

Applecross Senior High School

Annual Report

2025



APPLECROSS
SENIOR HIGH SCHOOL

Acknowledgement of Country

Ngalak kaadatj koorra-koora Whadjuk moort nidja Boodja-k ngalak kadadjiny

We acknowledge the traditional Whadjuk 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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Principal's Report

It is my pleasure to present the 2025 Annual Report for Applecross Senior High School to our community and beyond. The past year has been marked by sustained growth, outstanding achievement, and a continued commitment to excellence across all aspects of school life. Our students have excelled across ATAR, Vocational Education and Training (VET), university enabling programs, and General studies subjects, reflecting both their dedication and the collective efforts of our staff and wider school community.

Student Achievement

In 2025, our Year 7 and Year 9 students achieved outstanding results in NAPLAN (p 8). Applecross Senior High School was again acknowledged by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as one of the highest-performing schools in Australia when results are considered against socio-educational advantage. The Department of Education also formally recognised our continued excellence in NAPLAN performance.

Our Year 12 cohort demonstrated exceptional achievement across all secondary metrics performance measures used to assess outcomes in ATAR, General, UniReady, and VET pathways (p 23). Students enrolled in General courses achieved a strong proportion of A and B grades, reflecting both academic rigour and pathway-aligned success. A record 49 students successfully completed the Curtin UniReady program, gaining university entry across all five Western Australian university campuses.

VET outcomes remained a significant strength of the school, with twenty-six students completing Certificate III qualifications, forty-seven students completing Certificate IV qualifications, and three students achieving Diploma-level qualifications. In recognition of industry excellence, two students were awarded VET Certificates of Excellence by the School Curriculum and Standards Authority (SCSA).

Our Median ATAR of 90.75 places Applecross Senior High School among the highest-performing schools in Western Australia, based on ranking methodologies used up until 2022. In addition, student achievement at the highest levels was further recognised through SCSA awards, with Applecross students attaining one General Exhibition, three Subject Exhibitions, and nine Subject Certificates

of Excellence, exceeding results from previous years. While these results are impressive, the most rewarding outcome is that the majority of students achieved results that enabled them to pursue their preferred post-school pathways, whether through university, TAFE, apprenticeships, traineeships, or direct employment. I congratulate the Class of 2025 on their determination and commitment and wish them every success in their future endeavours.

Community Feedback and Future Planning

As enrolments continue to grow, maintaining our strong school culture and high expectations remains central to our planning and decision-making. We are working proactively to ensure that infrastructure keeps pace with demand, particularly for specialist learning spaces, as the school has now exceeded the capacity of its permanent buildings. The recent announcement of \$7.9 million in State Government funding for a two-storey, eight-classroom modular building represents a significant investment in the future of Applecross Senior High School and affirms the school's continued growth. Alongside this, we will continue to advocate for long-term infrastructure solutions to meet the school's ongoing and projected needs.

The year 2026 marks the commencement of our new three-year School Business Plan, which continues our focus on meeting the diverse needs of every student. As we move forward, we remain committed to expanding subject offerings, enriching learning experiences beyond the classroom, and strengthening student support services to ensure all students are well supported to achieve their personal best.

I trust this report provides a clear and encouraging account of our school community's achievements and reflects our ongoing commitment to excellence in education at Applecross Senior High School.



Angie Thomas
Principal

Chairman's Report

On behalf of the School Board, I extend my sincere thanks and congratulations to the students and staff of Applecross Senior High School (AXSHS) for their dedication, achievements, and positive impact throughout 2025 - both within the school and across the broader community.

AXSHS continues to uphold its commitment to excellence and the nurturing of every student's full potential. The school's sustained academic success - reflected in consistently strong NAPLAN results and high Year 12 median ATARs - remains a source of pride. These outcomes are not accidental; they are the result of a culture that values care, inclusivity, and opportunity, and the collective efforts of students, staff, and leadership throughout each student's journey.

Importantly, AXSHS's focus extends well beyond academic achievement. The school fosters a learning environment where every student is encouraged to grow according to their individual strengths. This holistic approach ensures that students leave not only with knowledge, but with confidence, resilience, and a strong sense of community. The Board thanks all staff - teaching and non-teaching - for their professionalism and passion, led by Principal Mr Paul Leech and Acting Principal Ms Angie Thomas. Their leadership has profoundly shaped the lives of our students and the future of our community.

We also acknowledge the invaluable work of the Parents and Citizens Association, led by President Tammy Cooper. Their efforts foster collaboration between families, staff, and the community. On behalf of the Board, I express sincere gratitude for their contributions and encourage all parents to get involved - every contribution makes a meaningful difference.

As a governance body, the Board works in partnership with the School Executive to ensure strategic priorities are advanced and improvement plans implemented. Meeting twice per term, we receive updates on key initiatives and engage with many aspects of school life. In 2025, we contributed to the school's three-year business planning process and welcomed presentations from Student Services and the Science Department, including the innovative SailLAB Science Extension Program - an excellent example of AXSHS's commitment to STEM learning and educational innovation. Beyond formal meetings, the Board actively supports school events such as the P&C Sundowner, NAIDOC Week, ANZAC Day, and the Year 12 Presentation Night. These events reflect the strength, spirit, and unity of our school community and provide opportunities to celebrate student success and shared values.

As AXSHS continues to grow, the Board remains focused on advocating for the resources needed to support future

students and staff. At the commencement of the year the school received funding for a Project Development Plan, recognition by the Government of the need for long term infrastructure planning to provide for student enrolment growth. In September, we hosted Ms Kim Giddens MLA, Member for Bateman and The Honourable Sabine Winton MLA and the Minister for Education; Early Childhood; Preventative Health; Wheatbelt, highlighting the school's excellence and discussing capacity constraints. With limited space due to physical boundaries, shared facilities, and environmental protections, we highlighted the urgency of long-term solutions. We thank both representatives for their commitment to working with the Department on sustainable options.

We also extend our deep appreciation to Mr Paul Leech, who retires after nearly 12 years as Principal. His visionary leadership and care have shaped AXSHS into the vibrant, high-performing school it is today. His legacy of excellence and integrity will endure for years to come. We thank Ms Angie Thomas for her outstanding leadership in Semester Two - her "students first" approach exemplifies the AXSHS spirit and is deeply valued.

Special recognition goes to our School Captains, Leeshani Thangridge and Boston Yoong, who have represented the student body with distinction, maturity, and optimism. We thank them for their contributions and wish them every success in their next chapter.

