



APPLECROSS
PRIMARY SCHOOL

February 2024

2023 Annual Report



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Introduction



Dear Parents, Carers and School Community Members

It is my privilege to present the 2023 Annual Report on behalf of the staff and community at Applecross Primary School. The report provides a summary of the school's performance throughout the year. It presents details of student performance in academic and non-academic areas. Additional information and details have been provided to the school community throughout the year in newsletters, through Connect, the school website and the App (Audiri), and in reports to the School Board and P&C Association. Further to this, information of a more individual nature has been reported or communicated to parents through class Connect, formal reports, interviews, and the Individual Education Plan (IEP) process when appropriate.

Applecross Primary is a Level 5 metropolitan school in Applecross with an ICSEA of 1145. The school's population was 590 in 2023, representing an incline in trends from previous years, with larger cohorts in the middle primary.

A strong learning culture continues to exist at Applecross Primary owing to the commitment of the learning community comprised of the students, parents, teachers and the broader community. High expectations and clear accountable measures with a collaborative professional environment ensure quality teaching and excellent achievement for our students. Throughout this final year of the 2021-2023 Business Plan, consultation and planning for the 2024-2026 Business Plan occurred to ensure continued strength in strategic direction and excellence in education.

This report shares key highlights from the 2023 school year as well as the dedicated and committed work as the school pursued the goals and targets set. With thriving children at the heart of our collective purpose, and the strong support of a connected community, Applecross continues to be an outstanding place to learn and grow.

We thank the P&C Association for their continued efforts to enhance the experiences, opportunities, and environment of our students. The P&C worked tirelessly, and we thank them for their generous support.

We thank the School Board as they continue to work collaboratively with school staff to provide strong governance, support and direction. Our Board members bring their experiences and expertise to represent the school community on setting the strategic direction of our school. They are committed to ensuring we live up to our motto, "Excellence in the Community".

I would like to thank our staff and entire school community for their dedication, passion, and commitment in continuing to make a difference for our children.

Kind Regards
Bea Bouska
Principal



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.

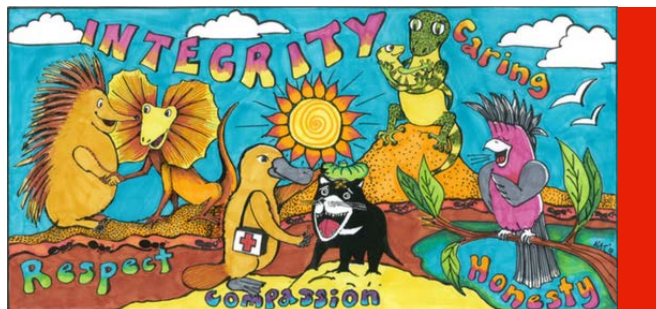
OUR SCHOOL VISION

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.

From the School Board Chair

The School Board is made up of a combination of parent representatives and school staff. This provides a unique setting within the school structure to consider matters affecting the school, and relevantly, the environment for our students to strive and thrive. We entered 2023 with the benefit of the board members continuing from the previous years, which provided a stable platform to deal with some significant topics.

A key component of planning and governance of the school is its Business Plan. Coming to the final year of the current plan (2021 – 2023), the development of the next business plan for 2024 – 2026, which will guide the school for the next three years, provided an opportunity to reflect on how the school had progressed over the previous years and the direction for the future. This highlighted that the school had continued to provide an excellent environment for the students, reflected in continued high levels of achievement towards the business plan targets, despite the challenges posed during the life of the plan through changes in the school's leadership and the disruptions in the world around us. The development of the business plan was a key thread of discussions through each meeting of 2023. Initially setting out the broad direction and aims of the plan and then refining elements including particular targets and milestones as the year progressed. This culminated in a plan that provides a clear path forward for the school to continue to reflect the values of the Applecross community and endeavour towards targets that maintain the high standards associated with Applecross Primary School.

In concert with the development of the Business Plan, the Board applied its collective mind diligently to the core business of ongoing monitoring and review of policies that ensures these remain current and fit for purpose. In addition, a variety of matters were presented for discussion as they arose during the year with the respectful contributions and collaboration of the parent and staff members to support the approach of the school towards these issues.

With another successful year completed and the school well placed with strong leadership and a contemporary governance framework, 2024 brings a refresh of the Board with a number of new members to bring new perspectives and insights. On this note I acknowledge the contributions of Mandana Arshi who departed during the year, departing members Geoff Kirk and Alex Tegg who completed multiple terms, as well as Sanchia Dashlooty after many years of outstanding contribution to the School Board, including multiple terms as Chairperson. Their dedication and commitment went a long way to setting the school up for an exciting and successful journey ahead.

Ryan Keys
Board Chair





From our P&C President

Through the efforts of the P&C Committee and school parent volunteers, the P&C was able to fund a number of items for the school totalling an amount of \$49,475.09.

We were able to upgrade the audio-visual equipment throughout the school including the assembly area, and upgrade portable equipment for events such as Edu-dance and sports carnivals (for an amount of \$10,315 in May 2023).

We supported a number of school departments, such as the maths department, with the funding of the popular mental maths game Numero® in May (for the amount of \$2,098.01) and the library, with the purchase of new books and literacy resources totalling \$2,999.28. We also helped fund a Cyber Safety Seminar for our students (for the amount of \$1,920) and funded an upgrade to the playgrounds with the installation of sensory pathways throughout the school, totalling an amount of \$12,950. Lastly, we funded the installation of a new water cooler for the amount of \$18,933.

We held many fundraisers to help fund the items mentioned above throughout the year. Major events included the Mother's Day and Father's Day stalls, the Lapathon, and the Quiz Night. We also held smaller fundraisers, for example, the BBQ Democracy sausage sizzle stall, and baked goods stall at our Faction Sports Carnival.

The total amount fundraised for 2023 was \$55,532. We are grateful to the hundred plus volunteers who helped support these events. However, not all events put on by the P&C were fundraisers. The P&C also gave back to the school community, by giving students a treat, such as donuts or icy poles, at the end of each term. We also funded the Hardship Fund to help financially support struggling families and helped the Graduation Committee put on their end of year celebrations for the graduating students.

We strive to give the children and families of our school the very best school experience. We want to thank you again for your support of our fundraisers and suggestions for new additions and upgrades throughout the school.

We look forward to working together in 2024.

Linda Czajka
P&C President



Workforce Composition

Staff at Applecross Primary School are merit selected and are committed to the collaborative culture that exists within the school.

In 2023, 28 teaching staff and 34 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.

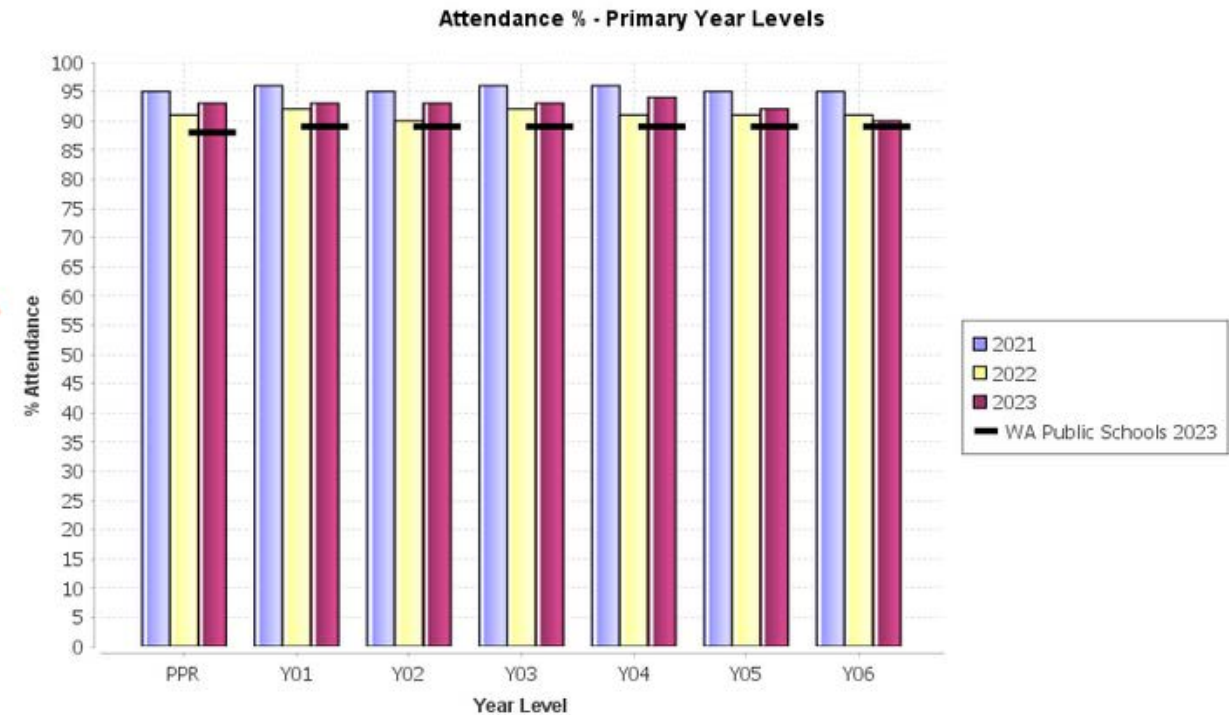
	NO	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	6	4.4	0
Other Teaching Staff	28	22.6	0
Total Teaching Staff	34	27.0	0
Allied Professionals			
Clerical / Administrative	4	3.2	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	20	12.3	0
Total Allied Professionals	25	16.5	0
Total	66	48.6	0

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
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%
2023	92.4%	92.6%	90.3%	96.8%	85.4%	74.3%	92.5%	92.5%	88.9%

Attendance by Year Level

Attendance % - Primary Year Levels



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 staff at Applecross Primary work closely with parents to support regular attendance. Positive attendance strategies are in place at Applecross Primary which includes the use of an SMS messaging service for parents to advise of absences, late arrival notes, regular letters to parents flagging unexplained absences, and 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 help 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 SSSEN will occur to further support improved attendance when required.

