



Alkimos Beach Primary School



Annual Report 2021





AROUND THE SCHOOL



Foreword

The 2021 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 is 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.



Michelle Wellstead
Principal



Richard Allbury & Derek de Wit
Associate Principals

MEET OUR ADMIN



Our Admin Team

Michelle Wellstead, Derek De Wit,
Richard Allbury
and

Kim Dark Manager Corporate Services

Tina Barton, Hanna Firkin & Suzanne Clark
School Officers.

From the Principal

2021 remained a challenging year with some disruptions to schooling due to COVID19 as well as considering the implications of Shorehaven PS opening. 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 2021, 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.

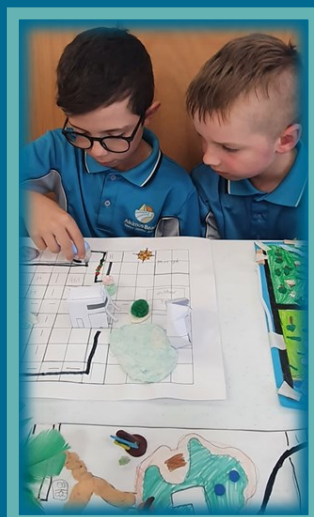
The establishment of our school grounds has been an item high on the agenda, with playgrounds being a large consideration. Planning over 2021 for a sensory Japanese themed garden area to be constructed in 2022 is well underway. Every classroom has access to high quality technology which has supported 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 has seen a large number of students audition for our school choir who entertained our students over the course of the year. Our Physical Education program saw a highly successful Faction Carnival and our students participating in the Northern Beaches Networks Inter-school Athletics Carnival and Basketball Competition. Strong links have also been made with the Surf Lifesaving Club at Alkimos again in 2021 with students being provided with access to their Beach Safe program. 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 have a Japanese language program, which has been running at Alkimos Beach since 2018. A number of our students entered competitions for calligraphy writing of Japanese hiragana symbols and were acknowledged for their work again this year.

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".



SCHOOL PROFILE



Student Profile

Our School

- ◆ 761 students (including Kindergarten students)
 - ◆ 519—Primary
 - ◆ 131—Pre Primary
 - ◆ 111— Kindergarten
- ◆ 24 Generalist classrooms
- ◆ 5 Pre Primary
- ◆ 6 Kindergarten classes

Trends of our student numbers

Based on Semester 2 2021 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.

Staffing 2021

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	40	35.4	0
Total Teaching Staff	43	38.4	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Other Non-Teaching Staff	16	12.2	0
Total School Support Staff	20	15.2	0
Total	66	56.6	0

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

Target: Not Met—attendance is equal to State percentage

Attendance

Attendance at Alkimos Beach PS in 2021 was **91.0%**. 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
2019	92.1%	92.8%	91.6%
2020	93.5%	93.5%	91.9%
2021	91.0%	92.1%	91%

	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%
2020	80.2%	15.5%	3.6%	0.7%
2021	67.9%	24.1%	7.1%	0.9%
Like Schools 2021	72.9%	21.0%	5.1%	0.9%
WA Public Schools 2021	71.0%	19.0%	7.0%	3.0%

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

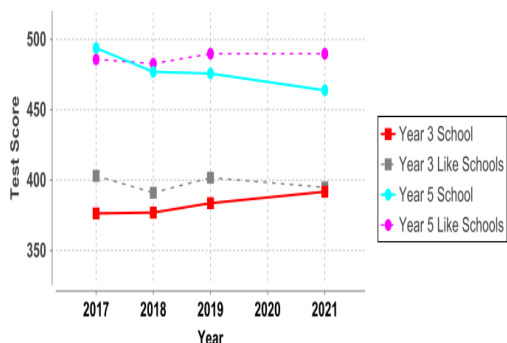
Student behaviour at Alkimos Beach PS is generally very good. During 2021 staff focused on the strategies for behaviour and pastoral care utilising the West Australian Curriculum, You Can Do It! and the Nine Values of Australian Schooling. Zones of Regulation is also used to support students with monitoring 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.

Destination Schools	Male	Female	Total
4211 Alkimos College	24	15	39
1493 St James' Anglican School	1	2	3
4191 Yanchep Secondary College	1	0	1
Other		2	2

Student Performance

Average Numeracy Score



TARGETS

NAPLAN Numeracy

- Decrease the percentage of students in Yr 3 & 5 achieving at National Minimum Standard

Target Met: Year 3—a decrease from 15% to 8%

Target Not Met: Year 5

- Increase the percentage of students in the top 2 bands in numeracy.

Target Met: Year 3—increase from 23% to 29%

Target Not Met: Year 5— No change, with 10% in top two bands from 2019-2021

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
2021	392	395	464	490

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	6%	0%	7%
7	530 - 581					5%	19%	10%	19%
6	478 - 529	9%	14%	5%	12%	34%	33%	29%	33%
5	426 - 477	14%	22%	24%	20%	44%	27%	36%	26%
4	374 - 425	38%	31%	31%	29%	10%	12%	21%	12%
3	322 - 373	20%	21%	31%	23%	2%	3%	4%	3%
2	270 - 321	15%	10%	8%	13%				
1	Up to 269	5%	3%	1%	3%				

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

The graphs from 2021, indicate achievement of the 2021 Year 3 and 5 Alkimos Beach PS students in the area of Numeracy. The data indicated that our Year 3 students performed slightly better than 'like schools', with only 9% of our students scoring 'at or below' the National minimum standard, which was an improvement from 2019. The percentage of students in Bands 5 & 6 also increased with 29% of students being in these bands in 2021, compared to 23% in 2019, 24% in 2018 and only 18% in 2017.

The data indicated that in Numeracy NAPLAN assessments our Year 5 cohort performed below our like schools and the Australian mean, with 4% of students being 'below' the minimum standard. There was also an increase in the percentage of students who were 'at' the national mean, when compared to 2019 data. An area for continued focus in 2022 will be on increasing the percentage of students in Band 7 and 8.

Areas identified from the testing that require further consolidation and will be a part of our 2022 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 2022 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

TARGETS

2020-2022

NAPLAN Numeracy

Focus areas for 2022:

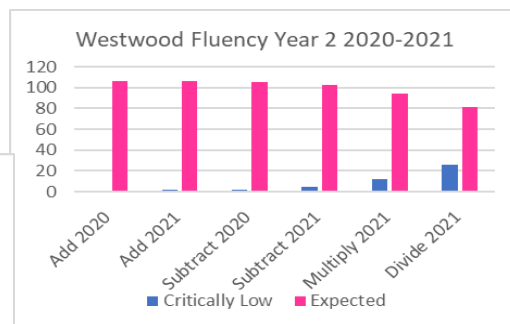
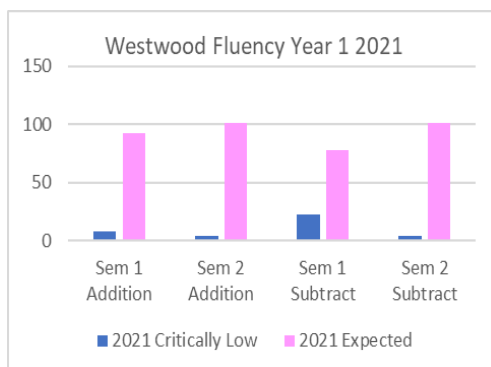
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

Student Performance Numeracy

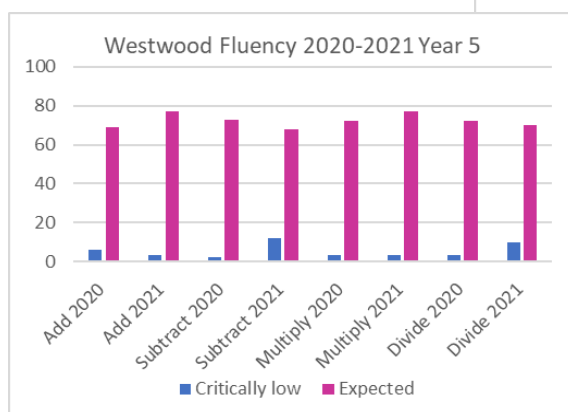
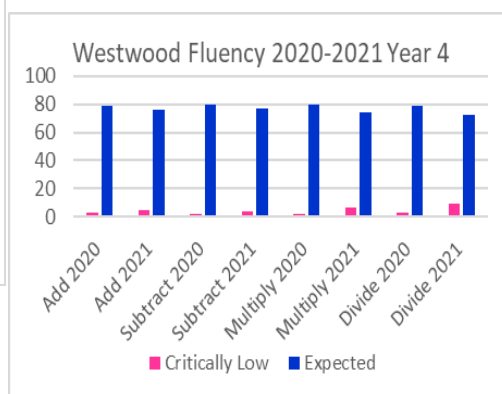
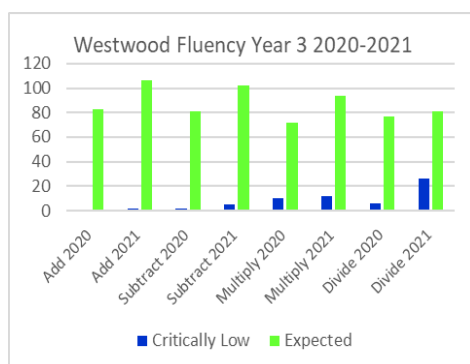
Over the course of 2021, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including assessments of fluency with basic number facts, PAT Maths tests and a maths tracker to check 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 2020 to 2021. 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 our stable cohort of students generally showed improvement at all year levels in their automaticity of basic number facts when compared to previous data collected. Automaticity with division facts showed a greater number of students experiencing difficulty with recall of these facts and will be a focus in 2022.

