



# Alkimos Beach Primary School



## Annual Report 2022






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## AROUND THE SCHOOL

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## Foreword

The 2022 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 Wellsteed  
Principal



Richard Allbury & Derek de Wit  
Associate Principals

## MEET OUR ADMIN



### Our Admin Team

Michelle Wellsteed, Derek De Wit,  
Richard Allbury  
and

Tina Barton Manager Corporate Services

Hanna Firkin, Suzanne Clark & Nikki Ammendolea School Officers.

## From the Principal

2022 remained a challenging year with some disruptions to schooling due to COVID19 as well as changes to student numbers with the opening of Shorehaven PS. 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 2022, 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 2021-2022 for a sensory Japanese themed garden area to be constructed is well underway, but we have had some obstacles that we are trying to overcome to bring this to fruition. 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 and the Summer Concert. Our Physical Education program saw a highly successful Faction Carnival and Cross Country event, as well as our students participating in the Northern Beaches Networks Interschool Athletics Carnivals, Cross Country and Basketball Competition. Strong links have also been made with the Surf Lifesaving Club at Alkimos again in 2022 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 BOARD

It is with great pleasure that I provide the following report on behalf of the 2022 Alkimos Beach Primary School Board - a group of committed individuals representing parents, staff and the community who have worked hard together with the best interests of the school and community to meet a common set of agreed goals.

The School Board consisted of 4 parents, 2 members of the school's teaching staff and the principal. The Board is the major governing body of the school and within the role of governance advises, informs, recommends and supports the future directions for the school and oversees the school's performance as directed via the Statement of Expectation and Business Plan.

The School Board meets regularly throughout the year and the following achievements were made over the course of 2022:

- ✓ Regular review of the Alkimos Beach Primary School Independent Public School Business Plan 2020 – 2022.
- ✓ Strong governance and support for the school leadership re-establishing ourselves from the covid pandemic and subsequent impacts on our school community
- ✓ Comprehensive review of whole school data including NAPLAN and On Entry assessments.
- ✓ Regular review of the school's financial position and the allocation of funds for the 2023 budget.
- ✓ Review of various policy updates

The School Board would like to thank Alkimos Beach Primary School and its Community for their ongoing support and look forward to working with everyone again in 2023.

**Brook Johns**

School Board Chair





## SCHOOL PROFILE



# Student Profile

## Our School

- ◆ 548 students (including Kindergarten students)
  - ◆ 413—Primary
  - ◆ 68—Pre Primary
  - ◆ 67— Kindergarten
- ◆ 18 Generalist classrooms
- ◆ 3 Pre Primary
- ◆ 2 Kindergarten classes

## Trends of our student numbers

Based on Semester 2 2022 primary students, enrolment applications and the opening of new land releases within our local intake area, the school is in a growth cycle and as expected numbers did dip in 2022 with the opening of the new school in Shorehaven. Growth is expected again over the next four year period.

## Staffing 2022

## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	27	23.8	0
Total Teaching Staff	29	25.8	0
<b>Allied Professionals</b>			
Clerical / Administrative	3	2.6	0
Other Allied Professionals	13	9.6	0
Total Allied Professionals	16	12.2	0
<b>Total</b>	<b>48</b>	<b>41.0</b>	<b>0</b>

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





## 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

**Target: Met—attendance is above State percentage**

# Attendance

Attendance at Alkimos Beach PS in 2022 was **88.1%**. 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 new Business Plan for 2023-2025.

	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%
2022	88.1%	88.3%	86.6%

	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%
2020	80.2%	15.5%	3.6%	0.7%
2021	67.9%	24.1%	7.1%	0.9%
2022	50.5%	35.8%	12.6%	1.2%
Like Schools 2022	51.7%	35.3%	10.8%	2.1%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

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 2022 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. 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	16	22	38
1493 St James' Anglican School	2	2	4
4191 Yanchep Secondary College	1	0	1
Other	3	7	10

# Student Performance

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	7%	10%	5%
7	530 - 581					10%	19%	9%	18%
6	478 - 529	5%	12%	10%	11%	29%	33%	27%	33%
5	426 - 477	24%	20%	14%	20%	36%	26%	46%	31%
4	374 - 425	31%	29%	35%	30%	21%	12%	7%	11%
3	322 - 373	31%	23%	27%	23%	4%	3%	0%	0%
2	270 - 321	8%	13%	11%	14%				
1	Up to 269	1%	3%	3%	3%				

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

The graphs from 2022, indicate achievement of the 2022 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 14% of our students scoring 'at or below' the National minimum standard, however this was an increase from 2021. There were 24% of students in Bands 5 & 6 compared to 29% in 2021, 23% in 2019, 24% in 2018 and only 18% in 2017.

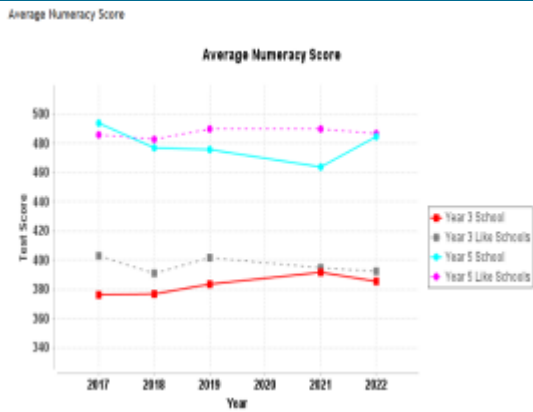
The data indicated that in Numeracy NAPLAN assessments our Year 5 cohort performed similarly our like schools and the Australian mean, with only 7% of students being 'below' the minimum standard compared to 11% in like schools. There was also an increase of 17% of students achieving 'above' the national mean, when compared to 2021 data. Improvement was also seen in the percentage of students achieving Band 7 and 8. This will remain as an area for continued focus in 2023.

Areas identified from the testing that require further consolidation and will be a part of our 2023 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 2023 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

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

**Target Met: Year 3—a decrease from 15% to 11%**

**Target Not Met: Year 5 - a decrease from 2019 of 10% to 7% in 2022**

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

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

**Target Met: Year 5— increase from 10% in top two bands to 19% in**

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
2022	386	392	485	487

# TARGETS

2020-2022

## Focus areas for 2023:

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

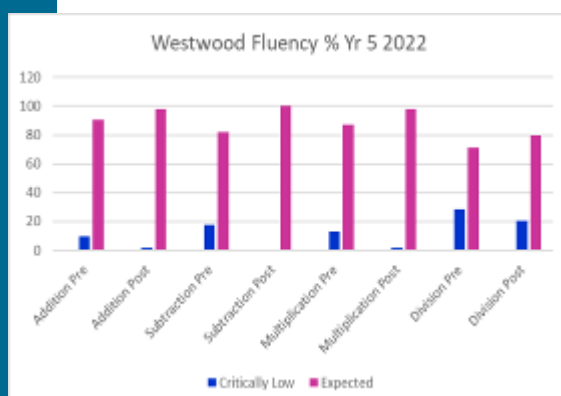
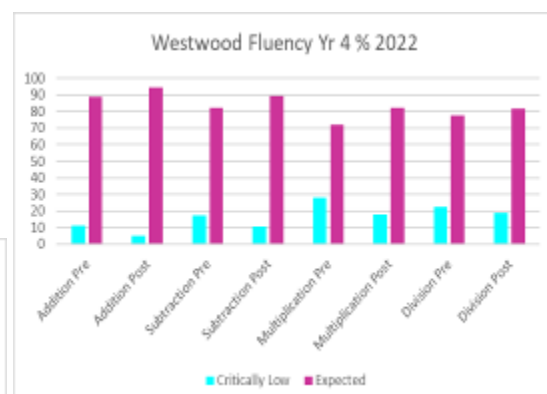
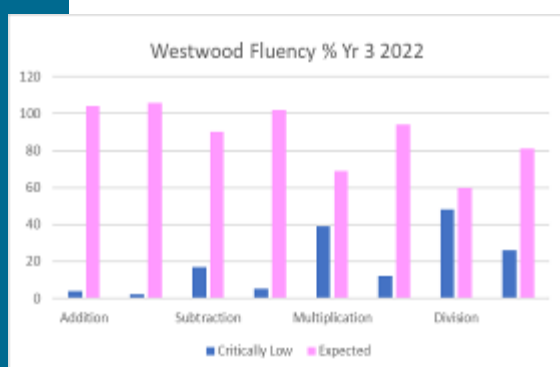
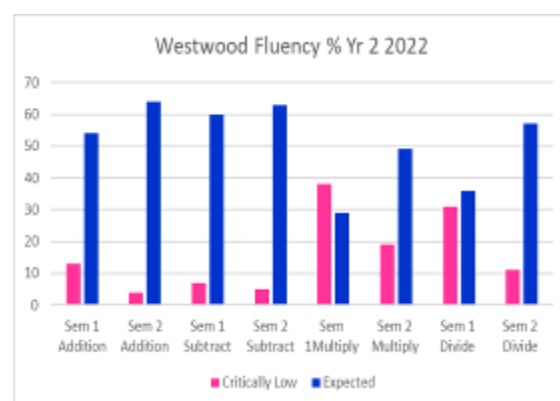
# Student Performance Numeracy

Over the course of 2022, 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 2021 to 2022. 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 and this will be a focus in 2023.