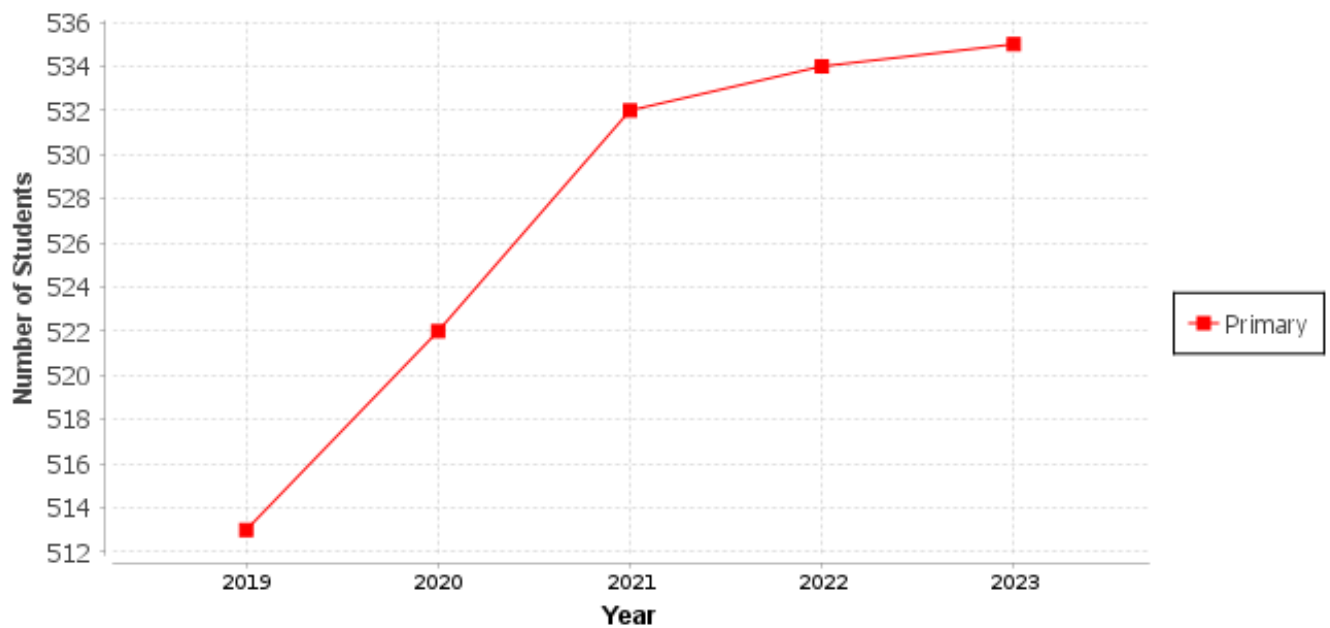
Enrolment Trends



In 2023 we experienced a continued slight upward trend in our student numbers with 535 students enrolled from Pre-Primary to Year 6.

Semester 2	2019	2020	2021	2022	2023
Primary (Excluding Kin)	513	522	532	534	535

Semester 2 Student Numbers

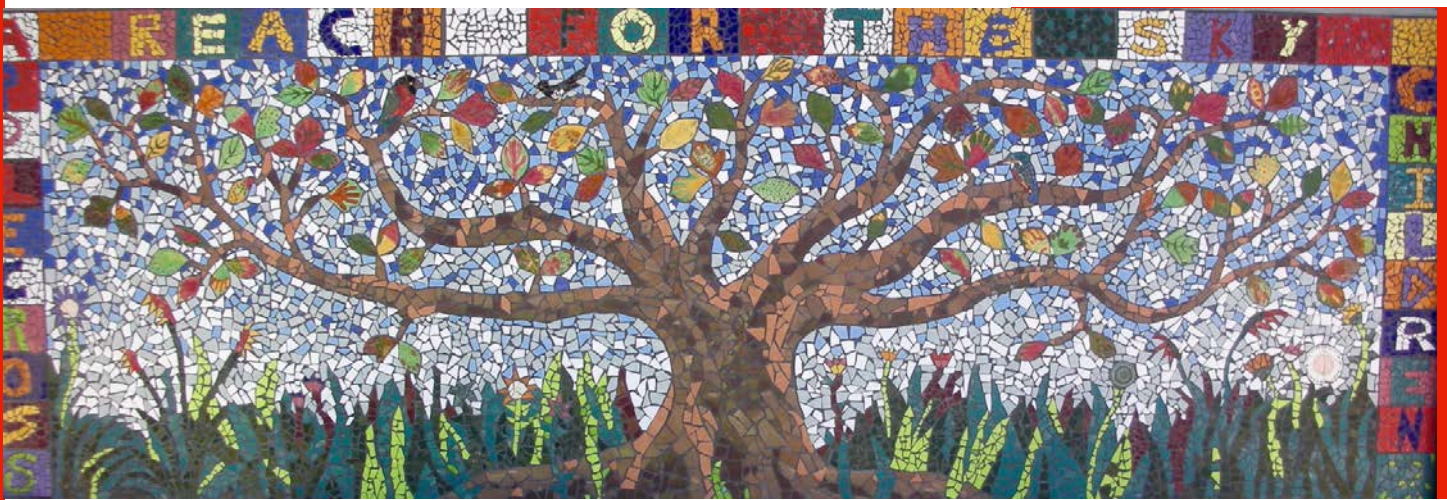


Supporting Student Engagement

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.



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.



Destination Schools for 2023

DESTINATION SCHOOLS	STUDENTS
Applecross SHS	44
All Saints College	5
Wesley College	7
Aquinas College	2
Rehoboth Christian School	1
Penrhos College	3
Santa Maria	3
Methodist Ladies College	1
John Curtin College of the Arts	4
Christian Brothers College	2
Corpus Christi College	1
Perth Modern	2
Kennedy Baptist	3
Leeming SHS	1

At the end of 2023, 62 % of our students who left Applecross Primary School attended WA public high schools. This is a slight decrease in percentage of students attending public high school in 2022. Applecross Primary School works in partnership with our local intake area (LIA) high school, Applecross Senior High to promote public education.

25% of our 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, as is reflected in the table.

The school has established a strong relationship with its LIA high school, Applecross Senior High. ASHS staff support our school particularly in the transition to high school programme which is dynamic in how it operates each year. In 2023, the program included former Applecross Primary students hosting a formal Q&A session for our Year 6 students.

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

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

Physical Education

2023 Highlights and Achievements

It was another great year in the Physical Education (PE) Department at Applecross Primary School for 2023. Lots as always happening, with lessons, daily fitness, carnivals and many interschool events.

In junior primary, Kindy to Year 2, the KIDDO Fundamental Movement Skills (FMS) program was again the focus for PE lessons. This program ensures FMS is taught consistently in the junior primary through the use of common language and the playing of fun games. This year senior primary students learnt the sport of cricket and were introduced to some new sports for Applecross Primary - NFL Flag Football, Ultimate and Touchball. The students enjoy the challenge of learning and playing sports that they wouldn't normally be exposed to. In Term 3 Years 1 to 6 focus largely on the athletics carnival and practicing the events, team games and tabloid games.

One of the most important aspects of the PE program is the daily fitness program run by our amazingly dedicated Year 6 sports captains. Nearly every day, the students start the day playing a game that encourages lots of movement and activity. This is an important part of the day as it helps the students to be focused and ready to start their learning.

It was a much less disrupted year for our school carnivals with none of the carnivals having to be postponed. The swimming, cross country and athletics carnivals are great days when students look to do their personal best for their faction.

All these carnivals have a high focus on participation as well as allowing competing for Champion Boy and Girl. 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 performance at the carnival.



As always we have fantastic support from our families with many parent volunteers needed to make these events run well and contribute to the atmosphere with spectating.

The Sporting Schools program, funded by the ASC, provided coaches during the senior sports classes in Term 1 to help students prepare for the cricket and modcrosse carnivals. These sessions also help to up-skill our teachers to provide quality senior sport sessions throughout the year. There were also free AFL and squash incursions enjoyed by the students during the year.

Applecross Primary had another successful interschool year. As a school we finished second in both the MDISSA Cross Country Carnival and Athletics Carnival which is a fantastic effort. Our boys cricket team then equalled the efforts of our girls team of 2021 and were crowned the state champions for the Cricket Blast Cup run by WA Cricket. This was an incredible achievement and a memory the 9 boys will not soon forget.

