



APPLECROSS
PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2012



APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR FULL POTENTIAL



Background

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.

We have welcomed research partnerships with universities that have offered our teachers opportunities at the leading edge of educational practice and enabled us to maintain the long tradition of achieving outstanding results.

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

As stated in our logo, 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 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.

NOTABLE ACHIEVEMENTS 2012

Level 3 Classroom Teachers

The quality of our teaching has continued to benefit for the expertise of our 7 Level 3 Class Teachers and their connections with Universities and outside agencies. These associations connect us with research findings, and evidence based programs promoting best teaching practices. During 2012 an additional staff member gained L3CT status and will now coordinate of IT resources and use these for value adding to student learning across the curriculum.

Peer Observation Partnerships

In 2012 leaders began to work with academics from Curtin Business School, trialling a Peer Observation Partnership program across the school. Staff discussed competencies of highly proficient teachers in either Guided Reading or Numeracy and identified aspects for their development. Through negotiation with curriculum leaders, staff observed Level 3 Classroom Teachers demonstrating strategies and techniques and then the observer / participant roles were swapped. This was then followed by dialogue sessions where, in a supportive way, reflections were facilitated and improvement focuses were elicited from the class teacher. This was carried out following a strict set of protocols ... the research in this field suggest work. Feed back from all staff was extremely positive and this will be extended in 2013.

Independent Public School (IPS)

2012 was our first year operating as an IPS meaning that as well as selecting staffing and managing our One Line Budget, we also assumed control of our Faults Budget (\$52,000) and sick leave (\$92,000). Our School Board were trained in readiness and during Term our Business Plan was developed and endorsed along with our Delivery and Performance Agreement and School Budget. Regular presentations were made to the Board on our student performance progress, curriculum initiatives and operational matters such as community surveys, developing a new logo that depicted our vision, values and respected our 107 year history.



MOWL

Applecross Primary School was the lead school in this research collaboration with Edith Cowan University to investigate whether explicit literacy teaching combined with an explicit pre fundamental movement skill program in Pre Primary offered greater literacy gains than when programs were offered in isolation or not at all. The results from this 400 student study indicated overwhelming that where both programs were taught explicitly together, the gains in literacy performance were strongest.

Early Literacy

Our literacy program continued strongly in Kindergarten to Year 2 in 2012 and once the program was embedded, the focus shifted to intervening with individuals who were new to the school or were lagging in performance against others or not achieving our milestones set. Case managing these individuals was one of our L3CT who worked with Education Assistants to provide additional learning time in literacy to bridge the gap with the rest of the cohort. This was a great success.



Guided Reading

PATHS

Numeracy Project

Three staff attended a distributed course on Leadership for Numeracy Learning run by Dr Paul Swan and colleagues from Edith Cowan University. This focused on making teachers aware of the critical stages to teach conceptual understandings, the sequence of teaching and new strategies. Key elements for us were looking at developing fluency in maths, problem solving and reasoning.



Outside School Hours Care

An agreement was established with *OSH Club* to commence providing before and after school care for students at Applecross Primary School from the commencing in 2013. A needs assessment was conducted by the Board during 2012 that indicated a very high demand for this type of service in our community and it was projected that Before School numbers could be approximately 15 and the After School averaging close to 30 students. The centre has capacity for 50 students.

School Board

The Board guided the school community through a number of consultative processes during 2012. These included;