# Student Performance Numeracy

## PAT Math Assessments

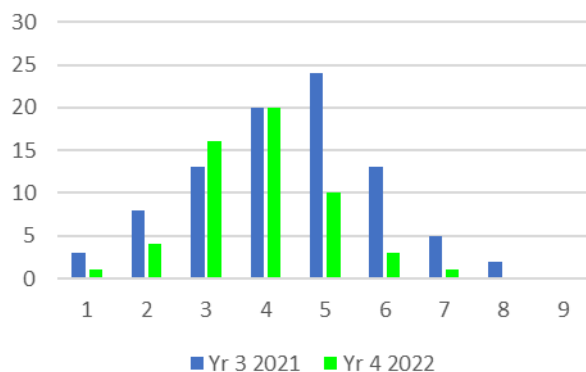
This assessment is completed across Year 1-6. The data collected from these assessments is looked at in two ways—student stanines and progress from one year to the next. The stanine data, does show a trend with stanines moving back towards the left. As the level of the test becomes more difficult student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

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.

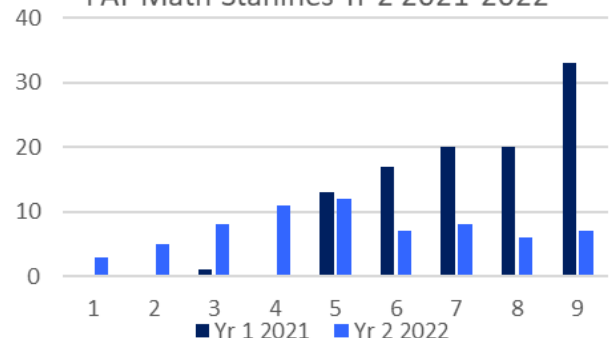
### Focus areas for 2023:

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

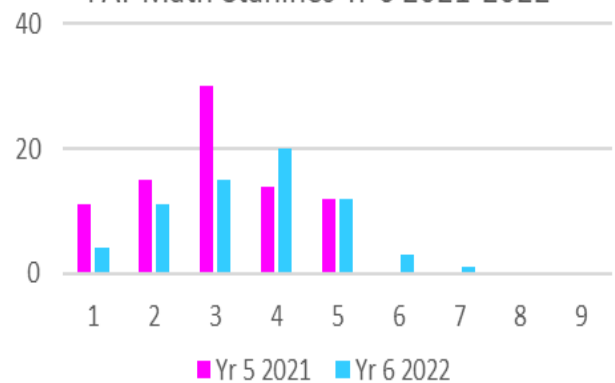
PAT Math Stanines Yr 4 2021-2022



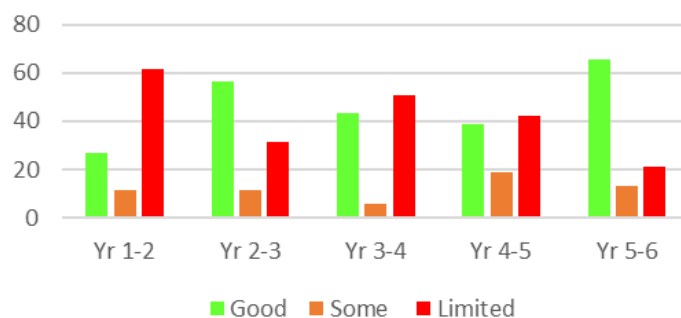
PAT Math Stanines Yr 2 2021-2022



PAT Math Stanines Yr 6 2021-2022



PAT Math Expected Gains - Progress %  
Achieving 2022



# Student Performance

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
2022	427	424	510	505

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	12%	12%	11%
7	530 - 581					26%	24%	26%	26%
6	478 - 529	20%	29%	28%	25%	30%	32%	28%	30%
5	426 - 477	26%	23%	25%	24%	20%	21%	25%	22%
4	374 - 425	30%	21%	30%	23%	16%	8%	6%	8%
3	322 - 373	15%	15%	4%	14%	1%	4%	3%	3%
2	270 - 321	6%	10%	11%	11%				
1	Up to 269	3%	2%	1%	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 2022. Our Year 3 students scoring 'at or below' the National minimum standard was similar to 'like schools'. A focus for ABPS was to increase the percentage of students achieving in Band 6 which was achieved with 28% achieving Band 6 as compared to 20% in 2021.

Our Year 5 students performed as well as 'like schools' with 9% of our Year 5 students scoring 'at or below' the National minimum standard. A focus for ABPS was to increase the percentage of students achieving in Band 8 and to decrease the percentage of students in Band 4—both of these targets were achieved in 2022.

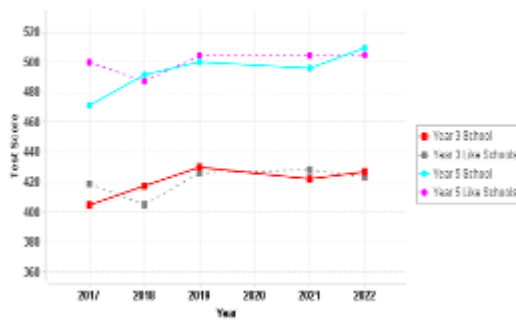
In 2022, staff collected baseline data to provide a literacy profile of our students and worked in teams to develop our whole school plans. Literacy blocks as well as Talk 4 Writing, Letters and Sounds, Heggerty, and Words Their Way programs form our whole school approaches dedicated to teaching literacy 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 2023 to address the trends seen in reading, include:

- Maintain explicit phonic instruction—through Heggerty and the Letters and Sounds Program to ensure systematic teaching of phonemic awareness and phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—with a key focus on developing key comprehension skills
- Fluency—oral reading rate and prosody
- Vocabulary—systematic teaching of key vocabulary (Tier 2 and 3 words).

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 2021-2022 will meet NAPLAN achievement of like school

**Target Met :**

**School 2022 Band 1 & 2 = 12%**

**Like Schools Band 1 & 2= 13%**

**School 2022 Band 3 = 4% (Better)**

**Like Schools Band 3 = 14%**

**School 2022 Band 4,5 & 6 = 83% (Better)**

**Like Schools Band 4,5 & 6= 72%**

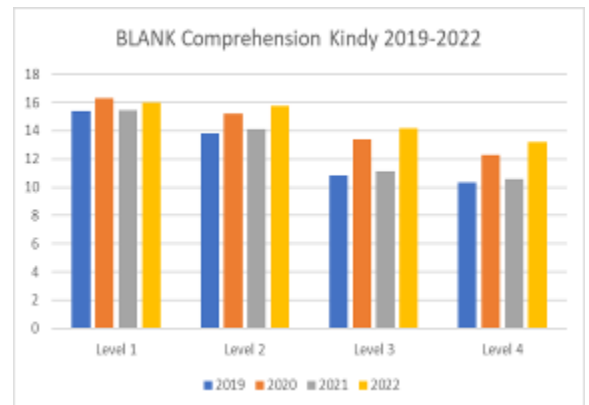
# Reading

## Student Performance Reading

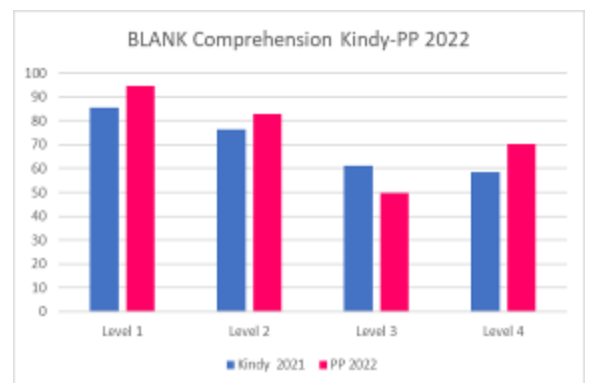
Over the course of 2022, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including PAT Reading & Vocabulary tests, Comprehension assessments and an English tracker to check student attainment of taught key concepts taught.

### Comprehension Benchmark & BLANK Level Assessments

BLANK Level assessments were administered across Kindy–Pre Primary. These assessments showed improvement across all BLANK levels in our Kindy cohort.

