



APPLECROSS
SENIOR HIGH SCHOOL



2023 - 2025 BUSINESS PLAN

ACHIEVE
NOW AND FOR THE FUTURE
MUTUAL RESPECT — PERSONAL BEST

ACKNOWLEDGMENT OF COUNTRY

Ngalak kaadatj koorra-koora
Wadjak moort nidja
Boodja-k nalak kaadajinu

We acknowledge the traditional Wadjak people of this land on which we learn. We acknowledge and respect First Nations people's knowledge of this land that they share with us.

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LIST OF ACRONYMS

APST	Australian Professional Standards for Teachers
CMS	Classroom Management Strategies
DoE	Department of Education
H&W	Health and Wellbeing
HOLA	Head of Learning Area
ICT	Information and Communication Technology
ISE	Instructional Strategies for Engagement
L3CT	Level 3 Classroom Teacher
PERMAH	Positive Emotion, Engagement, Relationships, Meaning and Accomplishment Happiness framework
PIVOT	Philosophy, Insight, Vision, Other Skills Needed and Transformation (Survey)
SEQTA	School Data and Pastoral Care System (Management System)
SEW	Student Emotion Wellbeing
SHS	Senior High School
STEM	Science, Technology, Engineering and Mathematics
T&L	Teaching and Learning
TLCs	Teacher Learning Communities
WEC	Wellbeing and Engagement Census

ABOUT US

Applecross Senior High School supports students to achieve – now and into the future. The school's motto, "Achieve", is supported by our core values of Personal Best and Mutual Respect. Success for students means that they achieve their personal best in a climate of mutual respect and consideration for others.

Our students and teachers value strong, positive interpersonal relationships founded on trust, respect and shared responsibility. We firmly believe that the best learning occurs when teachers, students and parents are in partnership, have common goals and are mutually respectful.

Under the banner of "Applecross Senior High School Chooses Respect", our core values are Mutual Respect and Personal Best. It is expected that each individual will take responsibility and make a positive contribution to the school community.

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.

OUR VALUES

PERSONAL BEST

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

MUTUAL RESPECT

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



MESSAGE FROM THE PRINCIPAL

It is my great pleasure to present this School Business Plan to the Applecross community. The three-year plan has student growth and achievement at its heart, supported by our school values of Personal Best and Mutual Respect. As we continue to deliver on the high standards our community expects, it is essential we focus on what is pivotal to student success.

Having Student Development and Wellbeing as our number one priority, is an acknowledgment that we are preparing students for a healthy and fulfilling future in which they are empowered to be independent adults equipped to be responsive and adaptable in the 21st century.

Supporting this, we seek to have explicit pedagogical practices based on effective high-impact teaching strategies. In this plan, we will focus on the relationships between students and staff and empower both groups to be reflective in their practices and outcomes. It is important to note that in this plan, we have aligned our efforts to the Department of Education's Quality Teaching and Learning Framework, which outlines what effective teachers believe, know and do.

Of course, none of this is achievable without our staff being supported and encouraged to be at their best. Good self-reflective practices are also important in meeting our students needs for positive relationships and clear practices around how we plan, teach and assess students.

I am confident that the synergy between all three priorities will have an impact upon students outcomes as we outline our effective teaching beliefs; implement what we know about effective instructional frameworks and then teach in an impactful manner.



Paul Leech
Principal

MESSAGE FROM THE BOARD

A school could be described as a collection of buildings, teachers who follow a curriculum, and students who attend daily. Our school strives to improve, and we regularly observe kindness, pride, purpose, quality, and professionalism. These attributes don't come automatically and require a school executive leading with excellence, teaching staff devoted to continuous improvement and a love for learning, and a student population focussing on achieving their best and caring for their friends.

The School Board participates in establishing and reviewing the school's objectives, priorities and general policy directions, reviews the financial arrangements necessary to fund those objectives and evaluates the school's performance in achieving them. This includes reviewing the progress of the school's improvement actions for the current Business Plan, and active involvement in developing the 2023-2025 Business Plan. We enthusiastically endorse the proposed priorities in this new Business Plan: Student Achievement and Wellbeing, Teaching for Impact, and Staff Development and Wellbeing.

The development of this Business Plan is underpinned by meaningful and robust values. In doing so, the school's alumni will, without a doubt, be at the forefront of addressing the current challenges of today's society, such as the need for liveable and connected communities and the current shortages of Science, Technology, Engineering and Mathematics (STEM) skills.

