



APPLECROSS PRIMARY SCHOOL

2022 Annual Report

APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR POTENTIAL



A school where all staff take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices

Growth-Integrity-Achievement-Diversity



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INTRODUCTION

Dear parents, carers and school community

I am pleased to present the Applecross Primary School Annual School Report for 2022. It was a very positive year, one in which we managed some disruption with the impact of the COVID-19 pandemic. I extend my thanks to the exceptional staff, outstanding students and highly supportive families at Applecross Primary School. Without the combined commitment from all stakeholders, we would not achieve the success or enjoy the highly positive culture we have at Applecross Primary.

The Annual Report for 2022 provides parents and the wider community with information about our school and provides evidence of our progress towards achieving our areas of focus and targets set in our Business Plan 2021-2023. The Report also provides us with the opportunity to celebrate our successes and achievements, and includes information about future actions to be taken in 2023 to improve student achievement and further enhance the school's effectiveness.

It is important to note that the Annual Report is only one component of the total reporting process that the school undertakes. To gain a greater knowledge of the school's purpose and its operations, the Annual Report should be read in conjunction with other documents such as the Business Plan, information booklets and other information pertaining to the school's curriculum and policies, all of which are located on the Applecross Primary School website.

I look forward to 2023 with great confidence, knowing that all staff are committed to providing the very best education for our students. It will be a year where we will finalise and commence our next Business Plan cycle. This process will include consultation with all stakeholders and will see us working collaboratively with the School Board and community to produce the 2024- 2026 Applecross Primary School Business Plan.

Kind Regards

Bea Bouska
Principal



2022 APPLECROSS PRIMARY SCHOOL REPORT

This Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving our very best.

Operating since 1905, Applecross has a proud record of achievement with generations of Western Australians and today our school focuses intently on developing bright futures for our students.

Our teachers work to offer their students appropriate and contemporary educational experiences that are based on current research and direction from the parent body.

AT APPLECROSS PRIMARY SCHOOL YOU CAN EXPECT TO:

See our students learning enthusiastically in a broad range of activities. They will be demonstrating a strong work ethic and showing pride in their achievements. This will be happening in different settings across the school.

Hear children in the playground who are enjoying games. There will be choir, instrumental music, confident and expressive children and encouragement from friends. Hear the tones of laughter and celebration and praise from teachers.

Feel valued and welcomed into our school. Our family friendly culture ensures a safe and secure environment for all where we hope you will become involved in our vibrant Applecross community.

Have our friendly office staff attend to your needs. Our committed, progressive, award winning teachers and support staff will work with you and your child to achieve personal excellence. Our staff has high expectations and adopts a wide range of effective teaching methods and strategies.

OUR SCHOOL MOTTO

Our school motto is “**Excellence in the Community**” and it is by this motto that we set our standards.

OUR SCHOOL VISION

Our vision for Applecross Primary School is to provide an innovative learning community of excellence where we work together to help each child achieve their full potential.

OUR PURPOSE

Is to strive for excellence in all that we do and to embrace strategic and visionary thinking. We innovate and apply exemplary practice, research and planning to best support each child’s learning experience and achievements.

OUR VALUES

Integrity

We act with respect, honesty, care, and compassion.

Achievement

We inspire all children to do their best through discovery, opportunity and challenge.

Diversity

We welcome and celebrate our variety of backgrounds, abilities, needs and talents.

Growth

We nurture our students to become confident, happy, responsible, active citizens capable of making quality decisions now and in the future.



APPLECROSS PRIMARY SCHOOL IS A PLACE OF LEARNING FOR YOUNG CHILDREN. THIS SCHOOL IS ON THE LAND OF THE WHADJUK PEOPLE WHO HAVE LIVED AND LEARNED HERE FOR THOUSANDS OF YEARS. OUR SCHOOL COMMUNITY RECOGNISES THEM AND PAYS RESPECT TO THEIR WAY OF LIFE PAST AND PRESENT.



STAFFING PROFILE

WORKFORCE COMPOSITION

No	FTE	AB'L	
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	4	3.6	0
Other Teaching Staff	33	23.8	0
Total Teaching Staff	37	27.4	0
Allied Professionals			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	21	14.2	0
Total Allied Professionals	26	18.2	0
Total	66	48.6	0

Staff at Applecross Primary School are merit selected and are committed to the collaborative culture that exists within the school. In 2022, 27 teaching staff and 26 allied professional staff were employed at Applecross Primary School. All teaching staff are registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications.

Our teaching staff are highly competent and are committed to lifelong learning. They have fully embraced the Western Australian Curriculum and the latest research-based approaches implemented within the school to improve student learning.

Our allied professionals continue to be provided with professional learning that enables them to be highly effective educators within the classrooms alongside the teachers. Staff are highly professional and collaborative.



Staff dress-up for 22/2/22 (Tutu Tuesday)

FROM THE SCHOOL BOARD

Board Chair Report 2022

The 2022 year presented a time for consolidation of the School Board to coincide with the School and the community more broadly moving away from the restrictions and disruptions from previous years. While we commenced with an online meeting due to social distancing requirements, it was a positive start to welcome Bea Bouska as the new Principal, and charting a path forward after a period of temporary arrangements.

Throughout the year the Board had rigorous discussions about the significant matters impacting the school with a key characteristic being the continued respectful and collaborative relationship between the staff and parents who make up the Board. Amongst this the Board continued its significant role of regular reviews of the school's suite of policy documents, financial position and performance against the Business Plan.

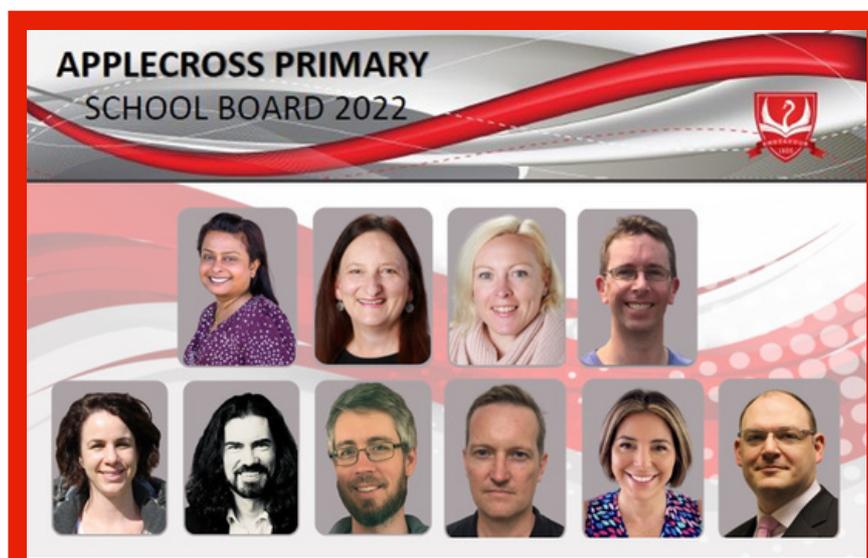
While a number of the school's policies are seen to establish a benchmark around the network, it is pleasing to see the ongoing work to ensure they remain contemporary and relevant to the Applecross School community. The increasing use of data to inform analysis and discussions around the school's performance was a notable feature of Board discussion this year.

