



Increasing  
Enrolments  
175 students

\$77 000  
P&C Funding

NAPLAN Targets  
Achieved

94.3%  
Whole School  
Attendance

# ANNUAL REPORT 2019

**City Beach Primary School**

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- ✓ Positive Collaborative Partnerships
  - ✓ Vibrant School Community
  - ✓ Whole Child Focus
  - ✓ High Standards & Expectations
  - ✓ Quality Teaching & Learning
  - ✓ Growth Mindset
  - ✓ Connection & Challenge
  - ✓ Supportive & Inclusive
  - ✓ Strong Values & Beliefs
  - ✓ Digital Technologies
  - ✓ Quality Specialist Programs
  - ✓ Before and After School Care
- Endless Possibilities*

# Welcome

In this report you will find information relating to our School's progress against the identified priorities in 2019, aligned to the focus areas outlined in our Business Plan. The report also captures highlights of the operation of the school under each focus area and a review of our progress towards achieving the academic and non-academic targets outlined in our Business Plan.

In 2019 we kept the school community informed of our achievements and celebrations through a variety of communication platforms including:

- An updated refreshed website
- A fortnightly newsletter
- School Board and P&C Updates
- School assemblies
- Connect notifications
- Class representative emails
- Emails
- SMS messages



Up to date information can always be found on our website: [www.citybeachps.wa.edu.au](http://www.citybeachps.wa.edu.au)

## OUR VALUES

RESPECT	RESPONSIBILITY	RESILIENCE
I am respectful.	I am responsible.	I am resilient.
I treat the environment, others and myself as we deserve to be treated.	I do things I am expected to do in an honest and dependable way.	I can learn from all my experiences with a confident mindset.

## OUR BELIEFS

**Independence and Collaboration** | All students will have the opportunity to work individually and engage collaboratively to develop their capacity to become autonomous self-motivated learners.

**Supportive Environment** | We create a learning environment that is supportive and inclusive of all students, offering challenges through a rich variety of learning experiences.

**Teaching and Learning** | Learning experiences connect, engage and challenge students through an explicit and connected teaching practice.

# From the Principal

**Mari Dart | Principal**

In this report we stop to look back at 2019 and we celebrate what is at the heart of our school - our students. They genuinely embrace and engage in the opportunities and experiences provided by our staff, parents and partnerships, to help them to flourish and grow.

Our energetic and dedicated staff serve the school community through their commitment to creating a safe, supportive and inclusive learning environment for all students and their families.



Through play and opportunities to develop their curiosity, connections and critical and creative thinking skills, we encourage our students to develop the Keys to Success in life: Confidence, Resilience, Persistence, Organisation, Getting Along. These keys are the essential foundation for becoming and being positive contributors to our world as they grow into young adults.

Our energetic and proactive parents have added to the achievements and success of our school in 2019. Countless volunteer hours, thought, attention to detail, social and fun fundraising events, were sprinkled throughout the year and highlighted the great work of our dedicated P&C and committees. The willingness of our parents to freely give up their time in support of the school through the formal roles of our School Board and the P&C and informally throughout the year in classrooms, by getting behind fundraising and social events, showcases our true sense of community and the importance of belonging at City Beach Primary School.

Collaboration, partnerships and growth continued to be central to our work throughout 2019. Ideas from conversations with a range of expertise in our school community were harnessed into an initiative coined *Green Shoots*. This exciting new initiative brought little used areas of our school back to life in the shape of Malak Merenyj Bidi (our native bush food garden) and the Hearts and Minds garden (a patch to pupil concept). We also came to the end of our first full year of sharing the campus with the Japanese School in Perth, where opportunities for cultural exchange and inclusivity were second nature to our days. We continue to celebrate these unique partnerships at City Beach Primary School.

**We certainly are a multifaceted and vibrant school community who collectively - students, staff, parents and the wider community - are the reality of our school motto:**

**‘Achieving Together with Pride’**

**Together we work hard to ensure our students thrive in a supportive, inclusive and diverse school environment, where we challenge and extend each child’s world of learning.**



# SCHOOL BOARD

James Fuller | School Board Chair

The Board plays an integral role in the school's relationship with the community and provides a unique opportunity for parents, staff and community members to contribute to the long-term success of the school. 2019 was a year of real progress for City Beach Primary as the 2018-2020 Business Plan continued to be implemented, enrolments increased steadily and the wider school community excelled.



## KEY ACTIVITIES

One of the key activities for the School Board in 2019 was the ongoing review of the School's progress against the 2018-2020 Business Plan. Each of the four main strategies from the Business Plan were reviewed and discussed in detail over the year and an ongoing "health check" on progress against the plan was conducted at every meeting.

