



APPLECROSS

SENIOR HIGH SCHOOL

INDEPENDENT PUBLIC SCHOOL

Annual Report | 2019



Achieve





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From the Principal

The Annual Report provides parents, caregivers and members of the community with an overview of the performance of Applecross SHS over the previous calendar year (2019). It provides information about comparative student achievement, academic performance, attendance, a range of school programs and staffing. The Annual Report forms part of our annual review and reporting process and is a means of providing the community with both performance data and our self-reflection of our performance and identification of areas of strength and weakness.

Academically, 2019 was a successful year for Applecross Senior High School students. Our new school priority was to improve students' overall Literacy with a particular emphasis on Writing skills. The 2019 NAPLAN results were very positive with all targets in Literacy and Writing either met or exceeded. The progress and achievement of students from Year 7 to 9 was particularly pleasing and now exceeds "Like Schools". Our Year 12 students' overall achievements were excellent with the median ATAR (85.20) ranking us as the 5th top public school and 23rd ranked school overall. A number of our student achievement targets (see p4) relate to the performance of our Year 12 students and it was great to see that most of these were achieved in 2019. It was also wonderful to see so many Applecross SHS students gain entry to their first preference of their chosen university or TAFE courses.

As an Independent Public School, Applecross SHS constantly reflects on its performance through the school business planning process and other self-review processes. The current Business Plan (2018-22) is available through our website. The plan builds on the priority areas of Excellence in Teaching and Learning and Student Development and Wellbeing (see p5). The student achievement targets were designed to place a particular focus on improving outcomes for students in specific areas. While many of the targets are aspirational, they were also considered to be realistic and achievable over time.

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students.

Applecross SHS was reviewed on the 16th August 2019. The school was assessed as being 'effective' in each of the six domains and overall. This performance rating was based on information gained from the self-assessment submission and the validation process. It was focused on a review of the following six areas of school performance: Relationships and Partnerships; Learning Environment; Leadership; Use of Resources; Teaching Quality; and Student Achievement and Progress. An overview of the key findings of the School Review Report is contained on p2 and the full report is available on the school's website.

Our Business Plan (2018-22) will continue to prioritise teaching, learning and pastoral care, with a continued emphasis on student literacy. I trust our Annual Report will give you a worthwhile insight into the 2019 school year at Applecross SHS.

Paul Leech
Principal



Paul Leech - Principal



Self Review Processes

While the school has a five-year Business Plan based on key priorities and specific student achievement targets, there is also an effective annual review process to measure the success of programs and strategies. Underpinning the review process is the development of an embedded culture of evidence based self-reflection focusing on continual improvement. The goal is to ensure that this occurs at the level of the individual teacher, Learning Area (LA) and whole school. At key stages during the year, all teachers with their HoLAs (Head of Learning Area), actively engage in a review of student performance data.

Sources of senior school data include: WACE attainment levels, ATAR disaggregation via SAIS (School Achievement Information System) providing comparison to "Like Schools" and state scores, Maximising Feedback from SCSA (School Curriculum and Standards Authority) using comparative data against State means and semester grades across all Learning Areas. Lower school data analysis includes: NAPLAN scores, semester grades and analysis via Dashboard, and additional testing via Best Performance with analysis in CNAP (Customised NAPLAN Analysis Platform) and Data Club.

Year 12 ATAR teachers, in particular, receive detailed analysis of how their students performed in each exam question compared to other students in WA. Lower school teachers receive feedback on their teaching and on the performance of their students, on individual student assessments, via the use of common assessments. HoLAs monitor and oversee the analysis of available data and then review this at the Learning Area level. HoLAs, as curriculum leaders, also make recommendations which are reviewed and discussed by the School Leadership Group. When reviews identify potential weaknesses, strategies are developed and resources allocated to address areas where improvement is required.

All teachers received feedback on their teaching and the general 'classroom climate' from their students in each of their classes (as per Focus 2018). Teachers also provided feedback to all staff in leadership positions. The information provided by these surveys was seen as being very important by staff and has contributed to the development of a culture of self-reflection and improvement. Targeted support was provided for our graduate teachers who participated in the Department of Education 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 make classroom visits and have a strong presence around the school.

School self-assessment validation

Our review process is based on a positive culture of self-reflection and constant improvement. The principal provides the external School Review team with a self-assessment of the school's performance based on evidence gathered by school staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the Principal, the chair of the school Board and the Regional Executive Director.

The following aspects are confirmed:

- The school review process provided an opportunity for whole-staff collaboration in reflecting upon current practices and their impact.
- The school self-assessment, as submitted through the Electronic School Assessment Tool (ESAT), articulated a range of existing processes and intended improvements, with some evidence of alignment to the analysis of performance data.
- Staff, parents and student leaders engaged enthusiastically on the validation day and reported benefits from the review process. This was indicative of a strong culture of self-reflection and focus on continuous improvement.
- Planned actions for improvement described through the ESAT submission were enhanced significantly through conversations during the validation visit.

The following recommendations are made:

- Provide a point in time, rather than a historical perspective, of the school's improvement journey. A succinct analysis of up-to-date data will most effectively and efficiently represent the school's performance and associated planning.
- When developing future ESAT submissions, be discerning when considering what to include as evidence, annotating selected documents to direct reviewers to the relevance of the information uploaded.
- Ensure that documents are presented in a readable format; aligned to observations, analysis and impact; and planned actions.

From the School Board Chair

Throughout 2019, the Board continued to work collaboratively with the Principal, Paul Leech and the Executive team in support of the strategic objectives outlined in the school's Business Plan (2018-2022). The plan is built on the foundation of three fundamental elements identified to drive continuous improvement in performance, being:

1. Student Development and Wellbeing
2. Excellence in Teaching and Learning
3. Literacy

It is extremely pleasing to see that the school remains on track to achieving the various targets that have been set against each of these priorities over the plan period. During 2019, we underwent a Public School Review by the Department of Education, the positive result of which reinforced that Applecross is continuing to meet or exceed the targets it has set for itself. In particular, the school's whole-of-school approach to literacy improvement (Business Plan Priority Three), was noted and commended by the reviewers, with our 2019 NAPLAN results meeting or exceeding all targets in Literacy and Writing, and significantly surpassing the performance of our "Like Schools". This outcome is a credit to the entire teaching staff across all learning areas, collectively working together to integrate literacy as a key component within their curriculum.

This Annual Report provides the opportunity for us to reflect on the excellent results achieved by our students during the year, across the entire spectrum of school life – academically, creatively (Specialist Art and Music), in sport (Specialist Tennis) and socially. With students' development and wellbeing intrinsically linked to the school's operating philosophy, Applecross continues to deliver confident, capable and successful young adults.

The introduction of the three sub-schools system in 2020 represents an exciting new chapter for Applecross that will enable the school to continue to grow and flourish under the expert guidance of the Principal and Associate Principals. While our continued growth in student numbers brings new challenges, it also brings positive opportunities for change.

Over my two terms on the Board, and the past two years as Board Chair, it has been a great privilege to work alongside Paul Leech and his dedicated team. I am so impressed with the quality and professionalism of the entire staff, in teaching and nurturing our children to be their best ... thank you all.

Our 2019 Board members, comprising of student, staff, parent and community representatives, were collectively a highly productive and positive team, working together to support the school in achieving the best outcomes for its students. It was a pleasure to work with you all and thank you to each of you for your valuable contribution – Paul Leech (Principal), Paul Currie (Executive Officer), Max Uchino (Head Boy), Sophia Ammali (Head Girl), Mike Bracher (Secretary and Community Rep), Amanda Gargett (P&C Rep), Cecilie Thogersen-Ntoumani (Community Rep), Damien Ewington (Parent Rep), Darrin Richards (P&C Rep), Kylie Dobson (Community Rep), Peter Count (Staff Rep), Susan Edgar (Community Rep) and Toni Jones (Staff Rep).

I leave the Board in the capable hands of incoming Chair, Mike Bracher, and will continue to be an advocate of Applecross long after my children have graduated.

Michelle Birkholz
Board Chair, 2019



School Board Chair - Michelle Birkholz

Applecross Senior High School Vision

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 aim to:

1. Ensure the complete wellbeing of each student
2. Consistently improve the academic outcomes and achievements of our students

3. Provide opportunities and encouragement for all students to engage in a wide range of co-curricular sporting and creative activities

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.

Our Beliefs

At Applecross SHS we believe 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

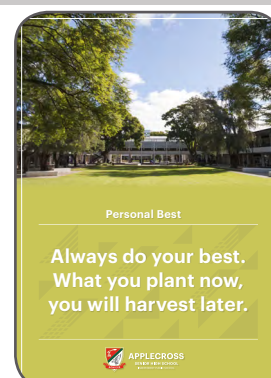
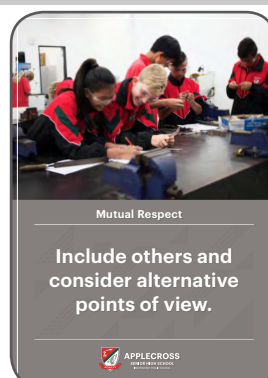
Applecross SHS has a strong tradition of positive interpersonal relationships founded on trust, respect and shared responsibility.

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 caring for the environment



Business Plan Priorities

Our Priorities

As the priorities in the 2018 — 2022 Business Plan are implemented, we will maintain our commitment to the belief that every child is entitled to a high quality school education.

By focusing 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

Student Development and Wellbeing

We seek to develop young people who are respectful, articulate, and committed to social justice and equity, and espouse the school values of Mutual Respect and Personal Best. We seek to develop a community of engaged learners who are globally connected with a strong moral compass. Young people who are confident and resilient with well-developed emotional intelligence, are equipped to perform better academically and these skills can also contribute to the creation of strong social bonds and supportive communities, which support healthy relationships and responsible lifestyles.

Priority 2

Excellence in Teaching and 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 commitment to the learning process.

Priority 3

Literacy

Teaching continues to play a pivotal role in students' literacy outcomes across all learning areas. Our teachers hold a strong commitment to the teaching of literacy, striving to ensure that students develop a repertoire of skills needed for functional and critical literacy. We endeavour to meet the diverse needs of learners and understand this contributes a rich resource to learning.



Monitoring Student Improvement Achievement Targets

Student achievement targets were developed as a component of the School Business Plan 2018-22 to focus on specific areas where improvement was desired. Targets were established based on the existing achievement data as well as a comparison with "Like Schools" (statistically similar to Applecross SHS). It was intended that the targets be aspirational, but also achievable based on students' potential.

Supporting each target, there is a strategy (or number of strategies) and resources designed to ensure that there was a particular focus on improvement in that area. The targets were monitored at least twice a year by both the school leadership group and the School Board. They were also monitored by Learning Areas, where relevant.

The nine target areas contain eighteen separate targets and it is pleasing to see that eight of the eighteen targets were achieved by the end of 2018. The greatest success has been achieved in the targets relating to ATAR and other Year 12 performance.

The two new targets in the 2018-2022 Business Plan relating to our Approved Specialist Programs are aspirational and we will continue to work towards attaining these.

REPORT CARD

SELF ASSESSMENT TARGETS	PROGRESS					2018	2019	2020	2021	2022
	No Progress	Limited Progress	Fair Progress	Good Progress	Achieved					
ATAR										
The median ATAR score of Year 12 students in the WACE will be 87.00>	<div><div></div></div>					98.4%	97.93%			
At lease 42% of students will be in the top trile	<div><div></div></div>					100%	92.85%			
WACE										
At least 85% of students will achieve an ATAR 70>	<div><div></div></div>					99.65%	98.82%			
OLNA										
At least 80% of students who sit the NAPLAN test will prequalify for OLNA (Achieve Minimum of Band 8).	<div><div></div></div>					69.3%	70%			
At least 92% of students will meet the OLNA requirements by the end of Year 10	<div><div></div></div>					94.6%	96%			
NAPLAN										
Progress of students between Year 7 to 9 NAPLAN will be at a rate equal to or better than 'like school' average.	<div><div></div></div>					98.3%	100%			
GATE/SPECIALIST PROGRAM										
Art										
Each year, Gifted and Talented Art students, studying ATAR Visual Art, will achieve a mean average scaled score 10% above Like schools.	<div><div></div></div>					57%	100%			
Each Year 7-10 Gifted and Talented Special Art class will achieve 20% above like schools in grade averages for Visual Art	<div><div></div></div>					100%	100%			
Tennis										
80% of Year 7-10 Specialist Tennis students will achieve an A grade in PE.	<div><div></div></div>					53%	69%			
80% of Year 12 ATAR Physical Education Studies students achieve a scaled score above 70% in the WACE Practical Tennis exam.	<div><div></div></div>					68%	100%			
ACADEMIC EXTENSION										
The mean scores for AE students will be at least 20% higher than the rest of the cohort mean in each MESH LA.	<div><div></div></div>					93%	100%			
At least 90% of students studying two or more AE classes in Year 10 will achieve an ATAR of 92+ in Year 12.	<div><div></div></div>					93.9%	90.01%			
PRIORITY 1 STUDENT HEALTH AND WELL BEING										
The attendance rate will be equal to or above like schools.	<div><div></div></div>					100%	100%			
The Social Emotional Wellbeing Survey [ACER] student data will be similar to or above the National Secondary Sample average.	<div><div></div></div>					100%	97.78%			
The Classroom Climate Survey on student motivation and engagement will be maintained at 3.5/5 or above.	<div><div></div></div>					100%	100%			
PRIORITY 2 EXCELLENCE IN TEACHING AND LEARNING										
The grade distribution in all subjects will be equal to, or better, than like schools.	<div><div></div></div>					100%	100%			
The satisfaction levels of parents with student progress will be at 4.0/5 or above in the biennial Applecross SHS Parent Survey.	<div><div></div></div>					100%	N/A			
PRIORITY 3 LITERACY										
PAT testing of Year 7 and 8 students will demonstrate improvement at or above the national average.	<div><div></div></div>					100%	100%			