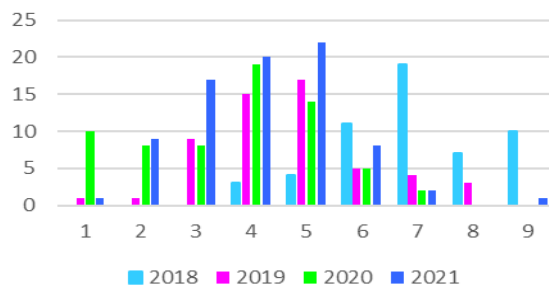


Student Performance Numeracy

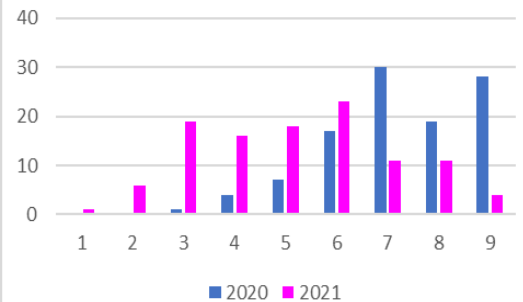
PAT Math Assessments

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 Longitudinal Year 4 2021



Pat Math Stanines Longitudinal Year 2 2021

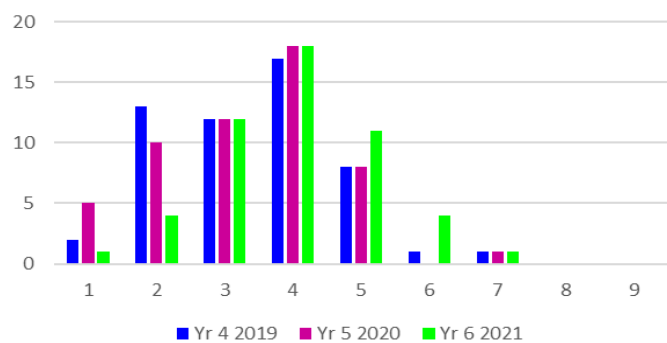


Focus areas for 2022:

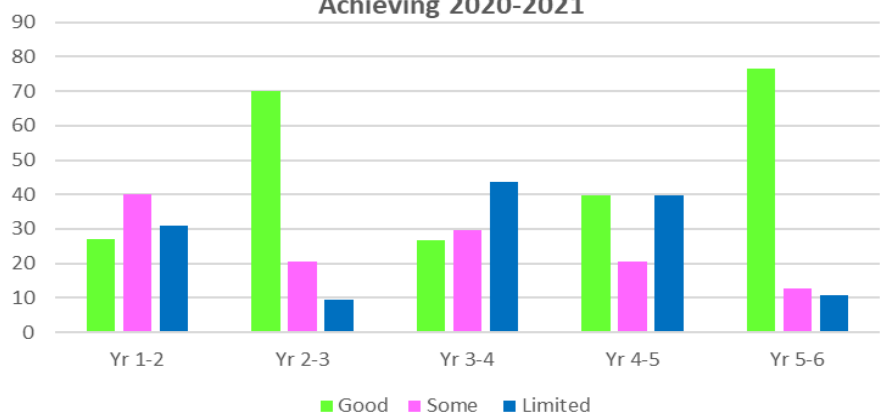
- Place value concepts
- Number Facts
- Fractions & Decimals
- Reading and understanding word problems
- Explanation of mathematical thinking
- Using units of measurement

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 2020 and 2021 data for the same cohort of students, shows improvement of student progress over time.

PAT Math Stanines Longitudinal Year 6

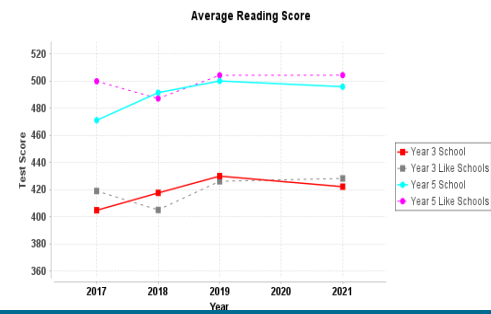


PAT Math Expected Gains-Percentage of Students Achieving 2020-2021



Student Performance

Average Reading Score



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

Target Met -2019 Bands 6-8 = 58%
-2022 Bands 6-8 = 62%

-2019 Band 5 = 33%
-2022 Band 5 = 20%

- Achievement of Yr 3 students in 2021 will meet NAPLAN achievement of like school

Target Met :

School 2021 Band 1 & 2 = 9% (Better)

Like Schools Band 1 & 2 = 12%

School 2021 Band 3 = 15% (Same)

Like Schools Band 3 = 15%

School 2021 Band 4,5 & 6 = 76% (Better)

Like Schools Band 4,5 & 6 = 73%

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	405	419	471	500
2018	418	405	492	487
2019	430	426	500	504
2021	422	428	496	505

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	14%	6%	12%
7	530 - 581					24%	23%	26%	24%
6	478 - 529	24%	26%	20%	29%	24%	30%	30%	32%
5	426 - 477	30%	24%	26%	23%	33%	19%	20%	21%
4	374 - 425	24%	23%	30%	21%	10%	10%	16%	8%
3	322 - 373	11%	15%	15%	15%	0%	4%	1%	4%
2	270 - 321	9%	9%	6%	10%				
1	Up to 269	2%	3%	3%	2%				

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

Student achievement in NAPLAN Reading assessments indicated that our Year 3 students performed comparably with 'like schools' in 2021. Our Year 3 students scoring 'at or below' the National minimum standard was less than 'like schools', with only 9% compared to 'like schools' with 12%. A focus for ABPS is to increase the percentage of students achieving in Band 6.

Our Year 5 students did not perform as well as 'like schools' with 17% of our Year 5 students scoring 'at or below' the National minimum standard. A focus for ABPS is to increase the percentage of students achieving in Band 8 and to decrease the percentage of students in Band 4.

In 2021, 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 2022 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 continue in 2022 with a key focus on developing 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).

Reading

Student Performance Reading

Over the course of 2021, 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

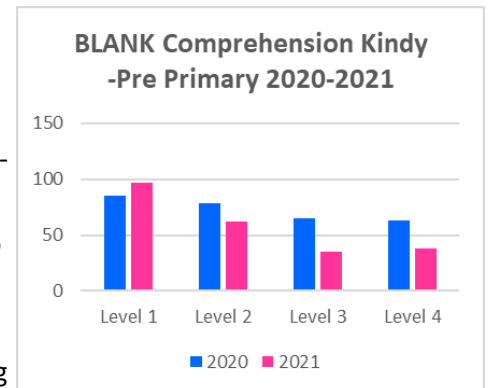
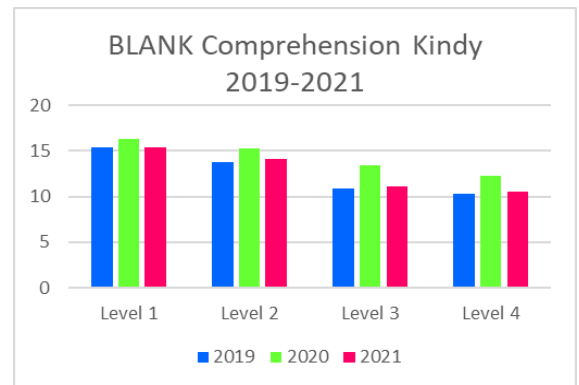
BLANK Level assessments were administered across Kindy–Pre Primary. These assessments

showed our Kindy cohort experienced difficulty when responding to 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, however there was a decrease in students' ability to answer Level 2,3 and 4 question types.

Inferential and evaluative questions were an area of weakness with strength showing in literal questioning.

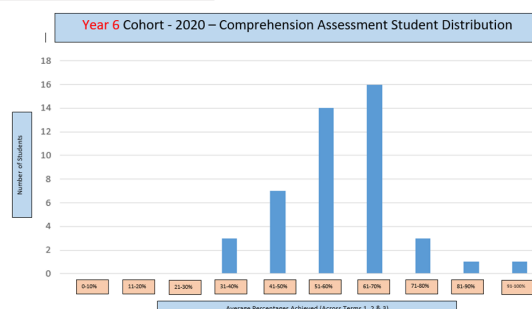
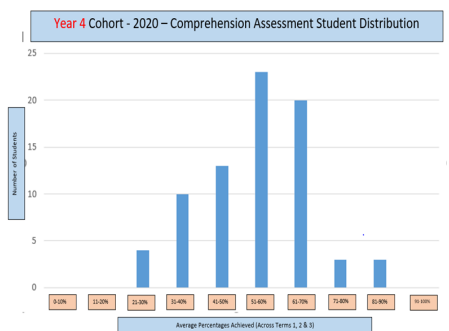
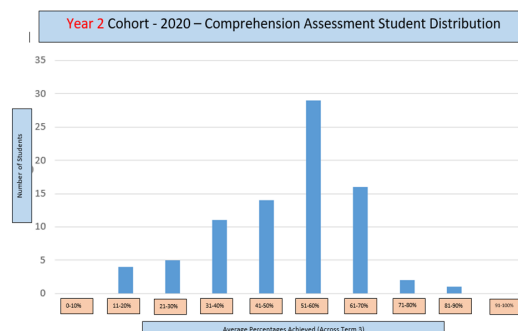
The Comprehension Benchmark Assessments were administered to students in Yr 2-6 throughout 2021 to measure students comprehension of text. The assessments showed the majority of our students on average were scoring between 41% to 70% correct when answering literal, inferential and evaluative questions about a text. Comprehension was a focus in 2021 and will continue to be an area analysed throughout the 2022 year.



