Applecross Senior High School

Business Plan

2026/28

APPLECROSS
SENIOR HIGH SCHOOL

Acknowledgement of Country

**Ngalak kaadatj koora-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.

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.

Achieve - now and into the future.

Mutual Respect and Personal Best.

Our Vision

Learning with Purpose; Growing with Respect

Applecross Senior High School is committed to empowering every student to achieve their personal best within a culture of mutual respect.

As a high-performing and inclusive public school, we value excellence, wellbeing, and connection as the foundations of lifelong learning.

Through evidence-informed teaching and purposeful engagement, we foster creativity, confidence, and compassion, preparing our students to thrive

 iin a complex and rapidly changing world and 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 Board

At its heart, education transforms lives through the intersection of dedicated educators, engaged learners, and supportive communities.

Applecross Senior High School exemplifies this transformation daily, where our values of kindness, pride, purpose, quality, and professionalism are not merely aspirational but actively demonstrated throughout our school community. This culture of excellence emerges from collaborative leadership, passionate teaching professionals committed to innovation and growth, and students who embrace both academic challenge and genuine care for one another.

The School Board takes seriously our responsibilities in reviewing the school's objectives, priorities and general policy directions, and evaluating the performance in achieving them. We are focused on how the school can achieve its educational objectives. We have been actively engaged in developing this 2026-2029 Business Plan, which represents both continuity with our proven strengths and adaptation to our rapidly evolving context. The Board strongly supports the strategic priorities outlined in this plan: Student Wellbeing and Future Directions, Teaching for Impact, and Staff Development and Wellbeing.

Our planning occurs at a remarkable time in the school's history. Applecross Senior High School stands as one of Western Australia's premier educational institutions, consistently ranked among the top six public schools and top ten schools overall. Under the exemplary leadership of Principal Mr Paul Leech and his outstanding team, we have achieved academic results that place us alongside the very best schools in the state, and we have been recognised by the Department of Education, winning the 2024 WA Education Award for Excellence in Teaching and Learning (Secondary).

This success has created both opportunity and challenge. Our catchment area continues to experience substantial population growth through urban densification, major developments and our proximity to employment hubs and transport networks.

Consequently, our enrolments have exceeded all Departmental projections. The Board recognise and continues to support the Executive in its collaboration with the Department. We will do all we can to provide the essential and long-term infrastructure that this community needs.

While managing this growth presents complex infrastructure considerations, it reflects the community's confidence in our educational excellence. This Business Plan positions us to harness this momentum while maintaining the learning environment and personalised attention that defines our school's character.

Our graduates consistently demonstrate readiness to tackle contemporary societal challenges, from creating sustainable communities to addressing critical skills shortages in STEM fields. This Business Plan ensures we will continue nurturing students who are not only academically accomplished but also ethically grounded and community minded.

The next three years will be transformative for Applecross Senior High School. This Business Plan provides our roadmap for managing unprecedented growth while preserving and enhancing the educational excellence, staff expertise, and pastoral care that have established our reputation. We are confident that this strategic framework will guide us toward an even brighter future for our students, staff, and broader community.

Andrew Dwyer
School Board Chair

Message from the Principal

It is with great pride and optimism that I present the Applecross Senior High School Business Plan for 2026–2028. This plan reflects our unwavering commitment to student growth, wellbeing, and achievement, and is guided by our core values of Mutual Respect and Personal Best.

At Applecross SHS, we believe that every student deserves to feel valued, supported, and inspired. Our number one priority—Student Wellbeing and Future Directions—recognises that success is not only measured by academic outcomes, but also by the strength of character, resilience, and confidence our students carry into their futures. We are preparing young people to thrive in a complex and rapidly changing world, and this plan ensures they are equipped with the skills, knowledge, and mindset to do so.

Supporting this priority is our continued focus on Teaching for Impact. We are committed to embedding high-impact teaching strategies and fostering reflective practices among both staff and students. Our alignment with the Department of Education's Quality Teaching and Learning Framework ensures that our pedagogical approach is evidence-based, inclusive, and responsive to the diverse needs of our learners.

We also recognise that Staff Development and Wellbeing are essential to sustaining excellence. This plan outlines our commitment to nurturing a collaborative and supportive environment where teachers are empowered to innovate, reflect, and grow—ultimately enhancing the learning experience for every student.

The synergy between these three priorities—student wellbeing, effective teaching, and staff development—will continue to shape a school culture that is inclusive, aspirational, and future-focused.

I would like to express my heartfelt gratitude to our students, whose voices and leadership have helped shape this plan; to our staff, whose dedication and professionalism drive our success; and to our families and community partners, whose support and engagement make Applecross SHS a truly exceptional place to learn and grow.

