



APPLECROSS PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2013



APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR FULL POTENTIAL



BACKGROUND

Operating since 1905, Applecross has a proud record of achievement with generations of Western Australians and today our school focuses intently on developing bright futures for our students.

We have welcomed research partnerships with universities that have offered our teachers opportunities at the leading edge of educational practice and enabled us to maintain the long tradition of achieving outstanding results.

AT APPLECROSS PRIMARY SCHOOL YOU CAN EXPECT TO:

See our students learning enthusiastically in a broad range of activities. They will be demonstrating a strong work ethic and showing pride in their achievements. This will be happening in different settings across the school.

Hear children in the playground who are enjoying games. There will be choir, instrumental music, confident and expressive children and encouragement from friends. Hear the tones of laughter and celebration and praise from teachers.

Feel valued and welcomed into our school. Our family friendly culture ensures a safe and secure environment for all where we hope you will become involved in our vibrant Applecross community.

Have our friendly office staff attend to your needs. Our committed, progressive, award winning teachers and support staff will work with you and your child to achieve personal excellence. Our staff has high expectations and adopts a wide range of effective teaching methods and strategies.

OUR SCHOOL MOTTO

As stated in our logo, our school motto is “Excellence in the Community” and it is by this motto that we set our standards.

OUR SCHOOL VISION

Our vision for Applecross Primary School is to provide an innovative learning community of excellence where we work together to help each child achieve full potential.



OUR PURPOSE

Is to strive for excellence in all that we do and to embrace strategic and visionary thinking. We innovate and apply exemplary practice, research and planning to best support each child’s learning experience and achievements.



OUR VALUES

Integrity

We act with respect, honesty, care, and compassion.

Achievement

We inspire all children to do their best through discovery, opportunity and challenge.

Diversity

We welcome and celebrate our variety of backgrounds, abilities, needs and talents.

Growth

We nurture our students to become confident, happy, responsible, active citizens capable of making quality decisions now and in the future.

NOTABLE ACHIEVEMENTS 2013

PARENTS AND CITIZENS

The P&C have maintained strong support of the school and this was demonstrated through their fundraising efforts, in excess of \$65,000.00, towards resources and opportunities that support learning and student leadership. This was achieved through coordinated efforts and hard work by parents organising events such as; lap-a-thons, edu dance concerts, mothers and fathers day stalls, catering at sports days and a camp out.

ESTABLISHMENT OF A TAX DEDUCTIBLE BUILDING FUND

Strong and supportive partnerships continued between the P&C, Board and the school during 2013. The major Board focus in 2013 was supporting the school to establish a Tax Deductible Building Fund, designed to restore the heritage listed Old Principal's Residence and convert this facility into a functional learning place accessible to students, staff and community. It will also lead to new learning opportunities for students, especially before and after school.



GOOD START MATHS

A new approach to early childhood maths instruction was developed around key understandings and worked from the "concrete" to "representational" and finally the "abstract" stages of performing mathematical operations. Significant collaboration, group planning and modelling was introduced and teachers flourished in this supportive environment. Student results were extremely successful. The model was extended to Year 2 in Semester 2 as there are key counting concepts to be mastered in the Australian Curriculum that our data suggested required further support. These curriculum concepts introduced at this stage is a new element in Western Australia and something we need to respond to quickly across all learning areas. In 2014, this approach to maths will be continued and expanded across the years from Pre Primary to Year 4.



DATA ROLE

An initiative in 2013 was establishing a dedicated role that completed scheduled and targeted data collection across literacy, numeracy and pastoral areas. This identified key areas of intervention focus and also informed us of what was working extremely well. This enabled timely intervention at points of need. The assessments utilised were those that aligned our performance with the Australian Curriculum.

BOOST CLASSES

Another initiative was the expansion and consolidation of the "Boost" classes for targeted students identified through our systematic data collection and analysis. These classes were conducted largely in maths and ran several times a week at 8am, to avoid withdrawing students during timetabled lessons. Again, results from these short, specifically targeted courses, indicate they were very successful.



In 2014 we intend to develop this concept further using some of our IPS flexibility to vary the timetables for staff.

TRANSITION PLANNING FOR YEAR 6 AND 7

Throughout 2013 the school planned extensively for 2014 when both cohorts of students will graduate. This has extended to consider leadership roles, camps, graduations and transition to high school arrangements.