The School Board also:

- Supported a review of the school's logo and branding and the refresh of the school website
- Reviewed the Board's Terms of Reference and the Code of Conduct
- Evaluated the schools 2019 NAPLAN results and identified areas of strength and of improvement

- Supported the external promotion of the school with a number of positive articles generated in local and state media
- Communicated with the school community via regular updates in the fortnightly school newsletter; and
- Gained feedback from the school community via entry and exit surveys

## FINANCIALS

The Board reviewed the 2019 school budget and approved it in February 2019. The school budget remains in surplus.

## BOARD COMPOSITION

In 2019 the Board was comprised of nine members including (3) staff, (5) parent representatives, (1) community representative and (1) co-opted member:

James Fuller – Parent Representative and Chair	Fiona Ellett-Leggo - Parent Representative
Mari Dart – Principal	Nancy Howard - Parent Representative
Alison Jenkins – Deputy Principal	Rosie Candler – Community Representative
Louise Smith – Staff Representative	Trevor Hammond – Co-opted member
Rochelle Smith - Parent Rep and Board Secretary	

At the end of 2019 we welcomed Lauren Graffin and Jade Pervan to the Board. There were also several members who completed their term on the Board during 2019. Thank you to Rochelle King and Louise Smith for their contributions to the Board during their 3-year term.

## COMPLIANCE

The school Board met six times in 2019:

- Meetings were conducted with at least a minimum quorum
- Minutes of the Board were recorded and endorsed prior to publication on the school's website

The Board also completed a self-assessment exercise where an external reviewer was engaged to collect and analyse a series of questionnaires completed by Board members on the effectiveness and governance practices of the Board. The results of the assessment are being utilised by the Board to continue to improve.

## 2020

As we enter the final year of our Business Plan, with enrolments growing steadily, the Board is very optimistic about the future of City Beach Primary School and the supportive and caring educational environment created for the students. We look forward to 2020 with much enthusiasm.

# PARENTS AND CITIZENS ASSOCIATION

Wallace Turner | P&C President

2019 was another successful year for the City Beach Primary School Parents' and Citizens' Association with highlights including:

- New Basketball & Netball Hoops;
- Social Events;
- Welcome Disco and end of year Sundowner;
- Parent social Spanish Fiesta;
- Sleep Over on the Oval;
- The Hearts and Minds (edible garden) & adjacent Malak Merenyj Bidi – our Native Bush Food Garden;
- Rainbow Run fundraiser raising funds for the Undercover Area and Quadrangle resurfacing; and
- In 2019 the P&C via donations, fundraising and grants provided and committed to over \$77,000 in funding in support of City Beach Primary School.



The Community Relations Committee (CRC) organised and ran a record number of events last year with all being very well received and supported by the school community. The CRC members put in a huge amount of their personal time and effort to ensure that the events were extremely successful, which helps to build on to the strong sense of community we have here at City Beach Primary School.

In 2019, City Beach Primary School P&C Association continued to provide a number of school services through the hard work of parent volunteers and the support of the school community, including the school Canteen two days a week, the on-site Uniform Shop, School Banking once a week and the Year Book as a fantastic keepsake to capture and remember the year that was.

Thanks goes to all of the parents, caregivers, staff and students who have volunteered their time and supported our events and initiatives over the past year. We value their efforts and contributions. We also thank our generous sponsors: Space Realty (gold sponsor), Focus Electrical and Kumon, for their continued support and look forward to another positive and productive year in 2020.

## Business Plan Core Area Highlights

Our 2018 – 2020 Business Plan identified four core areas of focus for continuous improvement over the next three years. These core areas are underpinned by our vision, values and beliefs. Our priorities are aligned to and support the Department of Education's priorities outlined in the Plan for Public Schools. We have reviewed each core area for 2019 under the headings of Highlights and Looking Ahead.

### Excellence in Teaching

Teaching is a complex craft. Consistently high-quality teaching in every classroom, every day, for every student is fundamental to ensuring their success.

The greatest source of improvement in any school comes from improving the quality and consistency of teaching practice in every classroom. Teachers are encouraged to work collaboratively and learn from each other's practice. At City Beach Primary School in 2019 we implemented a range of strategies to ensure our teaching practices continued to improve.



#### Highlights

##### Teaching and learning

- Teachers committed to iSTAR Core Agreements, to ensure consistency in lesson delivery and make learning visible. All components were included in performance development cycles.
- Core iStar language and strategies are used in all classrooms and are clearly displayed and communicated.

##### Curriculum Delivery

- Data literacy – staff using NAPLAN and On-entry data to inform planning for each child's progress across literacy and numeracy.
- Agreed whole school approaches across learning areas consistently delivered across the school.
- Professional Learning Team (PLT) meetings guided consistent delivery and moderation practices.



### Staff Development

- Walkthroughs provided valuable feedback to staff on their delivery of lessons using the iSTAR model.
- Performance development processes were established and implemented with staff.
- Network Aspirant Leadership Course – was attended by staff with aspirations for leading teaching and learning.

