



APPLECROSS
PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2014



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

PARENTS AND CITIZENS

The P&C have maintained strong support of the school and this was demonstrated through their fundraising efforts, in excess of \$60,000.00, towards resources and opportunities that support learning and student leadership. This was achieved through coordinated efforts and hard work by parents organising events such as the Lapathon, EduDance Concert, Mothers' and Fathers' Day stalls, catering at sports events and a camp out.

OLD HOUSE

The launch of the Tax Deductible Building Fund in 2014, along with generous support from community, business and fundraising events such as the inaugural *Jazz on the Lawn* event saw sufficient money raised to commence the restoration and transformation of the Old House into a learning space for students, parents and staff and somewhere that we can display our rich heritage from the past 110 years. The restoration project should be completed by the end of Term 1 2015 and one of the first programs to operate from this new venue will be the After School Scitech classes in Terms 2 and 4.

INDEPENDENT PUBLIC SCHOOL REVIEW

Business Plan

Our school "performance" was comprehensively reviewed in September and a full report was received late November. This contained many commendations, (no recommendations) and has been very useful in shaping the directions and developments in our next Business Plan.

2014 IPS Review Commendations

The following areas are commended:

- The distributed leadership model and its accountability links to the Business Plan, in particular the presentation of progress in a colour-coded form giving access to the wider community to monitor school progress
- The depth and breadth of improvement strategies and the thorough annual assessment of their effectiveness
- The quality of self-review documentation, its conciseness, clarity of purpose and articulation to the DPA and Business Plan
- Success in significantly increasing the representation of students, especially girls, in the highest NAPLAN decile bands in mathematics and science
- Significantly reducing the number of regular absentee students
- Development of a whole-school matrix as a key strategy to lift NAPLAN outcomes
- Efficacy of the Business Plan in driving the successful achievement of all desired milestones and implementation of all but one of the strategies within the first two years of application
- Creating a school culture where all students are expected to learn successfully and where individual talents are valued and every attempt is made to develop a challenging and meaningful learning experience
- Sharpening the school's purpose and successfully promoting this to the community
- The range of strategies used in developing and engaging students in a positive, calm and purposeful learning environment whilst at the same time fostering a high level of wellbeing
- Developing a mutually beneficial partnership with Edith Cowan University that has resulted in implementing a variety of new learning practices based on sound research
- Developing a quality learning environment with effective partnerships, well-planned learning area programs, including specialist subjects and lunchtime clubs, and thinking skills strategies that engage students in their learning in a caring atmosphere
- The current innovative and research-based approach and a real commitment to enhance student-centred learning

There were no recommendations in the report.

DATA ROLE

The position of a dedicated role that completed scheduled and targeted data collection across Literacy, Numeracy and pastoral areas continued through 2014. Key areas of focus were identified which allowed for timely intervention at points of need and we were able to see what was working well as a result of earlier intervention. The assessments utilised aligned with our performance with the Australian Curriculum.

BOOST CLASSES

"Boost" classes continued throughout 2014 for targeted students identified through our systematic data collection and analysis. These classes ran several times a week at 8am, to avoid withdrawing students during timetabled lessons. Again, results from these short, specifically targeted courses proved to be most successful.

'BEGINNING TEACHER OF THE YEAR'

Ms Pia Conway was nominated by our school community as a candidate for this prestigious teaching award during 2014. Her excellent work across the curriculum, innovation and her extremely positive relationships with parents, students and colleagues saw her as a very strong contender. This recognition is well deserved. Her supportive colleagues are proud of her development and she is highly regarded in our community as an outstanding young teacher on our staff.

SELECTION OF STAFF

As an Independent Public School we are actively selecting and developing both our teaching and non-teaching staff members. At the end of 2014 we secured permanent appointments of several key staff members, including our new Deputy Principal, Mrs Cavelle Monck and our music specialist Ms Skye Marshall. In addition, we were able to select several fixed term teachers to fill in for three staff on leave for 2015.

LEVEL 3 CLASSROOM TEACHERS

The quality of our teaching continued to benefit the expertise of Level 3 Class Teachers working with individuals and groups of staff on specific curriculum and teaching focuses.

Overcoming the loss of Level 3 Class Teacher administration time was a significant challenge for the school. This amounted to the equivalent of 3.5 days per week of curriculum leadership across areas of Literacy, Numeracy, Science and Student Services.

The P&C recognised the impact this was having on our student learning and contributed \$36,000.00 towards a revised model. This enabled year level teachers to collectively meet with curriculum leaders on four occasions across the year to examine data and plan coordinated, strategic responses for improvement. This was very successful and the school is looking to find new ways to enable this level of collaboration to continue in 2015.