Whole School Focus:

Focus areas for 2022 to address the trends seen in reading, include:

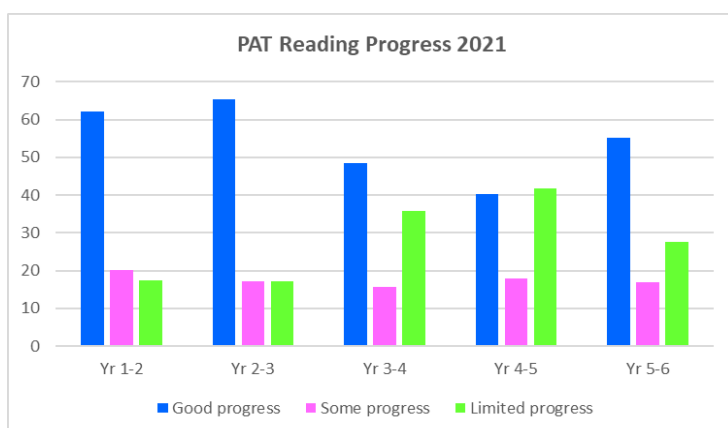
- Maintain the explicit phonic instruction— Letters and Sounds Program to ensure systematic teaching of phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—a key focus in 2021 will continue in 2022 with a key focus on developing comprehension 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

PAT Reading

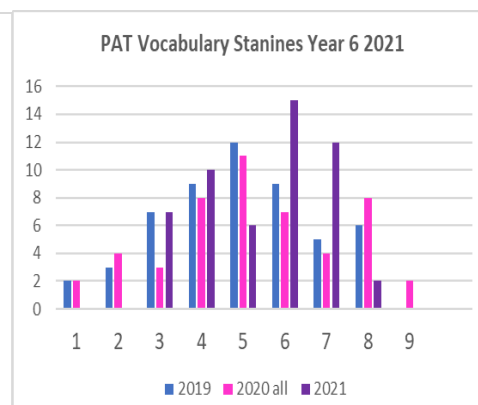
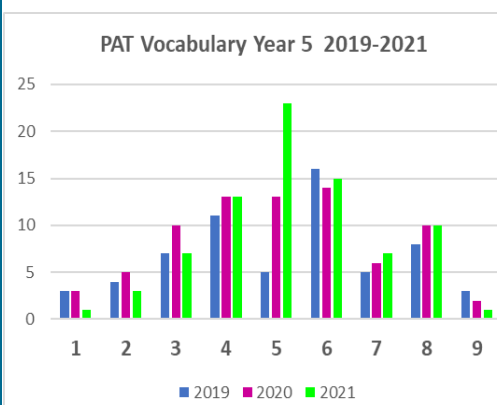
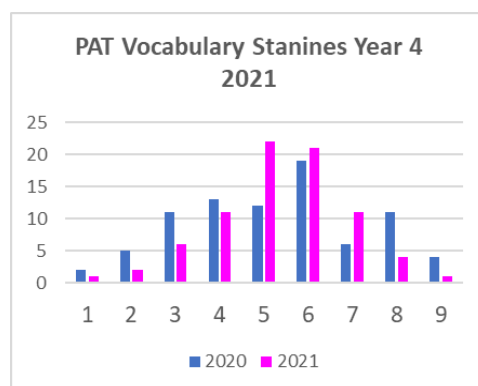
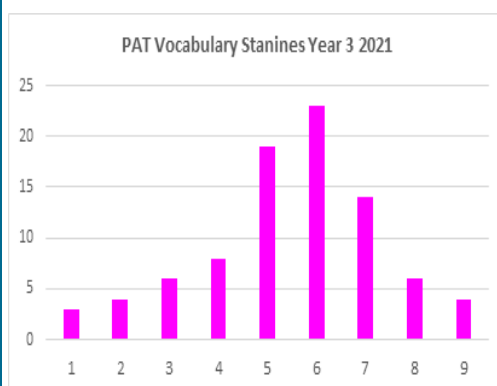
This assessment is completed across Year 1-6. The data collected from these assessments is looked at in two ways—student stanines and progress from one year to the next. A key focus using these assessments was on the progress made by our students. Reading showed a



large number of students made good to very good progress in reading over the course of 2021, however, further investigation of the progress made by our middle primary students will be undertaken over the course of 2022.

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 2022 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)

Whole School Focus:

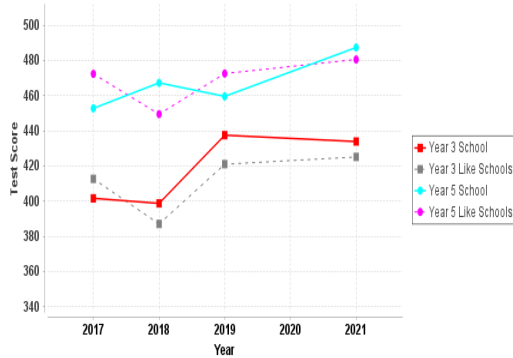
Focus areas for 2022 to address the trends seen in reading, include:

- 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 continue in 2022 with a key focus on developing 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

Average Writing Score

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
2021	434	425	487	481

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					2%	4%	4%	4%
7	530 - 581					2%	11%	16%	15%
6	478 - 529	18%	14%	13%	17%	29%	30%	38%	32%
5	426 - 477	49%	37%	50%	43%	43%	35%	32%	33%
4	374 - 425	18%	32%	31%	22%	21%	15%	9%	12%
3	322 - 373	14%	12%	6%	11%	2%	4%	1%	4%
2	270 - 321	0%	4%	1%	5%				
1	Up to 269	0%	2%	0%	2%				

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

TARGETS

2020-2022

NAPLAN Writing

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

Target Met: Year 3 and Year 5 NAPLAN results were comparable and slightly exceeded 'Like Schools'.

Due to the cancellation of NAPLAN in 2020, data from the 2021 NAPLAN assessments is being compared to the data from 2019.

The Year 3 NAPLAN results when compared to 'like schools', showed we had a comparable number of students working in Bands 5 and 6 with a significantly lower percentages of students at or below the National Minimum Standard. Our average writing scores were slightly better than 'like schools'.

Year 5 NAPLAN results showed an increase in the percentage of students working at Band 7 & 8, when compared to 2019. The percentage of student working in Band 6, 7 and 8 was similar to 'like schools'. The number of students performing 'at or below' the National Minimum Standard was lower than 'like schools', with our average score being slightly better when compared to 'like schools'.

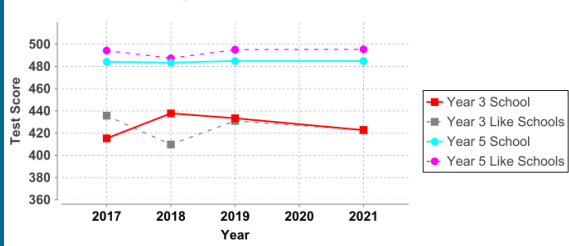
Whole School Focus:

Focus areas for 2022 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

Grammar & Punctuation

Average Grammar & Punctuation Score



Whole School Focus:

Focus areas for 2021 to address the trends seen in Grammar & Punctuation, include:

- Focus lessons on grammar & punctuation elements linked to the whole school writing focus, particularly punctuation usage, sentence structure and parts of speech such as nouns, adjectives and adverbs.
- Use of CHIMPS Editing strategies whole school to develop student's ability to apply taught grammar & punctuation.

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
2019	433	431	485	495
2021	423	423	485	495

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	16%	6%	11%
7	530 - 581					24%	19%	16%	19%
6	478 - 529	27%	31%	22%	27%	29%	24%	35%	27%
5	426 - 477	30%	22%	33%	21%	19%	22%	24%	27%
4	374 - 425	24%	20%	21%	25%	24%	12%	13%	10%
3	322 - 373	5%	14%	13%	12%	0%	8%	6%	5%
2	270 - 321	9%	8%	9%	9%				
1	Up to 269	5%	4%	2%	5%				

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

NAPLAN average score results in Grammar & Punctuation showed Year 3 students performing comparably with like schools. Our Year 3 students performed slightly better in Band 5 when compared with like schools; however did not have as many students attaining a Band 6 score. The number of students achieving 'at or below' the National Minimum Standard at Year 3 was slightly lower than like schools and was an improvement on the percentages seen in 2019.

Our Year 5 students performed below our 'like schools' with a higher percentage of students achieving 'at or below' the National Minimum Standard. We also have a lower percentage of students achieving in the higher bands. At Year 5 an increase of students achieving Band 6 was seen.

Analysis of results show students performing well with simple sentence structures and tense. Areas for focus in 2022 include further development of student understanding of compound and complex sentences including noun/pronoun agreement, correct punctuation of sentences, use of punctuation such as apostrophes, quotation marks, contractions and capital letters for geographical locations. Other areas of grammar for focus are the use of adjectives, adverbs, nouns and verbs within sentences.