Linking back to the challenging period of recent years, the Board also had a regular focus on communication in and around the school to ensure the school community had consistent, reliable, and accessible information as well as increased avenues to raise relevant matters with the School Board.

The Board acknowledges the valued contribution of Mr Vikas Sehgal who completed his multiple terms on the Board earlier in the year. We were pleased to see strong interest from the parent community when vacancies became available and the contribution from new members Mandana Arshi and Tom Shaw throughout the year. A key strength of the Applecross Primary School Board over many years has been the dedication and commitment of all Board members to ensure our School remains a great place for children to grow and flourish.

After a stabilising year I look forward to another interesting year ahead with a key feature being establishment of the school's next Business Plan.

Ryan Keys
Board Chair



Information on the 2022 School Board including member profiles can be found on our school website [HERE](#)

PARENTS AND CITIZENS ASSOCIATION

P&C SUMMARY FOR 2022

OUR VISION

Our vision for the year was to improve our school community engagement by connecting parents, teachers, students, and the wider Applecross community together to support our beautiful school and have maximum fun along the way.

In 2021 we achieved a record year of fundraising which left the P&C with a substantial amount of funds in the bank account at the start of 2022. Therefore, our focus in 2022 was on fundraising but more on helping support the school with necessary projects it needed and to provide as many free fun events for the students as possible.

FUNDRAISING

Major Fundraising Events for 2022

Event Total Funds raised (approximate):

- The Election Day Sausage Sizzle and cake stall • \$3,934.31
- Lapathon • \$27,708.87
- Mother's Day Stall • \$3,429.38
- Father's Day stall • \$2,265.25
- Sports Carnival Cake and Zinc Stall • \$2,249.60

Passive Fundraising Initiatives for 2022 (These either ran all year or behind the scenes throughout the year).

Event Total funds raised (approximate):

- Scholastics Book Club • Final amount total TBC
- Winter Honey Fundraiser • \$425
- Summer Mango Drive • Final amount TBC
- Second-hand Uniform Shop • \$1,102.27
- Entertainment Books • \$154
- Jacaranda Festival Parking donation • \$500

Community Sponsorship (This was mainly in the form of product donations). Company Amount (approximate):

- The Good Grocer • \$2000
- Pharmacy 777 • \$1000
- Healthway Grant • \$5000

P&C Voluntary Contributions from Parents (approximate):

- Parent Contribution • \$18,600

P&C Achievements and contributions for our School in 2022

The P&C funds and support contributed to help supplement the following during 2022:

- Teacher's iPad coaching (approx. \$16,500)
- Art Room Renovation (approx. \$20,800)
- Playground sensory activity paving (approx. \$16,000) still to come.
- APS Hardship Fund (\$500) to use at the discretion of the principal.
- Year 6 Camp Bus x2 (\$2,763) and Graduation (\$1,000)
- Free Disco Event (approx. \$2,500)
- Free Movie Night (approx \$2,500)
- Last day of Term 1, 2 and 3 free lcy poles, donuts, TimTams (\$450)
- Library Books (approx \$3,000)
- Free Souper Tuesdays
- Scholastic's Book Club program
- School Lunches Online program

Tina Jolly

Applecross Primary School 2022 President



Information on the 2022 P&C Association including member profiles can be found on our school website [HERE](#)

STUDENT ATTENDANCE

PRIMARY ATTENDANCE RATES

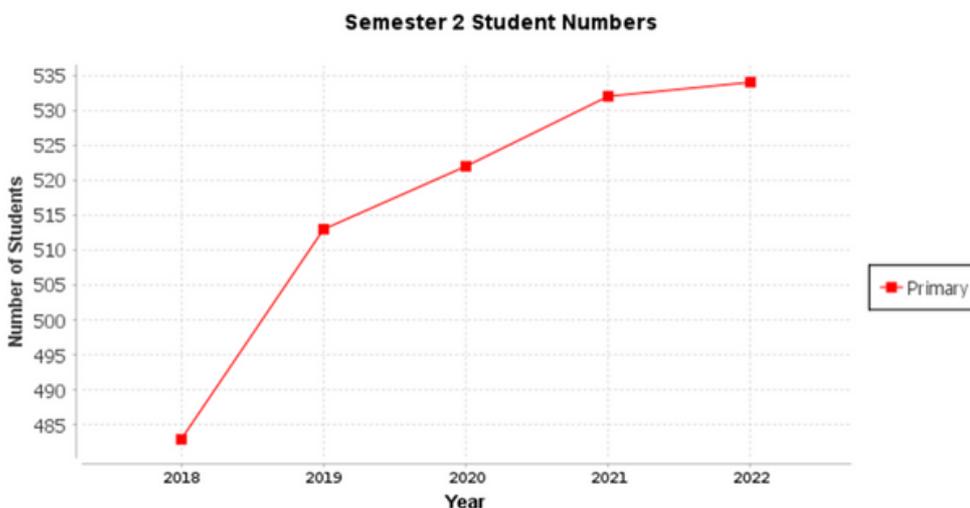
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	95.0%	95.2%	93.2%	95.0%	90.2%	77.6%	95.0%	95.1%	91.9%
2021	95.4%	94.5%	92.4%	93.3%	85.6%	76.8%	95.4%	94.4%	91.0%
2022	91.3%	91.1%	88.3%	55.6%	81.7%	69.5%	91.3%	91.0%	86.6%

The table above clearly displays the impact COVID-19 had on regular attendance at Applecross Primary School. Families at Applecross Primary School support regular attendance at school. The school maintains high levels of attendance in all year levels. Processes are in place to monitor attendance and to follow up unexplained absences, late arrivals and ongoing absences by students. The school works closely with parents to support regular attendance. Positive attendance strategies are in place at APS and include the use of an SMS messaging service for parents to advise of absences, late arrivals notes, regular letters to parents flagging unexplained absences, regular monitoring of attendance by administration.

