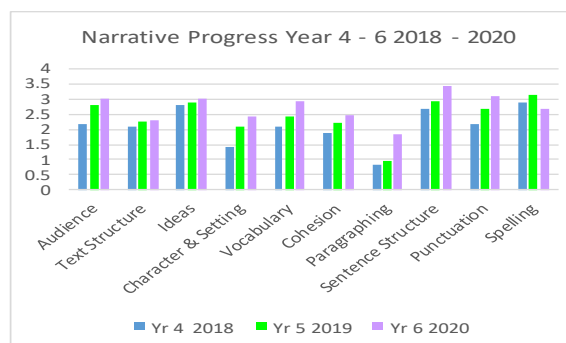
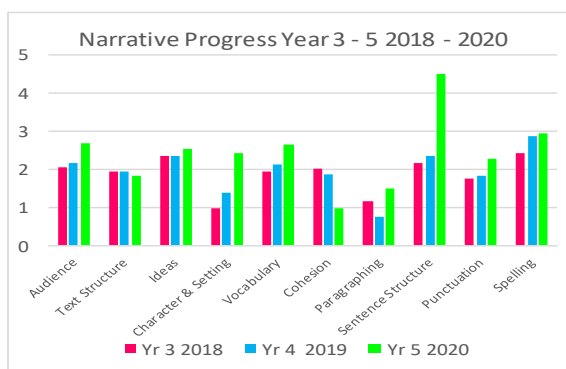
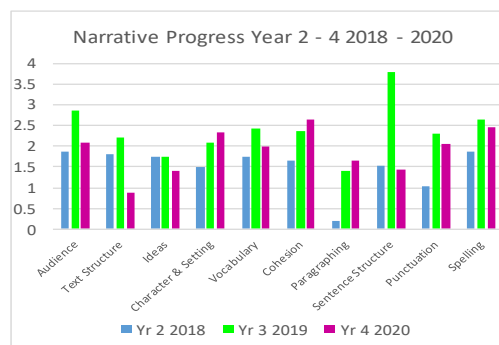
Whole School Focus:

Focus areas for 2021 to address the trends seen in Writing, included:

- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on character & setting, vocabulary, cohesion and text structure
- Focus lessons on grammar & punctuation elements linked to the whole school writing focus, particularly paragraphing, punctuation and sentence structure.



Our Year 4 cohort when compared over time, did not perform as well as they had in previous years, with areas such as text and sentence structure being areas for focus and monitoring in 2021.



When compared over time, our Year 5 and 6 students did make pleasing gains in a number of aspects of narrative writing, however, in some components previous scores were not maintained at the Year 5 level; particularly in the areas of character and setting, cohesion and in spelling at Year 6. Significant improvement was seen with sentence structure at Year 5 and improvement was also

TARGETS 2020-2022

NAPLAN Writing

- Maintain our performance in Year 3 NAPLAN with student achievement to be comparable and above like schools

Whole School Focus:

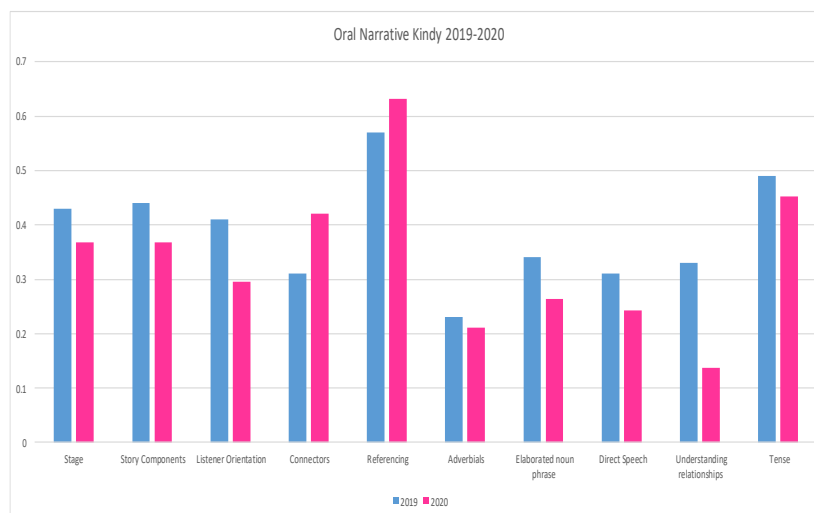
Focus areas for 2021 to address the trends seen in Writing, included:

- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on character & setting, vocabulary, cohesion and text structure
- Focus lessons on grammar & punctuation elements linked to the whole school writing focus, particularly paragraphing, punctuation and sentence structure.

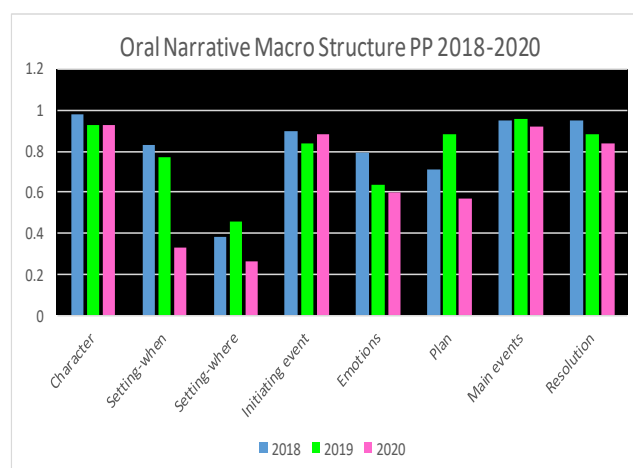
Student Performance Writing, Punctuation & Grammar

Oral Narrative (Kindy & Pre Primary)

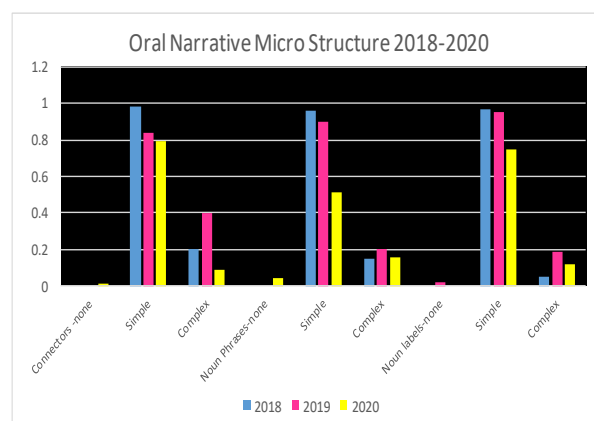
Oral narrative provides our youngest students with learning the structure of a narrative orally before the more formal writing of narratives begins in the primary classes.



