



# ANNUAL REPORT 2022



**P&C Funding**  
supporting  
the School  
~\$80 000

**Supportive**  
School  
Community

**Positive**  
Partnerships  
CBPS and  
JSP

**Strong**  
Whole  
School  
Approaches



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### At City Beach Primary School *Each of us*



#### Our vision *Each of us*

Confident, curious and creative learners with healthy hearts and minds, belong to a culturally responsive and inclusive community where future focussed learning equips us to contribute to a sustainable world.

#### Our values *Each of us*

- Respect**  
I treat myself, others and the environment with respect.
- Responsibility**  
I am responsible for my words and actions and choose to do the right thing.
- Resilience**  
I have the resilience to overcome challenges, in a positive way.

#### What matters to us *Each of us*

- Knowing our people
- A balanced approach to learning and wellbeing
- Genuine partnerships with our families and community
- Professional growth



Be Safe • Be Kind • Be Fair

#### Our Improvement Drivers

will turn our aspirations into reality

<b>Confident Curious and Creative Learners</b> <i>each of us...</i> love learning, enjoy coming to school and are supported to approach challenges with a range of risk and resilience.	<b>Healthy Hearts and Minds</b> <i>each of us...</i> approaches to develop the foundations of success in life and the social and emotional skills required to achieve learning.	<b>Culturally Responsive and Inclusive Community</b> <i>each of us...</i> known, connected and respected.	<b>Future Focused Learning</b> <i>each of us...</i> collaborative problem solvers, ready to responsibly contribute at local, state, national and global levels.
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#### Our Success will:

- Increase the percentage of students achieving expected or better than expected progress in numeracy, reading and writing.
- De-nostrate our school mean matches or exceeds that of like schools in NAPLAN Numeracy, Reading and Writing assessments.
- Results in improved student and staff wellbeing.
- Strengthen school community engagement and cultural responsiveness and
- Guide the identification of annual improvement targets and development of key improvement and collaborative plans.

*Achieving together with pride*



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## Welcome from the Principal

In this report you will find information relating to our school's progress against the identified priorities in 2022, aligned to the key improvement drivers outlined in our Future Directions 2021-2024 plan. The report also captures highlights and looking forward sections in each key improvement driver. A final review of the academic and non-academic targets in our planning is also included.

In 2022 we continued to work with the challenges of living with COVID and our new normal. We kept connected with our school community, shared and celebrated our achievements. We stayed connected via a range of communication platforms including:

- Our website [www.citybeachps.wa.edu.au](http://www.citybeachps.wa.edu.au)
- A fortnightly newsletter
- School Board and P&C Updates
- School assemblies
- Connect notifications
- Class representative WhatsApp messages & emails
- School emails
- SMS messages

### Our values *Each of us*

Respect	Responsibility	Resilience
I treat myself, others and the environment with respect.	I am responsible for my words and actions and choose to do the right thing.	I have the resilience to overcome challenges, in a positive way.

At City Beach Primary School each of us embraced the muckiness of learning in 2022 as we focussed on student achievement and progress across the school. Consistently stable enrolments, a great relationship with JSP, together with community and network partnerships, connected our community throughout the year. Our school days centred on the school values **RESPECT RESPONSIBILITY RESILIENCE** and behavioural expectations **Be Safe Be Kind Be Fair** which underpinned our success. These guided the actions, thoughts and words of our vibrant and inclusive community and filled our days with fun and learning.



Our team in 2022 had an amazing support network consisting of our: School Board; Parents and Citizens Association and families; and volunteers from community partnerships. Together with our volunteers from Rotary Jeremy Wood and David James and Ed Connect David, Hugh and Sophie, I know, we were very lucky to have so many capable people genuinely committed to improving our school — thank you for making City Beach Primary School a great place to learn and grow.

We took the time to celebrate our success along the way and focus on the important things at school and in life. The number of confident, curious and creative learners with healthy hearts and minds... will continue to be the greatest measure of our growth and success.

City Beach Primary School is a vibrant and inclusive community with people at its heart.

**A c h i e v i n g   T o g e t h e r   w i t h   P r i d e**

## School Board

Shane Downey | 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. The Board aims to be accessible and receptive to feedback and suggestions from the staff, students, parents and the wider community.

