

# Alkimos Primary School Annual Report 2021



Alkimos PS respectfully acknowledges the past and present traditional owners of this land on which we are meeting, the Noongar people. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country that we all live in and share together, Australia.

Dear Alkimos PS Families

Our Annual Report for 2021 has a different look to those of previous years due to the Department of Education allowances for the impact of COVID management upon schools.

Our sixth year at Alkimos Primary School has been another successful one

This year saw the start of an exciting new program at Alkimos Primary – Noongar Language.

Our student leaders were soon joined by the new faction captains Throughout the year in sport we have had special events, such as Pink stumps Day, Cross Country, Girls AFL, Summer Carnival where our Lacrosse team's both won as well as the girls Basketball team we also had success at the Winter Lighting Carnival – where our boys and girls Soccer Team won the pennant. We also had our annual Athletics Carnival, and what a great day it was, the sun was shining and all students had a great time. Well done to ARES who took the Faction Athletics title this year. The biggest success in sport this year was the incredible moment when we won the interschool athletics carnival by over 100 points. A big thanks to Mr Fenn for the amazing effort you put into all of the sporting events of the year. This year, our annual Lapathon returned in Term 4 with a sporting stars theme, everyone looked amazing and had so much fun, and we raised over \$8000.

Over the year, our classes have taken part in some fantastic activities and Incursions. The Year 1's and Year 2's enjoyed working with Peter Ryan to illustrate a book, They Year 3 students had a visit from the Firefighters from Butler Station and the Year 4, Year 5 and Year 6 students had an incursion about Cyber Safety from Constable Care. The Year 5 and 6 students were very lucky to have the opportunity to be involved in Rugby afterschool this year, thanks to Mrs Waddell, Mr Wulff and all of the other adults that gave their time to help out. In Term 4, our student leaders also got the opportunity to tour Optus Stadium, going behind the scenes into the Eagles and Dockers change rooms!

This year we celebrated Science Week and what great fun it was. All year groups participated in science rotations looking at the different areas of science. We also had an exciting incursion from SciTech, where students got to explore the topics of Biological Sciences through a number of hands on activities. Thank you to Mrs Wittam, Miss Sutton and the Science Committee for organising this for us!

We have continued to strengthen our connection with the community throughout the year. We had a fantastic and successful Easter Raffle put on by the P&C, as well as our first ever Movie Night. We had over 400 people come along to watch Toy Story 4 with us, each term the Year 6's swapped out their traditional bake sales for free dress days to help fundraise for Graduation, and what a success they have been! One of our favourite community events has been our Community Lunches, it has been great for families to be able to come in and have lunch with us straight after school events.

At the end of Term 3, we held our annual Book Fair. This year, with our growing numbers, we moved our Book Parade onto the oval. Everyone looked amazing in their costumes and the support from families was outstanding! At the start of Term 4, Mrs Nixon and Mrs Griffiths also had some Year 2 classes take part in a piece of Artwork for the City of Wanneroo. This artwork has been created to go near the new Alkimos Train Station when it is built!

Over the year, our playgrounds have continued to grow. Mr Sparks has built some amazing new equipment in our Early Childhood Playground. The Year 1-6 Nature Playground and Loose Parts Hub have been fantastic, with plenty of students visiting and

using their imagination to build some amazing things! Miss Williams has continued to tend to our beautiful Liberty Garden with the help of our lovely students, and we have had plenty of fruit and vegetables produced!

Environmental links were made this year when students participated in “outdoor classroom day”. Over the day, teachers took as many lessons as they could outside, even Spelling and Writing! Miss Boylan and Miss Williams have also started our Environment Warrior club, we look forward to seeing this grow in 2021.

In 2021, our Specialist Learning Program continued and we have loved getting to know the new members of our school community. A huge thank you to Mrs Papadopoff, Miss Milner, Mrs Dawson, Mrs Rowe, Mr Hobson, Mrs Mooney and all of the other amazing adults that have helped to make this so successful.

As we go into 2021, we look forward to many more exciting challenges and events for the school.