TEACHER DEVELOPMENT SCHOOL STATUS - CONTINUING

Applecross Primary School received ongoing funding to support our work as a Teacher Development School in Early Science for 2014 - 2015. This role builds the capacity of teachers teaching science and assists them in their understanding and implementation of the Australian Curriculum. Mrs Vanessa Mann and Mrs Tracey Cecins have supported staff at Applecross Primary, as well as schools across Perth and Western Australia, to enhance the teaching of Science. This is a continuation of the funding we received in 2012 – 2013 for this program and an acknowledgement of the success and effectiveness of our lead teachers in this role.



STUDENT LEADERSHIP

Our P&C and staff maintained a heavy investment in student leadership sending all Year 6 students to the Young Leaders Symposium and Year 6 and 7 students to the leadership camp at Nanga. Our Chaplain, Bec Thomas, Student Services committee members and leaders Mrs Svatos, Mr Dennis and Mrs Lewis mentored students, coached them in their roles, monitored and supported their development including establishing portfolios of responsibility, assisting their liaison with teachers, rehearsing public speaking and their coordination and running of school wide events.

We continued to consolidate our work on values, roles and responsibilities for student leaders and offering continued opportunities for curriculum leaders on staff to meet with teachers and share their expertise. This was focussed around the development of staff in areas that related to our achievement of Business Plan targets.

GRADUATION OF YEAR 6 AND 7 STUDENTS

Throughout 2014 students in both year levels were equally involved in leadership programs, roles and training. In December, there were separate graduation nights and dinner dances for each year level. After extensive transition planning and interaction with Applecross Senior High School, students were extremely comfortable and ready for the move to high school in 2015.

TUNING IN TO KIDS

Mrs Rebecca Lewis and Mrs Natalie Hellemar, both trained in the delivery of this coaching program for parents, then ran the course over seven weeks to 16 parents, on the social and emotional coaching of their children. The response from parents and staff continues to be overwhelmingly positive and ongoing funding support from the P&C will enable this very successful program to run again in 2015.

RELATIONSHIPS

PATHS and our values program maintained a strong focus throughout the year with heavy emphases on student leadership roles promoting and modelling our values, teachers incorporating lessons and providing students with opportunities and the vocabulary to articulate their feelings. A calm and safe playground atmosphere prevailed and where issues developed, staff adopted the whole school strategies and modelled conflict resolution to students. The Drama Group were a key strategy used extensively across the school to help students understand appropriate problem solving and conflict resolution strategies. Hearing how the "players" felt through "hot seating" was an essential and telling step in each of the role plays performed.

OUTSIDE SCHOOL HOURS CARE

OSHClub continued to provide both before and after school care for students at Applecross Primary School. Students register online with *OSHClub*. Sports programs students attending after school care commenced early in Term 1 2014 at no additional cost to parents. *OSHClub* numbers average close to 30 students and the centre has the capacity for 50 students.

SCHOOL BOARD

The Board was very proactive in a number of areas in 2014. These included;

- Holding a launch of the Building Fund with a former student from the 1920's being a guest speaker;
- Securing community funding and a number of grants for the renovation of the Principal's Old House;
- Staging the inaugural *Jazz on the Lawn* event;
- Organising community groups to access the Old School Room, Old House and heritage precinct;
- Participating in our first IPS Review;
- Having a representation panel in the selection process of our substantive Deputy Principal, Mrs Monck.



FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

BFI-D1787

School Signage	\$22,548.00	
Carpet Rms 14 & 15	\$3,980.00	
Pre Primary Play Ground	\$5,000.00	
Classroom Blinds Rooms 6-11	\$7,352.00	
Erect and Purchase Sports Shed Shelving	\$1,041.41	
Supply and install Smart Board to RM 18 & 20	\$ 5,964.00	Total \$45,885.00

Minor Works-D1635

BER New Entry Door handles	\$695.91	
Asbestos repairs to Rosalie Pavillion	\$933.67	
Rekey Rms 18 & 20 to suit school C key	\$302.27	
Mulch	\$305.45	
De-install Smartboard from Library	\$260.00	
Handyman work	\$60.00	Total \$2,557.30

OVERALL ATTENDANCE TRENDS

Collectively these tables below indicate that we have increased the percentage rate of regular attenders at the school.