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:

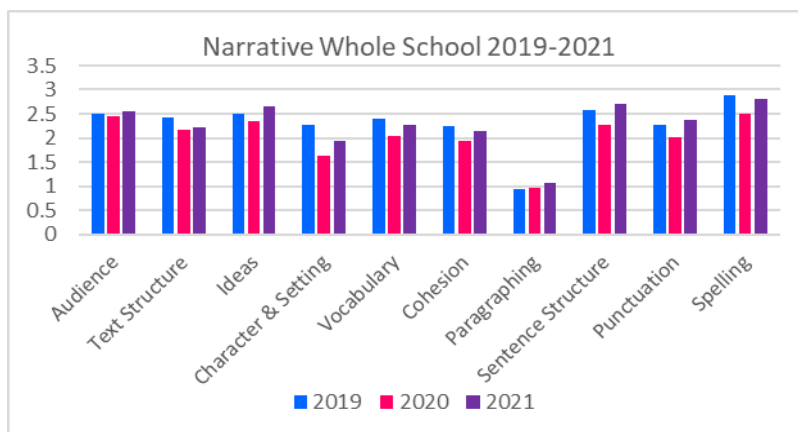
- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on character & setting, vocabulary, cohesion and text structure
- Focus lessons on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

Student Performance

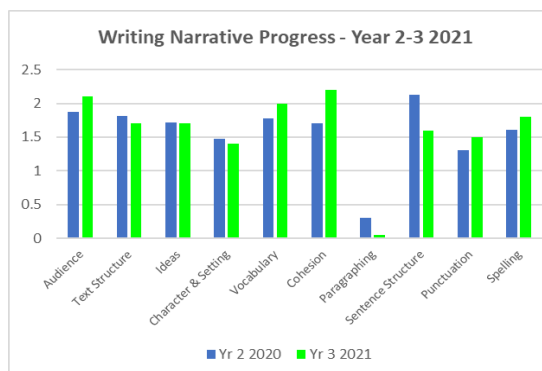
Over the course of 2021, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including moderation tasks, NAPLAN Writing Rubrics, and Oral Narrative tasks (K & PP).

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.



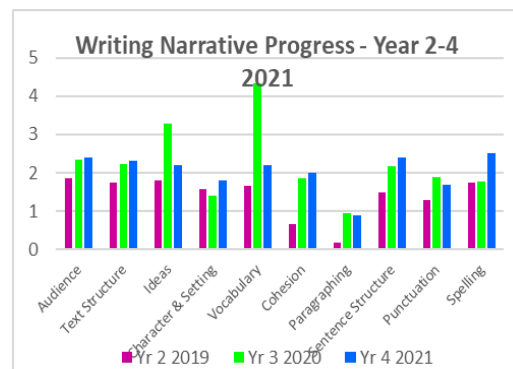
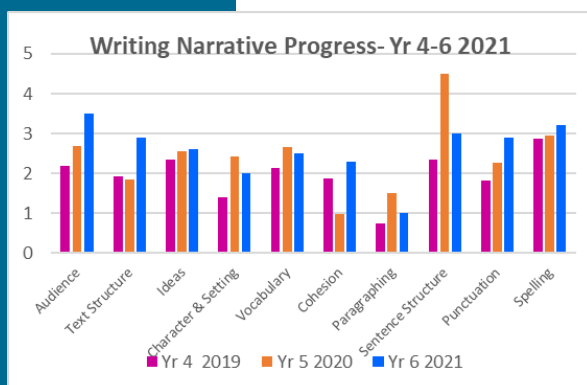
Our Year 3 cohort when compared over time, performed well, with some improvements being noted. In areas such as audience, vocabulary, cohesion and spelling, and sentence structure and paragraphing are areas for focus and monitoring in 2022 for this cohort of students.



When compared over time, our Year 4 students did make pleasing gains in a number of aspects of narrative writing, such as character and setting and sentence structure. However, in some components

previous scores were not maintained; particularly in the areas of ideas and punctuation.

Our Year 6 cohort continued to maintain good progress across a number of narrative



writing components including audience, text structure and cohesion. An area for continued focus is on paragraphing and character and setting.

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.

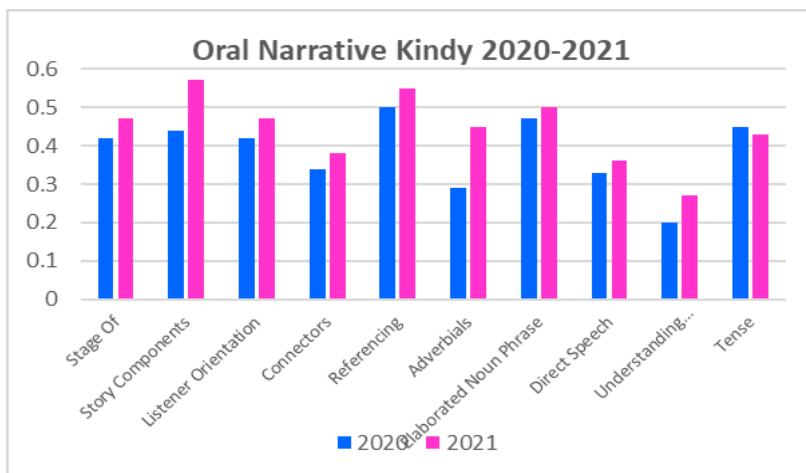
Student Performance

Writing, Punctuation & Grammar

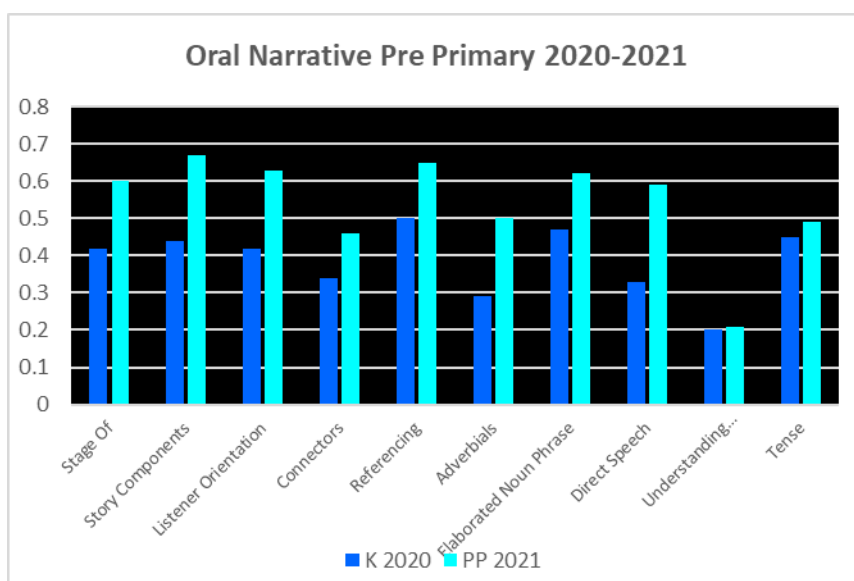
Oral Narrative (Kindy & Pre Primary)

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 students performed well when compared to our previous cohort in a number of aspects of this assessment; with improvement being noted in most aspects of story telling. 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.

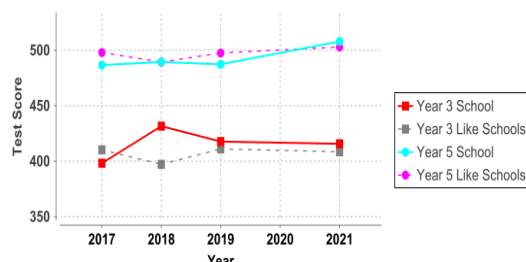


Oral narrative progress was quite significant in our Pre Primary cohort when compared to student scores from Kindy 2020. The majority of our Pre Primary cohort were able to tell a simple narrative with the key components of a story included. The language used by Pre Primary students in their oral narratives consisted mainly of simple connectors such as but, and so, and descriptive adjectives. An area of notable improvement was in the use of adverbials and direct speech.



Spelling

Average Spelling Score



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

Decrease % at NMS:

Target Met: Yr 3 2019—2021 ↓ by 9%

Yr 5 2019 -2021 ↓ by 13%

Increase % in top 3 bands:

Target Not Met : Yr 3 2019-2021 ⇔ same %

Target Met : Yr 5 2019-2021 ↑ up 22%

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
2021	416	409	508	503

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2019		2021		2019		2021	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	10%	10%	12%
7	530 - 581					24%	23%	30%	26%
6	478 - 529	23%	21%	16%	21%	19%	29%	35%	27%
5	426 - 477	27%	23%	37%	24%	21%	24%	14%	20%
4	374 - 425	27%	25%	24%	22%	21%	9%	8%	10%
3	322 - 373	8%	18%	18%	18%	5%	5%	4%	4%
2	270 - 321	11%	8%	2%	9%				
1	Up to 269	5%	5%	2%	6%				

	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. As such, we have continued to utilise the data obtained in 2019 as the basis for our strategic direction and assessment from 2021 is being compared to the 2019 data.

