



APPLECROSS
PRIMARY SCHOOL

ANNUAL REPORT 2017



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

*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 2017

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	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	5	4.8	0
Other Teaching Staff	27	21.7	0
Total Teaching Staff	32	26.5	0
School Support Staff			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	15	11.0	0
Total School Support Staff	21	15.0	0
Total	56	44.5	0

PARENTS AND CITIZENS

The P&C continued throughout 2017 to be a very strong avenue of support for the school and students. An already established commitment to the organisation of and participation in school activities was continued throughout the year resulting in numerous whole school events and financial support to the sum of \$78,700.

Resources acquired for student use as a result of P&C involvement consisted of two major projects. The establishment of a Science/Technology Centre and funding a Smart Board replacement program for the school.

Specific resources supplied by the P&C Association include;

- Technology resources such as Drones, Sphero Balls and iPads to support the implementation of Science, Technology, Engineering and Mathematics (STEM) curriculum area. Students and staff have made significant use of these in the short time they have been available to the school. Long term planning through the school's Business Plan has allowed for the implementation of this curriculum area over the next three year period.



- Replacement interactive whiteboards were purchased in a number of classrooms (4). This is the beginning of a whole school replacement program that the Parents and Citizens Association (P&C) has undertaken to support that will eventually see all 29 units replaced.
- A new kiln to support our school Arts program was purchased and donated by the P&C Association. This was the result of a highly successful art exhibition held at the school during term three.



ABORIGINAL CULTURAL AWARENESS

To continue the cultural awareness activities introduced in 2016, classroom teachers engaged in activities that allowed students the opportunity to gain a greater understanding of traditional and contemporary Aboriginal culture. An Aboriginal artist in residence was contracted to work with students to decorate seasons poles placed in the school's inner quadrangle with the whole activity aimed at enhancing the students' understanding of Aboriginal peoples' approach to the seasons as well as developing their artistic skills.



In December our community held an end of year function to celebrate the successful Music programme implemented across the school. During this event we took the opportunity to introduce to our school community our Aboriginal cultural mentor, Professor Simon Forrest who, as respected and recognised Noongar Elder welcomed the parents and community to the school's end of year festivities. This action signalled to our school community the importance we place on the part aboriginal people have and continue to play in our society.

PEDAGOGY: A COMMON APPROACH

In 2017 our Early Childhood team continued to develop and consolidate a common approach to pedagogy (Investigative learning) across years K-2. An inquiry, play based approach aimed at developing oral language and cooperative skills has emerged as a result of staff working together to present learning experiences that are suitable to Applecross children. A review of the approach was conducted in term four 2017 with modifications made to allow staff some individual licence within their own classrooms as opposed to replicating each classroom across K-2.



K-2 classrooms are arranged to stimulate cooperative learning between students

In 2018 students moving into the Year Three environment carry with them an expectation that they will be presented with the opportunity to use their skills of investigation and cooperation to learn and discover new information. To accommodate this expectation staff working with year three students are developing an approach within and across their classrooms that offers students an opportunity to discover new knowledge through cooperative based learning in the curriculum areas of Maths, Science and Humanities and Social Sciences (HASS).



Senior students work in classroom settings that require them to cooperate on research learning tasks. Individual learning styles are also considered when providing classroom furniture for the children to operate with.



GIFTED AND TALENTED EDUCATION

In 2017, our before school extension class undertook two challenges; the first required students to investigate the multi-cultural nature of Applecross Primary School, consider initiatives to support and recognise those families that come to our school from overseas and to present these ideas to our School Board for consideration. Students collaborated to collect data across the school and used a variety of technology to present their findings. As a consequence of their research and consideration two initiatives will be implemented during the course of 2018.



The second was an activity entitled “Global Cardboard Challenge” where students in years 2-6 were inspired by cardboard creations from around the world. Consequently they designed projects that had the potential to solve worldwide problems. The workshops were structured to challenge the students thinking and build their skills in designing and building prototypes, models and products. Each week they learnt more and more about the types of cardboard and ways to cut and join cardboard. This project provided the students with an opportunity and the skills to solve problems creatively and apply their learning to real life situations.



NUMERACY INTERVENTION

Applecross Primary School has a long tradition of working closely with tertiary institutions to both improve student learning and advance staff knowledge of how children learn best. To this end we are currently working closely with Curtin University and Notre Dame University to assist identified students to develop specific maths skills and to also support staff in their understandings of how children learn mathematical concepts. Our focus is centered on the importance of developing foundation skills, the relevance of using concrete materials to both teach and learn mathematical concepts and students’ ability to work flexibly with a wide range of numbers and mathematical concepts. This flexibility is known as multiplicative thinking.



Staff participated in professional development on multiplicative thinking

Undergraduate students (Bachelor of Education) from Curtin University worked with identified students in years 3-6 on a weekly basis (before school) to develop their foundation skills and knowledge to enable them to think multiplicatively.

LUNCHTIME ACTIVITIES PROGRAM

During 2017 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 and coding during the year we added Droning to the opportunities students are offered.

Although the attendance at these sessions is voluntary and 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.



EDUCODE PROGRAM

Our Educode courses focus on developing 21st century skills designed especially to cater for the needs of the students at Applecross Primary School. The lower primary students developed their computational thinking skills using robotics and specialised software to explicitly develop computational thinking skills and the middle and upper primary students further developing their skills in digital animation, digital game design and 3D design and printing.



All classes are aligned with the West Australian Curriculum and include the following concepts;

Computational Thinking

- Decomposition: Breaking down data, processes, or problems into smaller, manageable parts
- Pattern Recognition: Observing patterns, trends, and regularities in data
- Abstraction: Identifying the general principles that generate these patterns
- Algorithm Design: Developing the step by step instructions for solving this and similar problems

Computer Coding

- Learn how to create programs using the block-based interface and or text based coding.
- Gain an understanding of loops.
- Apply programming concepts to build games

Robotics

- Practice math skills while calculating new distances based on time and speed to deepen understanding of the relationship between the three measures.
- Generate and solve patterns based on color and time durations.
- STEM challenge activity involving construction, coding and team work.

