



APPLECROSS
PRIMARY SCHOOL



ANNUAL REPORT 2016

APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR 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 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

*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 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.

NOTABLE ACHIEVEMENTS

QUALITY STAFF

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	Aboriginal
Administration Staff			
Principals	1	1	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	30	22.6	0
Total Teaching Staff	35	27	0
School Support Staff			
Clerical/Administrative	5	3	0
Gardening/Maintenance	1	1	0
Other Non - Teaching Staff	12	9	0
Total School Support Staff	18	13	0
Total	55	42.5	0

PARENTS AND CITIZENS

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 an approximate value of \$57000. This very generous support plays an enormous part in the successes that our students experience throughout the year.

Specific project directly supported by the P&C Association include;

- Installation of a Smart television and digital antenna in the library. This support saw the completion of a library refurbishment started in 2014.
- Foundation work for the establishment of a “Frog Bog” that will complement our environmental science program.



- The installation of a new PA system in the school’s undercover area.
- To complement the school’s enquiry based learning initiative in the K-2 area of the school the P&C Association has supported to instalment of a new “nature play” playground at a cost of @\$45000.
- Once again the P&C Association has supported the schools Edudance program by supporting the cost of our annual end of year Edudance concert. This was an outstanding success.

ABORIGINAL CULTURAL AWARENESS



During 2016 our school reengaged with a past practice of acknowledging Aboriginal culture and engaging in activities that provide our students with a greater appreciation of the place of Aboriginal people in Australian society. This was achieved by Staff undertaking professional development related to the Cultural Awareness Framework and through the planning and implementing of activity based programs in class. To this end the school engaged the services of Professor Simon Forrest from Curtin University Aboriginal Studies Centre to reintroduce Aboriginal cultural awareness to our students and to also launch our program intentions in this area into the future.

K-2 A COMMON APPROACH

As an Early Childhood team we have been working towards this approach as a requirement of our 2015-2017 Business Plan to develop a common teaching approach across year levels to address identified learning deficiencies in our students. Beginning Term 3- 2016 the Kindergarten trialed a play-based pedagogy in response to data that showed our oral language in K-2 was not as strong as it should be. From the trial, P-2 implemented the approach (Walker Learning) in Term 4 and from Term 1 2017, K-2 will fully implement this learning across the year levels.

The classrooms have been changed from a 'traditional' desk and chair set up, to a more investigative/enquiry-based learning environment. This approach provides experiences to develop skills for life including:

- Resilience
- Problem solving
- Creativity
- Thinking skills
- Self-concept
- Intrinsic motivation



GIFTED AND TALENTED EDUCATION

In 2016, we saw our before school extension class undertake two activity cycles this year; the first a project of epic proportion designing the Kindergarten/Pre-primary and Year 1 & 2 Nature Playgrounds. This was done after extensive investigation and preparation into what would suit our school context and the things that the students thought would be of most benefit to the children using the playgrounds.

After visiting various nature playgrounds, having special guest speakers and interviewing teachers and children, the students designed the Nature Playgrounds.

The second cycle was based on researching an “Eminent Person” and designing a stall to display information and give-aways to the school community. Students worked closely with their peers to receive critical feedback to ensure the person they had chosen was indeed ‘eminent’ and not just famous. The school community were a huge support for the Eminent Person Evening. The students were truly inspired and proud of the contributions they made over the course of the year in these before school classes.



LITERACY INTERVENTION

By identifying the students who need additional support to master the early phonological awareness required for success in Literacy, these before school classes work with small groups to focus on a range of skills. Students, who do well, eventually remain in their mainstream classes, whilst other students require long-term support. A focus of these groups is to also build on working memory so students find it easier to store and retrieve information in their short term memory.

Feedback from parents and teachers, who have seen significant gains in the child’s literacy over the course of the year, has been extremely positive.

PARENT CHOIR

A very successful innovation during 2016 has been the development and introduction of a parent choir. With the purpose of involving those parents who experience a language barrier when attempting to become involved in the school community music and song provides an international language/pathway for them to meet other parents with the same challenges and to help them, become confident within our school. During the year the parent choir practiced on Friday afternoons prior to the end of the school day and performed at a number of school events including the annual Music Extravaganza and the Year Six graduation.



