



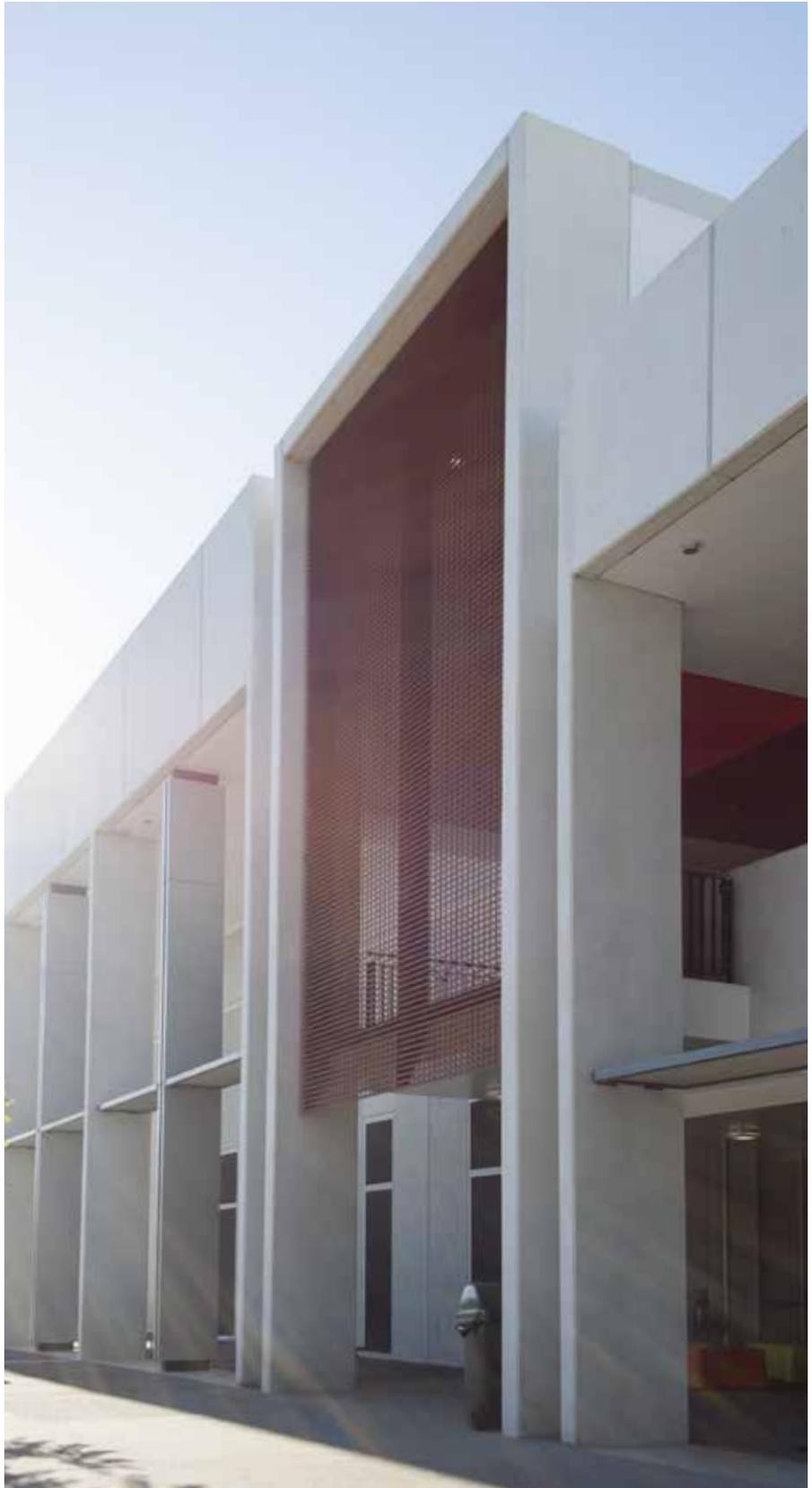
APPLECROSS

SENIOR HIGH SCHOOL

INDEPENDENT PUBLIC SCHOOL

Annual Report | 2015





Contents

From the Principal	4-6
From the School Board Chair	7
Applecross Senior High School Values	8
Business Plan Priorities	9
Student Achievement Improvement Targets	10-11
Comments on Student Achievement Targets	12
NAPLAN Results	13
Year 12 Results	14-17
Learning Area Highlights	18-25
GATE Art Program	26
Information on our Staff and Students	27-28
Financial Report	29-31

Achieve

From the Principal

It is with great pleasure that we introduce the 2015 Applecross Senior High School Annual Report.

The annual report provides parents, caregivers and members of the community with an overview of performance at Applecross Senior High School over the preceding year. It provides information about comparative student achievement, academic performance, attendance, a range of school programs and staffing.

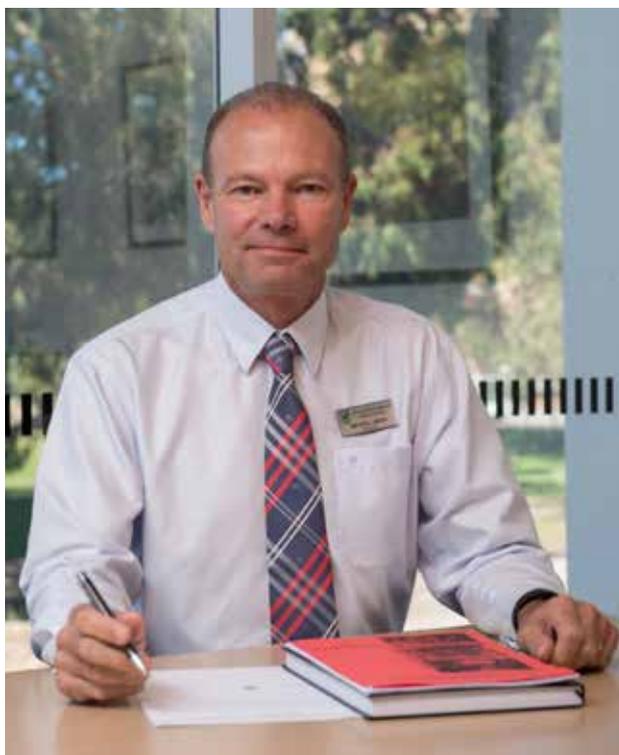
The annual report forms part of the suite of review and reporting documents that we use to reflect on our performance and service delivery to our community. In April 2014 we had our first Department of Education Services (DES) review which involved DES reviewers spending three days in the school talking to staff, students, parents and School Board representatives.

The DES review analysed evidence and performance data to verify the self-assessment processes used by the school. The findings of this review were very positive and validated the school's performance judgements. A summary of the findings has been included in the annual report.

Student Achievement

Academically, 2015 was a successful year for Applecross Senior High School students. Our Year 12 students' overall achievements were the best in at least five years. Our median ATAR (84.2) meant that we were ranked as the 6th best public school and 22nd best school overall. A number of our student achievement targets (see p. 10-11) relate to the performance of our Year 12 students and it was pleasing to see that most of these were achieved in 2015.

92% of ATAR (university bound) students were offered a place at university. It was wonderful to see



Principal Paul Leech, Applecross Senior High School

The full report can be found for public viewing on our website: applecross.wa.edu.au/governance. In 2015 we completed our first School Business Plan (2012-15), as an Independent Public School, and commenced the new plan (2015-18).

so many Applecross SHS students gaining their first preference entry to either university or TAFE courses of their choice.

Our Year 9 students continued to achieve well in NAPLAN with results in Literacy and Numeracy exceeding both National and State averages. The school was recognised for our students' performance particularly in numeracy, which was significantly above (more than one standard deviation) the expected performance (based on ICSEI – see p.13).



2015 Review Process

As an Independent Public School, we constantly reflect on the performance of the school through the business planning process. The current Business Plan (2015-18) is available on our website. The plan builds on the previous priority areas of excellence in teaching, learning and pastoral care. The new student achievement targets are designed to more effectively direct our focus, energy and resources as an organisation to gain the best outcomes possible for students. While many of the targets are aspirational, I believe that we have the capacity and the quality of staff and students to ensure they are realistic and achievable.

