

## **ANNUAL REPORT 2018**

*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.*

## From the Principal

Applecross Primary School has a proud tradition of high student achievement, strong community participation and committed professional staff. It is the school's agenda to seek continual improvement whilst maintaining a perspective on what is an acceptable level of outcomes for our students and what is an exceptional educational experience catering for the whole child.

If 2017 was a year of reflection and planning for our school that saw us engage in an extensive review and planning process, then 2018 marked the beginning of our implementation of that planning. The adoption of our foundation document entitled "Measuring Our Effectiveness in the Context of Our School" has enabled us to set out the rationale and process by which we hold ourselves accountable to our students, our community and ourselves while clearly articulating acceptable standards of achievement for our students.

In association with this "foundation document" we completed the first year of implementation of our school's new Business Plan (2018-2020). This saw us set and measure some very ambitious and unique targets in the area of student academic achievement. For the first time (through the support of co-opted Board member Mr Tom Gigg) we set ourselves numerical targets in the form of average NAPLAN scores in Literacy and Numeracy. These targets are a reflection of the very high standards of achievement that are historical at our school and the commitment we, as a school community, have made to maintaining them.

This Annual Report summarises the very successful activities and outcomes we have achieved throughout the 2018 school year. As we move into the 2019 school year I am confident these initial successes in our planning cycle will provide us with a solid foundation to continue our proud tradition and will see continued student improvement in both academic and social areas.



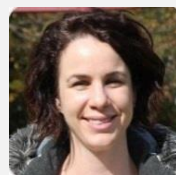
**Kim Guelfi**  
**Principal**

## From the School Board Chair

2018 was another busy year for the School Board. As always, the year commenced with farewelling a number of long-standing members whose contributions have been highly valued and integral to the Board, and then subsequently welcoming both new staff and parent nominees who have brought a different range of interests, enthusiasms and skills to Board discussions.

Strong foundations had been laid regarding the governance and procedural role of the Board during 2017, and this was further consolidated and extended during 2018. Policies initiated and reviewed by the Board include the School Behaviour Management Policy and Community Use of School Facilities Policy, alongside systematic review of a number of documents governing the Board's own functioning. 2018 was also our mandated year to conduct a nationwide school opinion survey which was administered to parents, staff and all students in Years 5 and 6. The results of this survey were overwhelmingly positive and reinforced the hard work of the staff and the contributions of the entire school community, alongside providing areas of focus for the coming two years.

As always, over the course of the year, the Board has entered into a number of discussions regarding aspects of our school development and planning for the future. Such areas of focus have included predicted student numbers over the coming years, given the new and rapid building developments in Applecross, and this has involved reviewing the Department of Education's predicted enrolment numbers and maps. Another area has been the educational outcomes achieved at Applecross Primary School as identified via standardised testing i.e. NAPLAN and the trends which can be identified.



**Sanchia Dashlouty**  
**Chair**

## 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
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	4	3.6	0
Other Teaching Staff	28	21.0	0
Total Teaching Staff	32	24.6	0
<b>School Support Staff</b>			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	17	13.4	0
Total School Support Staff	22	17.4	0
<b>Total</b>	<b>57</b>	<b>45</b>	<b>0</b>



## NOTABLE ACHIEVEMENTS 2018

### PARENTS AND CITIZENS ASSOCIATION

The P&C continued throughout 2018 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 \$45,500.

Resources acquired for student use as a result of P&C involvement consisted of the completion of a commitment to replace the interactive whiteboard technology in our classrooms. Throughout the year a further eight boards were purchased for classroom installation at a total cost of \$34,735.

In addition to supporting the replacement of I.T. resources the P&C Association has an ongoing commitment to support our school literacy program through the provision of supplementary resources and incursions. A substantial contribution of \$7,774 was made towards library books and literature incursions.

Year 6 students at Applecross participate in a rigorous leadership program designed to develop not only their leadership skills but also to assist them to develop a healthy respect for themselves and others. An integral part of this program is a week-long camp designed to challenge their self-development skills and ability to cooperate with their peers to solve challenges and tasks. The P&C Association contributes a substantial amount of funding to enable the transportation of our students to and from this camp.