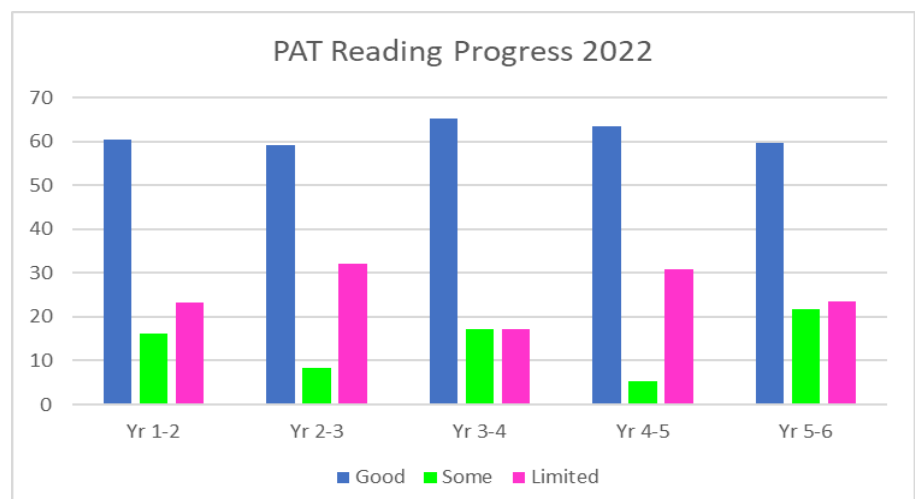


Our Pre Primary students showed improvement in literal and evaluative comprehension, however there was a decrease in students' ability to answer inferential Level 3 question types.



### 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 2022. Investigation of the progress made by our middle primary students was undertaken over the course of 2022 and this will be further explored again 2023.



### Whole School Focus:

Focus areas for 2023 to address the trends seen in reading, include:

- Maintain the explicit phonic instruction—through Heggerty and the Letters and Sounds Program to ensure systematic teaching of phonemic awareness and phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—with a focus on developing key comprehension skills
- Fluency—oral reading rate and prosody
- Vocabulary—systematic teaching of key vocabulary (Tier 2 and 3 words).



# Student Performance Reading

## 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.

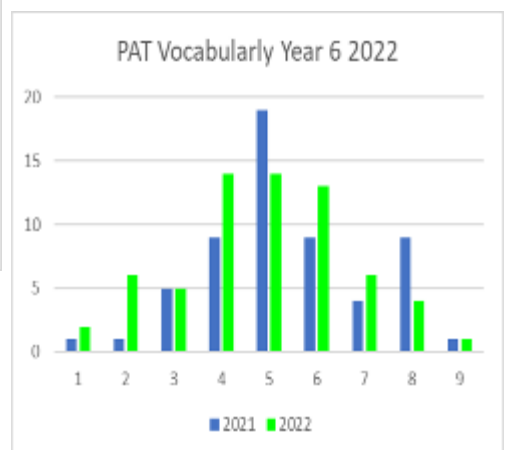
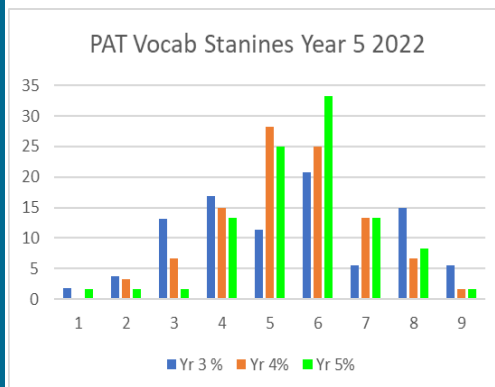
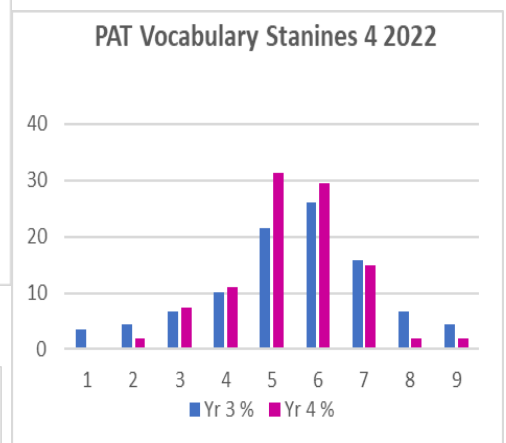
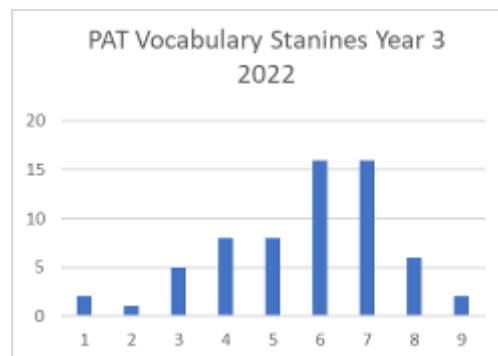
Focus areas for 2023 to address the trends seen in reading, include:

- 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
- Vocabulary—systematic teaching of key vocabulary (Tier 2 and 3 words).

## Whole School Focus:

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

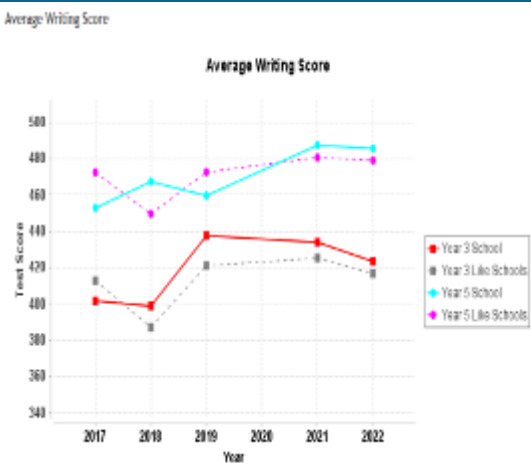
- Maintain the explicit phonic instruction—through Heggerty and the Letters and Sounds Program to ensure systematic teaching of phonemic awareness and phonics
- Continued focus on Phonological Awareness and Semantics (vocabulary) at Kindy and Pre Primary
- Comprehension—with a focus on developing key comprehension skills
- Fluency—oral reading rate and prosody
- Vocabulary—systematic teaching of key vocabulary (Tier 2 and 3 words).



# Student Performance

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
2022	423	417	486	479



## 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 NAPLAN results were comparable and slightly exceeded 'Like Schools'.**

- Increase the percentage of Year 5 students achieving in Bands 6-8 by 10%

**2019-2022: Target Met– Increase from 38% in 2019 to 54% in 2022**

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	4%	4%	6%
7	530 - 581					16%	15%	18%	15%
6	478 - 529	13%	17%	14%	15%	38%	32%	32%	33%
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2	270 - 321	1%	5%	3%	6%				
1	Up to 269	0%	2%	3%	2%				

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

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 a slight increase in the percentage of students working at Band 7 & 8, when compared to 2021. 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'.

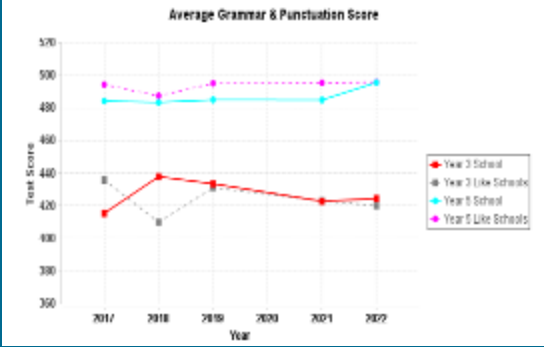
### Whole School Focus:

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 2023 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
2022	424	420	496	496

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	11%	9%	10%
7	530 - 581					16%	19%	18%	18%
6	478 - 529	22%	27%	24%	25%	35%	27%	28%	31%
5	426 - 477	33%	21%	25%	23%	24%	27%	33%	28%
4	374 - 425	21%	25%	23%	22%	13%	10%	10%	10%
3	322 - 373	13%	12%	20%	17%	6%	5%	1%	3%
2	270 - 321	9%	9%	6%	9%				
1	Up to 269	2%	5%	3%	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 1 & 2 when compared with like schools, with only 9% of students being at or below the National Minimum Standard. The number of students achieving 'at Band 5 & 6 was comparable with 'like school's'.

Our Year 5 students also had a comparable performance with 'like schools'. The percentage of ABPS students achieving 'at or below' the National Minimum Standard was slightly lower when compared to 'like schools'. At Year 5 an increase of students achieving Band 6 was seen when compared to the 2021 results.

Analysis of results show students performing well with simple sentence structures and tense. Continued areas for focus in 2023 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 and the use of paragraphing in text.



## TARGETS 2020-2022

### Whole School Focus:

Focus areas for 2023 to address the trends seen in Writing, included:

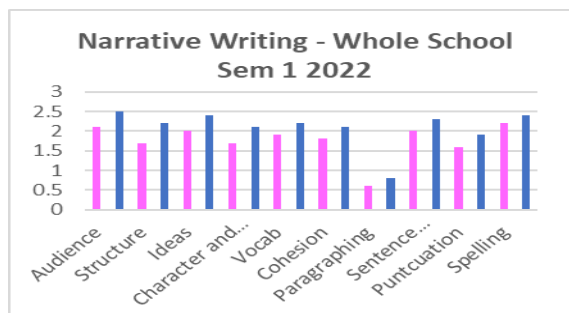
- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on character & setting, vocabulary, cohesion, sentence structure and text structure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

## Student Performance

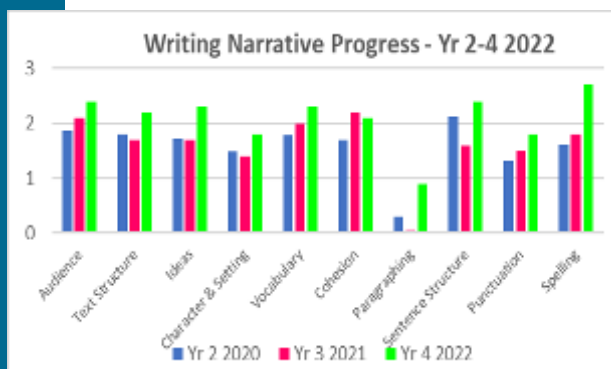
Over the course of 2022, there were a number of school based assessments that were administered to ensure the monitoring of student progress. We utilise a number of assessments at the school level, including moderation tasks, NAPLAN Writing Rubrics, and Oral Narrative tasks (K & PP) .