The goal is to ensure that this occurs at the level of the individual teacher, Learning Area (LA) (or program) and whole school.

At key stages during the year, all teachers engage in a review of student performance data (eg. Semester Grades, NAPLAN, WACE, ATAR). Year 12 teachers, in particular, receive detailed information on how their students performed in each exam question compared to other students in WA. Teachers also receive feedback on their teaching and on the performance of their students from individual student assessments

and from common (whole course) assessments. Heads of Learning Areas (HoLAs) monitor and oversee the analysis of available data and then review this at the learning area level.

Strategies are developed and resources allocated to address areas where improvement is required. HoLAs also make recommendations which are reviewed and discussed by the School Leadership Group.

In 2015, several identified LAs participated in a facilitated self-review process using an external school-based consultant. The process began with confidential staff interviews aimed at identifying strengths, challenges and issues within the area. Each staff member was also observed teaching and provided with feedback. The information was then brought together in a series of staff meetings and resulted in a report identifying issues and challenges. The final stage was the development of a collaborative plan which is being actioned in 2016. In other LAs, the HoLA adapted part of the self-review process to target aspects of their LA. In some cases, the review included staff, student and parent surveys.



As a result of the review process in 2015 most LAs engaged in a 'backward mapping' exercise to examine the structure and sequence of courses to ensure that key content, concepts and skills were covered in sufficient detail to enable students to be well prepared for Year 11 and 12 courses. In many cases, Year 10 courses were restructured with an emphasis on increasing academic rigour, including test and exam preparation skills.

In 2015, there was also a review of the Academic Extension program which resulted in significant improvement. All staff members are now members of a Professional Learning Team led by a classroom teacher with a particular focus area.

2015 also resulted in a renewed focus on ensuring whole school consistent standards for teaching and learning. There was a strong emphasis in quality teaching in the professional learning delivered during the School Development Days with sessions devoted to ensuring that teachers were familiar with the (Australian Institute for Teaching and School Leadership) AITSL Standards; current teachers sharing examples of good practice; and investigating classroom observation protocols.

Targeted support was provided for our large group of graduate teachers who participated in the Department of Education's Graduate Teacher

modules and received feedback from our Teaching and Learning Coordinator and one of the Deputy Principals. All teachers participated in classroom observations of their colleagues' lessons. HoLAs, Deputy Principals and the Principal regularly engage in classroom visits either as part of a program of structured observation or for quick 'walk throughs'.

The completion of the major refurbishment of Applecross SHS has delivered state of the art new and refurbished facilities which provide our students with a world-class learning environment equipped with contemporary learning technologies. I believe that the school is capable of achieving outcomes in teaching and learning that are also world-class. We will continue to work diligently on our priorities and targets to ensure that the best possible student outcomes are achieved.

I trust our annual report will give you an insight into the 2015 school year at Applecross SHS and the many achievements of our staff, students and parents.

Paul Leech
Principal of Applecross Senior High School

From the School Board Chair



2015 has seen another excellent year of academic results for the school. On behalf of the School Board, I would like to take this opportunity to congratulate all students on their achievements this year and sincerely thank all the staff at the school for their work in enabling the students to succeed. The improved results achieved by the Year 12 cohort stands them in good stead as they choose to continue their studies or move into the workforce.

Continued high performance from a large group of people is never down to chance and is always underpinned by good planning. Under the Independent Public School (IPS) framework, Applecross Senior High School is driven by a three-year planning cycle. This year saw the conclusion of the 2012-15 Business Plan and the release of the 2015-18 Business Plan and the first half of the year was dominated by these important planning activities. I would like to acknowledge the leadership team and all members of staff who contributed to the preparation of the new Business Plan, which was endorsed by the Board in the middle of the year.

One of the duties of the Board is to monitor the targets outlined in the Business Plan on an ongoing basis. The school has performed extremely well against the targets outlined in the 2012-15 Business Plan and good progress is already being made working towards the targets outlined in the 2015-18 Business Plan.

The Board has established a number of committees during 2015. Looking introspectively, the Governance Committee is tasked with ensuring our internal processes are aligned with best practices of the commercial world. Taking an outward perspective, the Stakeholder Committee will look to work with external parties such as parents and the wider community to leverage their experience to improve the outcomes for our students.

The Board has provided ongoing guidance to the school and endorsed a number of policy changes throughout the year. Additionally, the Board has assisted in other areas where called upon by the school, such as during the building rejuvenation program. With the completion of the long-running building program, the school feels revitalised, providing students and teachers with top-class learning facilities.

Board Members of 2015

Paul Leech - Principal
Fran Van Oyen - Staff Representative
Christine Waddell - Staff Representative, Board Secretary
Alysia Kepert - Parent Representative
Gloria Wynhorst - Parent Representative
Sharon Declerck - P&C Representative
Fiona Schaper - P&C Representative
Suzanne Brown - Community Representative
Allen Hahn - Community Representative
Phil Marshall - Community Representative, Board Chair
Kerina Puttman - Community Representative
Toby Smith - Student Representative, Head Boy
Tina Waddell - Student Representative, Head Girl

Most Board Members are elected for fixed terms and the tenures are structured such that half turn over every year. This provides a good balance between stability and the injection of fresh ideas and perspectives. I would especially like to thank Christine, Gloria, Alysia, Allen, Toby and Tina for their contribution during their time on the Board completed at the end of 2015 and look forward to working with the continuing and new Board Members to pursue our objectives in 2016.

Phil Marshall
School Board Chair

Applecross Senior High School Values

Our Vision

Applecross Senior High School is committed to excellence and optimum development for all students. Our graduates are well-adjusted, creative and resilient, equipped with the necessary skills and self-esteem required to lead happy and productive lives.

To achieve our vision we aim to:

- Consistently improve the academic outcomes and achievements of our students
- Provide opportunities and encouragement for all students to engage in a wide range of co-curricular sporting and creative activities
- Ensure the complete well-being of each student.

Our Beliefs

At Applecross Senior High School we believe that every child has the right to a high quality school education.

Accordingly, we are committed to:

- Teachers enriching the classroom learning of our students
- Providing students with the skills, understandings and values to reach their academic potential
- Meeting the needs, aspirations and interests of all students.

Our Values

Applecross Senior High School has a strong tradition of positive interpersonal relationships founded on trust, respect and shared responsibility.

The school's core values of Mutual Respect and Personal Best were developed through workshops with parents, students and staff members.

It is expected that all students will take personal responsibility and make positive contributions to the school community.

Mutual Respect

- caring for self and others
- being honest, sincere and seeking the truth
- caring for the environment
- treating others with consideration and regard
- being accountable for personal actions
- being understanding of others and their cultures while accepting diversity

Personal Best

- seeking to accomplish something worthy and admirable
- trying hard and pursuing excellence
- setting meaningful goals
- seeking assistance and support to improve personal performance
- creating personal success





Business Plan Priorities

Our Priorities

As the priorities in the 2015 - 2018 Business Plan are implemented over the next three years, we will maintain our commitment to the belief that every child is entitled to a high quality school education.

By focussing on the priorities and aspirations in the plan, we believe that Applecross SHS will make a real difference to our students and the local community.

Priority 1 – High Quality Learning

We will provide a foundation for high quality learning through a culture of high expectations, engagement with parents and the community and the effective use of data to promote improvement in student outcomes. Our classrooms will be student centred, where all students critically reflect on their learning and believe that success is premised on engagement with the curriculum and the learning process.

Priority 2 – Excellence in Teaching

There is a substantial body of research demonstrating that high quality teaching is potentially the most significant in-school influence on student engagement and outcomes. We will continue to develop systematic practices that support quality teaching, through the provision

of professional learning to develop shared understandings and agreed standards, together with an emphasis on improving classroom practice and embedding the use of technology in our classrooms.

Priority 3 – Student Development and Well-Being

Applecross SHS has a strong tradition of positive interpersonal relationships, founded on trust, respect and shared responsibility. Our school values of Personal Best and Mutual Respect mean that we expect all students to take personal responsibility for their actions and make positive contributions to the school community.