### Digital Technologies

- Scope IT – 3D printing series of workshops run across Year 1 - Year 6 classes.
- Staff and PLT meeting opportunities for staff to 'show and share'.
- Digital coaching for staff in Semester Two focused on coding and robotics.
- Teach like a Champion by Doug Lemov – focused on teaching techniques and classroom culture.
- iPads and laptops were updated and additional electro-boards for the library and new classroom for 2020 were leased.

### Looking Ahead

Our staff are committed, motivated and believe they can make a real difference to the lives of each and every student. This belief is central to our school improvement cycle. As a school we value our staff as capable professionals and we are committed to supporting their development. The provision of performance development support, opportunities to collaborate with colleagues and access to quality targeted professional learning sessions will continue to be our focus in 2020 and beyond.

## Successful Students



We believe every student is capable of achieving success at school and do all we can to find ways of helping each student to be successful. At City Beach Primary School, we have high expectations of students in terms of both their standard of learning and their behaviour. We encourage students to have high expectations of themselves and their own

learning. We accommodate the different needs of students. The growth and progress of each child in

our care is our focus. By ensuring students feel connected to our school and engaged in their learning we set the stage for their success.

## Highlights

### Differentiation

- The Students at Educational Risk policy and flow chart for support and identification was reviewed and refined.
- Students had opportunities to engage in programs fostering the development of higher order thinking (HOT) skills and creativity. Programs ran across the year in; visual arts – HOT Art, Philosophy for Children (P4C); Tournaments of the Mind (TOM Club); and Genius Hour.
- Teachers used Planning for Progress plans to differentiate teaching across literacy and numeracy.
- iSTAR lesson design learning intentions incorporated ALL MOST and SOME statements to support differentiation.
- NAPLAN, On-Entry and PAT data to set targets for individuals, groups and cohorts
- School based extension programs - provide opportunities for students – Debating workshops, One Big Voice; and traditional Japanese Dance Group performances.

### Leadership



- The Student Leadership Team were provided with opportunities for student voice and growth.
- Clearly defined roles and meeting procedures enhanced the profile of the student leadership team in 2019.
- Weekly CBR Broadcasts ensured the student leadership team communicated whole school messages that incorporated school values and You Can Do It initiatives.
- Students represented City Beach Primary School with pride at interschool and community events - Rotary Four Way Public Speaking competition; Tournaments of the Mind; Town of Cambridge Anzac Service; and Interschool sporting events, swimming, cross country, winter sports, athletics, and cricket.

### Developing the Whole Child

The Positive Behaviour Support plan was reviewed and is in a final consultation phase. The plan was developed around the key principles of restorative justice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.
- Office visits, YCDI Treasure Chest rewards, Student of the Week and Honour Certificates recognise students displaying school values and the YCDI Five Keys to Success.
- School Programs that promote healthy lifestyles included and were not limited to: Crunch and Sip; Wheels Wednesday; National Walk and Ride your Bike to School days; before school Swimming Training - Term 1; Running Club - Term 2; Athletics Training – Term 3; Jump Jam; and Bike Education.
- A whole school focus on play and creative indoor/outdoor learning spaces and flexible seating options.
- You Can Do It – social and emotional learning - developed knowledge and understanding of the 5 Keys to Success: Persistence; Confidence; Resilience; Organisation; and Getting Along.

### Attendance

- Positive messages about the importance and impact of regular attendance across all classes were communicated.

## Looking Ahead

In 2020 our focus on student success will focus on formalising a Learning Support Team (LST). Our LST will consist of the principal, deputy principal and teacher representatives from different phases of learning. Our social and emotional learning program You Can Do It will be complemented by a social skills support program called Super Flex for students who benefit from help to develop improved social and emotional self-regulation skills.



## Building Community

The positive benefits of building a sense of community in a school have been widely researched and written about. At City Beach Primary School, we proactively look for ways to create a sense of belonging for students', staff and the wider community. Positive relationships enhance student learning and wellbeing. Partnerships with community organisations are valued and nurtured to improve opportunities and outcomes for our students.

## Highlights

### Network

- Engagement with the Churchlands Network programs to support the achievement of set targets through the Teacher Leader Development program.
- In 2019 the school successfully applied for the following grants: Federal Funding both school and P&C - \$25 000 in total; Lions Club; Town of Cambridge community grant; and the Science Room refurbishment and resource funding \$25 000; P&C support to fund the resurfacing of the quadrangle and under cover area was secured.
- Positive articles promoting school initiatives were featured in the local paper and Department Facebook feeds;



- Malak Mereyj Bidi and Hearts and Minds garden openings;



- The call for nominations for parent and staff representatives received a positive response from the school community resulting in an election for vacant positions for both roles.
- The Board engaged in a self-assessment process, collected and collated by an external reviewer with positive improvement areas identified and actioned.
- Student Leadership Team coordinated and led our Giving Cycle - Retro Wheels Day, Purple Haze and Boardies Day, Lift the Lid Day - all events were held to raise funds for various charities.