The Board continues to benefit from the expertise and dedication of its members:

Paul Leech (Principal), Angie Thomas (Acting Principal), Toni Jones (Acting Vice Principal), Leeshani Thangridge and Boston Yoong (School Captains), Mel Clarke (Community), Geoff Cooper (Community and Secretary), Lorraine Hammond (Community), Kathleen Booth (Staff), David Chen (Parent), Ebony Morrison (Staff), Katie Kumasaka (Community), Adeline Teh (Parent), Kapz Malhorta (Parent), and Sienna Pettman (Co-opted Member).

I extend my thanks to each member for their contributions and commitment.

To our graduating Year 12 students, we hope your time at AXSHS has been rewarding and memorable. May you carry the lessons and values of AXSHS into your future with confidence and purpose. To our continuing students, congratulations on another successful year - we look forward to supporting your growth in 2026. Keep striving for your personal best - and enjoy the journey.



Andrew Dwyer
School Board Chair



*Mutual respect
and personal best.*

Our Vision

At Applecross Senior High School, we strive to empower our students to become lifelong learners and responsible global citizens. Our graduates are well-adjusted, creative, and resilient, with the confidence and self-esteem to contribute meaningfully to society. We foster a learning environment that values excellence, inclusivity, and personal growth, preparing students to thrive in a dynamic and ever-changing world.

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

Monitoring Student Improvement Achievement Targets

Targets were established based on existing achievement data as a comparison with "Like School". These targets were monitored by the school leadership group, the School Board and relevant Learning Areas.

Report Card

Self Assessment Targets	2018	2019	2020	2021	2022	2023	2024	2025
ATAR The median ATAR score of Year 12 WACE students will be >87.00 At least 42% of students will be in the top trile	98%	97.9%	96.9%	100%	100%	100%	100%	100%
WACE At least 85% of students will achieve an ATAR >70.00	100%	92.9%	85.7%	100%	100%	100%	100%	100%
OLNA At least 80% of students who sit the NAPLAN test will prequalify for OLNA (Achieve minimum of Band 8) At least 92% of students will meet the OLNA requirements by the end of Year 10	69.3%	70%	100%	100%	100%	100%	100%	100%
NAPLAN Progress of students between Year 7 to 9 NAPLAN will be at a rate equal to or better than the "like school" average	98.3%	100%	**	100%	100%	100%	100%	100%
GATE/Specialist Programs Art Each year, Gifted and Talented Art students, studying ATAR Visual Art, will achieve a mean average scaled score 10% above like schools Art Each Year 7-10 GATE Special Art class will achieve 20% above like schools in grade averages for Visual Art	57%	100%	100%	100%	100%	100%	100%	100%
Tennis 80% of Year 7-10 Specialist Tennis students will achieve an A grade in Physical Education	53%	69%	66%	70%	64%	100%	100%	100%
Tennis 80% of Year 12 ATAR Physical Education Studies students achieve a scaled score above 70% in the WACE practical tennis exam	68%	100%	80%	83%	50%	77%	77%	83%
Academic Extension The mean scores for AE students will be at least 20% higher than the rest of the cohort mean in each MESH learning area At least 90% of students studying two or more AE classes in Year 10 will achieve an ATAR of 92+ in Year 12	93%	100%	100%	100%	100%	100%	100%	100%
Priority 1 Student Health & Wellbeing The attendance rate will be equal to or above like schools	100%	100%	*	100%	100%	100%	100%	100%
Priority 2 Excellence in Teaching and Learning The grade distribution in all subjects will be equal to, or better than like schools	100%	100%	98%	98%	100%	100%	100%	100%

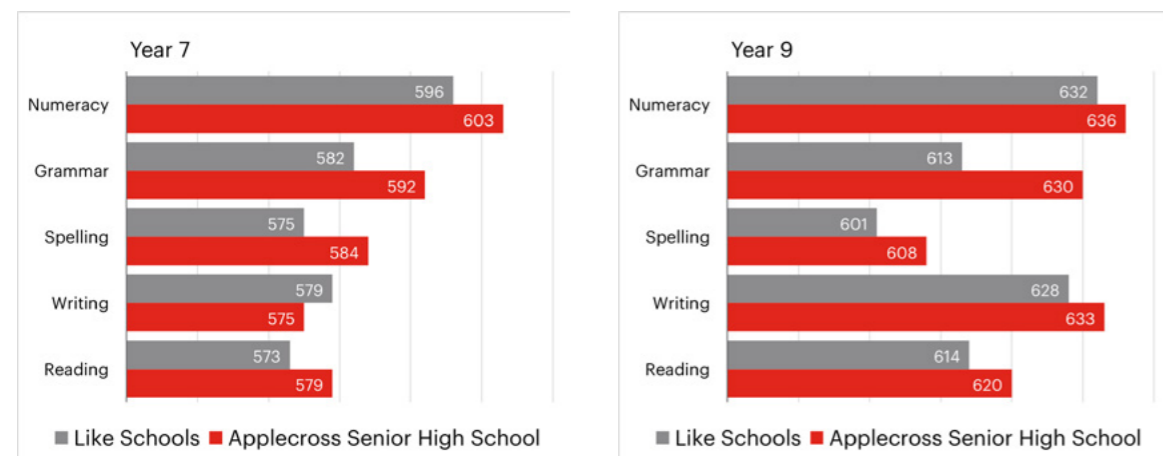
* Unavailable
** Not available due to COVID-19



NAPLAN

The 2025 NAPLAN results show that Applecross Senior High School is demonstrating strong overall achievement compared to Like Schools. Students achieved higher average scores across all domains, with the sole exception of Year 7 Writing, which was ever so slightly below Like Schools. Overall, the results highlight consistent strengths in literacy and numeracy and indicate that Applecross students are achieving at a higher level than comparable schools.

