



APPLECROSS  
PRIMARY SCHOOL





# Excellence in the Community is Our Culture



## Our Purpose

We will strive for excellence in all that we do and 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

### Together We Value:

**Integrity:** We act with respect, honesty, care and compassion.

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

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

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

## What You Will See, Hear and Feel

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

**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.

## Culture

Applecross Primary School is a happy and productive place where students, staff and the community work closely together to maintain a vibrant place of learning. We have a strong tradition of high achievement that is actively pursued by all who are involved in the school.

The indigenous heritage of the area on which the school stands is recognised and honoured. Information boards have been installed. The school community acknowledges the strong ties to the land and the significant contribution Aboriginal people have made to the area.

## Our Motto

Our school motto is "Excellence in the Community" and it is by this motto that we set our standards.

## Our Vision

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

## Community

The school was founded in 1905 and the grounds include heritage listed buildings of cultural and historical significance. The community of Applecross Primary School reflects an increasing cultural diversity. It is not unusual to hear students speaking in Russian, Chinese, Arabic, Persian, Indonesian, Malaysian or French in addition to standard Australian English. This cultural diversity is celebrated throughout the school year and influences the programs that the school considers and the expertise of the staff with the inclusion of an ESL teaching staff member. Present within the area are a number of families whose historical links are generational. Our students enjoy factors of positive influence on their lives that allow them to learn and grow to their potential.

## Community Support

The School Board plays a significant supporting role for the implementation of the school's policies and programs. It guides the strategic intent and direction of the school through this avenue. The P&C Association is very active in its support of the school providing financial assistance through the funding of many resources. Traditionally this organisation contributes approximately \$50000 annually to school initiatives. A gradual increase in our school enrolment since 2015 has seen our School Board focus on investigating future scenarios and appropriate classroom design and provision. An example of this is the establishment of a new Science/Technologies centre as a result of the School Board and P&C supporting the need for our students to be equipped with skills for the future.

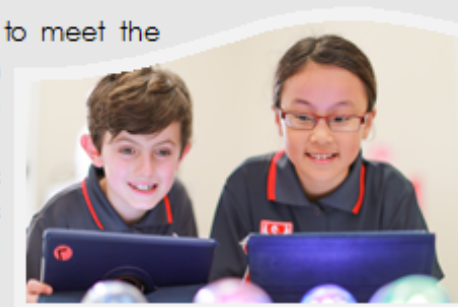


## Facilities

The school is extremely well resourced. Although the challenge of offering high quality educational programs requires continual upgrading of resources, the school is able to acquire these through support of the P&C Association and its own financial management practices.

## Program Delivery

At Applecross Primary School, education programs are designed and delivered to meet the needs of our students. Whole-school approaches to pedagogy and program delivery are at the forefront of our planning. Experiences are provided for children to develop skills for life including resilience, problem solving, and creativity thinking skills. Students have the opportunity to extend and enrich their learning experiences through a range of extra and cross-curricula programs. Individual educational plans (IEP) and group educational plans (GEP) are prepared for students at educational risk.



## Developing a Common Approach

**PEDAGOGY:** We are aiming to establish a culture focused on enquiry and cooperative based learning with student interests at the centre of any learning activity. To support this whole of school approach we aim to plan and deliver an integrated curriculum encouraging critical thinking and independent learning. Visitors to our school will see children interacting and supporting each other in an enquiry approach to learning that is reinforced by the teaching of explicit skills and knowledge.

**EXTENDING STUDENT INTERESTS:** A wide array of individual student interests are catered for during lunchtime and after school sessions in the form of environmental awareness through vegetable gardening and recycling, animal husbandry through caring for chickens, chess classes, coding classes and drone flying.



**EARLY CHILDHOOD:** A K-2 approach that encourages children to learn through cooperative and interest based play. There is a balance between enquiry based learning and explicit teaching which supports the development of social, emotional and cognitive skills. We strive to produce a safe and secure learning environment that promises strong relationships with children, parents and the wider community.