### 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.

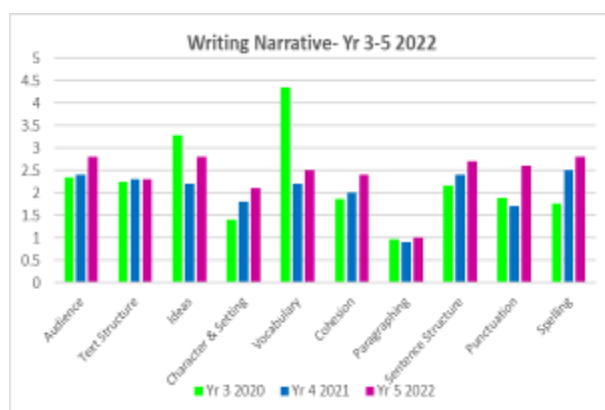


Our Year 3 cohort when compared over time, performed well, with some improvements being noted. in areas such as audience, vocabulary, cohesion, spelling, sentence structure and punctuation. Paragraphing and text structure are areas for focus and monitoring in 2023 for this cohort of students.



When compared over time, our Year 4 students made pleasing gains in a number of aspects of narrative writing, such as spelling, sentence structure, audience and ideas. Areas for continued focus with this cohort of students, include punctuation and the development of character and setting.

Our Year 5 cohort continued to maintain satisfactory progress across a number of narrative writing components including audience, ideas and punctuation. Areas for continued focus are paragraphing and text structure.



Our Year 6 cohort showed strength in the narrative components of audience, cohesion and text structure. In general, they maintained previous scores on a number of components, with the areas of sentence structure and paragraphing being areas for future focus.



# 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 2023 to address the trends seen in Writing, included:

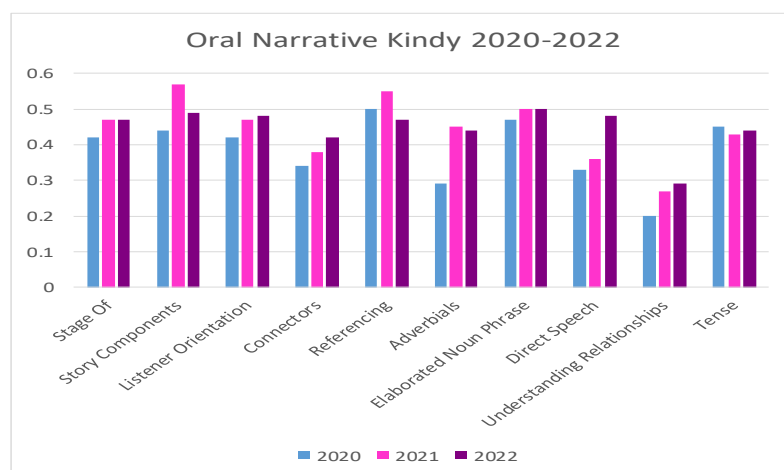
- Continuation of the oral narrative focus in Kindy & Pre Primary
- Continue and further develop the 'Talk4Writing' program across Kindy-Year 6
- Continued use of CHIMPS Editing strategies whole school
- Continued focus on character & setting, vocabulary, cohesion, sentence structure and text structure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

# Student Performance Writing, Punctuation & Grammar

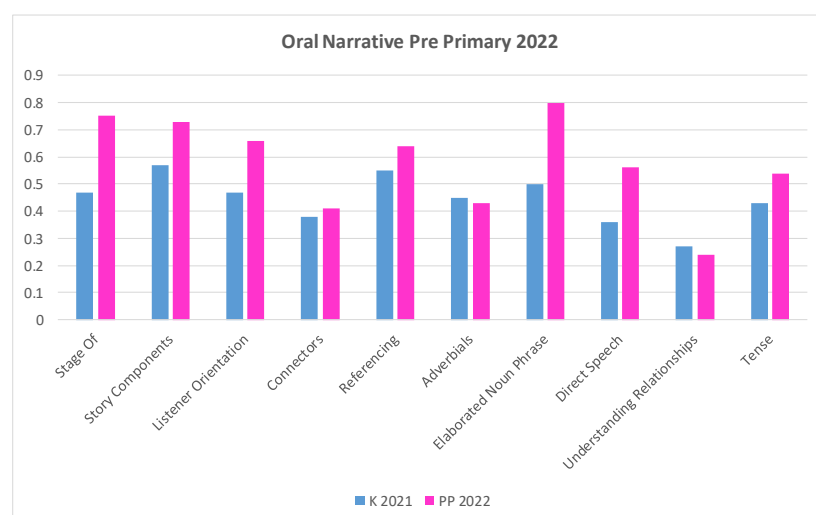
## Oral Narrative (Kindy & Pre Primary)

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.

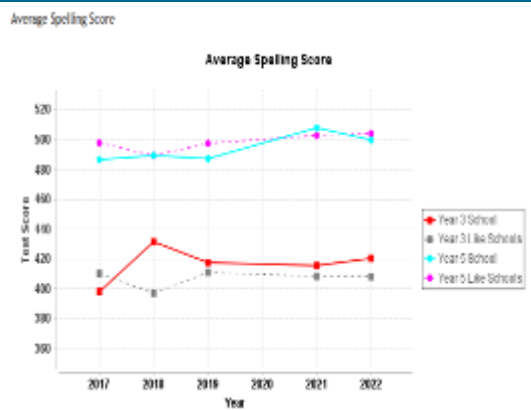
Our Kindy students when compared to our previous cohorts performed comparably in a number of aspects of this assessment; with improvement being noted in the use of direct speech. Story components and referencing are areas for focus in 2023.



Pre Primary students showed good growth from Kindy to Pre Primary in their ability to retell a known story. The majority of our Pre Primary cohort were able to tell a simple narrative with the key components of a story included. Story components, elaborated noun phrases and their orientation of the listener were seen as areas of strength. The use of connectors such as and, because and so as well as their understanding of relationships are areas for future focus. The majority of Pre Primary students were working towards being able to tell a true narrative.



## Spelling



## 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—2022 ↓ by 9%**

**Yr 5 2019 -2022 ↓ by 15%**

Increase % in top 3 bands:

**Target Not Met : Yr 3 2019-2022  
6% less**

**Target Met : Yr 5 2019-2022 ↑ up 6%**

# Student Performance

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
2022	421	408	500	504

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	12%	12%	12%
7	530 - 581					30%	26%	22%	24%
6	478 - 529	16%	21%	20%	20%	35%	27%	25%	31%
5	426 - 477	37%	24%	27%	23%	14%	20%	28%	20%
4	374 - 425	24%	22%	24%	24%	8%	10%	7%	9%
3	322 - 373	18%	18%	23%	18%	4%	4%	4%	4%
2	270 - 321	2%	9%	6%	10%				
1	Up to 269	2%	6%	1%	6%				

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

NAPLAN results for our Year 3 in 2022 shows in the majority of instances met the targets established in the 2020-2022 business plan. When compared, to 'like schools' ABPS showed a slightly higher percentage of students achieving at Band 5 & 6 (Yr 3) and similar percentages of students at Band 7 & 8 (Yr 5). We also had a notable lower percentage of students at Year 3 and Year 5 that were at or below the National Minimum Standard when compared to 'Like Schools'.

A continued focus for 2023, 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 & 5 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 synthetic phonics program is our whole school approach in PP- Yr 3 and is used as a strategy to support student's spelling and reading. Students in Kindy to Year 3 also teach Phonological and Phonemic Awareness skills and utilise the Heggerty program to support the early foundations students need for spelling.



# Student Performance Spelling

A number of school based assessments were administered over 2022 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.