Early engagement with parents of students who may be becoming at risk due to falling attendance rates, education of parents about the positive links between regular attendance and school achievement and the use of DoE suite of attendance resources to support families who may be struggling with maintaining regular attendance patterns. The school engages with families with children in the severe attendance category to set attendance plans. Consultation with SSEN will occur to further support improved attendance when required.

ENROLMENT TRENDS

In 2022 we experienced a continued slight upward trend in our student numbers with 534 students enrolled from Kindy to Year 6.



Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	483	513	522	532	534

Primary	
Kindy	(21) 40
PP	66
Y01	65
Y02	86
Y03	77
Y04	91
Y05	72
Y06	77
Total	555

Note: The **Kindy** Full Time student figure represents the Full Time Equivalent of the Part Time students

DESTINATION SCHOOLS FOR 2022

At the end of 2022, 66% of our students who left Applecross Primary School attended WA public high schools in 2022. It is interesting to note the percentage of students attending public high schools has increased each year. Applecross Primary School works in partnership with our local intake area (LIA) high school, Applecross Senior High to promote public education.

The school has established a strong relationship with its LIA school Applecross Senior High. APXSHS staff support our school. The transition to high school programme is rich, and in 2022, included former APXPS students hosting a formal Q&A session for our Year 6 students.



20% of the Year 6 students are successfully placed into either Gifted and Talented Secondary Selective Entrance Programs or receive scholarships in either private high schools or Government high schools, which is reflected in the table.



Destination School	Students
Applecross Senior High	42
All Saints College	3
Aquinas College	3
Bob Hawke College	1
Busselton SHS	1
Corpus Christi College	1
John Curtin College of the Arts	1
Kennedy Baptist	6
Mercedes College	1
Penrhos College	2
Perth Modern	2
Presbyterian Ladies College	1
Rossmoyne SHS	1
Santa Maria	4
Shenton College	2
Wesley College	5
Willeton SHS	1

Destination Schools of Applecross Primary School Year 6 students 2022

SUPPORTING STUDENT ENGAGEMENT

Applecross Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The expected behaviours that students are required to learn and maintain at school are underpinned by our core values and are consistent across all year levels. Students are encouraged to achieve their personal best with a focus on making strong decisions and setting personal goals.

All staff create a positive, safe, learning environment focused on the use of regular praise, low key responses and feed-back. Teachers guide children to deal with conflict and rebuild relationships through restorative practices and social/emotional learning programs in order to teach our students how to become problem solvers and to focus on our core values.

INTEGRITY	GROWTH	DIVERSITY	ACHIEVEMENT
<ul style="list-style-type: none"> Follow school and class rules Treat others as you would like to be treated Value yourself and others 	<ul style="list-style-type: none"> Take your agreements seriously Admit mistakes without excuses Be willing to do your part 	<ul style="list-style-type: none"> Accept things you wish were different without complaint Accept others who look, speak and act differently Reach out in friendliness 	<ul style="list-style-type: none"> Complete tasks to the best of your ability Set goals and work to achieve them Be a good friend
<ul style="list-style-type: none"> Be trustworthy and reliable in class and the playground Be truthful and admit to your mistakes 	<ul style="list-style-type: none"> Know you are valued whether you succeed or fail Be willing to try new things Trust yourself to handle whatever happens 	<ul style="list-style-type: none"> Value each other and appreciate sharing Be a good listener and follow steps to help others solve problems 	<ul style="list-style-type: none"> Focus your attention on tasks Resist distractions Ask for help when needed
<ul style="list-style-type: none"> Help others Give your best effort Care for our earth and all living things Reduce, reuse and recycle waste 	<ul style="list-style-type: none"> Help and share ideas Show kindness even when you disagree Follow the rules 	<ul style="list-style-type: none"> Forgive others and yourself when mistakes are made Focus attention and think clearly Consider others and their feelings 	<ul style="list-style-type: none"> Display a positive attitude Give your full effort Believe in yourself and have confidence in your ability
<ul style="list-style-type: none"> Demonstrate kindness to others who may be hurt or troubled Help others 	<ul style="list-style-type: none"> Dare to have big dreams that make a difference Trust that tomorrow can be better than today Take action to make your dreams come true 	<ul style="list-style-type: none"> Spend quiet moments to practice being calm Speak gently and use peaceful words Be fair to yourself and others to help solve problems 	<ul style="list-style-type: none"> Maintain a steady pace and complete tasks Be a loyal friend in good times and bad Make good decisions and stick to them

PLANNING CYCLE

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our children. Each year we complete a cycle of self-assessment, review, annual reporting and planning. We use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships & Partnerships
- Learning Environment
- Use of Resources
- Leadership
- Teaching Quality
- Student Achievement and Progress.



CONNECTED AUTONOMY

As an Independent Public School (IPS) within the West Australian Public School system we are committed to implementing and supporting system priorities and initiatives.

Every student, every classroom, every day Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Our improvement drivers:



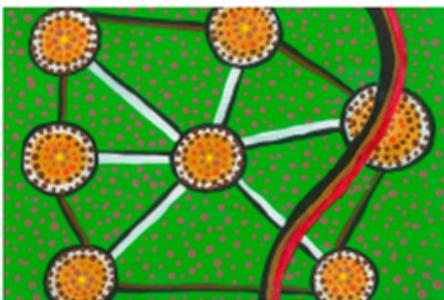
1 Provide every student with a pathway to a successful future.



2 Strengthen support for teaching and learning excellence in every classroom.



3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.

Our success will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
3. Increase student attendance
4. Increase student participation in STEM
5. Improve student attendance
6. Increase student participation in STEM
7. Increase retention and achievement of students to Year 12

HEALTH AND WELLBEING

HIGHLIGHTS AND ACHIEVEMENTS

We continue to learn about and find ways to support the Wellbeing of our students and staff. We realise the value of providing opportunities for children to “come back to calm” by either moving or being still in a place outdoors. In 2022 we transformed the area between Room 19 and the Library into a calm-down and breathing rest station. The freshly painted mural and mindful breathing posters provide a quiet secluded space where the children can regulate their breathing and prepare to return to learning and playing. When movement is required we have ordered some sensory pathways for three locations across the school for children to use throughout the day for a “brain break” reset.