Our Kindy and Pre Primary students did not perform as well as our previous cohorts in a number of aspects of this assessment; however improvement in the areas of referencing and their use of connectors was seen with our Kindy students. Pre Primary students showed an improvement in including an initiating event, however many students did not provide an adequate setting in their retell of a known story.

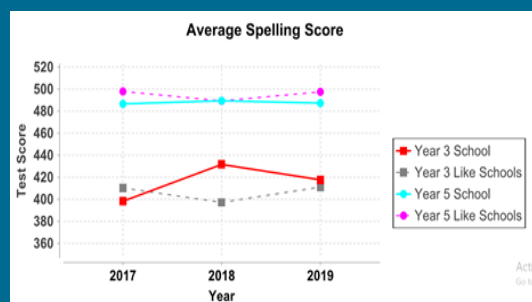


Language used by Pre Primary students in their oral narratives consisted mainly of simple connectors and nouns.



Student Performance

Average Spelling Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	398	410	487	498
2018	432	397	489	489
2019	418	411	487	498

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2018		2019		2018		2019	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	9%	10%	10%
7	530 - 581					24%	20%	24%	23%
6	478 - 529	23%	17%	23%	21%	30%	31%	19%	28%
5	426 - 477	33%	22%	29%	24%	27%	22%	21%	24%
4	374 - 425	23%	24%	26%	25%	12%	12%	21%	8%
3	322 - 373	15%	18%	8%	18%	3%	6%	5%	5%
2	270 - 321	5%	11%	11%	8%				
1	Up to 269	0%	9%	5%	5%				

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

Targets

2020-2022

NAPLAN Spelling

- Decrease the percentage of students in Year 3 & 5 achieving at National Minimum Standard and increase the percentage of students in the top 3 bands

Due to COVID19 and the cancellation of NAPLAN in 2020, there is no data from this assessment for last year. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment has been made using the school's self-assessment methods.

NAPLAN results for our Year 3 in 2019 when compared to like schools showed a higher percentage of students achieving at Band 5 & 6 with fewer students achieving at Band 4. We had slightly more students 'at or below' the National Minimum Standard when compared to like school results. Our Year 5 cohort showed an improvement in the percentage of students achieving Band 7 and 8, however we performed below our 'like schools' with 26% of student at or below the National Minimum Standard.

A continued focus for 2021 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.

Student Performance Spelling

A number of school based assessments were administered over 2020 to ensure the monitoring of student progress. Words Their Way spelling assessments were used to monitor progress in spelling from Year 1-6. Letters and Sounds forms our program for the teaching of phonics across Pre Primary to Year 3, which supports our students both in spelling and decoding in reading.

Students levels of attainment on the diagnostic testing undertaken in 2020 showed that the majority of students from Year 1 to Year 6 were working in appropriate stages. Our Year 1—6 cohorts displayed improvements across the course of 2020 in their spelling skills, with a strong focus on phonemic awareness being utilised with our PP-Yr 3 cohorts of students. Trends in the older students showed a slight reduction in transferring phonetic knowledge and spelling rules in written situations based on our writing data.

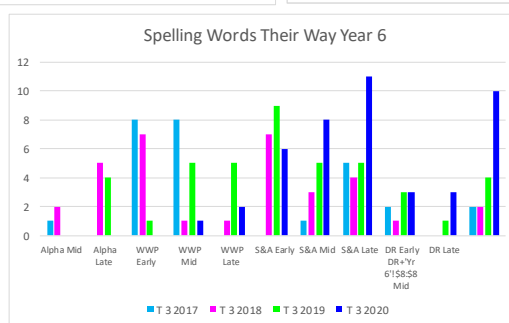
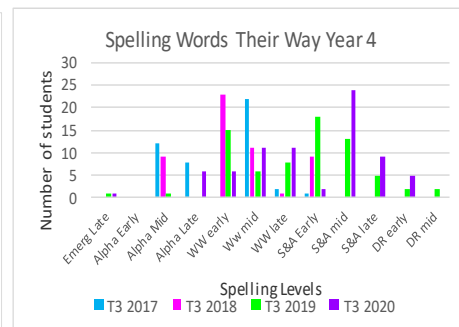
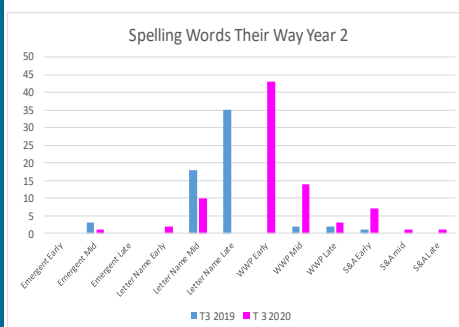
Targets 2020-2022

NAPLAN Spelling

- Decrease the percentage of students in Year 3 & 5 achieving at National Minimum Standard and increase the percentage of students in the top 3 bands

Focus areas for 2021:

