



APPLECROSS
PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2015



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.

Our staff works collaboratively to achieve a common goal of continued student improvement and growth. We do this by taking account of contemporary research into best practice and by working as teams in planning, implementing and reviewing to realise our planning targets.



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 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

Applecross Primary School has a long tradition of achieving outstanding results and together with our school community we are diligent in our pursuit of excellence in educational experiences for our students. Hence 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 ASSOCIATION

The P&C have maintained strong support for the school which is a well-established tradition. Led by a very dedicated executive and members, this association undertook a number of fundraising events throughout the year in order to support the school. Through their concerted efforts a variety of resources were supplied to the school to the total value of \$56000. This very generous support plays an enormous part in the successes that our students experience throughout the year.

OLD SCHOOL PRECINCT

Throughout 2015, and with the strong support of the School Board, the internal restoration and transformation of the Old House was completed. The remaining exterior works will be completed by the end of Term 1 2016. This building along with the old classroom and pavilion forms the old educational precinct at Applecross. This area has been recognised by the Heritage Council of Western Australia as a significant site in the history of education in Western Australia. Efforts will continue throughout 2016 to provide flexible access to the newly named 'Headmaster's Residence'.



SCHOOL BUSINESS PLAN 2015-2017

Our previous Business Plan (2012-2014) reached its conclusion early in 2015. Consequently a comprehensive review of the achievements of the past three years was undertaken and a new plan established that will guide the school through 2015 – 2017. This plan was endorsed by the School Board at its general meeting in August 2015. Included in this plan are the priority areas;

- Reading
- Writing
- Spelling
- Numeracy – encompassing whole of school approach to teaching mathematics
- Science
- Pedagogy – developing a collaborative approach across K-2 and 3-6
- Learning Environment – including the initiatives PATHS, Core School Values, School Chaplaincy and provision of leadership opportunities for year six students
- Resource Management – Human and Physical including improvement of ICT resources and the review of contemporary curriculum resources
- Partnerships – develop and foster partnerships with pre-service teachers, external expertise to support student learning, School Board, P&C Association and Universities.



ASSEMENT MATRIX

Part of our commitment to improve our pedagogical practice is a strategy to develop a common assessment matrix across the school. This was completed in 2015 and with sanction of the School Board provides staff with a guideline of data gathering and assessment for their students. During weekly collaboration times staff refer to this when collating performance data and planning for further student improvement.

ACADEMIC EXTENSION CLASSES (GIFTED AND TALENTED)

At the start of 2015 a trial program called "The da Vinci Club" began, using two classes as its focus group. This pilot's aim was to identify students who were independent learners and give them a range of opportunities to explore higher order and critical thinking skills. Gathering evidence throughout the pilot, which ran over term 1 and 2, was a crucial part of its success and parents, students and teachers contributed by filling in surveys and answering questions about the program and its outcomes. Students worked using 2 platforms – online (through a school-based platform called "Connect") and through face-to-face learning. After the evaluation of this program, it was decided to expand the groups and work with multi-ages across 2 mornings a week. The same criteria were used to identify students for this extension program and it ran over terms 3 and 4. A new topic, "Exploring Applecross" covered a wide range of the current curriculum however it went further to explore the student's personal connections to the content. Once again, evidence was collected from all stakeholders to evaluate the strengths and challenges of the program and it was pleasing to see the positive feedback to running a program such as this. In 2016, the extension program will continue to run with a range of new topics, with the emphasis on critical thinking, team work, and self-regulation and ownership of one's own learning.

ENVIRONMENTAL PROGRAMME



Garden Grubs is a programme co-ordinated by teachers who engage volunteer students in the concept of recycling waste products to use as fertiliser and mulch for fresh vegetables. The program also includes animal husbandry with the inclusion of chickens. The children learn to care for the chickens by maintaining a clean, healthy and tidy area for them to live.

QUALITY STAFF

In September our long term Principal (Mr. Barry France) left our school after twelve years of excellent strategic leadership. Consequently our school was led by Ms. Monck (Deputy Principal) through the final part of the school year.

The table right outlines the profile of our staff during the 2015 school year. 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.

| | No | FTE | ABL |
|-----------------------------|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Deputy Principals | 3 | 2.2 | 0 |
| Total Administration Staff | 4 | 3.2 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 5 | 4.4 | 0 |
| Other Teaching Staff | 26 | 20.1 | 0 |
| Total Teaching Staff | 31 | 24.5 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 5 | 3.0 | 0 |
| Gardening / | 1 | 1.0 | 0 |
| Other Non-Teaching Staff | 12 | 9.2 | 0 |
| Total School Support Staff | 18 | 13.2 | 0 |
| Total | 53 | 40.9 | 0 |

STUDENT LEADERSHIP

Our P&C and staff maintained a heavy investment in student leadership by sending all Year 6 students to the Young Leaders Conference and to the leadership camp at Nanga. Our Chaplain, Bec Thomas, Student Services committee members, Year Six teachers Mr Contos and Mr Herne and Administration staff contributed to the various programs the school runs aimed at enhancing the leadership skills of our senior students.