Regards

Andy Gorton  
**PRINCIPAL**

## 1. School Overview

Alkimos Primary School opened for Years Kindy to Year 6 in February 2016 with 215 students, serving the eastern side of the suburb that extends north to Romeo Road and south to Butler Boulevard. In 2019, our school was selected to host the fantastic Specialised Learning Program - Autism Spectrum Disorder (SLP-ASD), one of sixteen Western Australian public schools to do so.

Our school features 5 teaching blocks, an automated library, a fully enclosed and carpeted assembly area, nature playground areas, traditional playground and a 'loose parts hub'. All classrooms are fully air-conditioned. In 2021, our plans to install air-conditioning in our covered assembly area, known as the Agora, were delayed. We look forward to this taking place in 2022. This is a joint P. & C. Association and school initiative.

Our school maintains links to the ocean and Greek theme of the local area, as reflected in the name Alkimos. Our facilities and factions are given Greek names and origins. Alkimos Primary School has two priority areas:

\* Alkimos Learning Community. This includes, students as learners, teachers as learners and parents as learners.

\* Alkimos Healthy Community. This includes, student health and wellbeing, staff health and wellbeing and family health and wellbeing.

Our approaches to teaching and learning are that our staff understand that the quality of their relationships with students is the key. Our teachers are able to adeptly engage families and the Alkimos school community, as crucial to our school's success is the extent to which this sense of belonging and connectedness can be created. Our staff strive to create a highly collaborative learning environment. This is reflected in the many community events we like to hold and invite families to be part of.

While our academic focus is strong, Alkimos PS equally our beliefs about the non-academic needs of our students. Education is about the 'whole child'- meeting their emotional, physical and behavioural needs, for example, is essential if students are to be successful learners and happy children.

In 2022, Alkimos PS will continue to offer an extended range of specialist subjects to our students. Noongar Languages, so successfully introduced as our Language Other Than English in 2021, will continue to be a feature. Our other specialist learning areas are Physical Education, The Arts (Music and Art/Craft), and Humanities and Social Sciences (HASS). Several clubs and other activities are offered to students, including Choir, Running Club, Environmental Warriors, and Dance Club. There will be many more to follow! Also, Alkimos PS will for the first time in 2022 offer guitar tuition from the School of Instrumental Music (SIM). Our school will also build on our successful participation in One Big Voice and the WA Massed Choir Festival; these were wonderful events for our choir.

It is expected that Alkimos PS will be engaged in a Public School Review in 2022. Furthermore, the school has requested a National Quality Standard (NQS) Verification visit from the Department of Education.

## 2. Student Numbers and Characteristics

### Student Numbers (as at 2021 Semester 2)

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#### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(47)	92	76	85	85	83	80	82	630
Part Time	94								

**Note:**

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

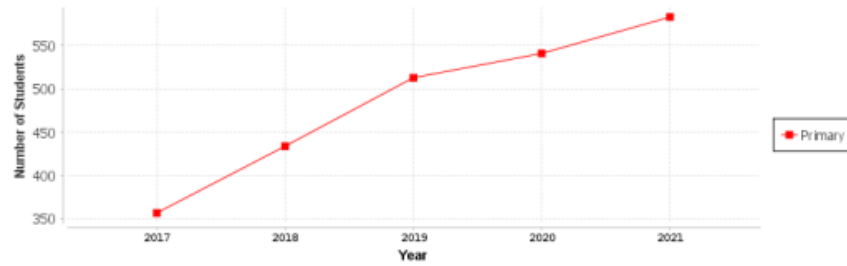
#### Sex

	Kin	PPR	Pri	Sec	Total
Male	47	48	247		342
Female	47	44	244		335
<b>Total</b>	<b>94</b>	<b>92</b>	<b>491</b>		<b>677</b>

#### Aboriginality

	Kin	PPR	Pri	Sec	Total
Aboriginal		2	12		14
Non-Aboriginal	94	90	479		663
<b>Total</b>	<b>94</b>	<b>92</b>	<b>491</b>		<b>677</b>

## Student Number Trends (based on 2021 Semester 2 Census Data)



### 2021 Semester 2

	2017	2018	2019	2020	2021
Primary (Excluding Kin)	357	434	513	541	583
Upper Secondary	0	0	0	0	0
<b>Total</b>	<b>357</b>	<b>434</b>	<b>513</b>	<b>541</b>	<b>583</b>

**Note:**

The graph and table include only full-time students

### Comments:

Our enrolment has continued to grow steadily in 2021 however it is expected that this may plateau, or even decrease in 2022 as issues related to COVID (travel restrictions) and the building industry take hold. It is noted that the local intake area of Alkimos PS is still to be developed; there continues to be land releases, ready for housing estates to be created.