### PEDAGOGY: A COMMON APPROACH

Our foundation document “Measuring Our Effectiveness in the Context of Our School” makes reference to our beliefs about how we should prepare and deliver learning experiences. Commitments such as:

- providing students with open ended tasks;
- providing a variety of differentiated learning experiences;
- allow for different learning styles, abilities and backgrounds;
- allow children to learn by doing; and
- by teaching the children the skills of how to learn.

Throughout 2017 and 2018 our early childhood staff have worked hard to develop a common understanding around creating a play-based learning pedagogy that caters for the above statement/beliefs. Our approach to delivering learning opportunities for our students in this manner was reviewed and modified during 2018. Teachers continued to explore a variety of learning centres that linked to the curriculum and student interests. We also started exploring the use of outdoor spaces and natural materials by attending professional learning run by Nature Play WA and participating in “Outdoor Classroom Day”. Teacher observations during Investigations have given greater insight into how students are transferring explicitly taught concepts into real life application.

A set of guidelines and commitments for implementing an Applecross Primary School approach to play-based learning has been the result of our staff reviewing this approach and continually looking to become better at implementing learning programmes that are suitable to the characteristics of our students.

## GIFTED AND TALENTED EDUCATION OPPORTUNITIES

At Applecross Primary School we recognise that students can achieve great things when we provide opportunities for them to work on projects in an area they are passionate about. In 2018 we provided a number of before school and lunchtime projects including Tournament of Minds (squad and teams), CREST Science projects, and Wonder League Robotics. Students were nominated by their teachers for each project; more than 120 students took up these opportunities. Students continue to develop collaborative, creative and problem-solving skills which help them explore their passions independently.

Other opportunities are included in class and in 2018 students from Years 3-6 took part in the Bebras Computational Thinking Challenge and Year 6 students in the Solar Car Challenge, with students in both being recognised for outstanding efforts.

PEAC offered a variety of courses off-site to 15 students including Forensic Science, Aviation and Champions for Change.

Staff continue to explore the use of the Investigation and Inquiry processes to offer opportunities for extending learning within class lessons.



## NUMERACY INTERVENTION

During 2018, Applecross Primary School continued to benefit from its long-standing relationship working alongside tertiary institutions, including Curtin University and Notre Dame University, to implement strategies that reflect how students learn best. Our attention continues to focus 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.

Our approach throughout 2018 involved improving teacher understanding of maths teaching by embedding the key concepts of the WA Maths curriculum. This was supported by the whole school implementation of enVision MATH which enables students to develop an understanding of concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning, fluency and modelling.

A large focus for the maths committee in 2018 was establishing a process for data collection in mathematics to reflect our school wide implementation of the enVision MATH program. The committee made a decision to use an agreed set of tests to assess student progress at the outset of each topic learned. The committee developed a digital system for recording the data and provided support to teachers on using the system to record the data in a systematic way. From running this process, the committee came together and made modifications to the process with a view to continuing it into 2019.

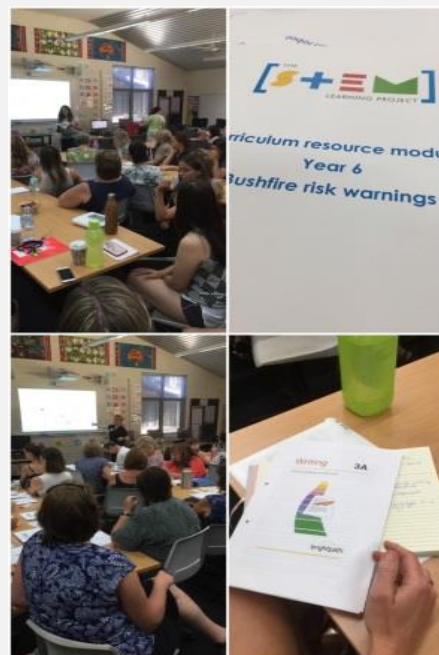
A growing emphasis on inquiry based learning using quality programs such as the reSolve teaching resources will promote fluency, deep understanding, strategic problem solving, and mathematical reasoning.

## TEACHERS CAN CODE

The Teachers Can Code (TCC) professional learning program is a Department of Education (Department) initiative designed to support the implementation of the Western Australian Curriculum: Digital Technologies. The aim of the program is to develop teachers' capacity to integrate Digital Technologies, including coding, into teaching and learning programs across the curriculum.