Part of the culture of Applecross is to expect all senior students (Years 6) to take on the responsibility of being leaders and examples of responsible citizens to all students in the school. This is a challenge they willingly accept.



GRADUATION OF YEAR 6

The graduation of our Year 6 students in December was once again a very successful event that recognised the achievements of this very talented group of children and provided the opportunity for them to farewell the school in the company of their extended families. On display during the event were the many talents of the students, including their musical abilities, public speaking skills and organisational capabilities. They are a group of students our whole community is proud of and we wish them well in their future endeavours.

TUNING IN TO KIDS (TIK)

Able led by Mrs Rebecca Lewis and Mrs Natalie Hellemar, 2015 saw 14 parents train in the Tuning in to Kids parenting program that facilitates closer emotional connection between parent and child, using emotion coaching. Each session was two hours long and ran over a 6 week period during the day. All participants were female. At the conclusion of the program, participants asked for a "Booster" session to bring their partners to share their new understandings around building relationships. Whilst this session for partners was not facilitated, it was evident that fathers within the community were looking for further parenting support. As a result, the school paid for two facilitators to be trained at the University of Melbourne by program researchers. The training specifically focused on facilitating emotion coaching for fathers. This was based upon new research and the release of the Tuning in to Kids: Dads program. Provisions were made for a Tuning in to Dads program to be facilitated in Term 1, 2016.

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. The program has seen continued growth in students self-regulating their own behaviour. A calm and safe playground atmosphere prevailed and where issues developed, staff and the Rangers adopted the whole school strategies and modelled conflict resolution to students.

SCHOOL BOARD

Our School Board held elections for a number of vacant positions in 2015. These included a new Board Chair, two new parent representatives, one new staff representative and a new community representative.

The Board was very proactive in a number of areas in 2015. These included;

- Holding a visioning process to support the development of the Business Plan
- Reviewing the school's budgeting/financial planning
- Reviewing and ratifying the school Business Plan 2015-2017
- Amending their terms of reference to reflect the appointment term of the Board Chair
- Reviewing student academic performance through NAPLAN data
- Taking part in the selection process for the position of Principal
- The management of the refurbishment program for the Headmaster's Residence.



FACILITIES AND INFRASTRUCTURE IMPROVEMENTS - D1787

With the advent of the improvement program of the old school precinct and with the improvement of resources in some other areas (see table below) 2015 saw major expenditure in our school in this area. In total a sum of \$179,672.33 was spent on improving facilities at Applecross Primary School.

| Date | Cost Centre | Description/Item | Cost |
|------------|-------------|---|---------------------|
| June 2015 | D1718 | Works to Old Principal's House | \$53,249.49 |
| | D1718 | Works to Old Principal's House | \$27,166.35 |
| Aug 2015 | D1718 | Works to Old Principal's House | \$10,655.40 |
| | D1718 | Works to Old Principal's House | \$26,283.35 |
| Sept 2015 | D1718 | Works to Old Principal's House | \$6,508.17 |
| | | Sub Total | \$123,862.76 |
| Aug 2015 | D1718 | Magnetic glass boards Principal's House | \$2627.27 |
| | D1718 | Hanging glass boards | \$1250.00 |
| Oct 2015 | D1718 | Internet cabling Principal's House | \$7318.50 |
| Nov 2015 | D1718 | Phone line & headset Principal's House | \$944.00 |
| | | Supply & install blinds Principal's House | \$1780.00 |
| | | Wireless points Principal's House | \$944.00 |
| | | Sub Total | \$14,238.65 |
| Feb 2015 | D1718 | Dishwasher in staffroom | \$908.18 |
| April 2015 | D1718 | 2 x smartboard projectors | \$2,600.00 |
| May 2015 | D1718 | 3 x doors with viewing windows – Admin. | \$2171.15 |
| | D1718 | Cabinets for medical room | \$2431.59 |
| Aug 2015 | D1718 | 3 phase power and board | \$3150.00 |
| Sept 2015 | D1718 | Airconditioning to rooms 18, 19 & Library | \$22,420.00 |
| Oct 2015 | D1718 | Airconditioning to Art Room | \$5820.00 |
| Dec 2015 | D1718 | Line marking – quadrangle | \$300.00 |
| | | Core values signage | \$1770.00 |
| | | Sub Total | \$41,570.92 |
| | | | |
| | | Total | \$179,672.33 |