LUNCHTIME ACTIVITIES PROGRAM

During 2016 we continued to offer our students lunchtime activities with the main aim of supporting those who have extracurricular interests or seek alternative interests as opposed to playground activities during lunch breaks. To this end programs offered to students included “Garden Grubs”, chess, Lego building, knitting, Coding and table tennis.

Although the attendance at these sessions is not always constant the opportunity offered to students and the effect it has on their classroom disposition is positive. We plan to continue to offer these opportunities to students who choose to take them in 2017.

CODING PROGRAM

Coding is a pivotal part of the digital technologies syllabus in the new technology curriculum to be fully implemented by 2018. In response, the school upgraded not only its hardware and wireless capacity but is beginning to implement a number of innovative coding programs. Scratch, with its online community is where the students are starting to learn to program and share interactive media including stories, games, and animations. They are thinking creatively, working collaboratively, and reasoning well; skill-sets demanded of our changing society. Students have begun to apply these complex skills across a range of other digital technologies such as writing code for Sphero balls, web pages and electronic robots over the course of the year.



MUSIC EXTRAVAGANZA



The Music Extravaganza was created by staff to give students the opportunity to perform on a professional stage and showcase The Arts programs at Applecross Primary School. Students spent Term 4 in their Music and Visual Arts classes brainstorming ideas to perform at the end of the year, then produced a joint concert and Art Exhibition from these ideas. Other performing groups were invited to participate in the Event - including the Choir, String Ensemble and Parent Choir.

Professional services such as staging, lighting and sound were engaged in order to create a concert where all audience members could see and hear performances, and to create a special environment for students to perform. Parents, families and members of the community attended the evening and the feedback received was overwhelmingly positive.

STUDENT LEADERSHIP

The 2016 student leadership training and elections took place in Term Four of 2015 with Year Five students participating in the program. The focus is to ensure we provide training for all students to develop leadership skills and provide opportunities for them to engage these skills. Students are provided with five weeks of training in personal and public leadership which include topics of teamwork, organisation, responsibility and public speaking. Through the course there is opportunity for self-evaluation and reflection on student's skills and development as a role model.

Once the training was completed students were given opportunity to apply for a leadership role via written application and the delivery of a speech to the teachers as well as their peers. Once students were selected for the positions further training was implemented for the elected 2016 leaders.



These students had the opportunity to learn from the existing student leaders as well as Rangers undergoing their two day training. The enthusiastic involvement by students as well as the quality of training provided continues to develop the strength and effectiveness of Applecross Primary's leadership program.

DADS TUNING IN TO KIDS (TIK)

"Dads Tuning in to Kids" is a 6 week program that runs for two hours per session and scaffolds dads to learn the five-step process for emotion coaching. Dads TIK is an extension of the original emotion coaching parenting program 'Tuning in to Kids'. Dads TIK facilitates closer emotional connection between father and child and recognises the greater 'hands-on' involvement of fathers and actively provides strategies to use when influencing their child's development. Applecross Primary ran the program with 16 fathers completing the course in its entirety, resulting in participants citing greater capacity for empathy via coaching strategies and an opportunity to connect with other dads.

SCHOOL BOARD

Our School Board held elections for a number of vacant positions in 2016; once completed the Board settled into its role as the governing body of our school during 2016. With a number of new members taking up a position on the Board an induction session to support members to understand the role of School Boards was conducted. This proved to be helpful in the topics the Board dealt with during the year and in providing members with a directed process to support the school.

Topics/issues dealt with during the year included;

- School performance data review and recommendations
- Approval of Principal's strategy for school improvement and self-reflection
- Our school's Business Plan established in November 2015 after the school's previous external review was critically appraised during the course of 2016 with the view to modifying some of the direction outlined in the plan. With the sanction of the School Board the plan will be modified to reflect our current school profile and the direction the School Board has sanctioned for the school. Consequently during the course of the 2017 school year a revised plan will be developed.
- Review of school Student Behaviour Policy
- Review of school Homework Policy
- Support for the school budgeting process
- Participation in Principal selection
- Interaction with DoE regarding building provision at Applecross PS
- Support for Out of School Care provision
- Participated in National Opinion Survey

FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

ICT Improvement: During the year our school invested significantly in the improvement of our ICT infrastructure. Using the DoE WiFi Infill Program, we increased the capacity of our wireless cover across the school which has ultimately resulted in the students being able to access the wireless network no matter what part of the campus they are on. This in turn has improved dramatically the flexibility of our school as a learning resource.