EARLY CHILDHOOD TEACHER OF THE YEAR



Mrs Monique Thomas was nominated by our school community as a candidate for this prestigious teaching award during 2013. Her excellent work across the curriculum, innovation and her positive relationships with parents and students saw her as a standout contender, eventually finishing as one of the runner ups in the Early Childhood Teacher of the Year category.

This recognition is well deserved and all at Applecross Primary were extremely proud of Mrs Thomas' achievements.

TEACHER DEVELOPMENT SCHOOL STATUS

In 2012 and 2013 Applecross Primary School received additional funding to support our work as a Teacher Development School in early science. This involved building the capacity of teachers in science and assisting them in their understanding and implementation of the Australian Curriculum. Mrs Vanessa Mann and Mrs Tracey Cecins worked with staff at Applecross Primary as well as with other schools across Perth, to enhance the teaching of science. In 2013, we were successful in receiving a second lot of funding to allow our work as a Teacher Development School to continue in 2014 and 2015.

SELECTION OF STAFF

As an Independent Public School we are actively selecting and developing both our teaching and non teaching staff. At the end of 2013 we secured permanent appointments of several key staff members, all of whom we had merit selected and had been with us for several years on fixed term contracts. It has been a real bonus to retain the expertise we have and we now look forward to building on our strong team of staff.

TUNING INTO KIDS

Mrs Rebecca Lewis and Mrs Natalie Hellemar, both trained in the delivery of this coaching program for parents, delivered the course over seven weeks to 16 parents, on social and emotional coaching of their children. The response from parents and staff was so overwhelmingly positive that ongoing funding support from the P&C will enable this very successful program to run again in 2014.

LIBRARY REFURBISHMENT



The learning space within the Library was reconfigured during 2013 and includes teaching zones at either end with interactive whiteboards. New mobile shelving, repositioning of the returns desk and other new furniture has allowed for a different traffic flow and greater flexibility over the use of the Library as a learning area. The school now has the capacity to hold presentations to

large audiences of students, staff and parents by quickly and easily moving shelving to create a bigger venue.

Open Board meetings, parent information sessions eg PATHS, guest speakers on student leadership, and school development professional learning days are all occasions when this flexibility has been exercised.

INTRODUCTION OF NEW SCHOOL UNIFORM



With the support of the P&C and School Board, a new uniform range was launched at the start of Term 4 2013. Whilst there is a three year transition period, the new uniform is increasingly popular and many children are already wearing the new styles.

LEVEL 3 CLASSROOM TEACHERS

The quality of our teaching continued to benefit the expertise of Level 3 Class Teachers working with individuals and groups of staff on specific curriculum and teaching focuses. This expertise and targeted support is one of our key intervention responses towards achieving our targets, and trend line data over the past few years suggests this has been highly successful. Some continuation of Peer Observation Partnerships continued across the school and this will remain a focus for ongoing teacher development in 2014 across the school.

Aside from a clearly distributed curriculum and Student Services Staff leadership structure, committees of staff worked hard, especially within the student services area, to consolidate and expand initiatives, many of which were becoming embedded in school wide practice.

In 2014, fortnightly learning team collaborations with whole school curriculum focuses will be a key strategy to impart new knowledge and also support quality teacher development.



STUDENT LEADERSHIP

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

The focus for 2013 was on consolidating the work on values, roles and responsibilities for student leaders and offering continued opportunities for curriculum leaders on staff to meet with teachers and share their expertise. This was focussed around the development of staff in areas that related to our achievement of Business Plan targets.



RELATIONSHIPS

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

An initiative jointly funded by the P&C and school was the “Tuning into Kids” Parenting Program. Sixteen parents attended seven morning sessions during Term 3 to understand and more effectively manage parenting challenges. Two trained teachers presented this course and significant positives evolved for all stakeholders. Funding from the P&C has again been identified to conduct this course in 2014.

OUTSIDE SCHOOL HOURS CARE

OSH Club continued to provide both before and after school care for students at Applecross Primary School. Students register online with *OSH Club* in order to attend sessions. There has been a steady increase in the number of families accessing this service. In 2013, OSHClub received grants to offer sports programs to students at no additional cost to parents, and these will commence early in Term 1 2014. After School Care numbers average close to 30 students and the centre has the capacity for 50 students.

SCHOOL BOARD

The Board was very proactive in a number of areas in 2013. These included;

- Completing a new uniform design and selection and the successful introduction of this in Term 4 2013.
- Establishing a Tax Deductible Building Fund for the school and actively promoting this to restore the Old Principal's House in order to create a facility that is a usable learning space for students.
- Holding a number of information sessions with community to explain and promote the initiative. This included developing a brochure and presentations that are being widely distributed.