DIGITAL TECHNOLOGIES PROJECT (DREAM)

The Applecross DREAM project is an innovative learning hub designed to connect a cluster of neighboring primary schools with the integration of digital resources in readiness for the implementation of the Technologies curriculum from 2018. Together with staff from nine local schools we have developed and shared a wide range of resources and and class based activities that will ultimately assist teachers from each of the participating school to implement the new curriculum.



MUSIC EXTRAVAGANZA

The Music Extravaganza gives 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 classes brainstorming ideas to perform at the end of the year, and then produced a concert and from these ideas. Other performing groups were invited to participate in the Event - including the Choir and drumming group.

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.



SCHOOL BOARD

The 2017 school year was a period of reflection and planning given that our school's three yearly review as an Independent Public School was conducted late in term one. The Review, being a time for the school to assess its progress against the goals outlined in the Business Plan resulted in very positive and constructive feedback. Commendations were received for the school introducing an early years play-based pedagogy, staff involvement in the school's operations, innovation and leadership around digital technology a robust self-review process and the strong financial support received from the P&C Association. In addition the Board itself was commended on both its awareness and purpose around the school's changing community demographic, and achieving a balance between maintaining academic performance and overall student wellbeing.

The completion of the review aligned to our Business Plan 2015-2017 has subsequently meant a large portion of 2017 was spent on developing and refining the new Business Plan 2018-2020. This process has resulted in a draft document which is due for formal ratification early in the 2018 school year.

The Board also spent a significant amount of time in 2017, reviewing its own processes and procedures including the Terms of Reference, Code of Conduct, and Induction Process and Package. These are available through access the school web site.

****For detailed information related to the outcome of the Department of Educational Service Review of our Business Plan see the PERFORMANCE section elsewhere in this report.***

FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

Disabled Access: In association with the Department of Education the school's disabled access facilities have been significantly improved. Wheelchair access to the old principal's house, the Rosalie Pavilion and the schools inner quadrangle have been built as well as the access ramp to the western end of the main building being upgraded. In addition a disabled bay and access pathways have been installed in the school car park.

Classroom Upgrades: Through the support the BFI-D1787 (Building Fund) classrooms 6&7 received significant upgrades. This consisted of complete internal refurbishment upgrading storage space, pinup boards and painting. The total cost of these upgrades was \$30000.



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%. Observation of data related to attendance categories shows a slight increase in the "Indicated at Risk" category however this is still an issue for consideration. Knowing the individual students concerned it does present us with some challenges to work with and in particular their families in relation to them understanding the importance of regular attendance.

Attendance Rates

	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%
2017	95.5%	95.6%	93.8%	90.1%	90.2%		95.6%	95.6%	92.7%

Attendance Categories

	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%
2017	87.6%	10.2%	1.4%	0.8%
Like Schools 2017	86.9%	8.9%	1.2%	0.4%
WA Public Schools 2017	77.0%	15.0%	6.0%	2.0%

SCHOOL ENROLMENT PROFILE

Our enrolments Yrs P-6 continued to increase over the course of 2017 as predicted going into the start of the year. This rate of increased slowed towards the end of the school year lessening the likelihood of having to plan for a further increase in classrooms moving forward.

Student Numbers (as at 2017 Semester 2)

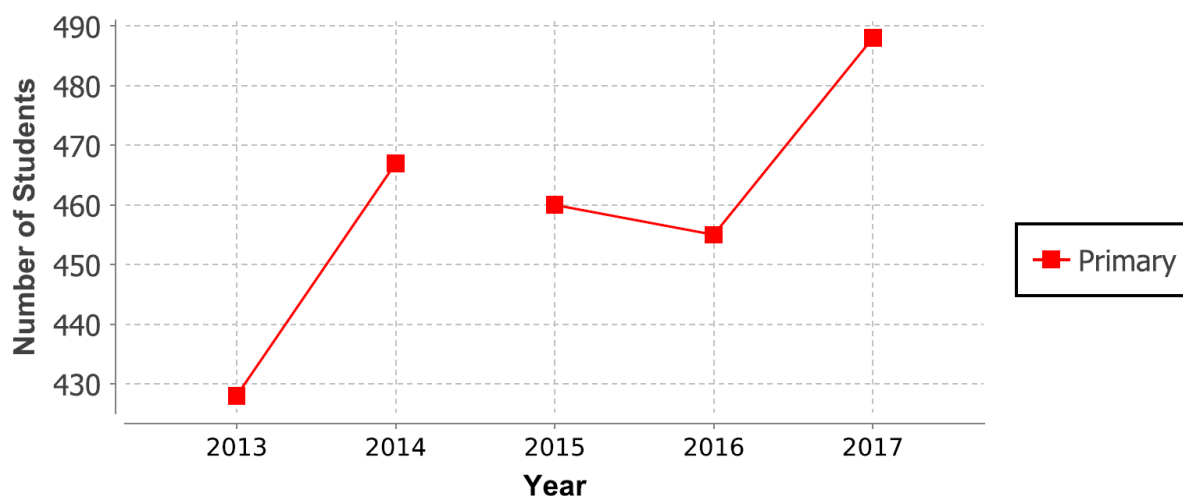
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(47)	81	65	66	69	68	66	73	535
Part Time	77								

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

	Kin	PPR	Pri	Sec	Total
Male	49	46	220		315
Female	28	35	187		250
Total	77	81	407		565

	Kin	PPR	Pri	Sec	Total
Aboriginal		2			2
Non-Aboriginal	77	79	407		563
Total	77	81	407		565

Semester 2 Student Numbers



STUDENT DESTINATION

Destination Schools	Male	Female	Total
Applecross Senior High School	16	10	26
Wesley College	5		5
All Saints College	1	3	4
Aquinas College	3		3
Santa Maria College		2	2
CBC Fremantle	1		1
Churchlands SHS		1	1
John Curtin College Of The Arts		1	1
Kennedy Baptist College		1	1
Mazenod College	1		1
Penrhos College		1	1
Perth Modern School		1	1

SCHOOL PERFORMANCE

During 2017 Applecross Primary School underwent an external review conducted by the Department of Educational Services. The following information is a synopsis of the review findings in relation to the performance of Applecross Primary School.