The Business Plan, in committing the school to actions and targets, will be instrumental in shaping our future leaders and citizens. It will ensure that we strive for excellence in all aspects of our school operations, allowing our students to achieve to the best of their ability and develop skills and values that will enable them to transition successfully into further education, training or employment. Applecross SHS continues to demonstrate excellence in everything it does. This Business Plan will drive continuous improvement over the next three years, cementing our position as a leading provider of education, staff development, and pastoral care as our society continues to undergo significant change.



Damien Ewington
School Board Chair



MESSAGE FROM THE STUDENTS

Student representation through the Student Council at Applecross SHS is strong and promotes school spirit and leadership among the students. Feedback is encouraged and valued, and students are actively involved in the decision-making processes to ensure the school achieves the best possible student outcomes.

All students to have their voices heard by the leadership team at the school through the Student Representative Council, Year-group councils and the student executive's regular meetings with the school Principal. Through this improvements within the school are made with the student's needs as the top priority. As the student representatives on the School Board, we have been involved in the development of this plan, and we wholeheartedly endorse the three priority areas.

The school values of Personal Best and Mutual Respect are embedded in student-led activities. Through effective collaboration between staff and students, we seek to continually enhance the quality of both the physical and behavioural environment of the school. Applecross SHS students leave school well prepared for the next phase of their lives with a wide range of options open to them.