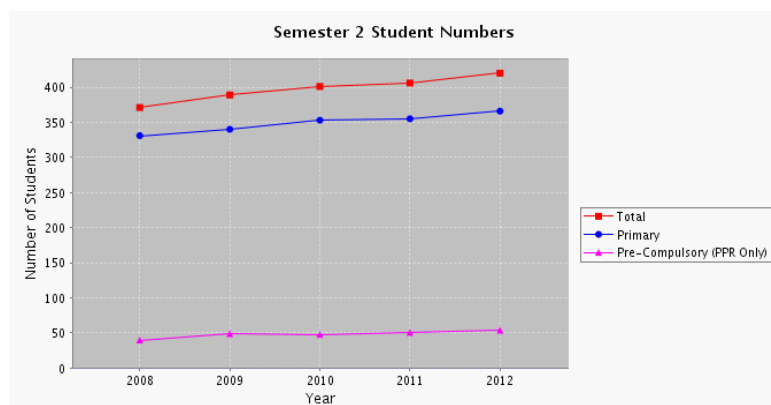
- Developing a new school logo, deciding on a new school uniform that incorporated a contemporary style, new colours and modern fabrics;
- Developing a community satisfaction survey, analysing the results and sharing key findings with the community along with a school action response to these; and
- Selecting an outside hours school care provider as a service to our local community.

Overall Attendance Trends

During 2012 overall attendance rates improved from 94.6% in 2011 to 95.1% in 2012. This was our best overall attendance rate in recent years. This was due to noted improvements in Years 2, 5, 6 and 7 and a 1% decline in Year 4 to 96%, still a very strong result. 88% of students attended more than 90% of the time and our overall attendance rate was 95%. There were 25 students in Years 1 to 7 who averaged less than 90% attendance. Whilst this represents a steady improvement, the number of students "at risk" (below 90%) can be reduced further.

School Enrolment Profile

Semester 1	2008	2009	2010	2011	2012
Pre-Compulsory (PPR Only)	41	48	50	47	53
Primary	332	333	343	345	367
Total	373	381	393	392	420



Staff Information - Staff Numbers

Administration Staff	No	FTE	ATSI No
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff	No	FTE	ATSI No
Level 3 Teachers	6	5.8	0
Other Teaching Staff	25	18.7	0
Total Teaching Staff	31	24.5	0
School Support Staff	No	FTE	ATSI No
Clerical / Administrative	6	2.8	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	18	12.7	0
Total School Support Staff	25	16.5	0
Total	59	44.0	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the Public Register of Teachers of the Western Australian College of Teaching.

School Overview

Our 2012 – 2014 Business Plan has focused the direction, actions, goals and targets we will implement and achieve during this period. With 2 years remaining to consolidate this work, we are confident of meeting targets and possibly progressing beyond what was initially expected.

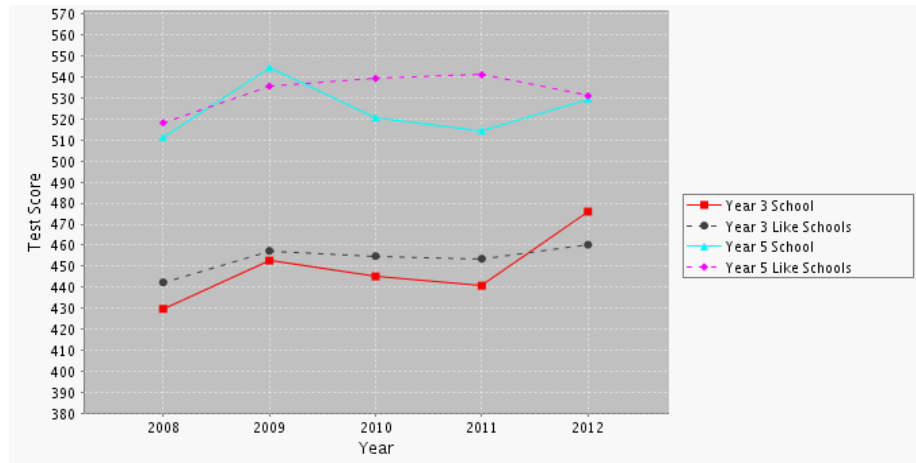
REVIEW OF BUSINESS PLAN TARGETS

Progress on Identified Targets

The following have been identified by the School Board as being our school performance targets for the period for the 3 year duration of our Business Plan 2012 – 2014.