Review of Business Plan 2015-2017

The current business plan outlines the strategic approach for the school; describes key focus areas, strategies, school performance milestones and student improvement targets. The school board, staff and community were involved in the development of the current business plan; however it was critically appraised during 2016 by the board, principal and leadership team with the view to modifying some of the directions outlined in the plan. Consequently during 2017, a revised plan was developed to reflect the direction the school board has sanctioned for the school.

It was noted that the school's 2016 self-review process indicated data gained from measurement of six of the 12 targets was not as productive or useful as expected. The opportunity was taken with the support of the board, to discontinue these data collection tools in 2017 and seek alternatives.

Areas of strength

- The comprehensive and robust review process.

Areas for improvement

- Setting of clear, explicit and measurable improvement targets.

Teaching and Learning

Five key focus areas are identified in the Business Plan 2015–2017: Curriculum, Expert Teaching, Learning Environment, Resources and Partnership. A set of strategies and milestones complement each focus area. Achievement targets are identified for the focus areas of curriculum, expert teaching and learning environments, with aspirations rather than targets described for resourcing and partnerships.

Three targets were set in Writing. The tool to measure the first target regarding increasing the number of students achieving aspirational targets proved not to be useful as a measurement of student progress. As a replacement, the staff have developed an extensive document to be used from 2017 that outlines standards of skills and achievements expected of each child K–6.

The second Writing target to maintain or increase the percentage of Year 5 students achieving in the top NAPLAN proficiency band (8 and above) has been achieved (13.43%) against both like-schools (9.48%) and all WA Public Schools (3.2%). Similarly, the third target to maintain or increase the percentage of Year 3 students achieving in the

top NAPLAN proficiency band (6 and above) has been strongly achieved (44.77%) against both like-schools (29.62%) and all WA Public Schools (12.2%).

Spelling target referred to the percentage of Year 3 students achieving in the top NAPLAN proficiency band. Once again the school performance (55.22%) was strongly achieved against both like-schools (39%) and all WA Public Schools

Two Numeracy targets were set. Firstly to increase the number of students achieving aspirational targets. Once again the tool to measure this target was deemed to be of little use by staff and the leadership team for recording and measuring student attainment. An extensive document has been developed that outlines standards of skills and achievements expected of each child K–6.

The second Numeracy target referred to both Year 3 and 5 NAPLAN results matching or exceeding the performance of like-schools. Though this target has not been met yet, results for Year 3 of 441 and Year 5 of 538 remain well within the range of scores for like-schools of 424–489 for Year 3, and 523–567 for Year 5.

The school has acknowledged the need to address the performance levels of all students in the middle and lower proficiency bands in both numeracy and literacy.

Heavy investment in information and communication technologies (ICT) infrastructure has ensured students and staff are able to access up to date online communications. Wireless technology enables students to access the internet anywhere in the school grounds. Active Coding classes and the use of drones is a feature of student experiences. The school is currently leading an initiative offered by Curtin University (DREAM Project) with a cluster of 10 schools, to ensure digital technology remains relevant and at the forefront of teaching and learning at Applecross Primary School.

Areas of strength

- The introduction of a K–2 play-based pedagogy.
- Staff involvement, innovation and leadership in digital technology.

Areas for improvement

- The next business plan should include targets to improve the performance of students in the middle and lower proficiency bands.
- Embed a whole-school performance development/management process to complement the development of an expert teaching team.
- Embed a whole-school monitoring process to ensure a clear link between classroom planning, operational planning and strategic planning.
- Refine and refocus whole-school practices and programs to support the development of life skills including resilience in students.

Student Performance Monitoring

Findings

- The principal and leadership team lead all staff in collaborative processes to interrogate and analyse NAPLAN data. Comprehensive review documentation of student performance is available detailing comparison to past performance, like-schools and geographically close schools. In addition is a summary of performance against the targets set in the Business Plan 2015–2017.
- Operationally, the school structure is in two sub-schools: K–2 and 3–6 lead by the two deputy principals. Each sub-school meet regularly allowing for a more specific focus at year level and on the phase of learning. A committee structure ensures representation from each learning phase for each committee. Together the structure enables collaboration, monitoring and accountability at the horizontal and vertical level across the school and learning areas. Staff relationships are supportive, collegiate and respectful.

- As indicated in school performance and monitoring system data, teacher grade allocation judgements are not well aligned with NAPLAN student achievement results for numeracy and literacy. The school has recognised the need to further address teacher learning and practice in this critical area of assessment.
- The self-assessment audit against the National Quality Standard (NQS) indicated the school is working toward meeting Standard 2 and 3. All other standards have been met. The Office of Early Childhood Development and Learning, Department of Education conducted an external validation of the self-review audit in November 2016.
- The performance and achievement of the school including progress against business plan targets, is detailed in comprehensive, publicly available annual reports. Results of opinion surveys, board and Parents and Citizens' Association (P&C) updates as well as notable events are included and provide the community with an overview of the achievements and activities of the school. It is noted however that the key focus areas of Resources and Partnerships are not included.
- The increased cultural diversity in the student population influences program delivery and the inclusion of specialist English as an additional language or dialect (EAL/D) teaching staff to meet the specific needs of these students and high parent expectations for their children's academic achievement is acknowledged and implemented in the school.

