



February 2026



APPLECROSS
PRIMARY SCHOOL

2025 Annual Report

APPLECROSS PRIMARY SCHOOL HELPS ALL CHILDREN TO ACHIEVE THEIR POTENTIAL

Table of Contents

03	INTRODUCTION
04	OUR STORY
05	OUR MOTTO, VISION, PURPOSE AND VALUES
06	WORKFORCE COMPOSITION (STAFFING PROFILE)
06	STUDENT NUMBERS
07	STUDENT ATTENDANCE
07	ENROLMENT TRENDS
08	SUPPORTING STUDENT ENGAGEMENT
09	SCHOOL PRIORITIES
10	DESITINATION SCHOOLS
11	FROM THE SCHOOL BOARD - CAROLINE MANSOUR
12	FROM THE P&C PRESIDENT - LINDA CZAJKA
14	RAP (RECONCILIATION ACTION PLAN) - JACKIE FRECKELTON
14	ACKNOWLEDGEMENT STATEMENT
15	ENGLISH - ANTIONETTE SORACI
18	EAL/D (ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT) - ANTIONETTE SORACI
19	MATHS - ORLA KING
24	PHYSICAL EDUCATION - MARTIN NGUYEN
25	FRENCH - NICOLE PRITCHARD
27	MUSIC - CATHLEEN OTTERMAN
29	VISUAL ARTS - NATALIE HELLEMAR
31	SCIENCE - KYM STRACHAN
33	HEALTH AND WELLBEING - BEA BOUSKA
34	CHAPLAIN - BEC THOMAS
36	LEARNING SUPPORT PROGRAM SAER (STUDENTS AT EDUCATIONAL RISK) - JUDE JAMES
37	FINANCIALS



Introduction

WELCOME TO THE APPLECROSS PRIMARY SCHOOL 2025 ANNUAL REPORT

I am delighted to share this comprehensive overview of our school's achievements and progress throughout the past year. This report provides parents and our broader community with valuable insight into the initiatives, outcomes, and developments that have shaped Applecross Primary School in 2025. It highlights our advancements toward the goals set out in our Business Plan and celebrates the significant accomplishments of our students, staff, and community.

The Annual Report is one part of our ongoing commitment to transparency, accountability, and continuous improvement. For a full understanding of our mission, vision, priorities, and daily operations, we encourage you to read this document alongside our Business Plan and other resources available on our school website.

We extend our sincere appreciation to our exceptional staff, dedicated students, and supportive families. Your enthusiasm, optimism, and collaboration have fostered a vibrant, positive, and inclusive school culture. Our students continue to demonstrate admirable commitment to our core values - **Diversity, Achievement, Integrity, and Growth** - as they strive each day to achieve their personal best.

It is a privilege to work with such a committed team, engaged learners, and a strong and supportive community. As we present this Annual Report, we thank every member of the Applecross Primary School community for their contributions. Your support is deeply valued and plays a vital role in shaping our ongoing success.

Together, we look forward to building on the foundations laid this year and continuing our pursuit of excellence for every student at Applecross Primary School.

Kind Regards

Bea Bouska

Principal



Our Story

OPERATING SINCE 1905, APPLECROSS PRIMARY SCHOOL 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.

We foster a school culture based on the understanding that positive behaviour can be taught and supported. We do this through our behaviour policy based on the values and virtues of Integrity, Diversity, Achievement and Growth. This creates a positive learning environment that enables students to strive for academic improvement and high standards, resulting in positive outcomes for all.

Wellbeing programs for the development of social and emotional wellbeing are complemented by our School Chaplain who runs programs such as 'Seasons' and 'Real Friendships' which build resiliency and positive mental health.

Connecting with the rich Aboriginal history of the Applecross area, our school has restored the bushland that surrounds the outside and highlights the scar trees that are within the grounds. Working closely with Aboriginal Elders, the school acknowledges the strong ties to the land and the significant contribution First Nations people have made to the area.

AT APPLECROSS PRIMARY SCHOOL YOU CAN EXPECT TO:



SEE ETHUSIASTIC STUDENTS PARTICIPATING IN A WIDE RANGE OF ACTIVITIES ACROSS THE SCHOOL



HEAR JOYFUL PLAYGROUND SOUNDS, VIBRANT MUSIC, CONFIDENT STUDENT VOICES, AND ENCOURAGING WORDS FROM TEACHERS



FEEL WELCOMED, VALUED, AND CONNECTED IN A SAFE AND FRIENDLY SCHOOL ENVIRONMENT

OUR SCHOOL CULTURE IS WARM, INCLUSIVE, AND BUILT ON STRONG PARTNERSHIPS BETWEEN STUDENTS, STAFF, AND FAMILIES.

Our Motto, Vision, Purpose & Values

OUR SCHOOL MOTTO

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

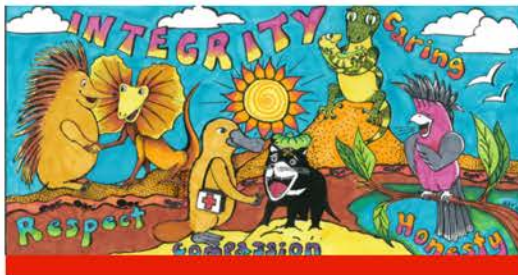
OUR SCHOOL VISION

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

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



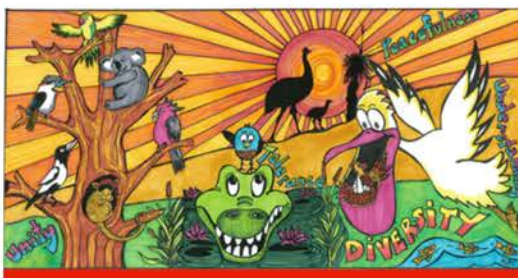
INTEGRITY

WE ACT WITH RESPECT, HONESTY, CARE, AND COMPASSION



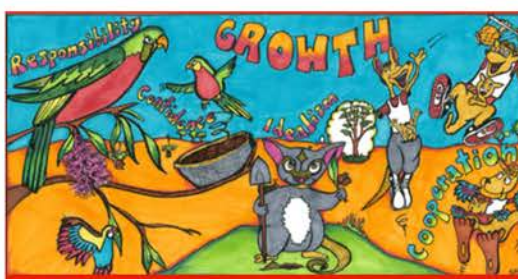
ACHIEVEMENT

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

Workforce Composition

Staff at Applecross Primary School are appointed through a merit-based selection process and demonstrate a strong commitment to the collaborative culture that is integral to the school's identity. In 2025, the school employed 36 teaching staff, including five Level 3 teachers, as well as 20 allied professional staff. All teachers are registered with the Western Australian Teacher Registration Board and possess the appropriate teaching qualifications.

Our teaching staff exhibit a high level of professional competence and are dedicated to ongoing professional growth. They have fully implemented the Western Australian Curriculum and apply contemporary, research-informed pedagogical approaches to enhance student learning outcomes. Allied professional staff also participate in continuous professional learning, enabling them to contribute effectively to classroom programs in partnership with teachers.

STAFF NUMBERS			
	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	5	3.8	0
Other Teaching Staff	36	25.2	0
Total Teaching Staff	41	29.0	0
School Support Staff			
Clerical / Administrative	3	2.6	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	20	14.4	0
Total School Support Staff	24	18.0	0
Total	69	50.0	0

Collectively, staff uphold exemplary standards of professionalism and collaboration, working cohesively to ensure a high-quality educational environment for all students.

Student Numbers (as at 2025 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	63	72	62	79	66	87	78	533
Part Time	52								

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

	Kin	PPR	Pri	Sec	Total
Male	25	33	219		277
Female	27	30	225		282
Total	52	63	444		559

	Kin	PPR	Pri	Sec	Total
Aboriginal			2		2
Non-Aboriginal	52	63	442		557
Total	52	63	444		559

Student Attendance

The school consistently maintains high levels of student attendance across all year levels. Comprehensive processes are in place to monitor attendance and to follow up on unexplained absences, late arrivals, and ongoing patterns of non-attendance. Staff at Applecross Primary School work collaboratively with parents and carers to promote and support regular attendance.

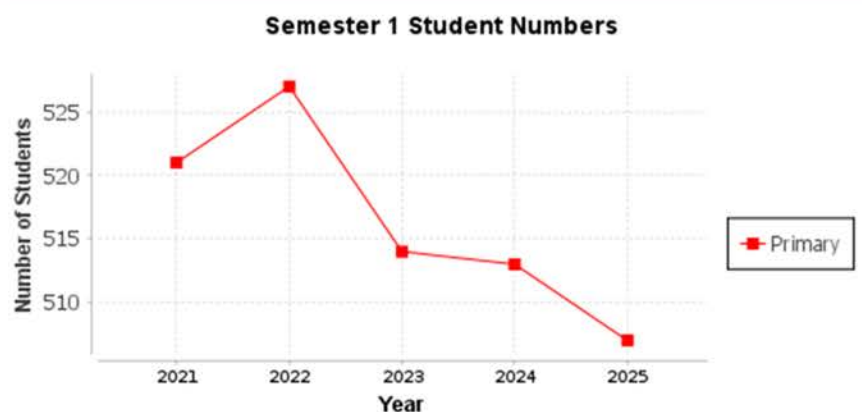
A range of positive attendance strategies is implemented at APS, including the use of Compass messaging system for parents to notify the school of student absences, the issuing of late arrival notifications, and regular correspondence to parents regarding unexplained absences. Attendance is closely monitored by the school administration, with early engagement initiated for students whose attendance patterns indicate emerging risk. The school actively educates parents about the strong correlation between regular attendance and improved academic achievement, and utilises the Department of Education’s suite of attendance resources to support families experiencing difficulty in maintaining consistent attendance.