Education is at the heart of social inclusion. From a teaching and learning perspective, being inclusive is about approaching, accepting and valuing people as individuals. By exploring and valuing different ideas, approaches and experiences, inclusive learning allows individual diversity to enrich the lives and learning of others and ultimately to have a positive influence within society.

Student Achievement Improvement Targets

Eight Student Achievement Improvement Targets were established as a key component of the current School Business Plan in 2015. In a number of cases the targets relate to standardised state or national testing such as the NAPLAN in Year 9 or the ATAR in Year 12. These targets were identified as part of the review process of the first Business Plan (2012-15).

The targets reflect a desire to improve a particular area based on an analysis of the quantifiable data.

Each target is supported by identified strategies and resources in both the whole school and Learning Area operational plans. A thorough review of the annual milestones determines the effectiveness of the strategies and whether additional measures are required. Overall, good progress was made in most of the target areas and additional strategies have been developed to address ongoing challenges.

Target		Current Data	Target Progress
1	At least 80% of students who sit the NAPLAN test will prequalify for OLNA (Achieve Minimum of Band 8).	NAPLAN 2015 <ul style="list-style-type: none"> • Reading - 75.4% • Writing - 64.7% • Numeracy - 77.87% 	Not Achieved
	At least 90% of students will meet the OLNA requirements by the end of Year 10* This refers to students who were at the school in Year 9 and received band 7 or lower in their NAPLAN (Writing, Reading and Numeracy).	OLNA 2015 <ul style="list-style-type: none"> • Reading - 94.29% • Writing - 94.69% • Numeracy - 91.83% 	Achieved
2	Judged against the National Mean Progress scores of the stable cohort from Year 7 to 9, students will maintain an 11 point increase above the Progress Australian Mean in Reading, a 16 point increase above the Progress Australian Mean in Writing and a 9 point increase above the Progress Australian Mean in Numeracy.	Data shows point increase over National Mean in 2015 was: <ul style="list-style-type: none"> • Reading - 10.90% • Writing - 15.67% • Numeracy - 12.83% • Use individual student tracking data 	Achieved
3	a) Each year 80% of Gifted and Talented Art students will receive an A grade in the Semester Two Report for Visual Art.	<ul style="list-style-type: none"> • Year 7 A grades - 90% • Year 8 A grades - 86.5% • Year 9 A grades - 100% • Year 10 A grades - 84% 	Achieved
	b) 65% of the Year 12 Gifted and Talented Program students will score in the "High" or "Excellent" achievement band of Stage 3 Visual Art or Design courses.	73.33% of the Year 12 Gifted and Talented Program Visual Art students scored in the "High" or "Excellent" achievement bands in Visual Art and 87.50% in Design	Achieved



	Target	Current Data	Target Progress
4	At least 80% of students receiving 9 or 10 in Year 9 NAPLAN Reading, Writing <u>and</u> Numeracy will achieve a median ATAR of 85% or above.	A total of 23 out of 31 students (74.19%) achieved a median ATAR of 85% or above.	Not Achieved
5	There will be a minimum average of 24% of students receiving an A grade in Year 11 and 12 General Course (Stage 1 for 2015).	<ul style="list-style-type: none"> • Year 11 - 24.23% • Year 12 - 24.63% 	Achieved
6	In each Year 12 ATAR examination course (Stage 3 for 2015) at least 15% of students who sit a WACE course examination will achieve a scaled score equal to or above 75%.	Our milestone of 14% was achieved in 2015	Achieved
7	At least 98% of students will attain an ATAR score of 55 or above or a Certificate II or higher by the end of their Year 12 studies.	<ul style="list-style-type: none"> • 94% of 2015 students achieved attainment 	Not Achieved
8	At least 38% of Year 12 ATAR students will achieve in the high (top 33% of students state-wide) tricile for their overall performance.	<ul style="list-style-type: none"> • 42% in 2015 • 31% in 2014 • 34% in 2013 • 35% in 2012 	Achieved

Comments on Student Achievement Targets

Target 1

NAPLAN and OLNA

This target was considered aspirational and the milestone was not achieved by the 2015 Year 9s in two of the three areas. While overall Year 9 student performance compares extremely well to 'Like Schools', a specific strategy to identify and support students in the band 7/8 group has been developed.

The results for the Year 10 OLNA in 2015 were very positive and this target has been achieved.

Target 2

Student progress between Year 7 and 9 NAPLAN performance

Our students continue to demonstrate high achievement and high progress. Based on 2015 data this target was achieved.

Target 3

Performance of Gifted and Talented students

There has been a significant increase in the percentage of students with A grades, with all year groups now exceeding the target.

A thorough review of 2014 performance resulted in effective strategies being adopted in 2015. This has resulted in significant improvement in 2015.

Target 4

Progress of high-performing NAPLAN students in Year 12

We just fell short of the milestone in 2015. The 2016 priority is to investigate why students in Band 9 & 10 NAPLAN in some cases perform relatively poorly in their ATAR.

Every student in NAPLAN Band 9 & 10 will have their semester grades from Year 9-12 monitored and intervention strategies will occur for identified students.

Target 5

Performance of students in General Courses

The target was attained based on 2015 end-of-year grades. However, there is still a concern that there are a number of courses with a comparatively low percentage of A grades.

Target 6

Proportion of students achieving high ATAR subject scores

A number of strategies were put in place in 2015 to assist students to maximise their performance. This resulted in an overall improvement and this target was achieved.

Target 7

Attainment Rate*

While there were fewer Year 12 students receiving an ATAR <55, a number of students did not complete Certificate courses at Stage 2 or higher. The goal in 2016 is to ensure that all students at risk of not having an ATAR or getting an ATAR <55 are enrolled in a Cert 2 (or higher). Students at risk (in both Years 11 and 12) will be identified and supported.

* ECU has raised minimum ATAR to 70 in 2016.

Target 8

Proportion of Year 12 ATAR students in top third of state

42% of 2015 ATAR students achieved in the high tricile (top 33% of students state-wide) for their overall performance. This is the first year in at least five years that the proportion in the top tricile has increased.

NAPLAN Results

The performance of Applecross SHS students in the Year 9 NAPLAN tests demonstrates an overall gradual improvement trend over the past five or six years. While individual test scores can vary from year to year, our students' performance in comparison to students from like (statistically similar) schools has shown gradual improvement over the period. This is clearly seen with the average writing and numeracy scores, both of which are now above Like Schools.

2015 was the first year that Year 7 students completed their NAPLAN tests while at Applecross SHS. Their results are similar to those of students from Like Schools.

An improvement trend over the six years (2010-2015) in most areas (particularly writing and numeracy) can be seen in the graph to the right.

The improvement in the average writing and numeracy scores is clearly seen in the graphs to the right, where results for both are now above Like Schools.

National Comparisons

The *My School* website is managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) which is an independent statutory authority responsible for national curriculum, assessment and reporting programs. *My School* now has eight years of data enabling comparisons to be made among schools serving students from similar socio-educational backgrounds, using the Index of Community Socio-Educational Advantage (ICSEA) to enable fair comparisons to be made between schools with similar students.

