APPLECROSS SENIOR HIGH SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

BUSINESS PLAN
2015 – 2018
OUR VISION

Applecross Senior High School is committed to excellence and optimum development for all students. Our graduates are well-adjusted, creative, and resilient, with sufficient self-esteem to contribute meaningfully to society.

To achieve our vision we will aim to:

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

ABOUT US

Applecross Senior High School, embraces a tradition of excellence and enjoys well-deserved recognition for high academic, sporting and cultural achievements for secondary students in Years 7 to 12.

Programs in Visual Arts (Gifted and Talented), elite Tennis (Specialist Program) and Academic Extension cater for students selected on the basis of their talents and performance. These programs offer a wide range of rich learning experiences to develop high level skills and competencies.

Excellent opportunities for students are also offered in Drama, Dance and Music. Additionally there is a strong co-curricular program, including Debating, Creative Writing and many sports. The varied curriculum allows students to develop their individual passions and talents.

Whilst a large number of our students choose university preparatory courses, we provide a range of options for all students, with a successful Flexible Learning program and a number of certificate courses that cater specifically for vocational education.

Applecross Senior High school is currently finalising a major upgrade of facilities, which will provide students with a modern state-of-the-art learning environment. By the end of 2015, the school will be completely revitalised in line with expectations of learners in the 21st Century.

Parents as Partners are the school’s most important resource and we pride ourselves on working with parents to achieve the best possible results for our students in all areas of their education.
Our new Business Plan (April 2015- April 2018) represents significant collaboration and input by the school community (staff, students, parents and members of the broader community) into the future direction of the school as well as those areas where improvement is desired. I wish to thank members of the School Leadership Team (Deputy Principals and Level 3 Heads of Learning Areas) for the hundreds of hours of meeting and planning time that they have invested in this plan and their own operational plans. I would also like to thank members of the School Board for their input and involvement in challenging and refining aspects of our plan and related processes. The Business Plan has three broad priority areas which are similar to those in our inaugural Plan. It also has eight specific student achievement targets that are considered to be both aspirational and achievable. The Plan is a direct response to the State and National educational environment and to our own vision, including the completion of the school redevelopment project (expected by the end of 2015).

The Business Plan presents a wonderful opportunity to target and drive improvement in specific areas while maintaining the already high standards of teaching, learning and pastoral care. The Plan will determine the nature and delivery of a range of educational strategies and the deployment of significant resources to meet our priorities and targets as well as the current and emerging needs of our school community. The Plan is also an opportunity to embed outstanding processes of self-review and an ethos of continuous self-reflection and improvement throughout the school.

Our Business Plan will ensure that we strive for excellence in all aspects of our school operations, allowing our students to achieve to the best of their ability and develop skills and values that will enable them to transition successfully into further education, training or employment. Our plan provides a sustainable vision for the direction of Applecross SHS during the next three years which will see our school undergo considerable change and development.
As the priorities in this 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 this plan, we believe that Applecross Senior High School 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 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 Senior High 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.
PRIORITY 1:
HIGH QUALITY LEARNING
### PRIORITY: HIGH QUALITY LEARNING

#### BELIEFS ABOUT LEARNING

Learning at Applecross Senior High School will extend beyond the classroom through the provision of special opportunities such as competitions, incursions, excursions, trips and camps. Every student will be given the opportunity to achieve success, build on their strengths and improve performance.

Students will leave Applecross SHS with an understanding of how they learn, and how to adapt this in different situations. To become lifelong autonomous learners, students will develop proficiency in goal setting strategies in order to achieve their Personal Best. We believe that a student’s level of confidence in learning influences their level of achievement, at and beyond school. All students should believe in their capacity to learn and be successful; we will focus on ensuring that student potential is fully realised.

**SAMPLE STRATEGIES:**

- Provision of special opportunities such as competitions, incursions, excursions, trips and camps.
- Teacher modelling of appropriate metacognitive skills will be embedded in practical and academic situations: learning to learn, goal setting, a focus on aiming to achieve one’s personal best; good learning behaviours.
- Year 10 courses will be audited to increase academic rigour in preparation for upper school.
- Learning to learn strategies will be taught in classes.
- Higher Order thinking skills will be taught explicitly.
- Cooperative Learning will be employed in classes.
- Specific training will be provided so teachers understand the characteristics of the gifted learner.