The Ministry of Health student leaders presented a “Mindful Thursday” meditations for the whole school over the PA system encouraging this practice in classes. Information to grow our wellbeing knowledge is shared at Monday assemblies. Teachers identified students who were struggling with friendship skills. Special Needs Education Assistants met with small groups of students to provide opportunities for them to discuss and practice the complexities of making, being and having friends. Having their questions answered and helping each other helped develop more effective ways of interacting with other children in class and break times.

Throughout the year we observed staff wellbeing and provided a range of opportunities to connect on personal levels and encourage healthy approaches to managing the stress of working in a school.

FUTURE DIRECTIONS/GOALS

We are looking to build the influence of “student voice” beginning with asking some students to identify some possibilities for lunchtime activities allowing all students to engage positively with others during break times.

Following an update of our Developing Positive Student Behaviours policy and guidelines we are working towards a common language using our school values, Zones of Regulation and SDERA Resilience program.



LITERACY

HIGHLIGHTS AND ACHIEVEMENTS

NAPLAN and ACER testing show continued high results in all areas of English. With a system level focus on Phonemic Awareness, teachers from Kindy to Year 2 trialled the Heggerty Phonemic Awareness program. Students' oral manipulation of words and phonemes improved across a 10-week implementation of this program. In addition, interested staff established a Spelling Working Team, meeting fortnightly across 2022. Staff focused on establishing a whole school scope and sequence for spelling which includes evidence-based lessons and activities for each year level. As NAPLAN data suggests vocabulary is an area of need, the goal of this planning is for students develop their ability to transfer spelling skills into their writing.

Over the last two years, teachers across the school have been trialling the use of Talk4Writing and Seven Steps to structure Writing lessons. With the oral language components of Talk4Writing, this continued to be used with additional professional learning for staff in Years 1 & 2. NAPLAN data was analysed using Ed Companion. Teachers from each year group collaboratively used this platform to choose two skills or areas of understanding that cohorts performed lower in and began the implementation of daily reviews in these areas.

Ed Companion was also used to analyse PAT Reading and NAPLAN Reading assessments. The area of greatest need was when interpreting, analysing and evaluating texts. This reflects PM Benchmark and IPI assessments which show student fluency is high and Applecross Primary students are confident in responding to explicit questioning, however the ability to respond to inferential questioning is an area of difficulty.

Our English Showcase Week celebrations included Book Dress-Up Day, The Great Book Swap raising money for the Indigenous Literacy Foundation and buddy classes working together to make their own books using Book Creator app.

FUTURE DIRECTIONS/GOALS

Recognising the need for consistency within year levels and continuity across the school, in 2023 a Literacy Coach will be available to assist staff in planning, teaching and assessing all areas of English. Further PL on Talk4Writing (K-2) and Seven Steps for Writing (Yr3-6) will be utilised to provide staff and students a common approach when planning the teaching, learning and assessment cycle.

Ed Companion will continue to be used, providing staff with greater opportunities to analyse data in a timely manner. As trialled in 2022, Ed Companion will be used at a classroom level to develop daily review focus areas and at an individual level to track student achievement.



NUMERACY

HIGHLIGHTS AND ACHIEVEMENTS

The primary focus within Numeracy was the implementation of a whole school Maths text to complement the school's approach to learning (Prime Maths). A common framework for problem solving has been trialled through Prime Maths. At the end of the year, a scope and sequence was developed for explicit teaching of problem-solving strategies. Teachers were upskilled in the use of the resource through whole school PL and collaborative time to share. An initial scope and sequence was developed by teams using the maths text as the framework. Assessment schedule with ACER continued in Term 1 and Term 4. Staff used Ed Companion to analyse PAT Maths data. Year level teams identified student misconceptions and areas requiring further support using this tool.

Maths Boost sessions were successfully run in Term 1 for selected Year 3 students in conjunction with Curtin Uni students. Maths Talent Quest was run as a before school program with interested Year 6 students. Three entries were submitted to the competition with the results yielding two credits and a high distinction. Entry into the competition allowed for Maths Committee Coordinator and Deputy to participate in assessing other entries.

Maths Showcase Week in Term 2 strengthened inquiry learning throughout the school, with year level teams planning and implementing inquiry maths tasks within classrooms that could be shared with the parent community. The school also took part in a paper plane challenge raising funds for the RFDS.

FUTURE DIRECTIONS/GOALS

- Prime Maths: Formative assessment development using Prime as the framework to build from. Ongoing teacher surveys to elicit ongoing PL needs. Upskilling new staff in the resource. Building in the problem-solving framework from Prime with the problem-solving strategies developed at the end of 2022.
- Use of Ed Companion data analysis program to identify areas of need, with individual teachers and teams to developing necessary core classroom lessons and targeted small group instruction. Continued assessment with ACER.
- Introduce Numero to the school to assist in the development of fluency and mental maths skills. Whole staff PL in Term 1, 2023 with parent session in Term 2, in line with Maths Showcase Week. Build maths resources of class Numero sets.
- Continue Maths Talent Quest as a before school enrichment program. Students selected by classroom teachers based on their interest and suitability to participate.
- Continue to utilise Inquiry resources (Maths 300 and Resolve) to compliment the Prime Maths resource. Upskill new staff in these resources and inquiry processes.
- Project school for Maths Impact Project: Tierney Kennedy Fixing Misconceptions in Maths to allow teachers to plan and implement strategies for at risk students in their classrooms. To start, phase of learning representatives to be upskilled in the project through PL days.
- Implement explicit vocabulary exposure in maths lessons relevant to year level and scope and sequence.

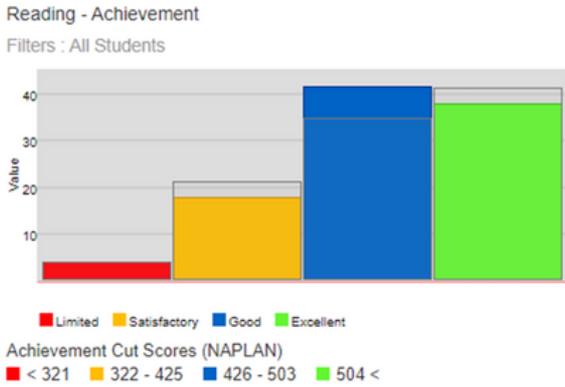


NAPLAN

PROGRESS AND ACHIEVEMENT GRAPHS

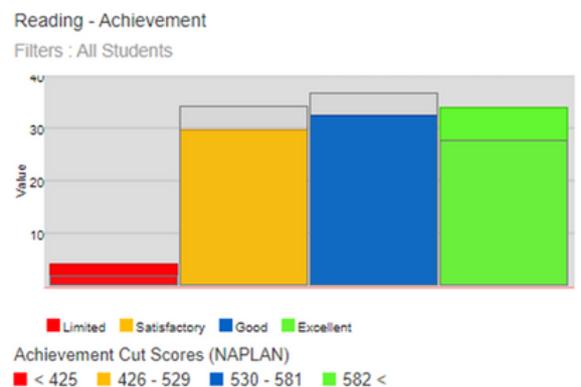
Due to NAPLAN 2020 being cancelled as a result of COVID-19 some displays, and reports related to previous achievement or progress are not available.