For students whose attendance falls within the severe risk category, the school works with families to develop and implement individual attendance plans. Where appropriate, consultation with the School of Special Educational Needs (SSEN) is undertaken to further support improved attendance outcomes.

Attendance Overall Primary	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.4%	92.6%	90.3%	96.8%	85.4%	74.3%	92.5%	92.5%	88.9%
2024	93.5%	92.9%	91%	98.1%	82.9%	74.3%	93.5%	92.8%	89.4%
2025	93.7%	93.1%	90.7%	98.9%	86.7%	73.2%	93.7%	93%	89.1%

Enrolment Trends

In 2025 we experienced a drop in our student numbers in Semester 2 with 510 students enrolled from Pre-Primary to Year 6.



Supporting Student Engagement

Applecross Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The expected behaviours that students are required to learn and maintain at school are underpinned by our core values and are consistent across all year levels. Students are encouraged to achieve their personal best, with a focus on making strong decisions and setting personal goals.

All staff create a positive, safe, learning environment focused on the use of regular praise, low key responses and feed-back. Teachers guide children to deal with conflict and rebuild relationships through restorative practices and social/emotional learning programs in order to teach our students how to become problem solvers and to focus on our core values.

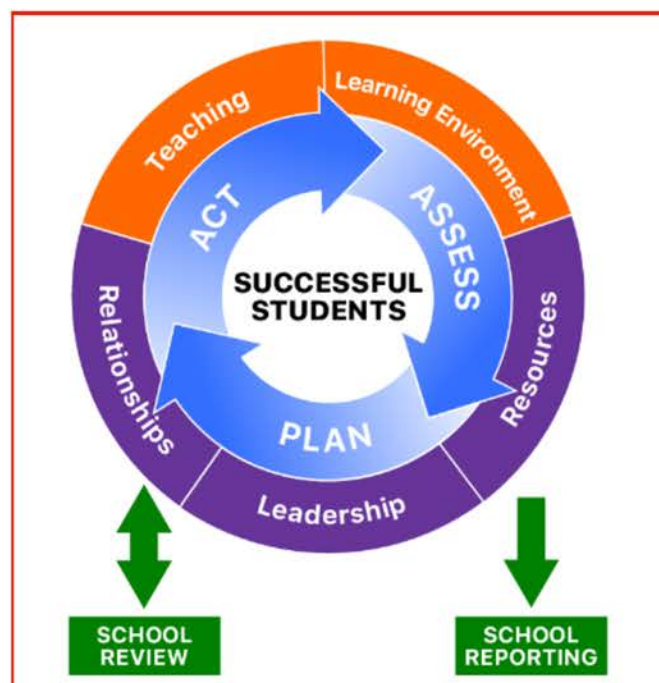
Planning Cycle

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our children.

Each year we complete a cycle of self-assessment, review, annual reporting and planning.

We use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships and Partnerships
- Learning Environment
- Use of Resources
- Leadership
- Teaching Quality
- Student Achievement and Progress



School Priorities

LEGEND:

■ ACHIEVED
 ▨ ONGOING
 ■ DEVELOPING
 ■ REQUIRES ATTENTION

Priority	Key Strategies	Progress
Teaching Quality	All classroom teachers plan, teach and assess student work using schoolwide approaches to English and Maths	▨
	All teachers follow whole school processes to track and refer students requiring additional support (academic and social and emotional)	▨
	All teachers incorporate technology in line with the ICT General Capabilities scope and sequence through accessing shared devices and BYOD program	▨
	Each term, showcase weeks will demonstrate cross-curriculum approach, including sharing of the inquiry process where it is embedded as part of good practice	▨
Leadership	Performance (Support) and Development meetings to evaluate evidence and discuss progress toward personal goals, rating against AITSL standards	■
	Performance and development opportunities, including professional learning, observations and coaching reflective of staff needs and school priorities	■
	Committees have ownership over writing operational plans which inform resource purchases and professional learning needs	■
Relationships & Partnerships	Staff score 4.0 or higher on the NSOS statement 'staff morale reflects quality professional relationships'	■
	Staff score 4.0 or higher on the NSOS statement 'My classroom planning is culturally responsive to the needs of Aboriginal Students'	▨
	Provide quality Student Services initiatives that are responsive to the needs of students, staff and families	▨
Student Achievement	All teachers use student performance data (as preschool assessment schedule) to inform their teaching and learning program	■
	Student NAPLAN performance to match or exceed that of statistically similar schools	■
	Continue to monitor and provide support and intervention, as required for students who have not yet demonstrated proficiency in NAPLAN	■



Destination Schools

At the end of 2025, 67% of Applecross Primary School students who left the school enrolled in Western Australian public high schools. This represents a slight drop compared to 2024. Applecross Primary School continues to work closely with our local intake area (LIA) high school, **Applecross Senior High School**, to promote high-quality public education opportunities for our students.

In 2025, 58% of our Year 6 students attended their LIA high school. A further 8% of students were successfully placed into Gifted and Talented Secondary Selective Entrance Programs or received scholarships at either private or government high schools.

The school has established a strong and collaborative relationship with Applecross Senior High School. Applecross Primary staff, together with our high school colleagues, provide valuable support, particularly through a dynamic and responsive transition-to-high-school program, which evolves each year to best meet student needs.

In 2025, the program included a formal Q&A session hosted by former APS students, meet and greet with the Year 7 coordinator, transition days including extra transition days for students with additional needs, offering our Year 6 cohort meaningful insights and reassurance as they prepared for high school.

DESTINATION SCHOOLS	STUDENTS
All Saints College	4
Applecross Senior High	46
Aquinas College	3
Christchurch Grammar School	2
Corpus Christi	2
Christian Brothers College	2
Como Secondary College	1
John Curtin College of the Arts	2
Kennedy Baptist College	3
Perth Modern	1
Rossymoyne Senior High School	3
St Hilda's Anglican School for Girls	2
Wesley College	5



2025 YEAR 6 LEAVERS

From our School Board Chair

Caroline Mansour

I am pleased to present the Board Chair Report for Applecross Primary School for 2025.

This year has been one of strong collaboration, steady progress and continued commitment to ensuring the best possible outcomes for our students. The School Board has worked closely with the Principal and leadership team to provide governance, strategic oversight and support across key areas including educational performance, policy review, financial stewardship and community engagement.

I would like to acknowledge and thank our Principal, Mrs Bea Bouska, and the entire school leadership team for their professionalism, dedication and tireless work throughout the year. Their focus on teaching quality, student wellbeing and continuous improvement continues to underpin the school's success.

My sincere thanks also go to our School Board members for their time, expertise and commitment. Serving on the Board is a voluntary role and the thoughtful contributions, respectful challenge and shared sense of purpose demonstrated by members throughout 2025 has been invaluable.

In Term 4, we farewelled valued Board members whose terms concluded. I would like to sincerely thank Tina Jolly and Hamoun Aria for their service, insight and commitment to the Applecross Primary School community. I am also pleased to note that John Gibbons has been re-elected and will continue to serve on the Board for a further two-year term, providing continuity and ongoing contribution. Further Board membership announcements will be made early next year.

The Board is also grateful to the P&C Association for their extraordinary efforts and ongoing support of the school. Through fundraising, events and community-building initiatives, the P&C plays a critical role in enhancing resources, facilities and experiences for our students.

Finally, I would like to thank the wider Applecross Primary School community, our families, carers, volunteers and partners for their continued engagement, trust and support. A strong school is built on strong relationships, and the sense of community at Applecross remains one of its greatest strengths.

On behalf of the School Board, I look forward, with confidence, to the year ahead and to continuing our shared work in supporting Applecross Primary School to thrive.

2025 APPLECROSS PRIMARY SCHOOL BOARD

CHAIR



STAFF REPRESENTATIVES



COMMUNITY



PARENT REPRESENTATIVES



From our P&C President

Linda Czajka

We would like to take this opportunity to thank the school community for their involvement in helping the Parents and Citizens (P&C) Committee.

The primary role of a P&C Committee is to work with the school and school families to give students the best possible school experience. We do this in several ways:

PROVIDE RESOURCES AND SUPPORT THE UPGRADE OF FACILITIES

This year, the P&C Committee's primary fundraising focus was supporting the upgrade of the undercover area. We are delighted that Stage 1, the installation of new reverse-cycle air-conditioning, has now been completed. Stage 2, which involves the structural works, is scheduled to take place over the summer holidays while students are off-site. This has been a significant project between the school and the committee, and all funds raised throughout the year have been dedicated to making it happen.

In addition to this major project, the P&C has also contributed to new library books, educational resources, the hardship fund, the graduation ceremony, a stage for Edu-Dance, and the planting of new trees and greenery along the nature strip.



MANAGE INITIATIVES

Did you know that the school's canteen is a P&C Committee run initiative? It is completely run by parent volunteers.

Thank you to everyone who volunteered this year to keep it operational. A special mention goes out to Terri-Ann Schneider, our canteen co-ordinator, who has done an incredible job in keeping things running smoothly.