Together, we look forward to the next chapter in our journey—one that builds on our proud history and embraces the opportunities ahead.

Angie Thomas
Acting Principal

Message from the Students

At Applecross Senior High School, student voice is not only heard—it is valued, respected, and acted upon.

Through the Student Representative Council, Year-group Councils, and regular meetings between the Student Executive and the Principal, students are actively involved in shaping the direction of our school. This inclusive approach ensures that student wellbeing, engagement, and achievement remain central to all decision-making.

As student representatives on the School Board, we are proud to have contributed to the development of this Business Plan and fully endorse its three priority areas. These priorities reflect the aspirations of our student body and the shared commitment to continuous improvement across all aspects of school life.

The school values of Mutual Respect and Personal Best are deeply embedded in our culture. They guide our interactions, inspire our leadership, and underpin the many student-led initiatives that contribute to a safe, inclusive, and vibrant school environment. Whether through peer mentoring, community service, or co-curricular programs, students at Applecross SHS are empowered to lead, collaborate, and make a difference.

We are fortunate to learn in a school that listens to its students and responds with purpose. Our facilities, resources, and programs continue to evolve thanks to meaningful student feedback and strong partnerships with staff. This collaboration ensures that every student is supported to thrive—academically, socially, and emotionally.

Applecross SHS students graduate with confidence, equipped with the skills, knowledge, and values needed to succeed in a rapidly changing world. We are proud to be part of a school community that believes in us, invests in us, and prepares us for the future.

Leeshani Colomba Thanthrige
Captain

Boston Yoong
Captain

Our Philosophy

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

Mutual Respect

Staff know students
Effective teachers unlock the potential of every student
Engage and instruct

Staff

Students

Achieve

Assessment
Effective teachers evaluate their impact

Wellbeing and engagement is essential to achievement

Teaching and Learning

Personal Best

Personal Best

Staff	Students	Teaching and Learning
• Know students (how they learn)	• Prepare students to be lifelong learners	• Learn
• Know content (how to teach it)	• Opportunities to grow	• Practice
• Plan		• Apply
		• Staff know what works, reflective

Our Priorities

Student Wellbeing and Future Directions

Teaching for Impact

Staff Development and Wellbeing

Delivering comprehensive wellbeing education.

Our Priorities
Student Wellbeing and Future Directions

Focus Areas

Core

We are committed to develop and embed the Core program as the centrepiece for delivering comprehensive wellbeing education to all students in the school.

- Continue to embed the Core Program as the cornerstone of wellbeing education at our school.
- Prioritise five key PERMAH domains: Resilience, Relationships, Careers, Character Strengths, and Community for the content to promote holistic wellbeing.

Inclusive Environment

We recognise that comprehensive, inclusive practices maximise outcomes for the diverse educational and social needs of all students.

- Provide targeted support through IEPs, SEN reporting, and the implementation of Universal Design for Learning to address diverse student needs.
- Strengthen cultural safety for students from Aboriginal and Torres Strait Islander backgrounds, as well as those from culturally diverse communities.
- Actively implement the school's Reconciliation Action Plan.

Connected Community

We build partnerships with families, communities, and external agencies to strengthen student wellbeing and engagement.

- Strengthen strong partnerships with families, community organisations, and external agencies to support student wellbeing and engagement.
- Maintain and further develop clear, consistent, and accessible communication channels with parents and caregivers.
- Offer regular parent education opportunities focused on enhancing support for student wellbeing.

Student Empowerment

We promote Student Voice and are committed to ensuring it is meaningfully considered in decision-making processes that impact students' education.

- Expand opportunities for student voice in decision-making processes.
- Strengthen leadership pathways and training through both internal opportunities and external programs.
- Cultivate meaningful student–staff partnerships to collaboratively shape the school's direction.

House Culture

We will cultivate a strong house culture grounded in teamwork, the celebration of individual and collective strengths which creates a strong sense of community and team.

- Develop a unified house culture that fosters teamwork, celebrates individual and collective strengths, and builds a strong sense of community.
- Raise the profile of the House System across all years with an aim of it being the primary team building focus in the school.
- Promote belonging through engaging house activities, school carnivals, and a whole-school points system.

Positive Recognition

We value positive recognition as a strategy to celebrate student achievement and character strengths that reflect our school values of Mutual Respect and Personal Best.

- Implement a consistent, school-wide recognition program that acknowledges student achievements and highlights character strengths.
- Celebrate diverse expressions of the school's core values: Mutual Respect and Personal Best.
- Increase the range of ways students are acknowledged to ensure that individual and team contributions are recognised.