Areas for improvement

- Develop practices to align teacher judgements to student achievement and progress.

Program Delivery

Findings

- At Applecross Primary School, education programs that are designed and delivered to meet the needs of students and are in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997* are provided. The Western Australian curriculum is being implemented according to the mandated timelines.
- Whole-school approaches to planning, pedagogy and program delivery are being refined. The development of a whole-school literacy plan; the proposed equivalent for numeracy, based on the ENVISION mathematics program from PP–6; technology based around the DREAM (Deeply Reflective Engagement and Mastery) project and the cross-curricula principles of STEAM (Science, Technology, Engineering, The Arts and Mathematics), augers well for providing students with rich, seamless learning experiences. The scope and sequence programs for years K–2 are based on the Early Years Framework and the Kathy Walker experiential play-based learning philosophy. The SMART words program is used throughout the school to address an identified need to improve spelling, grammar and punctuation.
- In conjunction with Curtin University, the school is a 'lighthouse' school in the DREAM project. There is a clear path forward for increasing teacher proficiency in ICT and the mandated implementation of design and technologies and digital technologies in 2018. The leadership, staff and board identified a focus to revive science through cross-curricula links to technology and the arts. The Rosalie Pavilion has recently been renovated and is currently being established as a science resource centre. Considerable resources have been spent in upgrading facilities, hardware and software infrastructure including Wi-Fi throughout the school, enabling a more flexible use of spaces and enhancing student learning.
- Programs in music, physical education, health and the arts are delivered by specialist teachers from Years 1–6. French is taught in Years 3–6. There was strong evidence of the French, music and art teachers working together to provide students with cross-curricula learning experiences. The annual school musical productions and art exhibitions featured strongly.
- Students have the opportunity to extend and enrich their learning experiences through a range of extra and cross-curricula programs such as PEAC (Primary Extension and Challenge) program, additional literacy boost classes, doing maths-online, learning an instrument through the School of Instrumental Music, playing interschool sport, joining a learning extension group that oversees projects such as designing and building a play-based nature playground and joining the school choir.

- Teachers and parents have enthusiastically embraced the introduction of the Kathy Walker pedagogy in K–2 after the initial concerns raised by both groups were addressed. Teachers and parents now perceive the program as a wonderful opportunity to develop the ‘whole student’ through play-based experiential learning and complementing explicit teaching of literacy and numeracy skills. Teachers feel they ‘know’ their students at a much deeper level than previously.
- As a result of implementation of the Walker Learning program in K–2, the classroom environment has been changed to be more investigative/enquiry-based. Staff and parents report experiences are provided for children to develop skills for life including resilience, problem solving, creativity thinking skills, self-concept and intrinsic motivation. Consideration is occurring as to how this approach can be adapted, refined and extended into years 3–6 to continue to develop these life skills in a whole of school focus. The K–2 team, led by the deputy principal, are to be complimented on the way in which they implemented the Kathy Walker program as a valuable model in how to manage ‘change processes’ when implementing programs to improve both academic and non-academic student learning.
- There is a strong culture of continuous improvement and innovation at Applecross Primary School in which program delivery takes place. This culture should be further strengthened with the impending completion and implementation of the ‘Measuring Our Effectiveness’ self-review initiative as it begins to direct policies and procedures including school planning, staff selection and induction.
- Individual educational plans (IEP) and group educational plans (GEP) are prepared for students at educational risk or having special needs. Plans are developed and reviewed in a collaborative case management approach. The increased time allocation for the learning support coordinator, is providing for a more effective monitoring and delivery of programs for students. Teachers and parent appreciate the high level of support and communication between them and the team led by the learning support coordinator. EAL/D students are supported by specialist staff. Parents, teachers and board members spoke very highly of the programs and believe that the differentiated curriculum and support the student receives has made a difference in their learning experiences.
- A set of values developed by the school community form the basis of student behaviour expectations. Bright colourful displays of these values and the associated behaviours, are displayed in several places throughout the school.
- Students participate in leadership programs, are acknowledged for displaying values and participate in events through the year to develop citizenship skills supported by the chaplain and values committee. There is ample opportunity for students to become ‘leaders’ at several different levels including school prefect, house leader, duty ranger, a class monitor, flag bearer or conducting the morning fitness program.
- There was evidence of strong communication networks between teachers, parents and students. National School Opinion Survey results were very positive indicating that parents held a high level of satisfaction with the school. Discussions with parents and board members confirmed that they felt welcome, engaged and informed. Students felt they were safe at school, all were treated equally by staff and that students accepted each other without prejudice; they felt confident to approach staff if this was not the case.
- Routines and responsibilities in the school support a safe and orderly environment. The Managing Student Behaviour guidelines are explicitly taught and Protective Behaviours is taught as part of the health program. Students indicated they felt safe at school and were aware of procedures should there be an emergency. There was evidence of a caring culture where students were valued and supported both within the classroom as well as in the playground. Relationships were respectful and appropriate.
- Board members, staff and parents acknowledge the increasing trend in anxiety levels in students within the school and broader societal community. They support the teaching of the PATHS (Promoting Alternative Thinking Strategies) program in years 1–6 and the You Can Do It program in years K–PP. Both programs target the development of social and emotional competencies and increasing resilience. The art and physical education teachers have introduced meditation in their programs.
- The chaplain’s role is considered integral in providing pastoral care to students on a one-to-one basis. Students ‘see’ the chaplain as an adult, other than a teacher, whom they can approach often in the playground at recess and lunch. A psychologist is also available for one-to-one referrals and to provide teachers with advice.
- The school has policies in place to ensure the safety and welfare of students on and away from school premises, and on school activities, in accordance with Department of Education policies. Staff are trained in First Aid and teachers are clearly visible when on playground duty. Students assist as duty rangers during recess and lunch; they too wear ‘high-vis’ vests. A dedicated telephone phone is available when on school

excursions. Supervision of the K–2 area is based on NQS principles outlined in QA2 Children’s Health and Safety, and QA3 Physical Environment.