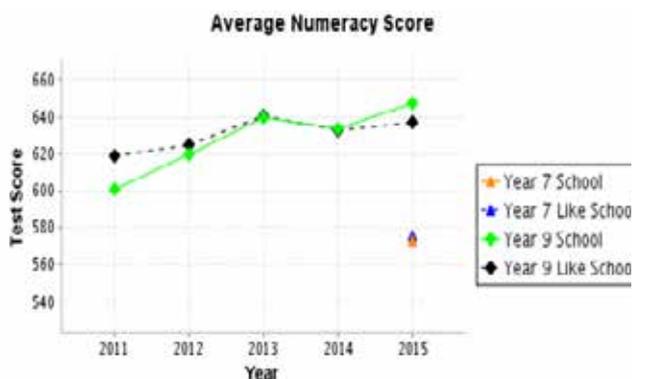
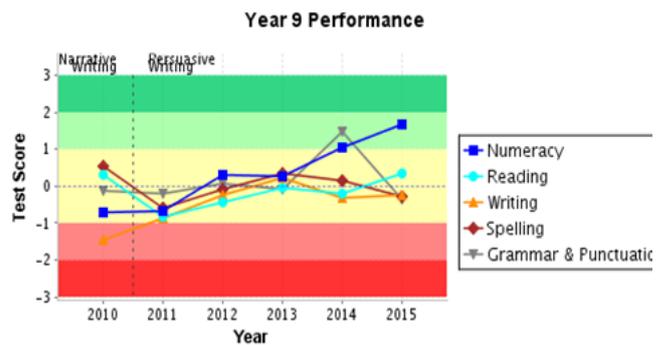
In the graphs to the right the NAPLAN results for students at Applecross SHS are compared with a group of 52 'similar schools'. Similar schools in this context are schools serving students from statistically similar backgrounds.

The group of schools considered statistically similar to Applecross SHS includes both public and private schools from throughout Australia and includes Guildford Grammar, Mercedes College and Murdoch College in Western Australia.



In 2015 our Year 9 students were at or near the top of the group of 52 similar schools for all components of the NAPLAN test:

- Numeracy: Equal 2nd
- Spelling: 5th
- Writing: Equal 5th
- Reading: Equal 7th
- Grammar & Punctuation: Equal 6th



Year 12 Results

Applecross SHS's Year 12 students in 2015 performed at 0.4 of a Standard Deviation above expected levels in the WACE exams.

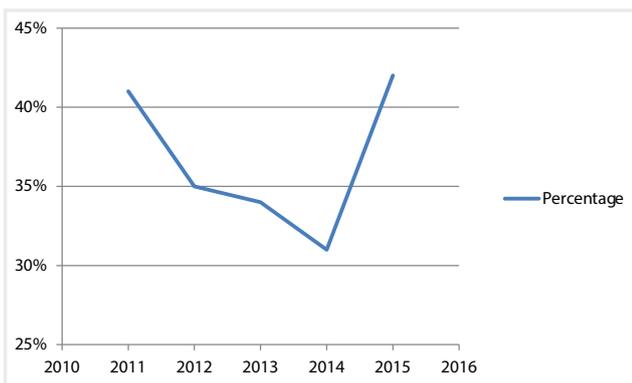
This is a Department of Education measure based on achievements as measured against the Index of Community Socio-Educational Advantage (ICSEA).

The school received formal acknowledgement from the Department of Education for the following:

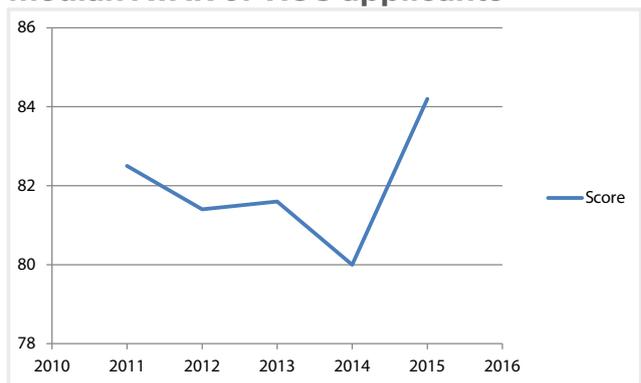
- Attainment continues to be solidly consistent and high
- Highest median ATAR in 5 years
- Full certificate completion is improving and high
- WACE achievement is consistent and high
- Highest 75+ scores in 5 years
- Best tricile profile in 5 years

Please review the graphs to visualise this performance information over the past five years.

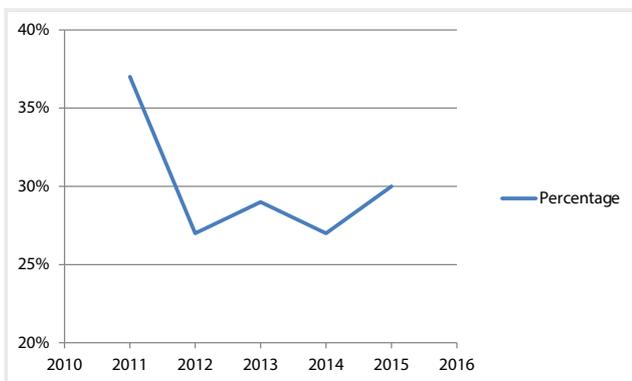
ATAR Triciles – High / Mid / Low



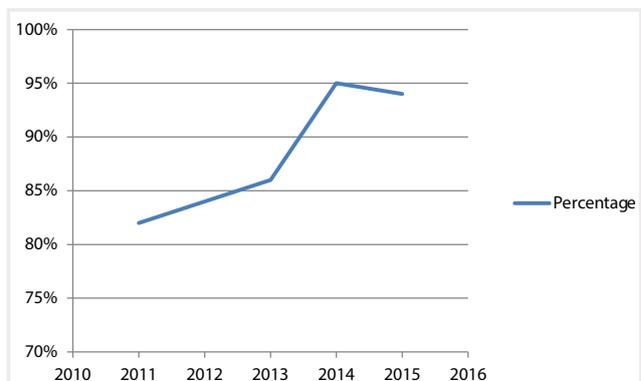
Median ATAR, expected performance, median ATAR of TISC applicants



Percentage of ATAR students with 1 or more scaled score of 75+ (% of ATAR students)



Attainment rate – ATAR >= 55 and/or Cert II or higher of eligible students



A total of 262 students achieved their WACE and of those 76% were eligible for an ATAR. Some of the highlights are outlined below:

Year 12 Results Summary

- Median ATAR score of 84.2 for all eligible students (highest in 7 years)
- Ranked 22 (in State) for median ATAR scores (6th in Public Schools)
- Ranked 33 (in State) for 75+ course scores (11th in Public Schools)
- Highest student achieved 98.75 ATAR
- 26 students with an ATAR of 95+
- 34 students with an ATAR between 90 & 95
- 61 students with an ATAR between 80 & 90
- 128 Certificate II or higher were completed
- 98% graduation rate
- 94% Attainment (55+ ATAR or Certificate II completion)
- 10 Certificates of Commendation
- 42% of ATAR students performed in the top one third of the state
- 35% of ATAR students had one or more scaled score of 75+
- Six courses listed as having the top students in Stage 3 WACE courses: Accounting, Design, French, Japanese, Psychology and Visual Art.

Note: ATAR = Australian Tertiary Admissions Rank

University Entrance

70.4% of eligible students were offered their first preference and 92% of all eligible students were offered a place at University.

Gifted and Talented Visual Arts

100% Graduation

Specialist Tennis

100% Graduation

Dux of Applecross Senior High School

The ATAR Dux of Applecross SHS for 2015 was Jeyashivraj Parthiban. Jeyashivraj went on to achieve an ATAR of 98.75. Careen Hush was the VET Dux.

Certificates of Commendation

A Certificate of Commendation is awarded to students who achieve twenty A grades over two years. This number is reduced for students who have completed TAFE courses as they do not have the possibility of achieving this required number of A grades. This is an exceptionally difficult certificate to achieve as it requires a sustained level of excellence across all courses over two years.

The successful students are listed below:

- Shaneli Dias
- Connor Golden
- Anika Fyfe
- Matija Jankovic
- Yasaman Mishani
- Alison Obszanski
- Jeyashivraj Parthiban
- Toby Smith
- Gabriel Teo
- Tayla Woods

95 Plus

26 students achieved an ATAR of 95 or better. This places them in the top 5% of students in the state.

The students are listed below:

- Faran Ahmed
- Kamran Ahmed
- Hayley Clark
- Shaneli Dias
- Anika Fyfe
- Connor Golden
- Tina Han
- Broska Hussain
- Gyuri Hwang
- Matija Jankovic
- Simone Joyce
- Taesoo Kim
- Hui Ting Low
- Yasaman Mishani
- Alison Obszanski
- Jeyashivraj Parthiban
- Ashlee Patrick
- Toby Smith
- Hattie Steele
- Gabriel Teo
- Lachlan Toms
- Selena Wen
- Vicky Wen
- Aimon Wong
- Clara Woodcraft
- Tayla Woods

Top Courses

There were six courses identified by the Department of Education where Applecross SHS students performed at an exceptional level in comparison to other schools. These were Visual Art, Graphic Design, Accounting, Japanese, French and Psychology.