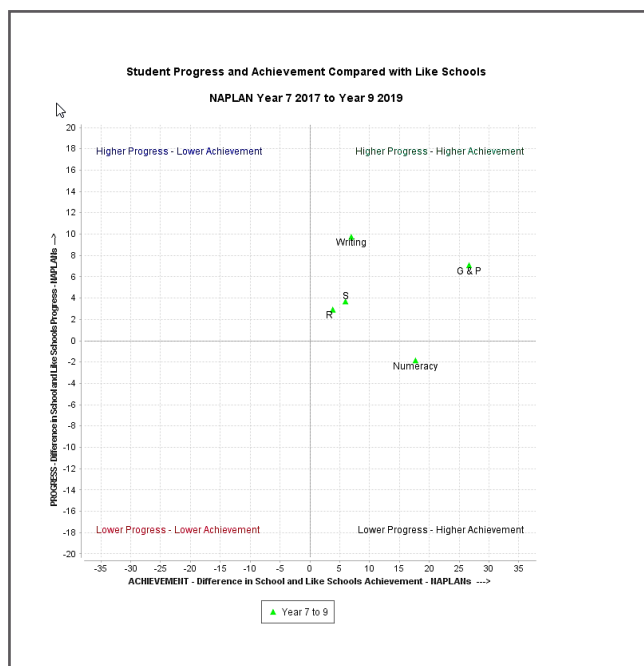
NAPLAN Results

NAPLAN tests continue to provide the school with valuable data to assess our overall performance and identify areas of general strength or weakness. The National Assessment Program data is used as a diagnostic tool to learn more about what each student can or cannot do within the domains of Literacy and Numeracy.

Several of our Student Achievement Targets are directly related to NAPLAN performance. The following graph indicates the progress and achievement of Year 9 Applecross SHS students in 2019, compared with "Like Schools".

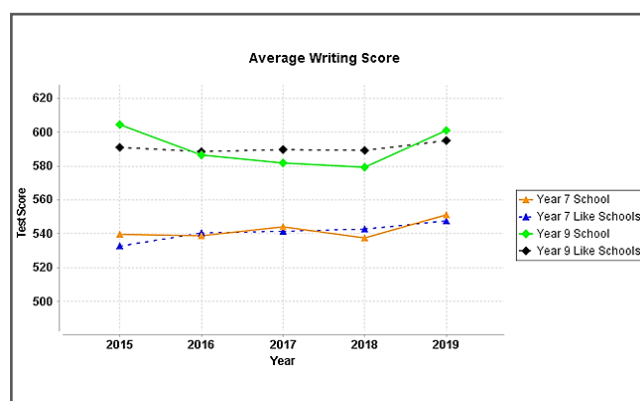
It is pleasing to see that our students have achieved Higher Progress and Higher Achievement than our "Like Schools" in all four literacy assessments.

Our Year 9 students continued to achieve well in NAPLAN with results in Literacy and Numeracy exceeding both national and state averages.



Inaugural NAPLAN Online

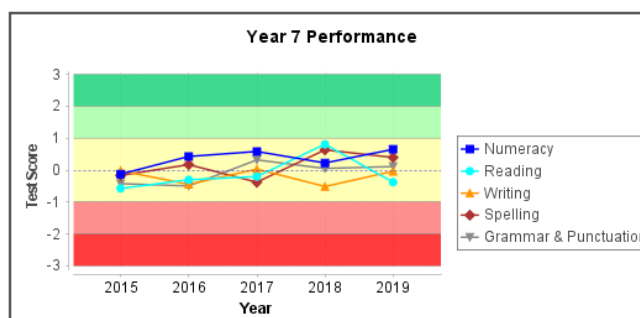
In 2019, our Year 7 and 9 students demonstrated Writing results which were well beyond the WA Public Schools average and, notably, ahead of our "Like Schools". 40% of our Year 9 students achieved Writing results which were amongst the top 20% of WA Public School students. This was despite the widely publicised connectivity issues associated with the online test nationwide.



Our staff at Applecross Senior High School are ardent in their dedication to our Literacy priority area. Their rigorous implementation of our Whole School Literacy initiatives ensured that Applecross Senior High School performed at or above the expected standard for our school in all of the Literacy tests.

Year 7 Data

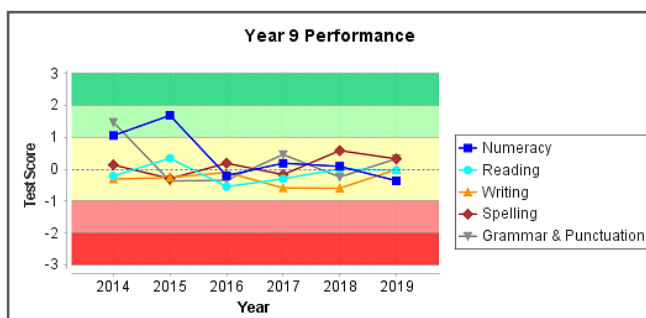
Our current Year 7s achieved better scores than the 2018 cohort in Writing and Grammar & Punctuation. Whilst all student achievement is at the expected level and in the correct range, the incoming students were weakest in Reading. Strategies to rectify this have been implemented.



Year 9 Data

All of the Year 9 data which is shown in the diagram below is within the expected range and shows big improvements in Writing and Grammar & Punctuation. This reflects our prioritisation of these areas in the 2018 to 2022 Business Plan.

Our focus for 2020 will be on Reading, as well as reinforcing what has been implemented to address Writing. This is in line with the goal in our Business Plan to have at least 80% of students who sit the NAPLAN test pre-qualify for OLNA (achieve a minimum of Band 8).



Whole School Literacy

1. VIPS

The VIPS strategy is part of our school's approach to improving literacy. It is a guide for teachers, students and parents/caregivers to refer to as they go about reading and writing tasks. Vocabulary, Independent Reading, Paragraphing and Cohesion, and Sentence Structure and Punctuation are all literacy skills in need of our attention. All students are encouraged to read the VIPS document and refer to it as they work towards achieving their personal best in reading and writing. Digital copies of the document are available on Connect classrooms.

2. Revising and Editing using ARMS and CUPS

In the Writing Process, the stages of revising and editing are vital to demonstrating and improving literacy skills. ARMS and CUPS is a whole school strategy which teachers explicitly model to reinforce these writing skills. A copy of the ARMS (Add, Remove, Move and Substitute) and CUPS (Capitals, Understand, Punctuation and Spelling) strategy is available on our Applecross Senior High School Learning Hub (on Connect).

3. Education Perfect

Digital learning is now an essential component of teaching and learning experiences in 21st century classrooms. Digital platforms are used as a means of teaching, learning and assessment across subject areas. Education Perfect is a digital platform which we utilise as a means of developing Literacy skills and is critical to NAPLAN Online and OLNA readiness.



Year 12 Results

The overall performance of Year 12 students in 2019 was very positive and consolidates the program of improvement that has been occurring for the last five years

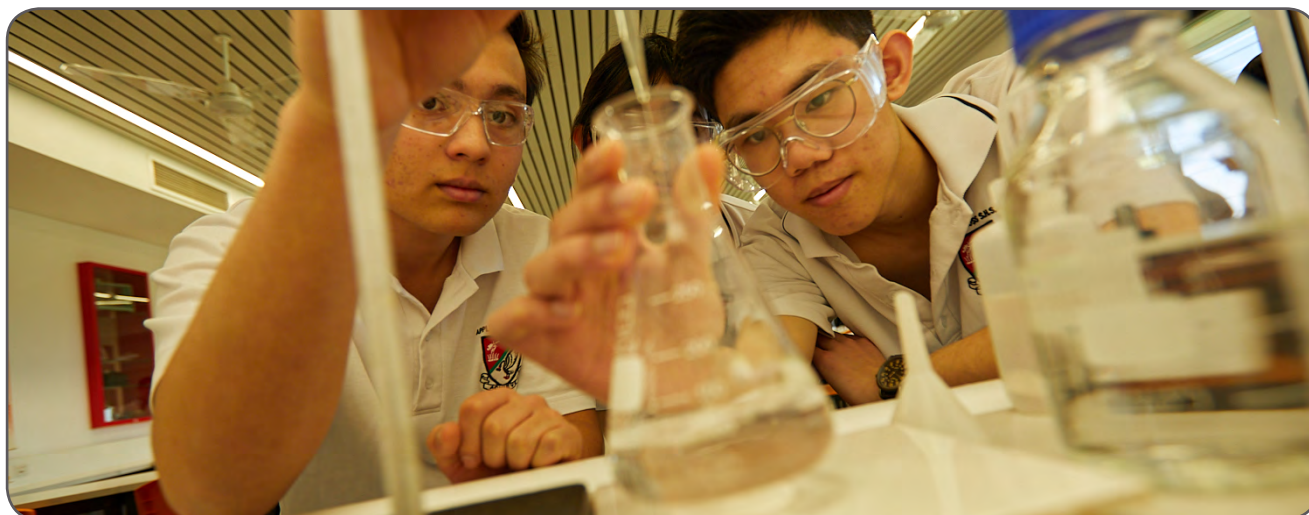
Applecross SHS Year 12 students in 2019 performed at 0.28 of a standard deviation above expected levels in the WACE exams. This is a Department of Education measure based on performance compared with the Index of Community Socio-Educational Advantage (ICSEA). This is the fifth year in a row that this performance indicator has been in the positive.

Acknowledgement from the Department of Education was made for the following:

- 4th year in a row of +85 Median ATAR
- Excellent WACE achievement of 99%
- Four students ATAR of 99+
- Very good tricile profile
- 59 School Curriculum and Standards Authority Awards
- Excellent number of Certificate III and IV qualifications with improved numbers of completed Certificate IV

Year 12 Results - Seven Year Achievement Table

Achievements	2013	2014	2015	2016	2017	2018	2019
Median ATAR	81.60	80.00	84.20	85.20	86.25	85.60	85.20
Percentage of students with an ATAR score of 55 or above and/or a Certificate II or higher	86	95	94	99	97	97	97
Number of students without a completed certificate and below 55 ATAR	12	2	7	0	7	6	3
Percentage of students with an ATAR score above 70	74.90	73.3	78.3	85.9	83.4	84.7	83.5
Number of ATAR courses with higher Mean scores compared to "Like Schools"	N/A	9	16	14	12	14	13
Percentage of Year 12 students achieving in the top tricile	34	31	42	42	45	42	39
ATAR Participation Rate (percentage of eligible students)	74	69	76	74	68	74	67
Percentage of VET students with a Certificate II or higher at school	56	71	90	77	70	68	70



Year 12 Results Summary

Detailed below is information relevant to the performance of Applecross Senior High School Year 12 students in 2019.

Summary of Key Results

- Ranked 23 in the SCSA Median ATAR Table; Median ATAR of 85.20; compared to "Like Schools" Median ATAR was 84.6; Public Schools was 78.25
- 4 students achieved an ATAR of 99 or above
- 18 students achieved an ATAR between 95 and 98.95
- 29 students achieved an ATAR between 90 and 94.95
- 113 students (65.5%) achieved an ATAR above 80
- One course Certificate of Excellence
- 18 students received a Certificate of Distinction
- 40 students received a Certificate of Merit
- 39% of ATAR students performed in the top trile
- 21% of ATAR students performed in the bottom trile
- 5 courses listed as having a high percentage of students in the top 15%: Career and Enterprise, Design, Health Studies, Physical Education Studies and Visual Art
- 171 Certificate II or higher were completed
- 97% Attainment Rate achieved
- 99% of Year 12 students met the required Numeracy and Literacy standard by either prequalifying by achieving a minimum Band 8 in Year 9 NAPLAN or successfully meeting the OLNA standard

Dux of Applecross Senior High School

The Dux of Applecross Senior High School for 2019 was Callum Vukovich.



Callum Vukovich

Xaviera Dobson was the winner of the VET Dux.



Xaviera Dobson

SCSA Awards

Certificate of Excellence

A Course Certificate of Excellence is awarded to students whose Final Scaled Score is in the top 0.5% for a course. The following student achieved this award:

- Samuel Collings for Design

Certificate of Distinction

A Certificate of Distinction is awarded to students who achieve between 190 and 200 SCSA points over 10 ATAR, General or Certificate courses during Years 11 and 12. It needs to be noted that this is an exceptionally difficult award to achieve as it not only requires exceptional results but they must be sustained over two years.

- | | |
|-----------------------|-------------------|
| • Harrison Brown | • Alexander Lui |
| • Perry Caswell | • Aoife McCarthy |
| • Jenna Desker | • Maya Narayan |
| • Felicity Field | • Connor Ovens |
| • Arya Gerami Zadehan | • Guntas Singh |
| • Mikayla Grosse | • Sophie St John |
| • Toby Ingleson | • Jonathon Stone |
| • Citha Kannitha | • Ella Vu |
| • Yee Hern Kim | • Callum Vukovich |
| | • Joel Wildman |

Certificate of Merit

A Certificate of Merit is awarded to students who achieve between 150-189 SCSA points over 10 ATAR, General or Certificate courses during Years 11 & 12.