The Scholastic Book Club is a program that allows parents to support their school by purchasing books. For every purchase you make from Scholastic, 15% of the proceeds go to the school in Scholastic Rewards. Schools can then redeem these rewards for educational resources. Again, this initiative is run by the P&C Committee. This year Chloe Serrao has generously put her hand up to run the program and the associated Book Fair. Chloe has done an exceptional job and we thank her for all the hard work she has put in.



HOST EVENTS

As a P&C we also host events, with the primary aim of building strong school community relationships. This year we hosted the School Disco, Mother's Day and Father's Day stalls, the Book Fair, Lapathon, Faction Carnival bake stall, Election Sausage Sizzle and end-of-term treats.



From our P&C (continued)

CONNECTING AND SUPPORTING

We would like to take this opportunity to thank all the class reps, who have helped pass on information from us, on to their classes. You play a vital role within the school and we appreciate your time... and your reminders!

We are also grateful to our Principal, Bea Bouska, and her exceptional team, who are great supporters of our committee and its initiatives. We also appreciate the ongoing support of the teachers and administration team, whose commitment to our shared vision continues to make the P&C Committee's work so much easier and more effective.

The success of P&C events and school fundraising relies on a strong team effort, and we are sincerely grateful to the Applecross Primary School parent community.

Every contribution makes a difference. Joining the P&C is one of the best ways to stay informed about what's happening at the school, connecting with others.



Applecross Primary P&C Presents
LAPATHON 2025
 8th April @ 1.30pm
 PP-YR 2 AROUND THE ROSE GARDEN
 YR 3-6 THE MAIN OVAL

Keep our kids cool! Help raise funds to upgrade and install air conditioning to the undercover area.

Register your child's fundraising page
<https://applecrosslapathon.goraiseit.com.au>

the good grocery



THE P&C PRESENT
it's time to Disco
 THURSDAY
 21ST AUGUST

PP - Yr 2 : 5pm-5.45pm
 Yr 3 & 4 : 6pm-7pm
 Yr 5 & 6 : 7.15pm - 8.30pm

SPECIAL PERFORMANCE
Dj Nikki

FREE ENTRY SWEET TREAT PRIZES

Sports Day
 September 12th, 2025

CUPCAKES \$2

HAIRSPRAY \$1
 ZINC \$1

End of term Treat!

After school this Friday!

cockburn ice arena

Applecross Primary School P&C Fundraiser
 Support the Applecross Primary School P&C Fundraising efforts!

Applecross Primary School P&C
MANGO FUNDRAISER
 FARM FRESH KUNUNURRA MANGOES
 DIRECT FROM THE FARM TO YOU!

\$10 from each box goes direct to our P & C!

OR ORDER ONLINE AT:
<https://forms.cloud.microsoft/B/314615L6GE>
 ORDERS CLOSE: 02/11/2025

When recycling your containers please use the Applecross Primary School P&C Fundraising Code.

During the 2024 school year, an enthusiastic and dedicated committee formed and continued to meet regularly in 2025 to engage in professional discussions while mapping activities to deepen student and staff understanding of the Aboriginal Cultural Standards Framework. The committee researched and sourced culturally sensitive resources to strengthen the HASS curriculum, and staff participated in a whole school professional learning to further immerse themselves in the history of Aboriginal Australians, learning about significant sites around the Applecross/Melville area. Students were introduced to the Noongar language through word of the week, families were also introduced to the Noongar words via the school newsletter and school incursions. Gina and Guy performed for the community during our Cultural Awareness Week and educated us musically through song about the Noongar culture.

All classes continue to take part in activities recognising NAIDOC and Reconciliation Weeks, including fundraising for Indigenous Literacy. Teachers continue to dedicate time to whole school acknowledgements to country, improved bushland area with artwork, language and bush classroom activities which both the staff and students had an opportunity to attend an incursion on.

Applecross Primary successfully submitted its Reconciliation Action Plan to Narragunnawali, achieving publication, and the committee also secured a PALS grant to support a range of initiatives that raise community awareness of Indigenous history and culture. Looking ahead, the school aims to continue enhancing staff understanding through culturally sensitive curriculum resources, increase community awareness of Aboriginal culture, and grow the RAP committee to include Aboriginal Elders, community representatives, and members of the local council.

This year we have a continued vision to:

- 🇺🇦 Move the school community along the cultural continuum
- 🇺🇦 Align current resources with curriculum for ease of integration
- 🇺🇦 Acknowledge significant events with appropriate indigenous ceremony.

VISION FOR RECONCILIATION

Applecross Primary School recognises and honours the heritages and histories of Aboriginal and Torres Strait Islander peoples. The community values the deep connections to the Land and acknowledges the significant contributions of the Whadjuk People to the growth and development of the Derbal Yerrigan Region to which we all belong.

The vision for reconciliation at Applecross Primary School is to promote a society that values and celebrates the diverse cultures of First Peoples, ensures equitable and equal educational opportunities, acknowledges past and ongoing injustices and promotes a socially just future through community partnerships.

Our school is committed to embracing cultural differences through a strong Reconciliation Action Plan and shared responsibility.



ACKNOWLEDGEMENT STATEMENT

OUR SCHOOL RECOGNISES THE CONTINUING CONNECTION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES TO THE COUNTRY ON WHICH WE LIVE, WORK, LEARN AND GROW. WE PAY RESPECT TO ELDERS PAST AND PRESENT.

HIGHLIGHTS AND ACHIEVEMENTS

In 2025, the English focus was on consolidating whole school consistent instructional processes and language in both Spelling and Writing. To ensure all teachers were upskilled in the evidence-based programs used at Applecross Primary, new staff received the relevant year level professional development from Promoting Literacy Development (PLD), an evidence-based synthetic phonics program and either Talk4Writing (Kindy to Year 2) or Seven Steps for Writing (Years 3 to 6).



Students in the early years were again incorporated into the MiniLit intervention program as required.

Interested staff formed a Handwriting Committee, leading discussions around handwriting practices throughout the school. Handwriting skills, like other aspects of the writing process, develop over time. The committee is working on updating our school's handwriting policy to incorporate current research, with links to programs we currently use.

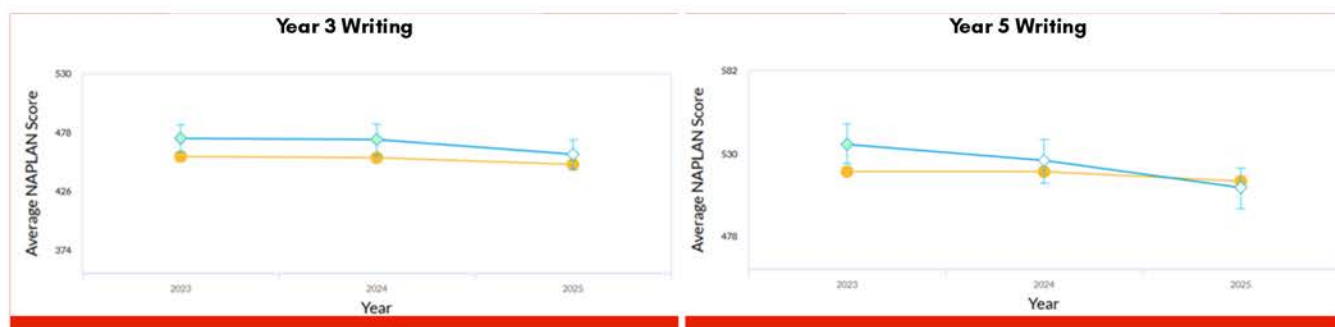
Staff used Elastik, a data analysis platform, to identify gaps in student learning particularly in punctuation and grammar. Daily reviews were implemented to fix misconceptions and reteach concepts and skills. Staff received professional learning on how to effectively use Elastik for gap analysis and writing assessments. Within school, year level teams moderated writing samples using Writemark. Staff engaged in disciplined dialogues linked to Writemark levelling and moderation.

Whilst the whole school English focus was on Spelling and Writing, staff have continued to update processes linked to Reading. A focus for the English Committee was to investigate evidence-based practices in reading fluency and planning and teaching literacy-based units. Year level teams trialled resources from Ochre Education, Inquisitive, PETAA and Jocelyn Seamer Education.

Teachers continued to become more data literate with the consistent data gathering using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) across the school. Students from Years 1 to 6 continue to take part in PAT Reading Adaptive assessments.

NAPLAN SCHOOLS ONLINE - WRITING

The graph below shows the average NAPLAN score for all students at the school in Writing over time, compared to the average score of students with a similar background.