Classroom Upgrades: Through the support of DoE three of our classroom built in 1955 received significant refurbishment. The installation of new storage units, whiteboards and carpeting has made these three rooms more conducive to a modern learning environment.

Reticulation of School Grounds: The upgrading of our grounds watering system and capacity during the year has had a dramatic effect on the school lawned areas and gardens. A more productive use of the Gardener's time (as opposed to pipe relocation for watering) has seen our school gardens improve and the number of maintenance issues in and around the school decrease.

Completion of Old Headmasters House Refurbishment: This significant project started in 2015 has resulted in the provision of an excellent flexible function center for the school. Meetings, student music classes, extension classes, staff retreat and extra-curricular classes are held in this Centre.

Rosalie Pavilion Refurbishment: Through negotiations with the Heritage Council and the Department of Education a complete refurbishment of the Rosalie Pavilion was completed during the 2016 school Christmas vacation period. This has allowed us to work with the P&C Association to plan for the development of a Science laboratory as well as making provision for a support teacher's office area and a maths resource storage area.

Staffroom Improvements: During the latter half of the year our school staffroom underwent a significant refurbishment with the replacement and improvement of the whole kitchen area.

New Playgrounds K-PP, Yrs 1-2: An emphasis of our early childhood programs is the development of cooperative and enquiry based learning. To support this we have designed and installed two nature play based playgrounds; one for K/PP and one for Yrs 1&2. Through significant support from our P&C Association these were made available to the students in the new school year (2017).

Under Cover Area Improvements: Significant improvements have been made to this area through the provision of a new physical education equipment storage facility, new access ways to storage areas off the stage and the ongoing support of our P&C Association provided for the installation of a new PA system.

BFI-D1787 Expenditure: In total \$133165 was expended from this area of our budgeting process. The more significant projects supported include;

- Staff Room refurbishment \$38,790
- New bike shelter \$10,906
- New flag pole \$1,969
- K-PP Playground fence \$4,035
- Installation of new blinds \$8,332
- ICT Wireless Infill prog. \$18,522
- Library refurbishment \$1,830

OVERALL ATTENDANCE TRENDS

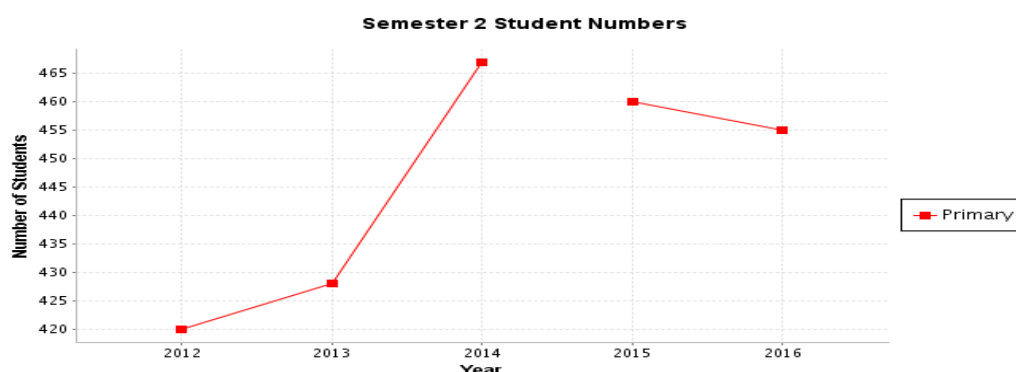
Collectively the tables below indicate that we have maintained an attendance rate above that of all WA Public Schools and above the government's targeted attendance of 95%. However observation of data related to attendance categories shows an increase in the "Indicated at Risk" category. While we are aware of this issue and know the individual students concerned it does present us with some challenges to work with particular families in relation to them understanding the importance of regular attendance.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	95.5%	94.8%	93.2%				95.5%	94.8%	92.1%
2015	95.7%	95.2%	93.8%	92.6%	90.1%	81.2%	95.6%	95.1%	92.7%
2016	95.5%	95.6%	93.7%				95.5%	95.6%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	89.2%	9.7%	0.6%	0.4%
2015	89.9%	8.3%	1.4%	0.2%
2016	87.4%	11.2%	0.6%	0.6%
Like Schools 2016	89.7%	8.0%	1.6%	0.5%
WA Public Schools 2016	77.0%	15.0%	6.0%	2.0%

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 the early years K-3. Consequently planning going into 2017 realised an extra primary class.