# Established Practice

## CURRICULUM: A COMMON APPROACH

### ENGLISH:

Our school has committed to the development of a whole school approach to the teaching of English. This encompasses common pedagogical approaches as well as the development of scope and sequence documents that guide staff in planning, pedagogy, targeted outcomes and the measurement of student progress.



### SCIENCE:

Our program enables staff and students to engage in a wide variety of science activities as well the use of integrated technologies. We allow for the provision of experiences in science, in our purpose designed primary science facility by integrating technologies, engineering, arts and maths. The school continues to have a strong association with Water Corp, Scitech and Curtin University.



### MATHEMATICS:

Our school has committed to the development of a whole school approach to the teaching of Mathematics. The program consists of comprehensive, flexible, topic based components that ensure our teachers are able to tailor their pedagogy to effectively reach every student.



### HASS:

Students are given opportunities to explore the world, past, present and future, to appreciate the world in which we live. An integrated approach is linked to child/teacher interest and relevant to individual and group interests. Year level groups have collaborative plans which allows for cross-curricular planning in reading, maths and technologies.



### THE ARTS: (Visual Art, Music):

The Visual Arts and Music programs at Applecross are designed to encourage imagination, creativity, curiosity and problem solving. Students respond to the arts by working with the elements and utilising a variety of skills, techniques and processes. Opportunities exist to engage with the arts in the community through performances and exhibitions.

### PHYSICAL EDUCATION and HEALTH:

To enable students to make informed decisions about their daily food, exercise (activity) levels and mental wellbeing, and provide them with skills and knowledge to implement this successfully.

### TECHNOLOGIES:

Students are to be exposed to an enquiry-based approach to the WA Curriculum. This cyclical approach encourages students to investigate, design, produce, evaluate and collaborate. This process can be incorporated across curricula areas through coding, spheros, Edison robots, Dash and Dot and iPads.

### LANGUAGES (French):

We aim to develop knowledge, understanding and skills to communicate in French, respect cultural differences and develop an awareness of how language, culture and learning shape a student's world.

## Supporting Student Growth

### EAL/D

Students enrolled at Applecross come from 37 different countries with 40 different languages being spoken in the home environment. A qualified EAL/D staff member operates in a consultancy capacity by providing advice on teaching strategies, the use and sourcing of appropriate resources for classroom use and assisting in the tracking of student progress, including reporting to parents.

### STUDENTS AT EDUCATIONAL RISK

An approach of strong collaboration between staff, parents, students and external agencies provides optimal learning opportunities for these students in an environment of equity. Accurate and appropriate individual education plans are developed for identified children and effective transition processes are in place.



### EXTENSION EDUCATION

Applecross Primary School has a strong cohort of students who are considered to be gifted and or talented in a wide range of areas including academics, music and art. As a whole school we run extra curricula activities that offer these students the opportunity to work together to share their ideas, learn from each other and develop their areas of strength.

### STUDENT WELLBEING

Student wellbeing and values education receives a strong emphasis at Applecross Primary School. Whole school programs including PATHS, a faction token reward system, Diversity Games Day, Harmony Day to recognise and celebrate cultural heritage are supported by the implementation of specific programs run by our school Chaplain.



# Key Focus Areas 2018–2020

## Successful Students - English/Maths

## Excellence In Professional Practice

### OBJECTIVES

#### ENGLISH

1. To improve reading comprehension skills.
- 2a. To improve the level of spelling across the school.
- 2b. To improve the accuracy of spelling in children's writing.
- 3a. To improve the level of writing across the school.
- 3b. To widen the vocabulary of students and improve the accuracy of their grammar.
4. To improve the level of oral language skills to enable K-2 students to develop a strong foundation in literacy.
5. To support increasing EAL/D enrolments.

#### MATHS

1. To improve the level of Maths achievement of students.
2. Improve the quality of teaching of Maths.
3. Improved assessment and moderation practice across whole school.