## 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 2019-2022** ↓ by 9%

**Yr 5 2019-2022** ↓ by 15%

Increase % in top 3 bands:

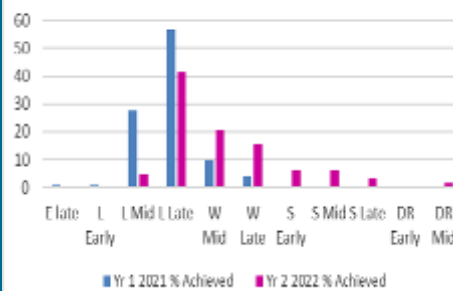
**Target Not Met : Yr 3 2019-2022**  
6% less

**Target Met : Yr 5 2019-2022** ↑ up 6%

#### Focus areas for 2023:

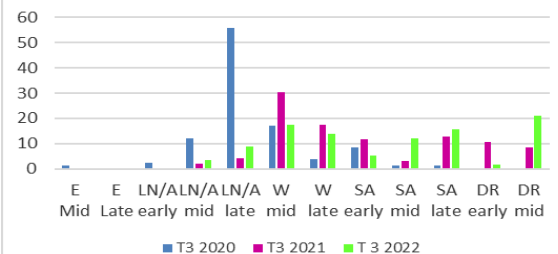
- Continue to embed phonological and phonemic awareness across K-3
- Explicitly teach spelling rules and morphology

WTW Spelling % Achieved Year 2 2022

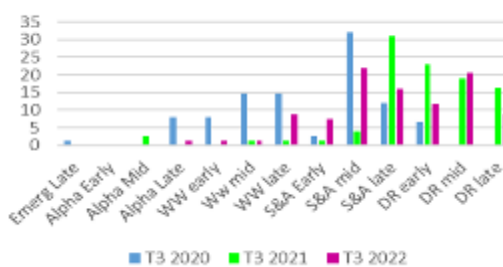


Students levels of attainment on the diagnostic testing undertaken in 2022 showed that the majority of students from Year 1 to Year 6 were working in appropriate stages. Our Year 1—6 cohorts displayed improvements across the course of 2022 in their spelling skills, with a strong focus on phonemic awareness being utilised with our PP-Yr 3 cohorts of students.

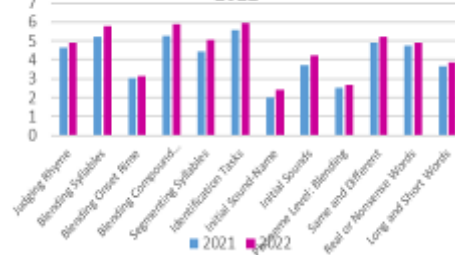
Words Their Way % Year 4 2020-2022



Words Their Way % Year 6 2020-2022



KAT Phonological Awareness Kindy 2021-2022



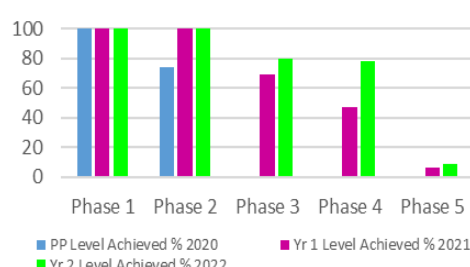
Letters & Sounds PP Level Achieved % 2020-2022



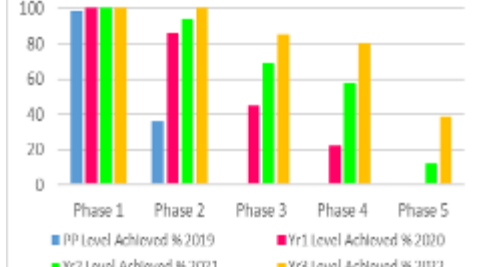
Letters & Sounds PP-Yr 1 2021-2022



Letters & Sounds Year 2 2020-2022



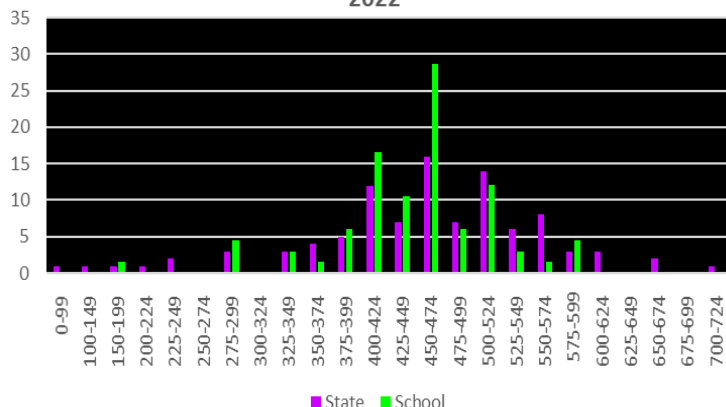
Letters & Sounds Year 3 2019-2022



## Speaking & Listening

# On Entry Assessments

On Entry Speaking & Listening State-School Comparison  
2022



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.

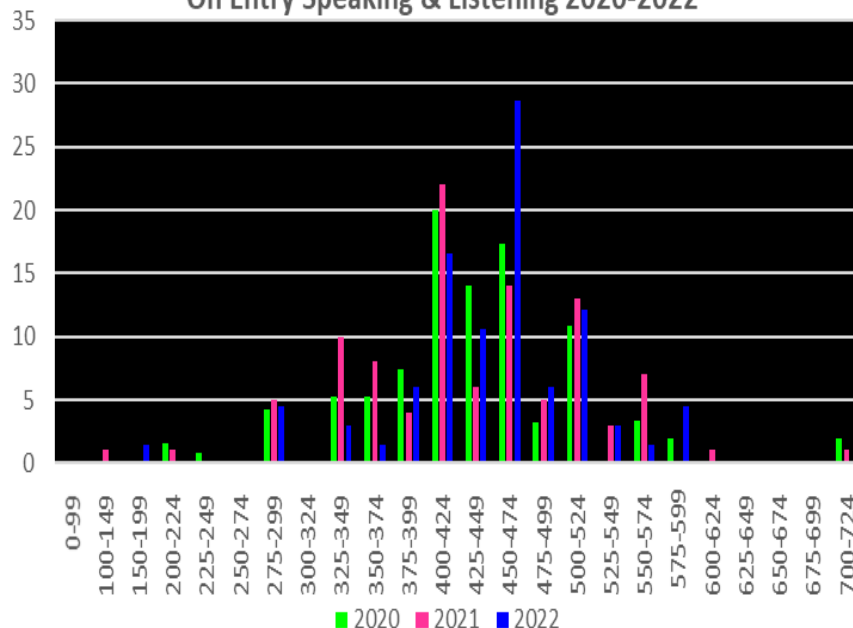
### On Entry Assessment

All Pre-Primary students participated in an On-Entry interview at the start of 2022. The information gained from these interviews was used by staff to assist in planning for student improvement over the 2022 school year and for the setting of priorities for 2023.

### Early Childhood Focus:

- A continued focus for the early years in 2023 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 2023 with these skills being explicitly taught across K–Yr 2.

On Entry Speaking & Listening 2020-2022



Analysis and comparison of our data from 2020 to 2022 indicated improvement in Speaking and Listening with the 2022 cohorts average score being 446.12. The majority of Pre-Primary students engaged in conversation using appropriate voice, pace and tone, as well as a variety of simple and compound sentence structures. Approximately 70% of our PP students showed appropriate listening skills and this continues to be an area requiring further focus. 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

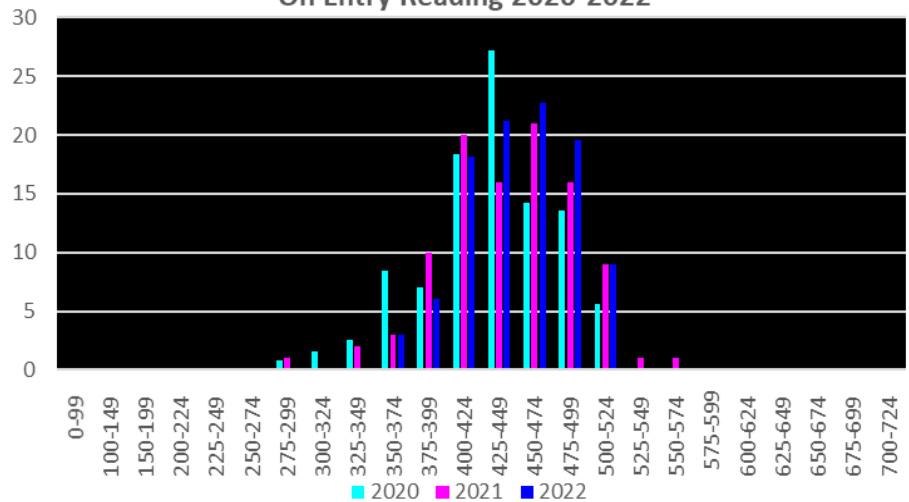
- Increase the percentage of students scoring above 475 in reading

**Met: 2020-19.2%**

**2021-27.0%**

**2022-28.6%**

On Entry Reading 2020-2022



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 2020 and 2021. 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.