OVERALL ATTENDANCE TRENDS

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

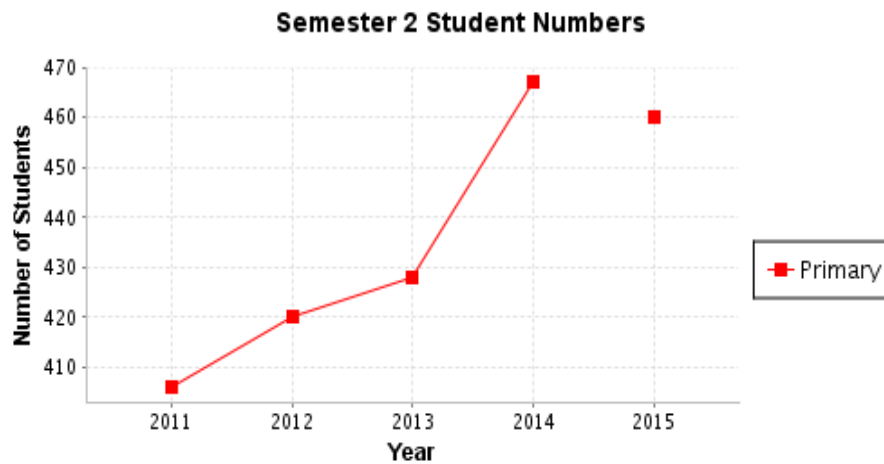
| | SCHOOL | LIKE SCHOOLS | WA PUBLIC SCHOOLS |
|------|--------|--------------|-------------------|
| 2013 | 95.6% | 95.2% | 93.7% |
| 2014 | 95.5% | 94.8% | 93.2% |
| 2015 | 95.7% | 95.2% | 93.8% |

| | Attendance Category | | | |
|------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2013 | 86.7% | 11.1% | 2.0% | 0.0% |
| 2014 | 89.2% | 9.7% | 0.6% | 0.4% |
| 2015 | 89.9% | 8.3% | 1.4% | 0.2% |

In addition our overall attendance continues to improve across all categories which we consider to be an indication of the success of our pastoral care programs and the strong relationship we have with our community.

SCHOOL ENROLMENT PROFILE

This graph shows the enrolment trend line for students in Years 1 to 7 (Yr 6 for 2015) 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. As a result of Year 7 students moving into the secondary environment our Year 6 students now represent our cohort of senior students (2015). This system initiative has had relatively little impact on our school numbers.



DESTINATION SCHOOLS FOR STUDENTS

2015 school destinations of the 2014 student cohort

YEAR 6

Year Level : Male: 29 Female: 13 Total: 42

| 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

Year Level : Male: 22 Female: 14 Total: 36

| 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 PERFORMANCE

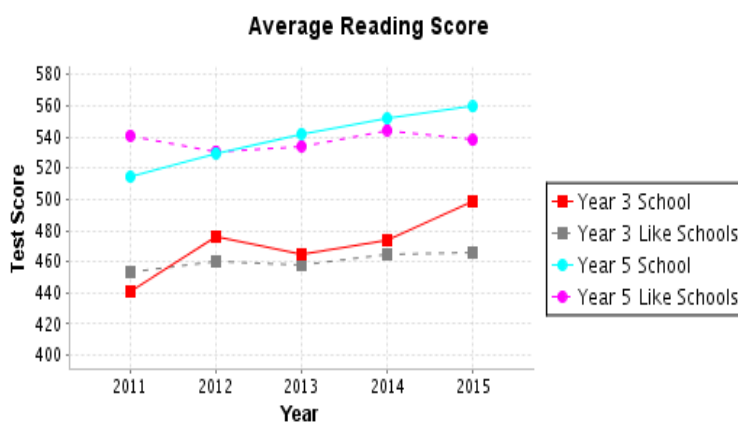
PROGRESS ON IDENTIFIED TARGETS FROM OUR BUSINESS PLAN 2015 - 2017

The following targets were identified by the School Board as being our school performance targets for the three year period of our Business Plan 2015 – 2017:

LITERACY

Reading Target: Continue to match or exceed the performance of like schools in Year 3 and Year 5 reading based on NAPLAN results 2015 – 2017

This graph shows trend lines in Reading performance for Year 3 and Year 5 students in 2015, relative to our 2011 performance, indicating that we continued to achieve our Reading target. This information is also reflected in the average scores per year in the accompanying table.