- The playgrounds and play equipment at Applecross Primary School are well maintained and students can enjoy playing without undue risks of injury.
- The day-to-day management of the school’s program delivery is efficient. The principal’s leadership style is one of empowerment and accountability. Staff indicated they appreciated this and are now more willing to take on additional duties and responsibilities such as becoming leaders in their own curriculum teams, being co-ordinators of one of the 12 committees, or being the resource teacher for science and technology
- The workforce plan is primarily the tool used to ensure the sustainability of program delivery that promote learning and well-being for all students. It is thorough and provides guidance for staffing requirements up to 2021.

Areas of strength

- The acknowledgement by the staff, parents and board of the importance of a balance between academic excellence and mental, social and emotional well-being.

Areas for improvement

- Revive and embed the science program within STEAM, to take full advantage of the upgraded dedicated science facility.
- Refine and embed whole school approaches to planning, pedagogy and program delivery.

Conclusion

Applecross Primary School continues to be a well-respected, high functioning and high performing school. A clear improvement agenda focused on student wellbeing and achievement is evident in a safe and nurturing learning environment.

There is evidence of a strong school community culture focused on the development of the whole child. High expectations of all students and staff are embodied in academic and non-academic improvements and supported by high levels of parent engagement.

Despite disruption to the leadership and staff during 2015 and 2016, overall school performance data indicates the standard of student achievement and progress has not been unduly affected, confirming the school remains effective and well-functioning.

An effective, highly competent and involved board is in place with members committed to being fully and closely engaged in their governance role as the school moves into its third Delivery and Performance Agreement (DPA).

The school community takes great pride in the heritage status of the school’s original buildings dating from 1905. All the buildings and facilities remain functional and in use in the educational program including a function centre, original principal’s house and a period classroom of 1913.

Though students continue to perform well with student results in the top 15% of all Australian schools, the school has recognised and is addressing the student progress trend.

The leadership and staff have a focus on further developing a strong collegial and collaborative culture that is intent on building professional capacity and excellence in learning and teaching.

NAPLAN Results 2017

(National Assessment Program Literacy and Numeracy)

A Snapshot

This is an overall summary of our school.

The table below gives an overall performance of our school and in doing so provides data that compares over a two year period. The following points can be made about this information;

- The school NAPLAN mean has increased over the period 2015 -2017
- Our relative achievement continues to be higher than system expectations
- Although our students achieve at a level above expectation their progress is less than expected, especially in English.

Performance		
Student Academic Achievement		
Teacher Judgement		
NAPLAN		
	2016 (2015 - 2016)	2017 (2016 - 2017)
Overall Absolute Achievement	1.7	1.9
- Trend		↔
- Change		↔
Overall Relative Achievement	0.79	0.55
- Year 3	0.04	0.19
- Year 5	0.17	0.91
- Year 7		
- Year 9		
Overall Progress	0.14	-0.58
- Numeracy	0.16	-0.04
- Reading	-0.22	-0.71
- Writing	0.14	-0.55
Student Non-Academic Achievement		
Teacher Judgement		
Attendance		
Suspension		

NAPLAN means for reading, writing and numeracy across all year groups tested in the school, averaged and standardised. Expressed as a standardised score.

NAPLAN mean scale score for reading, writing and numeracy, for the current and previous years, across all year groups tested in the school, averaged and standardised against the school's ICSEA. Expressed as a standard deviation (SD) from the expected mean scale score, based on ICSEA.

- More than one SD above the expected mean
- More than half to one SD above the expected mean
- Within half SD above or below the expected mean
- More than half to one SD below the expected mean
- More than one SD below the expected mean

Comparison of NAPLAN mean scale scores in reading, writing and numeracy, for the stable cohort of students tested in two test cycles, across all year groups tested in the school, averaged and standardised. Expressed as a standardised score.

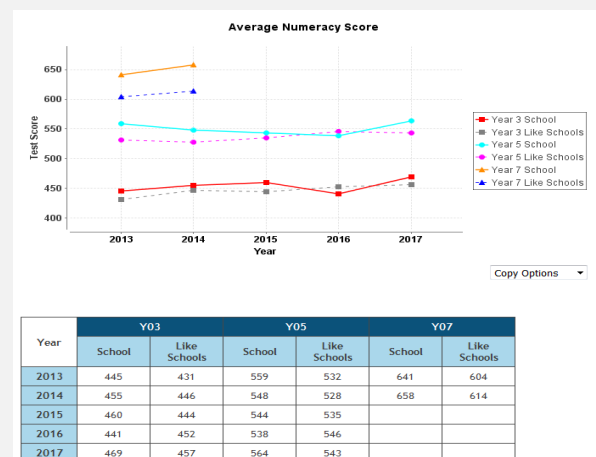
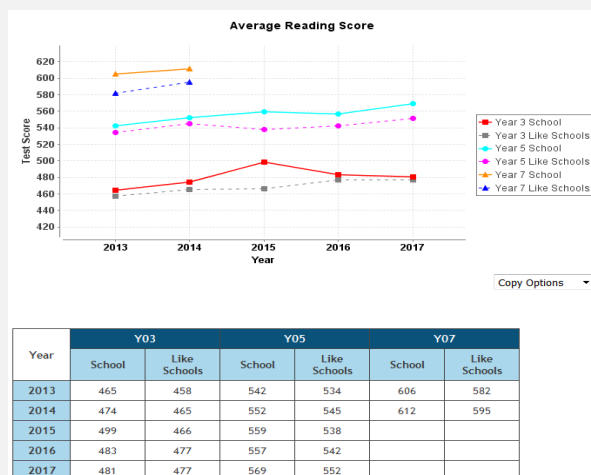
- More than one SD above the average progress
- More than half to one SD above the average progress
- Within half SD above or below the average progress
- More than half to one SD below the average progress
- More than one SD below the average progress