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(47)	63	70	68	70	69	68	47	502
Part Time	75								

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

	Kin	PPR	Pri	Sec	Total
Male	43	30	217		290
Female	32	33	175		240
Total	75	63	392		530

	Kin	PPR	Pri	Sec	Total
Aboriginal	2				2
Non-Aboriginal	73	63	392		528
Total	75	63	392		530

STUDENT DESTINATION

Destination Schools	Male	Female	Total
4002 Applecross Senior High School	13	16	29
4025 John Curtin College Of The Arts	2	4	6
1008 Santa Maria College		5	5
1107 Aquinas College	3		3
1152 Penrhos College		2	2
4042 Perth Modern School	2		2
4168 Shenton College	1	1	2
1277 All Saints' College		1	1
1299 Corpus Christi College	1		1
1432 Emmanuel Catholic College		1	1
1193 Hale School	1		1
1249 John Xxiii College		1	1
1149 Mercedes College		1	1
4048 Rossmoyne Senior High School	1		1
1171 Scotch College	1		1
1440 St George's Anglican Grammar School		1	1
1157 St Mary's Anglican Girls' Sch		1	1
1154 Wesley College	1		1

SCHOOL PERFORMANCE

REVIEW OF BUSINESS PLAN 2015 – 2017 TARGETS

Literacy: Reading Targets

- 1. Maintain or improve the performance of students relative to 2015 in each year level on the ACER Pat-Reading Comprehension tests throughout 2016-2017.**

It should be noted here that although the PAT testing regime provided the school with individual student performance and collated results/data from all tests administered by the school staff have determined that the collated information is not useful for indicating whole of school trends/patterns. It is useful for individual student planning however.

Therefore as a staff we have decided not to pursue this avenue of data collection beyond 2016. A review of our Data Collection Matrix early in 2017 will result in an alternative testing instrument.

- 2. Continue to match or exceed the performance of like schools in Year 3 and Year 5 reading based on NAPLAN results 2015-2017**

Schools listed in the table below are considered to be “like” Applecross based on their socio-economic data.

NAPLAN Mean Scores		Reading			
		2015		2016	
School	ICSEA	Yr 3	Yr 5	Yr 3	Yr 5
Applecross PS	1164	499	559	483	557
School Code					
5102	1174	486	565	450	545
5103	1160	467	552	488	530
5123	1152	466	532	460	510
5131	1179	506	544	501	559
5177	1141	472	550	471	542
5105	1171	479	530	466	530
5226	1170	489	572	456	553
5194	1146	446	535	503	551
5621	1165	482	567	483	533
5394	1143	454	536	480	545
5405	1143	442	537	487	541
5424	1171	485	545	503	541
5425	1148	466	519	485	551
5464	1173	494	554	471	560
5277	1167	480	534	479	564
5709	1147	485	546	467	522

- Our Yr 3 results in 2015 were exceptional given that of those schools that are considered to be similar to Applecross our students' average score for Reading exceeded all of them except one. Our Yr 5 results for this year although not as exceptional were still outstanding exceeding the results of all but three schools.
- Our 2016 results were not as successful as 2015 are still very good. The average of our Yr 3 students (483) is well within the range of scores of the group of similar schools (456 – 503). The Yr 5 student cohort result compares very well with similar schools with an average of 557 which is greater than all but three schools whose score were 559, 560 & 564.

Literacy: Writing Targets

1. Increase the number of students achieving year level aspirational writing improvement targets over 2015-2017.

This tool has proven to be not that useful as a measurement of student progress. Where the statements of achievement for each year level are excellent guides for a common approach for teachers to measure student achievement as a robust data gathering tool we have decided to stop using this instrument.