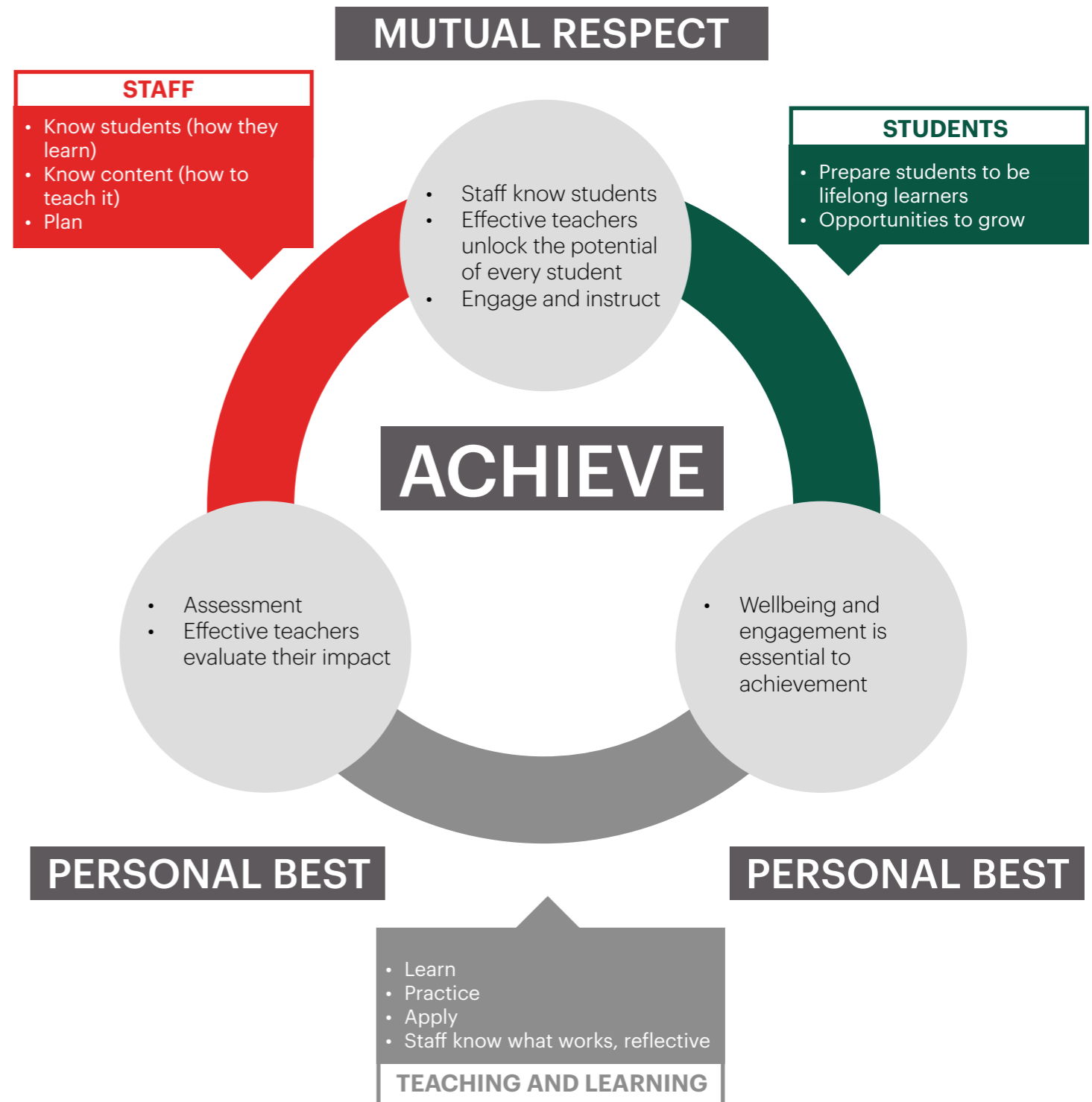


Emma Main and Mason Calter
Head Girl and Head Boy 2022



OUR PHILOSOPHY

What we believe, what we know and what we do.



PRIORITY 1:

Student Achievement and Wellbeing

BELIEF STATEMENT

Applecross SHS will acknowledge inclusivity for all students by building strong connections and creating a positive student growth and wellbeing culture. Our students are welcomed, encouraged and supported to achieve their Personal Best. We seek to develop Mutual Respect as a cornerstone of our interactions between students, staff and community to develop young people who are confident, resilient and demonstrate emotional intelligence.

TO SUPPORT THIS

STAFF ARE COMMITTED TO

- Embedding PERMAH principles in their everyday learning to develop a welcoming, inclusive and safe learning environment
- Monitoring student feedback from WEC and make adjustments within the classroom
- Utilising SEQTA to communicate with parents positively, recognise student effort and achievement
- Providing leadership opportunities within classroom and across cohorts
- Actively participate and engage with initiatives from the Staff Wellbeing Committee

STUDENTS ARE COMMITTED TO

- Displaying our schools values of Personal Best and Mutual Respect
- Utilising the PERMAH principles to develop a positive mindset
- Taking responsibility and ownership for their learning
- Engaging with leadership opportunities to develop and implement skills within the school community
- Being exposed to a range of programs to enhance their growth and wellbeing

COMMUNITY ARE COMMITTED TO

- Demonstrating commitment to our school values
- Positively recognising students for a wide range of student achievement
- Expanding the current Positive Education program to reach students in Years 7-12
- Using student voice through the Wellbeing and Engagement Census to collect data on student concerns
- Developing the capacity of student leaders
- Providing resources to initiate Staff Wellbeing
- Engaging staff across different Learning Areas

TARGETED MILESTONES FOR THE NEXT 3 YEARS

- Targeted age-appropriate support programs from Years 7-12
- Expand the Positive Education program as a Year 7-12 initiative
- Develop a student leadership structure with an effective mentor to implement ongoing development
- Whole school Positive Education program based upon the PERMAH principles
- Fully evaluate the student leadership structure as a mechanism for student voice
- Whole school House System Years 7-12
- Empowered student leadership team, effectively leading in the school community

SUPPORTED BY

DoE Intentions and Policies

- Every student is an empowered creator and user of technology DoE ICT Vision
- Provide every student with a pathway to a successful future
- Partner with families to support engagement
- Student health care in WA schools

School Processes:

- Academic success guidelines
- Study Hacks
- Interactive note book training
- Positive Education Program
- PERMAH Principles
- SEW/WEC Data

Frameworks:

- Student Wellbeing Hub
- DoE Health Promoting school framework
- DoE Aboriginal Cultural Framework
- Duty of care in WA schools



PRIORITY 2: Teaching for Impact

BELIEF STATEMENT

Teaching at Applecross SHS is underpinned by the belief that teachers can unlock the learning potential of all students. We foster an engaging and inclusive learning environment, explicitly teaching new content, creating multiple opportunities for students to achieve mastery, and providing feedback that moves our students forward. We aim to maximise our collective teacher efficacy, the most significant factor in improving student outcomes, by actualising our shared understanding of effective practice in every classroom.