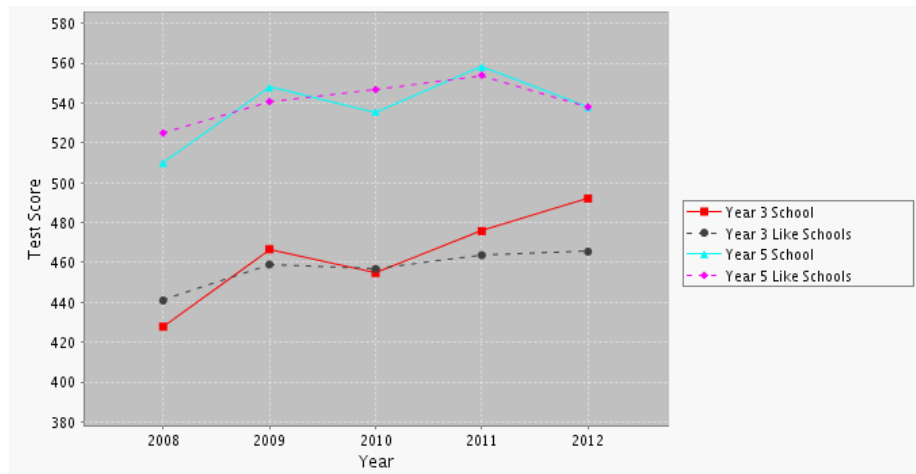
Reading Target: To improve Year 3 and Year 5 trend lines in reading by 2014 relative to 2011 NAPLAN data.

This graph shows improvement in trend line reading performance for both Year 3 and Year 5 students in 2012 relative to 2011 performance, indicating that to date we have achieved the reading target.



Punctuation and Grammar Target: Match or exceed the 2014 achievement of Year 3 and Year 5 stable cohorts when compared with like schools in grammar and punctuation.

These graphs illustrate that we have matched the Year 5 performance of like schools in 2012 whereas the Year 3 result indicates we have exceeded the performance of like schools. This result is for our whole cohort.



Spelling Target: By 2014 equal or exceed the spelling achievement of like schools in Year 3 and Year 5.

These tables show the percentage of our students achieving in the top 2 proficiency bands for spelling in Years 3 and 5 and indicate that we have exceeded the performance of like schools in 2012.

Band	Year 3 Spelling					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
6 to 10	34%	38%	60%	23%	29%	36%
5	30%	25%	17%	31%	31%	21%

Band	Year 5 Spelling					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
8 to 10	5%	15%	17%	20%	20%	22%
7	30%	28%	35%	28%	26%	27%

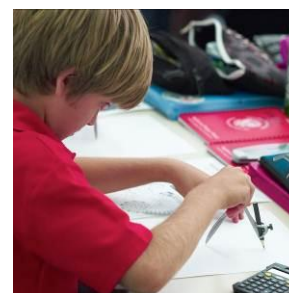
Writing Target: *By 2014 equal or exceed the writing achievement of like schools in Year 3.*

Band	Year 3 Writing					
	School			Like Schools		
	2010	2011	2012	2010	2011	2012
6 to 10	20%	22%	27%	26%	22%	17%
5	32%	45%	48%	33%	42%	49%
4	34%	20%	22%	31%	24%	23%
3	14%	12%	2%	8%	10%	9%
2	0%	2%	0%	1%	1%	1%
1	0%	0%	2%	0%	0%	0%

This table, illustrating the achievement distribution of students across the performance bands demonstrates that the writing performance of our Year 3 students in 2012 has improved relative to 2011 and when compared to like school performance in 2012.

Maths Target: *To improve the % of Year 3 and Year 5 students in the top 2 proficiency bands for Numeracy by 2014 relative to 2011 data and increase the % of Year 5 girls achieving in top 20% by 2014 when compared with 2011 data.*

Targets were met with both Year 3 and Year 5 cohorts surpassing performance levels of 2011 in the top two proficiency bands. An extra 13% of Year 3 students achieved in the top two bands and an additional 6% of Year 5 students performed in the top two achievement bands relative to 2011.