■ Our School ■ Students with the same starting score and similar background

English (continued)

HIGHLIGHTS AND ACHIEVEMENTS

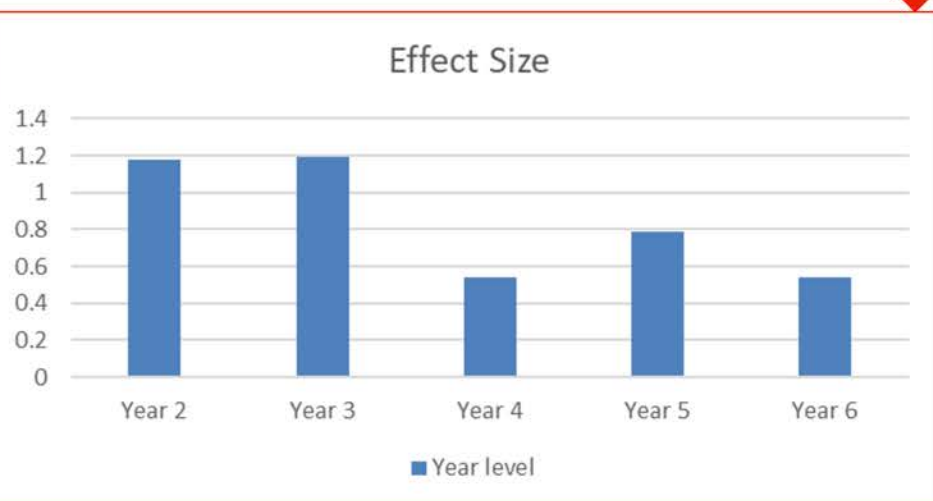
PAT READING COHORT PROGRESSION TERM 4 2024 – TERM 4 2025

About PAT Reading adaptive test: Adaptive assessments have a very different starting point from traditional tests and examinations. Students have different starting points and are provided with a personalised pathway, depending on the accuracy of their answers. The adaptive assessment is designed to establish the points individuals have reached in their long-term progress in an area of learning. This usually means establishing what they know, understand and can do at the time of assessment – information that can then be used to identify next steps in teaching and learning and to monitor individual progress over time.

Each PAT assessment has its own proficiency scale with descriptors outlining the content and skills students are consolidating at any given point on that scale. Each PAT assessment provides quantitative and qualitative data on student performance, making PAT ideal for understanding students' current strengths and weaknesses, informing teaching and learning, and monitoring progress over time.

Year Level	Score Average Term 4 2024	National Mean Term 4 2024	Score Average Term 4 2025	National Mean Term 4 2025	Cohort Progression	Effect Size
2	88.19	75.3	106.55	84.2	18.36	1.18
3	103.97	84.2	119	100.5	15.03	1.19
4	117.37	100.5	122.6	113	5.23	0.54
5	121.32	113	130.78	120	9.46	0.79
6	129.26	120	134.39	125.8	5.13	0.54

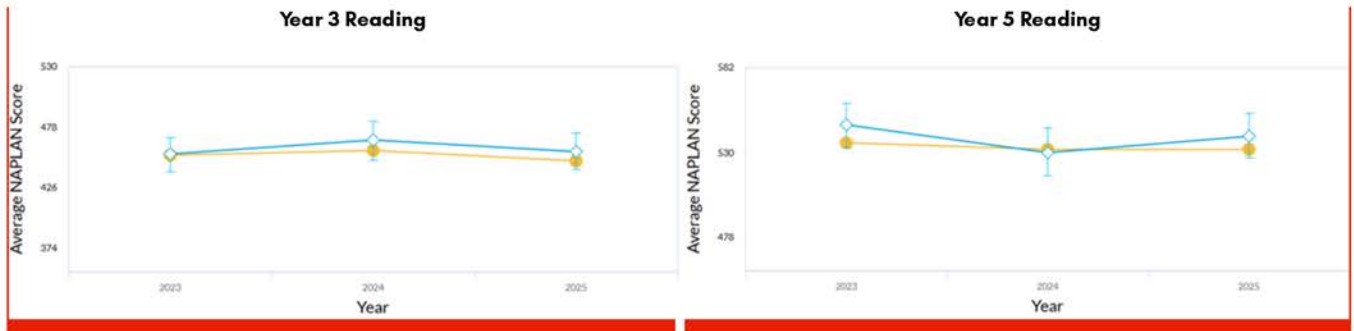
What do "effect size" measurements mean?	
No intervention	0 to 0.15
Average effect size of a teacher in a year	0.15 to 0.4
Effective intervention (for a year)	0.4 to 0.7
Highly effective intervention (for a year)	0.7 to 1.0



English (continued)

NAPLAN SCHOOLS ONLINE - READING

The graph below shows the average NAPLAN score for all students at the school in Reading over time, compared to the average score of students with a similar background.



■ Our School ■ Students with the same starting score and similar background

FUTURE DIRECTIONS AND GOALS

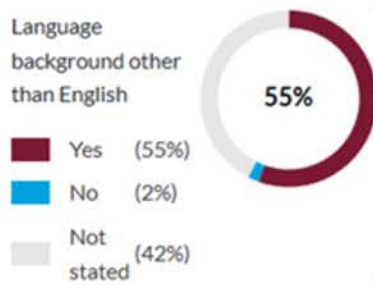
Starting in 2026, the SA font will be standard for handwriting instruction. Teachers will intentionally use and demonstrate this font during handwriting lessons and aim to model this font when writing for their students. The design of the SA font supports students in writing letters that are both easy to form and legible to others. It also offers a clear path for students as they progress from print writing to cursive as they advance through their schooling.

The move to using Writemark for writing moderation task provides AI assessments of both handwritten and typed texts. It also links student performance to the NAPLAN indicators as well as providing year level comparisons. Network moderation is planned for Term 2 2026 to assist staff in making links between the WA Curriculum and Writemark feedback.

Moving forwards, the learning area priorities for 2026 will be Reading and Viewing, with Year 2 and Year 3 teachers being provided with professional learning on developing Literacy Based Units. They will trial their units and develop a greater understanding on how to incorporate Talk4Writing (Year 2) and Seven Steps (Year 3) into combined literacy planning. In future years, additional year levels will be provided similar professional learning opportunities.



The WA Department of Education recognises that many parents and their children come from culturally and linguistically diverse backgrounds, whether arriving from overseas or born in Australia. Many require targeted, structured and explicit language support to develop their Standard Australian English competency within the school environment whilst valuing and encouraging maintenance of home language and values.



At Applecross Primary School we have a very diverse cohort of students and parents, with over 200 of current enrolments registered as students who are from a different cultural background, either speaking a language other than Standard Australian English at home or having a family member who does. We have many different languages spoken registered on our enrolment data. Many of these students have been identified as being eligible for additional Government funded support for the first two years of enrolment in an Australian school.

In 2025, small-group intervention lessons provided targeted support focused closely on each student's specific learning needs. In these sessions, grammar and vocabulary was prioritised, building the language knowledge required for clear communication, improved writing, and greater confidence when engaging with academic tasks. Through explicit teaching, guided practice, and meaningful discussion, students explored word meanings, sentence structure, and language patterns linking back to subjects being taught in the classroom.

FUTURE DIRECTIONS AND GOALS

In 2026 we will continue to strengthen communication with parents through regular meetings and, where needed, the use of interpreters to ensure all families feel supported and informed. We will recognise significant cultural celebrations from around the world through our HASS program, promoting inclusivity and global awareness across the school. We will further develop the EAL/D information and documentation on the school Teams site so all staff can easily access current guidance.



We will also provide ongoing Professional Development sessions to equip staff with effective resources and best-practice strategies for teaching EAL/D students, including how to use Progress Maps to track student growth.



HIGHLIGHTS AND ACHIEVEMENTS

NUMERO®

Número continued to be a focus for teaching fluency and problem-solving skills. Número professional learning was targeted towards Year 3 students and teachers, with workshops for the students run by Julie Richards. An after-school session was provided for all staff. A parent Número session was offered in Term 2, which was the Maths Showcase term, and was well attended by parents. A Número morning club continued this year to prepare students for entry to an interschool Número competition. Two teams were entered into the competition which took place in Term 4.

BACK TO FRONT MATHS

All year levels followed the sequence of learning recommended by Back to Front Maths in collaboration with their teams. Two more staff attended the Professional Learning series for 2025. Staff had access to the website with the suite of available resources, including webinars for further professional learning.

PRIME

Teachers continued to use Prime online resources and one of the textbooks for students as a complementary resource to Back to Front Maths. Online webinars on Prime implementation were made available for all staff to access in the staff handbook.

DATA COLLECTION

ACER continued to be used at the beginning and end of the year to administer PAT assessments. Teaching staff used the Elastik platform to analyse the data and daily reviews to close learning gaps. Year level teams collaboratively moderated summative assessments linked to the judging standards for all the content strands. Year level teams conducted one moderation task per semester from the Back to Front suite of resources.

INQUIRY

Every year level conducted an inquiry in Semester 1 and 2. Teachers moved towards making their tasks more modelled in nature (use of real-life stimuli to engage learning). Maths Talent Quest before school sessions continued with an additional teacher to support the growing number of children selected. Ten students were entered into the competition for 2025.

MATHS SHOWCASE WEEK

The Maths Show was organised as an incursion for PP-Yr 6 students. This was well received by both the students and teachers. Parents were invited in to play Número with their children before school.



Maths (continued)

FUTURE DIRECTIONS AND GOALS

NUMERO®

Ongoing Professional Learning will continue in 2026. The Year 3 students and teachers will have a workshop in Term 2. Whole staff Professional Learning will be provided after school, and another parent session will be offered in Term 2.

SCHOOL MATHS PROGRAM

Year levels will continue to use the Back to Front scope and sequence as their anchor for planning in year level teams, and incorporate the Prime textbook resource where it aligns. Teachers will continue to have access to the Prime Digital Hub and Back to Front Maths online resources. Two staff members will be undertaking the Back to Front series of Professional Learning throughout 2026. Online webinars on Prime implementation are available for all staff to access in the staff handbook.

DATA COLLECTION

Teams will continue to use PAT data to inform daily reviews through Elastik. Further Professional Learning will be provided to staff who require it, on the use of the platform. Teachers will continue to collaboratively develop and use common summative assessment tasks throughout the year and use Back to Front moderation tasks in Term 2 and 4 to align grading.