- * *To replace this tool the staff have developed an extensive “scope and sequence” resource document that outlines the minimum standard of skills/achievement we hope each child in Yrs K-6 will achieve.*

2. Maintain or increase the percentage of Year 3 students achieving in the top Writing NAPLAN performance bracket (levels 6-10), relative to our 2014 cohort.

Percentage of Students in each Proficiency Band

Year 3 Writing			
Band	2014	2015	2016
6 to 10	11.68%	40%	44.77%
5	41.55%	42.66%	35.82%
4	28.57%	14.66%	14.92%
3	12.98%	2.66%	4.47%
2	2.59%	0%	0%
1	2.59%	0%	0%

The achievement of our Yr 3 cohort in 2016 was outstanding in this area. The increase gained in 2015 has been improved again in 2016.

3. 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.

Percentage of students in each Proficiency Band

Band	Year 5 Writing								
	School			Like Schools			WA Public Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
8 to 10	12.06%	16.66%	13.43%	9.11%	9.21%	9.48%	3.5%	3.8%	3.2%
7	32.75%	33.33%	20.89%	22.97%	20.63%	22.68%	10.6%	11.6%	10.9%
6	34.48%	33.33%	43.28%	33.5%	36.58%	38.65%	23.7%	27.3%	30.0%
5	15.51%	14.58%	19.4%	28.49%	27.64%	23.52%	38.6%	35.7%	34.6%
4	3.44%	2.08%	1.49%	4.1%	4.26%	4.2%	11.6%	11.1%	13.9%
1 to 3	1.72%	0.0%	1.49%	1.79%	1.65%	1.44%	12.0%	10.5%	7.4%

Although our performance in 2016 was not as high as 2014 our students still outperformed both like schools and all WA Public Schools.

Literacy: Spelling Targets

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

Percentage of students in each Proficiency Band

Band	Year 3 Spelling								
	School			Like Schools			WA Public Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
6 to 10	40.25%	57.33%	55.22%	38.55%	37.34%	39.0%	19.0%	20.3%	20.4%
5	28.57%	22.66%	25.37%	29.08%	24.3%	27.96%	22.1%	18.6%	25.0%
4	20.77%	14.66%	17.91%	19.04%	20.62%	21.68%	23.2%	20.9%	23.3%
3	5.19%	5.33%	1.49%	8.06%	12.82%	7.49%	13.9%	20.3%	13.8%
2	3.89%	0.0%	0.0%	4.43%	4.45%	3.03%	15.1%	12.8%	11.9%
1	1.29%	0.0%	0.0%	0.81%	0.44%	0.81%	6.8%	7.1%	5.7%

This target has been achieved with exceptional results. Although our 2016 performance is a little down on 2015 the outcome is still exceptional

Maths

1. Increase the number of students achieving year level aspirational improvement targets over 2015-2017.

The use of this method of recording student achievement and therefore as a tool for measuring the attainment of our students has been of limited use. Planned for 2017 is the development of a scope and sequence document to reflect our minimum levels of achievement in Mathematics across K-6.

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

Percentage of students in each Proficiency Band – Yr 3

Band	Year 3 Numeracy								
	School			Like Schools			WA Public Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
6 to 10	35.52%	34.66%	39.39%	32.12%	35.94%	36.07%	13.0%	14.1%	15.2%
5	36.84%	37.33%	19.69%	31.18%	23.62%	28.76%	21.0%	17.3%	17.8%
4	14.47%	20.0%	15.15%	20.51%	20.94%	17.78%	22.8%	22.9%	22.1%
3	11.84%	6.66%	16.66%	11.95%	13.54%	13.51%	22.6%	23.6%	26.1%
2	1.31%	1.33%	7.57%	3.63%	4.92%	2.94%	15.3%	15.4%	14.1%
1	0.0%	0.0%	1.51%	0.58%	1.0%	0.91%	5.4%	6.6%	4.8%