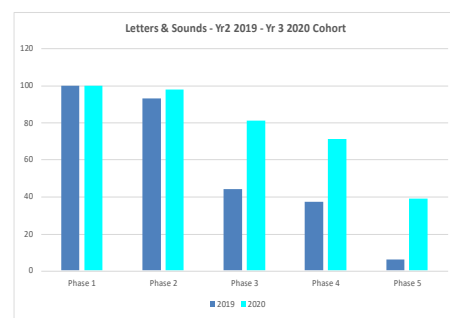
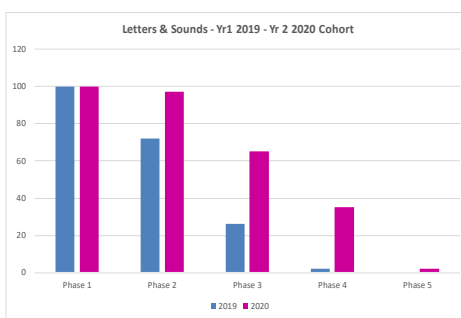
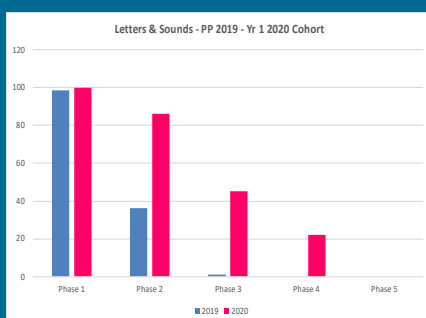
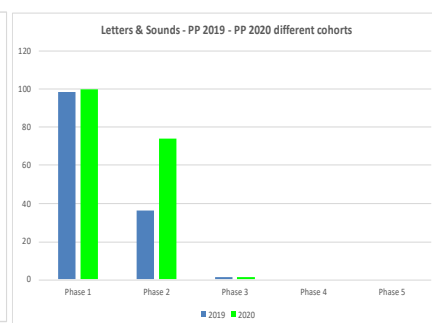
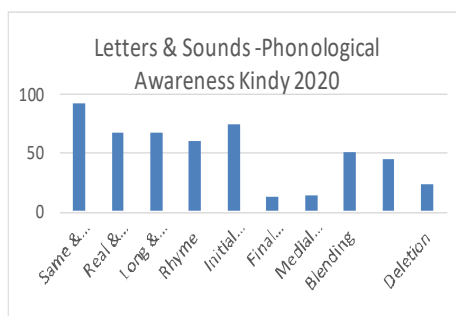
- Continue to embed phonological and phonemic awareness across K-3
- Explicitly teach spelling rules and morphology



Phonological Awareness and Letters & Sounds

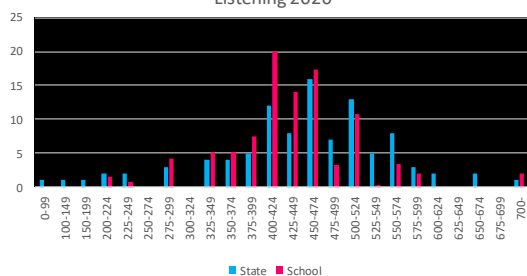
These programs are an important aspect of our curriculum and assist the students with encoding (spelling) as well as decoding unknown words (reading) in the early years and form the foundations for later learning.

Students in Kindy made steady progress with developing their knowledge of sounds and growth was seen across Year 1-3 with the percentage of students achieving phases within the Letters & Sounds program.



ON ENTRY SPEAKING & LISTENING

State-School Comparison On Entry Speaking & Listening 2020



On Entry Assessments

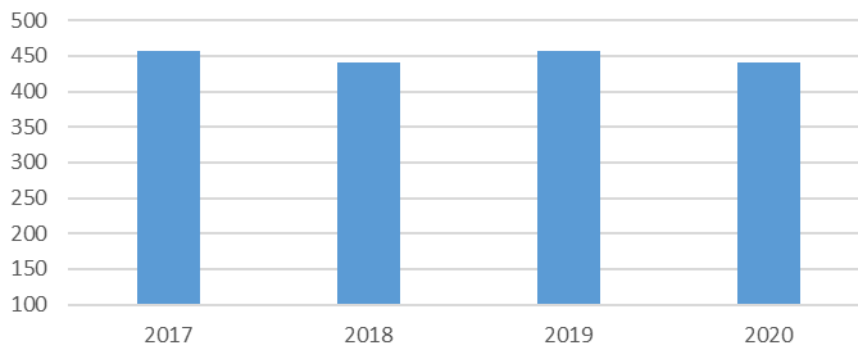
Language development is critical to the development of reading. Data collection for this area included analysis of work samples, teacher's observations and anecdotal records.

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 2020. A random sample of students at Year 1 and 2 were 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 2020 school year and for the setting of priorities for 2021.

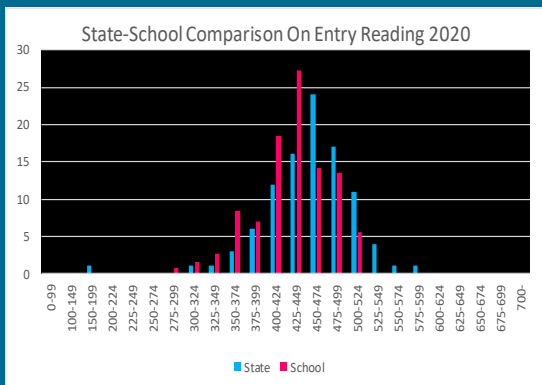
On Entry Speaking & Listening 2017-2020



Analysis and comparison of our data from 2017 to 2020 indicated that there had been a slight decrease with students achieving an average score of 441 in 2020 when compared to other years where students averaged 457. 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 continued focus for the early years in 2021 will be on developing oral language with emphasis being placed on spoken text structure, sequencing of ideas and vocabulary. Further foci areas will be on oral comprehension in speaking and listening situations as well as on whole body listening skills.