INQUIRY

Year levels will conduct an inquiry per term and use modelling where possible (use of real-life stimuli to engage learning). Maths Talent Quest will continue and the school hopes to enter 10 entries in 2026. We are hoping to engage a junior primary class with a whole class entry in 2026.

MATHS SHOWCASE WEEK

The Maths Committee will investigate further incursions for the school for 2027. For the 2026 Maths Showcase Week the committee is committed to highlighting the learning area with a range of in-school activities. We will continue to invite parents to come and play Numero with their children during this week.



Maths (continued)

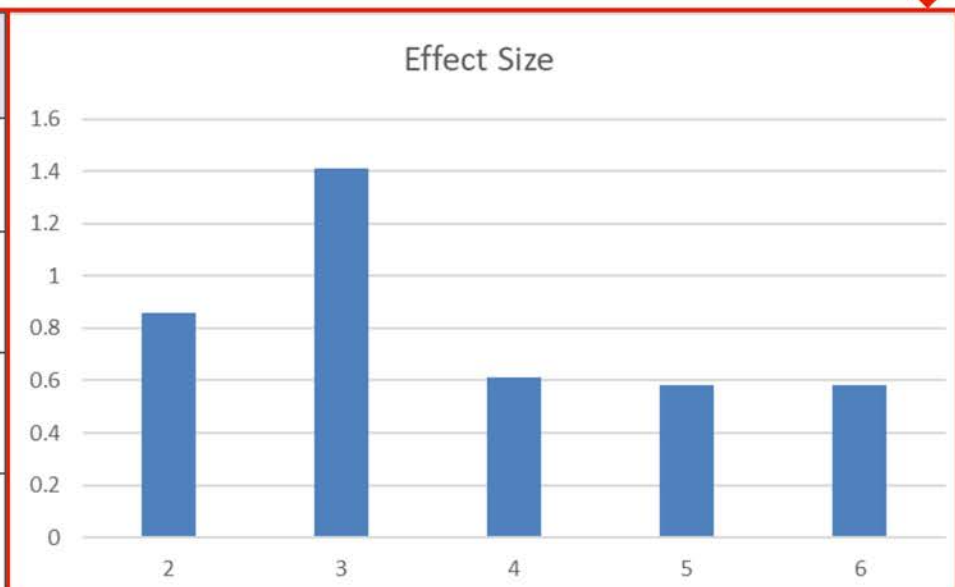
PAT MATHS COHORT PROGRESSION TERM 4 2024 – TERM 4 2025

ACER's Progressive Achievement approach assists teachers to identify student needs, target teaching and monitor learning growth. Over 5000 Australian schools use PAT Progressive Achievement products and services to help every student demonstrate learning progress.

Each PAT assessment has its own proficiency scale with descriptors outlining the content and skills students are consolidating at any given point on that scale. Each PAT assessment provides quantitative and qualitative data on student performance, making PAT ideal for understanding students' current strengths and weaknesses, informing teaching and learning, and monitoring progress over time.

Year Level	Score Average Term 4 2024	National Mean Term 4 2024	Score Average Term 4 2025	National Mean Term 4 2025	Cohort Progression	Effect Size
2	104.82	99.50	114.08	108.30	9.62	0.86
3	109.32	108.30	124.06	115.40	14.74	1.41
4	121.23	115.40	128.08	121.20	6.85	0.61
5	128.43	121.20	136.09	125.50	7.66	0.58
6	132.27	125.50	138.63	128.90	6.36	0.58

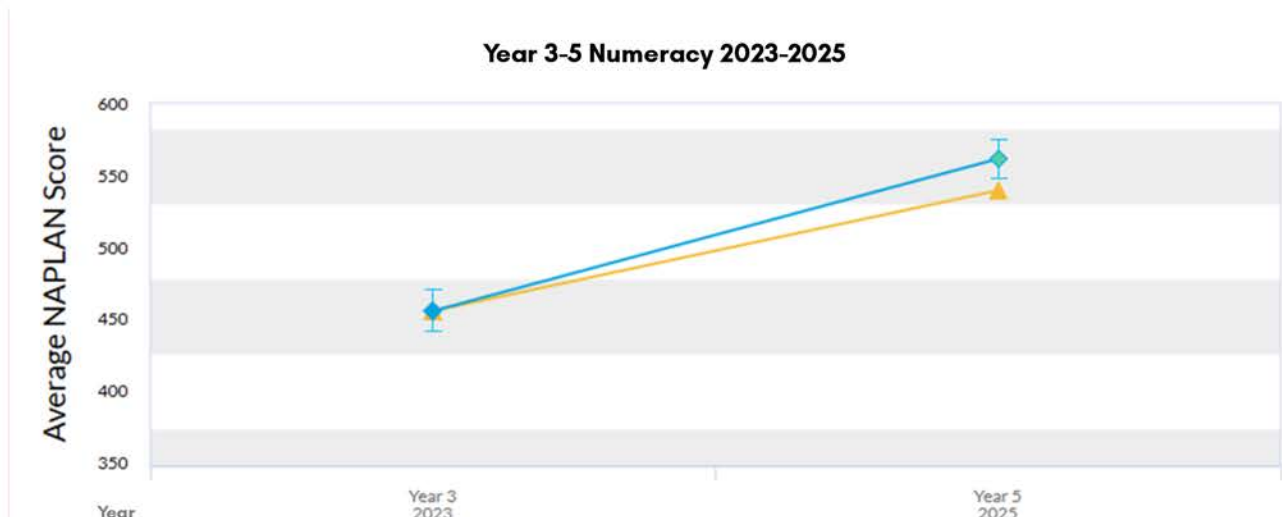
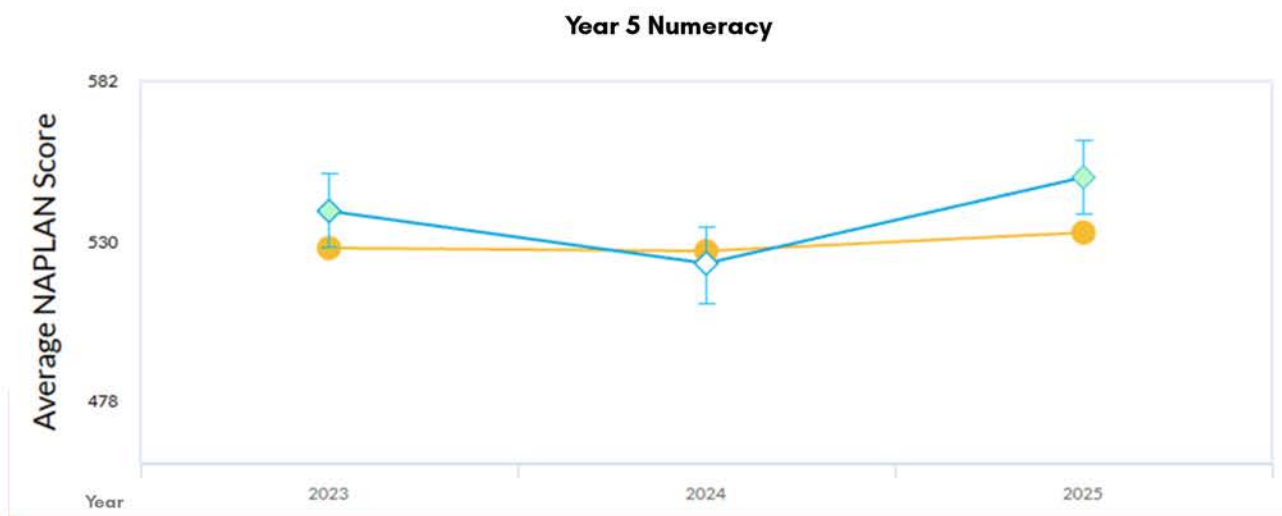
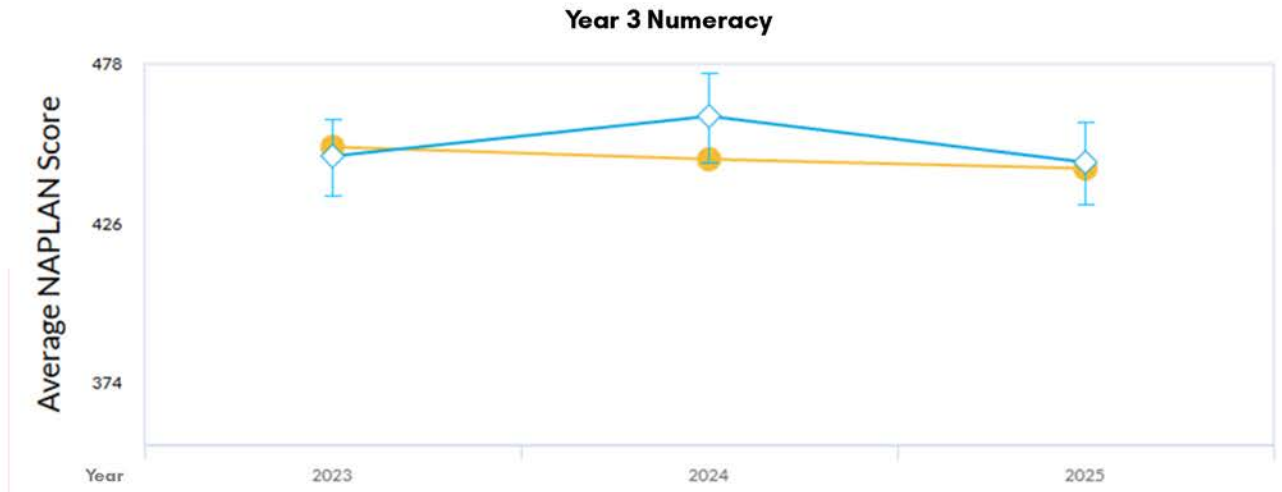
What do "effect size" measurements mean?	
No intervention	0 to 0.15
Average effect size of a teacher in a year	0.15 to 0.4
Effective intervention (for a year)	0.4 to 0.7
Highly effective intervention (for a year)	0.7 to 1.0



Maths (continued)

The graphs below shows the average NAPLAN score for all students at the school in each domain over time, compared to the average score of students with a similar background.