NAPLAN Means Comparison

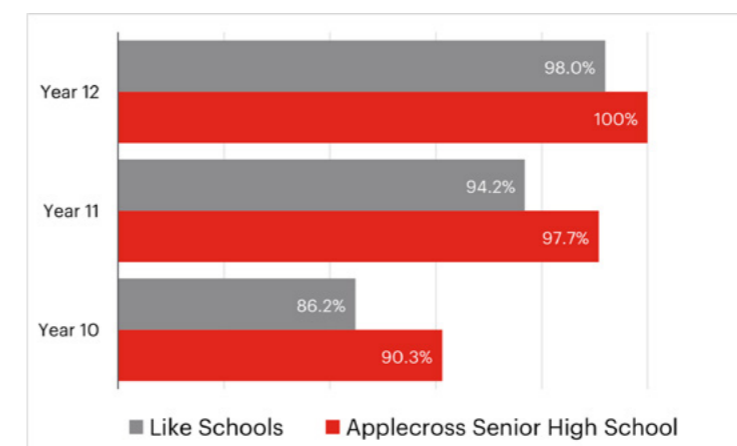


OLNA

In 2025, Applecross Senior High School provided Year 11 and Year 12 Online Literacy and Numeracy Assessment (OLNA) students with weekly support classes to maximise student success. This initiative enhanced individual student outcomes by combining targeted intervention with differentiated teaching strategies and timely, personalised support designed to address specific literacy and numeracy needs. As a result, students received personalised and timely support tailored to their specific literacy and numeracy needs, leading to improved confidence and achievement.

Overall, Applecross Senior High School demonstrated outstanding performance in the OLNA. The proportion of students meeting the required Literacy and Numeracy standards for the Western Australian Certificate of Education (WACE) consistently exceeded that of our Like Schools. These results reflect the effectiveness of targeted interventions, high-quality teaching practices, and a sustained whole-school focus on literacy and numeracy improvement.

OLNA Qualifications = Applecross SHS vs Like Schools



Year 12 Results

The Year 12 cohort of 2025 demonstrated outstanding achievement across all pathway programs, including VET, ATAR, General, and university-enabling courses. Targeted intervention strategies were implemented across Years 10–12 to support informed pathway selection through a structured, educative approach. In Year 12, further initiatives were refined, including small-group and individual mentoring by staff, as well as reflective practice sessions designed to strengthen independent learning skills and academic self-management.



Course Leaders

In 2025, Applecross Senior High School was recognised by the School Curriculum and Standards Authority (SCSA) as one of the highest-performing schools in Western Australia across a number of ATAR courses. This recognition is based on the proportion of Year 12 students whose combined course scores placed them in the top 15% statewide for each respective course.

Recognised ATAR courses include:

Health and Physical Education

- Physical Education Studies

The Arts

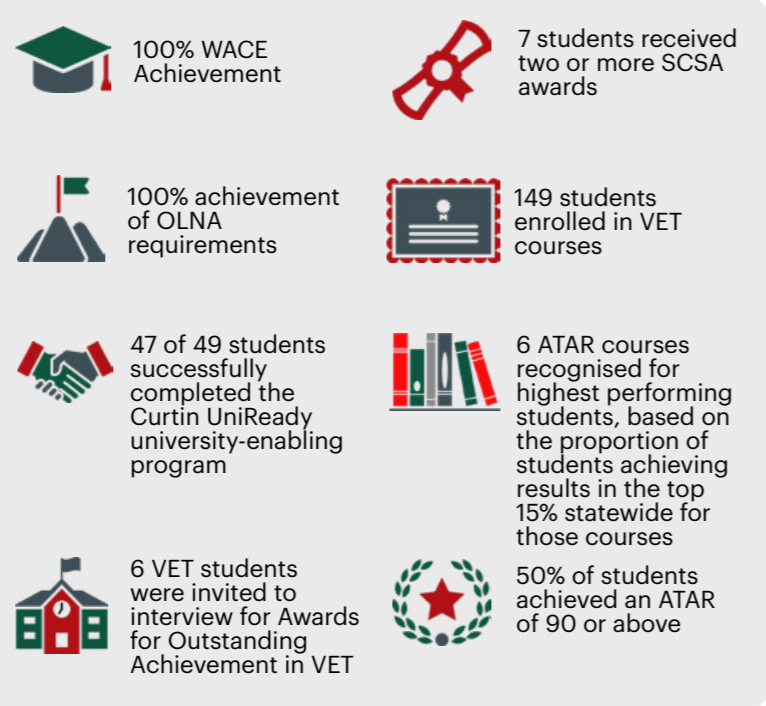
- Design
- Visual Arts

Science

- Biology
- Psychology

Humanities and Social Sciences

- Politics and Law



Lily Edgar
ATAR DUX



Henry Shen
ATAR DUX Runner Up



Leeshani Colomba Thantrige
Vocational Education & Training DUX

Learning Area Highlights: The Arts

Visual Arts, Design and Media Excellence Awards

Four Alumni, Ellie McFarlane, Molly Ravis-Hermann, Catherine Majer and Mia Bechar, selected for the **2025 West Australian Pulse** at the Art Gallery of Western Australia.

Four Year 12 students, Joanne Goh (Y12), Mira Khaled (Y12), Maulina Lantu (Y12) and Zoe Ong (Y12) were selected for the **2026 West Australian Pulse** at the Art Gallery of Western Australia.

Four students from the 2020 Gifted & Talented Visual Arts cohort, Sophia Cristobal, Jaya Dean, Sora Hamamura and Chelsea Wang received **WACE Certificates of Distinction 2025**.

Four students from the same cohort received **WACE Certificates of Merit 2025**, Isiah Bishop, Laura Cairns, Thalia Chow and Leah Silver-Smith.

Maisy Kidd (Y10) was a finalist for the **City of South Perth Emerging Artist Award 2025**.

Five AXSHS finalists, Ian Kim (Y10), Suki Batzorig (Y11), Laura McElwee (Y8), Tianyu Chai (Y8) and Rohan Day (Y10), were selected for the **City of Melville Art Exhibition 2025**.

Leila Montgomery (Y11), Jin-E Kim (Y11) and Maddie Davies (Y10) were exhibiting artists in the **St George's Cathedral Art Exhibition 2025**.

Grad Show 2025 Awards:

Canteen Prize Winner: Mira Khaled (Y12)

Runner-Up: Joanne Goh (Y12)

Media Award: Jesse Collier (Y12)

Design Award: Diba Dastyar (Y12)

National Lions Peace Poster 2025 State Representative for WA: Ajin Ahn (Y7).

WA District Finalists: Dave Modi (Y7), Sara Gerard (Y7).

AXSHS Annual Art Exhibition 2025 Winners:

2D: Ian Kim (Drawing), Anousha

Aisenson-Humphries (Painting), Rohan Day

(Printmaking), Coco Safarata (Mixed Media)

3D: Mattie Scott (Costume Design), Nithunaa

Karthikeyan (Fashion Design)

4D: Jett Lee Anderson & Alex Budge (Media)

Packing Room Prize: Suki Batzorig & Tilly Simper (Year 11)

Principal's Prize 2025: Elsa Hu & Angelina Seo, Year 10

Young Originals 2025: Joanne Goh (Y12), Sam Major (Y12), Valentina Wijaya (Y10).