An important part of the Year 6 program is their Bike Education in Term 4. As they prepare themselves to become more independent, ready for high school, they must understand how to ride a bike safely on roads, bike paths and footpaths. They then get to practice their skills when they ride to Point Walter and back for the annual Year 6 River Bike Ride.

FUTURE DIRECTIONS / GOALS

Physical Education in 2024 will look very similar to previous years but will come with a different flavour as I hand over the reins for a year to Mr Nguyen and Mr DeFelice. This is a new role for both, and they are very excited for the challenges and learning opportunities this presents. I have no doubt the Applecross Primary School community will be as supportive of them as you were for me back when I started way back in 2016/2017.

Derek Rijnhart



Visual Arts

2023 Highlights and Achievements

The theme for the Visual Arts in 2023 was aligned with the Showcase Week focus for each term. Artworks for inspiration varied across art movements, cultures and time periods.

TERM 1 – SCULPTURE AND PEACE

Junior primary students were inspired by the abstract sculptures of British Modernist Barbara Hepworth and her connection to the sea. Meanwhile, the senior primary students explored the idea of animal or plant totems or 'burrungur', through the Creative Culture fibre workshops run by Lea Taylor, a Bibbulmun artist from the Wandandi, Menang and Koreng nations. Later the senior students explored digital representations of their totems inspired by the vibrant murals and paintings of Fremantle artist Anya Brock.

There was a new approach to the annual 'Sculpture by the Hen Pen'. In keeping with the 'Health and Wellbeing' theme of showcase week, an environment was provided in which children could sit with family and friends on the lawn outside the Hen Pen and make fibre sculptures together. This was a well-attended school community event over four mornings.

To complete our term, in preparation for the school ANZAC Ceremony, the students were encouraged to consider how they could contribute to creating peace in the world. With the idea that 'PEACE begins with ME'. Through the exploration of quotes, song lyrics synonyms, and symbolism, the children from Years 1 to 6 worked together to contribute to our 'Imagine Peace' mural.

TERM 2 – SELF-PORTRAITURE AND CULTURAL COLLABORATIONS

Once again, taking the lead from the Showcase Week focus on mathematics, the theme became 'Art in Time'. Students worked on self portraits inspired by artists from the Renaissance through to the Pop Art era. Unfortunately, higher than average student absences due to illness and vacation equated to a longer than anticipated completion time for this project and our ART works had to be shelved for another day.





As part of National Reconciliation activities, the Year 3 students took part in an Art and Culture Workshop with Ballardong/ Noongar artist Jade McGuire. Coincidentally, it was during this time that I was approached by school deputy Louis Shepherd to look at possible designs for a school leavers shirt. I proposed that we use artwork by an Aboriginal artist designed using local knowledge and working with suggestions from the students and staff. I then discussed the concept with teacher Eve Guelfi and artist Jade McGuire, who whole heartedly embraced the idea. Subsequently, after consultation with students, staff and the school board, the project was realised.

TERM 3 - ILLUSTRATION AND ROTATION

After a very difficult second term and much reflection, I designed an innovative approach to streamline work in the Art Room. The emphasis for students was on learning to work more efficiently, while developing accountability in respecting materials, processes and each other. Teamwork was highlighted. The students took inspiration from well-known Australian book illustrators, to coincide with the Term 3 Showcase Week Literature. Working on a rotation system, each group was presented with a new activity every week. Activities included drawing, shading, frottage, found object construction, responding to art, ceramics, puppets, and kite making.



TERM 4 - WORKING TOGETHER

Having proven successful, the rotation model continued. The focus this term was on Australian Indigenous artworks depicting birds. Printmaking, drawing, painting and, responding activities produced some inspiring results.



The Showcase Week focus for Term 4 was science and innovations. Seizing an opportunity to display the Term 2 artworks, I dedicated considerable effort to curate and squeeze in a relevant exhibition titled 'AI' (Artistic Intelligence, Art In time, Art Innovations). This was another well supported school community event, open before and after school each day of Showcase Week. Some families attended several times in order to complete the 'Art Detective' quiz or to bring additional family members along.

The school choir also contributed with an entertaining musical medley of songs through time. During art lessons that week, students were taken through a gallery experience and encouraged to respond to their artworks and those of their peers through digital works, drawings and discussion.

The digital works for their graduation backdrops, video presentation and yearbook 'SWAY' were a big part of Term 4 Art for our very busy Year 6 students.

Finally, while the new rotation system will need further development, some real growth was observed particularly in students from the middle years. By giving students opportunities that require greater responsibilities, collaboration, sharing of resources and space, they were learning to support their peers and are developing an understanding of the importance of teamwork even with people they find challenging. Groups had a new leader each week giving all students an opportunity over the course of the term to demonstrate leadership qualities. Students were given time to reflect on their leadership style and effectiveness at the conclusion of the lesson and team members were also held accountable for their contributions.

GOALS AND FUTURE DIRECTIONS

Goals

The goal for the Arts remains the same and for me, as a passionate Visual Arts educator, will never change. It has been proven that participation in the Arts contributes to the development of neuroplasticity and is linked to direct improvements in overall academic achievement. The vital role it plays in a well-rounded education and balanced, enriched society is clear. The goal is for students and the broader community to appreciate this and how art can be both a powerful form of expression and pure enjoyment.

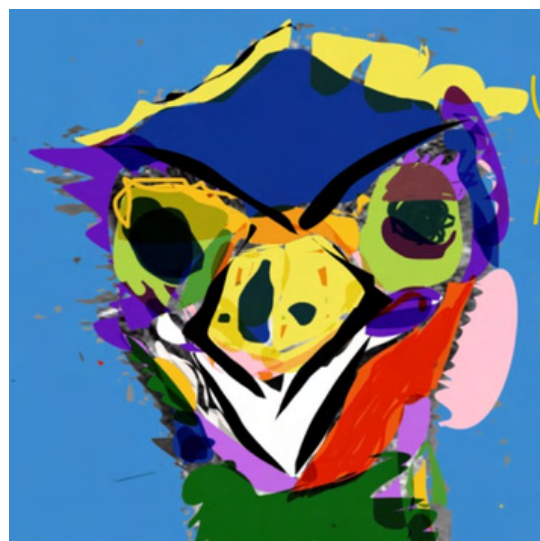
Future Directions

I would like to see a dedicated celebration of the Arts. At Applecross Primary School we currently shine a light on Literacy, Mathematics, Science, Sport and Health all separately through showcase weeks and sports carnivals and yet the Arts is not granted the same recognition. Art should be given equal opportunity and acknowledged as an integral part of the K to 12 curricula.

Opportunities could include:

- Artist in residence programs
- Local artists and/or Applecross SHS Visual Arts students collaborating with, and exhibiting alongside, APS Visual Arts students.
- Classroom teachers fostering cross-curricula consultation and collaboration.

Natalie Hellemar



French

2023 Highlights and Achievements

The absolute highlight of the year for the students was Étienne's concert on 8 August. The students were a captive audience from the very start. Students were well prepared for his performance. Any visitor always comments on how well behaved the students are and what insightful and interesting questions they ask.

Other highlights in 2023 include Languages Week in August – in class boules and poster competitions. And joining in with appropriate French based activities in each year group during Showcase Weeks.

FUTURE DIRECTIONS / GOALS

- Bilingual puppet play "Le livre du jungle" by Carrousel Theatre, from Melbourne, on 28 June, 2024 for all Year 3 to 6 students.
- French Assistante, Aude Muller-Barbier, will join us one day a week in 2024. My main aim is to have her working with small groups of students to improve their listening and speaking skills, and raise their confidence in using the French language.
- 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.

Nicolé Pritchard



Music

2023 Highlights and Achievements

WHOLE SCHOOL MUSIC PROGRAM

Throughout 2023, students in Years 1 to 6 have had the opportunity to develop their musical understandings and skills in specialist music lessons.

In Semester 2 students studied an Integrated Arts program focusing on different eras and styles of Art and Music.



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.

This culminated in an Art Exhibition and Choir Medley presented during Showcase Week in Term 4. Music classes also integrated with the STEM showcase theme, Binary Coding, and each grade were tasked with composing and deciphering songs using a binary code system.

TALENT SHOW

Students had the opportunity to perform a chosen talent during music class. A range of items were performed by students including singing, dancing, acrobatics, instrumental solos and ensembles, and comedy acts. Selected students were invited to perform in the Junior and Senior Talent Shows in Term 1 run by the Music Leaders.

DRUM BEAT

During Term 2, ten students were selected to participate in the DrumBeat Program, promoting teamwork, improving social skills and increasing self-confidence. Participants completed 12 sessions and put together a short performance for peers and teachers.

SENIOR CHOIR

The highlight for the choir was their musical performance of Disney's AladdinKIDS. A cast of 60 students from Years 4 to 6 worked tirelessly over two terms to learn singing, movement and acting parts. Many students had the opportunity to take on a main role and all were able to develop confidence and expression. This resulted in four outstanding performances of the musical to the school community. The performances were held onsite, utilising the stage, lighting system and new PA system and equipment.