■ *Our School* ■ *Students with the same starting score and similar background*



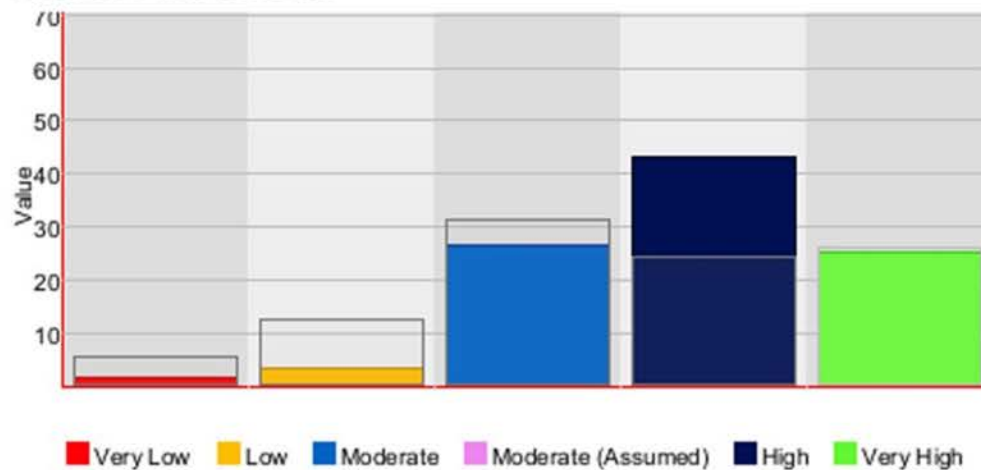
Maths (continued)

NAPLAN DATA

Numeracy - Progress

YEAR 3

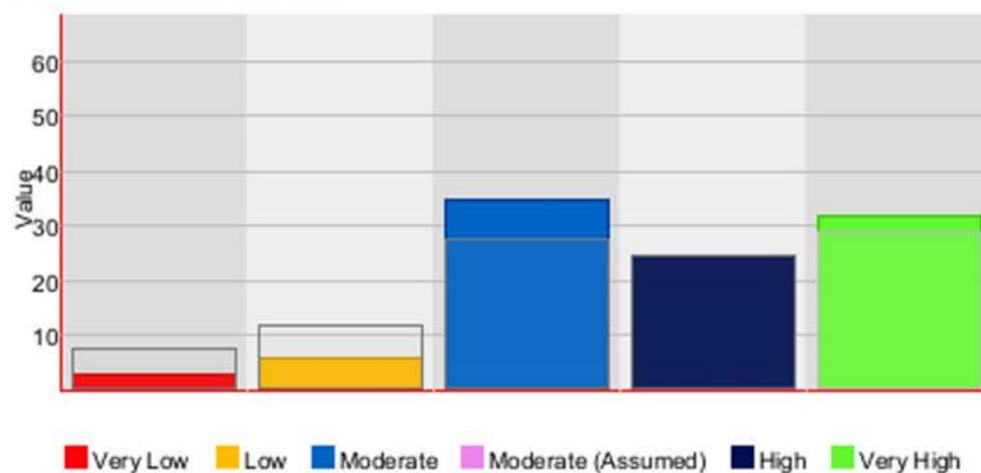
Filters : All Students



Numeracy - Progress

YEAR 5

Filters : All Students

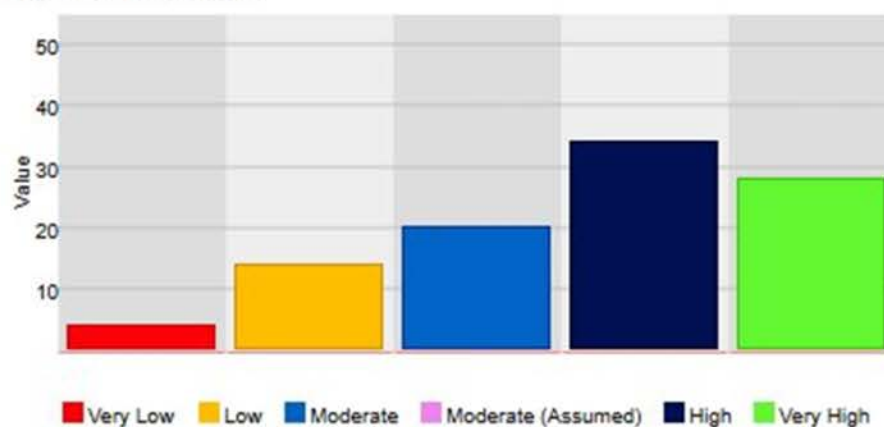


Year 6 2024 APPLECROSS PRIMARY SCHOOL Y07 2025

Reporting Period: 2025 Y07

Numeracy - Progress

Filters : All Students



HIGHLIGHTS AND ACHIEVEMENTS

It has been another great year in the Physical Education (PE) Department at Applecross Primary School. There is always a great deal happening across lessons, daily fitness, school carnivals, and interschool events, providing students with a wide range of opportunities to be active and engaged.

The KIDDO Fundamental Movement Skills (FMS) program has continued to run successfully across Pre-Primary to Year 2. In the second year of implementation, the use of formal assessments is providing increasingly meaningful data about student progress. KIDDO is showing to be an effective way to assess, track, and report on student development in the early years, supporting consistent teaching and targeted skill development.

Throughout the year, middle and senior school students participated in a variety of sports including Tee-ball, Handball, Modcrosse, and Volleyball. Students responded positively to these units, enjoying both the challenges and learning opportunities presented by each sport. Alongside these sports, in Term 2, there was a strong focus on Cross Country, with PE lessons emphasising long-distance running, pacing, and stamina. This was followed in Term 3 by preparation for the Athletics Carnival, where students trained for events, participated in trials, and practised tabloid activities.

School carnivals were another highlight of the year. We have had great turnout with parent helpers at our carnivals. Thanks to parents and staff, we have been having successful events. While there were minor disruptions during the Swimming Carnival due to weather, staff adapted effectively directing students with parent helpers being flexible, to ensure the day ran safely and smoothly. A similar challenge arose with one of our MDISSA events due to weather conditions cancelling an event. However, thanks to the flexibility and commitment of staff, a successful make-up event was organised at school. This provided students with an opportunity to showcase their skills and learning alongside teachers and coaches. For our MDISSA events, we have also taken home the meritorious award from the Athletics Carnival.

Applecross has been working with Sporting Schools to help bring in coaches, and helped provide students with a more specialised training session. We had secured coaches for Years 3 to 6 students covering netball, soccer and AFL. Then in Term 4, coaches were booked in for Pre-Primary to Year 2, with the coach teaching students tee-ball. This has proven to both be effective and highly engaging for students.



Physical Education (continued)

FUTURE DIRECTIONS AND GOALS

Moving forward, the Physical Education Department aims to integrate the KIDDO framework into the middle and upper primary years. Our initial focus will be on incorporating KIDDO resources and programs into our existing curriculum. Aside from this, most other aspects of the physical education program will remain consistent with previous years.

We will continue to engage specialist coaches to provide students with high-quality instruction and deepen their understanding of various sports. We are also looking forward to another year of wonderful parent support, continuing the positive trend we have experienced at Applecross Primary School in previous years.



French

Nicolé Pritchard

HIGHLIGHTS AND ACHIEVEMENTS

The French program this year has continued to emphasise cultural awareness, language acquisition, and student engagement through a variety of structured learning experiences.

CULTURAL LEARNING FOCUS

Each lesson commenced with a brief exploration of a French landmark or significant historical event. This approach broadened students' cultural understanding, encouraged curiosity, and prompted meaningful classroom discussions beyond the well-known aspects of France.



French (continued)

INTEGRATION WITH SCHOOL SHOWCASE WEEKS

The French program contributed actively to whole-school initiatives by tailoring activities to each Showcase Week theme.

LITERACY WEEK

Students engaged with French stories and texts to explore France through literature.

NUMERACY WEEK

Each class participated in a French-themed mathematics competition designed to build numeracy skills while reinforcing language learning.

YEAR 5 FRENCH FASHION PARADE

A major highlight for Year 5 students was the French fashion parade, which served as the culminating activity for their unit on clothing and descriptive language. Students demonstrated confidence in speaking French, while presenting highly creative and entertaining catwalk performances.

FUTURE DIRECTIONS AND GOALS

LANGUAGES WEEK PLANNING

Identify a suitable period within the busy Term 3 calendar to ensure Languages Week is celebrated meaningfully and with appropriate school-wide involvement.