Student Type: All
Students Years 1 – 7

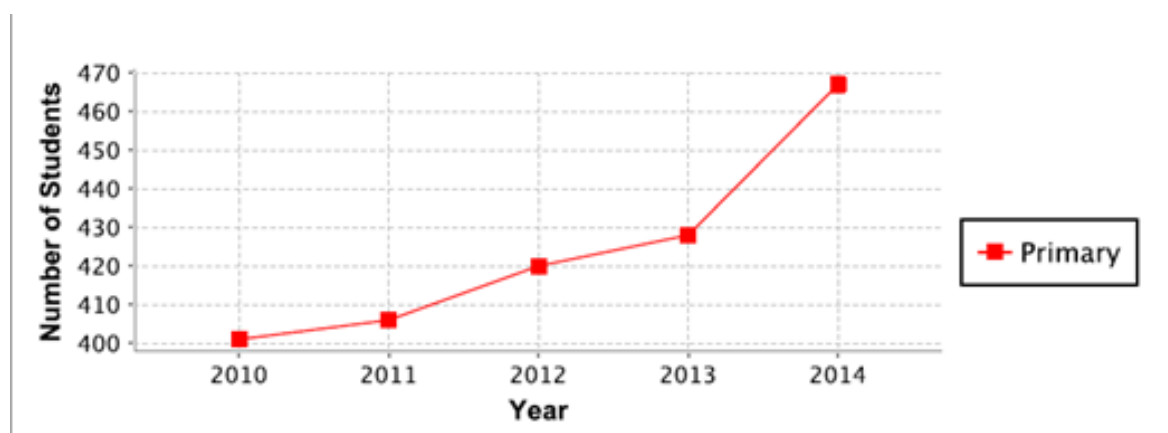
	ATTENDANCE CATEGORY			
	REGULAR	AT RISK		
		INDICATED	MODERATE	SEVERE
2012	87.5%	10.8%	1.6%	0.0%
2013	86.7%	11.1%	2.0%	0.0%
2014	89.2%	9.7%	0.6%	0.4%
WA PUBLIC SCHOOLS 2014	75.0%	17.0%	6.0%	2.0%

	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2012	95%	95%	94%	96%	96%	95%	97%
2013	96%	95%	95%	95%	97%	96%	95%
2014	96%	95%	95%	96%	94%	95%	94%
WA PUBLIC SCHOOLS 2014	92%	93%	93%	93%	93%	92%	91%

	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2012	95.1%	94.8%	92.3%
2013	95.6%	95.2%	92.6%
2014	95.5%	94.8%	92.1%

SCHOOL ENROLMENT PROFILE

This graph shows the enrolment trend line for students in Years 1 to 7 at Applecross Primary School as at the start of Semester 2 over the last five years. We have experienced steady growth in our enrolments, especially in Kindergarten and Pre Primary, which are not included in this graph.



STAFF INFORMATION

Staff Numbers 2014	No	FTE	ATSI No
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Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Level 3 Teachers	6	5.4	0
Other Teaching Staff	25	19.2	0
Total Teaching Staff	31	24.6	0

School Support Staff			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	14	10.9	0
Total School Support Staff	20	14.9	0

Total	54	42.5	0
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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 Teacher Registration Board of Western Australia.

DESTINATION SCHOOLS FOR STUDENTS

YEAR 6

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	13	5	18
1107 Aquinas College	4		4
1008 Santa Maria College		4	4
4168 Shenton College	3		3
1041 Christ Church Grammar School	2		2
1152 Penrhos College		2	2
4042 Perth Modern School	2		2
1277 All Saints' College	1		1
1063 CBC Fremantle	1		1
4025 John Curtin College Of The Arts		1	1
4048 Rossmoyne Senior High School	1		1
1122 St Hilda'S Anglican Sch - Girls		1	1
4126 Willetton Senior High School	1		1

YEAR 7

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	10	8	18
4042 Perth Modern School	3	1	4
4025 John Curtin College Of The Arts	1	2	3
1154 Wesley College	3		3
4048 Rossmoyne Senior High School	1	1	2
4126 Willetton Senior High School	2		2
1063 CBC Fremantle	1		1
1042 Methodist Ladies' College		1	1
1008 Santa Maria College		1	1
4168 Shenton College	1		1