NAPLAN results for our Year 3 in 2021 shows in the majority of instances met the targets established in the 2020-2022 business plan. When compared, like schools showed a higher percentage of students achieving at Band 6 (Yr 3) and Band 8 (Yr 5); however, we performed better with a higher percentage of students at Bands 4 & 5 (Yr 3) and in Bands 6 & 7 (Yr 5). We also had a dramatic decrease in the number of students at National Minimum Standard in both Year 3 and Year 5. The percentage of students performing below National Minimum Standard in Year 3 was significantly lower than like schools.

A continued focus for 2022, 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 PP- 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 2021 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 2021 in their spelling skills, with a strong focus on phonemic awareness being utilised with our PP-Yr 3 cohorts of students.

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

Decrease % at NMS:

Target Met: Yr 3 2019-2021 ↓ by 9%

Yr 5 2019-2021 ↓ by 13%

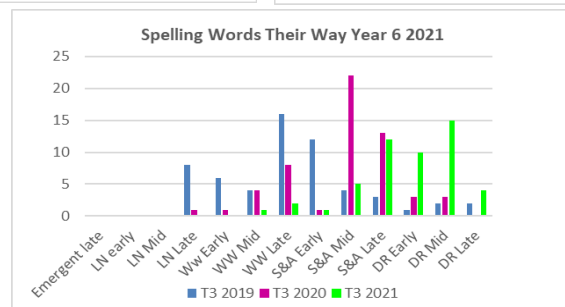
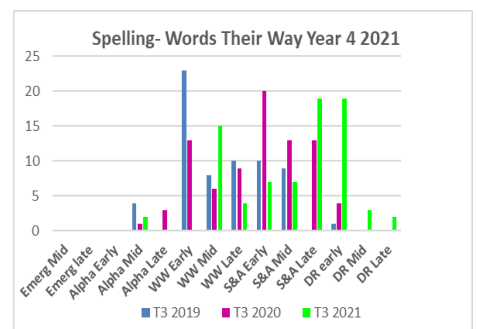
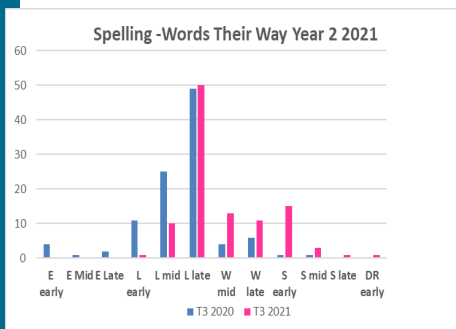
Increase % in top 3 bands:

Target Not Met : Yr 3 2019-2021 ⇔ same %

Target Met : Yr 5 2019-2021 ↑ up 22%

Focus areas for 2022:

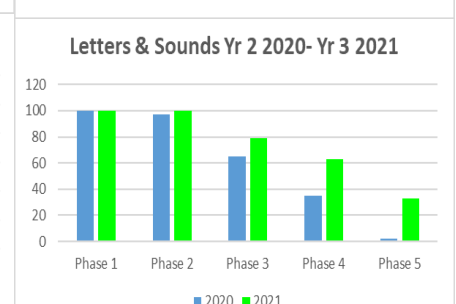
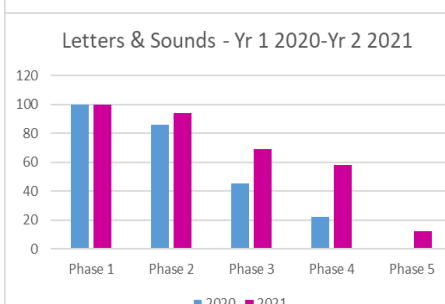
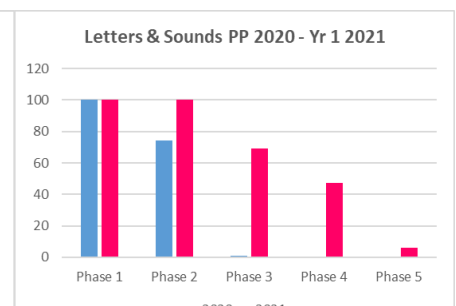
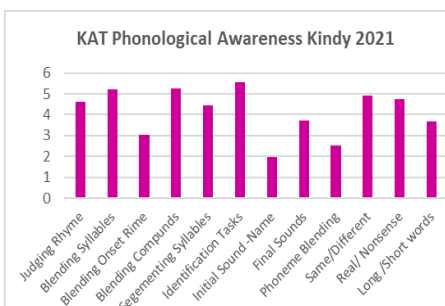
- Continue to embed phonological and phonemic awareness across K-3
- Explicitly teach spelling rules and morphology



Phonological Awareness and Letters & Sounds

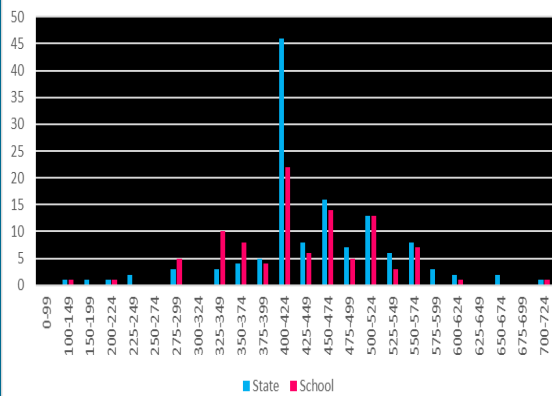
These programs are an important aspect of our curriculum and assist the students with encoding (spelling) as well as decoding unknown words (reading) in the early years and form the foundations for later learning.

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.



Speaking & Listening

State-School Comparison On Entry Speaking & Listening 2021



On Entry Assessments

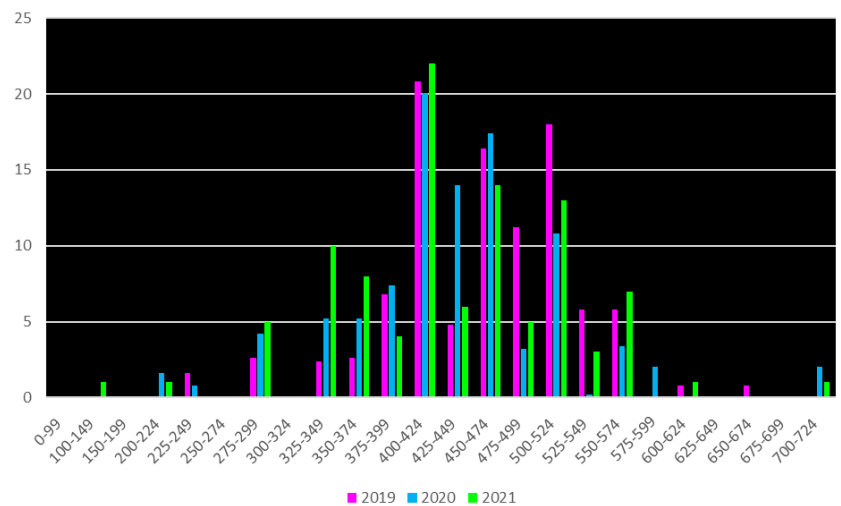
Language development is critical to the development of all other aspects of literacy. Data collection for this area included analysis of work samples, teacher's observations and anecdotal records.

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 2021. The information gained from these interviews was used by staff to assist in planning for student improvement over the 2021 school year and for the setting of priorities for 2022.

On Entry Speaking & Listening 2019-2021



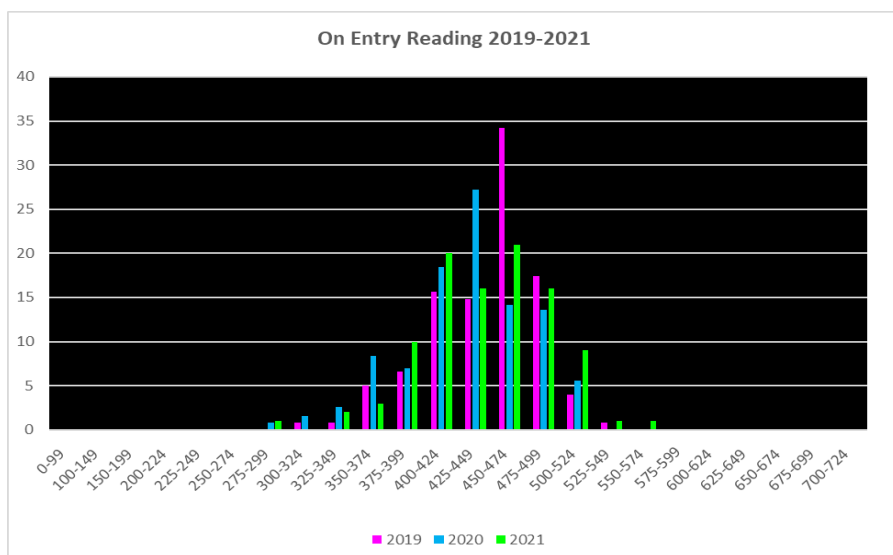
Early Childhood Focus:

- A continued focus for the early years in 2022 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.
- Whole body listening skills will be a focus again in 2021 with these skills being explicitly taught across K–Yr 2.

Analysis and comparison of our data from 2019 to 2021 indicated that there had been a decrease with students achieving an average score of 424 in 2021 when compared to 2020 where students averaged 441. The majority of Pre Primary students engaged in conversation, but required prompting to take turns, expand ideas and to speak with clarity at an appropriate volume and pace. Listening was also an area of concern with approximately 25% of students scoring within the sometimes and rarely categories of the assessment. Whilst there was improvement in specific components of this assessment, there was still a number of our students who were unable to successfully engage in conversation at an expected level.