The program is a partnership between the Department and the University of Sydney. The program is facilitated by James Curran, Associate Professor, School of Information Technologies, University of Sydney and Academic Director, Australian Computing

In 2018, Applecross Primary School was selected for this program from a highly competitive field. This enabled a lead teacher from the school to be trained to deliver a series of professional learning modules to support our staff to build their knowledge and expertise enabling quality implementation of the Western Australian Curriculum: Digital Technologies.



## FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

Facilities and infrastructure improvements continued to be a major emphasis during 2018. Given that our school is 115 years old, maintenance and improvements to dated infrastructure is a considerable challenge. Given our ongoing commitment to providing our students with contemporary educational facilities, three major projects were completed during the course of 2018

1. Improvement to our school grounds in the area defined by Rooms 20, 21 and the Rosalie Science Pavilion: The renewal of garden beds, planting of grassed areas and native trees, and the erection of shade sails has improved the practicality of the space significantly.
2. **Classroom Upgrades:** Through the support the BFI-D1787 (Building Fund) Rooms 8, 9 & 10 received significant upgrades. This consisted of complete internal refurbishment, upgrading storage space, pinup boards and painting. The total cost of these upgrades was \$42,000.
3. Through the support of the Department of Education's Facilities Management Branch, the construction of staff and visitor parking facilities has dramatically improved this part of our school's grounds.





## OVERALL ATTENDANCE TRENDS

### Attendance Rates

Collectively the tables below indicate a very pleasing improvement in our overall attendance rates. Our overall attendance has improved 0.5% to 96.1% while that of like schools has remained at 95.6%.

Our “regular” attendance has shown a significant improvement of 3.9% while statistics in the “At Risk” categories have decreased across all categories.

	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%
2018	96.1%	95.6%	93.7%	95.9%	89.55%	80.8%	96.1%	95.6%	92.6%

### 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%
2018	91.5%	7.0%	1.2%	0.2%
Like Schools 2018	89.2%	8.8%	1.7%	0.3%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

## SCHOOL ENROLMENT PROFILE

Our enrolments in Pre Primary to Year 6 continued to increase over the course of 2017 as predicted going into the start of the year. This rate of increase 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 2018 Semester 2

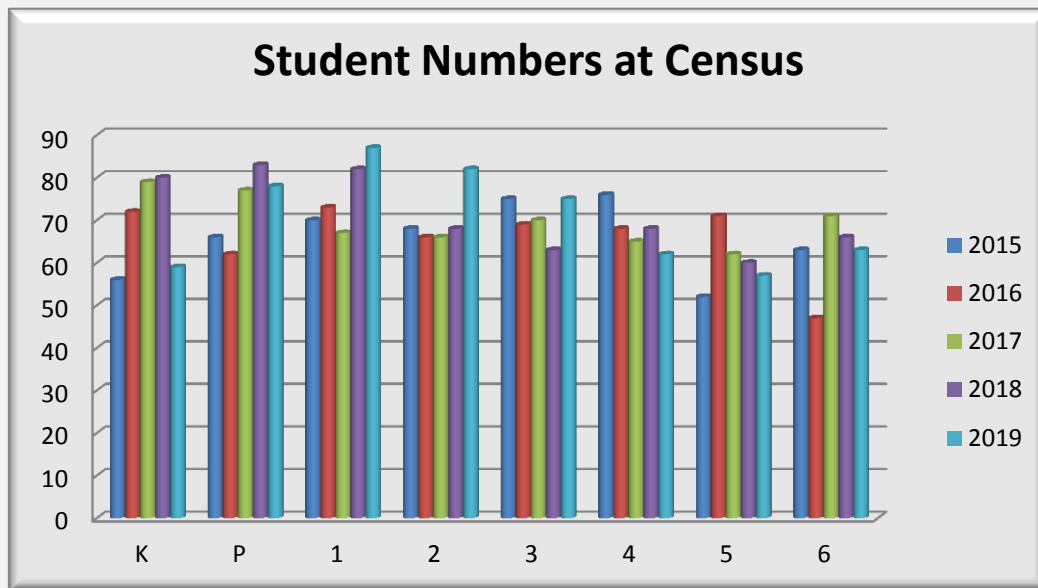
Primary	Kin	PPR	YO1	YO2	YO3	YO4	YO5	YO6	Total
Full Time	45	85	81	67	59	63	61	67	528
Part Time	75								