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. New books were implemented into the orchestral strings program which has improved beat keeping, rhythmic accuracy and teaching approaches in ensemble. In Term 4 all IMSS students had the opportunity to demonstrate their learning at the IMSS assembly.



FUTURE DIRECTIONS AND GOALS

- Classroom – Continue to incorporate DrumBeat into classroom music. Increase creative opportunities using music technology.
- Choir – Continue to increase performance opportunities that provide speech, drama, solo singing and choir.

Cathleen Otterman



Integrated Approaches

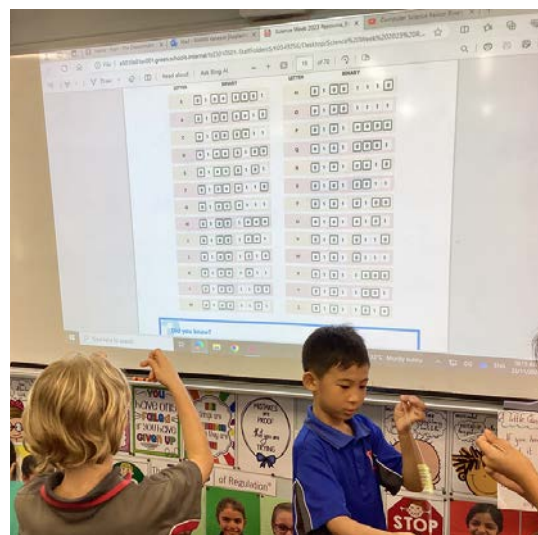
2023 Highlights and Achievements

A series of new books were purchased for the library, "Little People, Big Dreams" which are based on discovering the lives of key figures throughout history related to science. The series aims to develop children's empathy and their understanding of the world. New robotics the Ozobits were purchased to add to our robotics program.

A team of teachers organised our Term 4 Showcase Week Integrated Learning. Classes from Kindy to Year 6 used consumable materials to create binary code bracelets using information from the National Science Week 2023 booklet. All classes were given a *Little People, Big Dreams* book to use in their class and create a *Padlet* of ideas and information gained from reading and researching their person of interest. Some classes enjoyed their book so much, that they borrowed the rest of the series and students completed more research.

Year 3 classes programmed the Codey Rocky robots over Term 4 and presented their synchronised dancing sequences in the undercover area during Showcase Week at lunch time. All students from Kindy to Year 6 were invited to come and watch. The students that attended were very excited and engaged, as were my students in presenting their work.

As the Level 3 teacher in charge of Integrated approaches, I organised our Waste Sorted Accreditation for 2023 and updated our Waste policy.



I was also successful in obtaining the school's Water Wise Accreditation for 2023 and updated our Water Wise policy. As part of this commitment students took part in a *Water in Aboriginal Culture* incursion, provided by the Water Corporation.

FUTURE DIRECTIONS AND GOALS

- The Science budget will be taken over in 2024 by the Science Specialist. This is a new role for 2024.
- At the end of 2023 we will cease collecting batteries for recycling due to Battery World no longer providing school collections, with other local places like Bunnings and OfficeWorks being drop off points.
- Succession plan for staff in 2024. This will include the following:
 1. Waste Sorted Accreditation
 2. Water Wise Accreditation
 3. Vegetable and Bush Tucker Garden
 4. Paper Recycling
 5. Chicken Coup Maintenance

Vanessa Mann



Health and Wellbeing

2023 Highlights and Achievements

Our Wellbeing Showcase Week successfully put a spotlight on the Term 1 focus of building an understanding and respect for all cultures through a multicultural incursion, buddy class activity, opportunities for parents to learn alongside their children, and fundraising for a wellbeing charity. Many of our Special Needs Education Assistants supported small groups of children with social difficulties through "friendship groups" using a variety of new resources. This has resulted in children having more success in making and keeping friends and having positive social interactions in class and in the playground. Some staff have attended specialised professional learning in mental health and behaviour to support individual students and staff when dealing with more complex wellbeing situations.

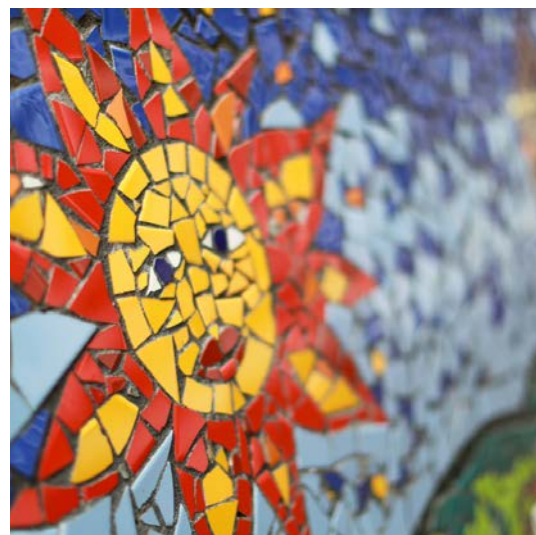
We have continued to develop opportunities for students to manage their own wellbeing with sensory pathways, little library, lunchtime activities, and a new Year 5/6 playground on order. We continue to support staff wellbeing and provided a range of opportunities to connect on personal levels and encourage healthy approaches to managing the stress of working in a school.



FUTURE DIRECTIONS AND GOALS

In 2024 we have several plans for the use of the Student Wellbeing Grant that will have long lasting impact on the way school staff can support wellbeing of all members of the school community. This includes Wellbeing Seminars, understanding behaviours and strategies training, impact of nature on wellbeing and learning professional learning, and incursions for students. We will continue to review and trial strategies of supporting staff, students and families to improve wellbeing. The Principal continues to engage with the P&C to provide parent workshops in areas of wellbeing.

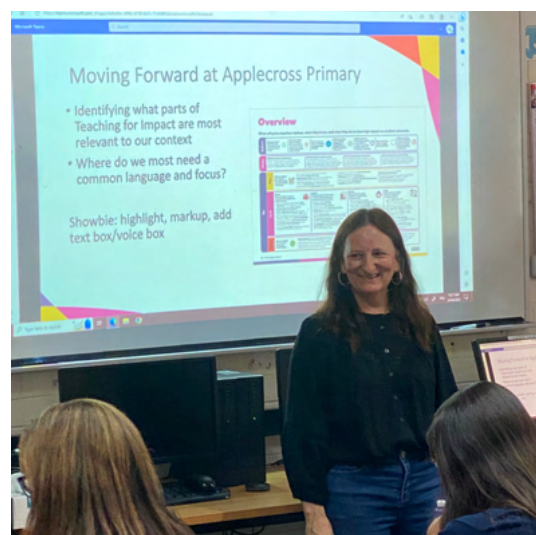
Bea Bouska/Jude James



Learning Support Program

2023 Highlights and Achievements

In 2023 we started the year with a new school psychologist who followed up on some continuing cases as well as opening many new cases. Our school psychologist supported many families through diagnostic processes for ADHD, ASD and learning disorders. The Deputy (LSC role) and school psychologist worked collaboratively to support teachers to understand and plan adjustments and accommodations for an increasing number of students across all year levels. Class teachers continue to identify, provide differentiation and monitor growth of students with additional needs, whilst communicating with parents and other stakeholders.



Mental health difficulties related to anxiety, trauma and social/emotional difficulties continue to require an increasing focus for admin, teachers, chaplain and school psychologist. This directed our use of the Student Wellbeing Grant for 2024. The new Literacy Support Education Assistant and Literacy Coach roles were successful in supporting students and staff in providing effective differentiation in literacy learning for all students.

FUTURE DIRECTIONS AND GOALS

In 2024 we are reviewing the most effective way to use Education Assistants resulting in a trial of small groups focussing on social/emotional and oral language skills. These programs will support students to engage more fully in class and playground interactions.



In 2024 we are implementing processes to formalise external providers communication with school, including induction processes if they are working on site. In 2024, alongside continuing class teachers and education assistants planning and implementing accommodations for students, we plan to increase communication of these needs to specialist teachers too.

Jude James



EAL/D

2023 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. The school engages in ongoing data collection on EALD students and regularly analyse this information to inform whole school EAL/D language and literacy support. Teachers attend professional development in the understanding of best practise using Progress Maps for EAL/D students.



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 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. The leadership team supports the development of a strong school governing body that is truly representative of the community.

FUTURE DIRECTIONS AND GOALS

- Continuing to grow and expand ongoing communication with parents through meetings.
- Recognising significant cultural day celebrations around the world through our HASS program.
- Continue to develop EAL/D information documentation on the school Teams for all staff.
- Continue to use Progress Maps for whole school planning and to track student progress.
- Continue to run Professional Development information sessions for staff on resources available to support best practise in teaching EAL/D students.
- Continue to support EAL/D in the Applecross Network of schools with the Statewide Student Services delivering Professional Development using Progress Maps to be held at Applecross Primary this year.
- Continue to connect with parent and student needs through meetings and the use of interpreters where required.
- Develop further the EAL/D Committee for leadership of whole school EAL/D continued implementation.

Gillian Green



2023 Highlights and Achievements

A young girl with dark hair in pigtails, wearing a dark blue school uniform with red accents and a crest, is smiling and reading a book titled 'THE BESTIES' in a library. The background is filled with bookshelves.