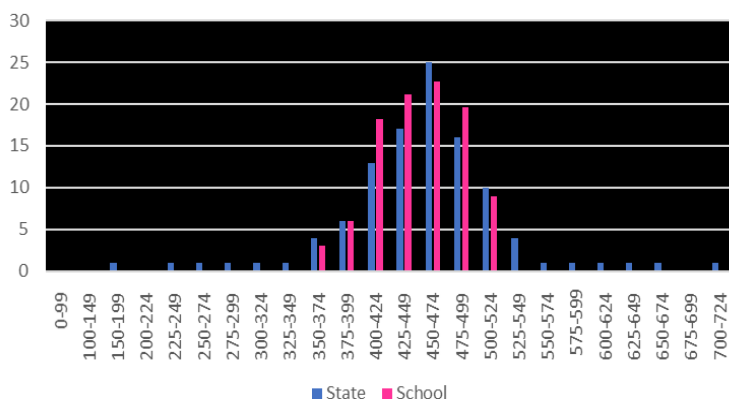
The areas that students experienced some difficulty with, included responding to questions that required the student to infer the reasons for a characters actions and emotions, as well as inferring characters feelings.

#### Early Childhood Focus

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

- Continue with 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.
- Specific teaching of Tier 2 and 3 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.

On Entry Reading State-School Comparison 2022



## Writing

### Early Childhood Focus Kindy– Year 2

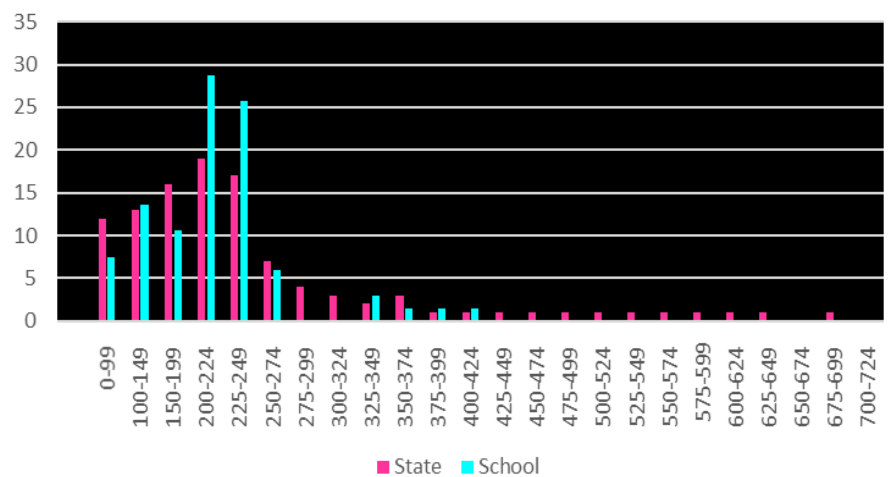
Focus areas for 2022 to address the trends seen in writing include:

- Embed Talk 4 Writing across K-2
- Specific grammar focus on adverbials and connectors
- Written punctuation focus in Yr 1-2
- Continue to build vocabulary and sentence structure

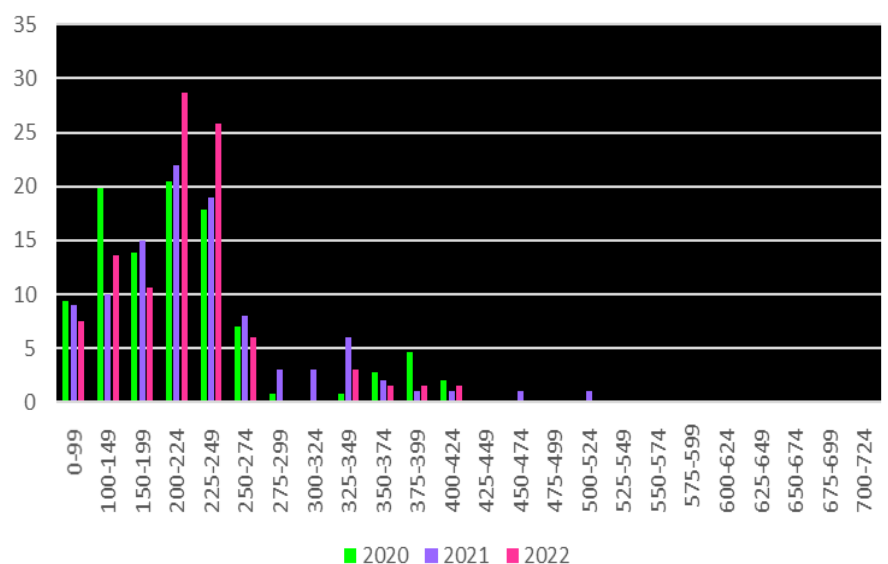
# On Entry Assessments

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, when compared to the state and data from 2021. The majority of Pre Primary students were able to write their name correctly and attempted to give meaning to their writing.

On Entry Writing State-School Comparison 2022



On Entry Writing 2020-2022

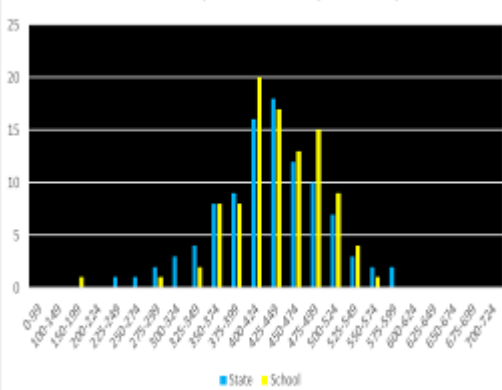


The use of the Talk 4 Writing program across K-6 was fully introduced in 2021, with the focus of the program in the early years being on developing students oral language to support the telling (oral narrative) and writing of stories.



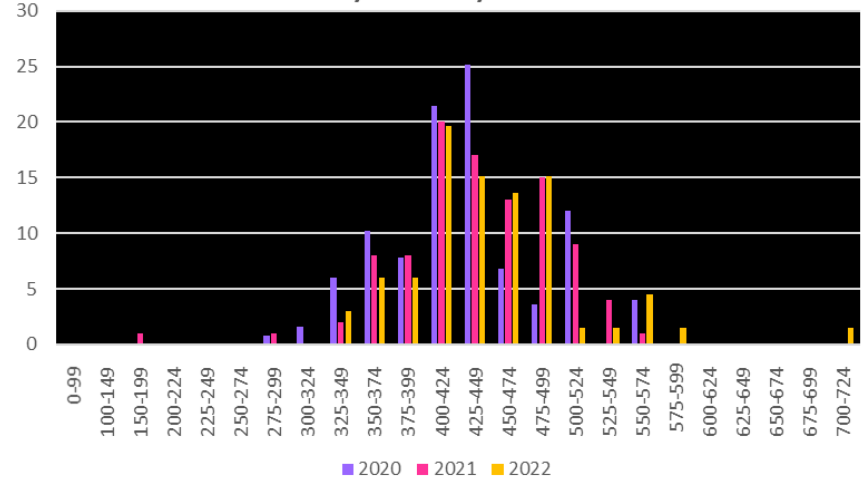
## Numeracy

State-School Comparison On Entry Numeracy 2021



## On Entry Assessments

On Entry Numeracy 2020-2022



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 ordering and recognising all numbers to 20. matching a numeral to a quantity. Areas identified for further development were identifying what numeral comes before and or after a given numeral, ordinal numbers, partitioning e.g.  $6 = 4$  and  $2$ , using number to solve problems and comparing length, mass, capacity and volume.

Our Year 1 and 2 students strengths were in counting from any starting point and recognising two digit numbers, however they showed difficulty with number problems involving partitioning as well as adding three numbers and dividing shapes into fractions. 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

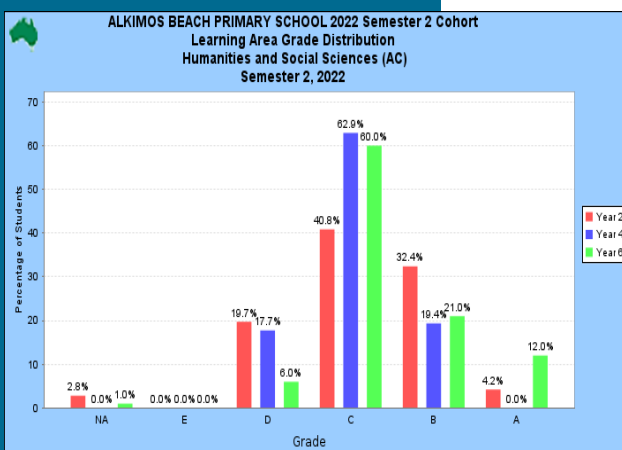
## Humanities

History and Geography were the key areas taught in 2022 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



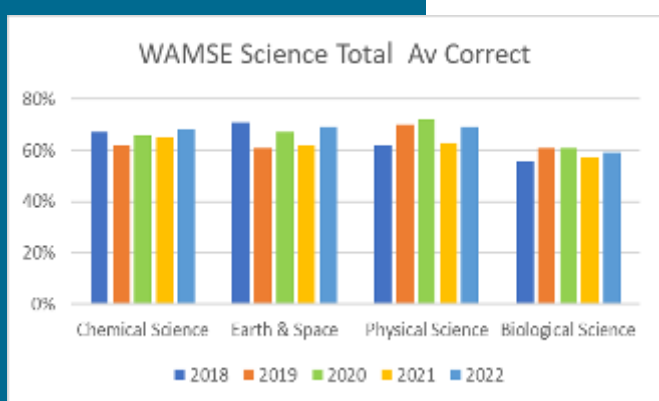
As

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 Languages and NAI-DOC 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.