It is also notable that a nearby private school has been enticing new enrolments with an offer of free tuition for a year. This had a minor influence on our 2022 enrolment. It is felt that most of these families may have opted to leave the public school system regardless of this offer.

### 3. Workforce Composition

#### Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	1
Program Coordinators	1	1.0	0
<b>Total Administration Staff</b>	<b>5</b>	<b>5.0</b>	<b>1</b>
<b>Teaching Staff</b>			
Level 3 Teachers	2	1.1	0
Other Teaching Staff	42	34.8	1
<b>Total Teaching Staff</b>	<b>44</b>	<b>35.9</b>	<b>1</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	21	18.8	1
<b>Total School Support Staff</b>	<b>25</b>	<b>22.4</b>	<b>1</b>
<b>Total</b>	<b>74</b>	<b>63.3</b>	<b>3</b>

#### Comments:

Our Workforce Composition reflects our hosting of the SLP-ASD, with the Program Coordinator position, and additional teacher and Education Assistant numbers in comparison to Level 5 primary schools with similar enrolment.

A more robust examination of our Workforce Composition would reveal that several significant characteristics. Firstly, our school is very active in encouraging career development and pursuing higher duties. In 2021, four teaching staff members left Alkimos PS for higher opportunities with the Department of Education. Our school is very conscious of our responsibilities, including our obligation to contribute to the development of school and system leaders.

Secondly, at the end of 2021, ten teaching staff members were taking various periods of Parental Leave. Around half are expected to return at some point in 2022.

Thirdly, there are no staff members indicating plans for retirement.

Combining the elements, there is a challenge to maintain a cohesive, vibrant workforce. Feedback clearly indicates that the school is successful in doing so.

These three points are acknowledged, and expanded upon, in our Workforce Plan.

### 4. Student Attendance

### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	93%	92.1%	92.7%	94.5%	86%	79.5%	93%	91.8%	91.6%
2020	94.4%	93.2%	93.2%	92.2%	85.4%	77.6%	94.3%	92.8%	91.9%
2021	90.4%	92%	92.4%	90.4%	84.3%	76.8%	90.4%	91.6%	91%

#### *Comments*

In 2021, attendance (90.4%) was slightly lower than WA Public Schools (91%). Every WA School was affected by COVID-19 in 2021; this accounts for our decrease in attendance from 2020. In 2021, Alkimos PS recorded two particularly At-Risk Extreme student attendance rates of 33.4% and 25.4%; this has significantly impacted the overall attendance. School leadership worked very closely with these families; the reasons for the attendance challenges being well known. Multiple agencies were involved in the case management of these students.

In relation to managing student attendance, Alkimos PS frequently publishes information in the newsletter, and on CONNECT, regarding the importance of regular attendance.

At our Monday Musters, staff members regularly speak to students about attendance matters, always making sure that the positive aspects of attending school are highlighted.

Alkimos PS has an Associate Principal with the duty to oversee attendance and to oversee any issues and facilitate contact with families where necessary.

Alkimos PS has five badged Attendance Officers, conducting home visits as required as part of the strategy to support families where attendance issues have been identified.

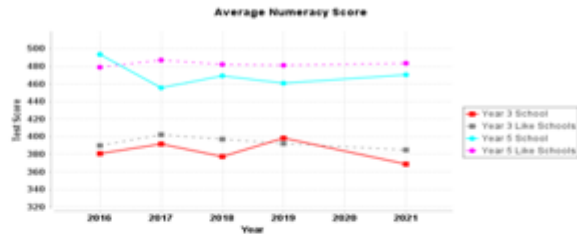


## 5. Student Achievement and Progress

### NAPLAN

#### Numeracy

	Year 3	Year 5
Alkimos PS	369	471
Like Schools	385	484
All WA Public Schools	392	484
All Australian Schools	403	495