OVERALL ATTENDANCE TRENDS

During 2013 overall attendance rates improved to 95.6% compared with 94.5% in 2011. This has been our best overall attendance rate in recent years. Noted improvements occurred in Years 2, 5, 6 and 7 though a 1% decline occurred in Year 4 to 96%, which is still a very strong result.

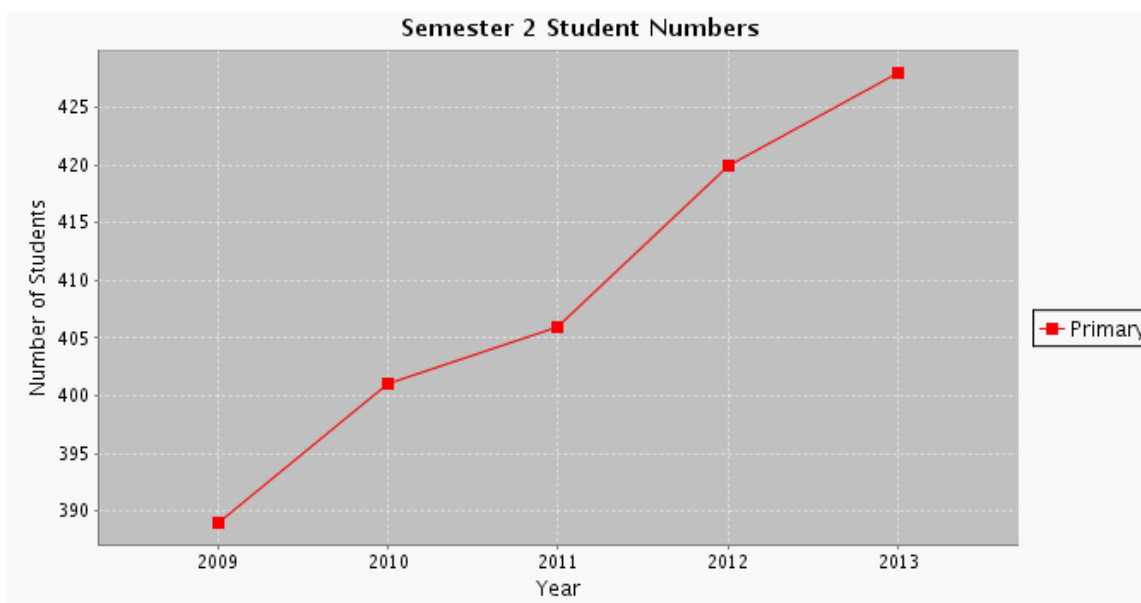
PRIMARY ATTENDANCE RATES

	Total		
	Applecross Primary School	Like Schools	WA Public Schools
2011	94.5%	95.0%	92.7%
2012	95.1%	94.8%	92.3%
2013	95.6%	95.2%	92.6%

85.7% of students attended more than ninety percent of the time though there were 38 students in Years 1 to 7 who averaged less than 90% attendance. Whilst this represents a steady improvement, the number of students "at risk" (below 90%) can be reduced further. This will remain an area of focus in 2014.

SCHOOL ENROLMENT PROFILE

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



STAFF INFORMATION - STAFF NUMBERS – 2013

	No	FTE	ATSI No
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	7	6.4	0
Other Teaching Staff	25	18.9	0
Total Teaching Staff	32	25.3	0
School Support Staff			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	1	1.0	0
Other Non-Teaching Staff	17	12.7	0
Total School Support Staff	23	16.7	0
Total	58	45.0	0

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.

SCHOOL OVERVIEW

Our 2012 – 2014 Business Plan focuses on the direction, actions, goals and targets to implement and achieve during this period. With 2 years remaining to consolidate this work, we are confident of meeting targets and possibly progressing beyond what was initially expected.