### SPECIFIC TARGETS

#### NAPLAN ACHIEVEMENT

| Learning Area           | Year Level | 2018    |         | 2019    |         |
|-------------------------|------------|---------|---------|---------|---------|
|                         |            | Average | Range   | Average | Range   |
| Spelling                | 3          | 483     | 476-490 | 484     | 478-491 |
|                         | 5          | 539     | 533-546 | 540     | 534-547 |
| Punctuation and Grammar | 3          | 515     | 509-522 | 509     | 503-516 |
|                         | 5          | 573     | 567-580 | 575     | 569-582 |
| Reading                 | 3          | 489     | 482-495 | 484     | 478-491 |
|                         | 5          | 562     | 558-569 | 563     | 557-570 |
| Writing                 | 3          | 458     | 452-465 | 455     | 449-562 |
|                         | 5          | 518     | 512-525 | 515     | 509-522 |
| Numeracy                | 3          | 458     | 452-464 | 456     | 450-462 |
|                         | 5          | 549     | 543-556 | 550     | 444-557 |

### OBJECTIVES

1. All teaching staff to become data literate to enable to them to contribute effectively to planning processes and target setting.
2. Develop a whole school effective performance review and development process that reflects AITSL standards.
3. Teaching staff become effective at moderating and grading student work.
4. Develop a whole school approach to planning curriculum implementation.
5. Establish a distributed leadership model across the school.
6. Staff to have access to relevant and contemporary professional development opportunities.
7. Years 5 and 6 students will be provided the opportunity to learn in a flexible learning environment conducive to cooperative learning strategies.

### SPECIFIC TARGETS

- Teaching staff willingly and actively engage in data presentations during team and staff meetings.
- Teacher judgement in student academic achievement will be within half a standard deviation above or below the expected grade allocation.
- Teacher judgement in student non-academic achievement will be within half a standard deviation above or below the expected grade allocation.
- Scope and sequence charts are regularly used by teaching staff as guides to planning and measuring.
- Staff satisfaction survey indicates a high level of satisfaction with distributed leadership culture across the school.

### DATA SOURCE

- Record of meetings (staff, team) where staff have either participated in data analysis or given presentations of data collected.
- Teacher judgement data through School Performance Monitoring to indicate closeness of alignment.
- List of scope and sequence documents to be developed is devised and each learning area document is checked on chart as it is developed.
- Staff satisfaction survey data.

## Successful Students - Science/Technologies

## A Strong Learning Foundation - Early Childhood Education

### OBJECTIVES

1. Continue the well established practice of environmental sustainability.
2. Introduce STEAM in the early years as per requirements in External Review.
3. Continue using Science/Technology centre in school.
4. Embed digital technologies into school curriculum K-6.
5. Develop whole school K-6 Science plan.
6. Implement new technologies curriculum.

### SPECIFIC TARGETS

- A Science/Technology facility is developed and made available to all students.
- All students K-6 experience Science/Technology learning activities throughout the school year.
- There is alignment between teacher judgement and Science testing regime results.
- A base line of student performance is established through a Science testing regime.

### DATA SOURCE

- A booking schedule is completed by staff as they access the facility.
- Evidence of activities such as Educode, Solar Challenge and general science activities are recorded pictorially.
- Compare SAIS data to common assessment task data for alignment.
- Common assessment (moderation) task is administered Term 3.

### OBJECTIVES

1. K-2 staff continue to develop a common pedagogical framework that engages every child in the WA Curriculum with a particular focus on inquiry.
2. Collaborative approach to resourcing and planning.
3. Build understanding and support for EAL/D students.
4. Social and personal skills including resiliency, independence, oral communication.
5. Using data to support student outcomes.

### SPECIFIC TARGETS

- Students in Years K-2 are independent learners who are willing to investigate and share their knowledge as part of their learning process.
- K-2 staff will share common planning and assessment documents that outline an investigative learning approach.
- Teacher judgements in Attitude, Behaviour and Effort report will be within half a standard deviation relative to the school's index of socio-economic disadvantage.

### DATA SOURCE

- Teacher observation checklist of individual student learning behaviour.
- Data base of document is developed that indicates available documents and description of learning approaches.
- Analysis of Student Achievement Information System data to indicate alignment.