### Key Activities

During 2022 the Board worked closely with the school leadership to measure progress and outcomes against the 4 key improvement drivers of the Future Directions 2021-2024 strategic plan:

- Confident, Curious, and Creative Learners
- Healthy Hearts and Minds
- Culturally Responsive and Inclusive Community
- Future Focused Learning

During 2022 the School Board also:

- Engaged in a board self-assessment process to improve board function
- Participated in the Public School Review of the student achievement and progress domain
- Communicated with the school community via updates in the school newsletter
- Reviewed regular reports from the school in relation to the impact of the COVID 19 on school operations
- Considered feedback from the school community via NSOS surveys
- Reviewed and amended various school policies
- Monitored the school's financial performance against its approved budget

As at the end of 2022 the Board was comprised of 10 members including four staff representatives (SR), six parent representatives (PR):

Shane Downey (PR) Chair	Emma Argiro (PR)	Lauren Graffin (SR)
Jade Pervan (PR) Board Secretary	Amanda Sobkowiak (SR)	Sophie Cunneen (PR)
Rachael Davern (PR)	Sam Berridge (PR)	Mari Dart - Principal
Brunhild Lowry (Secretary)		

- The school entered the 2023 year with steady enrolments and in a sound financial position

# Parents and Citizens Association

Ben Morton | P&C President

2022 was another successful year for the City Beach Primary School Parents' and Citizens' Association with highlights including:

- Donations, fundraising and grants provided and committed just under \$80 000 in funding in support of City Beach Primary School
- The completion of our new nature play space two years in the making with over \$50 000 funding from the P&C and a \$10 000 Federal Grant
- Welcome and end of year sundowners
- Athletic Carnival bake sale and lunches
- Sculptures @ CBPS
- Open Night sausage sizzle
- Book Week and Book Fair
- The development of a SharePoint platform to house P&C documentation
- Finalised the P&C strategic plan and logo

In 2022, 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 grant writing, the online canteen service two days a week, the on-site Uniform Exchange Shop, 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 gold sponsor **Shore Realty** for their continued support and look forward to another positive and productive year in 2023.

## Future Directions 2021 – 2024 Review

Our Future Directions Plan was finalised in collaboration with staff, students, the School Board, the P&C and the school community. It is a dynamic document where adjustments can be made throughout the life of the plan. Four key improvement drivers were identified to focus on achieving our school community aspirations and target continuous improvement. These core areas all align with our vision, values and behavioural expectations. Operational plans for each key improvement driver help to make the aspirations outlined in the CBPS Future Direction Plan 2021-2024, our reality over the next three years.

## Confident Curious and Creative Learners

*At City Beach Primary School each of us...love learning, enjoy coming to school and are supported to approach challenges with energy, effort and excellence.*





Knowing the needs of every student; Critical and Creative Thinking; and High Fidelity Teaching; are the initiatives that underpin our ability to deliver the aspirations of our school community. Work in this key improvement driver supports students to achieve year on year progress in Reading, Numeracy and Writing. Whole school evidence-based teaching and learning programs, and data analysis are central to our success. The greatest source of improvement in any school comes from improving the quality and consistency of teaching practice in every classroom. Teachers worked collaboratively, and learned from each other's practice to ensure our teaching continued to improve in 2022.

## HIGHLIGHTS

### Know the Needs of Every Student

- A strengthened Learning Support Team streamlined assessment and data collection processes to identify and support SAER students across all year levels
- Teachers used Brightpath and Ed Companion data to inform planning for student progress in literacy and numeracy
- Support programs for students continued to target gaps using Word Attack Skills (Multilit) and Letters and Sounds, and Words Their Way groups
- Core iSTAR language and strategies are used in all classrooms and are clearly displayed and communicated
- Sustainable student achievement and progress practices were validated in our one-year return review

### Critical and Creative Thinking

- Nature play space completed and used in classroom and outdoor play
- Outdoor exploration and nature play professional learning impacted positively on learning outside classrooms
- Teachers incorporated play in indoor and outdoor learning sessions from Kindergarten through to Year 6, including loose part play, sand pits, and a dress up box

### High Fidelity Teaching

- A Workforce Plan outlined professional learning needs targeting whole school approaches – Talk for Writing and Letters and Sounds, Classroom Management Instructional Strategies; iSTAR
- Staff were engaged in coaching aligned to strategic focus areas identified in Future Direction plan
- Genuine collaboration enhanced connected practice using evidence based whole school approaches in literacy and numeracy

## LOOKING AHEAD

Our staff are committed, motivated and believe they can make a real difference to the lives of each 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, induction of new staff, opportunities to collaborate with colleagues, peer observation and access to quality targeted professional learning sessions will continue to be our focus in 2023 and beyond.