### Partnerships

- Parent community led gardening initiatives which renewed unused areas of the school, re-igniting a focus on sustainability and reconciliation.

- A focus group in consultation with the school community via surveys, successfully engaged in school website and publications refresh and redesign.
- Media opportunities through the local community newspaper 'The Post' and the Department of Education media department, promoted the school and its initiatives.
- School tours and Kindergarten interviews were received positively by new and existing families and fostered an enhanced sense of belonging.
- All school events were well attended and supported by parents and the wider community.
- An extensive volunteer program through Ed Connect and the Cambridge Rotary Club, supported students across a range of learning areas – visual arts; sustainability; literacy and numeracy.
- Strong links and positive relationships were developed over the year with the Japanese School in Perth (JSP) through: shared learning; regular leadership meetings; integrated programs promoting cultural exchanges; and shared facility use.
- The P&C coordinated and ran a wide range of events: breakfast for Walk to School day; Book Week; the annual Sleep-Oval; a movie night; Rainbow Run; Election Market Stalls; Interschool Carnival stalls; sundowners and discos; all of which were well attended by families.
- Staff mentored pre-service teachers from ECU and UWA.
- Whole Campus Open Night showcased classrooms and programs at both City Beach Primary School and the Japanese School in Perth.



## Looking Ahead

In 2020 and beyond we will maintain existing and establish new partnerships that contribute to and positively impact on, improved student outcomes. The development of a new Business Plan will include opportunities for community input. Opportunities to hear and connect to student and parent voices in school decision making forums will continue to be offered via



focus groups, interviews and survey platforms. Our well established partnership with the Japanese



School in Perth will be strengthened and enriched over the coming year as we continue to look for cross cultural exchange opportunities.

## Preparing for Tomorrow

We have a deliberate focus on teaching the essential skills, behaviours and dispositions that assist students to be successful learners in the 21<sup>st</sup> Century. This success is not only in school but beyond schooling in order to live fulfilling lives and participate in their communities. It is our role to develop capable and responsive students for now and into the future.

### Highlights

#### 21<sup>st</sup> Century Learners

- Sustainability initiatives across the school in 2019 included Wipe Out Waste (WOW), paper recycling and worm farms.
- The establishment of a native bush food garden, 'Malak Merenyj Bidi' and an edible garden, 'Hearts and Minds' allowed students to be involved in caring for the environment and outside learning. Connections to nature, exploring food sources and the opportunities for mindfulness enhanced outcomes for all students from Kindergarten to Year 6.



#### 21<sup>st</sup> Century Approaches

- Digital technologies coach selected and Scope IT implemented across classes.
- iPads, online programs, coding, robotics and interactive screens purchased and installed.
- Kindergarten and Pre-primary students trialed the use of the ELLA Japanese language app on iPads for early exposure to Japanese.
- Staff shared new technologies and approaches at School Development Days, staff meetings and Professional Learning Team sessions.
- Prepared for and delivered NAPLAN Assessments Online.



## Looking Ahead

In 2020 our digital coaching role will focus on the use of the 3D printer in classrooms. A Sustainability Committee will be formed to outline and strategically plan for the initiatives the school undertakes in this area.

Developing creativity, critical thinking, communication and collaborations skills will add depth and richness to student learning. The development of student and teacher capacity in the use of new technologies and approaches will continue to be a focus. The benefits of mindfulness and play will be further explored in 2020





# City Beach Primary School Target Review 2019

The Academic and Non-Academic targets set in the Business Plan were reviewed and adjusted in November 2018. Changes include targets for Numeracy, and adjustments to Reading and Writing targets. All targets, revised and existing, are listed under each area in the following section. NAPLAN targets are set in comparison to like-schools. A like-school group is a collection of schools with similar ICSEA. The ICSEA range of 35 points in our like-school group.

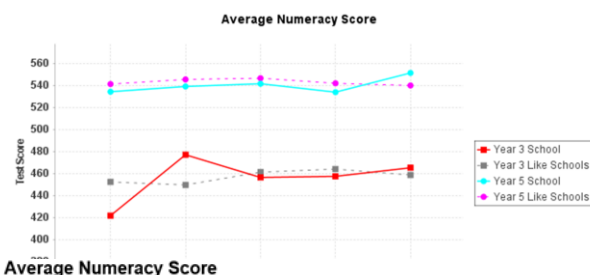
## ACADEMIC TARGETS

### NAPLAN

#### Numeracy

##### Target:

- Increase the mean NAPLAN Performance in Year 3 and 5 Numeracy to be at or above that of like schools by 2020.



Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	422	452	534	541
2016	477	450	539	545
2017	456	461	542	547
2018	457	464	534	542
2019	465	459	551	540

Band	Numeracy							
	Year 3				Year 5			
	2018		2019		2018		2019	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					22%	25%	20%	24%
7					39%	33%	24%	31%
6	37%	41%	42%	35%	17%	27%	29%	27%
5	26%	33%	16%	32%	13%	13%	18%	14%
4	16%	19%	37%	23%	9%	2%	0%	3%
3	16%	5%	5%	7%	0%	1%	0%	1%
2	5%	2%	0%	3%				
1	0%	0%	0%	0%				

#### How did we go?

In 2019 both Year 3 and 5 mean performance scores were above that of like schools in Numeracy. For both cohorts this was the first time in three years that the school mean was above that of *Like Schools*.

#### What are we doing about it?

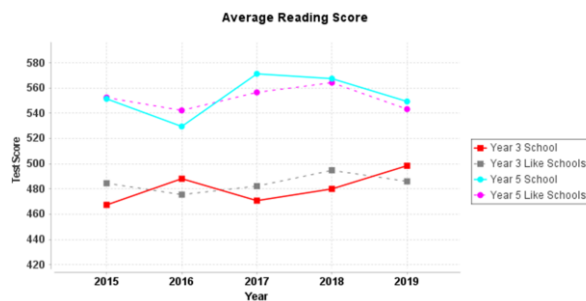
Staff reviewed the 2019 NAPLAN Numeracy results and set eighteen month, cohort specific targets for operational plans. Targets in Year 3 aim to increase the percentage of students achieving scores in

the top two proficiency bands the next time they are assessed as Year 5 students in 2021, using a case management approach to maintain and improve student progress. Staff used an Envision textbook, together with First Steps and Dr Paul Swan resources to support the delivery of the WA Mathematics Curriculum in 2019.

## Reading

### Target:

- Increase the mean NAPLAN Performance in Year 3 Reading to be at or above that of *like schools* by 2020.



Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	467	485	552	553
2016	488	476	530	542
2017	471	482	571	557
2018	480	495	568	564
2019	499	486	549	543

Band	Reading							
	Year 3				Year 5			
	2018		2019		2018		2019	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					35%	39%	35%	28%
7					30%	29%	29%	31%
6	47%	57%	53%	52%	22%	20%	12%	26%
5	21%	22%	16%	26%	9%	9%	24%	11%
4	16%	13%	21%	13%	4%	3%	0%	2%
3	16%	4%	11%	5%	0%	1%	0%	2%
2	0%	2%	0%	3%				
1	0%	1%	0%	0%				

### How did we go?

The school's mean performance in Year 3 and Year 5 reading is above that of like schools. For our Year 3 cohort this is the first time in three years that the mean has been above the *like school* mean.

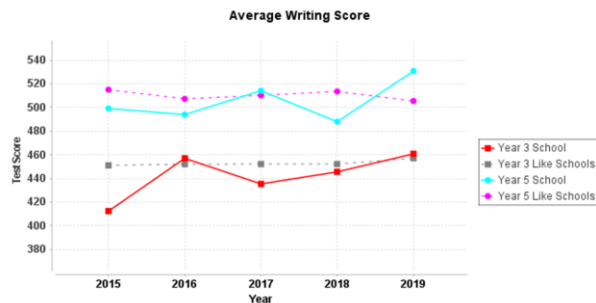
### What are we doing about it?

As a staff we looked at the 2019 NAPLAN Reading results and set eighteen month, cohort specific targets in our Operational Plans. Targets in Year 3 aim to maintain or increase the percentage of students achieving scores in the top two proficiency bands the next time they are assessed as Year 5 students in 2021, using a case management approach. This aims to maintain or increase the gap between our students and *like schools*.

## Writing

### Target:

- Increase the mean NAPLAN Performance in Year 3 and 5 Writing to be at or above that of like schools by 2020.



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2015	412	451	499	515
2016	457	452	494	507
2017	435	452	514	510
2018	446	452	488	514
2019	461	457	531	506

Band	Writing							
	Year 3				Year 5			
	2018		2019		2018		2019	
	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10								
9								
8					5%	15%	24%	11%
7					18%	23%	24%	22%
6	26%	24%	32%	33%	36%	30%	41%	35%
5	42%	53%	58%	44%	23%	27%	12%	24%
4	21%	15%	11%	19%	18%	3%	0%	6%
3	11%	7%	0%	3%	0%	2%	0%	2%
2	0%	1%	0%	0%				
1	0%	1%	0%	0%				

### How did we go?

The Year 3 and Year 5 cohort were above like schools when assessed in 2019. For both Year 3 and Year 5 cohorts it is the first time in two years the School's mean performance has been above that of *like schools*.