Percentage of students in each Proficiency Band – Yr 5

Band	Year 5 Numeracy								
	School			Like Schools			WA Public Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
8 to 10	35.08%	25.0%	26.86%	22.63%	24.2%	31.89%	9.3%	9.1%	10.8%
7	17.54%	29.16%	20.89%	23.01%	22.95%	22.22%	12.4%	14.6%	12.9%
6	31.57%	29.16%	25.37%	31.71%	30.84%	26.88%	27.4%	24.4%	25.6%
5	8.77%	12.5%	20.89%	16.49%	16.73%	15.05%	24.7%	26.9%	28.0%
4	3.5%	4.16%	5.97%	4.47%	4.56%	3.58%	17.1%	20.0%	16.0%
1 to 3	3.5%	0.0%	0.0%	1.66%	0.69%	0.35%	9.0%	5.1%	6.7%

Band level achievement indicates our Yr 3 students have achieved extremely well when compared to similar schools where as our Yr 5 students have also achieved very well but in terms of numbers of students in the top level Bands (8-10) there is less representation (5%) when compared to like schools.

Science

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

During 2016 a review was conducted of this data collection intention and it was concluded that this instrument was not suitable for the collection of Science data across our school. With the support of the school Board an undertaking has been given to review this part of our data collection regime in time to analyse 2017 student performance.

Learning Environment

1. Improve the positive emotions of students Years 3 to 6 over the 2015-2017 period as measured by the ACER Social/Emotional Wellbeing Survey.
2. 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

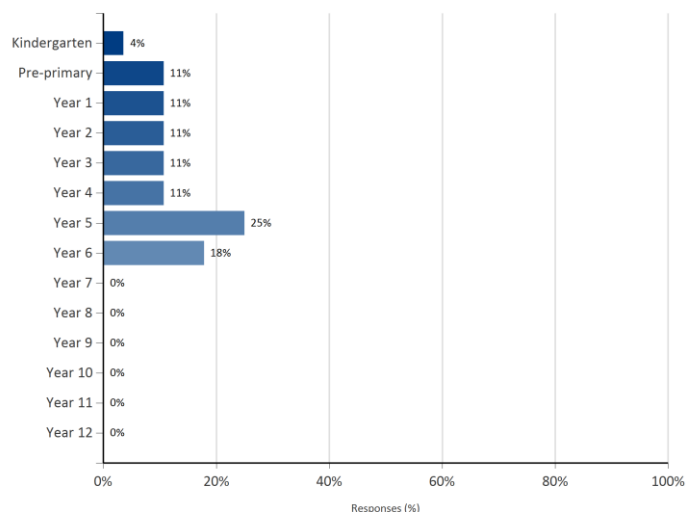
During 2016 a review was conducted of this data collection intention and it was concluded that this instrument was not suitable for the collection of Learning Environment data across our school. Anecdotal evidence collected by classroom teachers as well as the collation of Attitude, Behaviour, and Effort (ABE) data from the Semester One and Semester Two reporting process suggests that continued effort to improve the resiliency skills of our students is required. This has led to discussions regarding the re-emphasising of our PATHS program going into 2017.

With the support of the school Board an undertaking has been given to review this part of our data collection regime in time to analyse 2017 student performance.

NATIONAL SCHOOL OPINION SURVEY

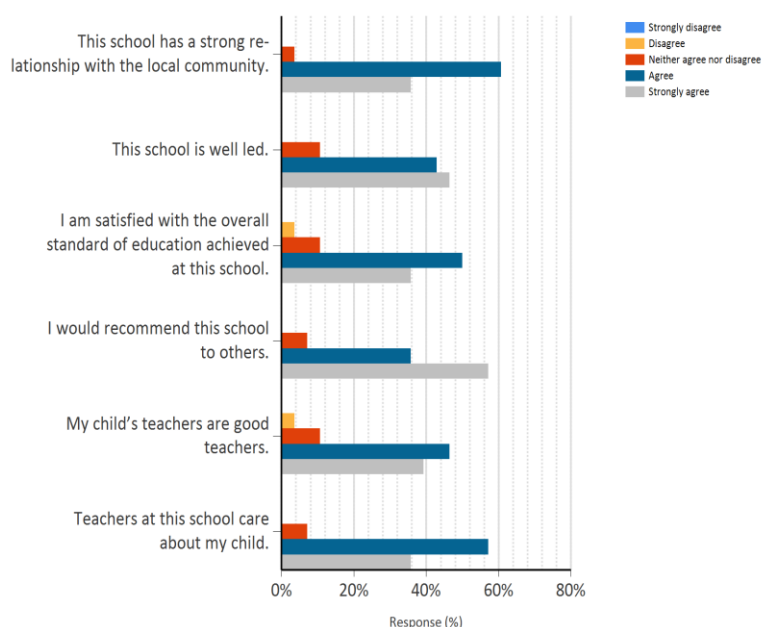
In 2016 our school participated I the National School Opinion Survey. The survey asks questions of students, staff and the parent body related to the operation of our school. A summary of responses is presented here.