#### GOALS

**Students will:**

- exhibit high levels of motivation, engagement and academic achievement
- have improved understanding of their own learning needs and styles
- set and achieve challenging goals through recognising the connection between good study skills, consistent work and success
- be provided with challenging and engaging learning opportunities

**PERFORMANCE INFORMATION:**

- Data indicates that student achievement reflects value adding and is appropriate when measured against like-schools
- Sample groups of students will be selected to measure the extent of strategy implementation
- The number of students meeting or exceeding the standards outlined in the Australian Curriculum
- Students will demonstrate proficiency with the seven General Capabilities from the Australian Curriculum
- The extent to which students participate in co-curricular programs

#### LEARNING THAT CATERS FOR DIFFERENCES

Learning is a developmental process that will be supported by a curriculum that caters for individual differences and learning styles. The school is committed to providing exemplary teaching practices to develop individual strengths and talents. Our students will have the opportunity to engage in a wide range of programs to maximise their potential.

The Academic Extension program, the Gifted and Talented Visual Art program and the Specialist Tennis program will provide learning environments that extend and enrich students’ learning experiences. This will provide a broader curriculum base and learning for students who have high levels of achievement, through co-curricular opportunities.

Students with special needs will be assisted through tailored support programs and appropriate resourcing. Differentiated learning will support skills for students to ensure they are equipped to transition appropriately into the workforce upon graduation.

**SAMPLE STRATEGIES:**

- Learning will be supported by a curriculum that caters for individual differences and learning styles.
- Students with special needs will be supported through tailored support programs and appropriate resourcing.
- Students will be provided with co-curricular opportunities and special programs.

#### GOALS

**The school will:**

- direct resources to students with special needs to address individual requirements
- provide students with a differentiated curriculum that challenges and engages students
- provide students with the opportunity to maximise their potential

**PERFORMANCE INFORMATION:**

- Student performance demonstrates value-adding appropriate to ability and aspirations
- Programs reflect the diverse needs of our student population
- Student performance information for specific programs indicates improved standards of achievement

#### TECHNOLOGY IN THE CLASSROOM

It is essential that students learn to investigate, create and communicate with ICT.

Students will develop this capability as they learn to use ICT, effectively and appropriately, to access, investigate, create, communicate, problem solve and work collaboratively across the curriculum.

**SAMPLE STRATEGIES:**

- Students will be provided with learning opportunities to develop their competency in the use of ICT.
- A BYOD program will be implemented to foster a culture of ICT self-sufficiency to support school-based ICT.
- Students will be provided with learning opportunities to develop ICT competencies.

#### GOALS

**Students will:**

- utilise ICT to enhance teaching and learning programs
- gain a greater awareness and understanding of ICT as a learning tool
- understand the challenges and dangers associated with social media and ICT

**PERFORMANCE INFORMATION:**

- Student participation numbers in BYOD program
- Identified core skills and knowledge will indicate that students can use ICT effectively
- ICT strategies evident in Learning Area plans
- Use of ICT surveyed with students, staff and parents
PRIORITY 2:
EXCELLENCE IN TEACHING
### PRIORITY: EXCELLENCE IN TEACHING

#### TARGETED PROFESSIONAL LEARNING

Applecross Senior High School will invest in targeted professional learning to cater for the needs of all students. Learning opportunities will be engaging, enjoyable, relevant, meaningful and challenging. Best practice principles and the practical implementation of appropriate educational research, together with our teachers' professional expertise will allow us to create effective learning environments for all students.

**SAMPLE STRATEGIES:**
- Targeted professional learning to maintain and progress high quality, innovative teaching and assessment.
- Professional learning relating to differentiation of curriculum will be provided.

**GOALS**

Teachers will:
- be skilled in the use of student achievement data to inform student improvement planning
- be supported to make appropriate adjustments for individual student needs, including the provision of individual learning and/or behaviour plans
- be supported in contributing to evidence-based school improvement targets

**PERFORMANCE INFORMATION:**
- Student achievement will be monitored and tracked
- Student surveys will be used to endorse teaching quality
- Recorded progress for teachers indicates improvements in practice
- Differentiation of curriculum is documented and observed in classes

#### DEVELOPING CLASSROOM PRACTICE

Effective classroom practice will be reinforced through the use of the AITSL Teaching Practice Continuum to guide teachers to select appropriate goals for improvement.