	Kin	PPR	Pri	Total
Male	34	45	221	300
Female	41	40	177	258
Total	75	85	398	558

	Kin	PPR	Pri	Total
Aboriginal			2	2
Non- Aboriginal	75	85	396	556
Total	75	85	398	558

Our enrolment for Pre Primary to Year 6 plateaued during the course of 2018. This confirmed our decision at the beginning of the year not to increase the number of classes to 20 across Pre Primary to Year 6. However, the development of our Human Resources Plan in the latter part of the year points towards a dramatic increase in the number of students in Years 1 - 3. Given the “planning size” for classes in these year levels is 24, considerable thought will need to be given to providing extra resources both physical and financial to that part of the school going forward.





This bar graph of 2015-2019 student distribution (K-6) indicates by far the greatest number of students in our school going into 2019 are in the Years PP-3.

### STUDENT DESTINATIONS

Destination Schools	Male	Female	Total
Applecross Senior High School	18	19	27
Wesley College			
All Saints College		1	1
Aquinas College	6		6
Santa Maria College		2	2
CBC Fremantle			
Churchlands SHS			
Corpus Christi College	2		2
Harrisdale SHS		1	1
John Curtin College Of The Arts	2	2	4
Kennedy Baptist College	3		3
Lynwood SHS	1		1
Mazenod College			
Melville SHS	1		1
Mercedes College		1	1
Penrhos College		1	1
Perth Modern School	2	1	3
Rossmoyne SHS	3		3
Shenton College	1		1
Wesley College	1		1

## ACADEMIC PERFORMANCE

Below is an overall summary of our school's performance in NAPLAN 2018.

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 maintained a positive profile indicating the ongoing high standards of achievement of Applecross Primary School students,
- Our relative achievement continues to be higher than system expectations, and
- Improvements are noted in the areas tested across the English domain, particularly in the area of Writing.



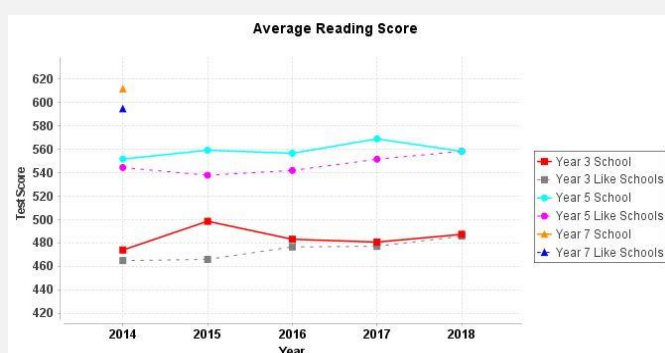
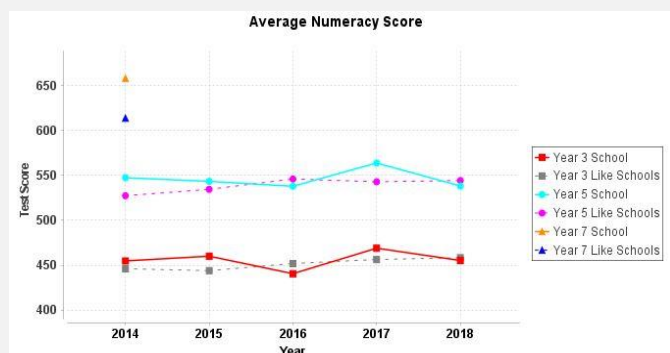
## Comparative Performance Summary 2013 – 2018 for Years 3 & 5