Parent Survey

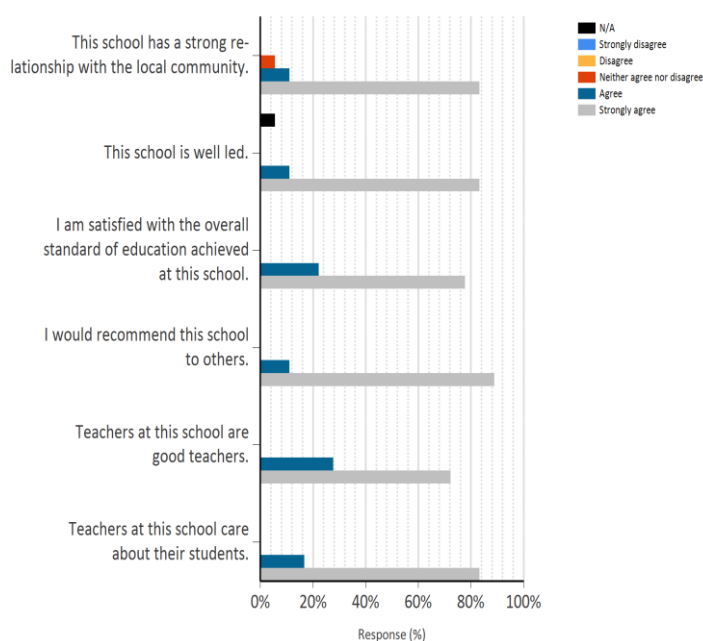


This graph indicates the spread of responses from parents across our school community. It has provided us with information/feedback from across our school.

Parent Response



Staff Response



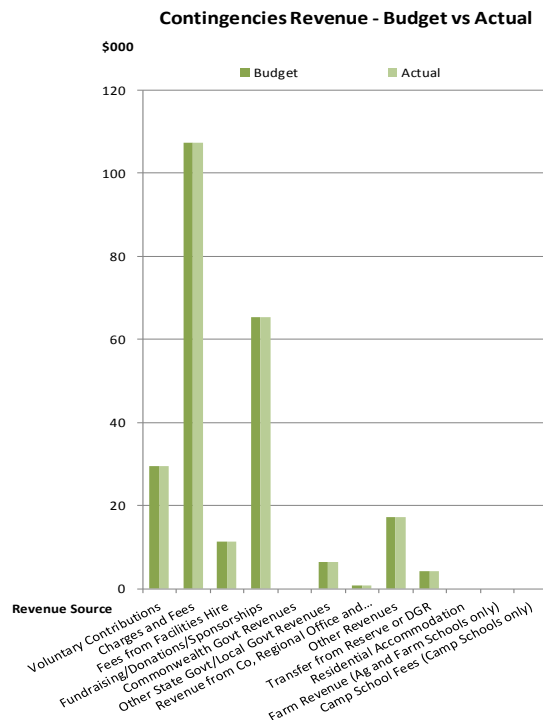
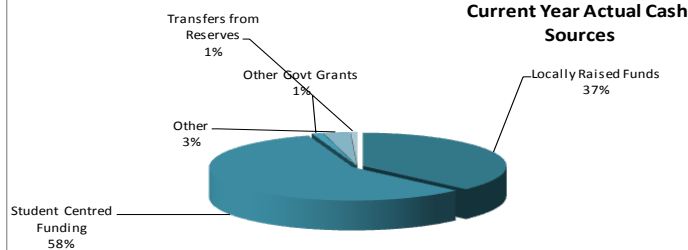
The overwhelming response from parents is positive with “agree” and “strongly agree” the opinion most offered for this set of questions. Further feedback indicated a positive response to and support of the Values program being run at Applecross PS. The same set of questions answered by members of the school staff offered an even more positive response as indicated.