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.



TARGETS

Pre Primary Targets

Reading

- Increase the percentage of students scoring above 475 in reading

Met: 2020-15.5%
2021-26.7%

Analysis of our data indicated a good improvement with a greater number of our Pre Primary students being able to successfully engage in the reading process at an expected level when compared to the data from 2019 and 2020.

Improvements were noted with students ability to recognise both upper and lowercase letters, identify early concepts of print eg cover of a book, identify a word and where to start reading.

The areas of difficulty that were noted from the analysis of our data indicated that there was a percentage of students that had difficulty responding to questions that required the student to infer the reasons for a characters actions as well as inferring characters feelings.

Early Childhood Focus

Focus areas in 2022 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 inferential comprehension.
- Continued implementation of the use of visible thinking strategies to support students comprehension.
- Continued focus on reading fluency utilising strategies such as repeated reading.

Writing

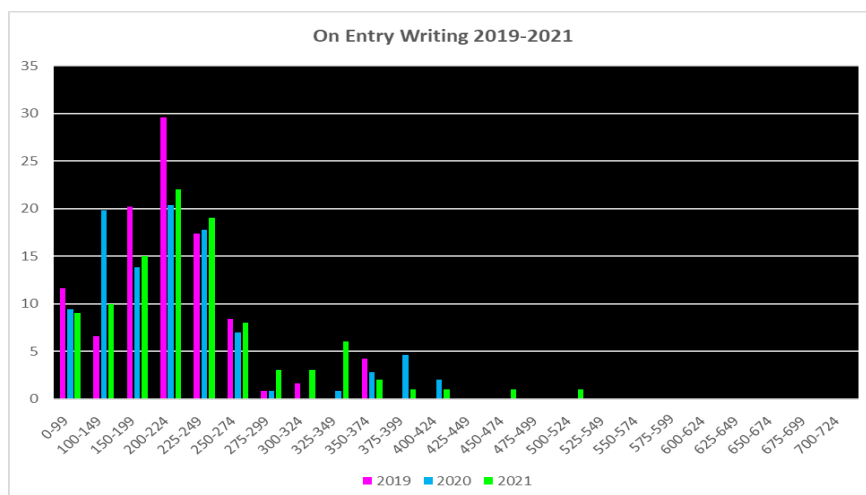
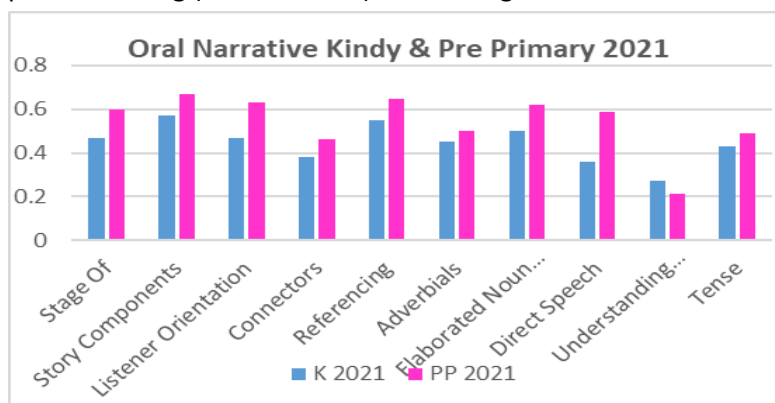
Early Childhood Focus Kindy– Year 2

Focus areas for 2022 to address the trends seen in numeracy, include:

- Continue implementing Talk 4 Writing
- Grammar
- Vocabulary and sentence structure

On Entry Assessments

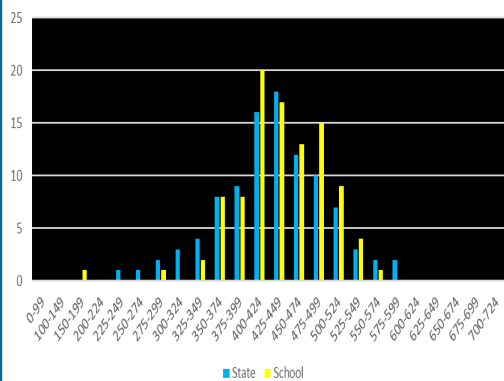
Pre Primary data indicated a solid improvement in the number of our students who were able to successfully engage in the writing process at a sentence level. The majority of Pre Primary students were able to write their name correctly and attempted to give meaning to their writing. The use of the Talk 4 Writing program across K-2 was trialled in the second half of 2020 and fully introduced in 2021. The focus of the program in the early years is on developing students oral language to support the telling (oral narrative) and writing of stories.



A significant improvement was seen with more students in 2021 attaining higher scores on the On Entry assessment when compared to the scores achieved in 2019 and 2020. Analysis of Kindy and Pre Primary oral retelling of known stories saw the majority of student working at sequence and primitive narrative stages of development. when compared to previous data from the previous year/s. Of the students tested, the areas that the students strengths were seen in the students knowledge of story components, referencing (use of pronouns such as he, she, they) and use of more complex sentence structures. were the following: including an orientation and resolution in written texts, level of detail about characters, events, and setting. Areas for future and continued focus are sentence structure and understanding of characters emotions and reasons for their actions.

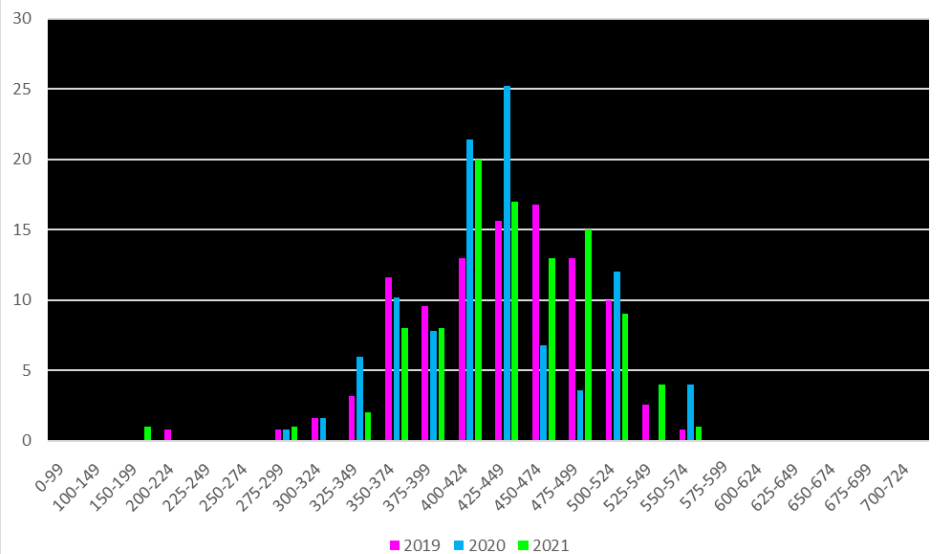
Numeracy

State-School Comparison On Entry Numeracy 2021



On Entry Assessments

On Entry Numeracy 2019-2021



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 subitise to 5, recognise numerals to 10 and orally count using the 1-9 pattern, however there were still about 30% of students that had difficulty with matching a numeral to a quantity. Areas identified for further development were identifying what numeral comes before and or after a given numeral, partitioning e.g. $6 = 4$ and 2 , 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 strengths were in counting from any starting point and recognising numbers less than 100, however they showed difficulty with number problems involving subtraction and grouping and sharing as well as describing patterns and working out missing elements. Measurement and Geometry were also areas identified for further development.

Early Childhood Focus Kindy– Year 2

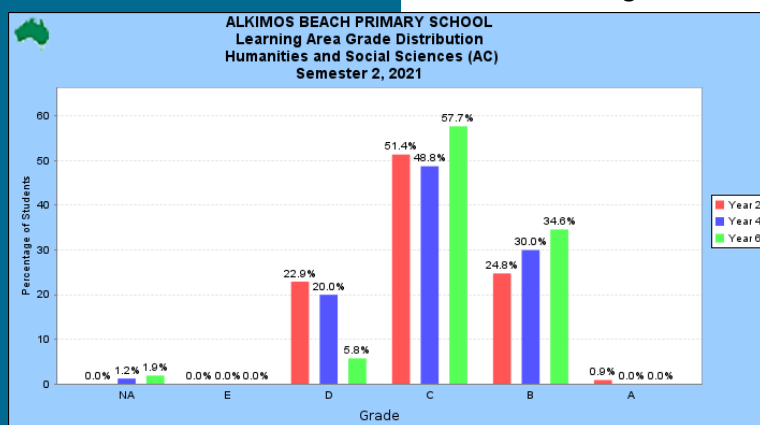
Focus areas for 2022 to address the trends seen in numeracy, include:

- 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—2D and 3D shapes.

Humanities and Social Sciences

Humanities

History and Geography were the key areas taught in 2021 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.