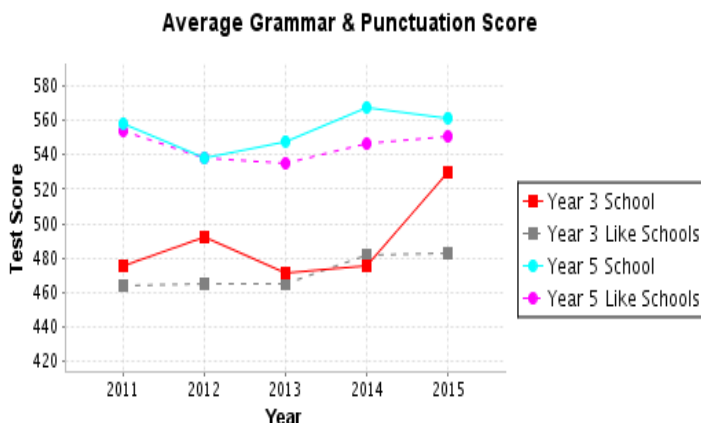


Average Reading Score

| Year | Y03 | | Y05 | |
|------|--------|--------------|--------|--------------|
| | School | Like Schools | School | Like Schools |
| 2011 | 441 | 454 | 514 | 541 |
| 2012 | 476 | 460 | 530 | 531 |
| 2013 | 465 | 458 | 542 | 534 |
| 2014 | 474 | 465 | 552 | 545 |
| 2015 | 499 | 466 | 559 | 538 |

Grammar & Punctuation

This whole of cohort graph illustrates that we have exceeded the performance of like schools in Year 5 and our Year 3 cohort has significantly outperformed those students in like schools. This is a significant improvement on the 2014 result for Year 3 students. This information is also reflected in the average scores per year in the accompanying table.



Average Grammar & Punctuation Score

| Year | Y03 | | Y05 | |
|------|--------|-------------|--------|-------------|
| | School | Like School | School | Like School |
| 2011 | 476 | 464 | 558 | 554 |
| 2012 | 492 | 465 | 538 | 538 |
| 2013 | 471 | 465 | 548 | 535 |
| 2014 | 476 | 481 | 568 | 546 |
| 2015 | 530 | 483 | 562 | 551 |

Spelling Target:

- Improve the percentage of Year 3 students achieving in top NAPLAN performance bracket relative to our 2014 Year 3 cohort

The information provided in the table below indicates that the achievement levels (Bands 6 to 10) of our Year 3 cohort far exceeds that of like schools and all schools across the state. The number has risen in successive years 2013 to 2015.

Percentage of students in each Proficiency Band

| Band | Year 3 Spelling | | | | | | | | |
|---------|-----------------|--------|--------|--------------|--------|--------|-------|-------|-------|
| | School | | | Like Schools | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 6 to 10 | 38.7% | 40.25% | 57.33% | 27.08% | 38.55% | 37.34% | 16.0% | 19.0% | 20.3% |
| 5 | 27.41% | 28.57% | 22.66% | 30.45% | 29.08% | 24.3% | 20.5% | 22.1% | 18.6% |
| 4 | 17.74% | 20.77% | 14.66% | 22.91% | 19.04% | 20.62% | 23.7% | 23.2% | 20.9% |
| 3 | 14.51% | 5.19% | 5.33% | 15.76% | 8.06% | 12.82% | 22.0% | 13.9% | 20.3% |
| 2 | 1.61% | 3.89% | 0.0% | 2.56% | 4.43% | 4.45% | 8.1% | 15.1% | 12.8% |
| 1 | 0.0% | 1.29% | 0.0% | 1.21% | 0.81% | 0.44% | 9.8% | 6.8% | 7.1% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Writing Target

- Increase the number of students achieving year level aspirational writing improvement targets over 2015 – 2017
- Maintain or increase the percentage of Year 3 students achieving in the top Writing NAPLAN performance bracket , levels 6 - 10, relative to the 2014 cohort
- Maintain or increase the percentage of Year 5 students achieving in the top Writing NAPLAN performance bracket, Band 8 and above, relative to our 2014 cohort

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.

The comment above reflects the summation of the 2014 performance of our Year 3 cohort in this area. The table below includes the performance data from 2015 and reflects a significant improvement in performance. This result is a credit to the excellent work of our K-3 staff.