Year 3 Reading Achievement 2022



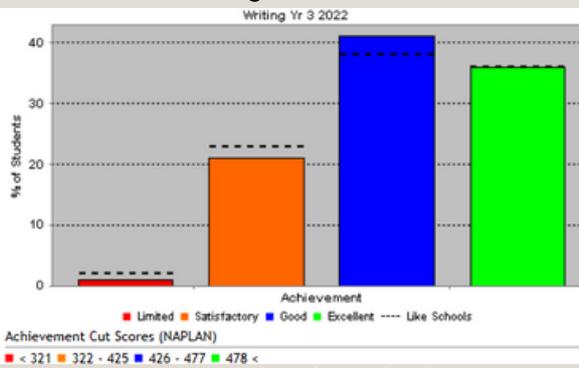
Comparison to like schools

Year 5 Reading Achievement 2022



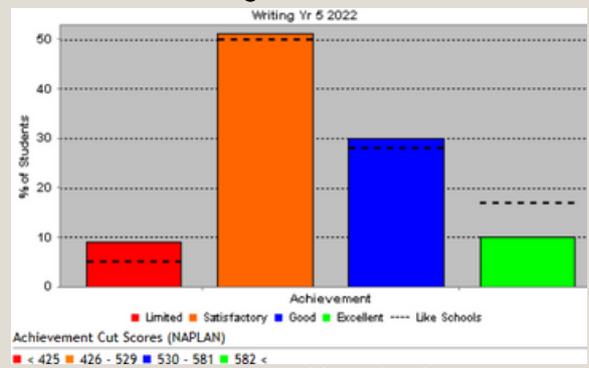
Comparison to like schools

Year 3 Writing Achievement 2022



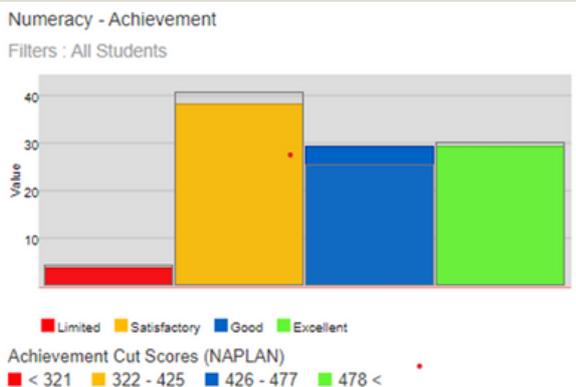
Comparison to like schools

Year 5 Writing Achievement 2022



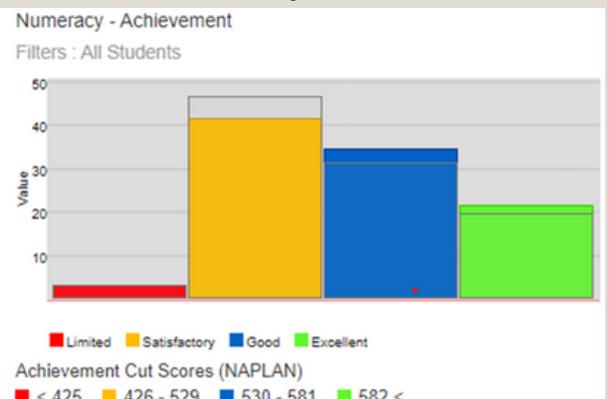
Comparison to like schools

Year 3 Numeracy Achievement 2022



Comparison to like schools

Year 5 Numeracy Achievement 2022



Comparison to like schools

INTEGRATED APPROACHES

HIGHLIGHTS AND ACHIEVEMENTS

The main objectives within this area of the Business Plan were:

1. Identify opportunities for inquiry by integrated learning areas
2. Developing a community culture of inquiry including students, staff and parents
3. Explore integrated approaches to identify best approaches for year level learning abilities.

Integrated Learning Showcase Week was a huge success. Buddy classes worked together to solve a series of robotic challenges which included using Bee Bots, Codey Rocky, Spheros and Dash robots. All students and staff thoroughly enjoyed the sessions. We are sure to see many more engaged robotic experts next year across the school.

The Science Focus in Term 4 was all about glass (aligned to National Science Week) and all staff were provided with the National Science Week booklet with a variety of activities linked to Science Curriculum Strands, First Nations, Sustainability and Design thinking. Year groups planned collaboratively and included inquiry learning for Showcase Week celebrations.

Whole school approaches to Inquiry have been developed in 2022 and information has been included in 2023 Staff Annual Guidebook. Inquiry-based learning prioritises inquiry learning problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

A scope and sequence of iPad Apps was created with links to ICT General Capabilities for each year level from K-6. Teachers worked 1:1 with an iPad coach throughout Sem 1 & 2, developing their skills to integrate technology in a purposeful way. Staff developed digital learning opportunities for their class or cohort with iPads. Teachers shared their learning journey with all staff each semester during Cyber Cafe afternoons. The use of Showbie was introduced to allow teachers to create, share and store lessons, templates and activities that have been developed for each year level.



FUTURE DIRECTIONS/GOALS

- Year groups to provide overview of term plans in Teams showing an integrated approach covering aspects of Science, HASS, Digital and Design Technologies.
- Develop a scope and sequence of essential skill for integrated learning (year levels or junior, middle and upper focus)
- Continue iPad coaching throughout 2023 to upskill new staff and consolidate and build upon learning from 2022.
- Teachers plan collaboratively weekly in common DOTT and provide information to parents via Connect. Teachers provide a term overview to parents which include Inquiry learning.
- Build upon existing robotics within the school and update and replace as required.