Subjects above Like Schools

Secondary schools in Western Australia are broken down into groups and performance is compared for accountability purposes. The groups have schools considered relatively similar in the type of student that attends the school. They are known as Like Schools. The students in the courses listed below achieved a higher average score than the students in Like Schools who also studied the courses.

- Accounting and Finance
- Japanese
- Biological Sciences
- Mathematics 2C/D
- Career and Enterprise
- Mathematics 3A/B
- Design
- Music
- French
- Physical Education
- Geography
- Politics and Law
- Modern History
- Psychology
- Human Biological Sciences
- Visual Art

Graduation Rate

The Graduation Rate was 98%. This is a very positive result and demonstrates excellent monitoring processes and intervention strategies when students experienced academic, medical or emotional difficulties.

Attainment Rate*

The Attainment Rate is determined by the number of students that achieve an ATAR of 55 which is the minimum entry required for university or the completion of a Certificate II TAFE course which gives students the opportunity to enter many TAFE courses after school at a Certificate III level.

The Attainment Rate was 94%. This is an excellent result and rates us amongst the top schools in the state in this measure.

*ECU has raised minimum ATAR to 70 in 2016.

University Entrance Summary

186 students applied for University entrance at the end of 2015. 131 students received a first preference offer and 171 students received a University offer in one of their preferred courses. First preference application numbers for each University and number of students successful in obtaining their first preference are listed below in the table. Notre Dame University statistics are not available although students are attending this University in 2016.

University	Number of 1st Preferences	Successful 1st Preference
Curtin	87	63
UWA	72	53
Murdoch	22	12
Edith Cowan	5	3



Thabisa presenting her speech for the Queen



Vocational Education and Training (VET)

The achievement of a full qualification at Certificate II or higher increased significantly in recent years. It has steadily increased over the last six years from 12% up to 49% in 2015. The certificates completed by Year 12s are listed below. Certificates completed in Year 11 are included. Some students have completed two or more certificates during Years 10-12.

The list includes Certificate IIs completed within the school as well as by students who attended an external TAFE College usually through the Flexible Learning Program although the introduction of the Transit program also resulted in certificate completions.

• Diploma Aeronautics	3
• Certificate IV Interactive Digital Media	1
• Certificate IV Information Technology Networking	-
• Certificate IV Business	5
• Certificate III Engineering Technical	4
• Certificate II Business	22
• Certificate III Business	32
• Certificate II Information Technology	43
• Certificate III Digital Media and Technology	2
• Certificate II Sport and Recreation	73
• Certificate II Retail	1

• Certificate II Retail Services	6
• Certificate II Community Services	9
• Certificate II Music	1
• Certificate III Events	2
• Certificate II Building and Construction	5
• Certificate II Process Plant Operations	1
• Certificate II Automotive Body Repair Technology	-
• Certificate II Hospitality	3
• Certificate II Animal Studies	2
• Certificate II Electronics	1
• Certificate II Community Pharmacy	1
• Certificate II Government	1
• Certificate II Hairdressing	1
• Certificate II Health Support Services	1
• Certificate II Kitchen Operations	1
• Certificate II Nail Technology	1
• Certificate II Process Plant Operations	2
• Certificate II Retail Make-up and Skin Care	2
• Certificate II Visual Arts	7
• Certificate III Accounts Administration	7
• Certificate III Aviation	1
• Certificate III Disability	1
• Certificate III Health Services Assistance	2
• Certificate III Media	3
• Certificate III Retail Operations	1
• Certificate III Tourism	1
• Certificate III Visual Arts	31



Learning Area Highlights

Co-Curricular

40-Hour Famine

The 40 Hour famine was again successful with greater student leadership of the event.

Valentine's Day

Valentine's flowers and chocolates were sold as part of the Valentine's fundraiser across all year groups. Proceeds of sales were donated to charity.

World Challenge

34 students successfully undertook a 17 day expedition to Vietnam raising in excess of \$2000 for the community project in Da Nang. The experience promoted leadership, planning and teamwork. Students surveyed after the trip relayed their learning and positive impressions of the experience.

Daffodil Day

Daffodil Day was a success in August 2015 with approximately \$530 donated to the Cancer Council for Cancer Research. This is a regular item on the Student Services calendar and is planned again for August 2016.

Canteen

Pens and bandanas were sold and all proceeds went to Canteen, a cancer support charity for teenagers.

Career & Vocational Education

General Highlights

Three students who had School Based Traineeships with the Public Service were all offered positions with their agencies post school – Aboriginal Affairs, Central TAFE and Department of Child Protection.

One student won Silver for Tourism in the World Challenge and will be travelling to the Eastern States to represent WA in the national competition.

Murdoch University inaugural Year 10 Work Experience program commenced and was a huge success.

Six members of the "Future Students" team from Curtin University visited to facilitate the Year 10 cohort working through Career Voyage, an online career investigation program.

One student has been nominated for the Polytechnic West 2015 School Based Apprentice Award.

School-Based Traineeship Achievements

Certificate III - 4 students
Certificate II - 19 students

Year 12 Certificate Achievements

Certificate IV - 1 student
Certificate III - 75 students
Certificate II - 103 students
Certificate I - 8 students



Christian Pollitt - work experience at Wesco

English

The English Department is proactive in supporting a number of additional activities in the school which are not included in the curriculum. These include debating, film-making, creative writing, public speaking, theatre trips, chess and support tutorials after school to help students in need. Selected students attended the Fremantle Literature Centre creative writing workshops. Year Twelve students participated in two special workshop sessions supporting their English and Literature studies in preparation for their examinations. Literature students also attended the Literature conference at Notre Dame University before going on the annual Literature Camp. Selected students also attended the Curtin English and Literature Conference.

Student successes include:

- Winner and Second place in the Primo Lux Poetry Prize
- State Winner of the Red Room Poetry Project
- Short Story Winner of the WA FAW short story competition
- Three poems Highly Commended in the Australia wide Dorothea MacKellar Poetry competition
- Second prize and Highly Commended in the Katherine Susannah Short Story Competition
- Four winners of the WA Newspapers Design an Ad Competition
- Highly Commended in the WA Poets Poetry competition
- Two teams in the Book in a Day Competition
- Two debating teams
- Three students participated in The Royal Commonwealth Society Youth Rally, held at Government House. Thabisa Mbokasi gave the Queen's Address, Pearse Dunne and Darcy Banks read a commemorative poem.

Health and Physical Education

Tennis

Slazenger Cup (Years 10 – 12 Tennis students)
Boys Teams: 1st, 2nd places
Girls Teams: 1st place

Winner of Mursell Shield for both boys and girls

Applecross SHS won every division in the Slazenger Cup. This is only the second time in 100+ years that a school has done this.

Herbert Edwards Cup

(Years 8 and 9 Tennis students)

Boys Team: 1st place

Girls Team: 1st, 2nd, 3rd, 4th places

School Sport Australia National Tennis Championships

Boys Team: Finished 7th

Girls Team: Finished 4th

Pizzey Cup

(State vs State U/19 School Tennis

Players Competition) - Five students selected to represent WA

Interschool Swimming Carnival

- 6th place in 'A' Division
- Year 7 Champion Girl: Runner Up
- Year 8 Champion Girl: Runner Up
- Year 10 Champion Boy: 3rd Place
- Year 11 Champion Girl: Champion Girl
- Year 12 Champion Boy: 3rd Place
- Year 12 Champion Girl: 3rd Place

Interschool Athletics

- Finished 4th in "C" division.
- Year 7 Champion Girl: Runner Up
- Year 7 Champion Boy: 3rd Place
- Year 8 Champion Girl: Champion Girl
- Year 9 Champion Girl: 3rd Place
- Year 10 Champion Boy: Runner Up
- Year 10 Champion Girl: 3rd Place
- Year 11 Champion Girl: Champion Girl

Year 7 – 10 Lightning Carnivals

(Australian Rules, Soccer, Netball and Basketball)

- Year 9 Girls soccer: Won 'A2' Division
- Year 9 Girls netball team: Won 'B' Division
- Year 10 Girls netball: Won 'B' Division
- Year 10 Girls soccer: Won 'B' Division

Inter-School Badminton Tournament

- Senior Boys team: 2nd Place

Interschool Cross Country

- Boys 12 years: 3rd Place

Humanities and Social Sciences (HASS)

The Anzac Day ceremony was a highly successful event and included 1000 poppies that students made and displayed on the forecourt.