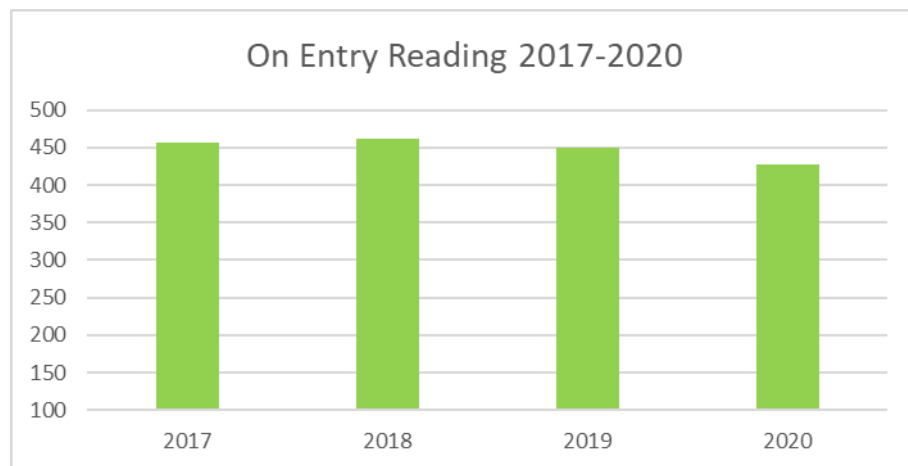
TARGETS

Pre Primary Targets

Reading

- Increase the percentage of students scoring above 475 in reading

On Entry Assessments



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

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 identify initial and final sounds in words. Pre Primary students were also unfamiliar with genres of text and difficulties were seen with student’s comprehension of text.

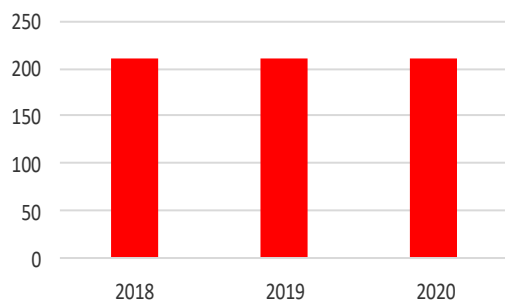
The random sample of Year 1 and 2 students tested showed trends of improvement in story retelling. Trends showed difficulties with reading fluency, with accuracy and self correction rates being areas of concern. Comprehension of text was also a focus in 2020; in particular inferential questions. Phonic knowledge and the student’s ability to use this knowledge to decode words showed improvement by Year 2, however manipulation of sounds was an area for further focus.

Early Childhood Focus Kindy– Year 2

Focus areas in 2021 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.
- A continued explicit focus on Phonological and Phonemic Awareness.
- A continued explicit focus on Semantics (vocabulary) Kindy-Year2.
- Comprehension –continued focus on the development of comprehension skills particularly literal and inferential comprehension.
- Continued implementation of the use of visible thinking strategies to support students comprehension.

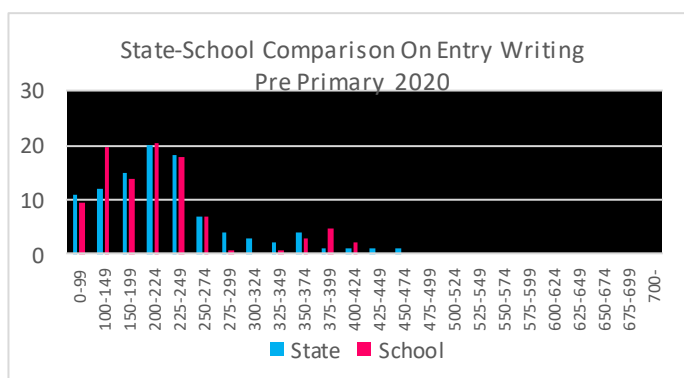
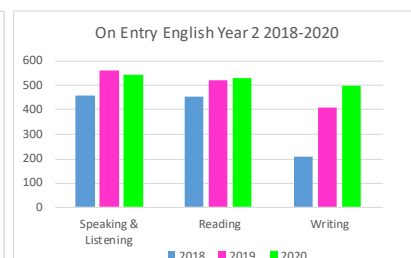
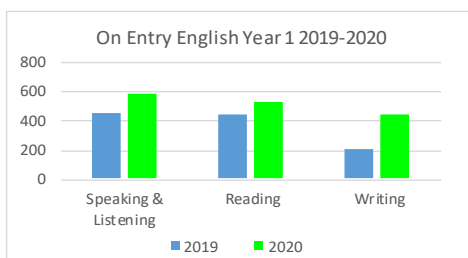
On Entry Pre Primary Writing
2017-2020



On Entry Assessments

Pre Primary data indicated that a number of our students were unable to successfully engage in the writing process at a sentence level. The majority of Pre Primary students were able to write their name correctly and attempted to give meaning to their writing attempt.

A significant improvement was seen at the Year 1 and 2 level when compared to previous data from the previous year/s. Of the students tested, the areas that the students displayed difficulty with, were the following: including an orientation and resolution in written texts, level of detail about characters, events, and setting. The level of vocabulary used was often simple and a 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. Improvement was seen in providing at least 2 events and a complication in a narrative.



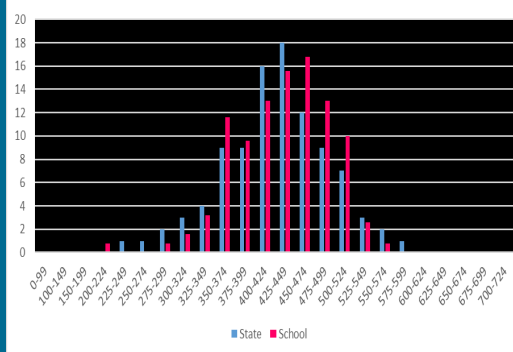
Early Childhood Focus K– Yr 2

Focus areas in 2021 to address the trends seen in writing, include:

- Continued explicit phonic instruction—Letters and Sounds Program to ensure systematic teaching of phonics to enable encoding of text.
- Explicit 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 whole school.