Percentage of students in each Proficiency Band

| Band | Year 3 Writing | | | | | | | | |
|---------|----------------|--------|--------|--------------|--------|--------|-------|-------|-------|
| | School | | | Like Schools | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 6 to 10 | 17.74% | 11.68% | 40.0% | 18.15% | 14.98% | 23.15% | 9.6% | 7.2% | 10.8% |
| 5 | 48.38% | 41.55% | 42.66% | 45.79% | 53.62% | 47.65% | 32.2% | 32.6% | 33.8% |
| 4 | 22.58% | 28.57% | 14.66% | 23.84% | 21.66% | 20.8% | 26.3% | 25.2% | 25.0% |
| 3 | 11.29% | 12.98% | 2.66% | 9.89% | 7.72% | 7.27% | 19.8% | 21.0% | 19.3% |
| 2 | 0.0% | 2.59% | 0.0% | 1.62% | 1.75% | 0.89% | 7.7% | 8.1% | 6.4% |
| 1 | 0.0% | 2.59% | 0.0% | 0.67% | 0.23% | 0.22% | 4.4% | 5.9% | 4.7% |

The table below indicates that we have not only maintained the performance of our Year 5 students but have actually shown a significant improvement in comparison to like schools.

Percentage of students in each Proficiency Band

| Band | Year 5 Writing | | | | | | | | |
|---------|----------------|--------|--------|--------------|--------|--------|-------|-------|-------|
| | School | | | Like Schools | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 8 to 10 | 30.95% | 12.06% | 16.66% | 8.54% | 9.11% | 9.21% | 4.2% | 3.5% | 3.8% |
| 7 | 26.19% | 32.75% | 33.33% | 23.71% | 22.97% | 20.63% | 12.0% | 10.6% | 11.6% |
| 6 | 23.8% | 34.48% | 33.33% | 29.74% | 33.5% | 36.58% | 24.9% | 23.7% | 27.3% |
| 5 | 19.04% | 15.51% | 14.58% | 31.81% | 28.49% | 27.64% | 36.2% | 38.6% | 35.7% |
| 4 | 0.0% | 3.44% | 2.08% | 3.97% | 4.1% | 4.26% | 11.6% | 11.6% | 11.1% |
| 1 to 3 | 0.0% | 1.72% | 0.0% | 2.2% | 1.79% | 1.65% | 11.1% | 12.0% | 10.5% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

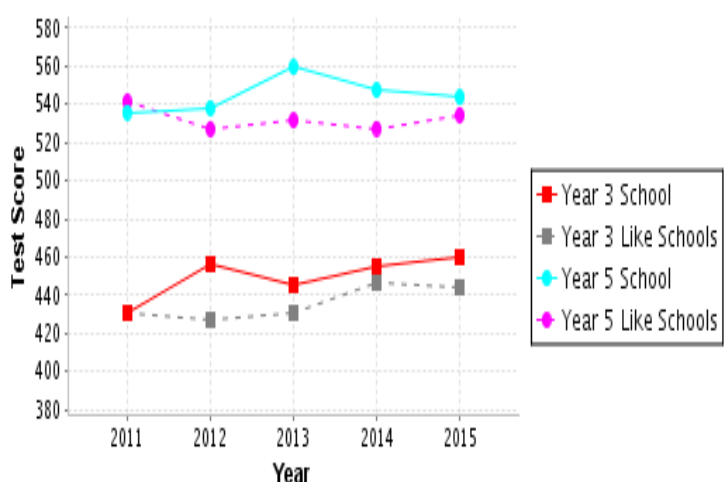
NUMERACY

Maths Target:

- Match or exceed the performance of like schools in Year 3 and Year 5 NAPLAN results 2015-2017.

Data reflected in the graph and tables below indicates strong performances for both cohorts of students, outperforming like schools on both occasions. While the number of Year 3 students achieving high proficiency bands levels (6 to 8) is marginally less than like schools, the result is still extremely good in comparison to whole of state figures. We will endeavour to improve this result during 2016.

Average Numeracy Score



Average Numeracy Score

| Year | Y03 | | Y05 | |
|------|--------|-------------|--------|-------------|
| | School | Like School | School | Like School |
| 2011 | 431 | 431 | 536 | 541 |
| 2012 | 457 | 427 | 538 | 527 |
| 2013 | 445 | 431 | 559 | 532 |
| 2014 | 455 | 446 | 548 | 528 |
| 2015 | 460 | 444 | 544 | 535 |