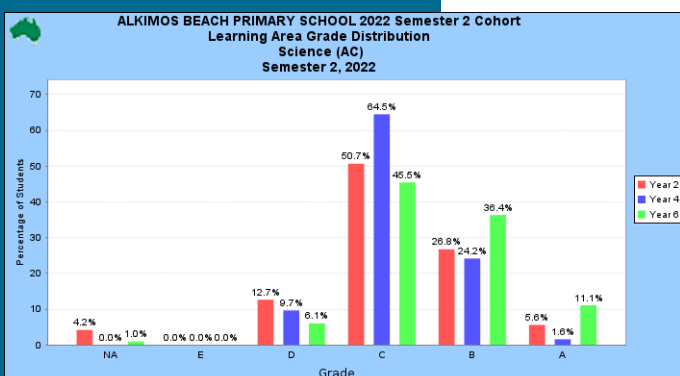
Data from this assessment indicated that student understanding in all areas of Science had shown some improvement over 2022, with student knowledge of Biological sciences continuing to be the weakest area for students. Specific skills and understandings within the Physical, Chemical, Earth & Space and 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 2023 are:

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

A continued focus in 2023 will be on the Biological Science strand of the Science curriculum.



# Technology

Digital technologies continued to be a focus in 2022, 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 2022. The addition of 3D printers has also added excitement for our students, particularly in the design component of Technology.

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

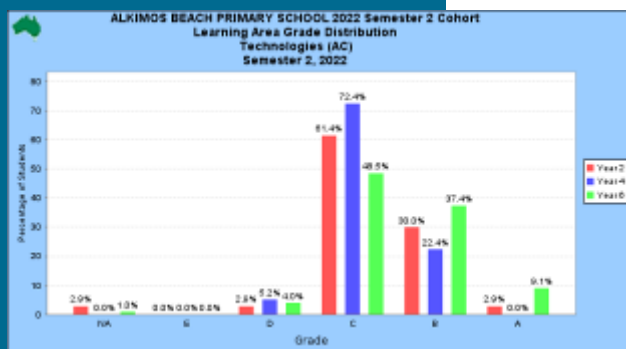
## The Arts

Throughout 2022 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 participated 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.

In 2022, our inaugural Year 6 Rock Band was established. Our School Choir expanded to 60 students who performed at a variety of events such as our City of Wanneroo festival, ANZAC assembly, Graduation assembly and around the school entertaining students at lunch. We also had held our annual "Alkimos Beach Has Talent" show( our best to date!) 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.

We also held our first Summer Concert featuring over 100 students performing a variety of music. Our performers included the school choir, solo singers, drumming ensemble and our school rock band.

The amazing visual art works that students created over the course of the year, were displayed around the school for everyone to enjoy. We were also invited to provide art work to help decorate the new North Metro Regional Education Offices. These pieces are now on display and a credit to the students and the work done by our specialist art teacher.



Talent Show





# Languages—Japanese

*In the Languages 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 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 2022 included

Japanese Music Incursion in Term 3 was an interactive workshop which allowed students to listen to or play Japanese instruments, such as taiko (drums), shamisen (banjo) and chappa (cymbals). Students applied their musical skills to reproduce some common Japanese pieces of music often featured in traditional festivals.

Preparation for the Calligraphy competitions included learning the techniques with water calligraphy sets before experimenting with traditional ink and paper. The competitions were held for Year 3 to 6 students, with many pieces displayed in the front office and Japanese classroom. Four entries were entered into the JLTAWA Calligraphy contest and one student won first place for his year level.

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 celebrations, seasons and weather, zodiac and other animals, folktales, sports, schools, transport, major cities, local neighbourhoods, money, shopping, yokai (mythological creatures), manga and anime were popular lessons.

Integration with Art included examining the woodblock prints by the famous artist, Hokusai and the symmetrical patterns in indigenous AINU art during NAIDOC Week. Clay models were made after examining various yokai and anime characters, which then supported students' descriptive writing tasks. Other Japanese themed art pieces were created during Art lessons.

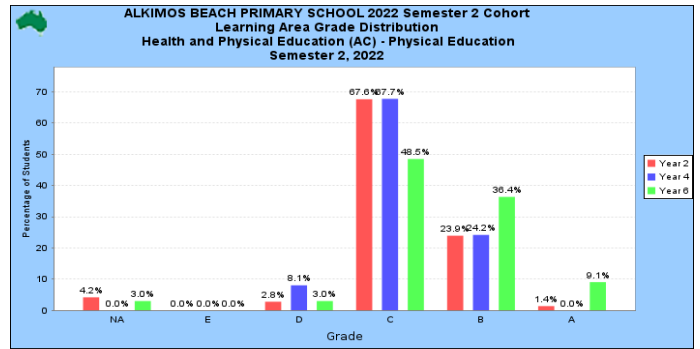
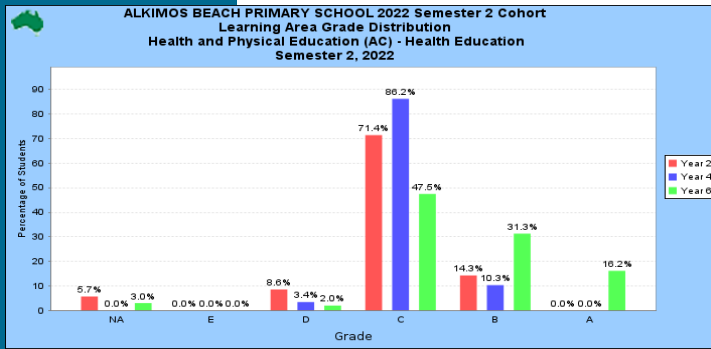
Photos and samples of student work were shared with the school community via classroom and office displays and school newsletters. There is a good level of enthusiasm for learning Japanese and significant improvement by many students at ABPS, especially in their reading and writing skills.





# Health & Physical Education

In 2022 the Physical Education Program was delivered by a specialist teacher from Pre Primary to Year 6, with Kindergarten teachers delivering a fundamental movement program to their students.



## KINDERGARTEN & PRE-PRIMARY

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

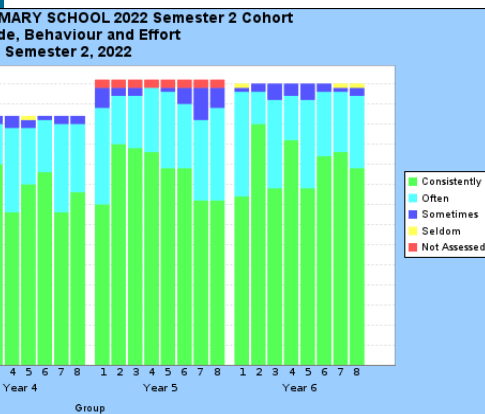
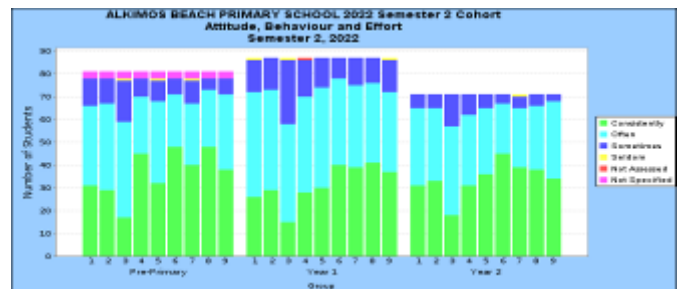
## YEAR 1-6

All students participated in 2 hours of PE and some of this time was with a specialist teacher. Lessons focussed on the fundamental movement skills required for active participation in sporting activities. Our Faction and Interschool Faction carnivals were a highlight for our students and provided a wonderful opportunity for our students to showcase their athletic skills. Students were also given the opportunity to participate in Swimming lessons, BeachSafe, the Interschool Summer Carnival and Cross Country.

Health sessions focussed on the development of a variety of skills such as protective behaviours, resilience, road safety, healthy eating and first aid.

## 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



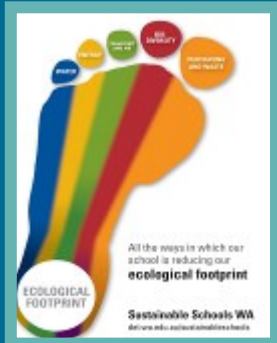
1. Works to the best of his/her ability
2. Shows self respect and care
3. Shows courtesy and respect for the rights of others
4. Participates responsibly in social and civic activities
5. cooperates productively and builds positive relationships with others
6. Is enthusiastic about learning
7. Sets goals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

In 2022, 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, with this data being used to formulate focus areas in our planning for 2023.