On Entry Assessments

State-School Comparison Numeracy 2019



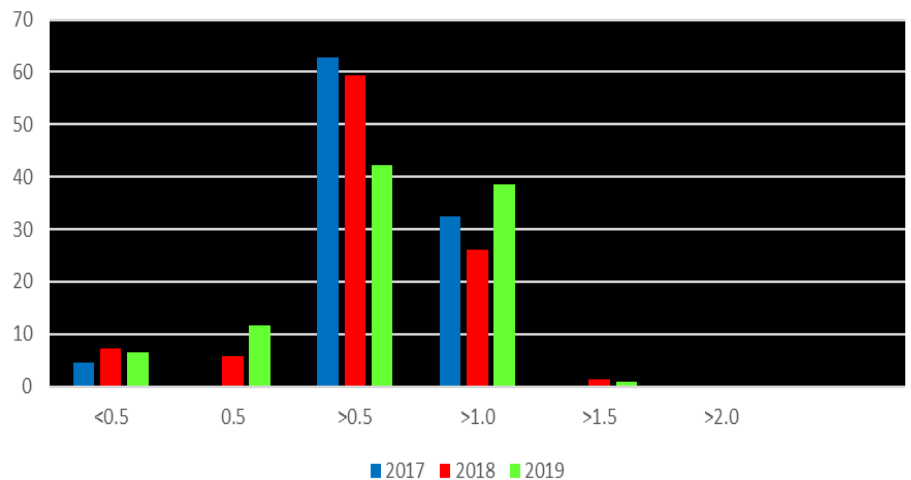
TARGETS

Pre Primary Targets

Numeracy

- Maintain an average cohort score of 0.8.
Achieved
- Reduce the number of students scoring less than or equivalent to 0.5 to below 4%
Not Achieved

On Entry Longitudinal Data Numeracy
2017-2019



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 back from 10 in sequence. Areas identified for further development were identifying what numeral comes before and or after a given numeral, counting back from 10, using number to solve problems and comparing length and mass and understanding time concepts of today, tomorrow and yesterday.

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

Early Childhood Focus Kindy– Year 2

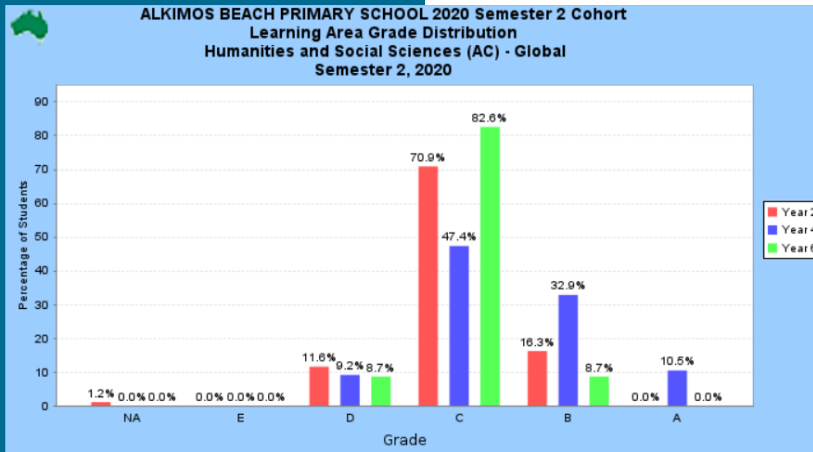
Focus areas for 2021 to address the trends seen in numeracy, include:

- 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, mass and time.
- Geometry—simple mapping concepts.

Humanities and Social Sciences

Humanities

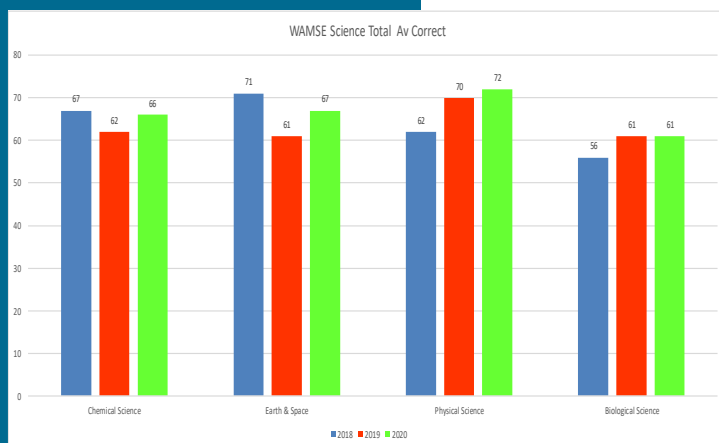
History and Geography were the focus for 2020 and student work was moderated against the West Australian Curriculum exemplars in this area. Students from Pre Primary to Year 6 were assessed against the outcomes and in the main demonstrated a good knowledge of the understandings taught.



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 cooking 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 and Physical Science had shown improvements with student knowledge of Biological sciences remaining constant. A slight improvement was seen in students achievement in the science area of Chemical Science from the data collected in 2019. Specific skills and understandings within the Physical, Chemical, Earth & Space and Biological science strands were analysed and are being used as part of a whole school focus.

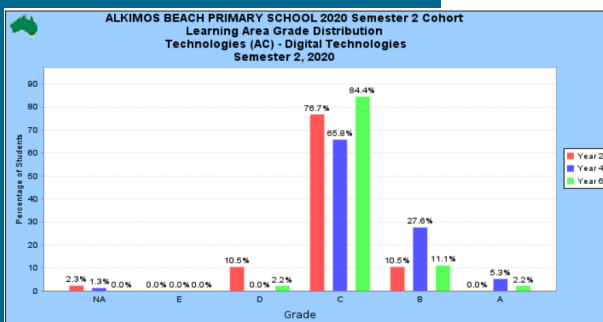
Whole School Focus

Focus areas for 2021 are:

- Knowledge of materials.
- Bar Graph construction and labelling.
- Inferring and hypothesising a plausible scientific reason.