#### Reading

	Year 3	Year 5
Alkimos PS	398	479
Like Schools	412	495
All WA Public Schools	420	498
All Australian Schools	438	511



#### Writing

	Year 3	Year 5
Alkimos PS	432	475
Like Schools	421	473
All WA Public Schools	420	475
All Australian Schools	425	480



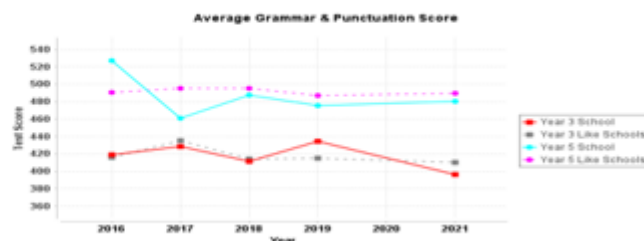
#### Spelling

	Year 3	Year 5
Alkimos PS	412	494
Like Schools	400	491
All WA Public Schools	406	500
All Australian Schools	421	504



#### Grammar and Punctuation

	Year 3	Year 5
Alkimos PS	396	480
Like Schools	410	490
All WA Public Schools	421	491
All Australian Schools	433	503



### Comments

## **Alkimos PS's Like Schools**

When interpreting NAPLAN Data, Alkimos Primary School uses data of 'Like Schools' to make judgements about performance.

Like Schools are grouped according to a school's Index of Socio-educational Advantage (ICSEA). Data for this index is drawn from many sources, principally census information. Alkimos PS' ICSEA in 2021 was 1011 (4), the bracket representing the decile. Based on this, our Like Schools are:

*Aveley Primary School, Beldon Primary school, Belmont Primary School, Boyup Brook District High School, Bridgetown Primary School, Chapman Valley Primary School, Comet Bay Primary School, Condingup Primary School, Coorow Primary School, Dampier Primary School, Falcon Primary School, Grandis Primary School, Greenwood Primary School, Hyden Primary School, Nannup Distract High School, Newdegate Primary School, Perenjori Primary School, Roebuck Primary School, Safety Bay Primary School, Settlers Primary School, Sheoak Grove Primary School, South Coogee Primary School, South Stirling Primary School, Wellard Primary School*

## **Where to From Here?**

As indicated in the summary of the student performance against our academic and non-academic targets, Alkimos PS staff has reflected extensively upon the data and have responded accordingly. Emerging from these actions is a clear commitment to strengthening whole-school approaches. In 2022, considerable professional learning and resources are being devoted to improving our Reading and Numeracy programs with the employment of an Education Assistant running intervention groups in these areas, and other evidence-based resources being utilised across the school. In addition to this. Our school continues to maintain extensive year planners to ensure consistency across year levels, and in the case of new staff joining our school.