Comparative Performance Summary 2015 – 2017 for Years Three and Five

	Year 3			Year 5		
	2015	2016	2017	2015	2016	2017
Numeracy	1.1	-0.2	0.7	0.3	-0.4	1.5
Reading	1.1	0.4	0.0	1.4	-0.1	-0.1
Writing	0.4	0.3	-0.6	1.0	0.6	-0.5
Spelling	1.2	1.2	0.8	0.2	-0.8	-0.5
Grammar & Punctuation	1.4	0.8	-0.1	0.6	0.4	0.9

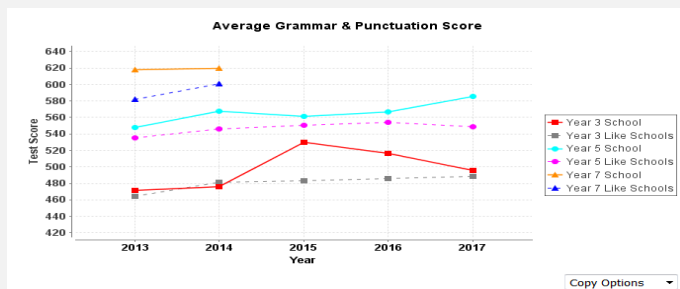
This table gives us a summarised version of the performance of both year levels over a three year period. At a first glance most performances by the various cohorts are positive with Numeracy, Reading and Grammar & Punctuation being the three strongest areas of performance. A decline in performance by both Year levels in Writing for 2017 is not a surprise to us and confirms the data the school currently has in relation to performance in this area.* Spelling for our year five students has declined over the past two cohorts and also confirms the school's position on the need to continue to improve in this area.

Average Scores over Time Years 3&5

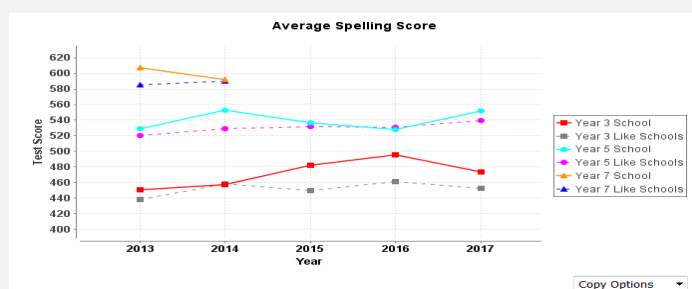


Points to note;

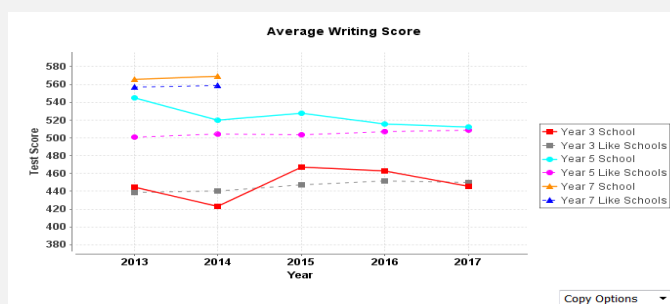
- In both year levels for **Reading** our students have consistently scored higher averages than like schools over a five year time period.
- This is also the case for **Numeracy** other than in 2016.
- The average score for both year groups has increased over the five year period. This could be a sign of "value adding".



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2013	471	465	548	535	618	582
2014	476	481	568	546	619	601
2015	530	483	562	551		
2016	516	486	567	554		
2017	496	489	586	549		



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2013	451	439	529	520	607	585
2014	458	459	553	529	592	590
2015	482	450	536	532		
2016	495	462	528	531		
2017	474	453	552	540		



Year	Y03		Y05		Y07	
	School	Like Schools	School	Like Schools	School	Like Schools
2013	444	438	545	501	566	557
2014	423	440	520	504	569	558
2015	467	447	527	504		
2016	463	452	515	507		
2017	445	450	513	509		

Points to note;

- 2018 year four cohort will require some support in **Writing**. Their performance is considerably weaker than previous cohorts and is behind that of like schools.
- The performance of consecutive year five cohorts has fallen away over the five year period in **Writing**. Although their performance (average score) is consistently above like schools some attention needs to be paid to the reasons why this trend is occurring.
- The performance of both year groups over time

in **Spelling** is outstanding. This is an endorsement of the program currently running at Applecross. **Our staff has expressed a concern with our students' ability to spell in context when writing.**

- The performance of both year level in **Punctuation & Grammar** continues to be outstanding with averages constantly above like schools.

Proficiency Band Information

Proficiency Bands indicate levels of achievement each child moves through as they progress. The National Minimum Benchmark is set at a particular Band level for each year level (3 & 5); Level 2 for year three and Level 4 for year five. Students at Applecross who are achievement at or below this minimum standard could be considered to be “at risk” in their progress and potential attainment. Our independent review finding (2017) suggested that our next Business Plan should include targets to improve the performance of students in the middle and lower proficiency bands. This can be done by implementing IEPs and GEPs for these identified students as well as defining realistic and measurable targets for the number of students in the upper proficiency bands, thus lowering the number of students in the lower bands.