Music

Over 260 students showcased their talent across eight vibrant ensembles, delivering high quality performances throughout the year.

- 135 students participated in the Senior Ensembles Rehearsal Camp and Primary Schools Concert Tour.
- Strong representation and commendable results at state wide Choral, Concert Band, Guitar Ensemble, Jazz Band and Orchestra Festivals.
- Four major department concerts, Awards Assemblies, Paragon, and the annual Art Exhibition.
- Signature events included the Djeran Concerts, Djilba Concerts, and the popular Under the Stars picnic concert.

Drama

Year 7:

- First Nations Theatre; traditional Aboriginal dance; Dreamtime storytelling.
- Teamwork workshops with Yip Yip Circus (juggling, poi, balance).

Year 8:

- Playback Theatre workshops exploring emotion and narrative.
- Development of acting skills through a realist script unit.

Year 9:

- Broadened performance techniques via Improvisation and Commedia dell'Arte.

Year 10:

- Study of Epic Theatre and Ruby Moon.

Year 11:

- A Streetcar Named Desire; scene presentations; first practical and written exams.

Year 12:

- In depth study of *Cosi* and *God of Carnage*; strong demonstration of advanced performance skills.

Showcases and performances

- Into the Woods JR. (Whole School)
- A Night of Monologues (Year 12)
- Hoods & Monologues (Year 11)
- Lower School Showcase (Years 7–8)



Learning Area Highlights: English

ATAR results remained strong and competitive, with English performing above the State mean, while Literature significantly outperformed both Like Schools and the State.

Targeted strategies in the Online Literacy and Numeracy Assessments (OLNA) ensured every Year 12 student achieved the required Reading and Writing standards for WACE.

In Years 7 and 8, 377 students exceeded the course standards by earning an A or B grade. In Years 9 and 10, 309 students received an A or B grade. This means over half of our students exceeded the expected West Australian Curriculum standard.

The department contributed to Curtin University's UniReady program, delivering units in Fundamentals of Academic Writing and Communications. This initiative provided 49 students with an alternative pathway to university entry, enabling them to achieve an ATAR equivalent of 70.

Year 12 ATAR English and Literature students attended Curtin University's English and Literature Conference, gaining insights into tertiary-level study and experiencing campus life through lectures aligned with their courses.

Book Week was celebrated as a whole-school event, featuring a week of activities and enthusiastic staff dress-up.

Year Group Highlights

- Year 11 and 12 Literature students deepened their understanding of dramatic texts by attending performances of *Never Have I Ever* by Deborah Frances-White and *Antigone* by Sophocles at the State Theatre Centre of WA.
- Years 7 and 9 achieved excellent NAPLAN results, with organisation, engagement, and average test scores comparing favourably with Like Schools.
- Year 8 EALD students visited the Fremantle Arts Centre to explore the exhibition *It's Always Been Always*, enriching their learning on Australian identity and cultural perspectives.
- Year 9 EALD students created bilingual short stories and shared them with feeder primary schools, fostering literacy and cultural exchange.
- The growing Book Club for Years 7–10 has become a vibrant hub for literary discussion and discovery.

Students from Years 7–12 participated in the annual Book in a Day competition, raising funds for the Kids' Cancer Project. This year saw record participation, with seven teams each writing a novella in just 12 hours.

Learning Area Highlights: Health and Physical Education

The School Curriculum and Standards Authority recognised AXSHS as one of the top performing schools in Physical Education Studies. Our ATAR students performed especially well, scoring 8.07% higher than like schools in the WACE theory exam. This strong performance also contributed to a 12.2% higher final scaled score overall. 69% of students who completed Physical Education Studies used it as their first or second best ATAR subject—showing just how confidently they performed in the course.

Sporting Achievements

- Interschool Swimming: Achieved 1st place in B Division
- Interschool Athletics: Achieved 1st place in C Division

Participation in SSWA Interschool Competitions

- Basketball
- Cross Country
- Futsal
- Golf
- Indoor Cricket
- Netball
- Squash
- Tennis
- Touch Football
- Volleyball (Junior)
- Volleyball (Senior)
- Water Polo

Volleyball WA All Schools Competition

- Year 10 Girls Runner Up Champions – 2nd place
- Year 10 Boys Overall Champions – 1st place

AFL 9s Competition

- Year 10 Girls 1st place

Australian Islamic College Interschool Badminton

- Year 10 Girls doubles finalists – 2nd place

SSWA Badminton

- Year 10 Boys doubles finalists – 2nd place

After-School Curriculum Activities

Over 300 students actively participated weekly in various after-school curriculum activities, including:

- Volleyball
- Badminton
- Weights Club

Multicultural Netball Carnival

Over 100 netballers across various ethnic backgrounds participated in Interschool Multicultural Netball competitively against both private and public schools across WA

- Year 9/10 Girls – 1st place



Learning Area Highlights: Humanities and Social Sciences

School Recognition and Academic Performance

AXSHS is recognised as one of Western Australia's leading schools for student performance in Economics and Modern History.

Our students consistently performed above comparable schools in Career and Enterprise, Economics and Modern History, reflecting the strength of HASS teaching and learning programs.

Lower School Achievement

Students in Years 7–10 engaged in Civics and Citizenship, Economics and Business, Geography and History through rich and varied learning contexts, achieving strong academic outcomes.

Achievement highlights include:

- 58% of Year 7 students achieving a B grade or above.
- 69% of Year 8 students achieving a B grade or above.
- 56% of Year 9 students achieving a B grade or above.
- 32% of Year 10 students achieving a B grade or above.

Pathways and Special Programs

Continued delivery of Curtin University's UniReady bridging course, successfully supporting 47 students to gain university entry through an alternative pathway.

The Certificate IV programme remained a strong pathway option, with 19 students completing the qualification successfully.

Enrichment and Extension Activities

Ancient History students benefited from expert guest lecturers, enriching classroom learning through insights into:

- Archaeological digs in the Sudan region.
- Hieroglyphic transliteration and ancient writing systems.
- HASS Academic Extension students (Years 7–10) demonstrated outstanding achievement in national competitions:
- Participation in the Australian Geography Competition and Australian History Competition.
- Laura Dunn, Year 7, achieved a remarkable result, placing in the top 1% nationally in the Australian Geography Competition.
- Multiple students earned High Distinctions across both competitions.
- Students across Years 7–10 participated in the ESSI Competition, sponsored by Curtin University, with several Year 7 students placing among the top performers in the state and receiving awards and merchandise.