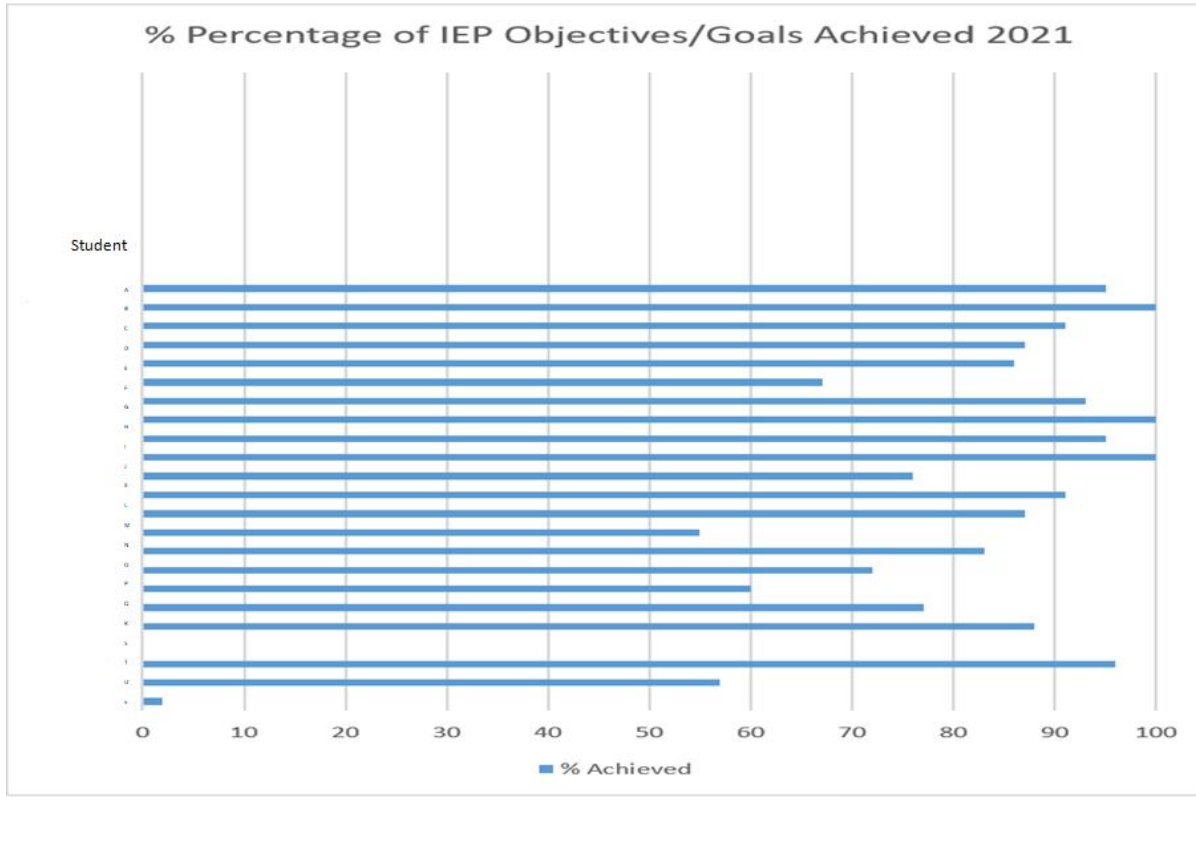
As has been the case in previous years, as our student population grows, our school continues to develop the monitoring of sub-groups (such as Aboriginal students, EAL/D students and students with an identified disability) and to continue to make judgements about our data collection methods (that is, are these telling us the kind of information we need to know about the performance of all of our students). Our inclusion of a mid-year data collection on certain areas reflects our commitment to monitoring the effectiveness of school programs. This is indicative of our self-assessment and review cycle in place at Alkimos PS and is used to provide more range to the information collected through NAPLAN testing.

When considering NAPLAN data, it is apparent that our Year 3 and Year 5 students have continued to demonstrate sound progress in Writing. All other areas considered against NAPLAN confirm judgements made by teachers and are backed up by rigorous in class assessment.

Our school will also continue to pursue our two priority areas and have written Operational Plans that reflect these:

- Alkimos Learning Community: This has three areas– Students as Learners, Teachers as Learners, Parents as Learners.
- Alkimos Healthy Community: This has three areas- Student Health and Well Being, Staff Health and Well Being and Family Health and Well Being

## SLP-ASD



### Comments

Alkimos PS's SLP-ASD is a highly significant system initiative and as such, reporting on student achievement is Crucial

Teachers design Individual Education Plans (IEP) for all our students in the SLP-ASD so as to meet them at their level of educational, behavioural and emotional need and support any missing concepts and support further understandings.

Our schools uses the student's IEP as a working document and teachers are constantly changing and updating goals. When goals are met, we add new SMART goals. We meet with families, a minimum of twice a year for a formal case conference which includes our School Psychologist. We discuss the IEP and any concerns the teachers and families might have. Alongside this, we meet informally with families often to discuss updates to the IEP and to check in.

The IEP includes goals for all areas of the SLP, such as English, Maths, DTT and Adaptive Behaviours.

Students' overall individual progress is represented as a percentage. In the case of two students having achieved little or no goals, this is because the students are new to the program.

## 6. Post School Destination

2022 school destinations of the 2021 student cohort

Year Level :  Male: 47 Female: 35 Total: 82

Destination Schools	Male	Female	Total
4211 Alkimos College	35	22	57
1493 St James' Anglican School	7	4	11
4191 Butler College	3	3	6
1418 Irene McCormack Catholic Coll	1	2	3
4169 Cannington Community College		1	1
4172 Kinross College	1		1
1404 Quinns Baptist College	1		1
4207 Yanchep Secondary College		1	1

### Comments

80% of Year 6 students enrolled in a WA public secondary school in 2022. Of this cohort, 86% enrolled at Alkimos College, the local in-take secondary school.