Technology

Digital technologies were a major focus for 2018 and 2019 with the school engaging as part of a Teacher Development School with our network. A focus on using digital technologies as a tool across curriculum areas continued in 2020 and provided a strong foundation for staff and student engagement. Coding activities proved to be highly engaging for our students, with a number of our students participating in an after school coding club again in 2020.



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. As this was a Semester 1 reporting area, no grades were allocated due to the COVID19 impact.

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 2020 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. Our students also have had the opportunity to learn the ukulele, guitar, xylophone and mixed percussion as part of our music program and have certainly enjoyed this opportunity. They have also explored and developed their understanding of musical notation and theory, cultural music, and genre studies.

Our School Choir performed at a variety of times during the course of the 2020 year around the school entertaining their peers. We also had our inaugural "Alkimos Beach Has Talent" show which proved very popular with our students and provided a great opportunity for our students to engage in a performance situation.

The amazing visual art works that students had created over the course of the year, were displayed throughout the school providing a wonderful array of art works for our school community to appreciate and enjoy.



Languages—Japanese

In the Languages (Japanese) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understandings in English and of literacy in general.

The Japanese program at Alkimos Beach PS is taught to students from Years 2 – 6 for 60 minutes per week. The program focuses on developing students' basic Japanese communication skills as well as an understanding of and respect for the Japanese culture. Students regularly use a bank of iPads to build vocabulary, record speeches and to practice Japanese writing and reading skills. Card and board games, Japanese music, calligraphy, folktales and cooking are also incorporated into the learning experiences.

Special highlights in 2020 included:

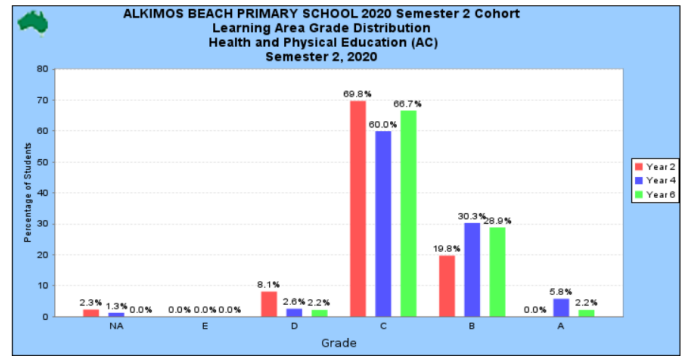
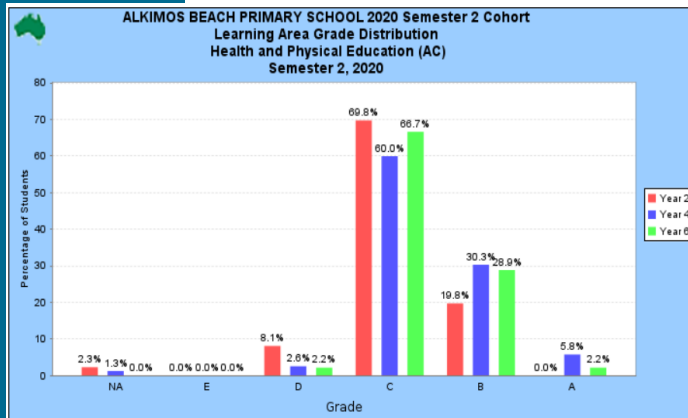
- Calligraphy competitions, learning the techniques with water calligraphy sets before experimenting with traditional ink and paper was held for Year 2 to 6 students. Three entries were entered into the annual JLTAWA Calligraphy contest, with the Year 6 entry winning first place.
- Using iPad apps such as iKana and Quizzes to quiz hiragana recognition and vocabulary recall. Mini speeches were also recorded on the iPads.
- Cooking onigiri (flavoured rice balls) by Year 2 and 3. Writing hiragana characters using coloured pancake mix as a handwriting assessment task with Year 4, 5 and 6 students.
- Exploring real life in Japan, such as schools, transport, mascots, housing and food were popular lessons.
- Learning about and participating in traditional festivals, such as New Year, Boys' and Girls' Days, Ohanami, and Tanabata.
- Listening to popular stories such as "The Very Hungry Caterpillar" and "The Giant Turnip" in Japanese as well as some traditional folktales.

Photos and samples of student work were shared with the school community via classroom and office displays and school newsletters. There is a good level of enthusiasm for learning Japanese and significant improvement by many students at ABPS, especially in their reading skills. The scheduled Japanese Culture Day and incursion by a performing artist was cancelled due to Covid-19, however, it has been rescheduled for March 2021.



Health & Physical Education

In 2020 the 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

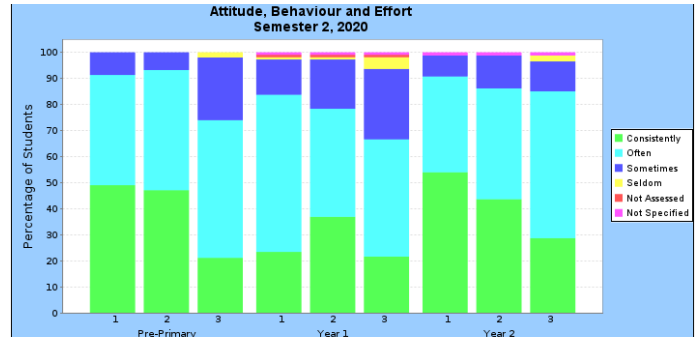
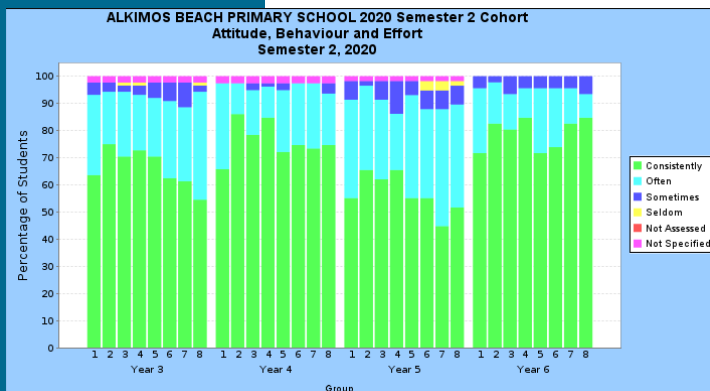
The focus at the K & PP level is on the development of fundamental movement skills. The students participated in a variety of activities designed to develop skills such as balancing, running and jumping.