# Healthy Hearts and Minds

*Each of us...encouraged to develop the foundations of success in life, and the social and emotional intelligence to drive effort in our learning.*



We believe every student can achieve success at school and we find ways to help each student to be successful. At City Beach Primary School, we have high expectations of students' 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

### Strong Social and Emotional Wellbeing

- ✔ Learning Support Team (LST) continued to work with staff to meet the learning needs of identified students
- ✔ Staff and the LST identified and collated the Names, Number and Needs for students in each class and followed through with support for students
- ✔ School communication and transparency in the behaviour incident reporting and processes continued and was further refined
- ✔ The delivery of our SEL program increased from fortnightly to weekly to enhance the development of SEL knowledge and skills across all year levels
- ✔ Cohort specific SEL support programs developed, implemented and monitored across the school
- ✔ A School Chaplain was employed to support the health and wellbeing of the CBPS school community. Support included lunch time gardening club, targeted SEL support for classes, cohorts and individuals
- ✔ The Healthy Hearts and Minds operational plan was developed and implemented



### Voice Shaping Education

- ✔ Four students formed the student council including two School Captains and two Vice Captains. Two students from each school House – Acacia, Dampiera and Zamia also undertook leadership roles with a focus on sporting events and running lunchtime games on the oval several times per week
- ✔ All Year 6 students were provided with leadership opportunities by being a part of a team – House, Connections, Media and Sustainability
- ✔ Active, effective and involved P&C – survey and audit information identified improvement opportunities
- ✔ informed and effective School Board involved in self-assessment processes to identify improvement opportunities
- ✔ NSOS Survey targets set, and results monitored
- ✔ WA Future Leaders Framework – staff involvement and success statistics

## LOOKING AHEAD

In 2023 our focus will be to continue to embed whole school approaches to health, well-being and positive behaviour. The use of Self-Regulation and Social Cognition strategies will support the social and emotional well-being of students and provide a common language across the school. This will also include the use of mindful mediation and the development a whole school approach to further support Healthy Hearts and Minds. The Positive Behaviour Plan will be reviewed to reflect the language used by all staff in managing student behaviour and using a restorative approach to address behaviour. The Healthy Hearts and Minds operational plan will be monitored and reviewed as a part of our annual self-assessment processes. We will use data collected from the NSOS in 2022 to monitor our progress towards meeting improvement targets in 2023.

## Culturally Responsive and Inclusive Community

*Each of us....known, connected and respected*

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. We endeavour to use knowledge of aboriginal histories, experiences, cultures and languages in our teaching and learning. Partnerships with community organisations are valued and nurtured to improve opportunities and outcomes for our students.



### HIGHLIGHTS

#### Cultural Connectedness

- 🌀 Acknowledgement Song at assemblies, Acknowledgement of Country in classes and school meetings and events
- 🌀 Classes incorporate Noongar words in their classrooms and these are display visually around the school
- 🌀 The Noongar Six Season Calendar discussed across classes and assemblies
- 🌀 We continued to positively engage with the Churchlands Network programs to support the achievement of set targets through the Teacher Leader and School Leader development programs
- 🌀 JSP and CBPS fortnightly leadership team meetings.
- 🌀 JSP and CBPS continued collaborative participation in events – Harmony Week, Book Week, Athletics Carnivals, Yearbook inclusions, shared afternoon sport sessions

#### Valued and Involved Community

- 🌀 Continued staff participation in Churchlands Network aspirant leader programs, Level 3 CRT programs
- 🌀 P&C support – strong class representative networks supported year levels across the school. Financial support from the P&C enabled the installation of a new nature play space at CBPS
- 🌀 Parent workshops looking at Bullying and Letters and Sounds were provided for the school community



- Strong community involvement in the arts with Visual Arts and an exhibition 'Under the Tuarts' in collaboration with an artist in residence

## LOOKING AHEAD

In 2022 and beyond we will maintain existing partnerships and establish new connections that contribute to and positively impact on, improved student outcomes. Opportunities to hear and connect to student and parent voices in school decision making will be offered via focus groups, interviews and survey platforms. We will continue to include knowledge of aboriginal histories, experiences, cultures and languages in our everyday teaching and learning. The collaborative development of a school Reconciliation Action Plan (RAP) will be a focus in 2023, reaching out to the Town of Cambridge and Network schools to enable a meaningful connection to aboriginal elders from our area. Our well-established partnership with the Japanese School in Perth will be strengthened and enriched as we continue to look for cross cultural exchange opportunities in 2023.

## Future Focused Learning

*Each of us....collaborative problem solvers, ready to responsibly contribute at local, state, national, and global levels.*



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 for our students to live fulfilling lives and participate in their communities. It is our role to develop capable, responsible and responsive students for now and into the future.

## HIGHLIGHTS

### Strong Sustainable Practices

- Sustainability initiatives across the school in 2022 included practices such as battery collection, composting, recycling and upcycling materials and the collection of items to be donated to charities
- We achieved Waste Sorted school accreditation
- Newsletter shared and promoted sustainability practices in the school including containers for changes and composting
- Sustainability Operational plan guided and monitored sustainable practices across the school and highlighted our positive impact and our progress along the Sustainable Schools Framework continuum moving from emerging to developing
- Teachers planned and implemented 'outdoor learning' time across curriculum areas.