SCHOOL OVERVIEW

REVIEW OF BUSINESS PLAN TARGETS

PROGRESS ON IDENTIFIED TARGETS FROM OUR BUSINESS PLAN 2012 - 2014

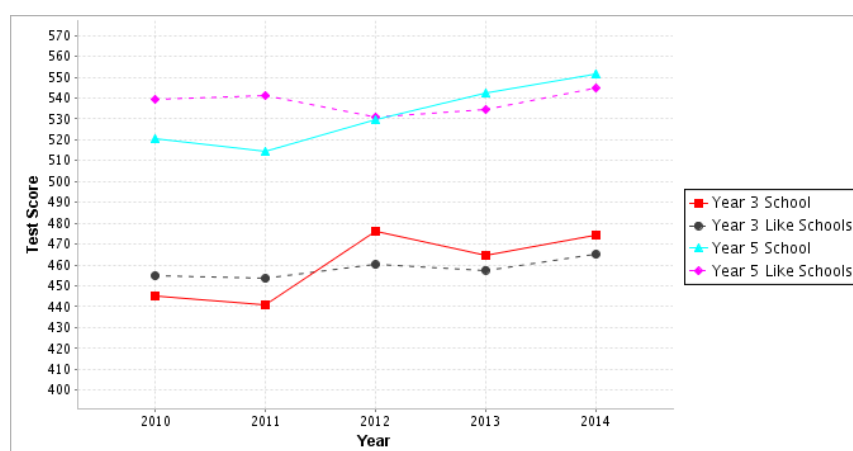
The following targets were identified by the School Board as being our school performance targets for the three year period of our Business Plan 2012 – 2014:

LITERACY:

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

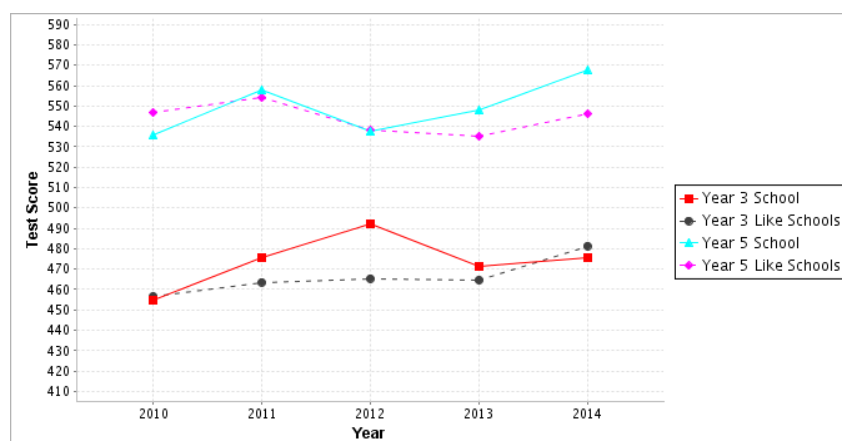
This graph shows trend lines in Reading performance for Year 3 and Year 5 students in 2014, relative to 2011 performance, indicating that we continued to achieve our Reading Target.

Average Reading Score



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

Average Grammar & Punctuation Score



This whole of cohort graph illustrates that we have exceeded the Year 5 performances of like schools in 2014 whilst dipping slightly below the performance of like schools in Year 3.

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

	Year 3 Spelling								
	School			Like Schools			State		
Band	2012	2013	2014	2012	2013	2014	2012	2013	2014
6 to 10	60%	39%	40%	36%	27%	39%	19%	16%	19%
5	17%	27%	29%	21%	30%	29%	17%	21%	22%

	Year 5 Spelling								
	School			Like Schools			State		
Band	2012	2013	2014	2012	2013	2014	2012	2013	2014
8 to 10	17%	24%	34%	22%	16%	20%	9%	7%	10%
7	35%	29%	36%	27%	28%	35%	19%	20%	24%

These tables show the percentage of our students achieving in the top two proficiency bands for spelling in Years 3 and 5 and indicate that we have exceeded the performance of like schools in 2011-2014.

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

This table, illustrating the achievement distribution of students across the performance bands, demonstrates that the Writing performance of our Year 3 students remained similar to that of 2011 during 2012 and 2013. However, it dipped below the target during 2014 and will need to be an ongoing area of whole school focus in 2015.

	Year 3 Writing								
	School			Like Schools			State		
Band	2012	2013	2014	2012	2013	2014	2012	2013	2014
6 to 10	27%	18%	12%	17%	18%	15%	9%	10%	7%
5	48%	48%	42%	49%	46%	54%	35%	32%	33%
4	22%	23%	29%	23%	24%	22%	27%	26%	25%
3	2%	11%	13%	9%	10%	8%	17%	20%	21%
2	0%	0%	3%	1%	2%	2%	7%	8%	8%
1	2%	0%	3%	0%	1%	0%	4%	4%	6%

Maths Targets: To improve the percentage of Year 3 and Year 5 students in the top two 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.