### What are we doing about it?

Our focus on writing improvement aligns to a state and nationwide drive to improve writing achievement and outcomes for all students. A case management approach to support individual students to make expected or better than expected progress as identified in NAPLAN data, will maintain and/or increase the number of students achieving scores in the top two proficiency bands and our school mean. The use of Brightpath assessments supported visible learning and goal setting for students. The program provided staff with the opportunity to moderate and ensure consistent teacher judgements. Writing continues to be the key focus in our iStar Core Agreement. This addresses the explicit teaching of the 10 Key Elements of Writing across all year levels.



## NON- ACADEMIC TARGETS

### Attitude Behaviour and Effort

#### Target:

- By 2019, 90% of City Beach Primary School students will achieve a ranking of 'consistently or often' on the Attitude, Behaviour and Effort component of Semester 2 reports.

The Business Plan target was achieved in 2018 and 2019. We continue to monitor Attitude, Behaviour and Effort, each semester to ensure our high expectations for students are maintained.

### Attendance

#### Target:

- By 2020 City Beach Primary School will record an overall attendance rate equal to or above like school attendance.



The Business Plan target for attendance was anchored to regular attendance rates. In looking at the context of our City Beach Primary School community, a high percentage of absences are approved vacations. The attendance target was reviewed and anchored to overall attendance rates for the remainder of the life of the Business Plan. In 2019 our overall attendance rate was 0.4% lower than *like school* attendance. Our regular attendance rate was equal to like school's regular attendance rate at 86.4%, significantly higher than the WA Public Schools regular attendance rate of 73.0%. We will continue to consistently communicate the importance and positive impact of regular attendance via multiple communication platforms throughout the year.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	85.2%	12.1%	2.7%	0.0%
2018	81.9%	12.8%	4.0%	1.3%
2019	86.4%	11.0%	2.6%	0.0%
Like Schools 2019	86.4%	11.1%	2.1%	0.4%
WA Public Schools	73.0%	19.0%	6.0%	2.0%

Regular attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.3%	95.7%	93.8%	null%	null%	null%	94.3%	95.6%	92.7%
2018	93.4%	95.9%	93.7%	null%	null%	null%	93.4%	95.9%	92.6%
2019	94.5%	94.9%	92.7%	null%	null%	null%	94.5%	94.9%	91.6%

Overall attendance



## National Quality Standards

### Target:

- By 2020 City Beach Primary School will incrementally increase the number of National Quality Standards reported as met by the NQS yearly audit from K-2 and set annual targets for improvement for at least one element in each standard we are working towards.



The National Quality Standard (NQS) is comprehensive and sets a 'high bar' for early childhood education and care. To be considered as 'meeting' the National Quality Standard, it is necessary to meet every element that makes up every standard within all seven quality areas.

At City Beach Primary School, the early childhood team reflected on our school's progress in addressing and meeting the seven standards and elements within the standard in 2019. In the NQS audit the following areas were assessed and five out of the seven standards have been met:

National Quality Audit – City Beach Primary School 2019		
Quality Area 1	Educational program and practice	• Met 2019
Quality Area 2	Children's health and safety	• Met 2019
Quality Area 3	Physical environment	• Met 2019
Quality Area 4	Staffing arrangements	• Met 2019
Quality Area 5	Relationships with children	• Met 2019
Quality Area 6	Collaborative partnerships with families and communities	• Working Towards 2017, 2018 and 2019
Quality Area 7	Governance and Leadership	• Working Towards 2017, 2018 and 2019

An NQS Improvement Plan documents our progress against the standards and plans actions to address, maintain and improve our progress towards meeting all seven standards. The NQS guides a continuous improvement cycle even once standards have been met. The plan is reviewed regularly by

the K-Year 2 team as a part of Phase of Learning Team (PLT) meetings. In 2020 with the establishment of a Learning Support Team and refined audit processes, we are on track to meeting all seven quality areas in the NQS Audit, September 2020.

## Parent Student and Staff Satisfaction

We value the opinions and voice of our students, staff and parents in our efforts to constantly improve. The National School Opinion Survey (NSOS) Parent, Student and Staff Satisfaction was not scheduled for distribution in 2019 and will be distributed to parents, staff and students in Term 3, 2020. Returned data will be collated and analysed for the final review to assess the achievement of satisfaction targets set for parents, students and staff in our Business Plan in 2020.