### Global Approaches

- The General Capabilities (GC) continued to be incorporated into classroom planning and curriculum delivery across the school

- Digital technologies equipment and resources upgraded – iPad and laptop leases renewed aligned to our replacement plan
- Staff continued to confidently use the Connect platform to inform and communicate with parents in their classrooms. Teachers provide weekly connect messages to parents and carers and used the Connect library to share resources
- Strong focus on Personal and Social Capability through the weekly Social and Emotional Learning (SEL) Program delivered by Tina Ingraham
- Chaplaincy service commenced and supported classes, small groups cohorts and individuals
- Play based and outdoor learning is evident across the school and supported the development of creative and critical thinking
- Literacy and numeracy embedded across all subject areas to support learning and meet academic targets
- We worked closely with the Japanese School in Perth with inclusion occurring across a wide range of events and activities including sport carnival, P&C events, art workshops, assemblies and the sharing of events unique to the Japanese and Australian cultures
- A strong focus on embedding local Aboriginal culture and language across the school. Teachers refer to the Noongar seasons in class and use a range of Noongar words in their daily practice

## LOOKING AHEAD

In 2023 we will focus on being a Waste Sorted School and use resources to embed sustainability practices. This will allow us to progress along the DoE Sustainability framework continuum. Staff will assess their self-defined sustainability goals and set targets goals to progress further along the Environmental Sustainability Plan. Staff and students will continue to learn and use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school. We know that ICT transforms the ways that students think and learn to give them greater control over how, where and when they learn and embed these into daily practices at school.

Philosophy for Children (P4C) groups will provide critical and creative thinking skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation to targeted groups with information being shared with staff to embed creative and critical thinking in all learning areas across the school. The development of personal and social capability is a foundation for learning and for citizenship. It involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. These will be embedded in the SEL, You Can Do it, Chaplaincy and the Positive Behaviour Support plan. Staff to engage in professional learning targeting Self-Regulation and Social Cognition to support the needs of students.






Staff will also participate in professional learning on the Aboriginal Cultural Standards Framework to move from emerging Cultural Awareness to developing Cultural Understanding and Cultural Competence. We will continue to work closely with the Japanese School in Perth to further develop intercultural understanding and our connection to Asia. As a multicultural school we can engage with a broad range of diverse cultures and recognise commonalities, differences and create connections to cultivate mutual respect.

A focus on numeracy and Talk for Writing coaching and programs and will support literacy and numeracy teaching in English and Mathematics and across all areas of the curriculum. A range of assessment tools including PAT, Brightpath and Ed Companion will allow us to track and monitor student progress and achievement and achieve our academic targets.

## Our Success

The following academic and non-academic targets have been set in the Future Directions 2021-2024 plan and identify what we will see because of the success of initiatives and strategies to make a difference to our student's achievements and the school community. These success indicators are addressed in our annual operational plans for learning areas, and key improvement drivers. As the FD plan is a dynamic document, targets are monitored and reviewed each year. NAPLAN targets are set in comparison to like-schools. A like-school group is a collection of schools with similar ICSEA. There is an ICSEA range of 35 points in our like-school group.


Our Success will:

-  Increase the percentage of students achieving expected or better than expected progress in numeracy, reading and writing;
-  Demonstrate our school mean matches or exceeds that of like schools in NAPLAN Numeracy, Reading and Writing assessments;
-  Result in improved student and staff wellbeing;
-  Strengthen school community engagement and cultural responsiveness; and
-  Guide the identification of annual improvement targets and development of key improvement driver operational plans.

## NAPLAN 2022

The information below summarises our 2022 academic performance and compares progress from On-entry assessments in 2019 to 2022 NAPLAN Assessments for our Year 3 students who completed the On-entry Assessments in Pre-primary. The Year 3 to Year 5 progress in NAPLAN for our Year 5 cohort was unavailable as **NAPLAN 2020 was cancelled because of COVID-19.**

**Target:**

-  Increase the percentage of students achieving expected or better than expected progress in numeracy, reading and writing.



## How did we go? What are we doing about it

NAPLAN ASSESSMENT	NAPLAN YEAR 2019	NAPLAN YEAR 2021	NAPLAN YEAR 2022
Year 3			
Numeracy	100%	86%	85.7%
Reading	80%	86%	57.2%
Year 5			
Numeracy	80%	65%	
Reading	60%	50%	
Writing	82%	55%	

Due to NAPLAN 2020 being cancelled as a result of COVID-19 some displays and reports related to previous achievement or progress will not be displayed or available for download. The 2022 All Australian Mean and mean indicators will not be displayed in these data displays.