Pathway Planning

We recognise that Individual Pathway Planning is a key process that empowers students to develop meaningful and appropriate plans for their future.

- Embed Individual Pathway Planning sequentially through Years 7–12.
- Integrate Individual Pathway Planning into Core sessions and career counselling to ensure continuity and relevance.
- Provide targeted pathway support for students identified as at risk to enhance engagement and future readiness.

Sustainable Growth

We will modernise and enhance the teaching and learning environment and meet enrolment growth

- Additional classrooms for a growing cohort and community.
- Contemporary teaching and learning facilities for evolving student and learning needs.
- Renewal of existing facilities guided by our operational infrastructure master plan.

Milestones

- CORE program fully embedded into the school culture.
- All staff working towards individual professional development goals related to the Core program.
- Clear understanding school wide, of the use of documented plans, SEN reporting and IEPs.
- School wide embedding of Universal Design for Learning practices.
- Implementation of the school's Reconciliation Action Plan.
- Regular parent education strategies with a focus on student wellbeing.
- Empowered student voice within the school, effectively contributing to school decision making.
- Wider range of leadership opportunities for students.
- Whole-school school House system, supported by rewards, assemblies, intra-house activities and school carnivals.
- Clear positive recognition program, acknowledging student successes based on character strengths.
- All students are working on Individual Pathway Planning documents as part of a sequential program developed and implemented across Years 7-12.
- Athletics carnival to become a whole-school event.

Outcomes

Outcomes will be measured by the following:

- Wellbeing and Engagement Census data
- Attendance data
- Staff/student/parent feedback
- Positive recognition entries
- Achievement data
- Individual Pathway Planning used as part of the Course Counselling process

Our Priorities
Teaching for Impact

Focus Areas

Teaching Excellence

We embed conditions that foster teacher collaboration and collective efficacy to ensure excellence in curriculum delivery and high-impact pedagogical practice.

- Strengthen teacher capability through professional learning, mentoring, data-informed reflection, and goal setting.

- Integrate peer observation, instructional coaching, and student feedback into cycles of continuous professional growth.

- Foster a culture of continuous improvement through the Plan, Teach and Assess cycle.

Impactful Whole-School Pedagogy

We cultivate a shared understanding of high-quality teaching to underpin consistency in instructional practice and support improved student outcomes.

- Align classroom practice with the Department's Teaching for Impact, using shared language and frameworks

- Promote a positive learning culture characterised by high expectations and high support, where students feel confident, challenged and empowered to take risks in their learning

- Embed high-impact teaching strategies such as questioning, feedback, and metacognitive routines to enhance student engagement and learning

- Use evidence-informed differentiation approaches to cater for the diverse learning needs of all students.

Equity, Diversity and Inclusion

We create a learning environment that celebrates diversity, promotes equity and fosters a sense of belonging by empowering all students to feel valued, supported and capable of thriving.

- Create safe and inclusive learning environments that reflect and celebrate students from culturally diverse backgrounds

- Build Cultural Responsiveness by valuing Aboriginal and Torres Strait Islander identities, histories and perspectives

- Promote equity by ensuring fair access to opportunities, resources and support for all students tailored to their individual needs.

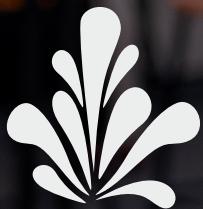*Excellence in curriculum delivery.*

Milestones

- Our Applecross Pedagogy aligned with Teaching for Impact is evident across the school as is the use of shared language, to guide high-quality instructional practices.

- Professional learning teams, mentoring programs, and coaching cycles are embedded to build teacher capability and foster collective efficacy.

- Teachers use data, student feedback, and peer observations to reflect on practice and set meaningful professional goals.

- Evidence-based strategies such as questioning, feedback, metacognition, and differentiation are implemented to enhance student learning outcomes.

- The Plan, Teach and Assess cycle is used to drive ongoing refinement of teaching and learning practices.

- Safe, inclusive spaces that reflect and celebrate cultural diversity, including Aboriginal and Torres Strait Islander perspectives are established.

- Fair access to resources, opportunities, and interventions that meet the individual needs of all students are provided.

- Formative, self-assessment, and summative strategies that inform teaching and track student progress are designed and implemented.

- Student achievement data is analysed to guide differentiated teaching and targeted support.

- Moderation processes and collaborative review of assessment tasks are embedded across learning areas to ensure consistency and reliability.

- Students engage in goal-setting, self-reflection, and informed decision-making to take ownership of their learning and plan for their futures

Assessment for Growth

We implement regular and purposeful assessment practices to generate actionable insights that guide teaching and learning, monitor student progress, and support improved outcomes within the Plan, Teach and Assess cycle.