A group of approximately 15 children are posing for a photo outdoors on a paved area. They are dressed in a variety of creative costumes. In the back row, from left to right, there is a child in a blue wizard costume, a child in a black vampire costume with a black mask, a child in a white lab coat with a black mask, a child in a robot costume, and a child in a cowboy costume. In the middle row, there is a child in a large yellow and brown ruffled costume, a child in a brown patterned costume, a child in a white lab coat, a child in a brown costume with a mask, and a child in a red and white striped hat costume. In the front row, there is a child in a white and red Toad costume holding a book, a child in a white lab coat sitting on a white wicker basket, and a child in a green alien costume. The background shows a large tree and a brick building. The overall scene suggests a school or library event where children are promoting books through costumes.

A photograph of two young students, a boy and a girl, sitting at a desk in a classroom. They are both wearing dark blue school uniforms with red accents and a school crest. The boy on the right is wearing glasses and pointing at an open book on the desk. The girl on the left is looking at the book with a smile. In the background, there is a bulletin board with various papers and a window.

25

All teachers from Kindy to Year 2 will attend Talk4Writing PD. The Instructional Coach will release year level leaders to provide coaching and modelling opportunities as required. Year 3-6 staff will also be released to meet and develop term planning with a focus on Seven Steps.

The English Committee will investigate Reading and Viewing resources across the school, ensuring there are high quality intervention texts for each year level as well as purchasing class sets of visual texts linked to the Literacy Spine. Once staff have consolidated their theory and application of current spelling and writing strategies, we will move our focus on to developing an evidence-based literacy approach where reading and writing complement each other.

Antionette Soraci

Maths

2023 Highlights and Achievements

NUMERO®: Staff and students were introduced to Numero® to improve fluency, problem solving and reasoning. Staff underwent two PL sessions and then began to introduce this to the students. Parent workshops were also provided and the P&C donated funds to get the initial resources for every year level. Once established, the Maths Committee used its budget to increase resourcing to every classroom in Years 2-6. A lunchtime club was established for interested students to play with friends.

Numero® was also used as a parent engagement session during the Maths Showcase Week.

PRIME: The Maths program continued with year level teams working together to deliver the curriculum requirements using Prime Maths resources as well as additional resources. Teams continuously reflected on the use of the tool and requested to focus on using one book for 2024, allowing them to supplement with additional high quality maths resources (Back to Front Maths).

BACK TO FRONT MATHS: Applecross Primary School hosted this action research PL series throughout 2023 engaging with other schools. Back to Front Maths is a teaching approach in which students start by experimenting with unfamiliar concepts to develop new ideas.





This process also guides the teacher to uncover and confront [misconceptions](#). They then explore their new ideas and connect them with more familiar maths, formalising their findings into mathematical principles, including algorithms and formulas. Finally, they extend and generalise the new mathematical principles that they have learned to other areas of the curriculum. Three staff members were upskilled in this teaching approach.

DATA COLLECTION: School wide assessment information continued to be collected using ACER testing at the beginning and end of the school year. The school introduced a new platform called Elastik to upload the data collected. This allowed teachers to clearly identify gaps in learning and use daily reviews to target those gaps. Tierney Kennedy also analysed the school data towards the end of the year and presented a comprehensive report of the achievement of the school using both NAPLAN and ACER data.



SCOPE AND SEQUENCE: Teaching teams reviewed their scope and sequence for the year adjusting the sequence for 2024, taking into account changes to Prime and introduction of Back to Front Maths.

INQUIRY: Maths Talent Quest ran as a before school club, and we were successful in entering five entries to the competition scoring a high distinction and credi entries to the competition scoring a high distinction and credits.ts.



MATHS SHOWCASE WEEK: During Term 2 classes learned how to play Numero® with their buddies and parents were invited during Showcase Week to play. Students also took part in a Maths Trail. Each class prepared a question for other classes to solve.

FUTURE DIRECTIONS AND GOALS

NUMERO®: Teachers will continue to provide time for students to engage with Numero® in the classroom. A lunchtime/morning club will be established to prepare students for entry to an interschool Numero® competition later in the year. A parent Numero session will be booked for Term 2 (Maths Showcase term).

PRIME: Teachers will continue to use Prime online resources and reduced to only one of the two textbooks for students. New staff have been given induction through the online webinar series.

BACK TO FRONT MATHS: All staff will begin to incorporate these lessons where they fit with Prime. Two more staff will attend the PL series for 2024. Staff have access to the website and webinar series.

DATA COLLECTION: ACER will continue to be used and staff will continue to be upskilled on the use of Elastik and daily reviews to close learning gaps. Applecross will extend its knowledge and expertise in this area to the network of schools.

INQUIRY: Extended to whole school in Term 2. Each class to complete an inquiry and select as a year group 1-2 entries for the Maths Talent Quest competition.

MATHS SHOWCASE WEEK: This will continue with the Maths Trail and Numero but will also include sharing the inquiry journey from the term.



Orla King

NAPLAN

Comparative Performance

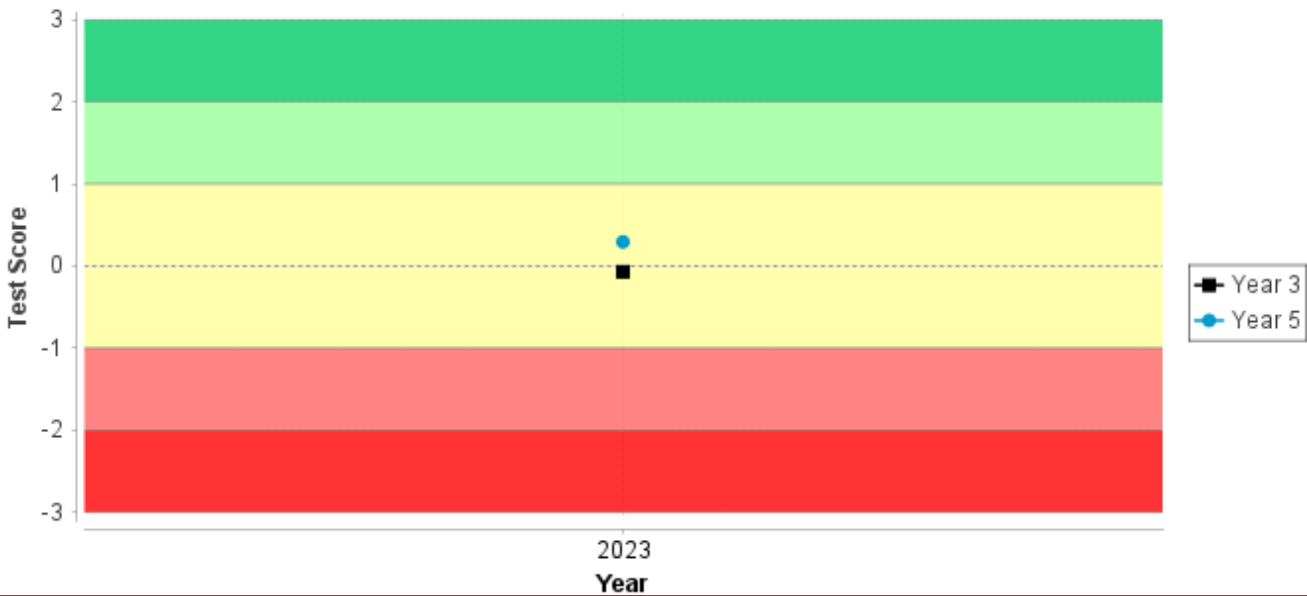
	ABOVE EXPECTED	more than one standard deviation above predicted school mean
	EXPECTED	within one standard deviation of predicted school mean
	BELOW EXPECTED	more than one standard deviation below predicted school mean

Due to the new scale, comparisons between 2023 and previous years should not be made.