The percentage of Year 5 girls achieving in the top 20% increased from 20% in 2011 to 42% of girls in 2012.

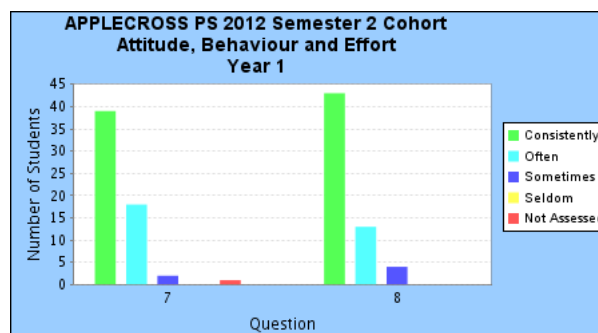
Science Target: *By 2014 improve the percentage of Year 5 students achieving in the top 20% in science when compared with 2011 data.*

We achieved our target in 2012 by having the percentage of Year 5 students achieving in the top 20% of the state increased by 9% from 42% in 2011 to 51% in 2012. This result also meant our representation of students in the top 20% was 6% greater than like schools in 2012.

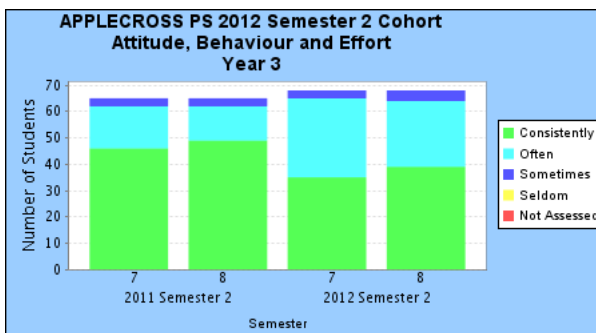
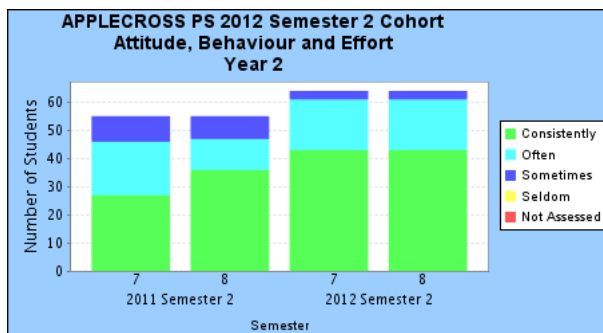
Pastoral Target: *By 2014 improve the school's percentage of students in Years 1 to 3 consistently demonstrating perseverance, decision making goal setting when compared with 2011 data.*

The tables below show the 2011 and 2012 reporting by Year 1, 2 and 3 teachers for the dimensions;

- 7. Sets goals and works towards them with perseverance
- 8. Shows confidence in making positive choices and decisions



Our target is to show gains in these areas by 2014 relative to 2011 data. These would suggest that progress towards our target was made in 2012. Our 2012 focus will be to increase the number of Year 3 students consistently demonstrating the characteristics of perseverance, decision making and goal setting.



Attendance Target: *To reduce the number of students to be below sixty who attend less than 90% by the end of Semester 1 in 2014*

During 2012 overall attendance rates improved from 94.6% in 2011 to 95.1% in 2012. This was our best overall attendance rate in recent years. This was due to noted improvements in Years 2, 5, 6 and 7 and a 1% decline in Year 4 to 96%, still a very strong result.

	Y01	Y02	Y03	Y04	Y05	Y06	Y07	School Overall
2010	95%	94%	95%	96%	95%	95%	95%	94.8
2011	95%	93%	94%	97%	95%	94%	95%	94.6
2012	95%	95%	94%	96%	96%	95%	97%	95.1
State 2012	92%	92%	93%	93%	93%	93%	92%	92.3

88% percentage of students attended more than 90% of the time and our overall attendance rate was 95%. There were 25 students in Years 1 – 7 who averaged less than 90% attendance. Whilst this represents a steady improvement, the number of students “at risk” (below 90%) can be reduced further.

FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

The quadrangle was resurfaced in time for the start of the school year. The school oval was renovated to a degree over the December holidays and there was a new bore installed which has dramatically improved the water pressure and ability to adequately water the grounds.

COMMUNITY SURVEY

In 2012 we conducted comprehensive surveys of parents, students and staff.
The key findings were

QUESTION	Disagree	Agree totals
This school does not have a bullying problem**	12	51
This school strives for high academic standards	6	83
This school has realistic expectations of the students.	6	81
Parents are kept well informed about their child's progress and achievement levels.	18	71
Parents are informed promptly if their child has a problem.	12	64
This school is meeting the educational needs of its students.	10	78
The interests and talents of students at this school are being developed.	12	74
This school seeks parents opinions about educational programs	13	65

***14 responses were unable to comment*

Community Survey Findings

Question	Agree (n = 57)
The school encourages a sense of pride and a sense of self worth	57
Students enjoy being at this school	57
Teachers and students at this school care about each other	56
This school has clear goals and a positive self identity	57
This is a safe and secure school	57
Teachers at this school treat students fairly	56
Teachers at this school care about how their students are going	57
This school's staff are approachable and willing to talk about students' progress	57
This school encourages achievement across a broad range of areas	56

Parent Written Comments Grouped by Type (these were optional)

COMMENT TYPE	Frequency
There is a strong community feel	20
Effective leadership	9
Quality of teachers	8
Student desire to succeed and maintain an academic focus	6
Level of staff care	5
Friendliness of staff	5
The success of early childhood programs	4
Parents feel listened to	3
Support for the values of the school	3
The safe and friendly feel of the school	3
P&C Support of the school	2
Variety of programs offered by the school	2

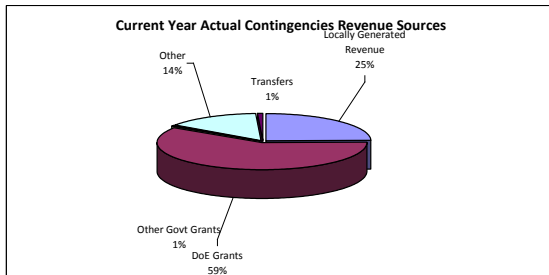
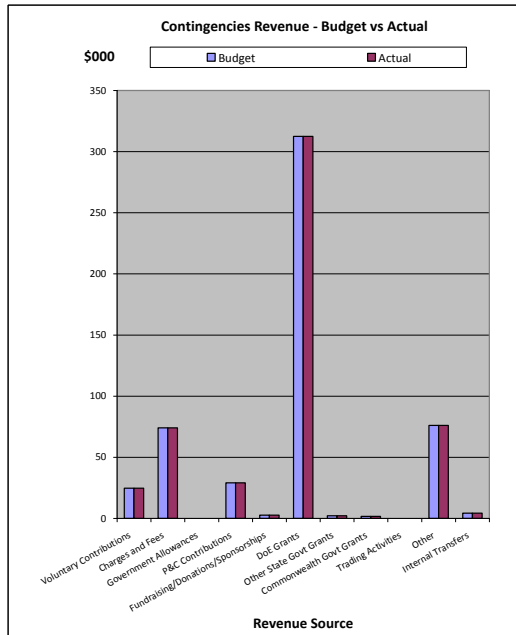
Parent Survey – “Areas I Appreciate” (optional)

Comment Type	Frequency
Encouragement of self confidence	2
PATHS	2
Daily fitness program	2
Grounds	1
Parents welcomed	1
Year 7 Leadership roles	1
Inclusivity	1
Focus on each child	1
Celebration of academic success	1
Great school	1
Focus on the positives	1