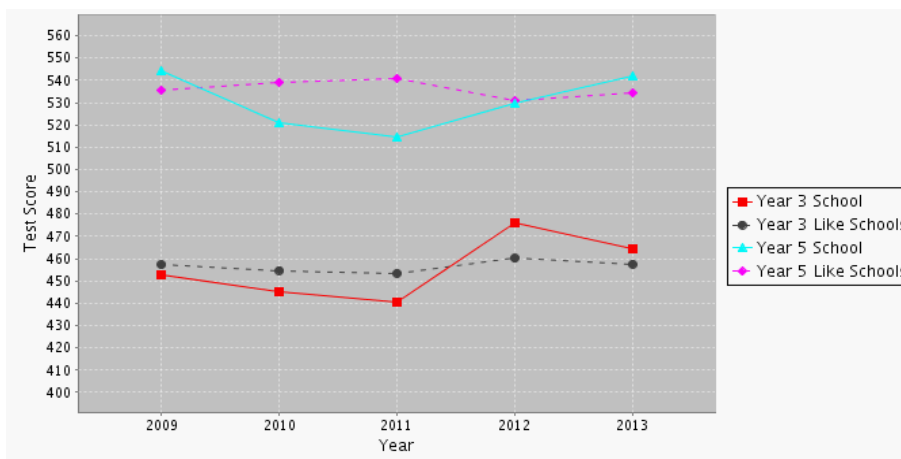
REVIEW OF BUSINESS PLAN TARGETS

PROGRESS ON IDENTIFIED TARGETS

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

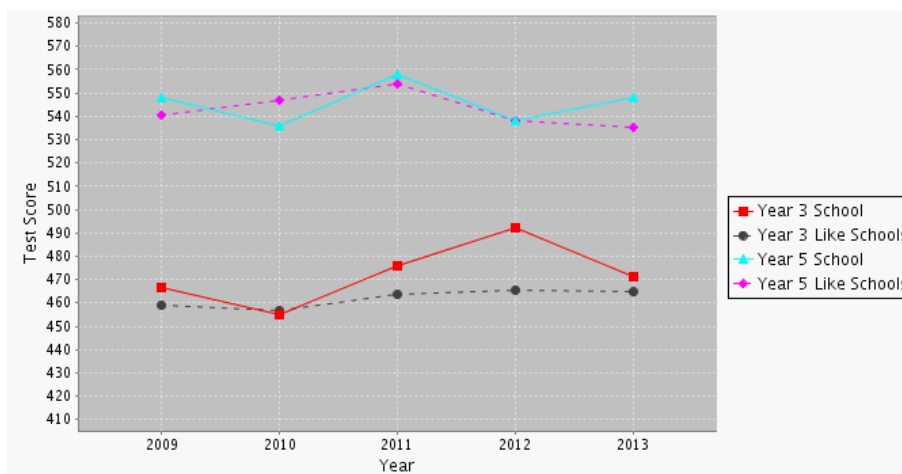
LITERACY:

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



The graph above shows trend lines in Reading performance for both Year 3 and Year 5 students in 2013, relative to 2011 performance, indicating that to date we have continued to achieve our Reading Target.

Punctuation and Grammar Target: *Match or exceed the 2014 achievement of Year 3 and Year 5 stable cohorts when compared with like schools in grammar and punctuation.*



This whole of cohort graph illustrates that we have exceeded the Year 3 and 5 performances of like schools in 2013.

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

These tables show the percentage of our students achieving in the top two proficiency bands for spelling in Years 3 and 5 and indicate that we have exceeded the performance of like schools in 2011-2013.

Band	Year 3 Spelling								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
6 to 10	38%	60%	39%	29%	36%	27%	15%	19%	16%
5	25%	17%	27%	31%	21%	30%	22%	17%	21%

Band	Year 5 Spelling								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
8 to 10	15%	17%	24%	20%	22%	16%	7%	9%	7%
7	28%	35%	29%	26%	27%	28%	16%	19%	20%

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

This table, illustrating the achievement distribution of students across the performance bands, demonstrates that the Writing performance of our Year 3 students remains similar to that of 2011 and will need to be an ongoing area of focus in 2014.

Band	Year 3 Writing								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
6 to 10	22%	27%	18%	22%	17%	18%	9%	9%	10%
5	45%	48%	48%	42%	49%	46%	31%	35%	32%
4	20%	22%	23%	24%	23%	24%	27%	27%	26%
3	12%	2%	11%	10%	9%	10%	20%	17%	20%

Targets continue to be met with both Year 3 and 5 cohorts surpassing performance levels of 2011 in the top two proficiency bands. An extra 18% of Year 3 students achieved in the top two bands in 2013 and an additional 23% of Year 5 students performed in the top two achievement bands relative to 2011.