Our Year 3 reading data did not meet the target outlined in our FD 2021-2024 the percentage of students achieving expected progress decreased significantly in NAPLAN reading and stayed the same in numeracy assessments. We used the individual performance data of each of the students who did not make expected progress, to inform our planning and support them to improve their progress across the targeted areas.

Staff also used data from PAT assessments in reading and numeracy, analysed through Ed Companion to target gaps identified in assessments and improve achievement and progress. We used the data to inform our strategies in 2022 to increase the number of students achieving expected progress across all targeted NAPLAN assessment areas. The PAT assessment Progress baseline below was created in 2022 to measure improvements in student achievement and progress without relying solely on NAPLAN assessments.

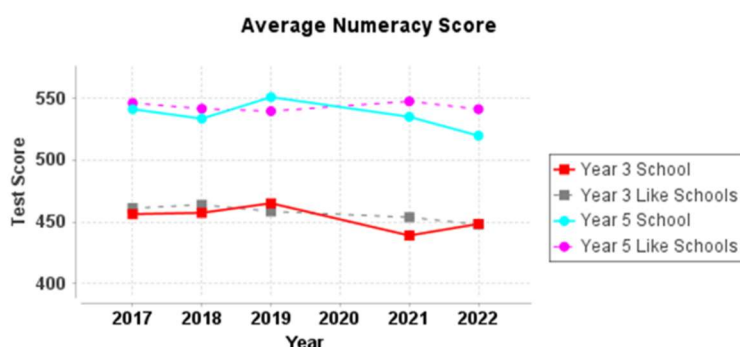
PAT Assessments Progress % Baseline (Expected or better than expected progress) 2022							
Year	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics %	83%	80%	88%	72%	67%	79%	67%
Reading %	86%	86%	84%	77%	44%	71%	71%

Our overall target in NAPLAN also uses like school means as a baseline measure for improvement across the Numeracy, Reading and Writing assessments. Being a school with small cohorts especially our 2022 Year 5 cohort (15), caution should be exercised in interpreting data and deciding what is statistically significant.

**Overall target:** Demonstrate our school mean matches or exceeds that of like schools in NAPLAN Numeracy, Reading and Writing assessments by 2024.

## Numeracy

- 🎯 **Target:** Increase the mean NAPLAN Performance in Year 3 and Year 5 Numeracy to be at or above that of like schools by 2024.



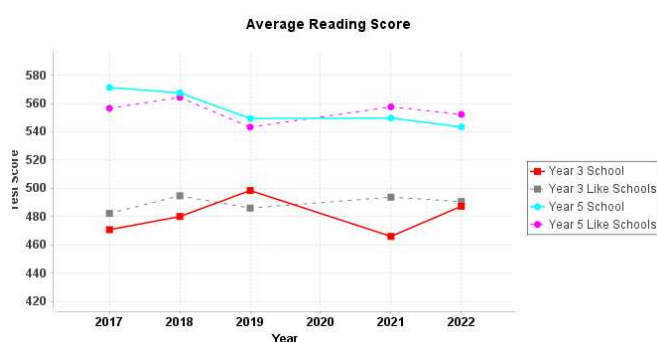
### How did we go?

In 2022 our data in Year 3 numeracy showed our mean scores were equal to that of like schools. In Year 5 we were below the mean of like schools. NAPLAN Year 5 2022 data showed a decrease in the number of students achieving scores in Bands 7 and 8 which accounts for the lower mean compared to like schools. To ensure we set improvement targets that are realistic and challenging teachers look at individual students and how to help them make improved progress. Our target to increase our mean looks at increasing the percentage of students who achieve scores in the top bands.

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	456	461	542	547
2018	457	464	534	542
2019	465	459	551	540
2021	439	454	535	548
2022	448	448	520	542

## Reading

- 🎯 **Target:** Increase the mean NAPLAN Performance in Year 3 and Year 5 Reading to be at or above that of like schools by 2024.