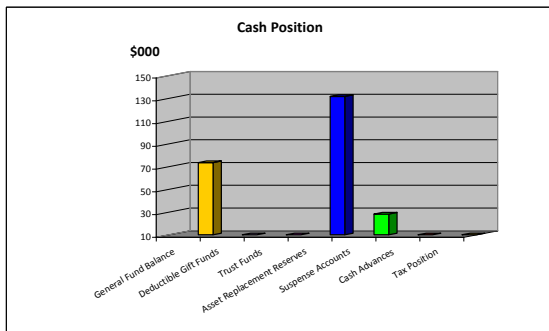
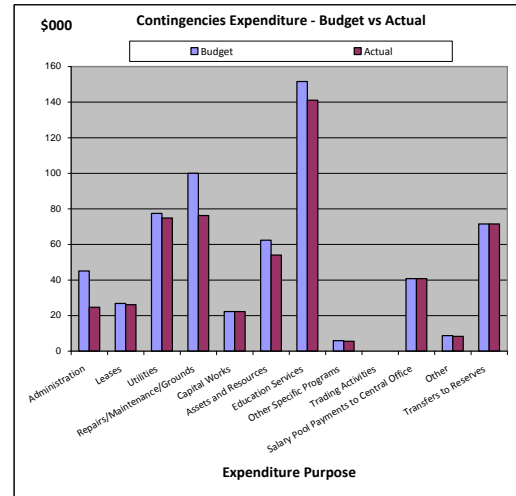
FINANCIAL REPORTS

Applecross Primary School Financial Summary as at 31 December 2012

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 24,658.00	\$ 24,657.50
2	Charges and Fees	\$ 74,091.00	\$ 74,090.89
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 29,091.00	\$ 29,090.66
5	Fundraising/Donations/Sponsorships	\$ 2,576.00	\$ 2,576.35
6	DoE Grants	\$ 312,407.00	\$ 312,406.98
7	Other State Govt Grants	\$ 2,182.00	\$ 2,182.49
8	Commonwealth Govt Grants	\$ 1,567.00	\$ 1,566.55
9	Trading Activities	\$ -	\$ -
10	Other	\$ 76,007.00	\$ 76,006.70
11	Internal Transfers	\$ 4,203.00	\$ 4,203.21
	Total	\$ 526,782.00	\$ 526,781.33
	Opening Balance	\$ 91,749.00	\$ 91,748.93
	Total Contingency Funds Available	\$ 618,531.00	\$ 618,530.26
	Total Salary Allocation	\$ 3,542,068.00	\$ 3,542,068.00
	Total Funds Available	\$ 4,160,599.00	\$ 4,160,598.26



	Expenditure	Budget	Actual
1	Administration	\$ 45,042.00	\$ 24,605.69
2	Leases	\$ 26,800.00	\$ 26,118.52
3	Utilities	\$ 77,450.00	\$ 74,819.28
4	Repairs/Maintenance/Grounds	\$ 99,954.00	\$ 76,199.72
5	Capital Works	\$ 22,250.00	\$ 22,250.00
6	Assets and Resources	\$ 62,319.00	\$ 53,990.53
7	Education Services	\$ 151,546.00	\$ 141,034.72
8	Other Specific Programs	\$ 5,813.00	\$ 5,500.31
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 40,743.00	\$ 40,743.00
11	Other	\$ 8,663.00	\$ 8,284.42
12	Transfers to Reserves	\$ 71,500.00	\$ 71,500.00
	Total Contingencies Expenditure	\$ 612,080.00	\$ 545,046.19
	Total Salary Expenditure	\$ 3,542,068.00	\$ 3,511,497.00
	Total Expenditure	\$ 4,154,148.00	\$ 4,056,543.19



Cash Position as at: 31/12/12	
Bank Balance	\$ 229,878.40
Made up of:	\$ -
1 General Fund Balance	\$ 73,484.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 131,623.35
5 Suspense Accounts	\$ 28,234.98
6 Cash Advances	\$ -
7 Tax Position	\$ 3,464.00
Total Bank Balance	\$ 229,878.40