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 an external provider in the area of lacrosse. Our Faction and Interschool Faction carnivals were a highlight for our students last year and provided a wonderful opportunity for our students to highlight their athletic skills. Students were also given the opportunity to participate in BeachSafe activities with Surf Life-saving, culminating in a beach carnival where our students were able to practice many of the skills taught.

SOCIAL DEVELOPMENT

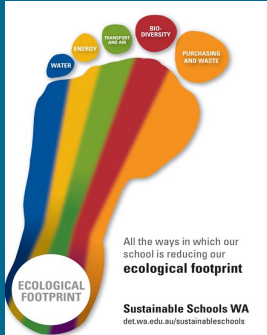
1. Is enthusiastic about learning.
2. Participates responsibly
3. Sets goals and works towards them.



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 2020, we continued to embed the You Can Do It! program as our whole school approach from PP to Yr6 in the teaching of pro social skills, complimenting our whole school Values program. The program builds students' skills in the areas of Resilience, Persistence, Getting Along, Organisation and Confidence. In Kindy, the 'I Do It!' Program is used to teach key social skills at the foundation level.

The majority of Kindy– Year 6 students display appropriate attitude, behaviour and effort. Kindy students were moving towards small group play by the end of the year, effectively following class routines. Students and staff from PP to Year 6 were surveyed 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, emotional regulation and making positive choices and decisions.



Sustainability Focus

Sustainability has been a whole school focus at Alkimos Beach and our plan has now been in operation for two years. Sustainability has strong cross-curriculum links with our Science, HaSS and Technologies programs.



CARING FOR THE LAND & WATER

Waste Wise

Clean Schools

Junior Landcare

Special highlights:

- Creation of 2 additional Eco Warrior leadership roles. Now 4 in total.
- LeandLease Landcare Grant funding was used to purchase a recycling truck for the ECE area
- \$4300 Waste Wise grant that purchased 2 additional vegetable gardens, outdoor kitchen tables and cooking equipment
- Whole school participation in the Clean Schools Program run by the Keep Australia Beautiful organisation
- 9 kg of Electronic Waste diverted from land fill from the Mobile Muster
- 19.5 kgs of household batteries were diverted from landfill through our battery collection system
- Approximately 90 kgs of organic waste was used for worm farms and creating compost for our gardens



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 officer and Manager of Corporate Services

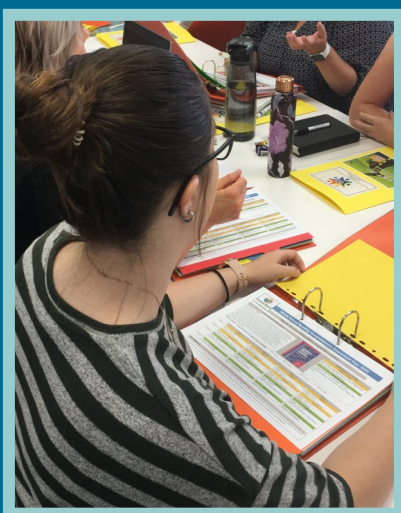
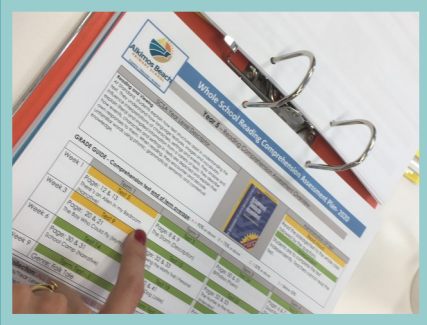
STAFF DEVELOPMENT

During 2020 all staff participated in professional development activities. These activities included six School Development Days, Action Learning and Professional Development courses linked to the School Business Plan and individual performance management plans.

Professional development activities that staff have been involved in during 2020 include:

- Collaborative planning sessions
- Moderation Sessions
- Monitoring and Assessment
- Data Analysis, School planning and target setting
- Business Plan 2020-2022
- Behavioural Expectations and Good Standing
- Student Achievement Information System
- Class Observations
- Sustainability
- Classroom Management Strategies
- Literacy—Comprehension strategies
- Visible Thinking

STAFF DEVELOPMENT



2020 Highlights, Successes and Community Links

Even though it was an interesting year, here were a number of highlights during the 2020 school year. These included:

- ANZAC Assembly
- Faction Sports Day
- Surf Life Saving Swimming Activities
- Northern Bright Stars –Academic Challenge
- Grip Leadership Student Leaders Conference
- Year 6 Swan Valley Team Building
- Coding Club
- Book Week
- Story Dogs
- Talent Show
- Metro Rail Art Work for Al-kimos Station