FINANCIAL REPORT

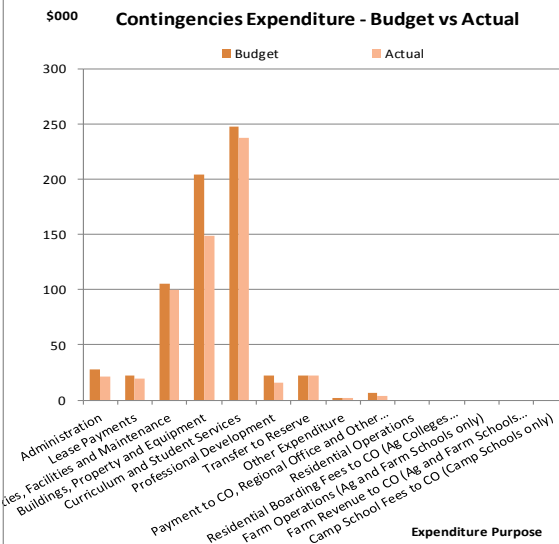
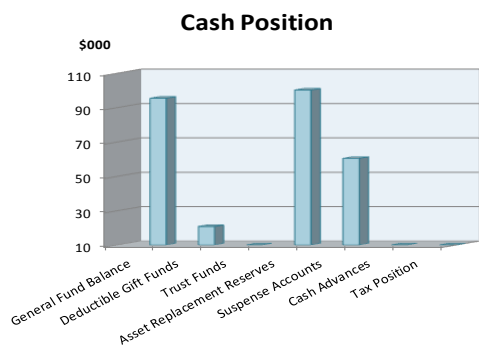


Applecross Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 29,437.00	\$ 29,437.55
2	Charges and Fees	\$ 107,452.00	\$ 107,452.80
3	Fees from Facilities Hire	\$ 11,363.00	\$ 11,363.63
4	Fundraising/Donations/Sponsorships	\$ 65,364.00	\$ 65,363.83
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 6,331.00	\$ 6,331.40
7	Revenue from Co, Regional Office and Other Schools	\$ 668.00	\$ 667.32
8	Other Revenues	\$ 17,348.00	\$ 17,348.51
9	Transfer from Reserve or DGR	\$ 4,262.00	\$ 4,262.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 242,225.00	\$ 242,227.04
	Opening Balance	\$ 92,840.00	\$ 92,839.71
	Student Centred Funding	\$ 330,583.00	\$ 330,582.94
	Total Cash Funds Available	\$ 665,648.00	\$ 665,649.69
	Total Salary Allocation	\$ 4,095,713.00	\$ 4,095,713.00
	Total Funds Available	\$ 4,761,361.00	\$ 4,761,362.69



	Expenditure	Budget	Actual
1	Administration	\$ 28,130.00	\$ 21,335.18
2	Lease Payments	\$ 22,000.00	\$ 19,685.40
3	Utilities, Facilities and Maintenance	\$ 105,350.00	\$ 99,940.63
4	Buildings, Property and Equipment	\$ 204,382.00	\$ 149,021.42
5	Curriculum and Student Services	\$ 247,057.00	\$ 237,189.57
6	Professional Development	\$ 22,500.00	\$ 15,412.45
7	Transfer to Reserve	\$ 22,500.00	\$ 22,500.00
8	Other Expenditure	\$ 2,271.00	\$ 1,938.14
9	Payment to CO, Regional Office and Other Schools	\$ 6,502.00	\$ 3,243.64
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 660,692.00	\$ 570,266.43
	Total Forecast Salary Expenditure	\$ 3,994,560.00	\$ 3,994,560.00
	Total Expenditure	\$ 4,655,252.00	\$ 4,564,826.43
	Cash Budget Variance	\$ 4,956.00	



Cash Position as at:	
Bank Balance	\$ 265,639.59
Made up of:	
1 General Fund Balance	\$ 95,383.26
2 Deductible Gift Funds	\$ 20,745.94
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 100,163.40
5 Suspense Accounts	\$ 60,386.99
6 Cash Advances	\$ -
7 Tax Position	\$ 11,040.00
Total Bank Balance	\$ 265,639.59