SPECIALIST PROGRAMS

PHYSICAL EDUCATION (DEREK RIJNHART)

HIGHLIGHTS AND ACHIEVEMENTS

With the number of carnivals that were postponed due to COVID or weather forecasts, 2022 was a very trying year for the Physical Education (PE) Department at Applecross Primary School, otherwise it was business as usual for PE lessons. In the weekly PE lessons students from Kindy through to Year 2 were following the KIDDO Fundamental Movement Skills program. Students From Year 3 - 6 were learning the skills necessary to play the team sports of modcrosse, basketball, European handball and pickleball. Every morning all students from Years 1 through to 6 would take part in the whole school morning fitness program called Sweat Club, which is run by the faction captains, and encourages all students get a sweat up, in a fun environment, before settling down to their class work.

In Terms 1 and 4 we were granted funding through the Australian Sports Commission Sporting Schools program which was used to engage specialised coaches to help deliver the additional sport programs of cricket, tennis, modcrosse, t-ball and cycling to students through Years 1-6. There were free incursions throughout the year provided by AFL, cricket, pickleball and golf promoting their sport and the local clubs in the area.

Our usual faction carnivals of Swimming, Cross Country and Athletics were a great success with the days enjoyed by students, staff and parents alike. In order to help the students, prepare for these carnivals, before school sports sessions are run, in the weeks leading up the carnival, focusing on the skills needed to maximise the students' performance at the carnival. The effort of our parent community to support these events is nothing short of amazing and these carnivals as well as other interschool events are impossible to run without your help.

2022 was another successful Interschool year. As a school we took out the Champion school at the MDISSA Cross Country Carnival and our boys' team were the Champion team for their division in the MDISSA cricket carnival. A highlight of the year was the Australian Female cricketer Alana King visiting our school and showing off her Commonwealth Games Gold medal. ABC interviewed Alana for a special report while selected students participated in Cricket activities in the background.



FUTURE DIRECTIONS/GOALS

Physical Education for 2023 will look very similar to previous years with the addition of making use of the assessment component of our KIDDO subscription to compare our students from K-2 with the thousands of other students that are also using the KIDDO program. This will help to identify areas of strengths and weaknesses in our PE program especially in the K-2 Years and help to further develop the Physical Education program at Applecross Primary School.



SPECIALIST PROGRAMS

VISUAL ARTS (NATALIE HELLEMAR)

HIGHLIGHTS AND ACHIEVEMENTS

The overarching theme for the Visual Arts in 2022 was 'A Celebration of Culture'.

Students' projects for the year utilised a wide variety of media, offering numerous and varied opportunities for Art Making and Responding to the Visual Arts.

The elements of art and the concepts of symbolism and motif were explored through a variety of cultures and artists, indigenous, ancient, and contemporary. Students were also encouraged to investigate aspects of their own cultural heritage with an emphasis on 'celebration'.

Our fifth annual Sculpture by the Hen Pen was a popular event once more and coincided with, the school's Harmony Day celebrations and the closing of the ever-popular Sculpture by the Sea at Cottesloe Beach. An increases number of families got involved in the festivities for 2022. Once again reused, recycled, or repurposed material were the focus coupled with a large injection of culture. Colourful, emotive, and often humorous the sculptures ranged from a robotic kangaroo to sensitive relief portraits, wearable art, creatively adorned animals, and a Korean barbeque good enough to eat, to name but a few. Following on with our themes of sustainability and culture, the senior students took part in exciting workshops run by REMida, giving the students opportunities to design and make sculptures. The students explored the large variety of REMida's clean industrial waste material, brainstorming and problem-solving in teams to create sculptures that not only answered the brief but followed REMida's rules of NO glue or tape. Some creative engineering and understanding of material strengths and properties also provided links to the Science/STEAM curriculum.

To round off our year, Term Four showcase week saw the Art room transformed, giving our students and parents an opportunity to respond to and appreciate the artworks of students from years one to six. 'Reimagined Mythical Creatures' a whole school integrated multi-media Arts installation brought together the students' REMida sculptures and related cultural artworks from across the school in one exhibition. Combined with recorded musical and dramatic performances the Art room was a hive of activity, with students scanning codes and responding to artworks through words and pictures.

FUTURE DIRECTIONS/GOALS

Ultimately, the goal is for students and the broader community to appreciate: -

- a) the vital roll the Arts play, in the development of well rounded, culturally aware empathetic human beings with an appreciation and understanding for all the elements an Art enriched life has to offer.
- b) that Art can be both a powerful form of expression and a pure enjoyment.



SPECIALIST PROGRAMS

MUSIC (CATHLEEN OTTERMAN)

HIGHLIGHTS AND ACHIEVEMENTS

Whole School Music Program

Throughout 2022, students in Years 1-6 have had the opportunity to develop their musical understandings and skills in specialist music lessons under the direction of Cathleen Otterman, Jackie Ewers and Madison Levy. These lessons engaged students in singing songs, learning music theory, using music applications, playing a variety of instruments, and participating in listening and responding tasks. In Semester 2 students studied an Integrated Arts program focused on mythical creatures of different cultures. This culminated in an exhibition and video presentation that could be viewed by the school community during our integrated learning showcase week in Term 4. Selected students acted out a script and each class rehearsed and presented a musical piece from a specified culture to accompany artworks they had created.

Talent Show

Students had the opportunity to perform a chosen talent during music class. Selected students were invited to perform in the Junior and Senior Talent Shows run by the Music Leaders.

Senior Choir

Due to covid restrictions, choir did not commence until Term 2. Year 6 choir and ensemble students performed at the Applecross Primary School ANZAC Service with many students singing solo parts. The highlight for the choir was performing twelve challenging pieces in the Massed Choir Festival at Perth Concert Hall in September.

IMSS

As part of the Instrumental Music School's Services, selected students in years 3-6 attended lessons on violin, viola, cello, classical guitar and clarinet. Orchestral strings students in years 5 and 6 had the opportunity to participate in String Ensemble. All instrumental groups had the opportunity to perform during assemblies in Semester 2.



FUTURE DIRECTIONS/GOALS

Classroom - Reinstate community singing across the school for assemblies. Incorporate Drumbeat into classroom music, identify students to participate in full program.

Talent Show - Move to Term 1, in line with Health and Wellbeing Showcase Week.

Choir - review repertoire to encourage blending voices, projection and expression. Increase performance opportunities that provide speech, drama, solo singing and choir. Provide onsite performances to engage the school community.

IMSS - reinstate IMSS Assemblies, implement new ensemble books for strings.