TO SUPPORT THIS

STAFF ARE COMMITTED TO

- Collaborating in Teacher Learning Communities (TLCs) to improve practice
- Reflecting on and analysing their impact on student learning
- Developing and embedding our shared understanding of effective teaching as described in the **Teaching for Impact** framework
- Providing quality feedback that moves students forward
- Providing opportunities for students to develop self-assessment and reflection skills

STUDENTS ARE COMMITTED TO

- Valuing the opportunity to provide feedback to teachers and understand its purpose
- Valuing formative assessment as key to performance improvement
- Reflecting on feedback, using it to make improvements, identify strengths and set challenging learning goals
- Developing self and peer-assessment skills

COMMUNITY ARE COMMITTED TO

- Fostering a school culture that promotes collaboration and professional growth
- Using a range of tools to seek feedback from staff, students and parents
- Providing Professional Learning on the Quality Teaching Strategy
- Adjusting assessment schedules to reflect the impact of formative assessment
- Increasing the percentage of CMS and ISE trained teachers
- Developing community understanding of teaching, learning and assessment at Applecross SHS

TARGETED MILESTONES FOR THE NEXT 3 YEARS

- Our school culture fosters collaboration and ongoing professional growth
- Our classrooms and learning experiences are culturally responsive
- We have a shared understanding of effective teaching as described in the Teaching for Impact framework
- Agreed instructional practices are observable in every classroom
- Our assessment practices reflect the value of assessment FOR and AS learning
- We explicitly teach the skills that help students become life-long learners

SUPPORTED BY

DoE Intentions and Policies

- Quality Teaching Strategy Every student, every classroom every day
- Strengthen support for teaching and learning excellence in every class
- Use data to drive decision making at all levels of the system.

Frameworks:

- Teaching for Impact
- Positive Behaviour Support
- CMS and ISE Programs
- APST

School Processes:

- PIVOT Surveys
- School Culture Survey
- Peer Observation



PRIORITY 3: Staff Development and Wellbeing

BELIEF STATEMENT

Applecross SHS empowers all staff members to develop into the best educator they can be and contribute towards the wellbeing of themselves and others. We believe that teachers who are valued and supported to achieve career aspirations, feel acknowledged and empowered to be their best version. Collective efficacy enables staff to accomplish great things contributing to positive wellbeing for the whole school.

TO SUPPORT THIS

STAFF ARE COMMITTED TO

- Creating goals around PIVOT and use growth mindset to celebrate achievements
- Developing an Individualised Development Plan with HoLA and plan professional learning at point of need
- Communicating work flow issues and collaborate to alleviate these
- Committing to interdepartmental connections which develop opportunities to develop student leadership
- Committing to self reflective practices

STUDENTS ARE COMMITTED TO

- Assisting staff to feel valued
- Increasing visibility as Leaders within the school
- Student Council to work collaboratively with key staff, creating a vision across sub-schools
- Completing PIVOT surveys with integrity

COMMUNITY ARE COMMITTED TO

- Encouraging, promoting and providing opportunities for Leaders to build and maintain a professional leadership network
- Facilitating mentoring for aspirant leaders and L3CT either formally or informally
- Developing and introducing a staff recognition program
- Look at departmental goal setting and individual growth based from PIVOT data
- Arranging opportunities for staff connections and time for collaboration to share resources and areas of expertise
- Facilitating a staff wellbeing committee

TARGETED MILESTONES FOR THE NEXT 3 YEARS

- All staff initiate the PIVOT reflection process aligned to develop Performance Development Plan
- Staff performance development is aligned with school priorities and levels of personal development
- Middle Leadership development and support process embedded
- Restructure of current Teacher Leadership roles for greater transparency and workflow
- Initiate innovative recruitment and retention plan for long term succession planning for staff with support for starting staff
- Develop and implement Teacher Learning Communities (TLC) within the school
- Embed a culture of 'being a school of choice' for teaching staff through recognition of strengths

SUPPORTED BY

DoE Intentions and Policies

- Build the capability of our principles, our teachers and our allied professionals
- Aboriginal Cultural Framework
- Building on Strengths
- Strengthen support for T&L excellence in every class
- Work health and safety

School Processes:

- ID aspirant leaders
- Staff induction procedures
- Staff charter
- Leadership development PM
- Staff feedback forums
- Scheduled H&W events
- H&W experts appointed

Frameworks:

- Future Leaders Framework
- AITSL Standards
- Graduate induction program
- Equity and inclusion
- Recruitment of staff
- Equal opportunity





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