## 7. Student Satisfaction Survey

In 2021, Alkimos PS Years 4-6 students participated in the Wellbeing and Engagement Census. A Department of Education South Australia initiative, the census captures wide-ranging information relating to their views about their social and emotional wellbeing, their engagement at school and their experiences outside of school. It provides excellent potential levers for school improvement and may provide educators with information about the Personal and Social Capabilities described in the Australian Curriculum (i.e., self-awareness, social awareness, social management and self-management).

We received our WEC data at the end of 2021. The Student Services Associate Principal engaged in an online WEC analysis PL (through the Department of Education - SA) and shared this knowledge with the Student Services Team and School Leadership, who in turn investigated the data. At our SDD in January 2022, the whole staff completed a data analysis and reflection session.

The following result reflections were identified:

- Strengths - Connectedness to adults at school, emotional engagement with teachers and friendship intimacy. These are a result of the strong Student Services Team and processes in place and programs such as In Real Life, Be Alkimos Strong beliefs and Zones of Regulation.
- Surprises - included a high number of students identifying an absence of bullying (verbal bullying being a higher identified area than physical, but still low). Higher rates of "bullying" reported by families than by students. Is this based on different understanding and semantics around "bullying" and "Mean on Purpose" behaviour or talking?

- Issues or Concerns - Emotional Regulation. Improvement will occur as we Explicitly teach Zones of Regulation, (separating into thinking (ruminating) and behaviours) and have students checking in after each break.
- Issues or Concerns - Absence of worries. Improvement will occur with intentional teaching of positive mindset and mindfulness strategies, including utilising Smiling Mind and Be You programs and incorporating strategies such as, "Size of the Problem" scales.
- Issues or Concerns - Engagement (Flow). Improvement will occur when discussions around these specific questions (i.e. deeper explanations of what they mean) and allowing a safe environment for students to identify how they "really feel".

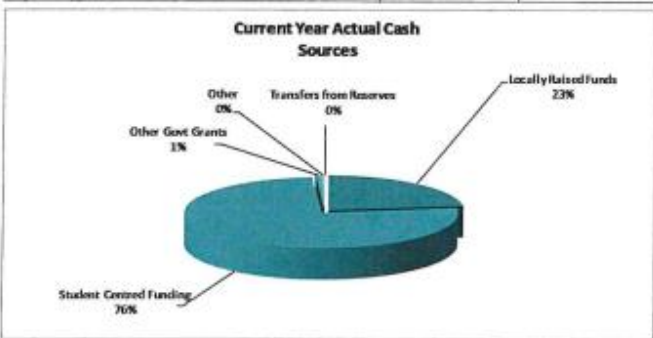
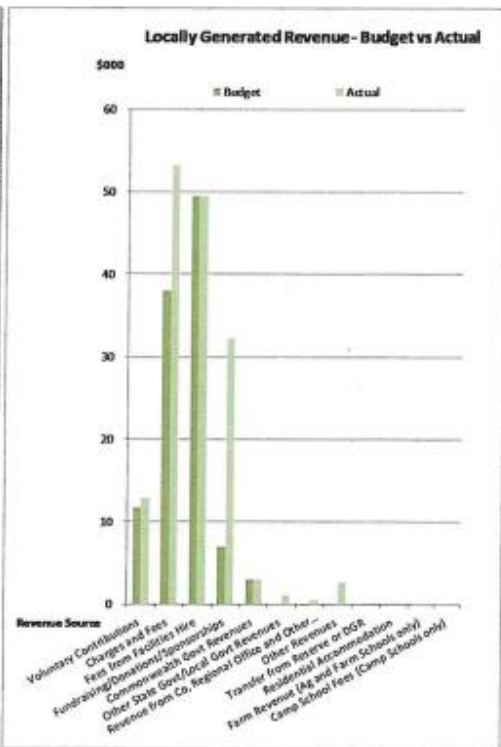
Data obtained from the WEC will continue to really enhance our work in this area. Our school has always had a strong commitment to supporting students with health and wellbeing challenges, so this will be strengthened through the use of this data.