Maths Targets: To improve the % of Year 3 and Year 5 students in the top two proficiency bands for Numeracy by 2014 relative to 2011 data and increase the % of Year 5 girls achieving in top 20% by 2014 when compared with 2011 data.

Band	Year 5 Numeracy								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
8 to 10	26%	33%	26%	27%	23%	25%	8%	8%	9%
7	20%	19%	43%	24%	23%	20%	10%	12%	11%

YEAR	% OF YEAR 5 APPLECROSS GIRLS ACHIEVING IN THE TOP 20% OF THE STATE	% INCREASE SINCE 2011
2011	20%	
2012	42%	22%
2013	64%	44 %

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

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

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

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

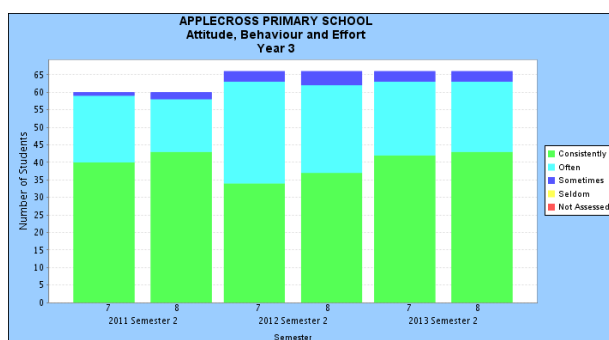
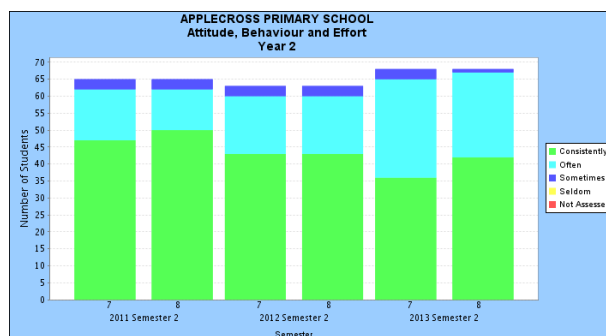
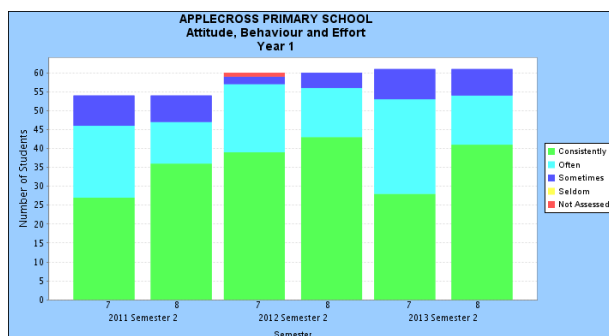
Pastoral Targets: *By 2014 improve the school's percentage of students in Years 1 to 3 consistently demonstrating perseverance, decision making and goal setting when compared with 2011 data.*

These tables show the 2011 and 2012 reporting by Year 1, 2 and 3 teachers for the dimensions;

Question 7. Sets goals and works towards them with perseverance

Question 8. Shows confidence in making positive choices and decisions

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



Attendance Targets: *To reduce the number of students to be below sixty who attend less than 90% by the end of Semester 1 in 2014.*

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2011	83.5%	14.6%	1.4%	0.2%
2012	87.5%	10.8%	1.6%	0.0%
2013	86.7%	11.1%	2.0%	0.0%
WA Public Schools 2013	77.0%	16.0%	6.0%	2.0%

During 2013 overall attendance rates improved to 95.7% compared with 94.6% in 2011. This was our best overall attendance rate in recent years. Noted improvements occurred in Years 2, 5, 6 and 7 though a 1% decline occurred in Year 4 to 96%, which is still a very strong result.

85.7% of students attended more than 90% of the time though there were 38 students in Years 1 to 7 who averaged less than 90% attendance. Whilst this

represents a steady improvement, the number of students "at risk" (below 90%) can be reduced further. This will remain an area of focus in 2014.

FACILITIES AND INFRASTRUCTURE IMPROVEMENTS

- New carpets were installed in several classes
- New blinds were installed in all classes along the east wing of the school and upgrades were completed where required.
- New air conditioners were installed in several classes and
- The Library received;
- New carpet, new returns desk and cabinets and mobile shelving units were also purchased. This has allowed for a reconfiguration of library floor plan and a flexible use of the learning space.
- A significant amount of this was funded through the generous support of the P&C.

FINANCIAL REPORTS