## Looking Forward in 2023

Looking forward, our continued focus will be on developing students approaches to work, building relationships, 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 three 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:

- Eco Warrior leadership roles are an established part of our student leadership and we have 4 student leaders promoting this area within our school. Our Eco Warriors last year were the first to be responsible for our cash for containers, which were funded through a Waste Wise grant.
- Continuation of whole school participation in the Clean Schools Program run by the Keep Australia Beautiful organisation
- Household batteries were diverted from land fill through our battery collection system with the MRC.
- Organic waste was collected through the use of bins placed in areas for food scraps. This matter was then used for our worm farms and creating compost for our gardens

### 2022 Eco Warriors



# 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

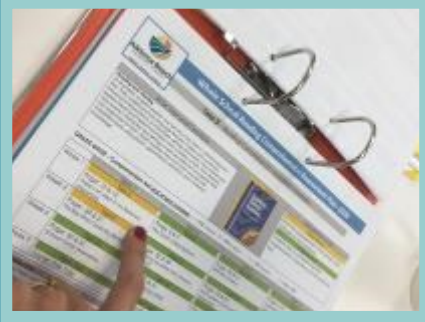
## STAFF DEVELOPMENT

During 2022 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 development plans.

Professional development activities that staff have been involved in during 2022 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 & Coaching
- Coaching for Impact
- Sustainability
- Classroom Management Strategies
- Literacy—Grammar & Punctuation & Comprehension
- Visible Thinking
- Talk 4 Writing—feedback & coaching
- SAIS data
- Bond Blocks—Mathematics PL

## STAFF DEVELOPMENT





# 2022 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 and Interschool Winter Carnival
- Grip Leadership Student Leaders Conference
- Year 6 Ern Halliday Team Building
- Northern Bright Stars –Academic Challenge
- BeachSafe & Swimming
- NAIDOC Week–Drama & dance
- Coding Club & Story Dogs
- Derek Nannup—Six Seasons Totem Poles
- Book Week
- Summer Concert
- WA Opera Incursion
- STEM Fair for students
- Lego Masters Challenge



**Cultural Art with Derek Nannup**



**Interschool Athletics**



**Story Dogs at Book Week**



**Summer Concert**



**Talent Show**



**Interschool Cross Country**



**Book Week Parade**



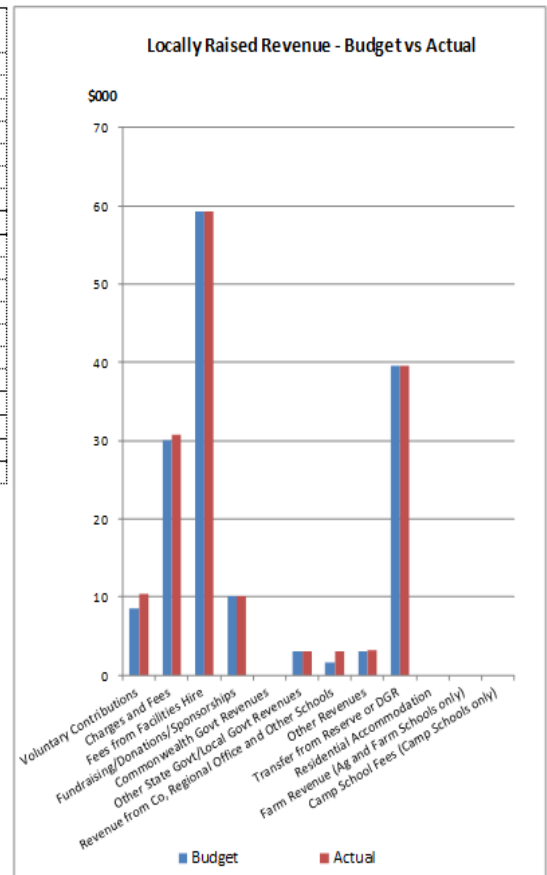
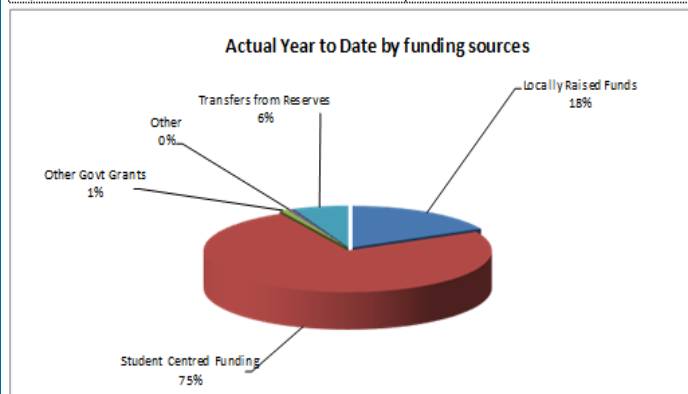
**STEM Fair**



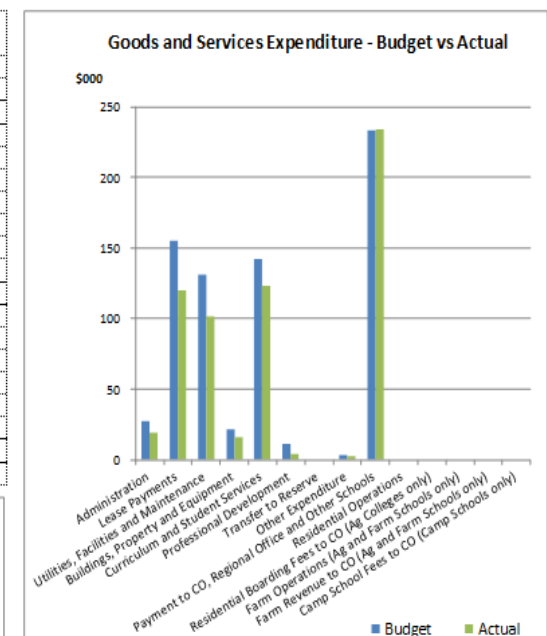
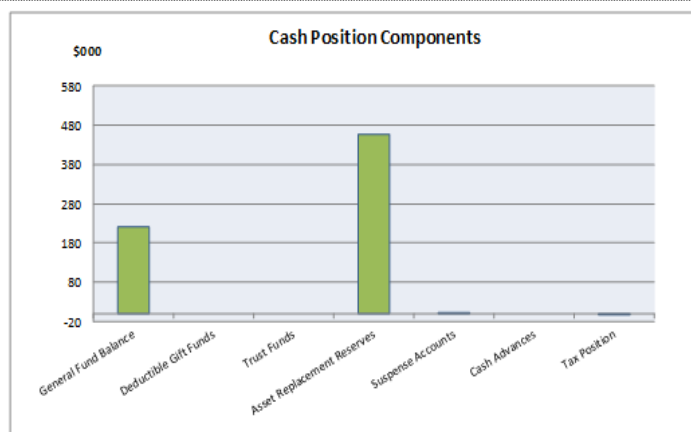
## Alkimos Beach Primary School

Financial Summary as at  
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 8,490.00	\$ 10,393.50
2	Charges and Fees	\$ 30,007.00	\$ 30,717.90
3	Fees from Facilities Hire	\$ 59,318.92	\$ 59,319.10
4	Fundraising/Donations/Sponsorships	\$ 10,081.94	\$ 10,140.84
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,618.20	\$ 3,018.20
8	Other Revenues	\$ 3,044.91	\$ 3,138.00
9	Transfer from Reserve or DGR	\$ 39,567.40	\$ 39,567.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 155,128.37</b>	<b>\$ 159,294.54</b>
	<b>Opening Balance</b>	<b>\$ 212,317.92</b>	<b>\$ 212,317.92</b>
	<b>Student Centred Funding</b>	<b>\$ 470,966.90</b>	<b>\$ 470,966.90</b>
	<b>Total Cash Funds Available</b>	<b>\$ 838,413.19</b>	<b>\$ 842,579.36</b>
	<b>Total Salary Allocation</b>	<b>\$ 5,221,493.00</b>	<b>\$ 5,221,493.00</b>
	<b>Total Funds Available</b>	<b>\$ 6,059,906.19</b>	<b>\$ 6,064,072.36</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,350.00	\$ 19,562.02
2	Lease Payments	\$ 155,000.00	\$ 120,113.43
3	Utilities, Facilities and Maintenance	\$ 130,959.00	\$ 101,910.96
4	Buildings, Property and Equipment	\$ 21,324.40	\$ 15,762.93
5	Curriculum and Student Services	\$ 142,560.08	\$ 122,756.99
6	Professional Development	\$ 11,000.00	\$ 4,454.14
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,610.41	\$ 2,392.95
9	Payment to CO, Regional Office and Other Schools	\$ 233,286.00	\$ 234,017.66
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 725,089.89</b>	<b>\$ 620,971.08</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 4,710,957.00</b>	<b>\$ 4,710,957.00</b>
	<b>Total Expenditure</b>	<b>\$ 5,436,046.89</b>	<b>\$ 5,331,928.08</b>
	<b>Cash Budget Variance</b>	<b>\$ 113,323.30</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 678,171.93</b>
Made up of:	
1 General Fund Balance	\$ 221,608.28
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 456,380.00
5 Suspense Accounts	\$ 815.65
6 Cash Advances	\$ -
7 Tax Position	\$ (632.00)
<b>Total Bank Balance:</b>	<b>\$ 678,171.93</b>