COMPARATIVE PERFORMANCE FOR NUMERACY

Numeracy	Performance	Students
	2023	2023
Year 3	-0.1	85
Year 5	0.3	81

NUMERACY PERFORMANCE

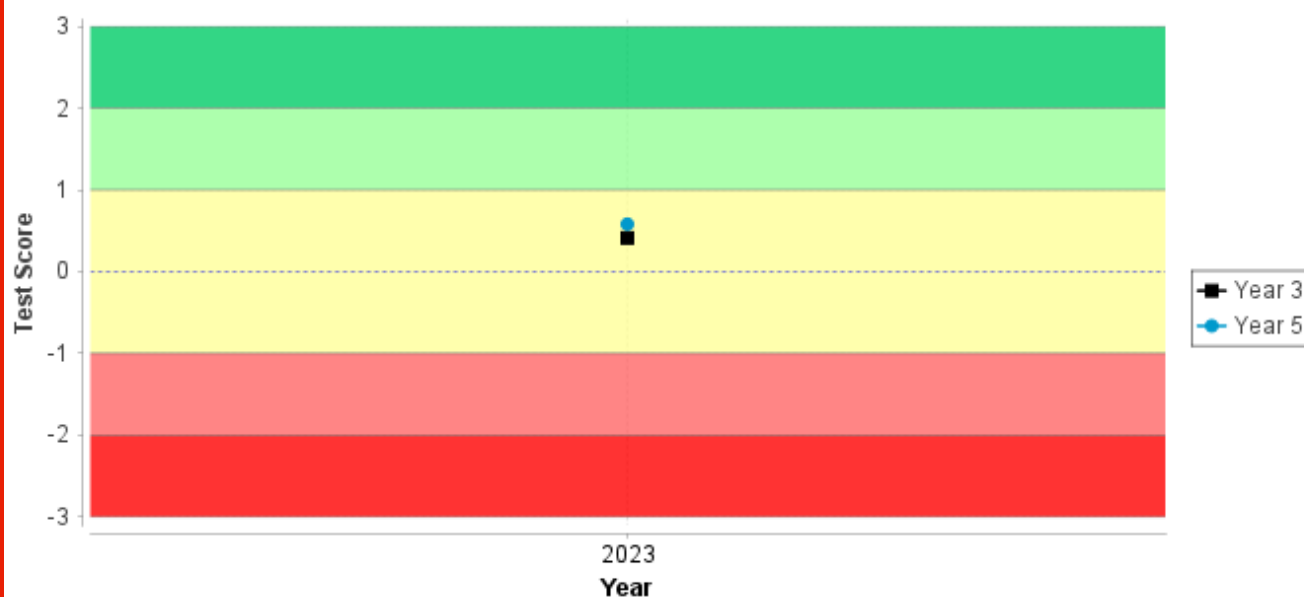


ABOVE EXPECTED	more than one standard deviation above predicted school mean
EXPECTED	within one standard deviation of predicted school mean
BELOW EXPECTED	more than one standard deviation below predicted school mean

COMPARATIVE PERFORMANCE FOR READING

Reading	Performance	Students
	2023	2023
Year 3	0.4	84
Year 5	0.6	80

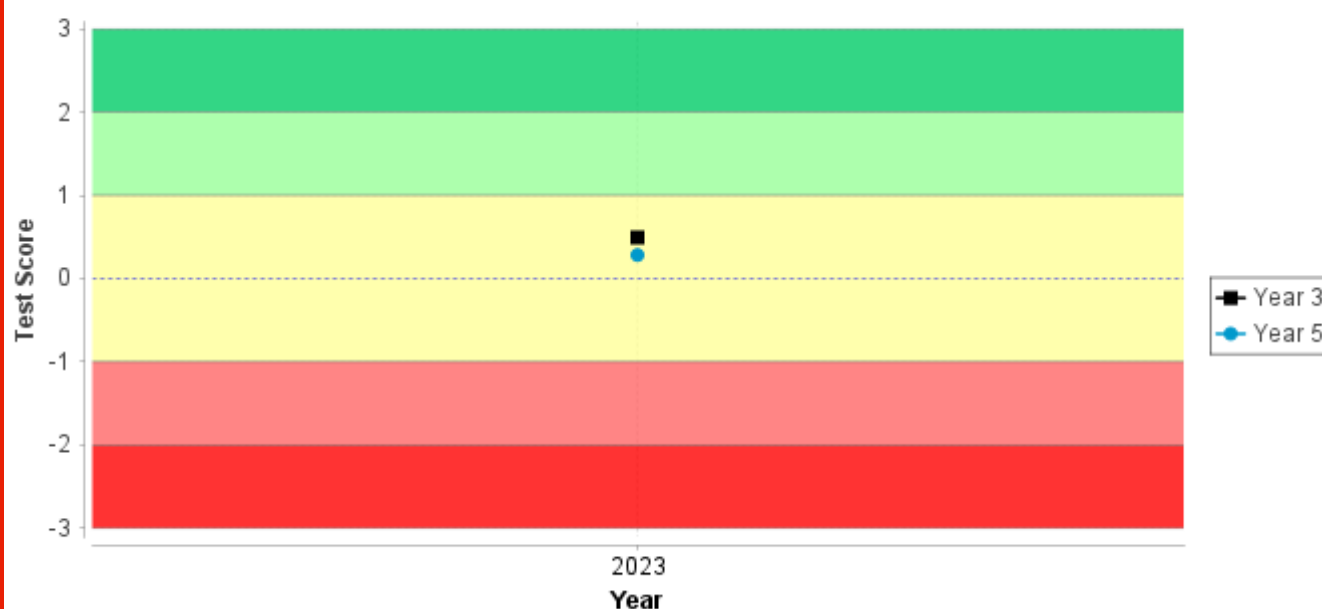
READING PERFORMANCE



COMPARATIVE PERFORMANCE FOR WRITING

Writing	Performance	Students
	2023	2023
Year 3	0.5	84
Year 5	0.3	80

WRITING PERFORMANCE

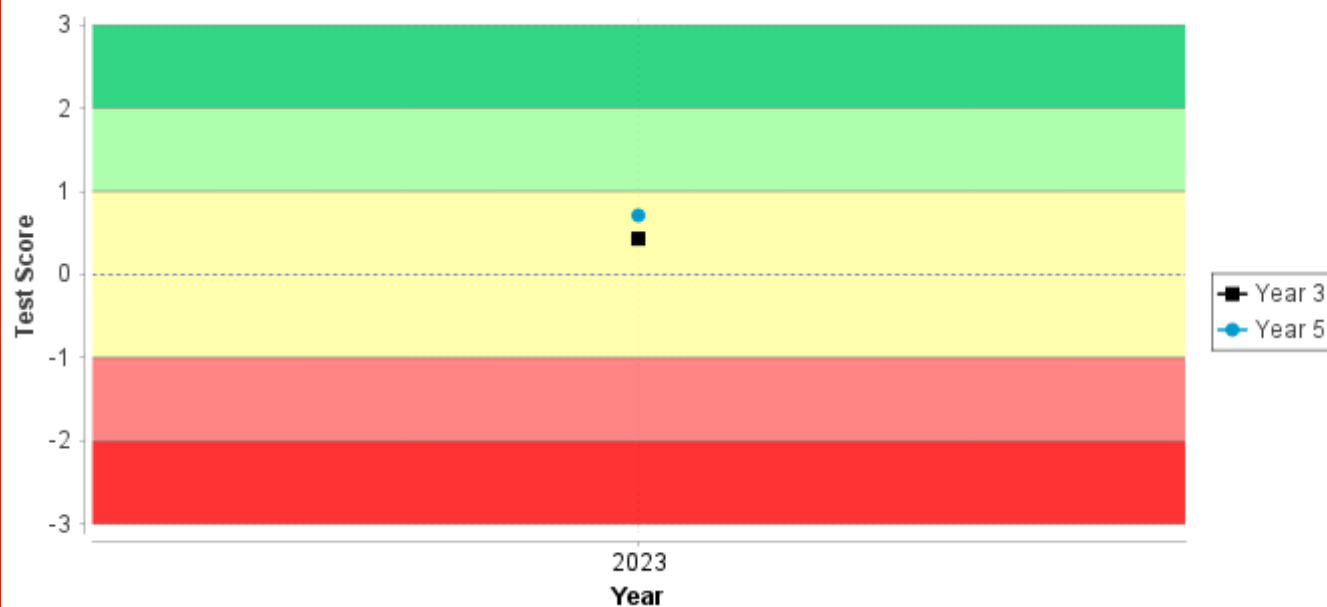


ABOVE EXPECTED	more than one standard deviation above predicted school mean
EXPECTED	within one standard deviation of predicted school mean
BELOW EXPECTED	more than one standard deviation below predicted school mean