WELCOMING THE 2026 FRENCH ASSISTANTE

Prepare for the arrival of the next French Assistante at the beginning of 2026, ensuring strong support structures for effective classroom integration and cultural enrichment.

SUPPORTIVE LEARNING ENVIRONMENT

Maintain a safe, inclusive, and encouraging environment where all students feel confident to attempt spoken French and take risks in their language learning.

SUSTAINING STUDENT ENGAGEMENT

Continue building on student enthusiasm by incorporating culturally rich content, interactive learning experiences, and engaging tasks that foster students' identities as motivated language learners.



Dans un esprit de réconciliation, Applecross Primary School reconnaît les gardiens traditionnels du pays dans toute l'Australie et leurs liens avec la terre, la mer et la communauté. Nous rendons hommage à leurs aînés passés et présents et étendons ce respect à tous les Aborigènes et Insulaires du détroit de Torres aujourd'hui.



In the spirit of reconciliation, Applecross Primary School recognises the country's traditional caretakers across Australia and their connections to the land, sea and community. We honour their past and present elders and extend that respect to all Aboriginal and Torres Strait Islander people today.



HIGHLIGHTS AND ACHIEVEMENTS

WHOLE SCHOOL MUSIC PROGRAM

Throughout 2025, students in Years 1-6 have had the opportunity to develop their musical understanding and skills in specialist music lessons under the direction of Cathleen Otterman. These lessons engaged students in singing songs, learning music theory, using music applications, playing a variety of instruments, and participating in listening and responding tasks. Children also had the opportunity to engage with music technology, exploring recreating songs, and composing original works using online instruments and audio loops.

TALENT SHOW

In Term 1, students had the opportunity to perform a chosen talent during music class as a soloist or in a group. Playing instruments, singing, dancing, and a range of comedy acts were popular performance choices. Selected students were invited to perform in the Junior and Senior Talent Shows run by the Music Leaders and Choir Captains.

SENIOR CHOIR

The Senior Choir had a very busy year performing at school and within the community. Their first performance was during our Health and Wellbeing Showcase, singing songs connected to Noongar language, culture and history. Choir students also performed "The Last ANZAC" to commemorate ANZAC Day.



Music (continued)

In Term 3 students enjoyed performing in the One Big Voice Festival at the RAC Arena in Perth as well as presenting four outstanding performances of the musical “SeussicalKIDS” to the school community. The performances were held onsite, utilising the stage, lighting system and PA system and equipment. The Choir’s final performance in Term 4 was during the Arts/Science Showcase Week, where they performed songs connected to the Elements – Earth, Air, Fire, Water.





IMSS

As part of the Instrumental Music School’s Services, selected students in Years 3 to 6 attended lessons on violin, viola, cello, classical guitar and clarinet. Orchestral strings students in Years 4, 5 and 6 had the opportunity to participate in String Ensemble under the direction of Ichina Parker. The ensemble attended the ABODA festival and received very positive feedback from adjudicators and audience members. In Term 4 all IMSS students had the opportunity to demonstrate their learning at the IMSS assembly. The String ensemble also gave an outstanding performance at the local Rotary Jacaranda Festival in November.



FUTURE DIRECTIONS AND GOALS

-  Continue to incorporate cooperative learning through learning stations and rotations.
-  Incorporate music technologies through the Musical Futures resources.



HIGHLIGHTS AND ACHIEVEMENTS

2025 PROGRAM THEME: ELEMENTS OF NATURE

In 2025, the Visual Arts program was structured around the overarching theme **Elements of Nature**. Students from Years 1 to 6 engaged with artworks, illustrations, and designs from a broad range of artists, cultures, and art movements. Featured artists included Julie Shackson, Emma Blyth, Pete Cromer, Erica Wagner, Alice Lindstrom, Salvador Dalí, Leonora Carrington, André Breton, Moira Hazel, Bronwyn Bancroft, Fane Lessac, and artists representing Australian Aboriginal cultural traditions.

Students participated in a comprehensive suite of art-making processes, including wax resist, collagraph printing, geli-plate printing, photography, lino printing, collage, nature-based art, tonal drawing, pastel resist, sponge painting, watercolour, stencilling, soft sculpture, papier-mâché, and ceramics. These activities supported the development of skills and understandings related to the Visual Arts elements of line, shape, colour, space, texture, and value.

CONNECTION TO NATURE AND CULTURAL LEARNING

A key focus of the program was maintaining students' connection to the natural environment in an increasingly technology-driven world. Hands-on art-making provided opportunities for multisensory engagement, emotional wellbeing, and the development of respect and responsibility toward the natural world. These principles align closely with Australian Indigenous perspectives, which were acknowledged and celebrated through the whole-school installation Connection to Country, exhibited during the Term 1 Showcase Week.

MAJOR EXHIBITION: ELEMENTAL

Each term centred on one of the four natural elements—Earth, Air, Fire, and Water—integrated with the corresponding Visual Arts elements. This sequential learning approach culminated in the Term 4 whole-school exhibition Elemental. The exhibition showcased the breadth and depth of student learning across the year and was very well received by students, families, and the wider school community.



Visual Arts (continued)

FUTURE DIRECTIONS AND GOALS

The Visual Arts program will continue to prioritise a dedicated celebration of the Arts within the school calendar. To ensure that Visual Arts maintains a strong and distinct presence alongside other whole-school events such as Science Week, Book Week, and Maths and Literacy Weeks, a standalone Visual Arts Week was implemented in late Term 4 this year. For future planning, it is recommended that this event be scheduled in Term 3. The decision to place it in Term 4 for 2025 was influenced by exceptional operational challenges, including a flooded storeroom, damage to the kiln, and the substantial volume of student work requiring firing, glazing, and refiring prior to exhibition.

In 2026, the final week of Term 1 will include the official opening of the school's sensory garden. This event will feature student artworks inspired by natural themes and will form part of the Health and Wellbeing Showcase Week. This exhibition will also represent the final major display coordinated by the current Visual Arts specialist prior to a period of leave commencing in July 2026.

Looking ahead, it is recommended that the incoming Visual Arts specialist continue to strengthen a hands-on, culturally rich program that reflects the school's values and priorities. Ongoing emphasis on nature-based learning, cultural diversity, and creative exploration will support student engagement, wellbeing, and the continued development of artistic skills across all year levels.



HIGHLIGHTS AND ACHIEVEMENTS

The 2025 school year marked a period of significant growth and achievement in Science at Applecross Primary School, building on the success of establishing Science as a specialist subject. Across the year, the program has continued to strengthen student engagement, improve academic outcomes, and expand opportunities for enrichment and collaboration.

IMPROVED ACADEMIC PERFORMANCE

Student achievement in the Progressive Achievement Tests (PAT) showed measurable improvement across the school, reflecting strengthened teaching practice and student engagement. The most notable growth was seen in our Year 6 cohort, who achieved significant gains before transitioning to high school. This improvement demonstrates the impact of targeted instruction, consistent assessment practices, and sustained focus on inquiry-based learning.

SCIENCE TALENT SEARCH SUCCESS

A record five student projects were selected as finalists in the STAWA SciTech Science Talent Search, including recognition in the Emerging Talent and Young Scientist of the Year premier award categories. These results highlight the creativity, depth of understanding, and perseverance of our students.

SUPER STEM AND SUPER SCIENCE PROGRAMS

Our partnership with Applecross Senior High School (ASHS) has continued to thrive through the Super STEM and Super Science programs. These initiatives offer students opportunities to extend their learning through advanced STEM challenges, mentorship, and exposure to high-level scientific concepts. This ongoing collaboration ensures continuity of STEM learning as students transition into secondary education.

NEW INITIATIVES – BEFORE SCHOOL STEM CLASS

In 2025, we launched a Term 4 before-school STEM program for Year 5 students focused on the **Synergy Solar Challenge**, providing students with extra time to deepen their understanding of energy systems, engineering design, and collaborative problem-solving. This initiative has successfully engaged a new group of students who are eager to explore Science and Technology beyond the classroom.



Science (continued)

GRANT FUNDING AND SUSTAINABILITY INITIATIVES

This year, the school received WasteSorted Schools grant funding to run a sustainability-focused beeswax food wrap activity. Students learned about reducing single-use waste while creating reusable wraps to support more environmentally conscious habits at school and home. We also secured a Science Week Grant from the Australian Science Teachers Association, which enabled students to explore “Nature’s Hidden Languages” through hands-on investigations using UV light and photochromic pigments. This engaging activity revealed invisible patterns and colour changes, sparking curiosity and deepening students’ understanding of light’s behaviour.



COLLABORATIVE MODERATION & TEACHER DEVELOPMENT

Science moderation at a network level has strengthened the consistency and reliability of grading, while enhancing teacher instruction and professional dialogue. Teachers have continued to collaborate across year levels to design engineering and inquiry-based projects that support the Science curriculum and promote creativity, critical thinking, and teamwork.



BUILDING A CULTURE OF SCIENCE LEARNING

The enthusiasm for Science at Applecross Primary continues to grow among students, staff, and the wider community. Positive feedback reflects the success of a program that balances academic rigour with hands-on engagement, ensuring every student has the opportunity to think, question, and explore like a scientist.