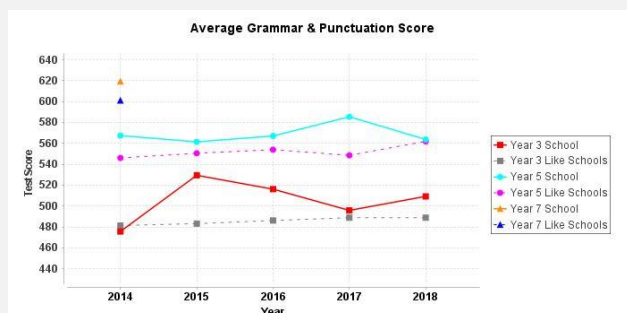
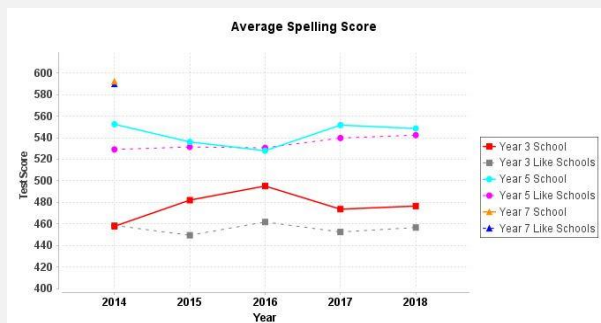
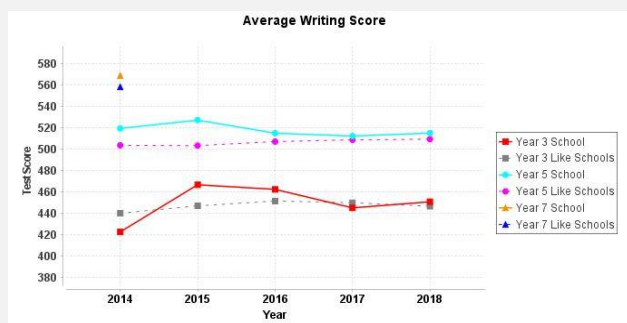
YEAR 3	Performance						Number of Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	0.7	0.7	1.1	-0.2	0.7	0.2	62	76	75	66	66	59
Reading	0.5	0.6	1.1	0.4	-0.0	0.2	62	77	75	67	66	59
Writing	-0.2	-0.9	0.4	0.3	-0.6	0.0	62	77	75	67	66	59
Spelling	0.4	0.2	1.2	1.2	0.8	0.8	62	77	75	67	66	59
Grammar & Punctuation	0.1	-0.0	1.4	0.8	-0.1	0.5	62	77	75	67	66	59

YEAR 5	Performance						Number of Students					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Numeracy	1.2	-0.1	0.3	-0.4	1.5	0.7	42	57	48	67	61	58
Reading	0.9	-0.2	1.4	-0.1	-0.1	-0.1	42	58	48	67	62	58
Writing	1.7	0.4	1.0	-0.5	-0.5	0.4	42	58	48	67	62	58
Spelling	-1.0	-0.6	0.2	-0.5	-0.5	-0.3	42	58	48	67	62	58
Grammar & Punctuation	-0.3	-0.1	0.6	0.9	0.9	-0.3	42	58	48	67	62	58

This table gives us a summarised version of the performance of both year level cohorts over a six year period. Going into the 2018 school year emphasis was placed on the improvement of Spelling and Writing through the English Operational Plan. Observation of this summarized data set (above) indicates some initial success as a result of strategies implemented during the 2018 school year. A late year review (November) of plans has resulted in further emphasis in this area going into 2019.