SPECIALIST PROGRAMS

FRENCH (NICOLÉ PRITCHARD)

HIGHLIGHTS AND ACHIEVEMENTS

- Successful visit in June of Carrousel Theatre presenting bilingual puppet play "Cendrillon", (Cinderella). The kick all the students get from it makes the hard work worth every inch of it.
- Languages Week in-class quizzes, poster and Boules competitions.

FUTURE DIRECTIONS/GOALS

- Étienne concert in August. A Canadian French teacher and performer.
- To keep the interest and enthusiasm alive in students to be keen language learners.
- Maintain a "safe environment" for students to feel comfortable speaking French.



EAL/D PROGRAM

HIGHLIGHTS AND ACHIEVEMENTS

The WA Department of Education recognises that many parents and their children come from culturally and linguistically diverse backgrounds whether arriving from overseas or born in Australia. Many require targeted, structured and explicit language support to develop their Standard Australian English competency within the school environment whilst valuing and encouraging maintenance of home language and values.

At Applecross Primary School we have a very diverse cohort of students and parents with 220 of current enrolments registered as students who are from a different cultural background, either speaking a language other than Standard Australian English at home or having a family member who does. We have 39 different languages spoken registered on our enrolment data. Many of these students have been identified as being eligible for additional Government funded support for the first two years of enrolment in an Australian school. At Applecross Primary School we make available intensive small group support for students based on need and all classroom teachers accommodate the students' needs and plan accordingly using the detailed EAL/D Progress Map support levels that are a guide to teaching, learning, monitoring and assessing EAL/D students across the state.

Allied to this program Applecross Primary School liaises with Beaconsfield Primary School Intensive English Centre, a highly specialised program for newly arrived students in the first year attending Australian School. This program is funded by the government and also features an Intensive English Bus to transport students to and from school. Applecross Primary also liaises with the Statewide Services EAL/D team through the Education Department for support, advice, professional development and to access Interpreter Services if needed when communicating student progress with parents in meetings.

FUTURE DIRECTIONS/GOALS

- Continuing to grow and expand ongoing communication with parents through meetings.
- Recognising significant cultural day celebrations around the world through our HASS program.



LEARNING SUPPORT PROGRAM

HIGHLIGHTS AND ACHIEVEMENTS

In 2022 we reviewed the roles and processes of the Learning Support Co-ordinator (LSC) and School Psychologist as the staff members in the roles changed. Teachers and parents continue to identify concerns and follow up with the LSC for advice on the best plan of action to identify needs, strategies and referral to allied health services. Staff continue to engage in professional learning to keep up with the latest knowledge about ADHD, ASD and Learning Difficulties and Disorders. We continue to engage with allied health practitioners and therapists to support individual student's needs.

We have expanded our breadth of SAER coverage to support students with social and emotional difficulties including anxiety, self-regulation and friendship skill difficulties, as well as understanding and supporting the needs of academically able and gifted students.

FUTURE DIRECTIONS/GOALS

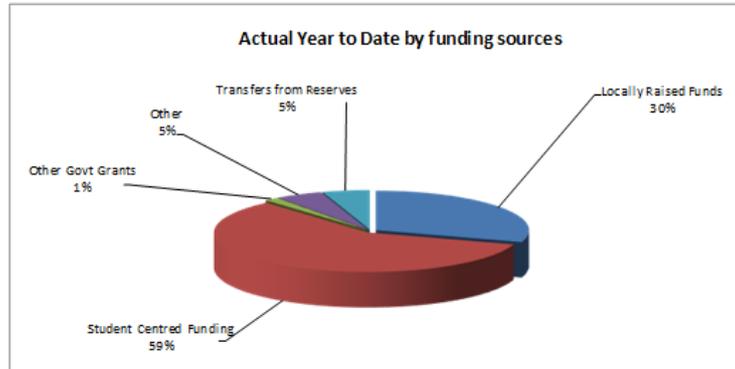
In 2023 we are working towards developing formats for recording adjustments for students with learning difficulties, EAL/D needs and academically able (including gifted) needs. We have also introduced a Literacy Support Education Assistant and Literacy Coach to support students and staff in providing effective differentiation in literacy learning for all students.



SCHOOL INCOME BY FUNDING SOURCE

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 28,519.00	\$ 28,519.30
2	Charges and Fees	\$ 105,761.00	\$ 105,760.21
3	Fees from Facilities Hire	\$ 35,741.00	\$ 35,740.91
4	Fundraising/Donations/Sponsorships	\$ 45,659.00	\$ 45,659.58
5	Commonwealth Govt Revenues	\$ 3,000.00	\$ 3,000.00
6	Other State Govt/Local Govt Revenues	\$ 3,300.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ 4,532.00	\$ 4,532.62
8	Other Revenues	\$ 36,040.00	\$ 36,039.54
9	Transfer from Reserve or DGR	\$ 35,963.00	\$ 35,963.34
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 298,515.00	\$ 298,515.50
Opening Balance		\$ 45,922.00	\$ 45,922.32
Student Centred Funding		\$ 422,723.00	\$ 422,723.27
Total Cash Funds Available		\$ 767,160.00	\$ 767,161.09
Total Salary Allocation		\$ 5,404,227.00	\$ 5,404,227.00
Total Funds Available		\$ 6,171,387.00	\$ 6,171,388.09

The Targeted Initiative funding for, School Psychologist and School Chaplain is invaluable in supporting some of the school's most vulnerable students. The EALD, Aboriginality and Social Disadvantage Student Characteristic funding are used to support a wide range of literacy programmes, human resourcing - additional FTE across the school, both support staff and teacher coaching and curriculum materials. To align with the Business Plan and needs of the school, a total of 0.6 fte EA time is used across the school for early learning intervention. Applecross's disability funding is used to employ qualified allied professionals to provide a supportive and inclusive learning environment for the students.