Learning and Competitions

A group of Year 10 students participated in a six day Canberra tour, applying learning from Civics, History, Geography and Economics through authentic, real world experiences, including visits to:

- High Court of Australia
- Electoral Centre
- Parliament House
- Australian War Memorial

Three student teams represented the school in the Mock Trials competition, showcasing strong advocacy skills and impressive outcomes.

Excursions and Cultural Engagement

Academic Extension students enhanced their learning through curriculum linked excursions, including visits to the W.A. Museum.

Ancient History students attended the Terracotta Warriors exhibition, providing a powerful connection to ancient civilisations.

Politics and Law students and the Student Representative Council attended an inspiring presentation by US Consul General Sirianna Nair, focusing on leadership and international relations.

Community and School Events

The Year 6 Orientation Day was a major highlight, with more than 300 incoming students taking part in an exciting Ancient Egyptian Escape Tomb challenge that set a positive and engaging tone for their transition to high school. In Term Two, the school community came together to celebrate History Day, an initiative led by the HASS Learning Area to promote the value of historical understanding across all year groups. HASS staff also collaborated creatively with the English Learning Area during Book Week, contributing to a school-wide Sherlock Holmes theme that encouraged students to explore literature and problem-solving in an immersive and enjoyable way.



Year 10 Canberra tour

Learning Area Highlights: Languages

Languages Week

- Japanese and French snacks provided through a canteen collaboration.
- Staff dressed in traditional attire or bérêts; crêpe making in the staff room.
- CORE time activities included Guess the Language and Guess the Flag and Country.
- Whole school paper crane folding to mark the Hiroshima and Nagasaki anniversaries.
- Photo booth available for staff and students.

Cultural Clubs

- Strong participation in both French and Japan Clubs.
- French Club activities included games such as French Dobble, Battleships and Guess Who, supported by assistant Manon.
- Japanese Club offered games, origami, anime and movies led by Language Assistant Ami and teacher Tetsu.
- Student involvement in the JLTWA calligraphy competition.
- Year 9 participation in a movie making competition themed Mirror.

Class Activities

French

- Years 7–8: Vocabulary games, treasure hunts and crêpe making.
- Year 9: Creation of themed TV shows.
- Year 10: Group poster projects and dictation tasks.
- Years 11–12: French Film Festival excursion, speaking practice and a range of collaborative learning activities.

Japanese

- Role play and conversation practice.
- Poster and video creation for assessments.
- Cultural learning activities to deepen language understanding.
- Japanese food tasting, including an end of year themed session.

Excursions

- Year 12 Japanese students created a Fremantle promotional video as part of cultural research.
- Participation in Kaiwa Day for authentic speaking practice and WACE exam preparation.
- French and Japanese Year 12 celebratory dinners at Chez Pierre and Tansawa, providing real world language use and cultural immersion.

Hosting Programs

French Exchange 2026:

- 23 students selected to visit Amiens, including cultural and historical excursions.
- Reciprocal hosting of Amiens students for two weeks.

Seiryō SHS Visit:

- Hosting of 25 students from Hyogo, Japan.
- Shared activities with students across Years 7–12 and bilingual interactions.

WASSEA Delegation:

- Visit from Hyogo Principals and Deputy Principals.
- Discussions around school operations and exchange opportunities.

Salesian International School:

- Visit as part of the International Education program.
- Interest expressed in future collaboration and a potential sister school partnership.

Special Achievements

- Strong Year 7 performance in the Érudits National French Dictation, with Isabella Lim placing 4th nationally.
- High engagement in the Year 7 Pokémon design competition, with winners to be announced at the first Year 8 assembly in 2026.



Languages Week, August 2025



French Film Festival, March 2025

Learning Area Highlights: Mathematics

Student Achievement and Excellence

Upper School students in both ATAR and General Pathways demonstrated outstanding excellence, resilience, and commitment to achieving their personal best.

ATAR Examination Results and Awards

2025 ATAR examination results were highly commendable.

- Henry Hopper received the Special Subject Certificate of Excellence for Mathematics Methods & Mathematics Specialist.
- Leeshani Colomba Thantrige (Year 12) was awarded a school-based award for Mathematics Essential.

WACE Examinations Performance

- Mathematics Applications students achieved a mean score above the State average.
- Mathematics Methods candidates attained a higher mean score than the State, with increased student participation.
- Mathematics Specialist students achieved final results significantly above the State mean.



Henry Hopper
Special Subject Certificate of Excellence for Mathematics Methods & Mathematics Specialist

Participation in Competitions

Both Upper and Lower School students engaged in national and international mathematics competitions to extend and challenge their skills.

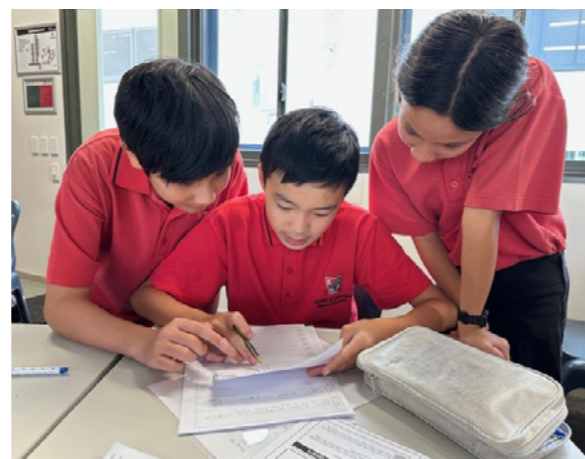
Australian Engineering Award 2025

Four Year 12 students, Henry Hopper, Simon Monson, Henry Shen and Lucas Vong, won the prestigious Australian Engineering Award for 2025. These students achieved A grades in Mathematics Methods, Mathematics Specialist, Chemistry, and Physics in both Year 11 and Year 12.

Australasian Problem-Solving Mathematical Olympiad (APSMO) 2025

Years 7 and 8 Academic Extension and Acceleration students participated in the Senior division for the second consecutive year.