There was increased participation in the National History Challenge, National Geographic Channel Geography Quiz and the Mock Trial competition.

WACE 2015 results were improved across all Humanities, with 54% of Modern History and 44% of Economics students having this as their best or second best ATAR result.

Geography and Modern History scored above Like Schools – an improvement and a reflection of teacher performance.

An extremely high correlation between 2015 ATAR (HASS) results and the students' Year 10 HASS percentage score was evident.

There was an increased focus on incursions and guest speakers for larger audiences, facilitated by using the seating capacity of the auditorium and Performing Arts Centre (PAC).

Year 10 Geography (Australian Curriculum) was modified to include field studies and assessments were based on student tasks. This was implemented to raise interest and to reflect the practical side of Geography and both career and post high school opportunities.

Lower school assessment tasks were developed to reflect Upper School/WACE assessments.

Year 10 HASS students commenced Year 11 subjects mid Term 4. This was a great success and increased student engagement.

A successful Connect staff community was developed to facilitate professional development and best practice.

A Year 7 program was implemented and the development of assessment tasks and the Year 7 Bring Your Own Device (BYOD) program was actioned.

There was an increase in the number of students choosing upper school HASS courses for 2016, including ATAR Ancient History.



Ski Trip



Languages

A Year 12 student, Eric Dylan Chan Wah Hak, was awarded top score in the Alliance Francaise Exam Background Speaker Division, achieving the outstanding score of 91.70.

Year 12 students Selena and Vicki Wen won 2nd and 3rd places respectively in the annual Japanese Speech Contest conducted by the Japanese Language Teachers' Association of WA in conjunction with the Japan Foundation.

WACE exam French - Five students attained a score of 75% or higher. Applecross SHS was a Course Leader for French. Average scaled score 70.3, higher than Like Schools.

WACE exam Japanese Second Language – Students attained a score of 75% or higher. Average scaled score 75.6 - higher than Like Schools. Applecross SHS was a Course Leader for Japanese Second Language. Three students achieved 100% in the Practical WACE exam for JSL.

The highly successful Japanese Festival “Nihon Matsuri” (the fifth one) was held in August at the school.

Ms S Rose, Ms S Nishikawa and Mr A Coppard took 17 students to Takarazuka, Japan in September for 12 days. This was a very successful visit.

The French Exchange to Amiens 2016 planning was commenced.

The Japanese Exchange visit to Perth in July 2015 saw three Japanese teachers and 17 students from Takarazuka, Japan visit Perth and stay with Applecross families (29th year of exchange).

Four Graduate Diploma of Education students from Curtin University, Edith Cowan and UWA worked with Applecross SHS language teachers.

The school was awarded a French Language Assistant for 2015. Mr Audric Leroy arrived in February and stayed until December, working for 3½ days per week with students across Years 7 to 12.

Mathematics

Engineers Australia Certificates of Excellence

- Year 12: Six students received certificates

Have Sum Fun Competition

- Year 7 & 8: 11th and 14th place out of 32 teams
- Year 9 & 10: 12th and 12th place out of 32 teams
- Year 11 & 12: 4th and 20th place out of 37 teams

Australian Mathematics Competition

- Year 7: Two students in top 5%
- Year 8: One student in top 1% and five students in top 5%
- Year 9: Two students in top 1% and one student in top 5%
- Year 10: One student in top 1% and seven students in top 5%
- Year 11: Two students in top 5%
- Year 12: One student in top 1% and two students in top 5%
- Our students gained 10 High Distinctions, 55 Distinctions and 66 Credits

Australasian Problem Solving Mathematical Olympiad

Year 8

Two students in top 10% and seven students in the top 25%. Team finished in the top 30% of schools

Year 9

13 students in top 10% and 11 students in top 25%. Team finished 22nd and in the top 10% of over 300 schools.

Junior Mathematics Olympiad Competitions

Year 8

Team ranked 74th from 123 teams.

Science

Competitions

National Chemistry Quiz Competition: One High Distinction Excellence, four High Distinctions and two Distinctions.

International Competitions and Assessment for Schools (ICAS) Competition: One High Distinction, five Distinctions, 10 Credits and six Merits.

Science Week

Science lectures were presented during Science Week by "The Naked Scientist" Dr Chris Smith, a celebrity scientist from the UK.

Year 7 Academic Extension

The Year 7 Science Academic Extension program had a special biomedical science focus. Students participated in two excursions to Murdoch University and finished the year by building a simple prosthetic arm.

Super Science Program

Applecross contributing primary schools visited the Science Learning Area to study and take part in exciting activities in Chemistry, Biology, Physics and Psychology.

Wheat and Coeliac Project

Four Year 11 Chemistry students conducted research with Dr Rudi Appels from Murdoch University and then presented their findings at an international conference held in Perth.

Sustainability

With the support of our Sustainability consultant, Bruce Ivers, students grew and then planted native plant species at Wireless Hill and the UWA Future Farm at Ridgefield.

Camps and Excursions

The Year 11 and 12 Biology students participated in a number of very successful overnight camps and excursions to enrich their learning.

Engineers without Borders

The engineers worked with our students on practical mini projects related to real world problems.

Psychology ATAR Results

Applecross SHS ATAR Psychology results were recognised as being amongst the top in the state. 61% of the students used Psychology as their best or second best ATAR mark. 12 students (37.5%) achieved above 75% for their Psychology WACE examination.

Biology ATAR Results

Five (12.5%) students achieved above 75% in the Biology ATAR Examination, 50% of students used Biology as the best or second best ATAR result.

Human Biology ATAR Results

11 students (18%) achieved above 75% in the Human Biology ATAR Examination.



Year 11 Zoo Excursion



Student Services

Leadership Conference

The Upper and Middle School Program Coordinators attended with Student Councillors from Years 9-12 at an all-day affair at the Convention Centre. Students were presented with talks from people in the organisation on different approaches to leadership. Students rotated around different workshops and were placed with students from different schools. Our councillors were encouraged to develop leadership skills and consider ways of getting projects within the school running; empowering them to be active participants within the school community.

Long Tan Awards

One Year 10 and one Year 12 student received awards sponsored by the Australian Defence Force.

Our Year 10 award was presented to George Thompson and Year 12 award to Tina Waddell. This award is given for holistic leadership skills and is very prestigious to win.

Technology and Enterprise

Business And Information Technology Highlights:

Year 8 Business & IT

Students performed at a higher level in comparison to Like Schools and State-wide schools.

Year 9 Business & IT

Students receiving an 'A' or 'B' grade were higher in proportion than Like Schools and State-wide schools.

Year 10 Business & IT

Students continue to exceed the performance of Like Schools and State-wide schools across higher grades.

Year 11 Unit 1 and 2 Accounting and Finance

Student performance is comparable to Like Schools and exceeds State-wide performance in higher range grade distributions (As and Bs).

Year 11 Certificates in Business

All students who commenced the course at the beginning of 2015 successfully achieved their certificate.

Year 11 Certificate II In Information, Digital Media And Technology

Most students progressed well and completed their required 8 Units of Competency.

Year 12 Certificate In Accounts Administration

A small group with nearly all receiving their certificate.

Year 12 Certificate II In Information, Digital Media And Technology

All students who commenced the course at the beginning of 2015 successfully achieved their certificate.