The data presented on the following tables suggests that there have been significant improvements in this area between 2016 and 2017 NAPLAN results. These differences are highlighted on each table. It also reinforces that **Writing** should be an area of priority for us moving forward.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Band	Numeracy							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								

Band	Reading							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								

Band	Writing							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					13%	9%	6%	11%
7					21%	23%	27%	21%
6	45%	30%	21%	28%	43%	39%	42%	38%
5	36%	42%	53%	45%	19%	24%	19%	25%
4	15%	22%	18%	18%	1%	4%	3%	3%
3	4%	5%	6%	8%	1%	1%	2%	2%
2	0%	1%	0%	1%				
1	0%	0%	2%	0%				

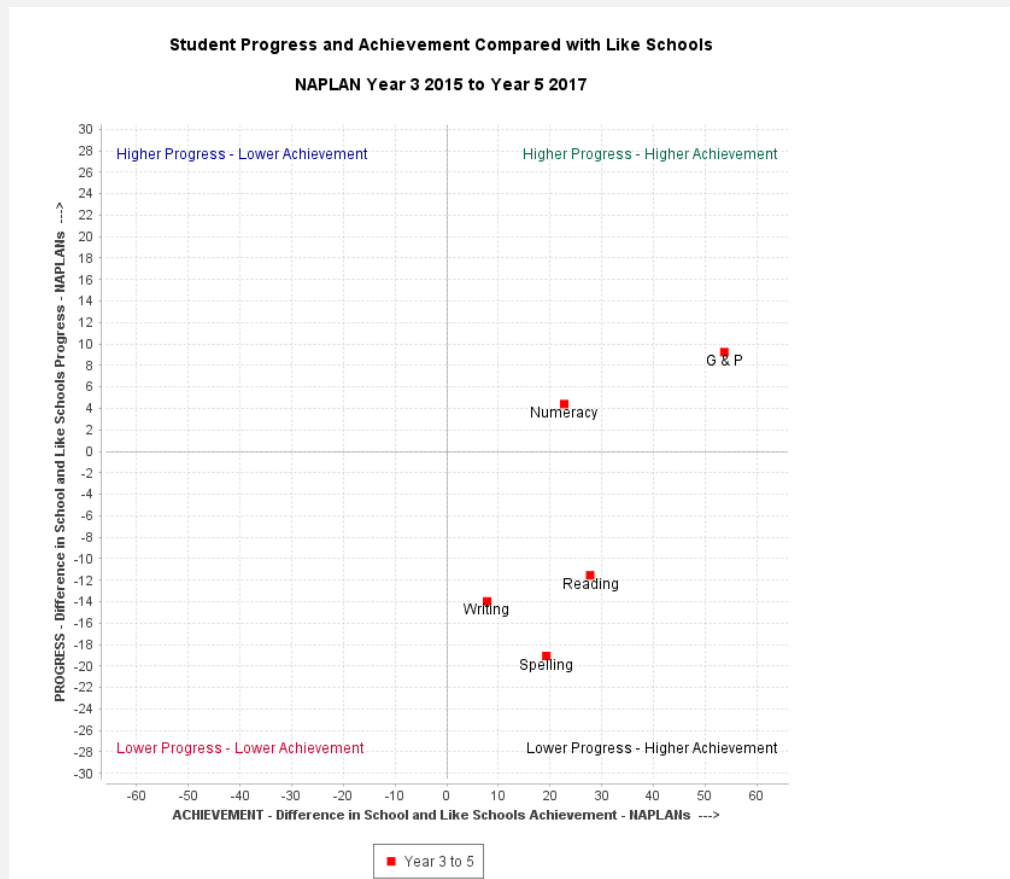
Band	Spelling							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					21%	22%	34%	28%
7					28%	25%	27%	27%
6	55%	39%	50%	38%	31%	33%	27%	30%
5	25%	28%	24%	25%	12%	16%	11%	12%
4	18%	22%	20%	21%	6%	3%	0%	2%
3	1%	8%	5%	10%	1%	1%	0%	1%
2	0%	3%	0%	5%				
1	0%	1%	2%	0%				

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2016		2017		2016		2017	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					42%	35%	53%	38%
7					21%	27%	15%	17%
6	64%	53%	58%	53%	16%	21%	24%	25%
5	18%	20%	24%	25%	12%	12%	3%	10%
4	13%	14%	12%	11%	7%	5%	5%	7%
3	3%	4%	2%	6%	1%	1%	0%	3%
2	1%	3%	3%	3%				
1	0%	1%	2%	2%				

It is reassuring to note that in all but one curriculum area Year Five Numeracy, the percentage of Applecross students in the top proficiency bands for both year levels and all curriculum areas is greater than like schools.

Progress and Achievement

This is an important measurement as it indicates the level of growth of our students as they move from Year 3 to Year 5. The quadrants speak for themselves with the most desirable quadrant being High Progress – High Achievement; however this is a difficult statistic to maintain. The graphic below indicates that our students are very high achievers, with this pattern established as early as Year 3. While we maintain high achievement high progress is a little more difficult to gain in association. We are able to do this in both Number and Grammar & Punctuation, however Reading, Writing and Spelling present a challenge in this area. This graphic indicates that our own nomination of Writing and Spelling (in combination) are areas that we need to place some priority on.