## Average Scores over Time: Years 3 & 5

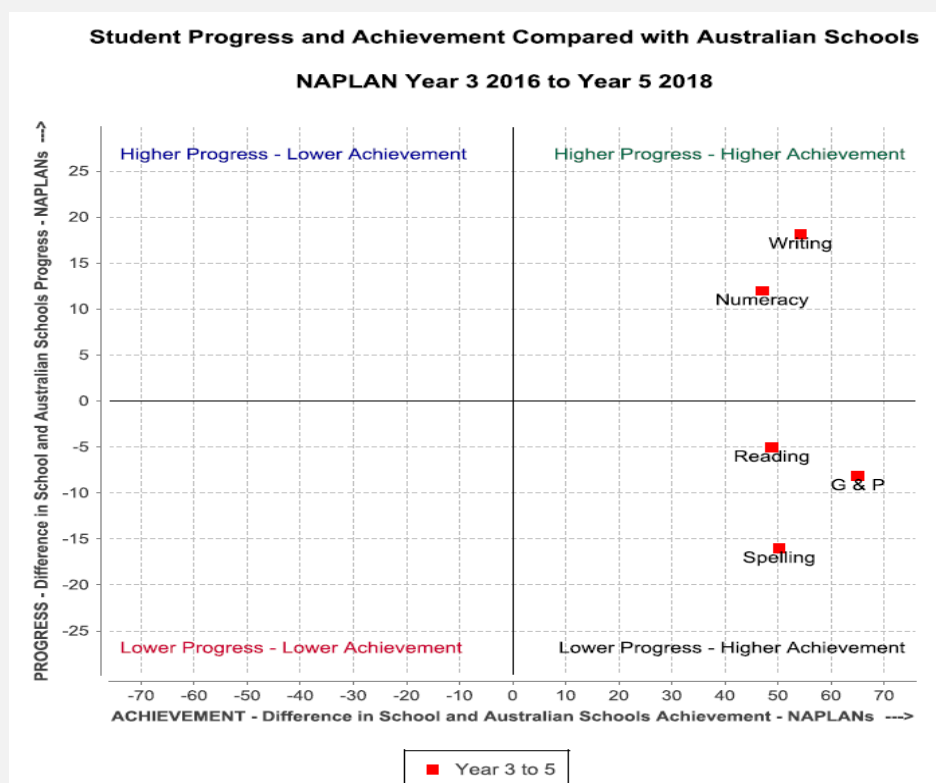




Consideration of data displayed in these line graphs, of average scores for both Years 3 & 5 over a five year period, indicates performances either at or above that of like schools.

## 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 Higher Progress – Higher 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 with this. For the cohort of students moving from Year 3 in 2016 to Year 5 in 2018, we were able to do this for Writing and Numeracy while achievement for Reading, Punctuation & Grammar and Spelling continues to be high with “high progress” over that time period more difficult to achieve.





### Current Targets Years 3 & 5

Learning Area	Year Level	2018		
		Target Average	Target Range	NAPLAN Score 2018
Spelling	3	483	476-490	447
	5	539	533-546	549
Punctuation and Grammar	3	515	509-522	509
	5	573	567-580	564
Reading	3	489	482-495	488
	5	562	558-569	558
Writing	3	458	452-465	451
	5	518	512-525	515
Numeracy	3	458	452-464	455
	5	549	543-556	538

As mentioned in the introduction to this report, our School Board agreed to the ambitious task of actually nominating an average score and performance in all NAPLAN testing areas for our students to achieve.

While the task of nominating and consequently achieving an average score is ambitious, a predicted range of achievement is far more realistic.

To this end our ability to first nominate an expected range of achievement and then secondly achieve an average score within that range has been pleasing (with the exception of Year 5 Numeracy). In this circumstance our prediction of an average score of 549 NAPLANs within a range of 543 – 556 NAPLANs may well have been distracted by the exceptional achievement (in Mathematics) of the 2017 Year 5 cohort.

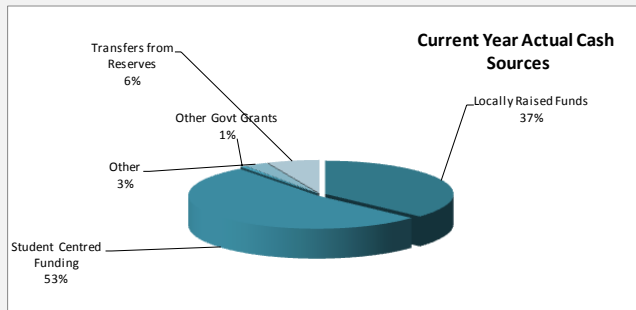
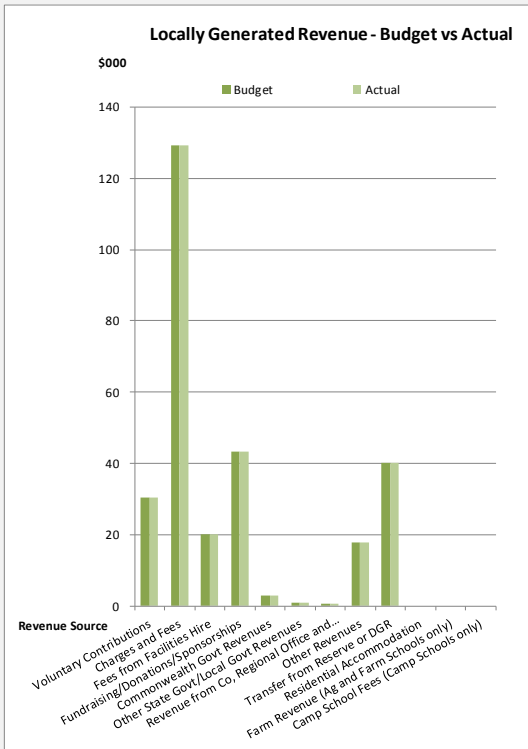
We look forward to measuring the targets outlined in our 2018-2020 Business Plan in order that we can fully judge the success or otherwise of this ambitious project.