Percentage of students in each Proficiency Band

| Band | Year 3 Numeracy | | | | | | | | |
|---------|-----------------|--------|--------|--------------|--------|--------|-------|-------|-------|
| | School | | | Like Schools | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 6 to 10 | 19.35% | 35.52% | 34.66% | 20.16% | 32.12% | 35.94% | 8.3% | 13.0% | 14.1% |
| 5 | 51.61% | 36.84% | 37.33% | 35.04% | 31.18% | 23.62% | 20.0% | 21.0% | 17.3% |
| 4 | 24.19% | 14.47% | 20.0% | 27.6% | 20.51% | 20.94% | 29.0% | 22.8% | 22.9% |
| 3 | 3.22% | 11.84% | 6.66% | 13.66% | 11.95% | 13.54% | 25.4% | 22.6% | 23.6% |
| 2 | 1.61% | 1.31% | 1.33% | 2.57% | 3.63% | 4.92% | 11.9% | 15.3% | 15.4% |
| 1 | 0.0% | 0.0% | 0.0% | 0.94% | 0.58% | 1.0% | 5.3% | 5.4% | 6.6% |

Percentage of students in each Proficiency Band

| Band | Year 5 Numeracy | | | | | | | | |
|---------|-----------------|--------|--------|--------------|--------|--------|-------|-------|-------|
| | School | | | Like Schools | | | State | | |
| | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 | 2013 | 2014 | 2015 |
| 8 to 10 | 26.19% | 35.08% | 25.0% | 25.25% | 22.63% | 24.2% | 8.8% | 9.3% | 9.1% |
| 7 | 42.85% | 17.54% | 29.16% | 20.08% | 23.01% | 22.95% | 11.0% | 12.4% | 14.6% |
| 6 | 16.66% | 31.57% | 29.16% | 29.68% | 31.71% | 30.84% | 24.3% | 27.4% | 24.4% |
| 5 | 14.28% | 8.77% | 12.5% | 18.61% | 16.49% | 16.73% | 28.0% | 24.7% | 26.9% |
| 4 | 0.0% | 3.5% | 4.16% | 5.76% | 4.47% | 4.56% | 20.1% | 17.1% | 20.0% |
| 1 to 3 | 0.0% | 3.5% | 0.0% | 0.59% | 1.66% | 0.69% | 7.8% | 9.0% | 5.1% |

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

Science Targets

- Maintain or increase the 2015 student performance of Year 3 to Year 6 students on PAT-Science testing during 2016-2017 period.

PAT-Science testing was conducted with students in Years 3 to 6 in 2015. The data gathered is considered as baseline data and won't be compared against like data until this testing regime is conducted in 2016. Comparisons can then be made and the school will be in a position to plan for the future directions of the Science program.

Learning Environment Targets

- Improve the positive emotions of students Years 3 to 6 over the 2015 – 2017 period as measured by the ACER Social/Emotional Wellbeing Survey
- Improve the resilience, attitudes, coping skills, social skills, work management and engagement skills of students in Years 3 to 6 over the 2015-2017 period as measured by the ACER Social/Emotional Wellbeing Survey.

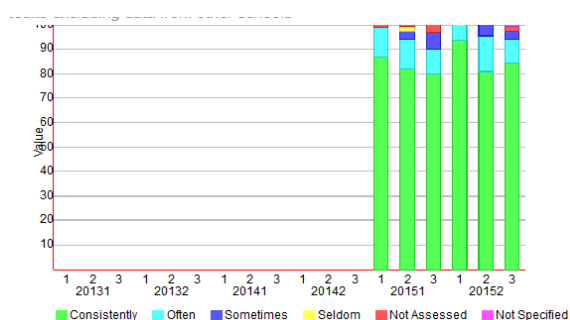
An ACER Wellbeing survey was conducted for students in Years 3 to 6 in 2015. The data gathered is considered as baseline data and won't be compared against like data until this testing regime is conducted in 2016. Comparisons can be made and the school will be in a position to plan for the future directions of our PATHS program.

The tables show the 2013 to 2015 reporting by Year 3(2015 only), 4, 5 and 6 teachers for the dimensions;

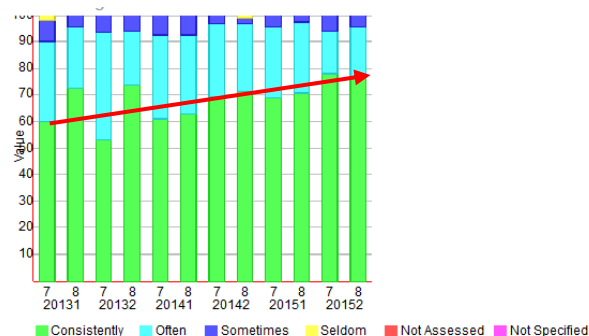
Question 7. Sets goals and works towards them with perseverance