- Design assessments for learning (formative), as learning (self-assessment), and of learning (summative)

- Embed a consistent whole-school feedback culture that empowers students through timely, specific, and actionable feedback, fostering reflection, goal-setting, and continuous improvement.

Student Agency and Self Determination

We support students to develop the skills, attitudes, and values necessary to navigate and contribute to their world, empowering them to become lifelong learners who think critically and make informed decisions.

- Empower students to take ownership of their learning by encouraging voice, choice, and active participation in decision-making

- Support students in developing the confidence and skills to act autonomously and make informed choices about their learning and future pathways.

Outcomes

Progress toward milestones will be measured through a combination of data, including:

- Student assessment, achievement and certification data

- Classroom practice evidence, including peer observation, walkthrough and teacher reflective practice data

- Whole-school pedagogy data

- Student feedback cycles

- Reconciliation Action Plan implementation

- Professional learning, Certification and Collaboration records

- School culture survey

Our Priorities
Staff Development and Wellbeing

Focus Areas

Positive Working Relationships

We are committed to fostering and sustaining strong collegial connections within our school community, ensuring that staff feel supported, valued, and connected through purposeful collaboration and opportunities to build positive relationships.

- Provide both structured and informal opportunities for staff connection.
- Facilitate team building, wellbeing initiatives, and social activities to foster belonging and interdepartmental relationships.
- Support new staff through induction programs and peer mentoring.
- Foster supportive team relationships through regular, genuine check-ins between line managers and their team members.

Culture Of Continual Improvement

We remain committed to fostering a culture where professional growth is continuous, collaborative, and aligned with both individual aspirations and whole-school priorities.

- Encourage a culture of collective efficacy, where staff learn from and with one another.

- Professional growth is nurtured through reflective conversations with line managers, where aspirations and school priorities are explored together, empowering aspirant leaders.
- Provide supportive access to professional learning and mentoring that aligns with staff aspirations.
- Staff are empowered to exercise choice and autonomy in shaping their professional development.

Clear, Timely And Respectful Communication

We value communication that is purposeful, timely, and respectful. Through consistent practices and a shared understanding, we aim to foster a professional environment where information flows clearly, decisions are transparent, and collaboration is encouraged.

- Promote transparent and solution-focused dialogue.
- Support consistent communication between staff, line managers, and leadership.
- Share the rationale behind key decisions to build trust and understanding.
- Strengthen shared understanding of roles, recruitment practices, and JDFs to support informed decision-making and professional growth.

Fostering strong collegial connections.

Milestones

- Professional development goals align with school priorities and are strengthened through initiatives such as Growth and Talent Groups.

- Applecross SHS is recognised as a school of choice, attracting and retaining high-quality educators.

- Transparent communication enables staff to contribute ideas and address workload concerns with confidence.

- Collaboration is evident in professional learning days, learning area time, and whole-school meetings.

- Staff strengths and achievements are regularly acknowledged, reflecting school values and building morale.

- A proactive safety and wellbeing culture is embedded through clear procedures and shared responsibility.

- Staff experience a supportive professional journey from induction through to leadership development.

Staff Acknowledgement

We recognise the importance of valuing staff contributions and achievements. Through a blend of formal and informal practices, we aim to cultivate a culture where appreciation is visible, meaningful, and aligned with our school values.

- Continue to embed recognition practices that celebrate staff efforts and contributions.

- Encourage peer-nominated acknowledgements and leadership-led appreciation routines.

- Align recognition with our school values of Personal Best and Mutual Respect.

- Celebrate both professional and personal milestones as part of a supportive school culture.

Strong Wellbeing Culture

We promote a safe, supportive, and empowering work environment where wellbeing is valued, encouraged and integrated in everyday practice.

- Maintain high standards of health and safety aligned with policy and best practice.

- We value student and staff wellbeing and have supports in place to meet individual needs.

- Support a positive and safe environment built on autonomy, connection, and competence.

- Collaborate with staff committees to ensure wellbeing processes are clear and consistent.

- Encourage access to professional learning and tools that enhance wellbeing.

Outcomes

Progress toward milestones will be measured through a combination of staff feedback and engagement data, including:

- Annual staff survey results (instrument to be confirmed), focusing on wellbeing, professional growth, communication, and recognition.

- Staff retention data and exit survey insights are used to celebrate strengths and identify opportunities further to enhance Applecross SHS as a school of choice.

- Feedback collected from post-Staff Development Day (SDD) evaluations to assess relevance, impact, and alignment with staff goals.

- Targeted surveys on workload, school events, and other initiatives that influence staff experience and engagement.

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