COMPARATIVE PERFORMANCE FOR SPELLING

Spelling	Performance	Students
	2023	2023
Year 3	0.4	84
Year 5	0.7	80

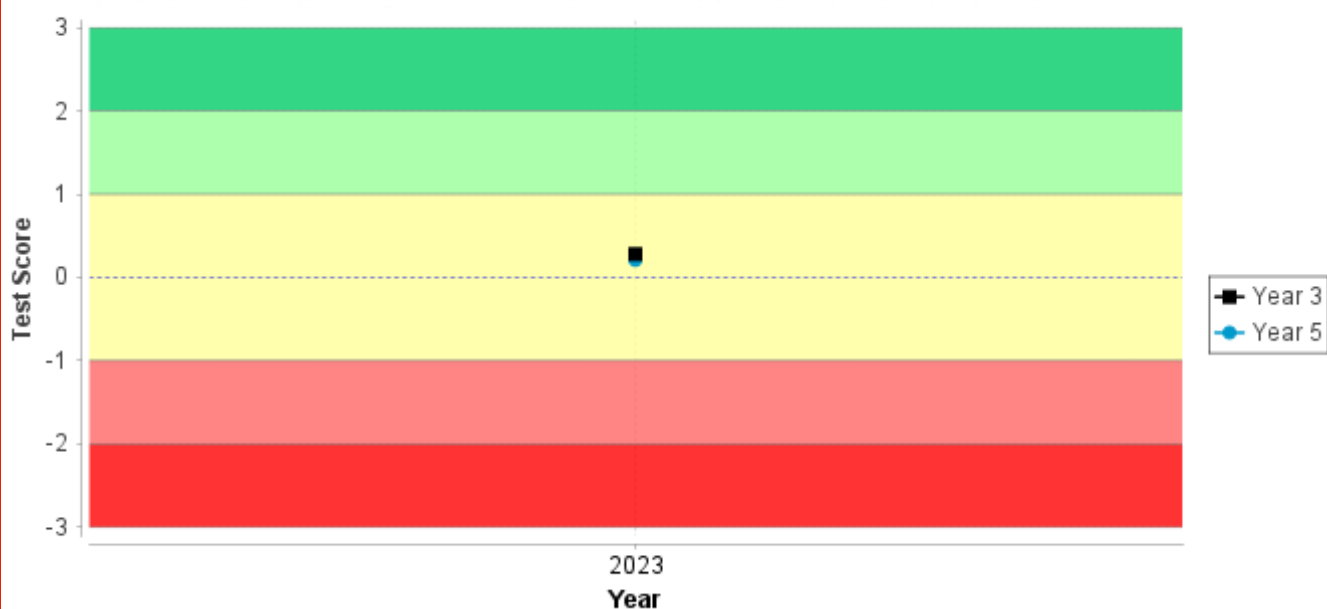
SPELLING PERFORMANCE



COMPARATIVE PERFORMANCE FOR GRAMMAR AND PUNCTUATION

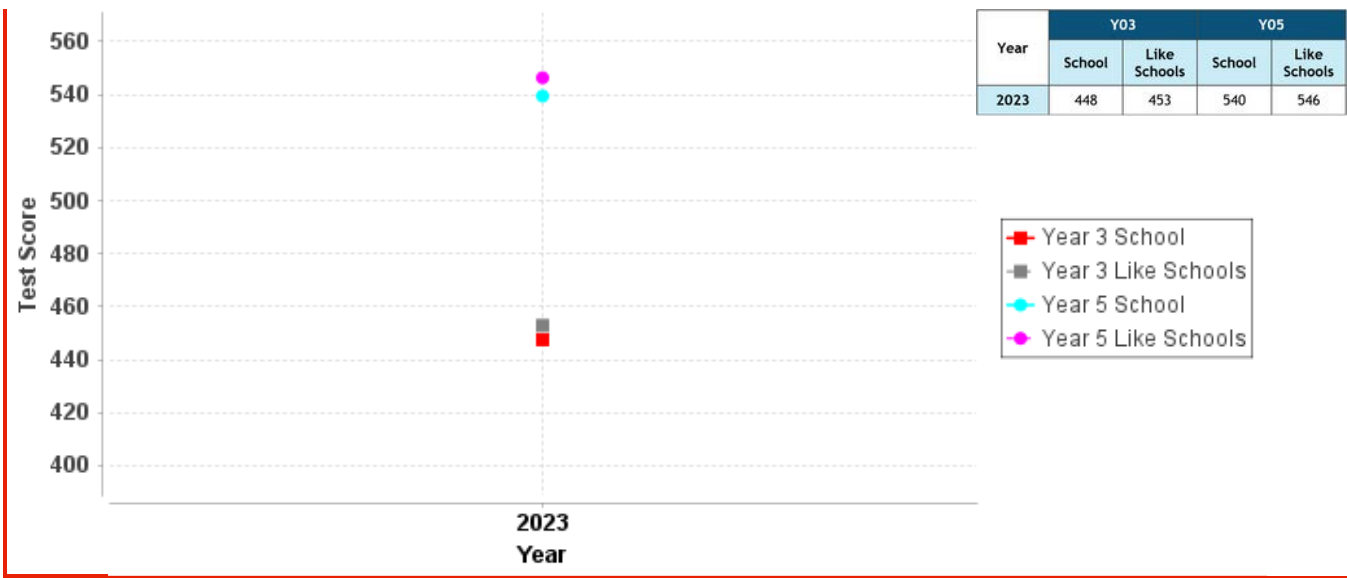
Grammar & Punctuation	Performance	Students
	2023	2023
Year 3	0.3	84
Year 5	0.2	80