Year 12 Stage 3 Accounting & Finance

Named as one of the top performing schools in the state for this course.

The group is well above the state average and higher than Like Schools in all areas of the course.

Certificate II in Community Services

Became more self-paced through delivery via Connect with six of the eight students enrolled completing the qualification.

Food Science & Technology

Of the 24 students enrolled in the Year 11 and Year 12 course, 22 students achieved a C grade or higher.

The Arts

Visual Art

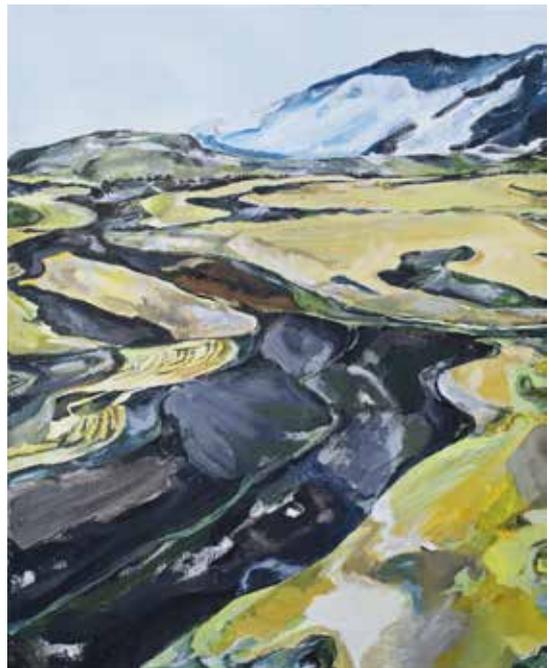
- Four works in Perspectives exhibition
- Six works in Southern Perspectives
- Top 10% WACE subject for Design and Visual Art
- 71% Visual Arts students had this course as their top WACE score
- Successful 2015 Art Exhibition
- Launch of Fiona Stanley Children's Ward student designed wallpaper

Gifted and Talented Program

- GATE-VA enrolment increased from 134 students to 175 students in 2015
- 15 Art Tutors employed in 2015
- GATE-VA Year 7 – first cohort in 2015
- Practical Art Testing for 50 applicants seeking entry to fill vacancies in 2016
- GATE-VA Interviews for 50 applicants seeking entry to Year 7 in 2016
- Year 7 & 8 Art Camp at Point Peron Camp School
- Young Originals Art Exhibition at ECU – 10 selected
- Emerge Youth Art Awards – 10 selected
- Two GATE-VA Award Ceremonies for Lower and Upper School
- Young Masters – 100 students from Year 5 & 6 from 40 different Primary Schools
- Excursion to Art Gallery of WA – 'Art & Philosophy for Gifted Students'
- Annual Art Exhibition at Applecross SHS



Artwork by Tina Han (Year 12)



Artwork Elsa de Bruxelles (Year 11)

Drama

Three Drama examination scores were above the DOE and State mean.

The inaugural Year 9 TheatreSports evening, hosted by Libby Klysz was held in the Auditorium. The evening was well attended by parents and provided the Year 9 Improvisation class an opportunity to share their skills.

Completion of the Performing Arts Centre was in May. For a number of Drama and Dance students this was their first chance to work in a purpose-built space.

Year 12 students presented an abridged version of *Cloudstreet* in a matinee performance to the school and wider community. The students worked in an ensemble based approach under the direction of Anna Brockway.

Lower School showcases were a huge success with students from Years 8 - 10 performing work devised during the semester. Stagecraft students provided the backstage, technical and front of house crew for the events.

Music

Music students provided entertainment items for the Year 7 & 8 Parent BBQ.

Applecross SHS was once again well represented in the state-wide Ensemble Festivals held during Term Three. The following five ensembles were all awarded Excellent by the adjudicators in their respective performances:

- Scimitar String Orchestra - A Division of the ABODA Orchestra Festival
- Concert Band 2 - C Division of the Australian Band and Orchestra (ABODA) Band Festival
- Junior and Senior Guitar Ensembles
- WA Classical Guitar Ensemble Festival
- Chamber Choir – Open Division of the Western Australian Government Secondary Schools' Choral Festival

The Music Department held four major concerts throughout 2015. Each concert was well-attended and provided a showcase for the hard work and talent of our Music students.



Autumn Concert for senior ensembles was held on the evening of May 15 at Perth Modern School Auditorium.

The Winter Concert for junior ensembles was held on the evening of July 31. This was the Music Department's inaugural performance in the newly completed Applecross SHS Performing Arts Centre.

Spring Concert and Year 12 Presentation (senior ensembles) was held on the evening of September 4 at the Applecross SHS Performing Arts Centre.

Under the Stars Concert for all eight Music Department ensembles was held on the evening of November 20 in the newly refurbished Central Quad, surrounded by the grand old Jacaranda and Peppermint trees. The informal picnic format and fine weather contributed to a gratifyingly large audience of over 335 guests.

For the second year in succession, Concert Band 1 and the Scimitar String Orchestra contributed outstanding performances for the Applecross Rotary Club's Jacaranda Festival on November 21.



Winter Music Concert

GATE Art Program

In 2015 the Gifted and Talented Visual Art (GATE-VA) program welcomed 58 new students, 21 Year 7 students and 37 Year 8 students. The overall enrolment for the program rose to 175, an increase of 41 extra students compared to the 2014 enrolment. More tutors were employed to provide for the additional students, bringing the total to 15 (meeting the class size requirement of 12 students per tutor).

For the Year 7 students it was a milestone year as they officially became the inaugural cohort to commence as Gifted & Talented Visual Art students in this age group. As the Year 7 and Year 8 students were all new to the school at the same time, a selection of five different workshops was organised for these students to cater to their needs.

In August, the Year 7 & 8 GATE Visual Art students attended their Orientation Art Camp (very late in the year due to unprecedented camp bookings) at Point Peron Camp School in Rockingham. The three-day timetable of Art Camp activities kept them all very busy working with art tutors to produce artworks that reflected the local environment. It was also a chance to get to know each other and learn how to produce art in a collaborative environment. The students produced an excellent collection of artworks for display and a good time was had by all.

September marked the beginning of the Art Exhibition season for schools. The GATE Visual Art program at Applecross SHS has represented itself admirably in the public arena. There were ten students whose artwork was selected for display at the Young Originals Exhibition at Edith Cowan University, two students who will have their artwork on display at the Art Gallery of Western Australia in 2016 for the Perspectives 2015 exhibition, and there were ten students who submitted their artwork to the 'emerge' Youth Art Exhibition held at the Claremont Council Offices.

November proved to be a very busy month. The first major activity was a return to the highly successful 'Young Masters' program that ceased temporarily during the school's lengthy construction period. 40 primary schools nominated two Year 5 students with above average ability in the Visual Arts to attend a two-hour Art workshop at Applecross SHS on a Saturday morning in mid-November.

The overwhelming response saw 100 students attend

the workshops under the guidance of six art tutors. This highly successful collaboration between primary and high school will be repeated in 2016.

A small group of Year 7 students attended an excursion in November, by invitation, to the Art Gallery of Western Australia to participate in a full day of activities titled 'Art & Philosophy for Gifted Students'. The students worked in teams to analyse artworks and answer questions of a philosophical nature. The students were enthusiastic about participating, enjoyed the challenge of the activities and represented Applecross SHS, amongst the predominantly private school attendees, with aplomb.

The year culminated with our annual Art Exhibition held in the Art Department in late November. The exhibition showcased the artwork produced throughout 2015 by the Gifted and Talented Visual Art students from Year 7 to 12 and included a plethora of studio disciplines, techniques and styles. The students demonstrated to a large crowd at the official opening, conducted by Mark Datodi, Lecturer at Central TAFE, that they have outstanding ability in their chosen specialisation. Each year the show grows bigger and the bar is raised on the standard of work on display, and this exhibition convincingly proves that the Gifted and Talented students at Applecross SHS are a force to be reckoned with.