The following students achieved this award:

- | | |
|--------------------|-------------------------|
| • Laura Alberghini | • Vhenekai Machukera |
| • Sophia Ammali | • Emmalyn McCaskie |
| • Lauren Bracher | • Lili Miller |
| • Ruby Brennan | • Tyler Mizuhata |
| • Harrison Buckman | • Max Uchino |
| • Ainslee Carr | • Evelyn Ong |
| • Claudya Chaufik | • Manas Panhale |
| • Samuel Collings | • Imogen Robertson |
| • Rory Cook | • Lachlan Russell |
| • Bella Dans | • Jasmine Sinclair |
| • Claire Duong | • Bonnie Sinclair-Deane |
| • Jessie Ellis | • Monique Stapleton |
| • Tara Gilich | • William Tang |
| • Toby Gray | • Jack Wang |
| • Sophie Grey | • Sylvi Wibisana |
| • Shaun Ho | • Abbey Woodman |
| • Cody Hoonhout | • Claudia Yates |
| • Jaime Hunt | • Julia Yip |
| • Kyle Keating | • Ayumi Yokote |
| • Charlotte La | |
| • Alexandra Latto | |



*Vhenekai Machukera (P & C Award for Citizenship recipient)
and Andy Hiles (P & C President)*

99 Plus

Four students achieved an ATAR score of 99 or better. This places them in the top 1% of students in the state. Students and their ATAR are listed below:

•	Harrison Brown	99.60
•	Callum Vukovich	99.55
•	Alexader Lui	99.40
•	Guntas Singh	99.20

An additional 18 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:

•	John Stone	98.95
•	Joel Wildman	98.75
•	Ella Vu	98.25
•	Perry Caswell	97.75
•	Yee Hern Kim	97.65
•	Connor Ovens	96.55
•	William Tang	96.45
•	Manus Panhale	96.30
•	Arya Gerami Zadegan	96.00
•	Citha Kannitha	95.90
•	Ayumi Yolote	95.75
•	Felicity Field	95.45
•	Julia Yip	95.30
•	Danielle Fernandes	95.20
•	Sophie St John	95.20
•	Mikayla Grosse	95.15
•	Tyler Mizuhata	95.10
•	Sylvi Wibisana	95.10

Courses Above "Like Schools"

Secondary schools in Western Australia are broken down into groups and their performance is compared for accountability purposes. The groups consist of schools considered relatively similar in the type of student attending 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 course:

Biology	Human Biology
Career and Enterprise	Mathematics Applications
Design	Mathematics Methods
Economics	Physical Education Studies
English	Physics
Geography	Visual Art
Ancient History	

WACE Achievement Rate

The WACE Achievement Rate was 98.67%. All students met the C grade requirement and the certificate completion requirement for non-ATAR students. Three students did not achieve at least one section of the OLNA testing.



Neasa Flynn (Sports Star Award recipient) and Hon. Dean Nalder MLA



Sophie St John (Caltex Best All Rounder Recipient) and Michelle Birkholz (Applecross SHS Board Chair)

Attainment Rate

The Attainment Rate is determined by the number of students who achieve an ATAR of 55 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. In 2019 the Attainment Rate was 97% largely due to several students who did not achieve an ATAR of 55 who also did not study a certificate course.

University Entrance Summary

142 students applied for university entrance at the four public universities at the end of 2019. 140 of those students received an offer. 108 of those students received their first preference. Offers by numbers and universities are listed below. Notre Dame University and universities outside Western Australia are not included in these statistics as they do not use the Tertiary Institutions Service Centre (TISC) to allocate offers.

University	No. of Offers	No. of Enrolments	No. of Deferments
Curtin	64	48	10
UWA	50	43	2
Murdoch	21	14	2
Edith Cowan	5	2	2



Toby Gray (Long Tan Leadership Award recipient) and Warrant Officer II Stephen White

Vocational Education and Training (VET) Year 11-12

Results in VET courses continue to be positive with a significant number of certificates being completed. Certificates completed by Year 12s are listed below. 16 students completed three certificates and 30 students completed two certificates by the time they left school. The list includes certificates completed within the school as well as students who attended an external TAFE College through the Flexible Learning and Transit programs.

VET Qualification	Completed
Certificate II in Building and Construction (Pathway - Trades)	1
Certificate II in Engineering	1
Certificate II in Outdoor Recreation	1
Certificate II in Plumbing	3
Certificate II in Sport and Recreation	59
Certificate II in Visual Arts	12
Certificate II in Automotive Vocational Preparation	1
Certificate II in Community Services	18
Certificate II in Electronics	2
Certificate II in Electrotechnology (Career Start)	4
Certificate II in Hospitality	7
Certificate II in Kitchen Operations	1
Certificate II in Retail Cosmetics	2
Certificate II in Retail Services	3
Certificate II in Salon Assistant	2
Certificate II in Tourism	1
Certificate II in Warehousing Operations	4
Certificate III in Business	9
Certificate III in Early Childhood Education & Care	1
Certificate III in Engineering - Technical	8
Certificate III in Health Services Assistance	1
Certificate III in Hospitality	1
Certificate III in Individual Support	2
Certificate III in Information, Digital Media and Technology	2
Certificate III in Screen and Media	1
Certificate III in Sport and Recreation	1
Certificate IV in Business	18
Certificate IV in Community Services	2
Certificate IV in Education Support	2
Certificate IV in Health Science Foundations	1

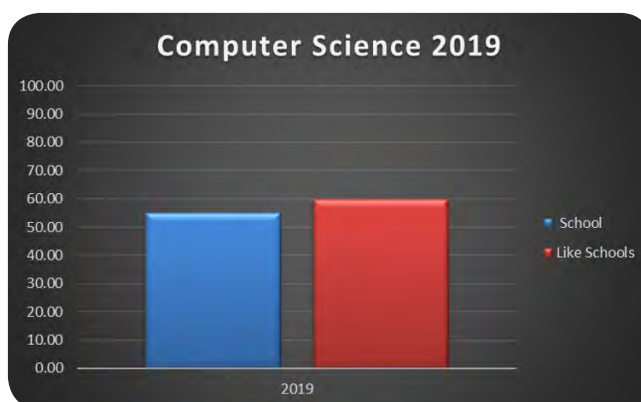
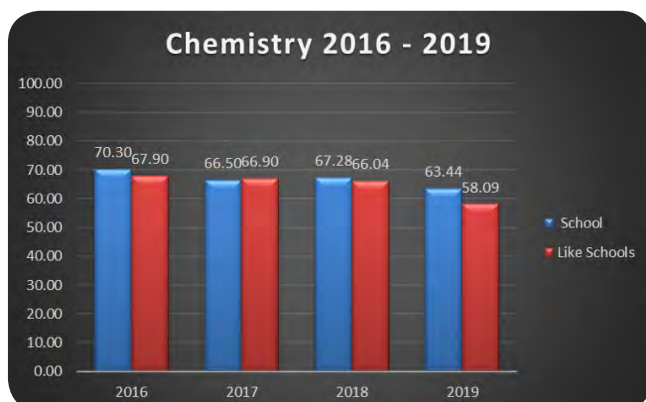
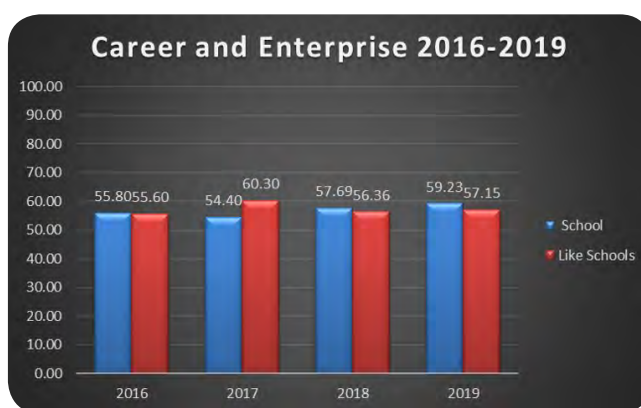
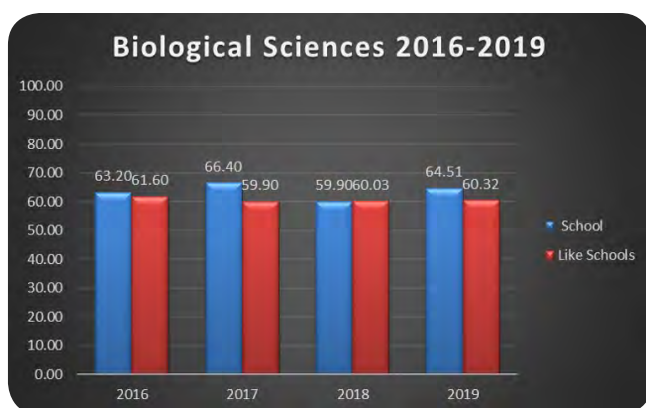
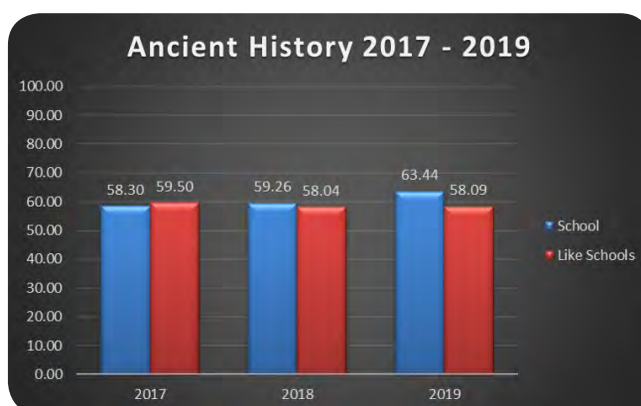
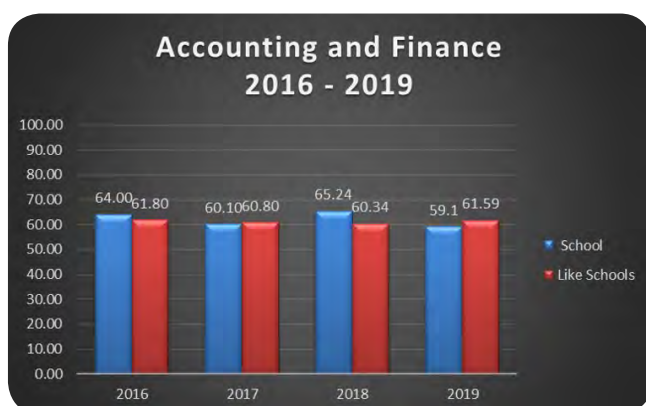


Applecross SHS Compared to "Like Schools" 2016 - 2019

These tables show the Average Final Scaled score for Year 12 ATAR courses at Applecross Senior High School compared to a group of "Like Schools".

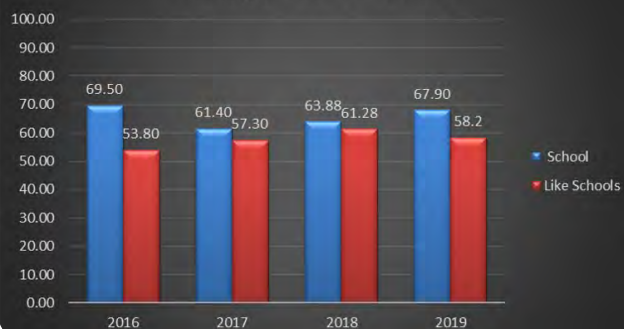
It is pleasing to see that more than half of the courses have a four year trend of being better than "Like Schools". Those courses that are below the "Like Schools" average are required to adopt improvement strategies.

In 2019, 14 out of 26 courses was above the "Like Schools" score, seven were very similar and five were below.