- Applecross Senior High School Year 8 Academic Extension received a Certificate of High Team Achievement for scoring in the Top 25% of teams.
- Individual Top 10% performers: Gia Vong, Samyar Kazemian, Oleh Danilevych, Ellie Hurba, Jude Goldhahn and Aiden Wilkinson.
- Individual Top 25% performers: Daniel Spencer, Tom Anderson, Stella Moon, Liam Wong, Xavier Barnard, Mena Jonientz, Zacchaeus Barich, Nicholas Law, Caleb Ashmore, Ethan Bellegarde, Roger Cao, Quilan Cooper, Brielle Gourlay, Bruno Hart, Adam Kelly, Micaela Lee, Andrew Lin, Aleksie Slijepac, Elizabeth Tan, Kieran Wong and James Yung.



Learning Area Highlights: Science

Experiential Learning and Enrichment Activities

Students in Years 7–12 participated in a broad and engaging range of learning experiences beyond the classroom, reinforcing a strong culture of high quality experiential learning.

Students benefited from inspiring enrichment opportunities that connected classroom learning with real world science, including:

- Physics Day at Adventure World, delivering hands on, applied physics experiences.
- Girls in STEM Breakfast, promoting aspiration, representation and pathways for young women in Science.
- “A Case of Identity” workshop delivered by Education Interactive, strengthening problem solving and critical thinking skills.
- Bayliss Youth Lecture, sponsored by Curtin University and delivered by Helen Coleman (PhD student), inspiring aspiring Chemistry students.

Plans are in place to expand and strengthen these initiatives in 2026 through new and enhanced partnerships, including collaboration with Murdoch University.

Academic Competitions and Achievements

Students were provided with valuable opportunities to challenge themselves academically through participation in a range of competitions.

Year 11 Chemistry students demonstrated outstanding achievement in the Science Olympiads, earning:

- Distinctions and High Distinctions, reflecting high levels of subject mastery and academic excellence.

Enhancement of Science Inquiry Skills

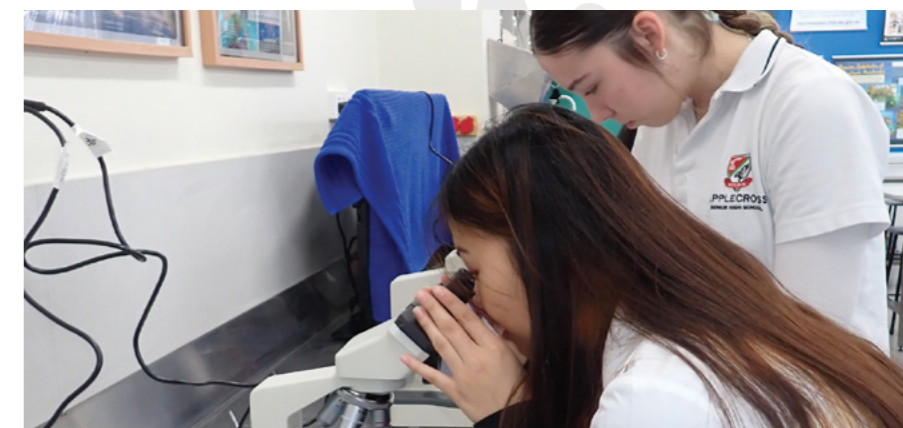
A strong and strategic focus was placed on the refinement of Science Inquiry skills across the teaching program.

Year 7 students commenced the year with explicit instruction in foundational scientific literacy skills that underpin learning through to Year 12.

The cohort demonstrated solid capability, achieving an average score of 70% on the Science Inquiry assessment. Skills assessed included:

- Variable identification
- Hypothesis construction
- Experimental methodology
- Data collection and analysis

Ongoing monitoring will continue to evaluate the long term impact of this approach on Science literacy outcomes.



Learning Area Highlights: Science

NAPLAN Opt In Science Literacy Assessment

Year 10 students participated in the NAPLAN Opt In Science Literacy assessment for the second consecutive year, supporting longitudinal analysis of achievement.

2025 results highlighted strong performance:

- 66% of students met the proficiency standard.
- 87.5% participation rate (332 students).
- Average score of 543, well above the national average of 503.

2024 results demonstrated consistently high achievement:

- 76% met the proficiency standard.
- 92.6% participation (313 students).
- Average score of 572, exceeding the national average.

Continued participation in 2026 will further support data driven improvement and longitudinal monitoring.

Student Performance and Data Review

Ongoing Lower School data reviews indicate that students consistently outperform peers in both Department of Education schools and identified like schools.

Strong outcomes reflect:

- Effective extension programs for high achieving students.
- Targeted intervention strategies supporting improved achievement.
- A growing proportion of students achieving a grade of C or higher.

Key priorities for sustained improvement include:

- Ongoing assessment moderation.
- Continued support and upskilling of early career teachers.
- Strengthening classroom differentiation.
- Maintaining strong attendance and positive student engagement.

Year 12 ATAR results demonstrated significant improvement, with:

- Chemistry performing above like schools.
- Physics, Biology, Human Biology and Psychology performing above both like schools and state averages.

Recognition of Excellence

The following students were awarded the Science SCSA WACE Subject Certificate of Excellence, recognising achievement in the top 0.5% of the state:

- Biology – Henry Shen.
- Human Biology – Lily Edgar.
- Psychology – Lyla Maclean .

Future Directions

In 2026, the Science Department will implement the new School Curriculum and Standards Authority (SCSA) Science Curriculum.

Strategic focus areas include:

- Strengthening community and tertiary partnerships.
- Establishing a STEM focused Academic Extension programme for Years 7-10 to further enhance student engagement, achievement and pathways.



Henry Shen
Biology
SCSA Subject Certificate of Excellence



Lily Edgar
Human Biology
SCSA Subject Certificate of Excellence

Learning Area Highlights: Technology

Design & Technology

- Upgraded specialist facilities with seven new woodworking benches, enhancing safety, flexibility and hands on learning in professional-standard workshop spaces.
- Delivered a standout inclusive engineering project, with Year 12 students designing a fully accessible boccia ramp for a peer with complex mobility needs.
- Strengthened Years 7-10 practical skills through wood, metal, electronics, CAD and construction projects, producing high quality functional products.
- Expanded future focused pathways using CAD, laser cutting, digital modelling and prototyping, integrating creativity, precision and industry aligned technologies.

Home Economics & Hospitality

- Enhanced community engagement through the continued success of the Red and Green Apple Cafés, expanding service opportunities and supporting staff wellbeing.
- Contributed significantly to whole school culture through active involvement in key events including NAIDOC Week, RUOK? Day and World Teachers' Day.
- Delivered culturally responsive programs, including the Year 8 Cushion Cover task featuring the six Noongar seasons and the Year 12 community project supporting Tiny Sparks WA.