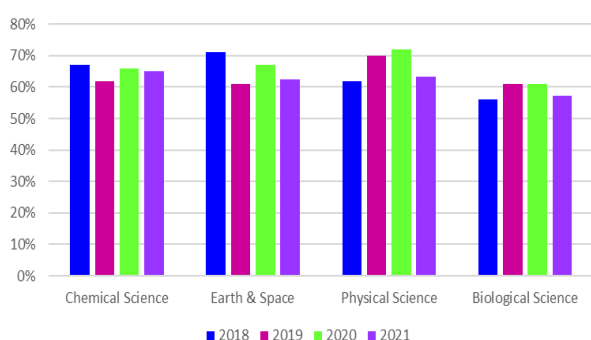
As part of our focus in HASS, the Aboriginal Cultural Framework is utilised as a tool to further develop our cultural responsiveness across the school. Harmony Day, Japanese cooking and NAIDOC Week were celebrated as a way to acknowledge the variety of cultures we have within our community and their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

WAMSE Science Total Average Correct



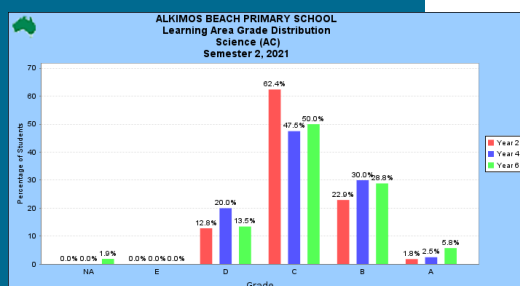
Data from this assessment indicated that student understanding in the area of Chemical Science had shown some improvement over 2020 and 2021, with student knowledge of Biological sciences continuing to be the weakest area for students. Specific skills and understandings within the Physical, Chemical, Earth & Space and Biological science strands were analysed and are being used as part of a whole school focus in the Science strands.

Whole School Focus Areas

Focus areas for 2022 are:

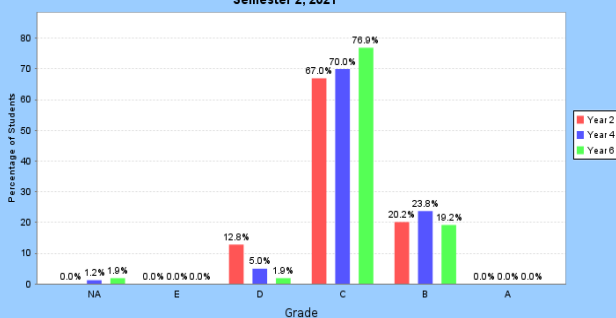
- Knowledge of materials.
- Identifying key classification elements.
- Bar Graph construction and labelling.
- Inferring and hypothesising a plausible scientific reason.

A particular focus in 2022 will be on the Biological Science strand of the Science curriculum.





ALKIMOS BEACH PRIMARY SCHOOL
Learning Area Grade Distribution
Technologies (AC) - Digital Technologies
Semester 2, 2021



Technology

Digital technologies continued to be a focus in 2021, as a tool across curriculum areas and provided a strong foundation for staff and student engagement. The integration of digital technologies with science, engineering and maths saw a fantastic STEM Fair occur during Science Week 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 2021.

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



Talent Show



Art Show 2021



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 2021 students participated in a variety of Arts activities. 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 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 2021 at such events as our ANZAC assembly, Graduation assemble and One Big Voice (Perth Arena). We also had held our annual "Alkimos Beach Has Talent" show which proved very popular again with our students, who students and staff with an extravaganza of performances ranging from singing and dancing to comedy skits and magic shows.

The amazing visual art works that students had created over the course of the year, were displayed at our Art Show in Term 4. This again was a fabulous opportunity for our students to show their parents the work that they do in the Arts.

The calibre of our students work was certainly impressive and allowed our school community to really appreciate and enjoy the fantastic work that occurs in our art room.



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 3 – 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 2021 included

Japanese Culture Day in Term 2 was a whole day of students working in mixed age groupings to experience Japanese traditions such as karate, taiko drumming, art and cooking workshops. There was also a focus on rice with a popular folktale, rice art and the cooking session. We were supported with two native speaking parent helpers.

Calligraphy competitions, learning the techniques with water calligraphy sets before experimenting with traditional ink and paper was held for Year 3 to 6 students. Four entries were entered into the annual JLTAWA Calligraphy contest and another 32 were included in the ABPS Art Exhibition.

Using a green screen app on the iPads to incorporate authentic backgrounds to enhance video making projects. Other apps, such as iKana and Quizziz, are used to quiz hiragana recognition and vocabulary recall.

Exploring real life in Japan, such as the Tokyo Olympics, mascots, sports, schools, transport, Mt Fuji, major cities, money, shopping, samurai and ninja were popular lessons.

Learning about and participating in traditional festivals, such as New Year, Boys' and Girls' Days inspired a whole school project to make a giant koinobori (Fish kite) with each scale being an origami samurai helmet.

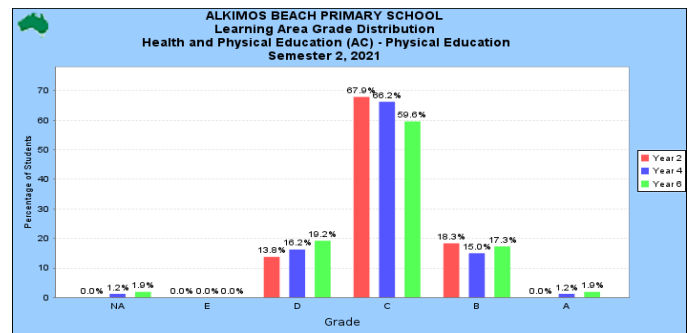
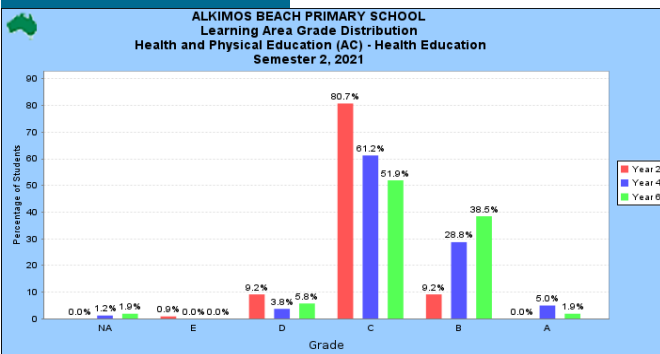
Listening to popular stories such as "The Very Hungry Caterpillar" in Japanese as well as some traditional folktales and songs. "The Last Kappa of Japan" looked at the issue of water and environmental pollution and students also compared the sustainable lifestyles of indigenous during NAIDOC Week.

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 and writing skills.



Health & Physical Education

In 2021 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

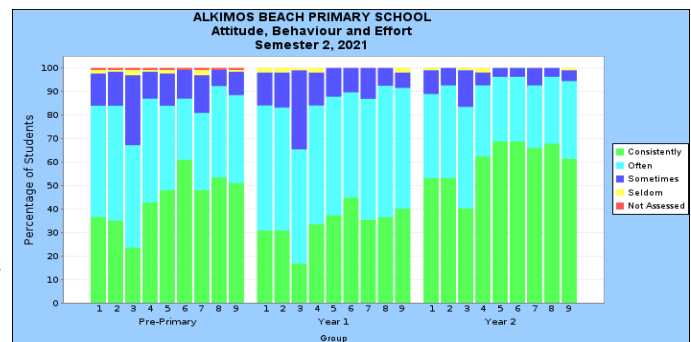
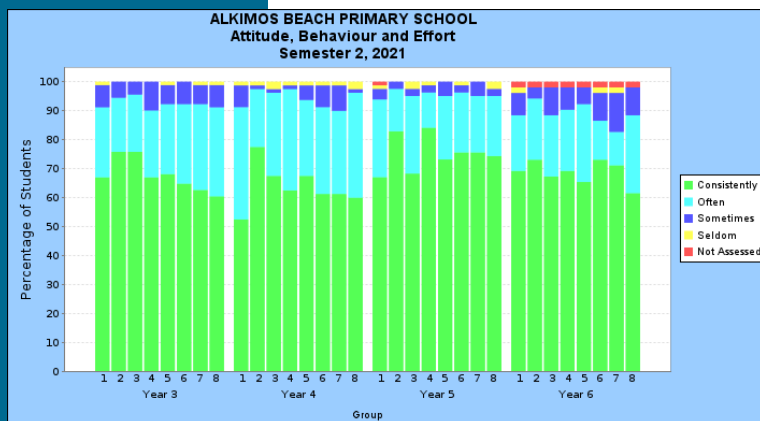
All students participated in 2 hours of Physical Education and some of this time was with a specialist teacher. Lessons focussed on the fundamental movement skills required for active participation in sporting activities. The students enjoyed a number of sessions with an external provider in the area 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

Looking Forward in 2022

Looking forward, our continued focus will be on developing students approaches to work, building relationships, emotional regulation and making positive choices and decisions.

SOCIAL DEVELOPMENT

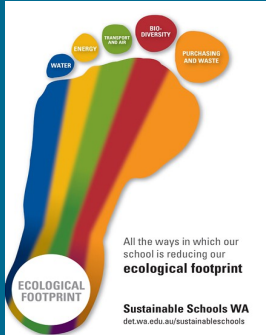
1. Displays independence
2. Makes positive choices with confidence
3. Reflects on and talks about own learning
4. Displays perseverance
5. Expresses emotions appropriately
6. respects the ideas, feelings and needs of others
7. Resolves conflicts in a positive manner
8. Interacts with peers and adults in acceptable ways
9. Collaborates in group activities



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 2021, we continued to utilise 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.