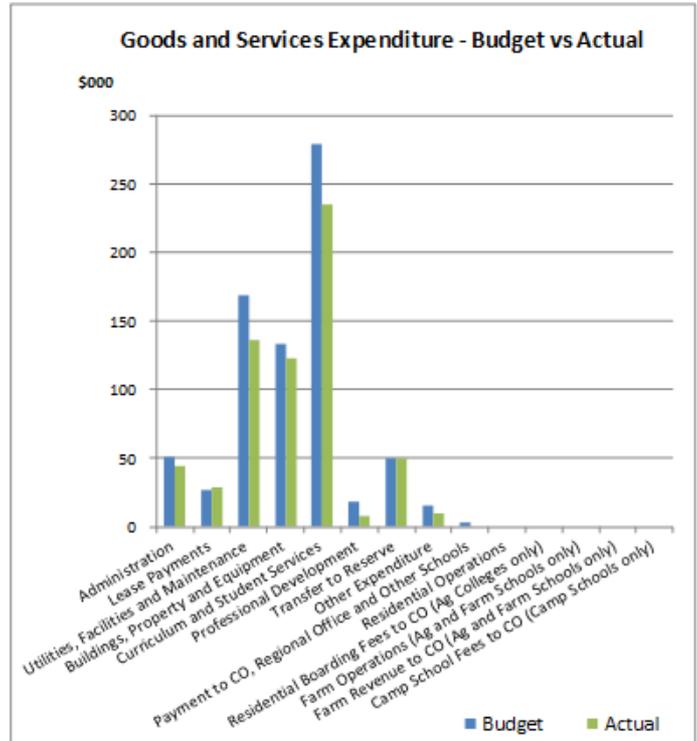
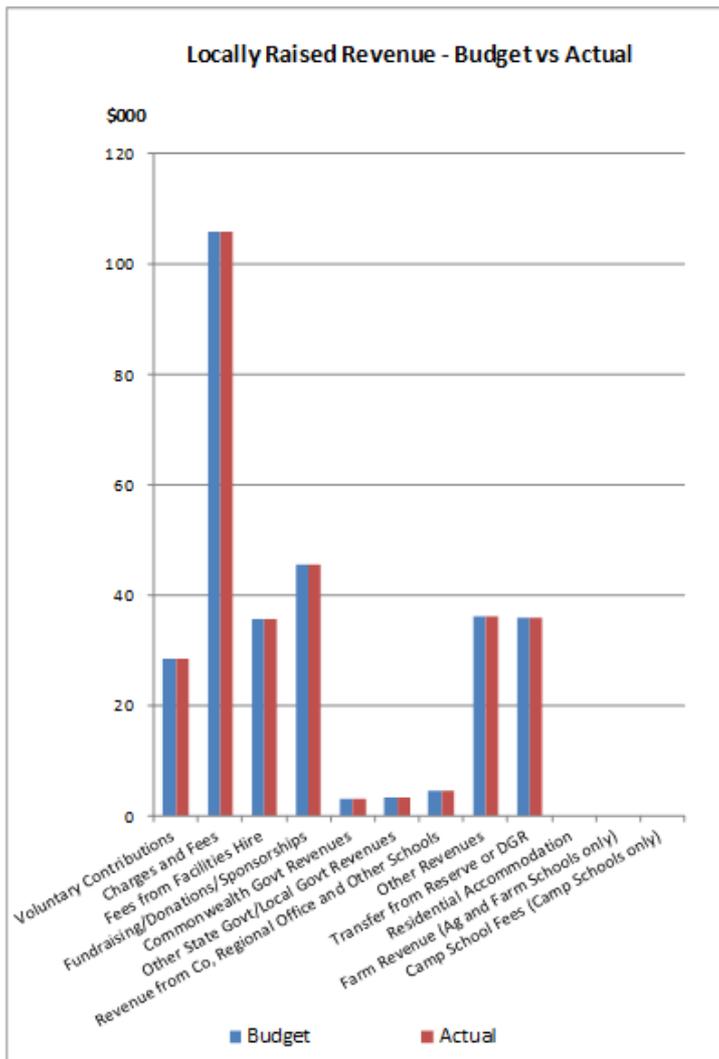
Applecross Primary School Financial Summary as at 31/12/2022

To support the DOE's Funding Agreement (FA) for Schools 2022 and Statement of Expectation, a number of monitoring and reporting tools are in place to provide evidence of this management. These key monitoring tools are across the diverse aspects of the school's One Line Budget enable informed decisions to be made. These decisions are made in consultation with the Finance Committee and the School Board. Balanced and accurate financial management and future based financial planning is imperative to ensure that the school can continue to have resources and assets available to deliver learning programmes both now and in the future in line with the Business Plan of the school.

FINANCIAL REPORT

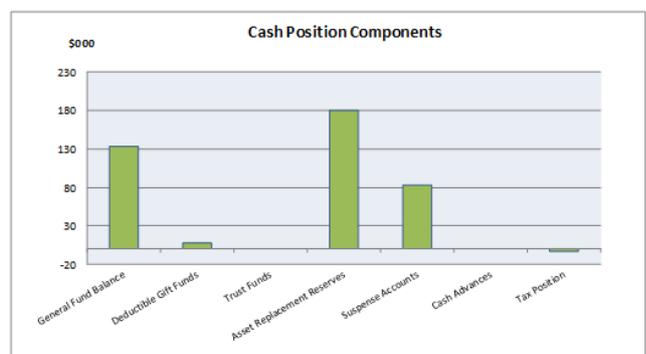
FINANCIAL SUMMARY

Applecross Primary School Financial Summary as at 31/12/2022



Cash Position Components	
Bank Balance	\$ 400,612.66
Made up of:	
1 General Fund Balance	\$ 133,179.72
2 Deductible Gift Funds	\$ 7,509.04
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 179,653.06
5 Suspense Accounts	\$ 82,927.84
6 Cash Advances	\$ -
7 Tax Position	\$ (2,657.00)
Total Bank Balance	\$ 400,612.66

Expenditure - Cash and Salary		Budget	Actual
1 Administration	\$ 51,354.00	\$ 43,916.16	
2 Lease Payments	\$ 27,000.00	\$ 28,596.44	
3 Utilities, Facilities and Maintenance	\$ 168,577.00	\$ 136,511.07	
4 Buildings, Property and Equipment	\$ 132,887.00	\$ 122,788.29	
5 Curriculum and Student Services	\$ 279,285.00	\$ 234,827.52	
6 Professional Development	\$ 18,000.00	\$ 7,579.27	
7 Transfer to Reserve	\$ 49,659.00	\$ 49,659.00	
8 Other Expenditure	\$ 15,622.00	\$ 10,103.62	
9 Payment to CO, Regional Office and Other Schools	\$ 3,016.00	\$ -	
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	\$ 745,400.00	\$ 633,981.37	
Total Forecast Salary Expenditure	\$ 5,002,119.00	\$ 5,002,119.00	
Total Expenditure	\$ 5,747,519.00	\$ 5,636,100.37	
Cash Budget Variance	\$ 21,760.00		



Document sighted and ratified by Applecross Primary School Board on 28 February 2023