Percentage of Students in each Proficiency Band

Band	Year 3 Numeracy								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
6 to 10	39%	19%	36%	22%	20%	32%	11%	8%	13%
5	27%	52%	37%	26%	35%	31%	17%	20%	21%
4	19%	24%	14%	31%	28%	21%	26%	29%	23%
3	13%	3%	12%	16%	14%	12%	24%	25%	23%
2	2%	2%	1%	5%	3%	4%	14%	12%	15%
1	0%	0%	0%	2%	1%	1%	7%	5%	5%

Percentage of students in each Proficiency Band

Band	Year 5 Numeracy								
	School			Like Schools			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
8 to 10	33%	26%	35%	23%	25%	23%	8%	9%	9%
7	19%	43%	18%	23%	20%	23%	12%	11%	12%
6	19%	17%	32%	32%	30%	32%	26%	24%	27%
5	27%	14%	9%	16%	19%	16%	27%	28%	25%
4	0%	0%	4%	5%	6%	4%	16%	20%	17%
1 to 3	2%	0%	4%	1%	1%	2%	10%	8%	9%

These tables illustrate that we have increased the percentage of students in the top two performance bands and in doing so, outperformed like schools.

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

We continued to achieve our target in 2013 by having the percentage of Year 5 students achieving in the top 20% of the state increased by 12%, from 42% in 2011 to 54% in 2013. This result also meant our representation of students in the top 20% was 9% greater than like schools in 2012.

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 5 Science					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	42 %	51 %	54 %	52 %	45 %	45 %
Middle 60%	54 %	47 %	44 %	45 %	51 %	48 %
Bottom 20%	4 %	2 %	2 %	3 %	4 %	7 %

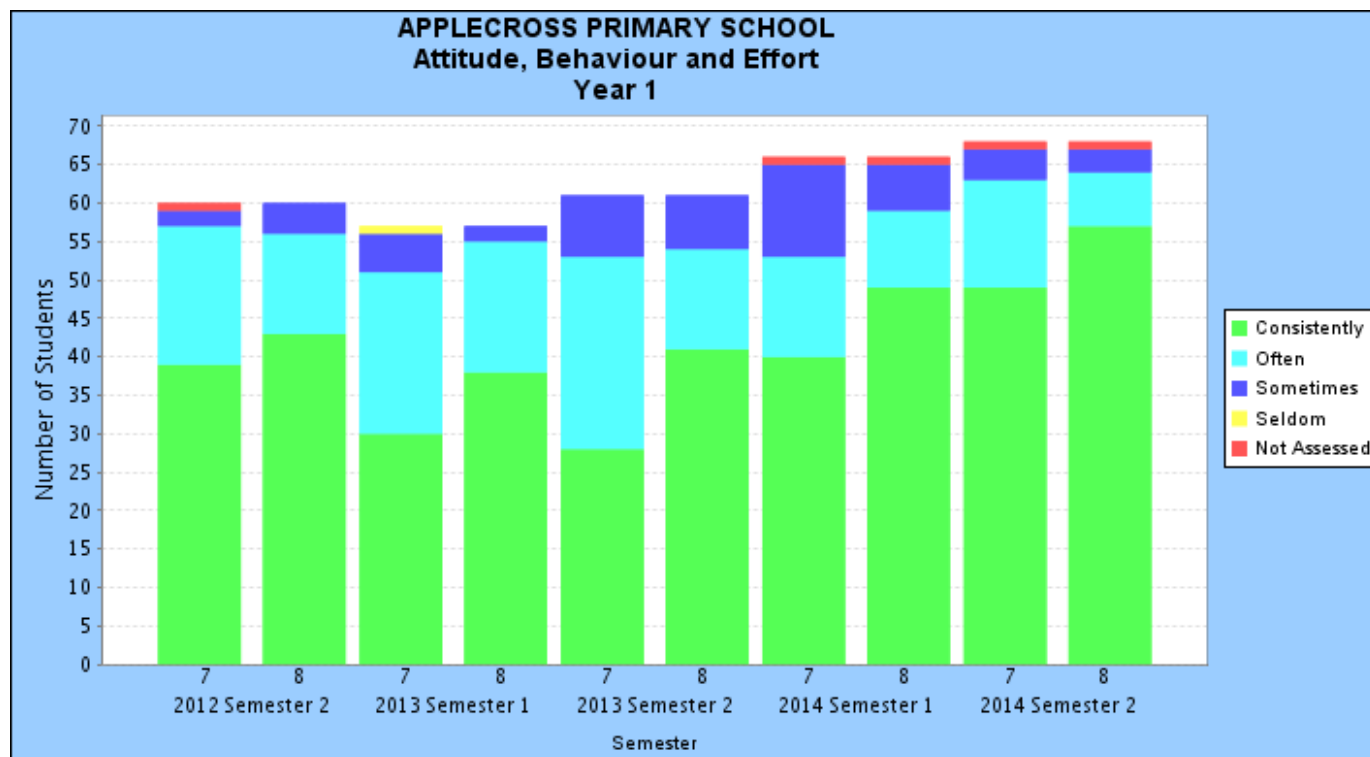
Unfortunately this data is no longer collected centrally so annual "like school comparisons" are unable to be measured. The results above are the last we obtained and advice from our Science Teacher Development School staff suggest the level of school performance has been maintained.