FUTURE DIRECTIONS AND GOALS

Building on the strong foundation in science education, I will continue to work closely with classroom teachers to deepen the connection between Science and Design Technologies. By aligning units of work, co-planning investigations, and integrating hands-on design challenges into scientific inquiry, we aim to strengthen student understanding across both curriculum areas. This collaborative approach will support students to apply scientific concepts in real-world design contexts, foster innovative thinking, and develop the problem-solving skills essential for future learning. Through ongoing professional learning, shared resources, and team-taught projects, we will ensure that Science and Design Technologies remain seamlessly integrated, engaging, and relevant for all learners.



HIGHLIGHTS AND ACHIEVEMENTS

In 2025, Applecross Primary School strengthened its commitment to nurturing exceptional mental health and psychological safety for all members of its community – students, staff and volunteers. This year marked a significant shift toward explicitly understanding, measuring and enhancing the psychological safety of both children and adults across the school.

Our Chaplain, School Psychologist, classroom teachers and a range of external providers continue to play a central role in creating a safe, supportive and responsive school environment. By embracing a whole-child approach, the school has cultivated a positive culture where students increasingly demonstrate confidence, resilience and improved peer relationships.

A key development in our wellbeing strategy has been the refinement and expansion of small group programs, including friendship groups, social skills groups and sessions aligned with the Zones of Regulation framework. These programs equip students with the language, self-awareness and interpersonal skills needed to build strong friendships, navigate social situations and develop healthy emotional regulation. The focus on bullying prevention further strengthened the school's social climate, by teaching a shared language for conflict resolution and embedding values of respect and kindness.

Classroom teachers continue to implement well-established wellbeing and mental health initiatives, such as the explicit teaching of social thinking skills, conflict management, protective behaviours and the buddy class program. Buddy interactions foster belonging by building supportive cross-age relationships. Older students act as mentors and peer guides, while younger students gain confidence and security through these connections.

Professional learning in 2025 also had a strong focus on staff psychological safety and capacity building. Teachers engaged in professional learning with Eliza Dadson on “ADHD and Me”, deepening their understanding of ADHD and exploring alternative strategies to support students. People Sense continued its valued support, offering guidance on teacher wellbeing, understanding student anxiety and working in partnership with families of students with diagnosed anxiety.

The Student Services team met regularly to discuss students at risk, and develop targeted interventions. This collaborative approach ensures timely communication with parents and caregivers, and allowed teachers and support agencies to work together to implement tailored strategies that promote both wellbeing and psychological safety.

Throughout the year, Applecross Primary School promoted a culture of health, inclusivity and wellbeing through significant school-wide events. These included Harmony Day, Outdoor Classroom Day, NAIDOC Week, Reconciliation events, R U OK? Day and Wellbeing Week. Classroom-based and whole-school activities reinforce core messages, and assemblies and musters provide additional opportunities to promote values associated with inclusion, mental health and respectful relationships.

In 2025, Applecross Primary School proudly placed psychological safety at the centre of its wellbeing agenda – recognising that when students and staff feel safe, valued and supported, meaningful learning and strong community connection thrive.



Chaplain's Report

Bec Thomas - YouthCARE Chaplain

HIGHLIGHTS AND ACHIEVEMENTS

In 2025, my role as Chaplain at Applecross Primary School has continued to focus on fostering a supportive, inclusive, and collaborative environment for students, staff, and families. Working closely with the Administration team, teachers, education assistants, and support staff, I have contributed to the school's wellbeing priorities through both individual and group support, proactive programs, and collaborating on a strengthened SAER (Students at Educational Risk) process.

STUDENT WELLBEING SUPPORT

Throughout the year, I provided pastoral care and early intervention across a range of areas including:

- Friendship and peer conflicts
- Family conflict and separation
- Mental health and anxiety-related concerns
- Self-esteem and confidence building
- General wellbeing support and referrals

These interactions helped students navigate challenges that impact their engagement, learning, and emotional development. Collaborative planning within the SAER team ensured wrap-around support for identified students, strengthening consistency between school, family, and external services.



Chaplain's Report (continued)

PROGRAMS AND GROUP INITIATIVES

A number of targeted wellbeing programs were delivered in 2025:

SEASONS FOR GROWTH (GRIEF AND LOSS PROGRAM)

Facilitated multiple small groups supporting students experiencing change, grief, or loss, with a total of 48 students participating across the year.

SWELL - STRATEGIES FOR WELLBEING

A resilience and wellbeing program developed by YouthCARE in partnership with Lifeline, aimed at equipping students with practical emotional regulation and coping strategies.

REAL FRIENDSHIPS

Delivered to support students in developing empathy, conflict-resolution capabilities, and positive relationship skills.

COMMUNITY ENGAGEMENT AND SUPPORT

Strengthening community connections remained an important aspect of my role. Initiatives included:

ANNUAL FOODBANK COLLECTION

Coordinated whole-school participation where we collected 555kg of essential items for members of the WA community in need.

YEAR 6 STUDENT LEADERSHIP DAY

Coordinated the Year 6 student leadership day which was held at Point Walter Recreation Centre.

Additionally, ongoing collaboration with external networks—such as the YouthCARE Chaplaincy network and BeYou South Metro network—helped maintain best practice and ensure high-quality wellbeing support.

STAFF AND FAMILY SUPPORT

Alongside student-facing work, I provided confidential support to staff and families, assisting with wellbeing concerns, student-related challenges, and referrals to appropriate community agencies when required. These connections help maintain a supportive and cohesive school culture.



Learning Support Program SAER

Judith James

Applecross Primary School remains committed to supporting a diverse range of learners by fostering strong partnerships between staff, parents, and external service providers. Our goal is to ensure every student receives an education that is responsive to their individual needs.

The Student Services team—comprising the Deputy Principal, School Psychologist, and Chaplain—continues to implement a collaborative SAER (Students at Educational Risk) referral process. This approach assists teachers and families in identifying learning difficulties, accessing specialist assessments, and developing evidence-based strategies to enhance student engagement and wellbeing.

HIGHLIGHTS AND ACHIEVEMENTS

Throughout 2025, the school continued its partnership with SSEN: Disabilities and SSEN: Behaviour & Engagement. These connections provided valuable support for teachers working with students with additional needs, ensuring classroom practices remain current and aligned with system expectations. Special Needs Education Assistants continued to play a vital role in supporting students working on alternative curricula, and we actively explored new ways to meet students' academic, physical, and social-emotional needs.

Teachers engaged closely with therapists, tutors, and diagnostic specialists to better understand the strengths and challenges of students requiring adjustments. This two-way communication ensured that recommendations were contextualised to the school environment and that teachers' observations informed external assessments.

Our ongoing relationship with Eliza Dadson ("ADHD With Me") provided additional professional learning for staff and parent workshops across the Applecross Network. Feedback from both groups highlighted the practical nature of the content and the value of building a shared understanding between home and school.



FUTURE DIRECTIONS AND GOALS

In 2026, Applecross Primary School will complete Trauma-Informed Practice professional learning delivered by School Psychologists. Following the introduction of updated documented plan guidelines, we will also review internal processes to ensure staff feel confident in identifying appropriate strategies for differentiation and alternative curriculum planning.

As awareness of a wide range of learner needs continues to grow, so too does the complexity of catering for diverse classroom profiles. Our focus moving forward is to strengthen a culture of acceptance and understanding among both students and staff, recognising and celebrating individual differences.



Financial Report

Lisa Mackay

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	108,001	108,001
Carry Forward (Salary)	248,320	248,320
STUDENT-CENTRED FUNDING		
Per Student	4,873,227	4,873,227
School and Student Characteristics	1,037,067	1,037,067
Disability Adjustments	59,939	59,939
Targeted Initiatives	221,398	221,398
Operational Response Allocation	4,579	4,579
Total Funds:	6,196,210	6,196,210
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(346,931)	(346,931)
School Transfers - Cash	348,503	348,503
Department Adjustments	0	0
Total Funds:	1,572	1,572
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	27,375	27,375
Charges and Fees	131,025	131,026
Fees from Facilities Hire	46,756	46,755
Fundraising/Donations/Sponsorships	102,608	102,608
Commonwealth Govt Revenues	500	500
Other State Govt/Local Govt Revenues	4,000	4,000
Revenue from CO, Regional Office and Other scho	153	153
Other Revenues	32,142	32,142
Transfer from Reserve or DGR	41,180	41,180
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	385,739	385,739
TOTAL	6,939,842	6,939,842

Financial Report (continued)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,288,063	5,288,063
New Appointments	0	0
Casual Payments	492,474	492,474
Other Salary Expenditure	196	196
Total Funds:	5,780,733	5,780,733
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	82,950	81,383
Lease Payments	47,200	30,506
Utilities, Facilities and Maintenance	154,280	152,973
Buildings, Property and Equipment	278,951	154,589
Curriculum and Student Services	257,015	227,469
Professional Development	34,500	20,301
Transfer to Reserve	45,100	45,100
Other Expenditure	6,957	5,070
Payment to CO, Regional Office and Other schools	153	142
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	907,106	717,533
TOTAL	6,687,839	6,498,266
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	108,001	108,001
Carry Forward (Salary):	248,320	248,320
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,197,782	6,197,782
Locally Raised Funds:	385,739	385,739
Total Funds:	6,939,841	6,939,841
EXPENDITURE		
Salaries:	5,780,733	5,780,733
Goods and Services (Cash):	907,106	717,534
Total Expenditure:	6,687,839	6,498,267
VARIANCE:	252,002	441,575