Question 8. Shows confidence in making positive choices and decisions

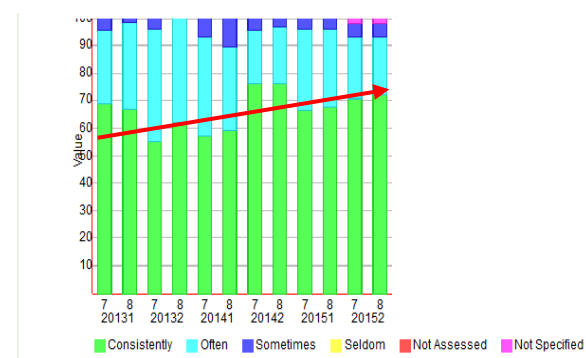
Yr 3 Reporting Period: 2015



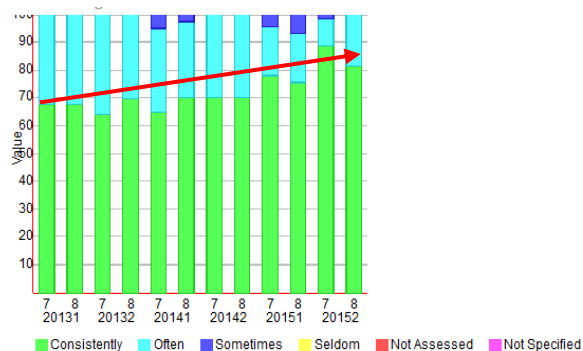
Yr 4 Reporting Period: 2013 - 2015



Yr 5 Reporting Period: 2013 - 2015



Yr 6 Reporting Period: 2013 - 2015



Although there is not enough data to indicate a trend for Year 3 students these graphs indicate a steady rise in the levels of perseverance and confidence for students in Years 4, 5 and 6 over a three year period.

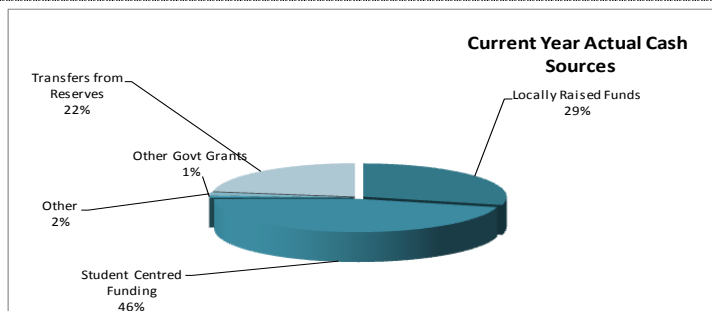
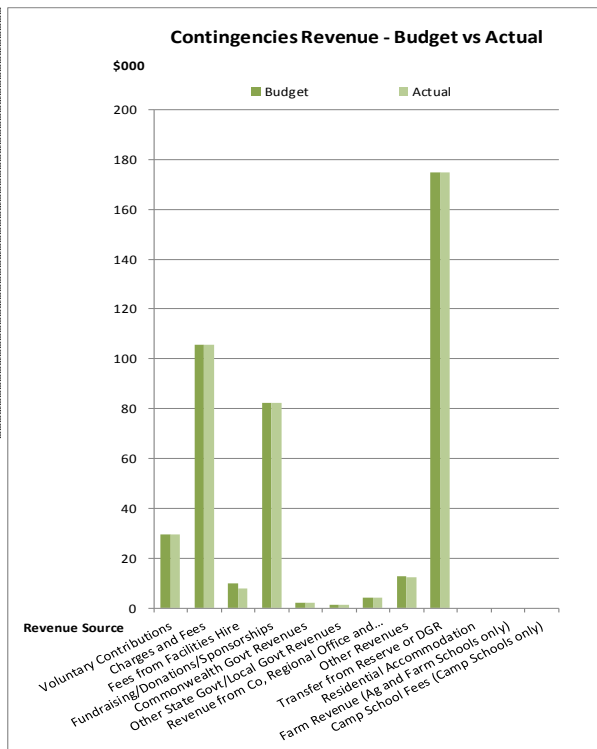