The results outlined in the 2018 Annual Report indicated we were on track to achieving our 2020 targets in five of the eight targets outlined below:

- By 2020 80% of **parents** completing the NSOS will respond positively to the following statements (positive responses are recorded as Agree/Strongly Agree). 2018 results:

%	Rating	Statement
75%	Agree/Strongly Agree	My child's learning needs are being met at this school
92%		This school looks for ways to improve
80%		Student behaviour is well managed at this school

- By 2020 85% of **students** in Year 5 & 6 completing the NSOS will respond positively to the following statements (positive responses are recorded as Agree/Strongly Agree). 2018 results:

%	Rating	Statement
93%	Agree/Strongly Agree	My teachers provide useful feedback about my school work
78%		I can talk to my teachers about my work
73%		Student behaviour is well managed at this school

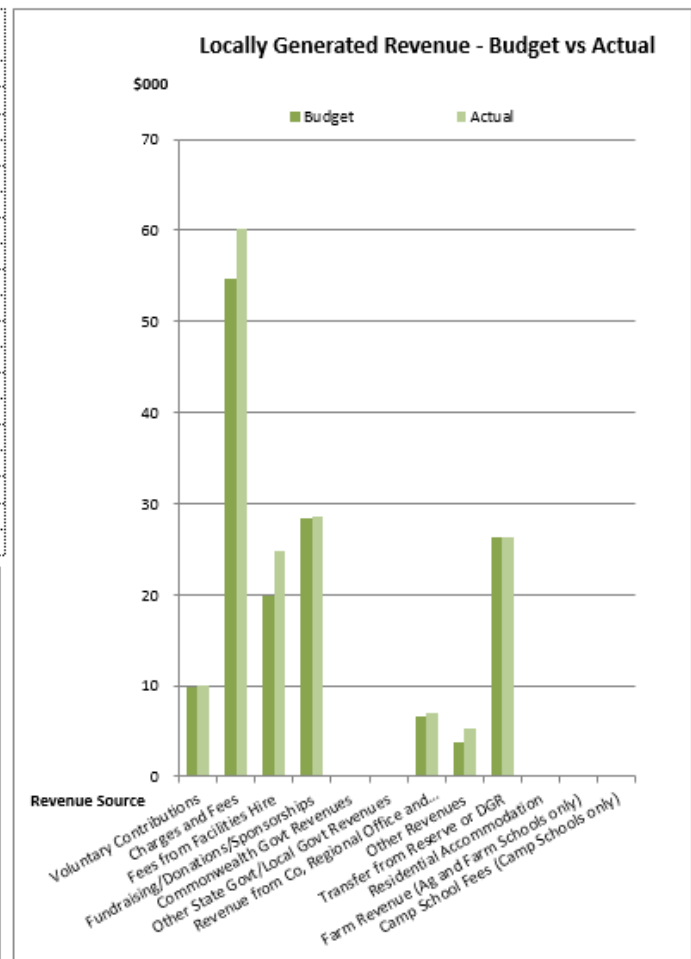
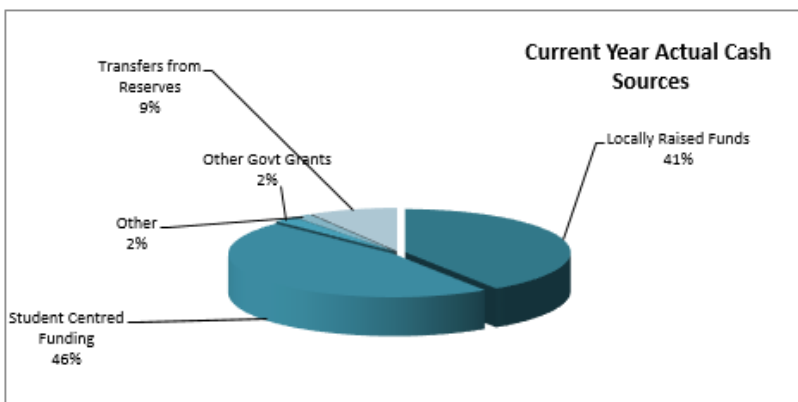
- By 2020 90% of **staff** completing the NSOS will respond positively to the following statements (positive responses are recorded as Agree/Strongly Agree). 2018 results:

%	Rating	Statement
100%	Agree/Strongly Agree	Teachers at this school provide students with useful feedback on their work
100%		Students at this school can talk to their teachers about their concerns.