Design 2016 - 2019



Drama 2018 - 2019



Economics 2017 - 2019



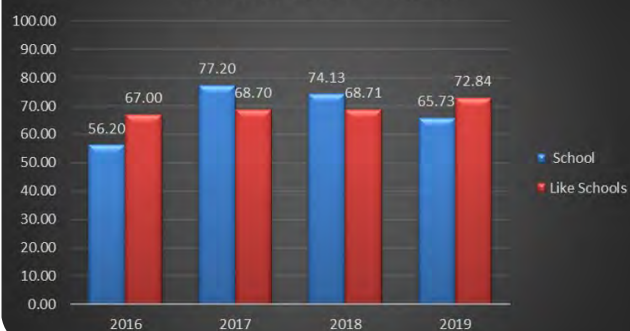
English 2016 - 2019



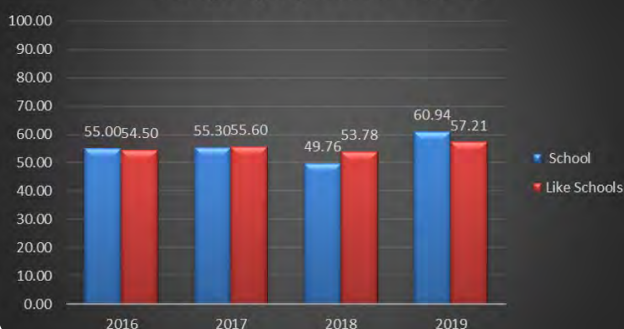
**English as an Additional Language
2016 - 2019**



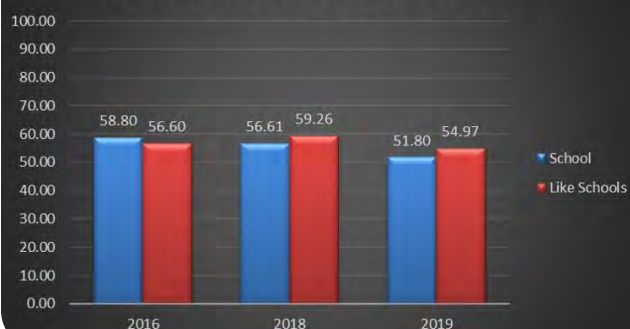
French 2016 -2019



Geography 2016 - 2019



Health Studies 2016 and 2019

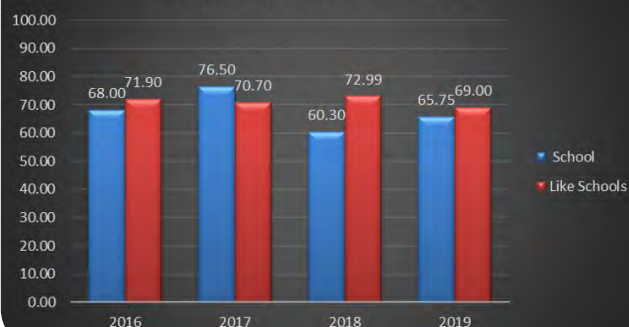




Human Biology 2016 - 2019



Japanese 2016 - 2019



Literature 2016 - 2019



Mathematics Applications 2016 - 2019



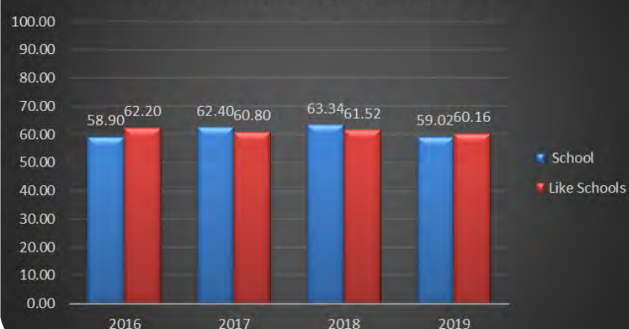
Mathematics Methods 2016 - 2019



Mathematics Specialist 2016 - 2019



Modern History 2016 - 2019

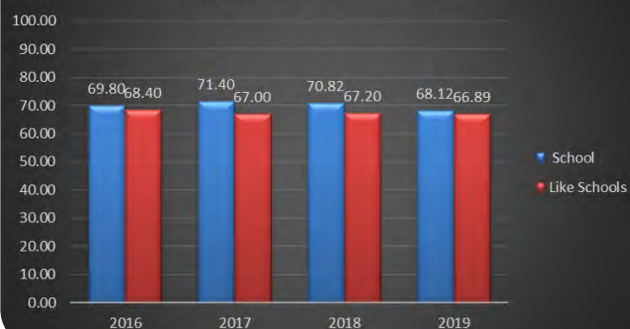


Physical Education Studies 2016 - 2019





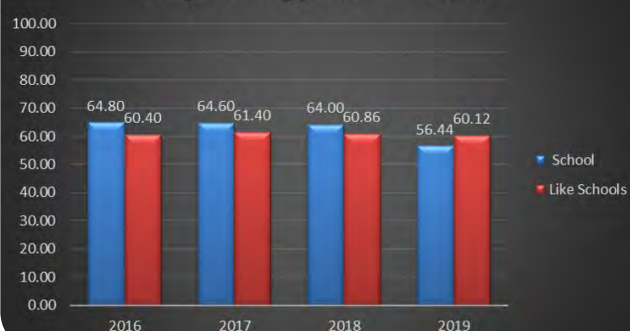
Physics 2016 - 2019



Politics and Law 2016 - 2019



Psychology 2016 - 2019



Visual Art 2016 - 2019



Learning Area Highlights

Vocational Education and Training (VET)

WACE

The number of students undertaking a Certificate course at the school as part of their WACE increased by a total of 39 students in 2019.

Certificate	Number of Students Enrolled in Year 11	Number of Students Enrolled in Year 12
Certificate III in Business	25	14
Certificate IV in Business	44	18
Certificate II in Community Services	N/A	20
Certificate III in Engineering Technical	34	9
Certificate II in Sport and Recreation	55	64
Certificate II in Visual Arts (Wood)	24	12
Total Number of Students enrolled in qualifications at school	182	136
Total	319	

Flexi (VET) Students

In 2019, 23 Year 11 students and 16 Year 12 students were in the Flexi program. In addition to their courses at school, students completed ADWPL and/or TAFE courses.

Authority Developed Workplace Learning (ADWPL)

61 students completed the ADWPL endorsed program which contributed to their WACE.



Andrew Gerovich at Genie Exhausts

New Policies for Workplace Learning and External Courses

The new policies for Workplace Learning and External Courses came into effect on 1 January 2019. This required new management plans, processes and all new documentation for parents, students, employers and RTOs (Registered Training Organisations)/TAFEs (Tertiary and Further Education) courses.

Students completing a School-Based Traineeship/ Apprenticeship

Year Group	No of Students
Year 10	5
Year 11	21
Year 12	27
Total	53

38 Students were completing qualifications at TAFE or external Registered Training Organisations.

Year 12 - Overall Certificate completion:

No. of Students	Certificate Completed
23	Certificate IV
24	Certificate III
59	Certificate II

Students with more than one qualification:

No. of Qualifications	No. of Students
2	30
3	16
4	2

Lower School Achievement

Try-a-Trade

Year 9 and 10 students had various opportunities across the year to 'try-a-trade' off campus.

Work Experience - Year 10

Year 10 students had the opportunity to gain work experience for a block week during Term 3 and Term 4. 15 students gained work experience placements at Murdoch University, through the Murdoch University Partnership. Some students gained placements at The Leeuwin Ocean Adventure, and 16 students worked at a variety of other placements.

Year 10 Course Counselling Excursion to Curtin University

Applecross SHS and Curtin University work in partnership to provide Year 10 students with careers information to assist them in their subject selections. All Year 10 Students attended and participated in a range of fun and hands-on activities in various faculties.

Business Plan Priorities

Student Development and Wellbeing

The VET department supported whole-school approaches to promoting student development and wellbeing. This included making reasonable adjustments in certificate delivery, following documented plans for students with special needs, creating safe learning environments and adapting lessons and assessments to cater for student learning styles and preferences. Opportunities for students to attend work experience, Try-a-Trade and special external programs provides students with the ability to find their strengths, interests and passions, which in turn enables them to make positive choices for their future.

Excellence in Teaching and Learning

Teachers delivering Certificates at school attended workshops and professional learning opportunities to meet currency requirements. Teachers who may be required to deliver qualifications at Applecross SHS in the future were upskilled.

Projects

The annual Careers Expo was a successful event. Aligned with a parent interview evening, students and parents had a great opportunity to meet with a variety of stall holders, including industry sectors, TAFE, private Registered Training Organisations and universities.

Extra-Curricular Highlights

Leeuwin Ocean Adventure Foundation - Youth Explorer Voyage

14 students ranging from Years 10-12 sailed the seas on the Leeuwin. The completion of this SCSA endorsed program will contribute to the students' WACE results.

Defence Force Work Experience Programs

Eight students participated in ADF programs for school age students, with a mix of experiences in the Army, Navy and Airforce. For some students it confirmed their desire to follow a career in the Australian Defence Forces.



Students who completed School Based Traineeships from ATC Work Smart in 2019



English

WACE

Seventeen students achieved a final scaled score over 75, representing 12% of the total cohort, a small improvement over 2018. Much time and effort has been spent revising and refining the teaching program, resourcing and moderation practices. As a result, the final scaled score average of 59.9 was higher than "Like Schools" (59.2). The correlation between the school score and the exam score was a little down from 2018 at 0.71 (compared to 0.78 in 2018), indicating that moderation and assessment processes require further refinement.

Lower School Achievement

Lower school results were generally sound and showed a strong correlation to "Like Schools" in grade distribution. It was pleasing to see that between 25-30% of students received an A grade. There has been a strong emphasis on consolidating moderation processes to ensure greater consistency in marking across classes. This is also being expanded by an initiative to moderate with several schools in the district to ensure greater consistency of marks.

Business Plan Priorities

Student Development and Wellbeing

The English Learning Area supported whole-school approaches to promoting student development and wellbeing. This included following documented plans for students with special needs, creating safe learning environments and adapting lessons and assessments to cater to student learning styles and preferences. The bulk of the English Learning Area attended professional development on differentiation to refine these processes. Nearly all English staff have completed CMS (Classroom Management in School) training designed to help students feel they belong by creating a positive learning environment in individual classes.

Excellence in Teaching and Learning

During 2019, Year 7 classes implemented Interactive Notebooks (INBs), Focused Note Taking (FNT) and Costa's Levels of Questions. English teachers also participated in a structured peer-observation program to obtain feedback on their teaching and to establish goals for improvement.

Literacy

Lower School students with the most significant literacy issues were allocated to Literacy Support classes. With an emphasis on remediating problems with grammar and writing. Across Lower School, students have been participating in the online literacy program, Education Perfect, as well as the Seven Steps Writing program. This contributed to significant improvements in NAPLAN results in 2019. Applecross SHS won the English Education Perfect Championships in WA, edging out Perth Modern, Rossmoyne SHS, and Willetton SHS. This result made us the third highest school in Australia (out of 1001 schools) and sixth globally (out of 1476 schools).

Applecross students also won five of the six secondary school prizes in a national persuasive writing competition run by Seven Steps in Australia and PNG (Papa New Guinea).

Extra-curricular activities

Excursions/Incursions

A highlight of the year was the Year 12 Literature students visit to Curtin University for a day of course-related lectures and a taste of post-high school life. The excursion allowed students the freedom to explore the Curtin campus, attending different lectures based on their studied texts, course concepts, and general literary theory.

Creative Writing

The Year 10 Academic Extension students completed the Kids Cancer Project's 'Write a Book in a Day' competition. This involved ten hours straight of planning, writing, illustrating, revising, editing and publishing a short novel entitled: 'Chasing Foxes'. This was a massive undertaking and a wonderful achievement for the students involved, who managed to produce a fantastic novel for children impacted by cancer to read, whilst raising several hundred dollars for the Kids Cancer Project.

Debating

Applecross had eight debating teams from Year 7 to 12 participating in the Western Australia Debating League. Our debaters fought valiantly throughout the competition, with many teams claiming several victories in the five rounds of the competition.

Health and Physical Education

WACE

ATAR Physical Education Studies – achieved outstanding results. Applecross SHS was one of the top 15 schools in the state for the subject for the second year in a row. The final scaled score for students in this subject was 63.7 which was 6.9 points above "Like Schools".

ATAR Health Studies – Whilst we were recognised as one of the top 15 schools in the state, our overall performance in this subject was below expectations, as indicated by a -2.7 course differential and a low percentage of students used the subject as their best or second best subject. The mean final scaled score for students in this subject was 3.2 points below "Like Schools". Students achieved a final scaled score at 0.6 points above the State (DoE) mean.

General Physical Education Studies - This was the first cohort at Applecross SHS to complete the subject and they achieved pleasing results. 26% of the class achieve an A grade, which compared favourably with "Like Schools" (12%) and DoE (8%). Our performance in the EST (Externally Set Task) was strong and our marking moderation with SCSA was one of the closest in the state. We had 6 students achieve 75% or better in the EST, with a top score of 85%.

Certificate II Sport & Recreation – 56 out of 58 students achieved competency in this subject which was a very good result.

Lower School Achievement

In Health Education, the grade distributions saw Applecross SHS students achieve similar results in terms of A Grades to "Like Schools" across Year 7-10. We had more B grades than both "Like Schools" and Department of Education Schools in Year 8-10 and generally lower D-E grades than both "Like Schools" and Department of Education Schools.

In Physical Education, the grade distributions saw Applecross SHS students achieve better results in terms of A Grades than "Like Schools" in Year 7/8 and similar results in Year 9/10. The introduction and implementation of the theoretical 'understanding movement' strand has increased academic rigour. The Year 10 AXSELL program in 2019 provided a smooth transition for talented sporting and academic students into the Year 11 ATAR PE Studies course with a strong foundation of knowledge for this course.

Business Plan Priorities

Priority 1 – Student Health & Wellbeing

The Year 7-10 Health Education Syllabus includes the Communicating and Interacting for Health and Wellbeing sub-strand where building respectful relationships and managing emotional responses are explicitly taught to each year group.

Priority 2 – Excellence in Teaching and Learning

All the staff in the HPE Department participated in the School's Classroom Observation and Performance Development Programs, with the aim of improving their pedagogical skills and ultimately student outcomes. New rubrics for Year 7-10 Physical Education that were more closely aligned to the Year 7-10 Physical Education Assessment Framework were successfully implemented across the year.

Priority 3 – Literacy

Teachers analysed NAPLAN data for each of their classes in order to identify students with specific literacy needs and to inform differentiation of learning styles, instructional strategies and student monitoring. The ATAR PE Studies classes had a continued focus on subject specific definition activities, aimed at improving student proficiency in defining key course terms.

Specialist Tennis Program - National Secondary Schools Tennis Championships.

Oscar Giorgio (Year 12), Reuben Giorgio (Year 12), Kendrick Chia (Year 10), Matthew Burton, (Year 10), Kent Yamazaki (Year 9), Lucille Miller-Sakaguchi (Year 11), Helena Jokanovic (Year 11) and Ella Nurkic (Year 10), Shanelle Iaconi (Year 10) and Madeleine Yates (Year 11) represented Applecross SHS in this event. The boys team were the overall winners of the national competition in Albury Wodonga for the first time in 18 years.