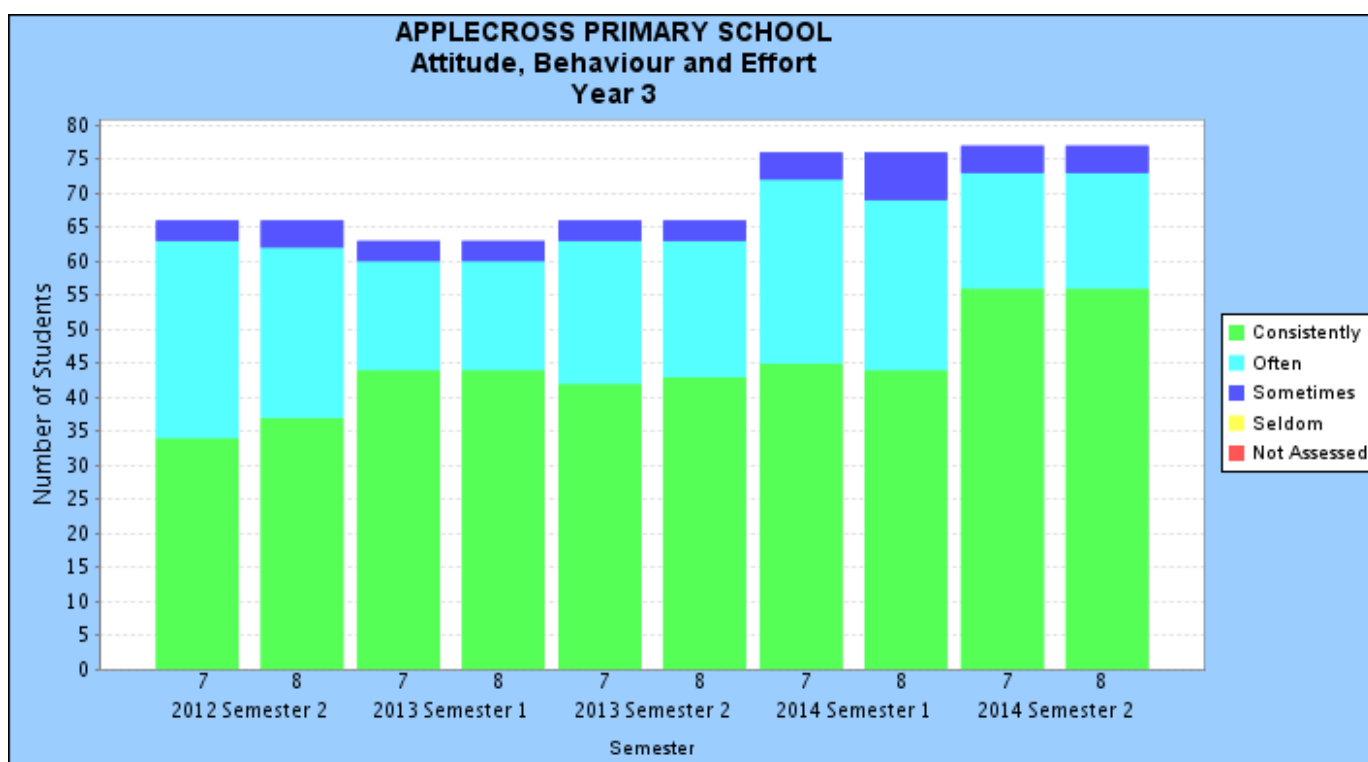
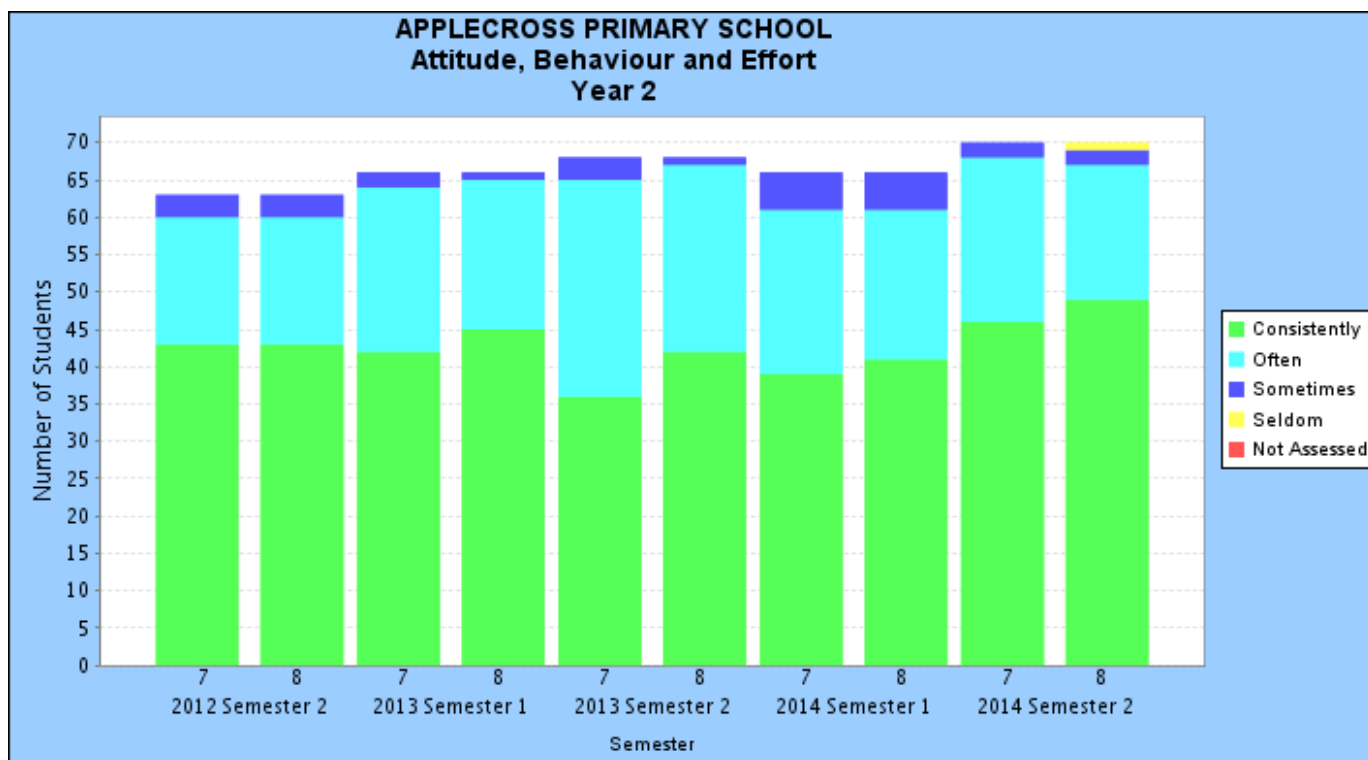
Pastoral Targets: By 2014 improve the school's percentage of students in Years 1 to 3 consistently demonstrating perseverance, decision making and goal setting when compared with 2011 data.