Artwork by Kitman Yeung (Year 10)

Information about our Staff and Students

Secondary Attendance Rate for 2015 is 93.7% - Improvement on 2014

There is strong evidence that links high school attendance to positive educational outcomes for students. The focus for the commencement of the year was to ensure that Applecross SHS established accurate and sustainable methods of recording attendance and follow-up processes.

The attendance rate continues to be maintained well above the average for State and 'Like Schools' (statistically similar schools) when comparing whole school and individual year groups. It is an indication that the majority of the students enjoy being at school and working hard to enhance their future. A number of students had significantly lower attendance due to prolonged or reoccurring illness or other personal situations such as going on a holiday during the term. It is through the hard work of the Staff, Student Services Team and parent support that the number of unexplained absences for each year group is still low.

The school continues to invest considerable resources into Pastoral Care with each year group having a Program Coordinator and a Head of Student Services overseeing both Lower (Years 7-9) and Upper School (Years 10-12). The school also had a full time chaplain, and a nurse and psychologist who each worked 0.8 FTE.

A number of support mechanisms are in place to encourage student attendance rates. These include:

- Use of Academy SMS sending
- Use of the Absentee Phone Line
- Staff entering attendance directly into SIS system
- Case management of identified students through home and agency partnerships
- Open and ongoing communication between Student Services and families
- Use of online teaching and learning systems to assist students with long term absences
- Phone calls home to support student attendance
- Newsletter and assembly reminders
- Attendance discussed at parent information evenings
- Use of Individual Attendance Monitoring Plans
- Referral to the Behaviour and Attendance Team (BAT)
- Intervention by Regional Attendance Officers, when required

Students' Attendance Rate						
Year	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
2013	-	95%	94%	93%	93%	93%
2014	-	94%	94%	92%	94%	92%
2015	95%	95%	94%	94%	93%	92%
WA Public Schools 2015	91%	89%	87%	85%	87%	89%

The school's categories of school attendance data remained high with 78.3% of students attending regularly (that is a percentage of over 90% attendance). This is compared to a percentage of 76.8% in 2014 (and interestingly 2015 had a larger cohort including Year 7s).

Staff	
School Principal	1
Deputy Principals	3
Level 3 Administrators	10
Senior Teacher Status	44 (75% of those who are eligible to apply)
Level 3 Classroom teachers	9
Graduate teachers: those with up to three year's teaching experience	16
Certificate IV in Training and Assessment qualification	20
Total teaching staff FTE*	97.5
Total teacher head count	115
Non-teaching staff FTE*	33.18
Non-teaching head count	58
Total employees FTE*	129.75

*Full Time Equivalent

2015 saw an additional 11 teachers join the Applecross SHS staff to cater for the increase in student numbers as a result of the addition of the Year 7 cohort. In line with the school's 2015-2018 Workforce Plan, teachers were recruited with a view to address the dual issues of an aging staff and succession planning to provide the school with appropriate staff for specialised Upper School courses. With the exception of new employees, Applecross SHS maintained an exceptionally stable team of teachers with only one retirement and two teachers taking up positions at other schools.

To support the school's Business Plan Priority: Excellence in Teaching, a Teacher Development Coordinator (TDC) was appointed, tasked with improving capacity within the teaching staff. With a significant number of teachers in the early phase of their careers, the TDC contributed to their professional learning and development and completed classroom lesson observations for all provisionally registered teachers. Seven teachers made the transition from Provisional Registration to Full Registration in 2015. All Graduate teachers were enrolled in the Department of Education Graduate Teacher program that is delivered by the Institute of Professional Learning.

The TDC contributed to the ongoing classroom observation model which was reviewed and remodelled at the end of 2015. All teachers were involved in collegial classroom observations throughout 2015.

The average age of the teaching staff dropped by two years from 2014-2015, in line with workforce planning targets to reduce our teaching staff age profile.

The table below compares the age profile of staff in the categories of teaching and non-teaching staff in 2011 and 2015, illustrating significant growth in the first two age categories and a corresponding drop in the 45-54 age group:

Age	Teaching Staff		Non-Teaching Staff	
	2011	2015	2011	2015
Under 25	2	9	4	5
25 to 34	6	10	5	2
35 to 44	25	23	6	12
45 to 54	42	36	13	20
55 to 64	33	34	13	12
Over 65	3	1	1	5



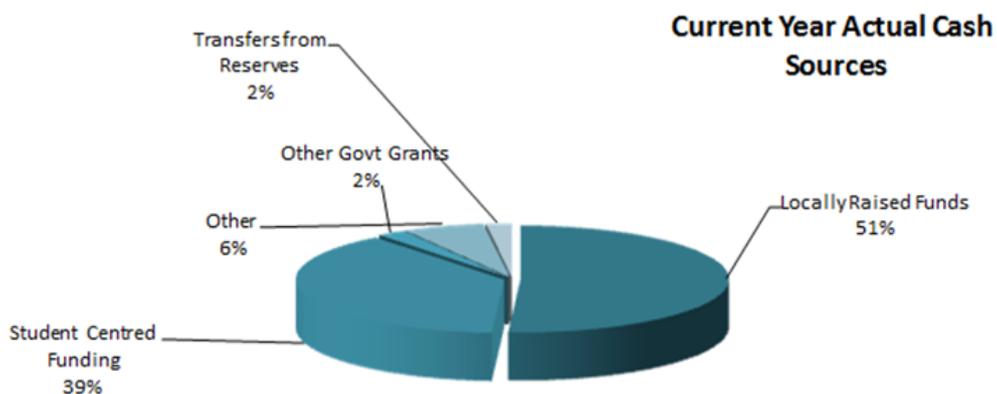
Financial Report

The Applecross Senior High School finances are monitored and reviewed by the Finance Committee. This group includes the Principal, Manager Corporate Services, teachers and a parent representative.

Priorities identified through school planning and review processes and incorporated into the Business Plan with endorsement from the School Board are funded through the Finance Committee. The committee makes recommendations regarding

the level of contributions and charges to the Board for approval and regularly monitors income and expenditure rates.

Asset replacement schedules are regularly updated to keep pace with the ever changing teaching and learning environment. The Board receives regular reports regarding the financial position of the school incorporating both the staffing and contingency budgets.



Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$ 136,374.75	\$ 136,375.01
2	Charges and Fees	\$ 1,158,398.27	\$ 1,158,398.74
3	Fees from Facilities Hire	\$ 11,150.00	\$ 11,150.00
4	Fundraising / Donations / Sponsorships	\$ 156,431.05	\$ 156,429.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt / Local Govt Revenues	\$ 63,836.00	\$ 63,835.68
7	Revenue from Co, Regional Office and Other Schools	\$ 1,321.00	\$ 1,321.91
8	Other Revenues	\$ 181,867.02	\$ 181,865.80
9	Transfer from Reserve or DGR	\$ 57,184.93	\$ 57,184.93
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,766,563.02	\$ 1,766,560.67
	Opening Balance	\$ 499,231.00	\$ 499,231.49
	Student Centred Funding	\$ 1,103,627.00	\$ 1,103,627.03
	Total Cash Funds Available	\$ 3,369,421.02	\$ 3,369,419.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 3,369,421.02	\$ 3,369,419.19

Expenditure		Budget	Actual
1	Administration	\$ 218,472.27	\$ 197,925.01
2	Lease Payments	\$ 125,180.86	\$ 124,488.96
3	Utilities, Facilities and Maintenance	\$ 385,191.53	\$ 345,263.36
4	Buildings, Property and Equipment	\$ 318,722.51	\$ 305,199.99
5	Curriculum and Student Services	\$ 1,357,485.74	\$ 1,255,500.40
6	Professional Development	\$ 21,000.00	\$ 20,578.37
7	Transfer to Reserve	\$ 502,190.00	\$ 502,190.00
8	Other Expenditure	\$ 397,293.08	\$ 353,001.28
9	Payment to CO, Regional Office and Other Schools	\$ 0.24	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 43,885.00	\$ -
	Total Goods and Services Expenditure	\$ 3,369,421.23	\$ 3,104,147.37
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 3,369,421.02	\$ 3,104,147.37

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Achieve