CONCLUSIONS

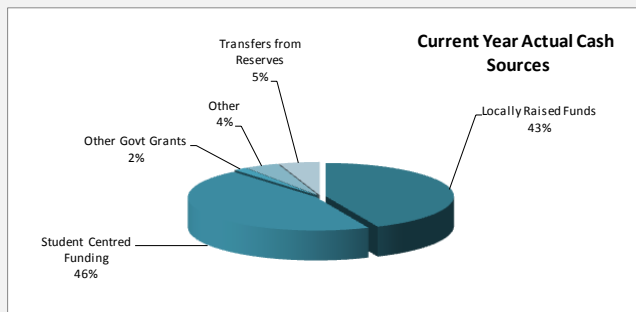
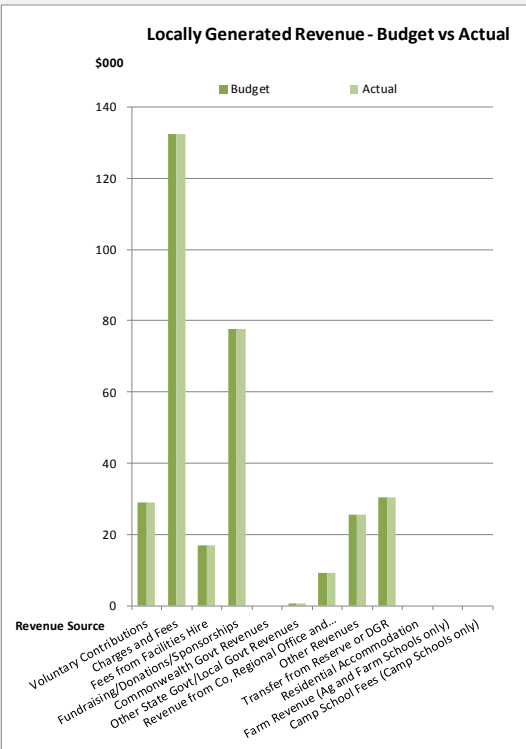
- Our students have again achieved very high results in this annual testing regime.
- In comparison to schools that are like Applecross in socio-economic profile we rate near the top of schools included in this category purely comparison of mean scores achieved.
- Our students' performance in Writing, although very good as a collective, by Applecross standards needs to be addressed.
- The information that is provided by observing the various representations of data should be kept in context. To be more specific about the required areas of immediate attention we need to observe the performances of individuals and groups of students, identify these areas that has presented as a challenge and address these either through individual teacher programming with individual students or as a whole school priority through our Business Plan and associated Operational Plans.

FINANCIAL REPORT

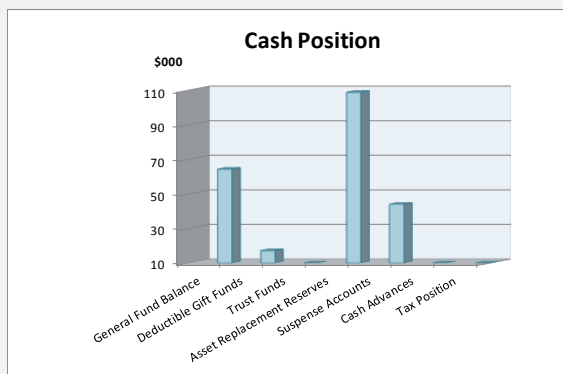
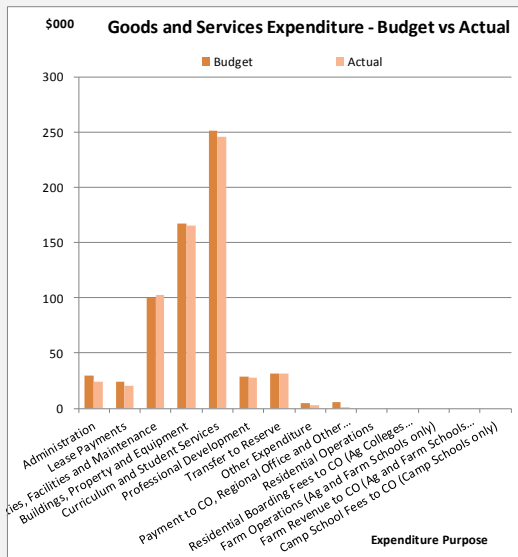


Applecross Primary School Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 28,960.00	\$ 28,960.47
2	Charges and Fees	\$ 132,398.00	\$ 132,401.87
3	Fees from Facilities Hire	\$ 16,868.00	\$ 16,868.18
4	Fundraising/Donations/Sponsorships	\$ 77,551.00	\$ 77,551.02
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 9,091.00	\$ 9,090.90
8	Other Revenues	\$ 25,642.00	\$ 25,641.98
9	Transfer from Reserve or DGR	\$ 30,350.00	\$ 30,350.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 321,610.00	\$ 321,614.42
	Opening Balance	\$ 95,383.00	\$ 95,383.26
	Student Centred Funding	\$ 268,389.00	\$ 268,388.52
	Total Cash Funds Available	\$ 685,382.00	\$ 685,386.20
	Total Salary Allocation	\$ 4,495,717.00	\$ 4,495,717.00
	Total Funds Available	\$ 5,181,099.00	\$ 5,181,103.20



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,167.00	\$ 24,381.70
2	Lease Payments	\$ 24,000.00	\$ 20,526.74
3	Utilities, Facilities and Maintenance	\$ 99,448.00	\$ 102,203.70
4	Buildings, Property and Equipment	\$ 166,917.00	\$ 165,362.67
5	Curriculum and Student Services	\$ 251,482.00	\$ 245,236.05
6	Professional Development	\$ 28,657.00	\$ 28,050.40
7	Transfer to Reserve	\$ 30,995.00	\$ 30,995.00
8	Other Expenditure	\$ 5,019.00	\$ 3,114.36
9	Payment to CO, Regional Office and Other Schools	\$ 5,154.00	\$ 1,219.09
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	\$ 640,839.00	\$ 621,089.71
	Total Forecast Salary Expenditure	\$ 4,341,999.00	\$ 4,341,999.00
	Total Expenditure	\$ 4,982,838.00	\$ 4,963,088.71
	Cash Budget Variance	\$ 44,543.00	



Cash Position as at:	31/12/2017
Bank Balance	\$ 229,754.63
Made up of:	
1 General Fund Balance	\$ 64,296.49
2 Deductible Gift Funds	\$ 17,177.52
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 108,778.40
5 Suspense Accounts	\$ 44,024.22
6 Cash Advances	\$ -
7 Tax Position	\$ 4,522.00
Total Bank Balance	\$ 229,754.63