These tables show the 2012 to 2014 reporting by Year 1, 2 and 3 teachers for the dimensions;

Question 7. Sets goals and works towards them with perseverance

Question 8. Shows confidence in making positive choices and decisions





Our target was to show gains in these areas by 2014 relative to 2011 data. The following graphs suggest that progress towards our target was made in 2013. Our 2014 focus will be to increase the number of Year 3 students consistently demonstrating the characteristics of perseverance, decision making and goal setting.

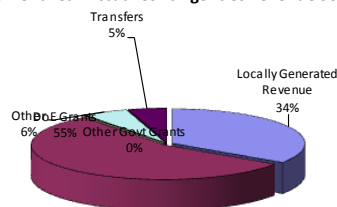
FINANCIAL REPORT



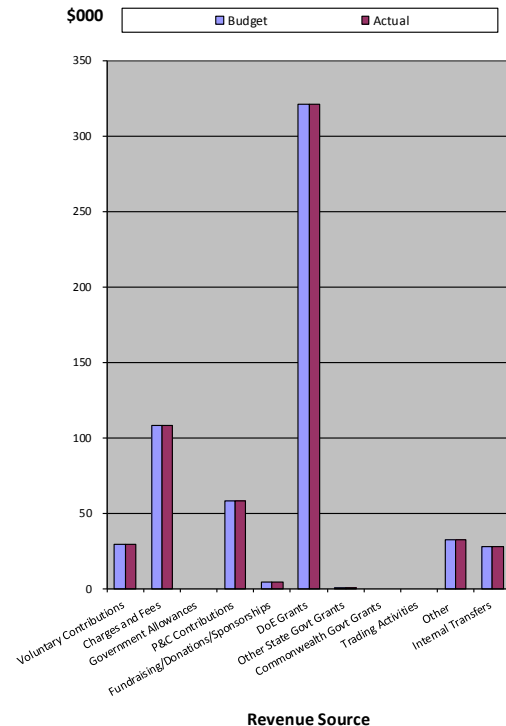
Applecross Primary School Financial Summary as at 31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 29,140.00	\$ 29,139.66
2	Charges and Fees	\$ 108,288.00	\$ 108,274.70
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 57,941.00	\$ 57,940.72
5	Fundraising/Donations/Sponsorships	\$ 4,543.00	\$ 4,542.30
6	DoE Grants	\$ 321,133.00	\$ 321,132.98
7	Other State Govt Grants	\$ 544.00	\$ 543.64
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 32,234.00	\$ 32,234.60
11	Internal Transfers	\$ 27,424.00	\$ 27,424.43
	Total	\$ 581,247.00	\$ 581,233.03
	Opening Balance	\$ 52,273.00	\$ 52,273.47
	Total Contingency Funds Available	\$ 633,520.00	\$ 633,506.50
	Total Salary Allocation	\$ 1,115,000.00	\$ 1,115,000.00
	Total Funds Available	\$ 1,748,520.00	\$ 1,748,506.50

Current Year Actual Contingencies Revenue Sources

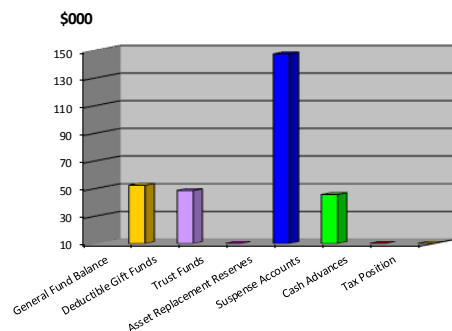


Contingencies Revenue - Budget vs Actual

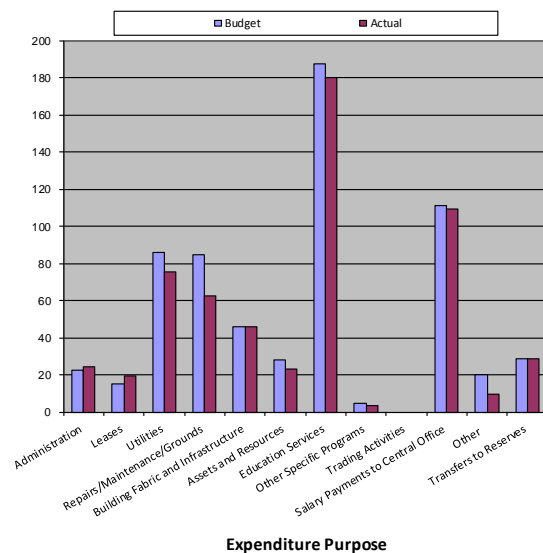


	Expenditure	Budget	Actual
1	Administration	\$ 22,742.00	\$ 24,129.78
2	Leases	\$ 15,000.00	\$ 19,234.10
3	Utilities	\$ 86,127.00	\$ 75,413.31
4	Repairs/Maintenance/Grounds	\$ 84,582.00	\$ 62,717.37
5	Building Fabric and Infrastructure	\$ 45,885.00	\$ 45,885.41
6	Assets and Resources	\$ 27,984.00	\$ 23,310.30
7	Education Services	\$ 187,123.50	\$ 179,893.62
8	Other Specific Programs	\$ 4,373.00	\$ 3,118.95
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 111,080.00	\$ 109,537.50
11	Other	\$ 20,240.00	\$ 9,464.22
12	Transfers to Reserves	\$ 28,682.00	\$ 28,682.00
	Total Contingencies Expenditure	\$ 633,818.50	\$ 581,386.56
	Total Salary Expenditure	\$ 1,115,000.00	\$ 992,068.00
	Total Expenditure	\$ 1,748,818.50	\$ 1,573,454.56

Cash Position



Contingencies Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 294,139.47
Made up of:	
1 General Fund Balance	\$ 52,119.94
2 Deductible Gift Funds	\$ 48,364.54
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 147,210.40
5 Suspense Accounts	\$ 45,406.83
6 Cash Advances	\$ -
7 Tax Position	\$ 1,037.76
Total Bank Balance	\$ 294,139.47