Digital Technologies

- Built strong digital foundations in Years 7 and 8 through Scratch programming, digital art, robotics, cybersecurity and coding challenges.
- Extended Years 9-10 capabilities with website development, game engines and advanced robotics, strengthening problem solving and innovation.
- Supported senior AIT students to create sophisticated digital solutions such as wellbeing websites, AI generated animations and professional ICT portfolios.

Cocurricular Activities & Equipment

- Achieved high student engagement through CoderDojo, Robotics and Warhammer programs, fostering creativity, teamwork and strategic thinking.
- Expanded hands on learning with new equipment including a Lego sumo ring, Arduino kits, updated robotics resources and a new 3D printer to support innovation and future ready skills.



Vocational Education and Training

Certificates Undertaken at School

There was a total of 557 VET qualifications undertaken in Years 11 and 12 at school through an auspice arrangement and external RTOs.



Certificates Undertaken with External Registered Training Organisations

A wide range of qualifications were undertaken externally through TAFE, private RTOs, and School-Based Traineeships. The list below reflects most of the industry areas represented in 2025.

Certificate II Courses

Building & Construction
Applied Fashion Design
Plumbing
Automotive
Engineering
Electronics
Electrotechnology
Hospitality
Health Support Services
Sport – Developing Athlete
Retail Services
Community Services
Resources & Infrastructure
Surveying
Government
Rural Operations
Supply Chain
Fashion Design & Technology

Certificate III Courses

Events
Engineering
Aviation (Remote Pilot & Cabin Crew)
Business
Early Childhood Education and Care
Game Design & Animation
Education Support
Community Services
Music
Health Services Assistance
Population Health
Information Technology
Design Fundamentals
Retail
Makeup
Sport & Recreation
Hospitality
Screen and Media

Certificate IV & Diploma Courses

Preparation for Health & Nursing
Business
Community Services
Engineering Drafting
Education Support
Music
Screen and Media
Science
Tertiary Preparation
Diploma of Business and Sport

Vocational Education and Training

VET Connect Program

The VET Connect Program continued to grow significantly, with a third Year 11 VET Connect class launching in 2025. For the 2026 program:

- 94 Year 10 students applied
- 50 students gained a place
- 44 students were waitlisted and given pre-approval for the P2C to access external courses or Workplace Learning (WPL).

P2C (Pathway to Careers)

The P2C program has provided more opportunities for VET and WPL. Special consideration is given to students who have specific interests to pursue a career through courses which are not generally available to them at school, whilst undertaking a mainstream program at school. The number of students in the P2C continues to grow each year, with students participating in the program achieving fantastic outcomes.

VET Connect and P2C students took part in ADWPL, external TAFE courses, industry experiences, and specialised training. Student engagement and outcomes remained strong, with many securing qualifications, alternative entrance to University, apprenticeships, traineeships and employment.

Defence Industry Pathways Pilot Program 2025

Four Year 11 VET Connect students were selected for the state-wide Defence Industry Pathways Program, leading to a Certificate III in Defence Industry Pathways. Students have completed their first year of the two-year program and School Based Traineeship.

This prestigious program prepares students for civilian roles across Engineering, Drafting, Welding, Fitting & Turning, Logistics, Project Management, Health Science, and more.

Skill Sets - Years 11 and 12

Skill Sets have been designed to engage Year 11 and 12 students in a pathway that provides further training and/or employment opportunities. Students who complete a Skill Set gain some units, enabling them to achieve a partial qualification in a particular industry area. This year, 11 students were successful applicants in the Events, Tourism, Beauty, Introduction to Clothing Production and Fashion, and First Aid Skill Sets.

Authority Developed Workplace Learning (ADWPL)

- 124 students completed the ADWPL endorsed program which contributed to their WACE.
- 31 students enrolled in a School-Based Traineeship/Apprenticeships.

Year 9 Career Tasters Program (CTP)

The CTP was developed to inspire Year 9 students about potential career and further study opportunities in line with the State Governments' jobs plan and commitment to VET. The CTP aims to support students in becoming 'career curious' and complement the existing career development and taster opportunities already provided by schools and industry. South Metro and North Metro TAFE have a large program of events to offer Year 9 students. A total of 90 students participated in tasters at TAFE including:

- Hairdressing
- Animation 2D
- Dental Dynamics
- Landscaping Construction
- Boom Radio
- Fashion
- Bricklaying Horticulture
- Career Curious
- Automotive

The Hub introduced career tasters across the areas listed below, and 85 students took up these opportunities:

- Nursing and Medic
- Lab Skills
- Forensics
- Environment & Marine
- Fitness
- Sports & Nutrition
- Zoology

The ADF also ran an Army Immersion Day at Irwin Barracks and a group of 5 Year 10 and 11 students attended the event.

Try-a-Trades

Over the year, 32 students between Years 9 and 11 had the opportunity to try trades at YRT in Civil Rail Infrastructure, Scheduling & Estimating, Carpentry, and Brick/Block laying. The activities are informative and offer access to some of the basic skills involved in the construction industry. Students also gain invaluable career advice from apprentices, trainers, local employers and industry representatives.

Try-A-Skill (TAS) - Year 10

TAS is a wonderful way to give Year 10 students an opportunity to enrol in several units under a Certificate II level qualification, which will assist them in gaining experience and exposure to the industry. These programs can gauge student ability and interest in applying for future VETDSS courses. On completion of any delivered Unit of Competency, students receive a statement of attained results for the achieved units. This year, 2 students participated in Tourism & Hairdressing TAS programs.

Work Experience - Year 10

Year 10 students had the opportunity to gain work experience for a block week during the year.

- 182 students worked at a variety of placements in Week 9 of Term 4, during Leap Week.
- 8 students gained work experience as special opportunities arose throughout the year

This real-life experience is valuable in helping students make decisions about their future pathways. A number of students gained casual work after displaying excellent employability skills.



Vocational Education and Training

Partnerships

Our VET program is strengthened by the strong partnerships we share with industry, training organisations, and employers. We thank our partners for their continued support and look forward to developing even more opportunities for our students in the years ahead.