GRAMMAR AND PUNCTUATION PERFORMANCE

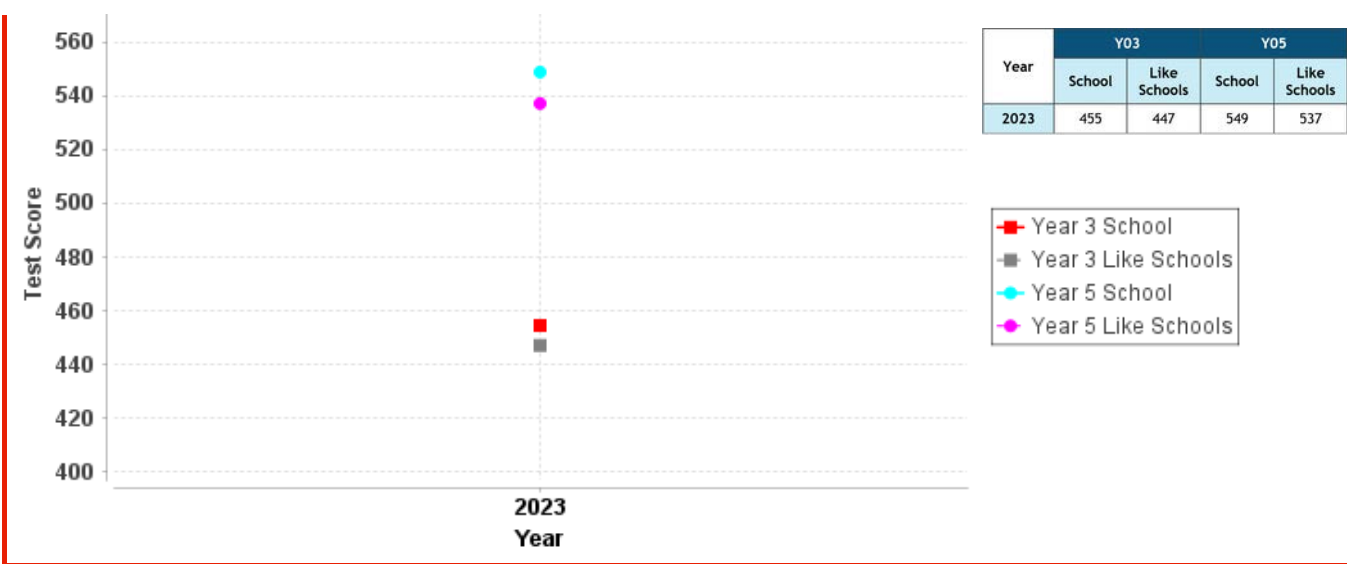


Comparison to Like Schools

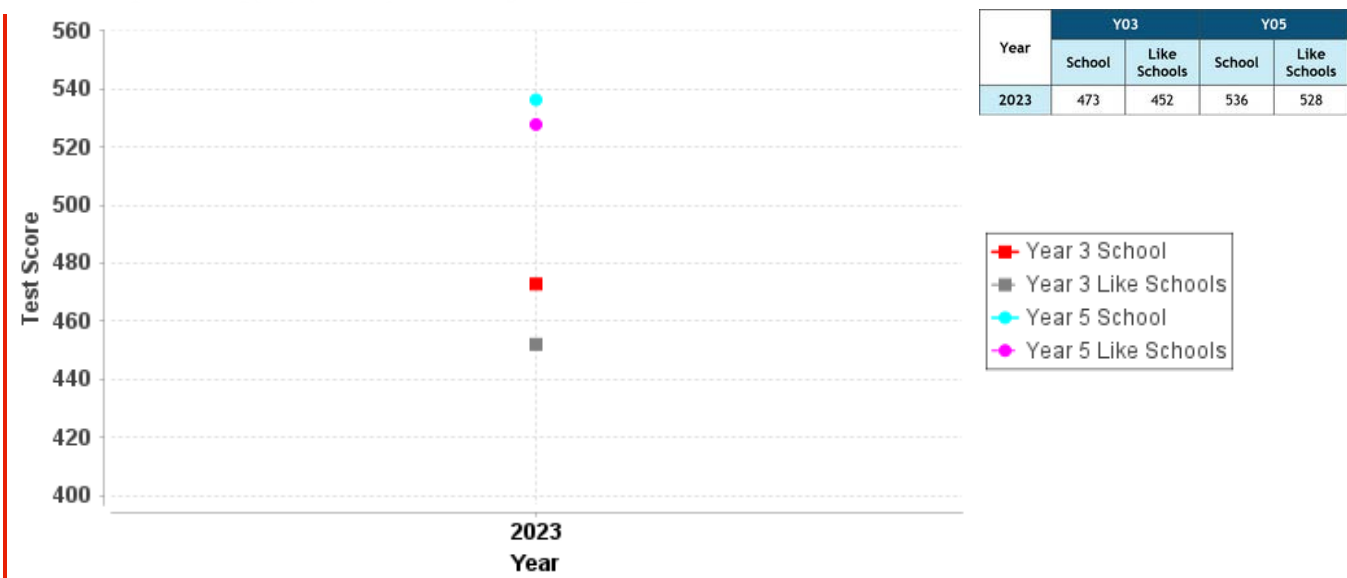
AVERAGE NUMERACY SCORE



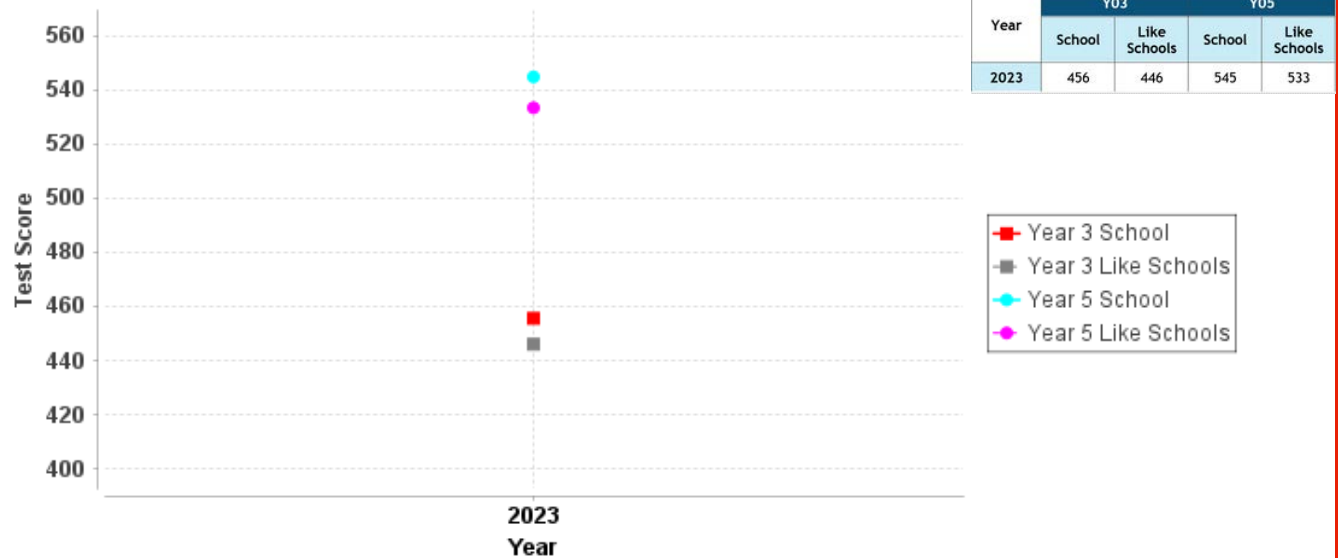
AVERAGE READING SCORE



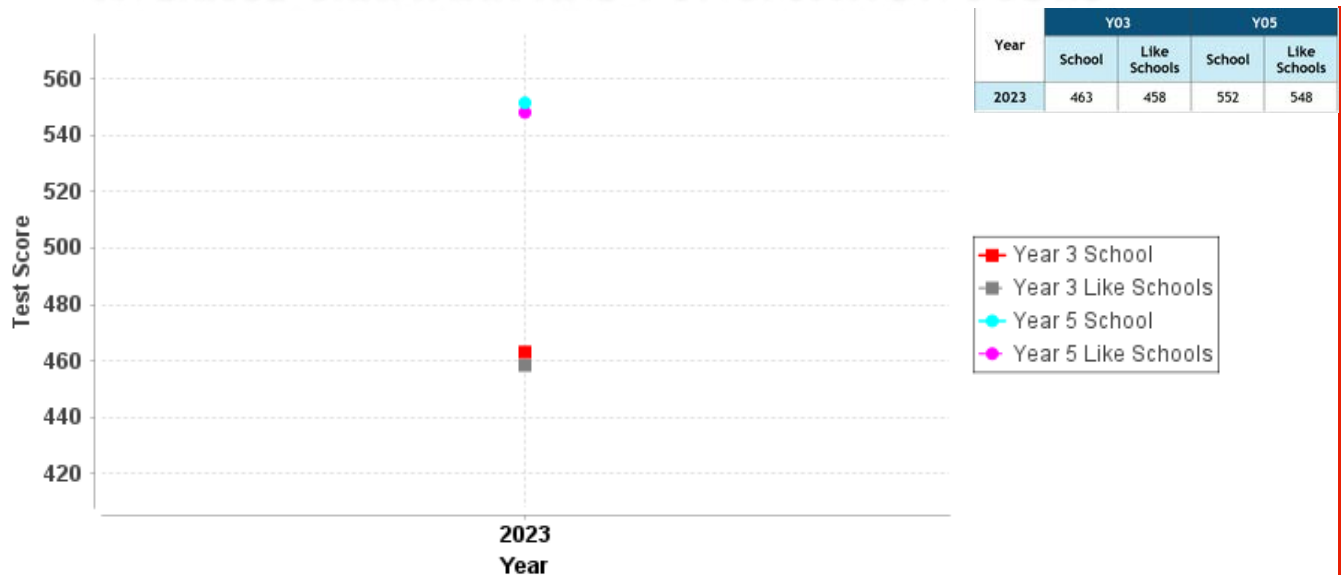
AVERAGE WRITING SCORE



AVERAGE SPELLING SCORE



AVERAGE GRAMMAR AND PUNCTUATION SCORE



Shaping the future

Certificate of Commendation

Presented to

Applecross Primary School

In acknowledgement of the performance of your primary students in 2023 NAPLAN reading, writing and numeracy.

Hon Dr Tony Buti MLA
Minister for Education

Lisa Rodgers
Director General

School Income by Funding Source

The Targeted Initiative funding for our School Psychologist and School Chaplain is invaluable in supporting some of the school's most vulnerable students. The EAL/D, 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 Primary's disability funding is used to employ qualified allied professionals to provide a supportive and inclusive learning environment for the students.

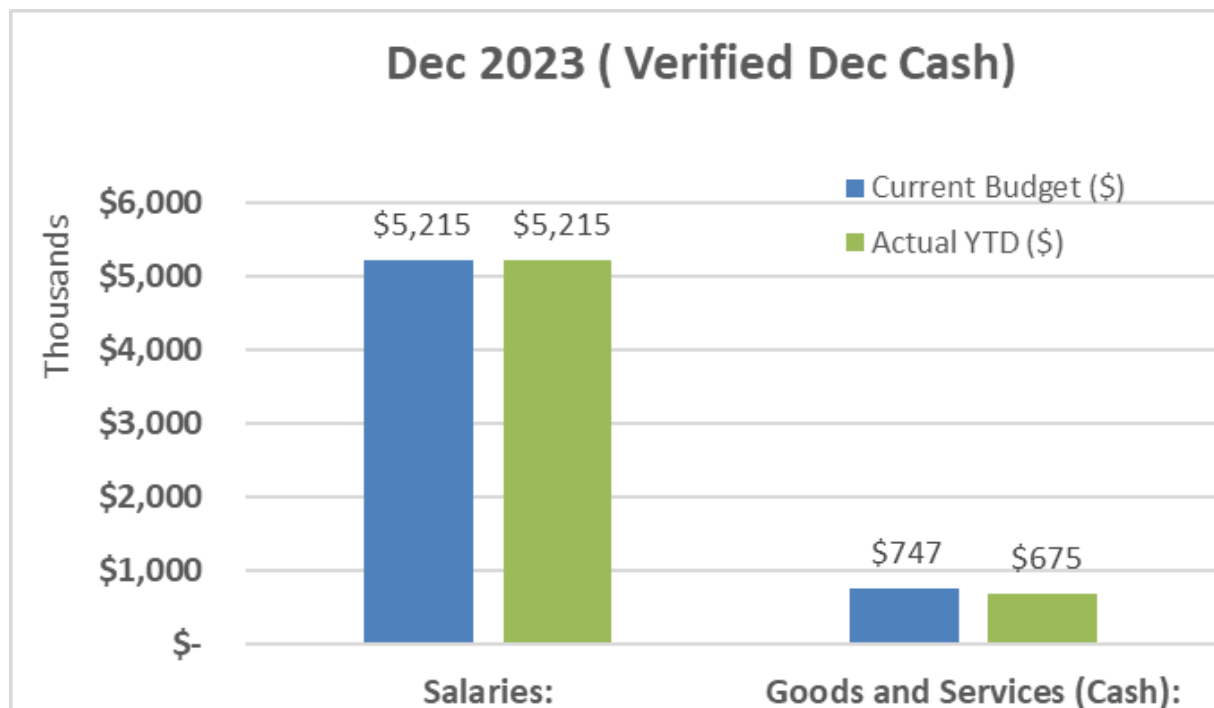
To support the Department of Education's Funding Agreement (FA) for Schools 2022 and Statement of Expectation, a number of monitoring and reporting tools are in place to provide evidence of this management. These key monitoring tools across the diverse aspects of the school's One Line Budget enable informed 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

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	133,180	133,180
Carry Forward (Salary):	402,108	402,108
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,633,212	5,633,212
Locally Raised Funds:	309,951	308,952
Total Funds:	6,478,451	6,477,452
EXPENDITURE		
Salaries:	5,215,330	5,215,330
Goods and Services (Cash):	747,007	675,141
Total Expenditure:	5,962,337	5,890,471
VARIANCE:	516,114	586,981



REPORT SIGHTED AND RATIFIED BY APPLECROSS PRIMARY SCHOOL BOARD ON 27 FEBRUARY 2024

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APPLECROSS
PRIMARY SCHOOL