## 8. Financial Summary

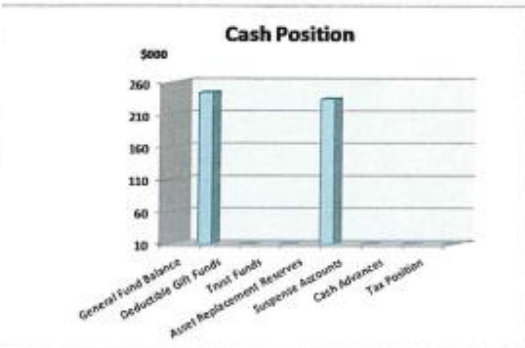
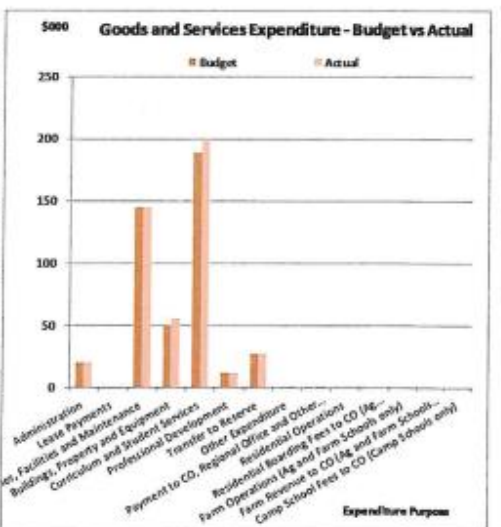


### Alkimos Primary School Financial Summary as at 31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 11,700.00	\$ 12,870.00
2 Charges and Fees	\$ 38,000.00	\$ 53,213.72
3 Fees from Facilities Hire	\$ 49,454.00	\$ 49,514.62
4 Fundraising/Donations/Sponsorships	\$ 7,000.00	\$ 32,263.57
5 Commonwealth Govt Revenues	\$ 2,971.00	\$ 2,971.08
6 Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 431.80
8 Other Revenues	\$ -	\$ 2,703.65
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 109,125.00</b>	<b>\$ 154,968.44</b>
Opening Balance	\$ 51,504.72	\$ 51,504.72
Student Centred Funding	\$ 492,700.00	\$ 496,189.55
<b>Total Cash Funds Available</b>	<b>\$ 653,329.72</b>	<b>\$ 702,662.71</b>
<b>Total Salary Allocation</b>	<b>\$ 6,705,332.00</b>	<b>\$ 6,705,332.00</b>
<b>Total Funds Available</b>	<b>\$ 7,358,661.72</b>	<b>\$ 7,407,994.71</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 20,237.00	\$ 19,723.65
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 144,500.00	\$ 144,390.06
4 Buildings, Property and Equipment	\$ 49,768.00	\$ 55,219.51
5 Curriculum and Student Services	\$ 188,121.00	\$ 200,484.16
6 Professional Development	\$ 11,758.00	\$ 11,238.46
7 Transfer to Reserve	\$ 27,000.00	\$ 27,000.00
8 Other Expenditure	\$ -	\$ 339.18
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ 30.00
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>\$ 441,384.00</b>	<b>\$ 458,425.02</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 6,557,486.00</b>	<b>\$ 6,557,486.00</b>
<b>Total Expenditure</b>	<b>\$ 6,998,870.00</b>	<b>\$ 7,015,911.02</b>
<b>Cash Budget Variance</b>	<b>\$ 211,945.72</b>	



Cash Position as at:	
Bank Balance	\$ 475,990.13
Made up of:	
1 General Fund Balance	\$ 244,237.69
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 234,000.00
5 Suspense Accounts	\$ 436.44
6 Cash Advances	\$ -
7 Tax Position	\$ (2,684.00)
<b>Total Bank Balance</b>	<b>\$ 475,990.13</b>

### Comments

Our financial position is extremely sound and enables to pursue projects in 2022, such as the development of a new play area, upgrade of ICT equipment, improvements to the staff room, and the purchase of new playground equipment.