Extra Curricular Highlights

We finished in 4th place in the A Division Swimming Carnival, maintaining our strong showing in this prestigious event. This was followed up with a strong performance in the Athletics Carnival elevating us into A Division in 2020.



Humanities and Social Sciences (HaSS)

WACE

Declining enrolments in HASS courses across the state has resulted in smaller cohorts and continues to be an issue for Applecross HASS. In many schools, including our "Like Schools" some courses have been removed from the curriculum. HASS continues to provide seven ATAR programs; Accounting, Career and Enterprise, Economics, Geography, History – Modern, History – Ancient and Politics and Law. Career and Enterprise enrolments are the exception to the current trend; with outstanding ATAR results in recent years.

Performance analysis often reflects on the number of students who have a course as their best or second best result: 2019 results show 73% of Career and Enterprise students met this benchmark. Career and Enterprise, Geography, Ancient History and Economics were in the top seven performing courses for 2019. More pleasing is the fact that Geography exceeded "Like Schools" by 4% and Ancient History exceeded "Like Schools" by 6%.

The review process and learning area strategies for improvement in 2019 were thorough and indicative of the professionalism of team members. 2019 will be regarded as a year of improved educational outcomes: across all years there have been gains – INB's (Interactive Notebooks), NAPLAN writing preparation embedded into Term 2 programs, CUPS and ARMS language used in all classes, programs written in student performance language and the focus on assessment feedback.

Analysis of the 2019 WACE results indicates some improvement and continued success for Career and Enterprise and a number of other courses at 1.5% above "Like Schools" and more than half of the cohort had this as their best or second-best result. Accounting with 5% above "Like Schools" is an outstanding result. Modern History also needs to be recognised for 45% of the cohort achieving their best or second-best course result in this course.

Lower School Achievement

The focus on Performance Development planning early in the year and the 2019 mid-year review process for lower school classes by each class teacher have been powerful tools for self-reflection and alignment with the LA and whole school priorities.

Grade distributions for both mid and end of year reporting were in line with "Like Schools". The only major deviation by the end of the year was the Year 10 A grade percentage that fell to 24%. However, the percentage of D and E students in Year 10 has continued to decline in Semester 2 from 16% to 13% in 2018 and 11% in 2019. This result reflects the change of topics for Term 4 to Civil Rights and the USA Civil Rights Movement. Hopefully the electives, creative programs and student choice will result in further gains.

For Years 7 and 8, 60% of these cohorts gained an A or B grade and the 2019 Year 8 cohort performed above recent cohorts. The number of D or E results continues to be below "Like Schools" and reflects our efforts to support the learning of the students with most need.

Business Plan Priorities

The HASS Learning Area has taken an active and explicit approach to the whole school literacy priority; lower school classes all make use of an INB - interactive notebook which is strongly focused on the VIPS produced by the Literacy Committee. Each book includes a standardised vocabulary section and staff use AVID (Advancement Via Individual Determination) strategies to help students engage with and break down texts. HASS has also incorporated regular writing tasks to improve student performance – quick writes, extended answers, common paragraph template models, and Cornell notetaking processes.

Aligning with the excellence in teaching and learning priority, HASS staff took advantage of the Curtin Classroom Climate surveys and the school's peer observation program where staff chose targeted PD based on areas of interest or teaching practice. AVID strategies are shared regularly to improve the impact of learning experiences and HASS is at the forefront of exploring the use of technology (particularly the Office365 suite) in delivering lessons, encouraging more independent and self-regulated learning in a structured format with high accountability. Connect is used extensively, and, in 2019, One Note began to be used as a conduit between teachers and their students.

Additional Learning Area Focus

STEM is embedded in many of the Year 10 topics studied, notably:

- Environmental Change & Management includes significant overlap with Biology and Chemistry topics
- Geography of Wellbeing includes a significant element of data analysis
- The 2019 Year 10 AE Canberra excursion also contained significant STEM links, including: Visiting the Australian Institute of Sports (Sports Science); the Ian Potter Foundation Engineering Process/3D Design Workshop; CSIRO Black Mountain Laboratories Discovery Centre; visiting Questacon

Extra Curricular Highlights

Three teams, composed of Year 10-12 students (around 36 students in total) competed in the Mock Trial program over three rounds against a variety of schools — many of these schools are the elite private schools and "Like" public schools.

Partnerships

Through working closely with teachers from "Like Schools" that deliver the Ancient and Modern History courses (such as Rossmoyne, Shenton College, and Mt Lawley Senior High School) we ensure that our assessment tasks and teaching resources and strategies are valid and highly effective.



New Zealand 2019 Ski Trip



Languages

WACE

In Japanese as a Second Language 12% of students achieved a scaled mark of above 75 and 25% of students used their result in this subject as their 1st or 2nd best ATAR result. In ATAR French as a Second Language 12% of students also achieved a scaled mark of above 75 and 50% of students used their result in this subject as their 1st or 2nd best ATAR result.

Lower School Achievements

Languages studied in Applecross are not equivalent in our "Like Schools", and this comparison is not possible, however strong results are evident in Year 7 for 2019 (75% of students achieved an A or B). Year 10 Languages cohort has decreased compared to the previous years as a consequence of Year 9 Languages being non-compulsory. It is a focus to improve the number of students continuing with their languages study in Years 11 and 12. Year 10 elective French has achieved above 90% for As and Bs compared to 50% in 2018. Year 10 Elective Japanese has achieved 35% of As and Bs in 2019 and therefore was slightly lower than in 2018 with a decline of 12%.

Business Plan Priorities

Literacy goals continue to be targeted through use of Language Perfect. Many students of French and Japanese participated in the on-line vocabulary learning program, throughout the year. New protocols were discussed and adapted for Peer Classroom Observation, and all Languages staff participated in two classroom visits in 2019, including evaluation questions for their own professional reflection.

Student wellbeing continues to be addressed with a targeted approach to participation in extra-curricular activities, as listed per the co-curricular highlights.

Extra Curricular Highlights

Alliance Française Exams

All Year 9, 10, 11, and 12 students of French participated in the Alliance Française Exams this year. These exams consist of a Listening, Reading and Writing section. The upper school students performed very well. The Year 11s have received five Felicitations du Jury which translates to Congratulations of the Jury with a highest score of 97/100. The marks ranged between 97-74 with a median of 86.5. The Year 12s received one Felicitations du Jury and the Year 10s received one Felicitations du Jury as well. The Alliance Française de Perth have congratulated our school for the very good results and for always being in the lead category.

TOFA Sticker Competition

Year 7 students of French participated in the annual TOFA (Teachers and Foreign Languages Association) Sticker Competition and the results were fantastic. Our students won the 1st, 2nd and 3rd places and we had a runner-up as well. Their drawings have been converted into stickers and are sold on the TOFA website. The students received certificates and prizes from TOFA.

French Year 11 Breakfast Activity

The Year 11 students of French enjoyed a nice French breakfast with their French "camarade de classe" Paul Coyral who is from Amiens, France.

Year 12 Dinner Chez Pierre

The Year 12 students of French celebrated their hard work at the famous French restaurant "Chez Pierre". The excursion gave the students a chance to order their food in French, enjoy gourmet French food, socialise with their teachers and native speaker tutors and enjoy the art of socialisation in the French culture.

Year 12 Japanese Class Dinner

The Year 12 students of Japanese ended their school year with an exceptional culinary experience at restaurant Tansawa. They discovered traditional Japanese food and enjoyed socialising with their teachers and native speaker tutors and language assistants.

Nihon Matsuri - Japan Festival

On Saturday August 3, 2019 we hosted a Nihon Matsuri. It was a day filled with demonstrations and workshops celebrating aspects of Japanese culture as well as opportunities for students to practise their Japanese language skills with Takarazuka students and guests. Approximately 60 students from Applecross attended the day commencing with a presentation from Takarazuka students in the form of two songs. After, students were assigned workshop groups and the groups rotated throughout the afternoon in a series of workshops where they could experience Japanese culture first hand.

Japanese Speech Contest

Congratulations to Ellen McDermott and Dasha Madel (both in Year 11) for participating in the High School Division, and to Ayumi Yokote (Year 12) for participating in the Background Speaker Division of the Japanese Speech Contest which was held at UWA.



Kaiwa Day

Year 12 students participated in Kaiwa Day in September to assist them with their preparation for Semester Two and WACE practical exams. The aim of the day was to provide Year 12 ATAR students with the opportunity to practise their conversation skills, obtain WACE practical exam hints, and clarify procedures with experienced examiners.

Partnerships

Japanese Exchange Group from Takarazuka City, Japan

In July we welcomed a group of fifteen students from Takarazuka City, Hyogo Prefecture. The students were accompanied by three teachers, Mr Okasaka, Mr Sakai and Ms Mizobata. Each student was hosted by an Applecross student. Although the visit was short, just eight days, the students enjoyed their home stays, spending time at Applecross Senior High and going out on excursions to see a little bit of Perth. Mayor Aubrey and his team at the City of Melville generously welcomed the group at a Mayoral Reception, as they do every year.

2019 Applecross visit to Takarazuka, Japan

The fifteen students who hosted our visitors from Takarazuka in July went to Japan in September with Ms Nishikawa and Mr Murray. It was a really exciting trip for our students, as it was the first time for each of them to visit Japan.

The group visited Kyoto (the famous Kinkakuji, Kiyomizudera, and Fushimi Inari Jinja), Himeji (to see the beautiful Himeji Castle) and went sightseeing around Takarazuka. They participated in a cooking class and a tea ceremony. Students experienced Japanese school life for two days which is very different from Applecross SHS. The highlight for the students was the home stay. Many of them said that they felt as though they had become part of a second family. It was a trip that will stay with them in their memories forever.

Applecross SHS hosted Japanese visitors from Seiryō Senior High School. Twenty students and several teachers from Seiryō Senior High School visited our school for five days in August. They were hosted by Applecross families and other families in the community.

Day visit by a group of Principals and Deputy Principals from Hyogo Prefecture

Applecross was chosen as one of the schools for a delegation from Hyogo Prefecture to visit. The principals and deputies were very impressed by our school. They said that Applecross was the most attractive of all the public schools they visited in Perth. They also enjoyed attending Year 12 class and meeting our friendly students.

Staffing

French Assistant Ms Claire Marriott

The Languages Learning Area was very fortunate to have a French language assistant in 2019. Ms Claire Marriott is from Paris, France. She has been working in several schools as a teacher and language assistant. She has enjoyed the opportunity of working at our school and has been a great support to the French teachers.

Volunteer Assistant Fiona O'Donnell

Ms Fiona O'Donnell is an enthusiastic young French student from Normandy who volunteered at our school in April and May 2019. She is currently finishing her masters degree in Language Studies at the École Normale Supérieure de Lyon and wishes to become a teacher.

Exchange Teacher from Japan

We were very fortunate to have Mr Yasuhiko Kondo, Exchange teacher from Hyogo, Japan. He has been working at several schools in Japan as an English teacher.

Japanese Assistant Teacher Ms Yuka Oxby

Ms Yuka Oxby, assistant Japanese language teacher, joined the Japanese team in 2019 and her professionalism has been noticed not only by the teachers but by students as well.

Volunteer Assistant Ryoko Yokote

Ms Ryoko Yokote has also worked as a volunteer in the Languages Learning area two days a week throughout the year. She has been a wonderful member of the team and has supported the teachers of the Languages department diligently.

Mathematics

WACE

Mathematics Specialist ATAR Results

Excellent results were achieved with the average scaled score of 69.84%, which represented the best scoring course in the school. Applecross SHS students did well in this course to be 2.7% above state in their scaled score. 19% of the students achieved a scaled score of 75% or better.

Mathematics Methods ATAR Results

Excellent results were achieved overall with the average scaled score of 68.9%, which represented the 2nd best scoring course in the school. Our students achieved a scaled score 0.2% points above "Like Schools" and 3.8% above state. 14% of the students achieved a scaled score of 75% or better.

Mathematics Applications ATAR Results

Excellent results were achieved with the average scaled score of 59.2% being 2.3% points above "Like Schools" and 5.8% above state. 8% of students achieved a scaled score of 75% or better and 48% used their score as their best or second best scoring course.

Business Plan Priorities

The Mathematics Learning Area supports the School Business Plan and in particular with the Year 7 course where we adopted Interactive Notebooks.

Numerous AVID strategies have been incorporated into our course work and these will further assist students.

Co-Curricular Highlights

Western Australian Junior Mathematics Olympiad

Another strong showing with five teams from Year 7 to 9 competing in this prestigious out of school competition. Jonas Bealing won the Cheryl Praeger prize for being the top performing Year 7 student in the state. Jaehyun Kwon from Year 9 was runner up for the Year 9 competition and was awarded a Certificate of Excellence.

Australasian Problem Solving Mathematical Olympiad

This team competition is based on scores over five rounds. All three teams competing in Year 7, 8 and 9 finished in the top 20% of all schools. The standout competitors were Year 7 Kai Caspelherr and James Wright, who top scored with 23 and 20 respectively out of 25. Yasmin Wise from Year 8 scored 18 and Jaehyun Kwon from Year 9 scored 21.

Year 12 Engineers Australia Certificates of Excellence

Six students achieved this prestigious award, scoring at least 75% in each of Mathematics Specialist, Mathematics Methods, Chemistry and Physics courses. Congratulations to: Alexander Lui, Callum Vukovich, Harrison Brown, Guntas Singh, Jonathon Stone and Ella Vu on this outstanding achievement.