**SAMPLE STRATEGIES:**
- Staff will engage in a process of collegial classroom observations, professional reflection and the provision of targeted feedback.
- Appropriate development plans will be in place for all teachers.

**GOALS**

Teachers will:
- develop shared professional understandings of good quality teaching and achieve explicit standards
- be able to self-assess using the AITSL Teaching Practice Continuum

**PERFORMANCE INFORMATION:**
- A structure of whole school peer observation and feedback will be developed
- Analysis of student survey results
- Teacher progress mapped to appropriate career phases in the AITSL standard

#### AGREED FRAMEWORKS FOR IMPROVING PRACTICE

Excellence in teaching will be supported through the adoption of agreed frameworks which are endorsed by current research and principles of best practice. Our teachers will approach literacy and numeracy teaching in a form that is explicit, systematic, balanced and integrated.

**SAMPLE STRATEGIES:**
- Agreed common frameworks will be adopted under the APEX (Applecross Excellence in Teaching) model to ensure shared understandings and consistent teaching practices are evident in all classrooms.
- All teachers in Year 7 and 8 classes will embrace explicit instruction, scaffolding and modelling strategies.

**GOALS**

Teachers will:
- participate in collegial discussion about "best practice" for teaching that will facilitate clear targets for improvement
- develop practices that include routine reflection and responses to improve student learning

**PERFORMANCE INFORMATION:**
- Classroom observations to document implementation rate of agreed frameworks
- Student NAPLAN and OLNA results
- Student feedback surveys

#### TECHNOLOGY IN THE CLASSROOM

ICT is a general capability of the Australian National Curriculum. Students will develop this capability as they learn to use ICT effectively and appropriately to access, investigate, create, communicate, problem solve and work collaboratively across the curriculum.

**SAMPLE STRATEGIES:**
- Appropriate ICT resources will be provided to enable teachers to embed effective ICT strategies into their programs.
- Staff will be given training opportunities to enable them to progress along the AITSL standards.
- All Learning Areas will embed agreed core ICT skills into teaching programs.

**GOALS**

Teachers will:
- use ICT effectively and innovatively to enhance their lesson delivery
- develop skills that allow them to present curriculum material in ways that are interesting and engaging, promote differentiation and assist them to cover material more efficiently and effectively

**PERFORMANCE INFORMATION:**
- Classroom observations
- Learning Area Plans with effective teaching strategies used to integrate ICT into programs
- Student surveys relating to ICT use
PRIORITY 3: STUDENT DEVELOPMENT AND WELL-BEING
### PRIORITY: STUDENT DEVELOPMENT AND WELL-BEING

#### PERSONAL BEST AND MUTUAL RESPECT

We seek to develop young people who are respectful, articulate and committed to social justice and equity; espouse the school values of mutual respect and personal best; and value the traditions of Applecross Senior High School.

The value of Mutual Respect is pivotal in creating empathy and care for those around us. We would like our students to be known for the positive impact they have on others through their actions.

Personal Best is defined as not settling for mediocrity and having a sense of pride in achievement that pushes individuals to be the best they can be.

**SAMPLE STRATEGIES:**
- The school values will be displayed across the school and be evident in the way we work.
- Explicit teaching of core values and attributes will occur via the Personal Best and Mutual Respect program and general classroom practice.
- Opportunities will be provided for students to demonstrate wider mutual respect in the community and develop a sense of social justice and action.

**GOALS:**
- Students are provided with opportunities to demonstrate personal growth in social and emotional health and well-being
- The school community will understand the school values of Personal Best and Mutual Respect and demonstrate them in everyday behaviour
- Personal values and attributes such as honesty, resilience and respect for others will be demonstrated in daily practices
- Learning areas with provide students with opportunities to develop critical, well-informed decision making skills

**PERFORMANCE INFORMATION:**
- Data from school surveys relating to social and emotional health and well-being
- Teacher anecdotal observation data collected through Learning Area and other meetings
- Attitude, Behaviour, Effort attribute data from student reports

#### EMOTIONAL AND SOCIAL DEVELOPMENT

Our students need to be resilient and resourceful. We aim to develop student resilience and emotional and social well-being.

**SAMPLE STRATEGIES:**
- Our comprehensive and integrated student pastoral care program will be consolidated with an emphasis on research based strategies to enhance our core school values. Sessions for teachers will focus on research based strategies.
- The Year 8 –10 Personal Best program and the Year 7 MAP program will focus on appropriate areas of social and emotional development.