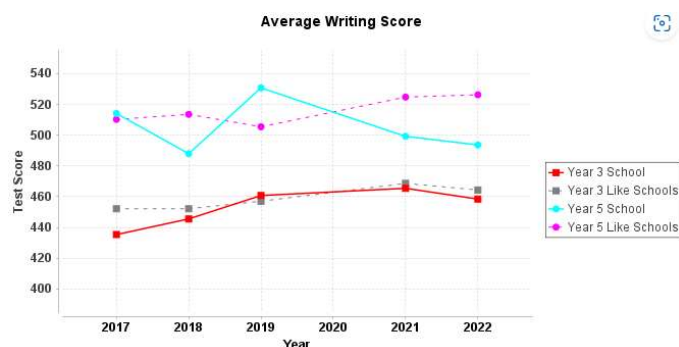
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	471	482	571	557
2018	480	495	568	564
2019	499	486	549	543
2021	466	494	550	558
2022	487	491	543	552

### How did we go?

Although the school's mean performance in Year 3 and Year 5 reading is below that of like schools. Our Year 3 cohort closed the gap from 2021 in 2022 to 4 points the difference between CBPS and like schools. In Year 5 we maintained the difference between our mean and that of like schools. To ensure we move closer to like schools we need to increase the percentage of students achieving scores the top two bands. Using Ed Performance data from PAT and NAPLAN assessments to identify and target gaps, is one of the strategies we are using. Consistency in curriculum delivery using agreed whole school approaches in reading is another way that we are tackling closing the gap between CBPS and like school means.

## Writing

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




Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	435	452	514	510
2018	446	452	488	514
2019	461	457	531	506
2021	466	469	499	525
2022	459	464	494	526

### How did we go?

The Year 3 cohort mean in writing was similar to like schools in 2022 and Year 5 school mean was below that of like schools. Like schools have more students achieving scores in the top two bands in Year 5 which accounts for the differences in school means.

In 2022 we continued to use a case management approach to support individual students to make expected or better than expected progress in literacy and numeracy. Staff used a range of assessments to profile students and monitor their progress. K-2 staff used On-entry Assessments to inform profiles and planning for progress. ACER Progressive Achievement Tests (PAT) in Reading, Vocabulary and Mathematics provide standardised scores and allowed teachers to monitor each child's progress year in year out in Years 3-6. The use of Brightpath assessments supported visible learning and goal setting for students in Writing. The program provided staff with the opportunity to moderate and ensure consistent teacher judgements. These assessments complement NAPLAN data in monitoring student achievement and progress in literacy and numeracy and will be used to set targets in our operational plans to ultimately achieve the success indicators outlined in our Future Directions 2021-2024 plan.

## Attendance

-  **Target:** City Beach Primary School will record an overall attendance rate equal to or above like school attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	87.7%	8.6%	3.1%	0.6%
2021	84.9%	13.1%	1.5%	0.5%
2022	63.2%	29.7%	6.5%	0.5%
Like Schools 2022	69.4%	24.8%	4.8%	0.9%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

### 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
2020	95.1%	95.2%	93.2%				95.1%	95.1%	91.9%
2021	94.9%	94.9%	92.4%	97.7%	84.7%	76.8%	94.9%	94.9%	91%
2022	91.2%	91.6%	88.3%	88%	85.5%	69.5%	91.2%	91.6%	86.6%



In 2022 our overall attendance rate for regular attendance was 63.2%

In looking at the context of our City Beach Primary School community, a high percentage of absences are unauthorised vacations which occur throughout the year with families taking children out during term time.

In 2022, 29.7% of students were identified as indicated risk and an overall attendance of 91.2% was noted. These figures throughout the year reflect borders reopening, an increased number of COVID cases across the school and a resurgence of unauthorised vacations as families travelled overseas for the first time to reunite with family. These trends were like those experienced in Like Schools.

## Parent Satisfaction

We had a good response to our Parent Satisfaction Survey sent out in September 2022, with 51 responses received from 140 families in our school community. The leadership team and staff analysed the survey data and feedback and shared this with the School Board. We were able to celebrate and acknowledge what we do well and look for ways to continue to listen to and act on your feedback to improve at CBPS. The data breakdown for questions 1-10 is available in our [Connect Library](#). The following is a summary of the categories of written feedback provided in questions 11 and 12:



### The best thing about the school: 51 responses

- Sense of community, welcoming, positive relationships, caring, kind staff, holistic approach to education, focus on social emotional wellbeing, parent involvement, great teaching and leadership staff, kids want to go to school, inclusiveness, renewed focus on reading writing maths and science, our focus on aboriginal history and perspectives, JSP connections and cultural exchanges – these align to the Relationships and Partnerships

### In what area do you think the school could improve? 46 responses

- More lunchtime and extra-curricular activities on offer not only focused on sporting pursuits, improved communication about student progress, consistency in behaviour management across the school, behaviour standards, the academic standards, stretch kids and push them to achieve better than average results, improved specialist area programs, student engagement and parent contact, improve NAPLAN results, improve early childhood and outdoor play areas, push an innovative agenda

It was reassuring that feedback was closely aligned to the commendations and recommendations outlined in our [Public School Review report](#) available on our website. As a school our [Future Directions 2021 -2024](#) and annual improvement plans also outline initiatives and strategies to help address the identified areas for improvement.