FINANCIAL REPORT

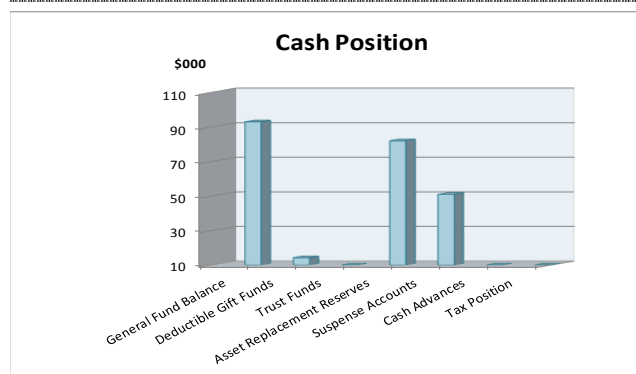
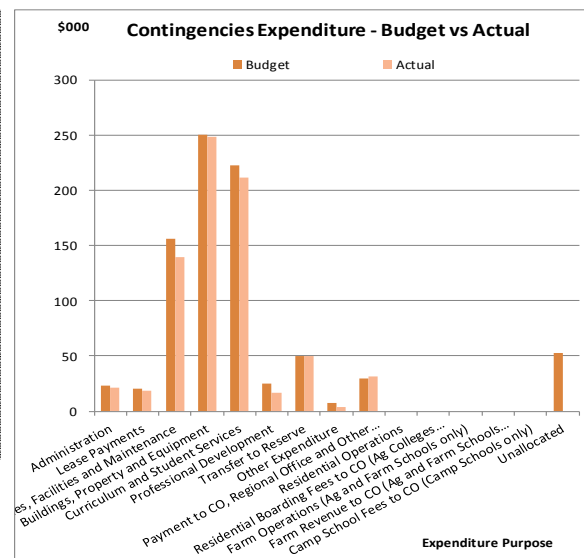


Applecross Primary School Financial Summary as at 31 December 2015

| | Revenue - Cash | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 29,750.00 | \$ 29,750.36 |
| 2 | Charges and Fees | \$ 105,687.00 | \$ 105,685.61 |
| 3 | Fees from Facilities Hire | \$ 9,955.00 | \$ 7,954.55 |
| 4 | Fundraising/Donations/Sponsorships | \$ 82,285.00 | \$ 82,205.40 |
| 5 | Commonwealth Govt Revenues | \$ 1,984.00 | \$ 1,984.04 |
| 6 | Other State Govt/Local Govt Revenues | \$ 1,398.00 | \$ 1,398.22 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 4,222.00 | \$ 4,222.30 |
| 8 | Other Revenues | \$ 12,831.00 | \$ 12,517.13 |
| 9 | Transfer from Reserve or DGR | \$ 174,917.00 | \$ 174,916.66 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 423,029.00 | \$ 420,634.27 |
| | Opening Balance | \$ 56,463.00 | \$ 56,462.70 |
| | Student Centred Funding | \$ 355,884.00 | \$ 355,884.00 |
| | Total Cash Funds Available | \$ 835,376.00 | \$ 832,980.97 |
| | Total Salary Allocation | \$ 3,949,040.00 | \$ 3,949,040.00 |
| | Total Funds Available | \$ 4,784,416.00 | \$ 4,782,020.97 |



| | Expenditure | Budget | Actual |
|----|--|------------------------|------------------------|
| 1 | Administration | \$ 22,645.00 | \$ 21,574.80 |
| 2 | Lease Payments | \$ 20,000.00 | \$ 18,538.23 |
| 3 | Utilities, Facilities and Maintenance | \$ 156,156.65 | \$ 138,957.29 |
| 4 | Buildings, Property and Equipment | \$ 249,902.55 | \$ 248,077.41 |
| 5 | Curriculum and Student Services | \$ 222,434.80 | \$ 211,354.31 |
| 6 | Professional Development | \$ 25,116.00 | \$ 16,960.14 |
| 7 | Transfer to Reserve | \$ 49,874.00 | \$ 49,874.00 |
| 8 | Other Expenditure | \$ 6,941.00 | \$ 3,595.79 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 30,000.00 | \$ 31,209.29 |
| 10 | Residential Operations | \$ - | \$ - |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 | Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 | Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 | Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| 15 | Unallocated | \$ 52,306.00 | \$ - |
| | Total Goods and Services Expenditure | \$ 835,376.00 | \$ 740,141.26 |
| | Total Forecast Salary Expenditure | \$ 3,908,806.00 | \$ 808,960.00 |
| | Total Expenditure | \$ 4,744,182.00 | \$ 1,549,101.26 |



| | |
|------------------------------|----------------------|
| Cash Position as at: | |
| Bank Balance | \$ 234,591.23 |
| Made up of: | |
| 1 General Fund Balance | \$ 92,839.71 |
| 2 Deductible Gift Funds | \$ 14,225.85 |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 81,925.40 |
| 5 Suspense Accounts | \$ 50,849.47 |
| 6 Cash Advances | \$ 2.20 |
| 7 Tax Position | \$ 5,247.00 |
| Total Bank Balance | \$ 234,591.23 |