Kindy & Pre Primary Sports Day



NAIDOC Week



Our Story Dogs Joy and Lexi joined us for Book Week



Book Week Parade 2020



Talent Show 2020



Faction Carnival 2020



BeachSafe Carnival 2020



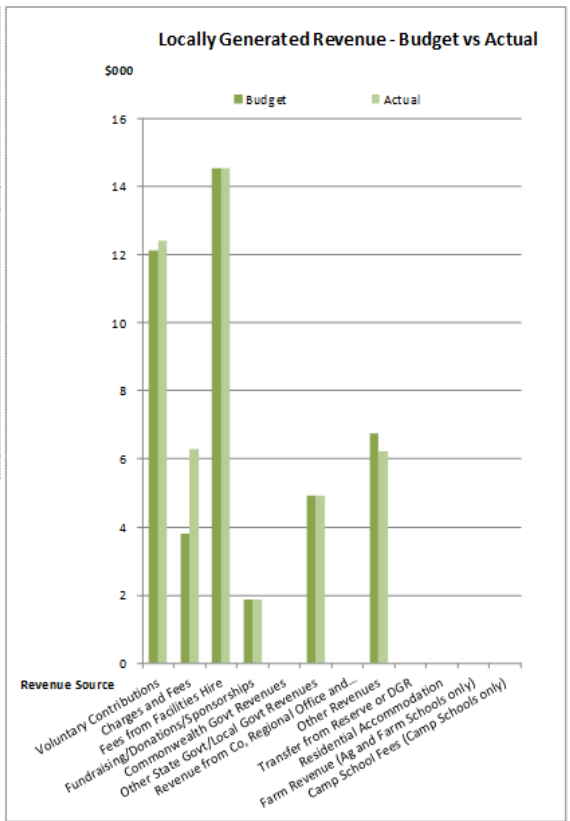
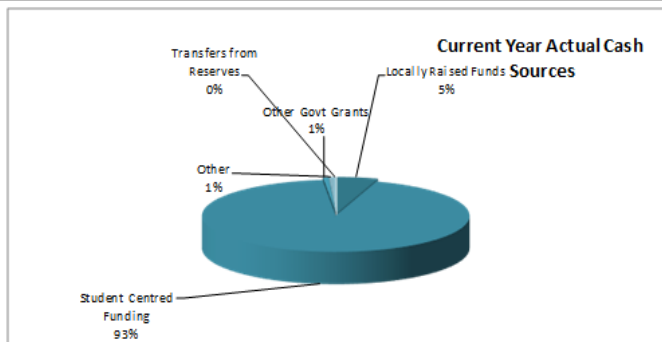
Swan Valley Yr 6 Team Building 2020

Financial Summary

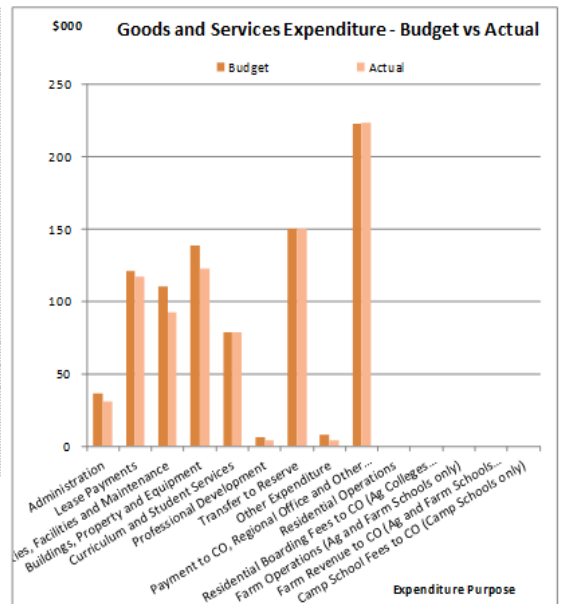
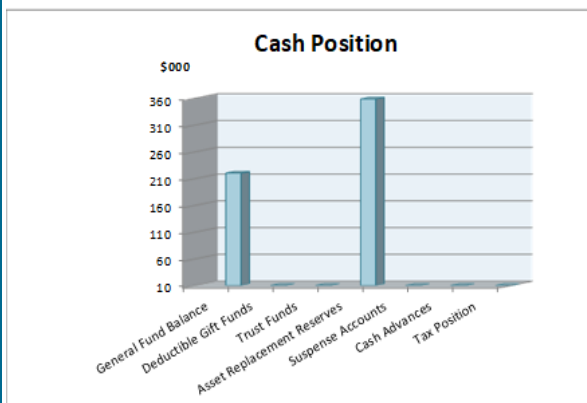


Alkimos Beach Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,131.00	\$ 12,416.00
2 Charges and Fees	\$ 3,814.00	\$ 6,291.00
3 Fees from Facilities Hire	\$ 14,547.00	\$ 14,546.37
4 Fundraising/Donations/Sponsorships	\$ 1,878.00	\$ 1,885.35
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 4,907.00	\$ 4,906.63
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,746.00	\$ 6,241.28
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	\$ 44,023.00	\$ 46,286.63
Opening Balance	\$ 330,395.97	\$ 330,395.97
Student Centred Funding	\$ 664,341.00	\$ 664,341.23
Total Cash Funds Available	\$ 1,038,759.97	\$ 1,041,023.83
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 1,038,759.97	\$ 1,041,023.83



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 36,117.00	\$ 30,741.44
2 Lease Payments	\$ 121,000.00	\$ 117,256.10
3 Utilities, Facilities and Maintenance	\$ 110,182.00	\$ 92,593.16
4 Buildings, Property and Equipment	\$ 138,585.00	\$ 122,296.52
5 Curriculum and Student Services	\$ 78,463.46	\$ 78,244.05
6 Professional Development	\$ 6,098.00	\$ 3,557.74
7 Transfer to Reserve	\$ 150,000.00	\$ 150,000.00
8 Other Expenditure	\$ 8,071.00	\$ 3,464.53
9 Payment to CO, Regional Office and Other Schools	\$ 222,638.00	\$ 222,829.63
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	\$ 871,154.46	\$ 820,983.17
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 871,154.46	\$ 820,983.17
Cash Budget Variance	\$ 167,605.51	



Cash Position as at:	
Bank Balance	\$ 578,751.86
Made up of:	\$ -
1 General Fund Balance	\$ 220,040.66
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 358,447.00
5 Suspense Accounts	\$ 1,468.20
6 Cash Advances	\$ -
7 Tax Position	\$ (1,204.00)
Total Bank Balance	\$ 578,751.86