Have Sum Fun

Results for this team competition were fantastic this year. There were over 30 teams in each division. Year 7 and 8 teams were placed equal 6th and 13th; Year 9 and 10 placed inside the top 10; and, Year 11 and 12 teams were placed 10th and 14th.

The Australian Mathematics Competition

We had eleven students in Year 7 to 12 who scored results placing them in the top 2% and a further twelve students in Year 7 to 10 were placed in the top 5% of competitors Australia wide.

Computational and Algorithmic Thinking

155 of our brightest Year 7-12 Mathematics students from the Academic Extension classes participated. Theodore Scagliotta of Year 8 achieved a perfect score. Five other students were within five marks of a perfect score.



Australian Mathematics Competition - Certificate of Distinction Recipients

Science

WACE

Applecross Science ATAR results were recognised as being amongst the top public schools in the state in 2019. We continue to build on our excellent results and consistently achieve well above state means in all five Science ATAR courses.

Lower School Achievement

Students participated in many excursions to Murdoch University, and the Harry Perkins Institute, as well as enjoying incursions throughout the year. AE students participated in academic competitions such as the Big Science Competition where we achieved 9 High Distinctions, 16 Distinctions and 57 Credits.

Business Plan Priorities

We transitioned to using Education Perfect, an online learning resource, in Science in 2019. We are also using Connect and OneNote to share work with the students and to make their learning journey more accessible and interesting. All Science staff have received AVID training in 2019, equipping teachers with the skillset to improve student engagement and achievement in the classroom. Staff have also been implementing VIPS strategies within their classes to explicitly teach literacy skills needed for students to excel in the classroom and in the real world.

STEAM

Students from Year 7 - 10 volunteered to take part in the RoboCup Junior Challenge held at All Saints' College in 2019. Our soccer team received an impressive third place and the performance team walked away with the 'Rio Tinto Award' for their achievement.

Over 16 Applecross girls attended a Girls in Science forum at Curtin University in April. They participated in hands on activities in the morning and listened to a series of presentations by successful women with Q&A sessions in the afternoon.

Our Year 10 AE students took part in STEM0 at Murdoch University. This is a day of hands on activities in chemistry looking mainly at aspects of metallurgy.

STEAM week this year had the theme 'Destination Moon'. We ran many events during the week, including Year 12 Chemistry and Physics ATAR students performing demonstrations for the lower school, hosting paper plane competitions and students running robotics shows. Our Special Art students made an impressive collection of artworks of the moon, which were proudly displayed in the front foyer.

Co-Curricular Highlights

Our upper school Biology students participated in an overnight camp and some excursions to enrich their learning and understanding of practical biology skills. These experiences form an essential part of the course which is then formally assessed. The Year 12 Human Biology students took part in an excursion to the Harry Perkins Institute. The Year 12 Biology and Psychology students both participated in visits to Perth Zoo, where they had educational talks from experienced zoo staff and observed the behaviour of the animals. Our Year 12 Chemistry students took part in the Titration Stakes at Curtin University. This is an annual competition that requires skill, patience and attention to detail.

Partnerships

We continue to work closely with Murdoch University and this year some Year 9 students participated in a Soil Science Project led by Professor Leonie Hughes, with the cooperation of Melville City Council. We strive to foster close links with the primary schools in our local area in a number of ways. We continued to run our highly successful Super Science Program, where we invited our local primary schools to send along their Year 5 and 6 students to experience some hands-on Science lessons at Applecross.



Technologies

WACE

Technologies Year 11 and 12 results were comparable with "Like" and "DoE" schools with value adding to C grade students. Computer Science had over 50% of students achieving an A or B grade.

Lower School Achievement

Technologies students performed better than the "Like" and "DoE" schools grade distribution across all years with a higher proportion of A grades and value adding to the remaining students in the classes.

There was excellent achievement in all classes across the years with students showing a genuine interest in the course material. In Semester One, 54% and Semester Two, 45% of Year 7 students achieved an A grade in Technologies courses and in Year 8, 74% and 75%, Year 9, 48% and 76% and Year 10, 62% and 35%.

Business Plan Priorities

Student Health and Wellbeing

Technologies courses provided an opportunity for social development and team work due to the grouping of students in a workshop, kitchen or laboratory environment and this provides opportunities for group responsibility for the working team.

Technologies classes implemented many Literacy strategies during 2019 including Interactive Notebooks and a range of AVID strategies.

STEM

Science, Technology, Engineering and Mathematics (STEM) strategies were further extended into Lower School course outlines to offer a specific strategy for the inclusion of STEM across the Technologies Learning Area.

All Design and Technologies classes used Autodesk products, AutoCAD and Fusion 360, for investigation, designing and devising problem solutions. Students carried these design solutions through to laser cutting and 3D printing their individual product design solutions.

Year 9 and 10 students devised and manufactured more elaborate products from design solutions using Fusion 360 and laser cutting templates or artefacts to form their final product or component.

Partnerships

Auspice partnerships continued with external institutions for Certificate qualifications. Changes were made with a new partnership established between Applecross SHS and South Metropolitan TAFE for Engineering.

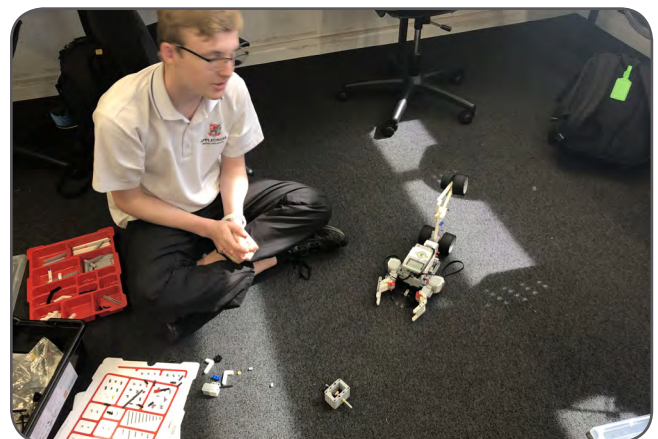
The results across Technologies continued to improve in 2019 which were the best achieved to date, continuing to improve against "Like" and "DoE" schools with higher percentages of students achieving full certification.

Certificate II in Visual Arts - Furnishing (CUA2715) Year 12

100% (16/16 students) reached competence.

Certificate III in Engineering - Technical (MEM30305) Year 12

89% (8/9 Students) achieved the entire qualification with many students completing extra optional units of competence above those required.



Year 10 Software Design



The Arts

WACE

Three ATAR subjects in The Arts were offered in 2019 to Year 12 students completing WACE with 44 candidates in total. In ATAR Design the cohort performed considerably stronger than "Like Schools" (9.7%), 28% achieved a scaled mark of above 75% and 71% of students used their result in this subject as their 1st or 2nd best ATAR result. In ATAR Visual Art the cohort performed well above "Like Schools" (7.6%) with strong averages of practical (74%) and written (71%) examination results. 17% of students achieved above 75% and 53% used their result in this subject as their 1st or 2nd best ATAR result. In ATAR Drama the cohort performed above the state (DOE) mean by 3% in the practical examination, and 14% of students used Drama as their 1st or 2nd best ATAR result. Four General subjects were offered in 2019 to Year 12 students completing WACE with 37 candidates in total. In General Design, Drama, Music and Visual Art, students performed well in the EST – all achieving at or above "Like Schools".

Lower School Achievement

Students studying in The Arts, Years 7-9 have consistently performed better than "Like Schools" in 2019. Year 10 elective subjects continue the trend of performing at or better than "Like Schools", and this is borne out in the transition to Senior School where the vast majority of our ATAR and General subjects perform at or above our "Like Schools".

Business Plan Priorities

For 2019, The Arts Learning Area Strategic Plan met the School Business Plan Priorities by continuing to target WA Curriculum delivery, literacy, data-based goals and classroom observations. For literacy, The Arts LA devised targeted writing practice (in the form of timed writing and ATAR pathway type responses) and scaffolded drafting, editing and resolved working documents, for all years and courses in line with VIPS principles. This coincided with the staged roll out and reporting on The Arts WA Curriculum, delivered in distinct contexts Years 7-10, meeting the needs of our students and following mandated requirements of DOE timelines. In line with strategic ATAR best practice goals, one of our ATAR teachers was chosen for WACE marking (Drama). New protocols were discussed and adapted for Peer Classroom Observation, and all Arts staff participated in two classroom visits in 2018, including evaluation questions for their own professional reflection.

Student wellbeing continues to be addressed with a targeted approach to participation in extra-curricular activities, as listed per the co-curricular highlights.

Extra Curricular Highlights

Visual Art Exhibitions

Year 12 Visual Art students achieved excellent results in exhibitions in both state-wide and national forums. In January Perry Caswell won a scholarship to attend the National Art School program in Canberra. Mikayla Grosse won the overall prize for the St Georges Cathedral Art Exhibition, and three students won selection to Pulse Perspectives at Art Gallery of WA – Mikayla Grosse, Emerald Lay and Imogen Robertson. Ethan Bergersen, Cody Hoonhout, Jaime Hunt and Sophia Letizia were all selected for Southern Perspectives.

The Annual Art Exhibition, and the Year 12 Grad Show enjoyed strong audiences. A new Principal's Choice award went to a Year 7 artwork by Mackenzie Stevenson for her painted representation of an asylum seeker's boat on the high seas and a popular choice for the Canteen Prize went to Ethan Bergersen (Year 12) for his work "in the event of an emergency".

Music Concerts

The Music Department held five major concerts throughout 2019. Each concert was well-attended and provided a showcase for the hard work and talent of our Music students. All four events were held in the Applecross SHS Performing Arts Centre using our 'twin concert' format, which accommodates the large number of audience members and allows the performers to view the second concert.

- Autumn Concerts for junior ensembles ran on the evening of May 24.
- PARAGON, the showcase for upper school Music students, was held on the evening of August 16. Unlike our other concerts, this event features performances by individuals and small groups.
- Spring Concerts and Year 12 Presentation (senior ensembles) ran on the evening of September 13.
- End of Year Concert for all eight Music Department ensembles was held on the evening of November 22 and wonderful weather allowed us to enjoy the relaxed atmosphere of the picnic concert format.

Music Festivals

Applecross SHS was once again well represented in the state-wide festivals held during Terms 3 and 4:

- Concert Band 2 (conducted by Chris Booth) - ABODA Junior Concert Band Festival
- Junior Guitar Ensemble (conducted by Paul Hines) - WA Classical Guitar Ensemble Festival
- Senior Guitar Ensemble (conducted by Paul Hines) - WA Classical Guitar Ensemble Festival
- Cygnet String Orchestra (conducted by Tashana Tweddle) - ABODA Junior Orchestra Festival
- Chamber Choir (conducted by Victoria O'Neill) - Western Australian Government Secondary Schools' Choral Festival
- Jazz Band (conducted by Chris Booth) - WA Schools' Jazz Festival
- Various vocal students (taught by Victoria O'Neill) - Solo Vocal Festival

Drama Performances

The Year 12 Drama group, with the support of Year 10 Drama students, presented a full-length play entitled *The Visit* by Freidrich Durrenmatt as part of their course work in 2019. Based on the Epic Theatre style, the script was reimagined for a contemporary audience and utilised an adaptation of Greek chorus conventions to inform movement and acting choices. Group devised choreography and music combined to replace text in the narrative to engage the audience, and students explored the use of technology and projection to create special effects.

Partnerships

From Sunday March 31 – Tuesday April 2, a record 112 students from Chamber Choir, Concert Band 1, Scimitar String Orchestra and Senior Guitar Ensemble undertook the Senior Ensembles Rehearsal Camp at Fairbridge Village near Pinjarra, followed by a Primary Schools Concert Tour. The performances at Winthrop and Mt Pleasant Primary Schools were enthusiastically received.



Autumn Concert - Concert Band 2



YOHFEST

2019 Gifted and Talented Arts Visual Arts

After an extremely busy 2018, with 50th anniversary celebrations and the introduction of new initiatives, 2019 was a year of consolidation in The Gifted & Talented Visual Arts program. Some new initiatives were introduced but on the whole, we worked to increase or improve the emphasis on our embedded practices and maintain our traditions.

All workshop tutors remained with the program, however, some switched "codes" or studio areas proving their adaptability to our students' needs. This allowed the introduction of some new workshops featuring new media and innovative approaches. The intense focus on developing skills and techniques that support and can be carried forward to curriculum outcomes paid off in an exceptionally well received Annual Exhibition at the end of November. Earlier influences from specialised workshops were also evident at the very contemporary Year 12 Grad Show. One of the benefits of retaining tutors is the increasing alignment with whole school practices.

Enrichment

The GATE enrichment program included two visual culture days over the course of two weekends. Students visited AGWA to see Perspectives as well as the National Graduate Show and Hatched at PICA. Other enrichment included, the Year 7 Art Camp, and Saturday morning workshops conducted by tutors across the following disciplines.

- Year 12 Artist Mentor Program
- Drawing and painting masterclass
- Prosthetics and casting workshop
- Fashion design
- Textiles and costume design
- Ceramics
- Drawing, painting, fibre and printmaking
- Portrait painting masterclass
- Sculpture workshop
- Drawing masterclass
- Digital drawing and photo media

Young Masters Program outreach to local and surrounding primary schools inviting current Year 5 students to user pays workshops continues to be a huge success.