# FINANCIAL REPORT

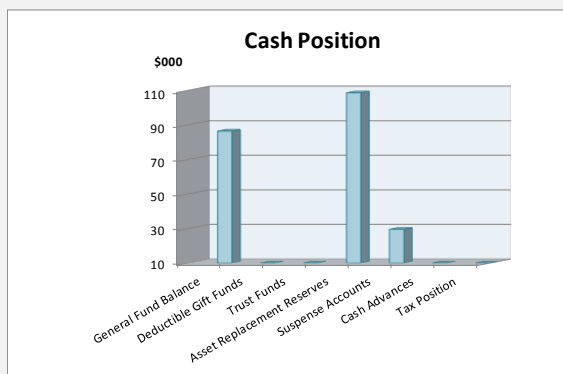
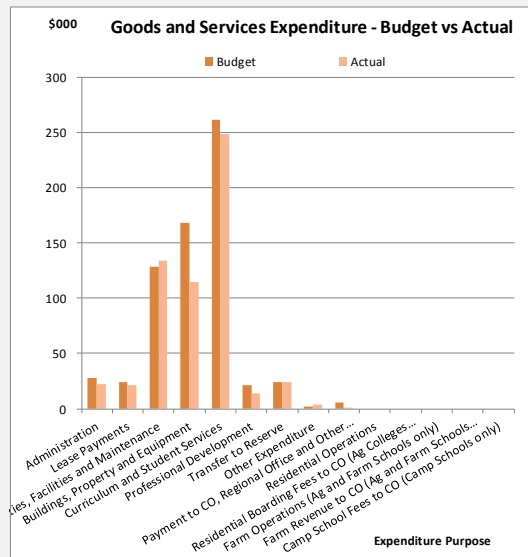


## Applecross Primary School Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 30,475.20	\$ 30,475.00
2	Charges and Fees	\$ 129,299.00	\$ 129,300.10
3	Fees from Facilities Hire	\$ 20,100.00	\$ 20,099.99
4	Fundraising/Donations/Sponsorships	\$ 43,361.00	\$ 43,361.69
5	Commonwealth Govt Revenues	\$ 2,857.00	\$ 2,856.76
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 505.00	\$ 504.55
8	Other Revenues	\$ 17,806.00	\$ 17,806.78
9	Transfer from Reserve or DGR	\$ 40,026.00	\$ 40,026.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 285,429.20</b>	<b>\$ 285,430.87</b>
	<b>Opening Balance</b>	<b>\$ 64,296.00</b>	<b>\$ 64,296.49</b>
	<b>Student Centred Funding</b>	<b>\$ 320,723.00</b>	<b>\$ 320,722.62</b>
	<b>Total Cash Funds Available</b>	<b>\$ 670,448.20</b>	<b>\$ 670,449.98</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 670,448.20</b>	<b>\$ 670,449.98</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,965.60	\$ 22,559.53
2	Lease Payments	\$ 24,000.00	\$ 21,669.75
3	Utilities, Facilities and Maintenance	\$ 128,624.00	\$ 134,090.10
4	Buildings, Property and Equipment	\$ 168,288.00	\$ 114,504.06
5	Curriculum and Student Services	\$ 261,675.77	\$ 248,419.73
6	Professional Development	\$ 21,000.00	\$ 13,589.20
7	Transfer to Reserve	\$ 24,282.00	\$ 24,282.00
8	Other Expenditure	\$ 1,398.00	\$ 3,645.84
9	Payment to CO, Regional Office and Other Schools	\$ 5,918.00	\$ 1,375.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 663,151.37</b>	<b>\$ 584,135.21</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 663,151.37</b>	<b>\$ 584,135.21</b>
	<b>Cash Budget Variance</b>	<b>\$ 7,296.83</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 227,117.29</b>
Made up of:	
1 General Fund Balance	\$ 86,314.77
2 Deductible Gift Funds	\$ 4,636.58
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 108,464.40
5 Suspense Accounts	\$ 29,486.54
6 Cash Advances	\$ -
7 Tax Position	\$ 1,785.00
<b>Total Bank Balance</b>	<b>\$ 227,117.29</b>