# FINANCIAL SUMMARY AS AT 31 DECEMBER 2019

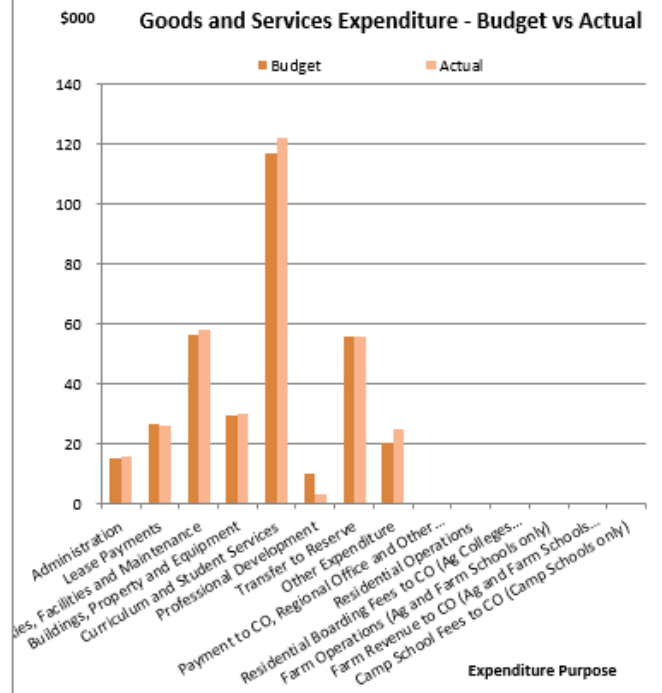
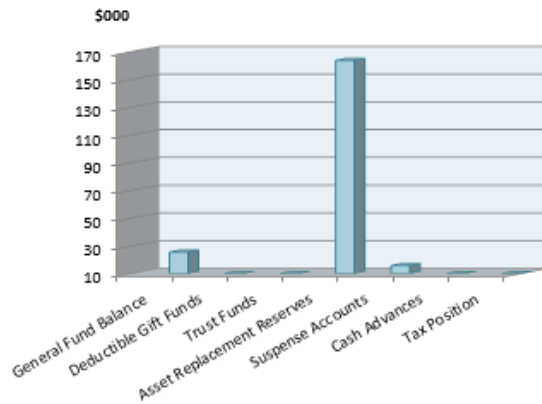
In 2019 our total funds equaled \$141 00 student centered funding. We collected \$10 010 in voluntary contributions, a 93.3% collection rate. The City Beach Primary School P&C Association donated \$77,000 to the school in 2019. In 2019 our actual expenditure equaled \$2 012 330, of which 1 601 163 was spent on salaries. Our rollover figure into 2020 was \$59 789. The school allocated financial and human resources to meet identified needs and priorities as outlined in our Business Plan 2018 2020. Our Asset Replacement Plan outlines how the funds allocated to reserve accounts will be used. The school plans for the replacement of information technology, electro boards, laptops, computers, iPads, building fabric, maintenance, photocopiers, playgrounds and furniture over time.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,810.00	\$ 10,010.75
2	Charges and Fees	\$ 54,730.00	\$ 60,084.33
3	Fees from Facilities Hire	\$ 19,776.00	\$ 24,769.10
4	Fundraising/Donations/Sponsorships	\$ 28,334.00	\$ 28,533.63
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 6,652.00	\$ 6,939.70
8	Other Revenues	\$ 3,800.00	\$ 5,245.41
9	Transfer from Reserve or DGR	\$ 26,252.00	\$ 26,252.00
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>\$ 149,354.00</b>	<b>\$ 161,834.92</b>
	<b>Opening Balance</b>	<b>\$ 59,790.00</b>	<b>\$ 59,789.76</b>
	<b>Student Centred Funding</b>	<b>\$ 141,000.00</b>	<b>\$ 141,000.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 350,144.00</b>	<b>\$ 362,624.68</b>
	<b>Total Salary Allocation</b>	<b>\$ 1,649,706.00</b>	<b>\$ 1,649,706.00</b>
	<b>Total Funds Available</b>	<b>\$ 1,999,850.00</b>	<b>\$ 2,012,330.68</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 15,448.00	\$ 15,920.82
2	Lease Payments	\$ 27,000.00	\$ 25,975.35
3	Utilities, Facilities and Maintenance	\$ 56,595.00	\$ 57,939.07
4	Buildings, Property and Equipment	\$ 29,752.00	\$ 30,297.31
5	Curriculum and Student Services	\$ 117,133.00	\$ 122,094.86
6	Professional Development	\$ 10,000.00	\$ 3,244.15
7	Transfer to Reserve	\$ 56,000.00	\$ 56,000.00
8	Other Expenditure	\$ 20,366.00	\$ 24,973.17
9	Payment to CO, Regional Office and Other Schools	\$ 690.00	\$ 690.00
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>\$ 332,984.00</b>	<b>\$ 337,134.73</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 1,601,163.00</b>	<b>\$ 1,601,163.00</b>
	<b>Total Expenditure</b>	<b>\$ 1,934,147.00</b>	<b>\$ 1,938,297.73</b>
	<b>Cash Budget Variance</b>	<b>\$ 17,160.00</b>	

### Cash Position



<b>Cash Position as at:</b>		
<b>Bank Balance</b>	<b>\$</b>	<b>203,116.87</b>
<b>Made up of:</b>	<b>\$</b>	<b>-</b>
1 General Fund Balance	\$	25,489.95
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	163,641.59
5 Suspense Accounts	\$	15,776.33
6 Cash Advances	\$	-
7 Tax Position	\$	(1,791.00)
<b>Total Bank Balance</b>	<b>\$</b>	<b>203,116.87</b>