Achievement

GATE students achieved the strongest average results across ATAR subjects in four years of data for the school. The ATAR Visual Arts students were 9.7% above "Like Schools" in average mean score and were amongst the top performing DOE schools for 2019. A major indicator of the success of our program is the achievements through exhibition and exit results of our year 12 students. The following provides highlights from 2019:

- 2019/20 Pulse Perspectives Exhibition, Art Gallery of Western Australia, selected to exhibit; Mikayla Grosse, Emerald Lay, Imogen Robertson
- 2019/20 Southern Perspectives Exhibition, Heathcote Gallery, City of Melville, selected to exhibit; Ethan Bergersen, Cody Hoonhout, Jaime Hunt & Sophia Letizia
- St George's Cathedral Annual Art Exhibition, Winner: Mikayla Grosse – Overall Category, St Georges Cathedral Perth
- 2019 Meta Exhibition, North Metropolitan TAFE, selected to exhibit; Kyro Carpenter, Grace Cole & Cody Hoonhout
- Young Archies (NSW) 2019 finalist: Sophia Letizia
- 17 Gifted and Talented students were eligible for ATAR, scaled results included; 5 students (29%) between 90 – 97.75, 11 students (64%) between 80 – 89.95, 1 student (6%) between 70 – 79.95, the average scaled score for the cohort was 86.42
- 100% of this cohort achieved their WACE
- 72 applicants for 32 Year 7 places in 2019
- 32 applicants for 10 places in 2019



Artwork by Jessica Kim

Exhibitions

This year some new traditions around celebration and acknowledgement have been aligned more closely with exhibitions. The Annual Art Awards were announced at the opening of the Annual Exhibition and commendations for artistic achievement were awarded at year assemblies. To better reflect arts industry exhibition awards, a People's Choice Award was included, and we had the inaugural Principal's Prize. The awards were accompanied by these prizes: PRINCIPAL'S PRIZE: \$100 cash prize awarded by Mr. Paul Leech to Mackenzie Stevenson Year 7. YEAR 7 – 11 AWARDS FOR EXCELLENCE: Oxlades Vouchers. PACKING ROOM PRIZE: Rishi Venkatesh Year 8. PEOPLE'S CHOICE: Sean Cameron Year 11, Kate Loveday Year 11, Molly Rovis-Hermannn Year 7.

The Year 12 Grad Show, in its second year, continues to align with contemporary arts industry practice. The GATE Parents Committee generously ran a bar which added greater sophistication to the show. The Canteen Prize has been in existence longer than anyone can remember. It was originally an acquisitive cash prize sponsored by the P&C through the Canteen. Over the years the accumulation of works and storage has become an issue, and with the introduction of Design which exists digitally, we changed the parameters of the award to accommodate both Visual Arts and Design. We also made the prize non-acquisitive which made all students eligible. The award has now been re-emphasised to become the annual art award for Year 12 and consists of these categories:
Canteen Prize Winner: Ethan Bergersen. Runner Up: Imogen Robertson. Design prize: Sophia Letizia.

Retention Data

82 applicants for 32 Year 7 places in 2020 and 42 applicants for Older Years (9, 10, 11) were invited to interview in 2019.

2019-2020 Population Data			
Year of Entry	Current Year	2019	2020
2020	7	N/A	29
2019	8	35	33
2018	9	29	27
2017	10	25	22
2016	11	36	27
2015 (½ Cohort Yr 7)	12	17	152
2015 (½ Cohort Yr 8)	12	24	N/A
TOTAL		166	150



The Encapsulated Time - Artwork by Imogen Robertson

Student Services

2019 Attendance

Student attendance rates at Applecross Senior High School continue to be very strong, particularly compared to WA Public Schools and "Like Schools" (see table below).

Attendance monitoring is a high priority for Student Services and it is pleasing to see that our strong attendance rate has continued, despite an unprecedented Influenza season in 2019 which affected attendance rates across the state. Unacceptable levels of attendance at school is a key factor in students failing to perform to capacity. 100% attendance was achieved by a number of students:

Year 7	20 students	Year 10	20 students
Year 8	10 students	Year 11	21 students
Year 9	11 students	Year 12	5 students

A comprehensive set of procedures to monitor and track attendance has improved attendance rates and parents are informed of these via our school website. Consequences for lateness and the implications of unauthorised vacations on assessments have been particularly beneficial.

Behaviour

Student behaviour continues to be a positive attribute of the school. Behaviour Guidance procedures were refined and implemented in 2019, which included a Buddy Withdrawal system and an In-School Withdrawal system. The emphasis is on students accepting responsibility for their actions and using restorative practices to move forward.

Planning For Success Mentoring Program

The Planning for Success mentoring program is a targeted program for students who have behavioural concerns, lack motivation, are performing below their potential and require support with organisational skills. The program commenced in Term 3 with four members of the school Executive team and Student Services leadership team mentoring a total of ten students. These students and their parents were invited to an initial meeting with their mentor. At this meeting the students were given tools to set effective goals and develop sound habits to assist in becoming a highly effective teenager. Throughout the term, students met with their mentors weekly to review progress and set future goals. The program expanded in Term 4 with a further 11 staff mentoring a further 20 students. Data collected from those students involved in the program showed a significant improvement in behaviour throughout Semester 2 (see p34).

Applecross SHS Attendance 1

	Regular	At Risk		
		Indicated	Moderate	Severe
2016	82.2%	13.4%	3.0%	1.4%
2017	83.6%	11.2%	3.7%	1.5%
2018	84.0%	10.5%	3.7%	1.7%
2019	79.2%	14.3%	4.4%	2.2%
Like Schools 2019	75.3%	17.0%	5.5%	2.2%
WA Public Schools	60.0%	22.0%	11.0%	7.0%

Applecross SHS Attendance 2

	Non-Aboriginal			Aboriginal			Total		
	AXSHS	Like Schools	WA Public Schools	AXSHS	Like Schools	WA Public Schools	AXSHS	Like Schools	WA Public Schools
2016	94.1%	93.4%	89.5%	88.4%	83.3%	67.4%	94.0%	93.3%	87.7%
2017	94.2%	93.7%	89.7%	85.1%	85.0%	66.6%	94.1%	93.6%	87.8%
2018	94.3%	93.2%	89.6%	85.1%	79.7%	66.0%	94.2%	93.0%	87.6%
2019	93.1%	92.3%	88.8%	81.4%	77.0%	65.8%	93.1%	92.1%	86.8%

Planning for Success Term 3 Summary - Academy Welfare Events

Name	Semester 1		Term 3	
	Neg prior to PFS	Pos prior to PFS	Neg since PFS	Pos since PFS
1	19	2	0	1
2	9	0	5	1
3	13	0	4	0
4	12	0	4	0
5	28	1	8	1
6	12 (1 susp)	1	2 (1 susp)	0
7	35	3	3	2
8	21	1	5	1
9	14	1	4	2
10	8	0	5	0

Planning for Success Term 4 Summary - Academy Welfare Events

Name	Neg prior to PFS	Pos prior to PFS	Neg since PFS	Pos since PF
11	18	2	7	1
12	22	1	0	0
13	23	5	4	0
14	6	1	2	0
15	10	1	2	2
16	23	2	6	0
17	27	0	5	1
18	10	0	4	0
19	8	0	2	0
20	13	3	3	1
21	9	6	0	1
22	5	1	3	0
23	10	1	6	0
24	10	1	1	0
25	20	1	2	0
26	5	1	2	0
27	23	1	3	0

Uniform

At Applecross Senior High School we take pride in our school uniform and the ongoing focus on ensuring students are wearing uniform continues to bring positive results.

HOME ROOM Program 2019

Positive Education

The Positive Education program is a targeted and evidence based program that has been implemented at Applecross Senior High School to address student needs. Student Social and Emotional Wellbeing (SEW) surveys indicate that students in our school need assistance in developing positive relationships, lack resilience, suffer from stress and anxiety and feel isolated in our growing school. The specific themes and lessons addressed in Positive Education addressed issues that the SEW surveys identified in each year level.

SMART Program 2019

The SMART program for Year 11 and 12 students included guest speakers covering topics such as protective behaviours, financial literacy, university pathways and Positive Education. We also targeted areas of need with sessions by Dr Jane Genovese "Study Hacks" and "Maintaining Momentum" and two presentations by Chandler Comerford, ex US Navy Seal entitled; "One Decision can Change your Life" for Year 11 and "You are Capable of More than you Think" for Year 12. Further inspiration and empowerment was provided by Young Australian of the Year, Noelle Martin, who addressed Year 11 students about her personal journey of identity theft.



UN Women International Women's Day Breakfast

Recognition of Student Achievement

Academic achievement was celebrated at our Principal's Morning Teas in Terms 1 and 4 for those students who had excelled academically. Guest speakers included ex-students who could share their academic journeys.

Students who were nominated by staff for demonstrating their Personal Best or Mutual Respect were invited to a reward morning tea with a presentation by a guest speaker to motivate students to continue with their positive ways.

BE YOU

As part of our Priority 1 – Student Health and Wellbeing, Student Services led the Applecross Senior High School Learning Community in accessing the Professional Learning available as part of the BE YOU Framework. BE YOU is a national initiative to assist in identifying and managing mental health in young people. It was launched in March 2019 and thus far, over 58 teachers have begun the professional learning offered. The first domain targeted, identified by our Student Emotional Wellbeing survey data, was "Building Resilience" and many staff have moved on to the next domain, "Building a Mentally Healthy Community". We will continue to roll out the framework and upskill our school community in this very important area.



Clive Waterhouse Table Tennis Tournament

Staff and Student Surveys

Applecross SHS is a proud member of the National Schools Improvement Partnership [NSIP]. We use NSIP surveys and school improvement processes to inform and guide our change management of school culture, ensuring that each student, teacher and leader can reach their potential. In 2019 we completed two of these surveys: WHITS & SOCS.

The What's Happening in This School? (WHITS) survey gathered student perception data about whole-school climate as well as key protective and risk factors related to school climate.

The school climate scales within the WHITS allowed us to monitor a range of dimensions that can be addressed to effect improvement in a school's culture. These dimensions assess support, structural and academic processes that reflect the school climate from the student perspective.

The School Organisational Climate Survey (SOCS) is used to gather staff perceptions of the positive working and learning environment.

A school's organisational climate is made up of the attitudes and norms that characterise the working environment that staff experience. The school organisational climate also influences a range of staff outcomes, such as: job satisfaction; occupational stress; morale; and, commitment to the organisation.

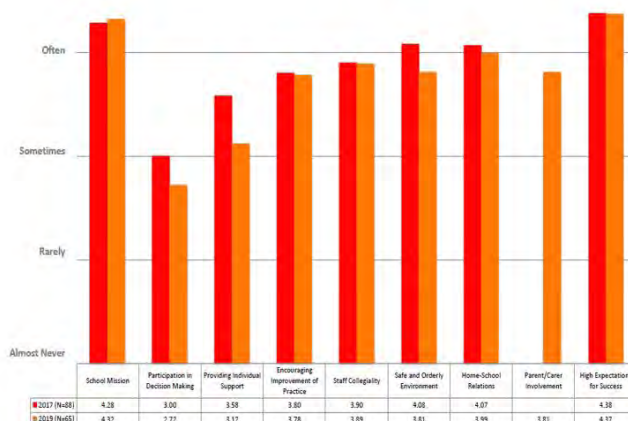
Teachers' Voice: School Organisational Climate Survey (SOCS)

The first of these two graphics shows how teachers view the school organisational climate. The school mission and expectations rank very highly, creating the foundations for success. The participation in decision making score has resulted in a significant revamping of meeting protocols and all middle managers have undertaken Leading for Success training at the Institute of Professional Learning.

The need to cater for individualised support for staff can be seen in the second graphic which tracks change over time. These two aspects will be a focus for professional development in 2020.



Teachers' Voice Organisational Climate



School Organisational Climate: Over time

Students' Voice: School Organisational Climate Survey (SOCS)

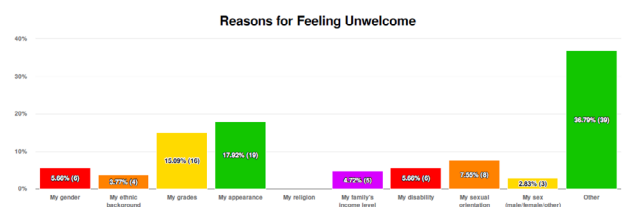
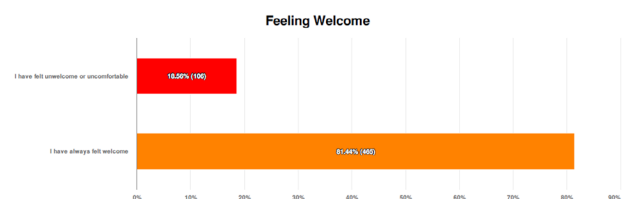
The student voice survey shows growth in recent years across all categories. However, the first graphic indicates there is still scope for improvement with a difference between teacher support in reality measured against expectations. The Priority Two team of Teaching and Learning Excellence will be addressing this with tailored PD in 2020.

Our results for student risk factors were very pleasing to see and show the effects of the Student Services team and the effort placed into our protective behaviours education program.