**GOALS:**
- Teachers use research based strategies to map and enhance progress in student social and emotional development
- Support students to choose healthy, positive and safe behaviours and be emotionally intelligent in their interactions with others

**PERFORMANCE INFORMATION:**
- Use of research based strategies to map and monitor student social and emotional health and wellbeing (SEW)
- Through SEW and school opinion survey data, the school is recognised as a safe, supportive and inclusive environment

#### STUDENTS AS LEADERS IN THEIR OWN LIVES

We want to support our students to become leaders in their own lives by fostering a safe and inclusive learning environment: developing young people who have a sense of their rights and responsibilities; who set goals and plan to achieve them; who have self-management skills and embrace leadership opportunities in varied fields. We value students who can be assertive when required and have the skills to realise their potential.

**SAMPLE STRATEGIES:**
- Develop young leaders through opportunities such as Student Council membership, World Challenge, school representation, co-curricular activities and sports.
- Develop goal setting from Years 7 – 12 across the curriculum, beginning with the MAP Program.

**GOALS**
- Students will:
  - have a sense of confidence and resilience which will enable them to transition successfully from school to real life
  - be given the opportunity to set goals with a school and personal focus

**PERFORMANCE INFORMATION:**
- Number of students involved in leadership activities
- Student survey regarding available leadership opportunities
- Feedback on goal setting activities

#### PARTNERSHIPS: PARENTS/CARERS AND THE WIDER COMMUNITY

We identify the importance of enhancing the learning outcomes for students by actively building positive relationships with parents, carers and the wider community.

**SAMPLE STRATEGIES:**
- Partnerships with external agencies will be developed to provide social and emotional support to both students and parents.
- We will use partnerships with organisations to provide external educational opportunities for students beyond the classroom.
- We will provide additional opportunities for engagement with Parents as Partners in their child’s education and personal and social well-being.

**GOALS**
- The school will extend learning beyond the classroom into real work opportunities and applications
- Students will demonstrate greater resilience when dealing with life challenges
- Provide parents with opportunities to assist their children in dealing with challenges they face in their lives

**PERFORMANCE INFORMATION:**
- Numbers of students successfully participating in programs that assist their transition into post-school options
- Students Social, Emotional Health and Wellbeing survey and teacher feedback, MAP program data and Student Services key performance indicators
- Parent Survey of School perceived performance
- Numbers of parents who attend school-organised activities and feedback about the quality of these opportunities
STUDENT IMPROVEMENT ACHIEVEMENT TARGETS
**STUDENT IMPROVEMENT ACHIEVEMENT TARGETS**

In addition to the range of improvement goals that are contained within each priority area, the school has eight specific student achievement improvement targets which have been identified from student achievement data and other information (based on teacher judgments and systemic data). They identify areas:

- of concern that require improvement
- of desire and opportunity for improvement
- where sustained improvement needs to be consolidated

Each target has a specific goal that can be measured annually as well as at the conclusion of the business planning cycle. While each improvement target is linked to a date three years in the future (April 2018), progress will be tracked in the Annual Report, along with aggregate student achievement information on our priorities.

### 1. OLNA AND NAPLAN

<table>
<thead>
<tr>
<th>a)</th>
<th>At least 80% of students who sit the NAPLAN test will prequalify for OLNA (Achieve Minimum of Band 8).</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>At least 90% of students will qualify for OLNA by the end of Year 10*</td>
</tr>
</tbody>
</table>

*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).

### 2. VALUE ADDING

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.

### 3. GATE ART STUDENTS

<table>
<thead>
<tr>
<th>a)</th>
<th>Each year 80% of Gifted and Talented Art students will receive an A grade in the Semester 2 Report for Visual Art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>85% 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.</td>
</tr>
</tbody>
</table>

### 4. ATAR ACHIEVEMENT

At least 80% of students receiving Band 9 or 10 in Year 9 NAPLAN Reading, Writing and Numeracy will achieve a median ATAR of 85 or above.

### 5. SENIOR SCHOOL GRADES

There will be a minimum average of 24% of students receiving an A grade in Year 11 and 12 General Courses (Stage 1 for 2015 Year 12).

### 6. WACE COURSE RESULTS

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%.

### 7. ATTAINMENT LEVELS

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.

### 8. ATAR PERFORMANCE

At least 38% of Year 12 ATAR students will achieve in the high (top 33% of students state-wide) tricile for their overall performance.