We tracked our progress and measured our improvement success this year, against the following annual targets from the Parent Satisfaction Survey. We met and exceeded our improvement targets in 2022. The statements selected are closely linked to the areas for improvement highlighted 2021 feedback.

### Improvement Targets

Increase the percentage of parents who **agree or strongly agree** to the following statements:

#### Managing student behaviour

	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
2021	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Student behaviour is well managed at this school.	-	-	3	3%	16	18%	22	25%	29	33%	19	21%
2022			1	2%	3	5%	10	17%	18	31%	27	46%
In 2022 the percentage of parents who agreed or strongly agreed increased significantly from 54% in 2021 to 77% in 2022.												

#### Listening to and acting on feedback

2021												
This school takes parents' opinions seriously.	1	1%	11	12%	13	15%	20	22%	27	30%	17	19%
2022	1	2%	3	5%	5	8%	10	17%	18	31%	22	37
In 2022 the percentage of parents who agreed or strongly agreed increased significantly from 49% in 2021 to 68% in 2022.												

#### Partnerships to support student learning

2021												
This school works with me to support my child's learning.	2	2%	8	9%	7	8%	25	28%	33	37%	14	16%
2022	-	-	-	-	2	3%	9	15%	27	46%	21	36%
In 2022 the percentage of parents who agreed or strongly agreed increased significantly from 53% in 2021 to 83% in 2022.												
2021												
My child's learning needs are being met at this school.	-	-	7	8%	10	11%	22	25%	34	38%	16	18%

2022	-	-	1	2%	5	8%	9	15	24	41%	20	34%
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In 2022 the percentage of parents who agreed or strongly agreed increased significantly from 66% in 2021 to 75% in 2022.

#### The standard of education

2021												
I am satisfied with the overall standard of education achieved at this school.	-	-	7	8%	11	12%	14	16%	40	45%	17	19%
2022	-	-	4	7%	5	8%	7	12%	19	32%	24	41%

In 2022 the percentage of parents who agreed or strongly agreed increased from 64% in 2021 to 74% in 2022.

Across every statement in the 2022 Parent Satisfaction Survey, there was an increase in the overall rating for each statement in 2022.



## Financial summary as at 31 December 2022

In 2022 our total cash funds equalled \$391 489 with \$183 575 student centred funding. We collected \$11 954 in voluntary contributions, a 99% collection rate. The City Beach Primary School P&C Association donated \$80,000 to the school in 2022. In 2022 our actual expenditure equalled \$2 562 294, of which \$2 179 704 was spent on salaries. Our rollover figure into 2022 was \$8 899.

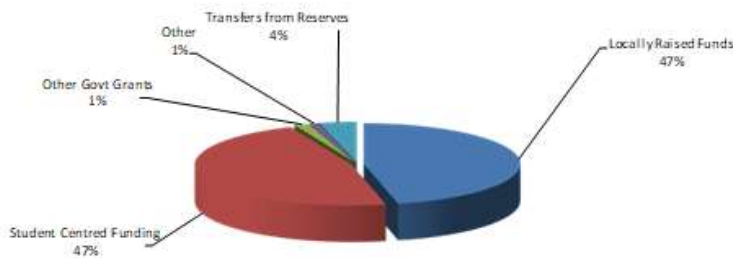
The school allocated financial and human resources to meet identified needs and priorities as outlined in our Future Directions Plan 2021-2024. Our Asset Replacement Plan outlines how the funds allocated to reserve accounts \$69 173 will be used. The school plans for the replacement of information technology, interactive whiteboards, laptops, computers, iPads, building fabric, maintenance, photocopiers, playgrounds and furniture over time.