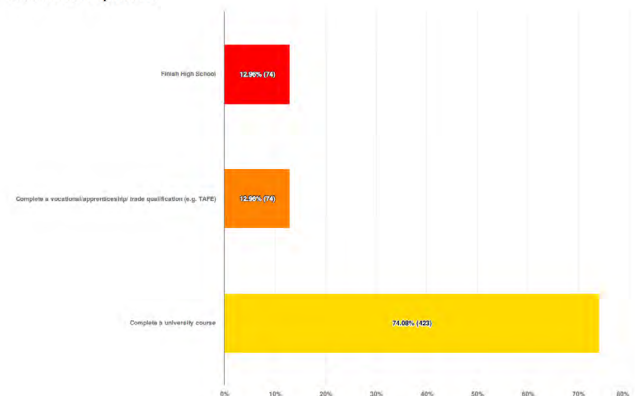


Protective and Risk Factors

More examples of the success of our School Business Plan Priority One Student Health and Wellbeing are shown in the final two graphics where students feel very welcomed and have high measures that correlate with post-school success.



Educational Aspirations





Our Teaching Staff

High quality teaching is the most significant in-school influence on student engagement and outcomes. We have always known that highly effective teachers can enrich the daily lives of their students; but, we also now know, empirically, that these effective teachers have a direct impact in improving student learning.

With Excellence in Teaching and Learning as one of our school's three Business Plan priorities, we have firmly foregrounded the importance of ongoing reflective practice and continual professional growth for teachers. Our objective is to promote highly effective teaching practices to maximise student learning outcomes and foster wellbeing.

Staff at Applecross SHS are merit selected and the school continues to attract and retain a large group of well-qualified, experienced teachers. In acknowledging the impact of effective teaching on student outcomes, we commit staffing time to Excellence in Teaching and Learning, led by our Teaching and Learning Coordinator, Sue Kovacevic (Level 3 Classroom Teacher CT). This is complemented by the Whole School Literacy initiative, which has been developed by our Literacy Coordinator, Naomi Kerr (Level 3 CT). These roles are both supported by committees of dedicated teachers who share and develop their expertise in these areas to action our operational plans.

In 2019 we adopted practices to promote whole school understandings of effective teaching and develop consistency across all classrooms. Continuing our relationship with AVID Australia (Advancement Via Individual Determination), strategies were implemented across Year 7 MESH (Maths, English, Science and HASS) courses.

Our initial focus was on the use of Interactive Notebooks, Focused Note-taking and Costa's Levels of Questioning. These strategies target skills such as: writing to learn, physical and cognitive organisation, critical thinking and study skills. In 2020, we aim to expand this implementation to Years 7, 8 and 10, with Year 9 participating in 2021, ensuring all students have these skills by the time they enter Year 11.

Additionally, classroom and behaviour management was a specific target throughout 2019, reinvigorating our participation in the Department's CMS (Classroom Management Strategies) and ISE (Instructional Strategies for Engagement) programs. Our Teaching and Learning Development Coordinator, is an accredited CMS conferencer and facilitator for these programs, enabling us to deliver this professional learning on-site and promote the transfer of learning to the classroom. In this way we maintain a strong and consistent school-wide approach to behaviour management. We currently have a second CMS conferencer in training.

We continued to promote the use of a range of feedback tools for teachers to facilitate reflection and continual improvement. Feedback from students was collected via the Survey My Class student perception surveys. The results validated our observations of high quality teaching at Applecross SHS. In addition, 60 teachers participated in the Curtin University Classroom Climate Questionnaire (CCQ), setting goals for improvement and measuring the achievement of those goals. Throughout 2019, we also collaboratively developed Peer Observation protocols, agreeing that all teachers would be observed by a peer at least twice a year, to collect data on their teaching practice. There was a participation rate of 96%.

While school-based professional learning in 2019 strategically focused on equipping teachers with knowledge and skills to support whole-school pedagogical initiatives such as AVID Instruction, CMS and ISE, teachers were also offered over 30 after-school workshops to share their expertise and build our school's collective teacher efficacy. Graduate Teachers were supported in completing the Department of Education's Graduate Teacher program and were provided with additional in-house professional learning sessions to support them to engage with parent/teacher interviews, report writing, classroom management and the process to transition to full registration. Some of our more experienced teachers were provided with mentoring to support them in developing Level 3 Classroom Teacher applications and an Aspirant Leadership Group for aspiring leaders was established.

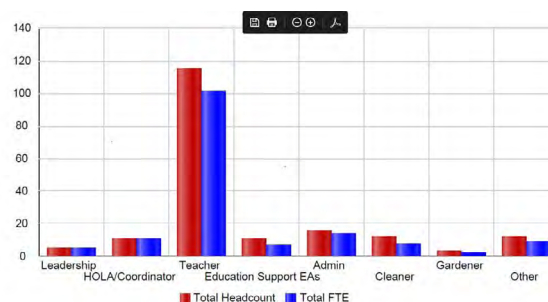
Our Public School Review, in Term 3, recognised our teachers as 'fearless in their interrogation of student achievement data', acknowledging their willingness to adapt their practice in response. It also acknowledged that our teachers work collaboratively to aspire to, and inspire, excellence. The review recommended the continuation of our focus on whole-school pedagogy, in partnership with AVID, as outlined in the School's Business Plan.

The school employed 109.41 FTE teaching staff in 2019. We continue to have almost exactly one third of the teaching staff employed on a part-time basis (90:31 head count). Our gender profile amongst teaching staff was Male: 51 Female: 70 (headcount). The average age of teaching staff has remained relatively steady at 46.8 years which is a slight reduction from 47.5 in 2018. There was continued stability within the teaching staff with increasing student numbers (53 more in 2019 than in 2018) accounting for most of the new teachers. There were no retirements during 2019, from our permanent teaching staff, and the 10 new teachers who were employed for the 2020 school year were required to accommodate cover for leave, increases in student numbers from 1597 at the end of 2019 to 1650 at the start of 2020, and various minor changes to part time work fractions.

Our teaching staff is highly experienced with seven teachers as Level 3 Classroom Teachers and 47 as Senior Teachers, in addition to 16 teachers at Level 3 Admin or above. Therefore, well over half our teachers are at these senior levels. All of our early career teachers completed DoE Graduate Teacher modules, together with school-based meetings and mentoring by the Teaching Development Coordinator, throughout 2019, with two moving to Full Registration during the year and at the other end of the career spectrum, two of our teachers successfully obtained their Level 3 Classroom Teacher status.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	4	4.0	1	1.0	5	5.0
HOLA/Coordinator	10	10.0	1	1.0	11	11.0
Teacher	104	92.3	11	8.9	115	101.2
Education Support EAs	11	7.0	0	0.0	11	7.0
Admin	16	13.8	0	0.0	16	13.8
Cleaner	12	7.6	0	0.0	12	7.6
Gardener	3	2.0	0	0.0	3	2.0
Other	12	9.0	0	0.0	12	9.0
Total	172	145.7	13	10.9	185	156.6

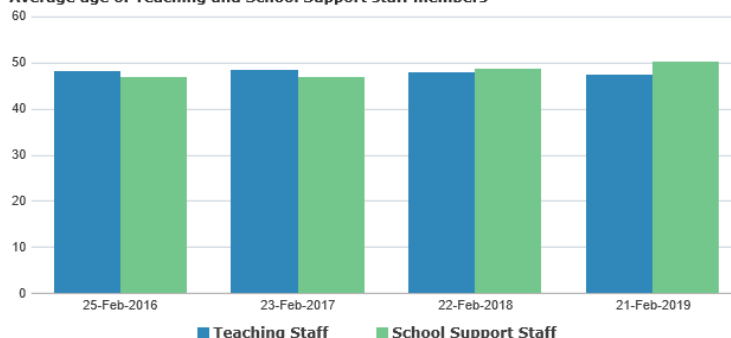


Average age of all staff members 2016 to 2020

Pay Period	All Staff	Teaching Staff	School Support Staff	Males	Females
25-Feb-2016	47.6	48.1	46.7	47.8	47.6
23-Feb-2017	47.9	48.3	46.8	47.6	48.0
22-Feb-2018	48.0	47.7	48.4	48.4	47.7
21-Feb-2019	48.1	47.3	50.0	50.2	47.1

Above table provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females in Applecross Senior High School (4002)

Average age of Teaching and School Support staff members



*Staff headcount and FTE will vary amongst data sources owing to such things as long and short term leave and timetable changes at different points of the year.

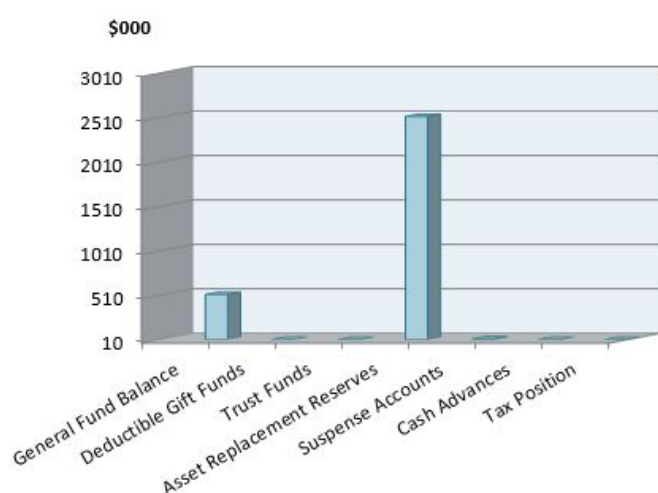
Financial Report

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

Priorities identified through school planning and review processes are incorporated into the Business Plan with endorsement from the School Board.

The Finance Committee makes recommendations to the School Board, regarding the level of contributions and charges 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 School Board receives regular reports, regarding the financial position of the school, incorporating both the staffing and contingency budgets.

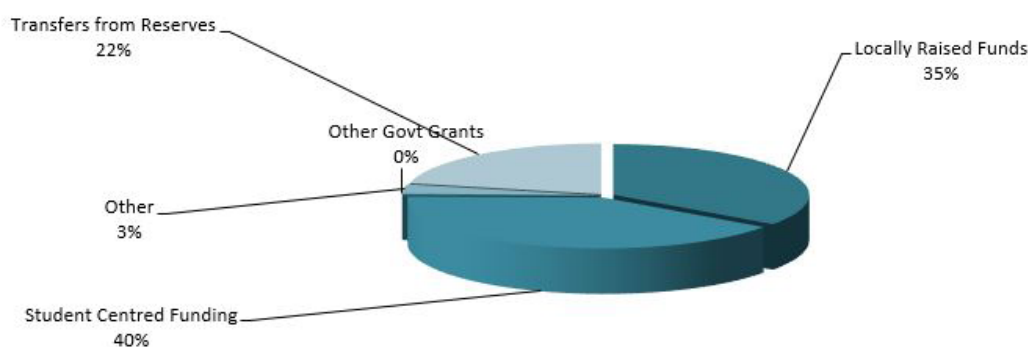
Cash Position



Cash Position made up of:

General Fund Balance	\$516,673.38
Deductible Gift Funds	\$-
Trust Funds	\$-
Asset Replacement Reserves	\$2,519,268.50
Suspense Accounts	\$15,133.94
Cash Advances	-\$400.00
Tax Position	-\$22,762.00
Total Bank Balance	\$3,027,913.82

Current Year Actual Cash Sources



Revenue Report

Revenue - Cash & Salary Allocation	Budget	Actual
Voluntary Contributions	\$215,036.50	\$183,376.75
Charges and Fees	\$902,982.43	\$901,947.22
Fees from Facilities Hire	\$11,000.91	\$11,000.91
Fundraising/Donations/Sponsorships	\$237,738.52	\$237,738.02
Commonwealth Govt Revenues	\$6,480.00	\$6,480.00
Other State Govt/Local Govt Revenues	\$2,000.00	\$2,000.00
Revenue from Co, Regional Office and Other Schools	\$90.90	\$90.90
Other Revenues	\$111,511.52	\$111,506.39
Transfer from Reserve or DGR	\$823,803.11	\$823,803.11
Residential Accommodation	\$-	\$-
Farm Revenue (Ag and Farm Schools only)	\$-	\$-
Camp School Fees (Camp Schools only)	\$-	\$-
Total Locally Raised Funds	\$2,310,643.89	\$2,277,943.30
Opening Balance	\$446,074.94	\$446,074.94
Student Centered Funding	\$1,547,974.65	\$1,547,914.65
Total Cash Funds Available	\$4,304,693.48	\$4,271,932.89
Total Salary Allocation	\$15,216,589.00	\$15,216,589.00
Total Funds Available	\$19,521,282.48	\$19,488,521.89

Expenditure Report

Expenditure - Cash	Budget	Actual
Administration	\$264,718.12	\$218,357.54
Lease Payments	\$35,361.24	\$33,798.26
Utilities, Facilities and Maintenance	\$482,423.49	\$435,271.26
Buildings, Property and Equipment	\$1,241,970.55	\$1,095,407.89
Curriculum and Student Services	\$1,358,169.58	\$1,198,187.49
Professional Development	\$98,003.00	\$64,106.76
Transfer to Reserve	\$492,404.72	\$492,405.00
Other Expenditure	\$275,755.33	\$217,725.31
Payment to CO, Regional Office and Other Schools	\$-	\$-
Residential Operations	\$-	\$-
Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
Farm Operations (Ag and Farm Schools only)	\$-	\$-
Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Goods and Services Expenditure	\$4,248,806.03	\$3,755,259.51
Total Forecast Salary Expenditure	\$14,943,648.00	\$14,943,648.00
Total Expenditure	\$19,192,454.03	\$18,698,907.51
Cash Budget Variance	\$55,887.45	



APPLECROSS

SENIOR HIGH SCHOOL

Links Road, Ardross WA 6153

T 9314 9393 **E** axshs.email@education.wa.edu.au

W applecross.wa.edu.au **F** facebook.com/ApplecrossSeniorHighSchool