CARING FOR THE LAND & WATER

Waste Wise

Clean Schools

Junior Landcare



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. Our whole school sustainability plan is now in our third year of operation.



Special highlights:

- Eco Warrior leadership roles are an established part of our student leadership and we have 4 student leaders promoting this area within our school.
- Installation of our Bush Tucker garden in our Yarning Circle area.
- LeandLease Landcare Grant funding was used to purchase a recycling truck for the ECE area. Our rubbish truck arrived and has been thoroughly enjoyed by our younger students.
- Waste Wise grant funding has been used to purchase 3 bins for the Cash for Containers scheme.
- Continuation of whole school participation in the Clean Schools Program run by the Keep Australia Beautiful organisation
- ? Kg of household batteries were diverted from land fill through our battery collection system with the MRC.
- 19.5 kgs of household batteries were diverted from landfill through our battery collection system
- Approximately 80 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

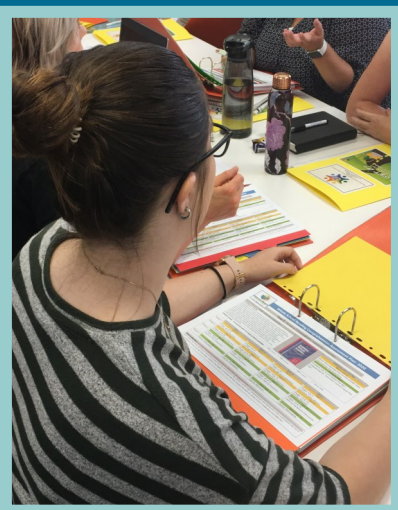
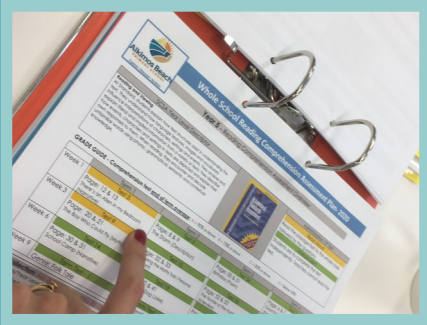
STAFF DEVELOPMENT

During 2021 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 2021 include:

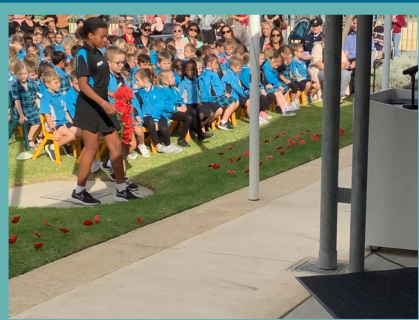
- Collaborative planning sessions
- Moderation Sessions
- Monitoring and Assessment
- Data Analysis, School planning and target setting
- Mathematics—Addition and Problem Solving
- Student Achievement Information System
- Peer / Class Observations
- Sustainability
- Classroom Management Strategies
- Literacy—Comprehension strategies
- Visible Thinking
- Coaching for Impact
- Task 4 Writing
- ESAT
- SeeSaw Learning Platform
- Connect Learning Platform.

STAFF DEVELOPMENT





Kindy & Pre Primary Sports Day



ANZAC Day Service



National Simultaneous Storytelling Day



Japanese Cultural Day

2021 Highlights, Successes and Community Links

There were a number of highlights during the 2021 school year. These included:

- ANZAC Assembly
- Faction Sports Day & Interschool Athletics
- Cross Country & Interschool Cross Country
- Interschool Winter Carnival
- BeachSafe & Swimming
- Northern Bright Stars –Academic Challenge
- Grip Leadership Student Leaders Conference
- Year 6 Ern Halliday Team Building
- Coding Club & Story Dogs
- Yanchep National Park incursion - Indigenous dreamtime stories, traditional music, drama and dance
- Book Week
- Art Show & Talent Show
- STEM Fair for students
- Lego Masters Challenge



Faction Carnival



Book Week Parade



BeachSafe Carnival



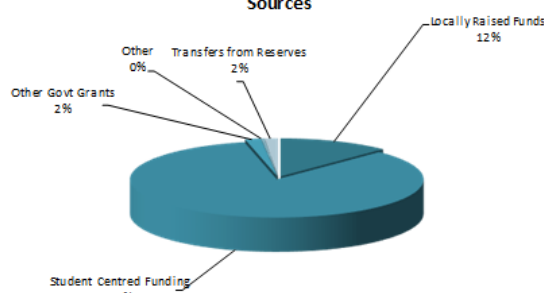
Art Show



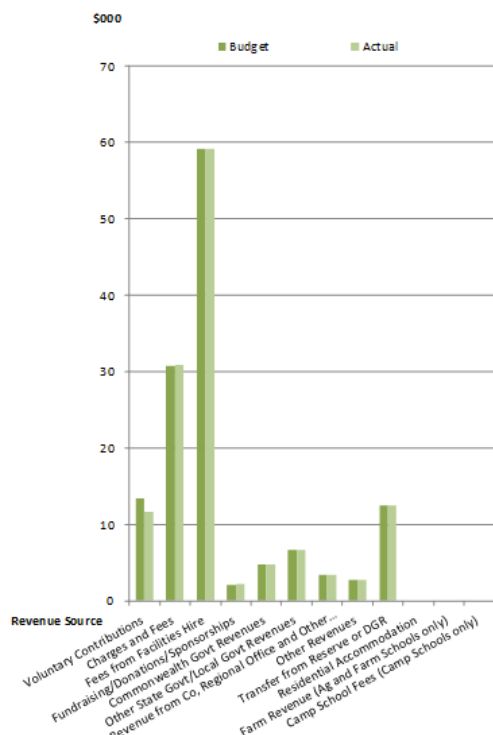
Constable Care

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,343.00	\$ 11,602.00
2	Charges and Fees	\$ 30,760.00	\$ 30,867.50
3	Fees from Facilities Hire	\$ 59,091.00	\$ 59,090.92
4	Fundraising/Donations/Sponsorships	\$ 2,056.00	\$ 2,145.40
5	Commonwealth Govt Revenues	\$ 4,728.00	\$ 4,727.77
6	Other State Govt/Local Govt Revenues	\$ 6,571.00	\$ 6,571.12
7	Revenue from Co, Regional Office and Other Schools	\$ 3,427.00	\$ 3,426.72
8	Other Revenues	\$ 2,673.00	\$ 2,732.79
9	Transfer from Reserve or DGR	\$ 12,500.00	\$ 12,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 135,149.00	\$ 133,664.22
	Opening Balance	\$ 220,040.66	\$ 220,040.66
	Student Centred Funding	\$ 708,554.00	\$ 708,553.77
	Total Cash Funds Available	\$ 1,063,743.66	\$ 1,062,258.65
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,063,743.66	\$ 1,062,258.65

Current Year Actual Cash Sources

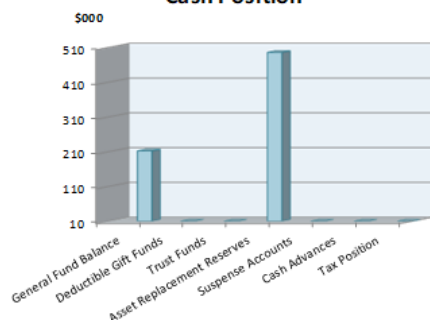


Locally Generated Revenue - Budget vs Actual

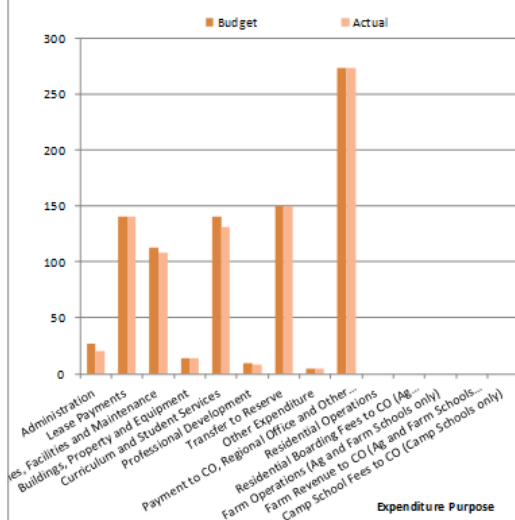


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,446.00	\$ 20,085.79
2	Lease Payments	\$ 140,631.00	\$ 140,631.00
3	Utilities, Facilities and Maintenance	\$ 112,373.00	\$ 108,087.39
4	Buildings, Property and Equipment	\$ 13,666.00	\$ 13,666.37
5	Curriculum and Student Services	\$ 140,166.00	\$ 131,084.37
6	Professional Development	\$ 8,835.00	\$ 8,727.33
7	Transfer to Reserve	\$ 150,000.00	\$ 150,000.00
8	Other Expenditure	\$ 4,796.00	\$ 4,797.91
9	Payment to CO, Regional Office and Other Schools	\$ 272,861.00	\$ 272,860.57
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	\$ 869,774.00	\$ 849,940.73
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 869,774.00	\$ 849,940.73
	Cash Budget Variance	\$ 193,969.66	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 700,311.65
Made up of:	
1. General Fund Balance	\$ 212,317.92
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 495,947.00
5. Suspense Accounts	\$ (6,485.27)
6. Cash Advances	\$ -
7. Tax Position	\$ (1,468.00)
Total Bank Balance:	\$ 700,311.65