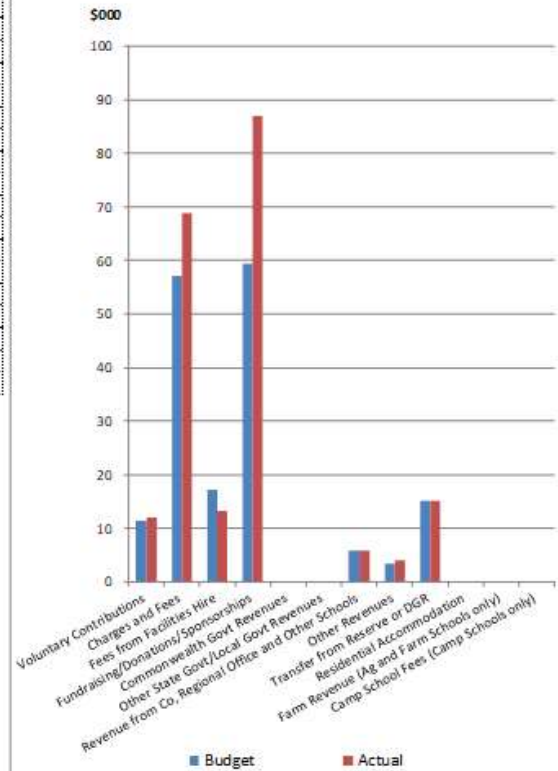


Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,444.00	\$ 11,959.95
2	Charges and Fees	\$ 57,154.00	\$ 68,860.11
3	Fees from Facilities Hire	\$ 17,227.00	\$ 13,266.01
4	Fundraising/Donations/Sponsorships	\$ 59,409.00	\$ 86,882.87
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 5,728.00	\$ 5,728.00
8	Other Revenues	\$ 3,562.00	\$ 4,054.32
9	Transfer from Reserve or DGR	\$ 15,000.00	\$ 15,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 169,324.00	\$ 205,745.26
Opening Balance		\$ 2,168.79	\$ 2,168.79
Student Centred Funding		\$ 181,375.00	\$ 183,575.12
Total Cash Funds Available		\$ 352,867.79	\$ 391,489.17
Total Salary Allocation		\$ 2,240,498.00	\$ 2,240,498.00
Total Funds Available		\$ 2,593,365.79	\$ 2,631,987.17

Actual Year to Date by funding sources

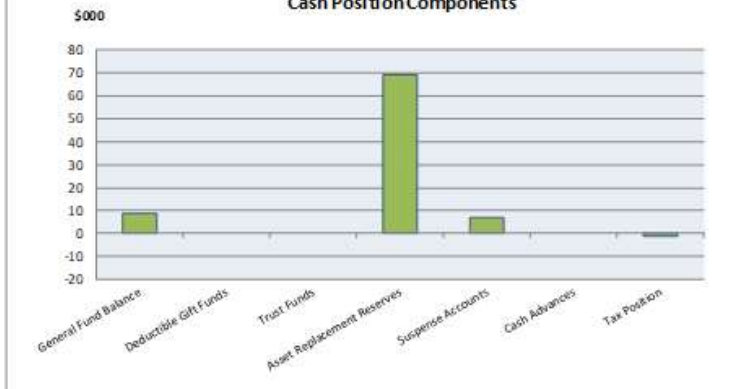


Locally Raised Revenue - Budget vs Actual

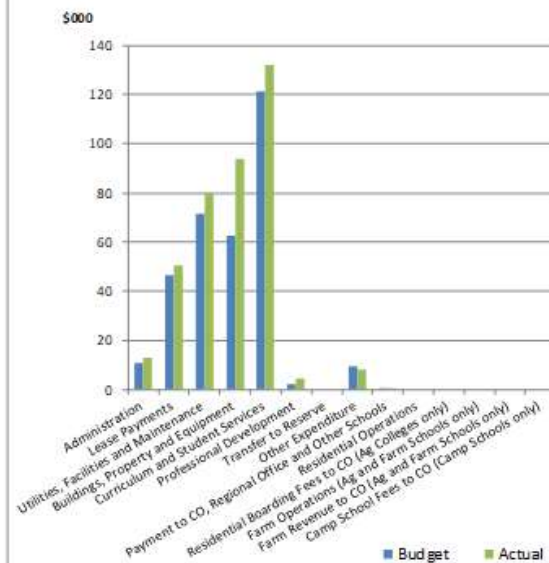


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 10,887.00	\$ 13,067.84
2	Lease Payments	\$ 46,482.00	\$ 50,662.38
3	Utilities, Facilities and Maintenance	\$ 71,500.00	\$ 79,985.80
4	Buildings, Property and Equipment	\$ 62,640.00	\$ 94,036.07
5	Curriculum and Student Services	\$ 121,198.00	\$ 132,027.16
6	Professional Development	\$ 2,200.00	\$ 4,376.47
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,401.00	\$ 8,144.86
9	Payment to CO, Regional Office and Other Schools	\$ 280.00	\$ 290.00
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 324,588.00	\$ 382,590.58
Total Forecast Salary Expenditure		\$ 2,179,704.00	\$ 2,179,704.00
Total Expenditure		\$ 2,504,292.00	\$ 2,562,294.58
Cash Budget Variance		\$ 28,279.79	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

Cash Position Components	
Bank Balance	\$ 83,419.41
Made up of:	
1 General Fund Balance	\$ 8,898.59
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 69,173.23
5 Suspense Accounts	\$ 6,781.59
6 Cash Advances	\$ -
7 Tax Position	\$ 1,434.00
Total Bank Balance	\$ 83,419.41