Leeshani Colomba-Thanthrige
Vocational Education & Training Dux



Lane Skipworth
Runner Up Vocational Education & Training Dux



Green Apple Cafe - Student run cafe

With special thanks to:

- Rostrata Primary School
- Hospitality Group Training
- Health Science Hub Education
- iVET Sport & Recreation, and Hospitality & Cookery
- Skill Hire for Construction Pathways
- Skills Strategies for Business
- South Metro TAFE
- North Metro TAFE
- NextGen Skills (formerly known as MPA Skills)
- Australian Medical Association
- Industry Training and Workplace Services
- Fremantle Education Centre
- McDonald's
- Subway
- Hungry Jack's
- Salsa's
- Tubal
- Reece Plumbing
- Leisure Employment
- Vocational Training Services
- City Beach
- SMYL Community College
- Aviation Australia
- Yalagan Registered Training
- ATC WorkSmart

New Qualifications through Auspice Arrangements at Applecross SHS in 2026

- Certificate III in Fitness Training – GenSkills
- Certificate III in Visual Arts – North Metro TAFE
- Certificate III in Business – iVET
- Certificate II in Sport and Recreation – now delivered in Year 11 2025 over one year with Certificate II in Sport Coaching over one year in Year 12 - iVET
- Additional staff training and upskilling took place in 2025 in preparation for delivery of new qualifications in 2026.

Extra Special Highlights in the VET Space

Fifteen Year 12 students were nominated for the SCSA VET Awards, recognising outstanding achievements in VET. Six students were invited to the interview stage, with one student nominated in two different industry areas.

- Construction Pathways
Certificate II in Construction Pathways continued to grow, leading to a planned Year 10-12 pathway structure for 2026.
- Sport and Recreation and Sport Coaching
Now achieved in one year with Sport Coaching being completed in Year 12, starting in 2026.
- Hospitality Highlights
The Red Apple Café and Green Apple Café continued to operate daily at recess. Hospitality students also ran a special breakfast for staff, enabling them to practise their food and beverage service requirements.
New Rewards Card System introduced to support staff and encourage student service rotations.
Hosted Australia's Biggest Morning Tea and Wear It Purple Day fundraising events.



Gifted and Talented Education: Visual Arts Program

Program Overview

The Applecross SHS Gifted and Talented (GATE) Visual Arts Program provides a rigorous and enriched learning environment for students with advanced artistic ability. The program supports high levels of student achievement, engagement, and wellbeing through challenging studio practice and creative inquiry.

Identification and Selection

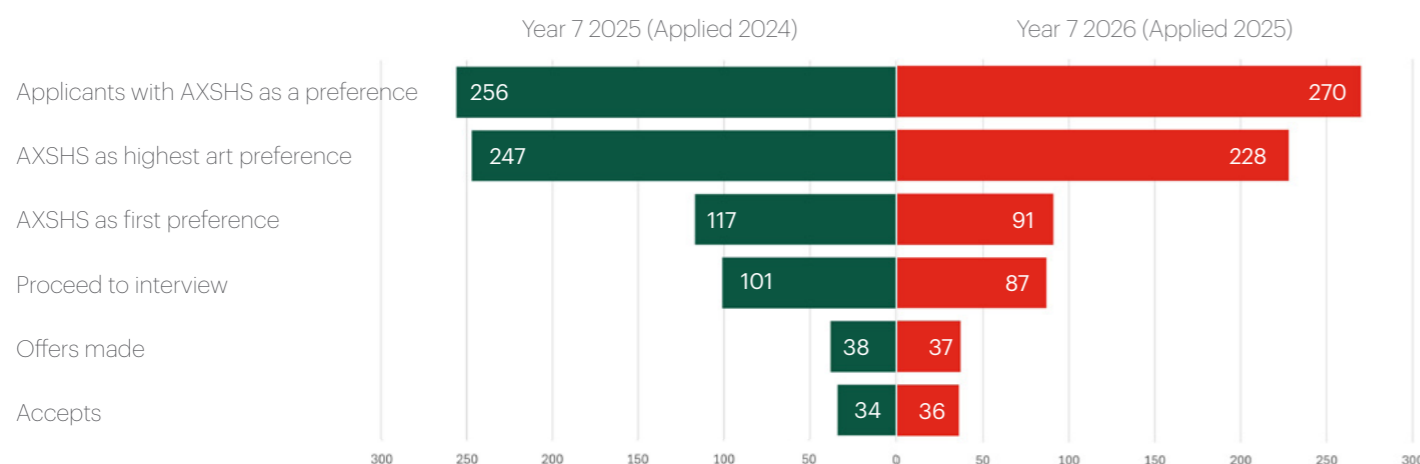
Selection into the program is comprehensive and highly competitive, incorporating academic data, practical workshops, portfolio tasks, critical analysis, and interview. The process is designed to identify students with both artistic capability and readiness for the demands of the program and has been recognised by the GATE Selection Unit as best practice for Visual Arts programs statewide.

Selection Criteria

A holistic approach is used, considering academic performance (school reports, NAPLAN results, attendance) alongside demonstrated engagement and achievement in visual arts. This ensures selected students are well prepared to succeed in a challenging and creative learning environment.

GATE Visual Arts Applicant Analysis

The testing regime and selections are finalised the year before enrolment. Applicant data, together with observed patterns over time, provide insight into program demand, applicant priorities, and the effectiveness of selection processes in supporting program sustainability and quality.



Why applicants select Applecross SHS GATE Visual Arts (program) vs. Applecross SHS (school)

Applicant behaviour reflects the strong reputation of both the school and the GATE Visual Arts program. Despite increased selectivity and competing entry pathways, acceptance rates remain high, indicating strong alignment between shortlisted applicants and program expectations. Demand remains particularly strong at Year 7, consistent with sustained interest in the program.



Gifted and Talented Education: Visual Arts Program

Specialised Curriculum

The GATE Visual Arts program delivers an advanced curriculum that extends beyond standard offerings and supports student achievement and wellbeing in line with the School Business Plan. Students engage in complex projects across traditional and digital media, fostering creativity, problem solving, and innovation.

2025 Extension and Enrichment Activities:

- Saturday Workshops: Intensive sessions across Terms 1-3, led by 10-11 specialist tutors, with Open Studio workshops in Term 4. Workshops covered printmaking, graphic design, costume and fashion design, animation, ceramics, sculpture, and masterclasses in drawing, photography, and painting. A dedicated Stagecraft workshop supported costume and prop creation for the school's drama production Into The Woods.
- Year 7 Art & Culture Immersion: A two-day program at Marrandungup (Alfred Cove), WA Museum, Art Gallery of WA, and Atwell House Gallery. Students explored Indigenous culture through Greg Nannup's Swan River Dreaming storytelling and participated in creative workshops inspired by these experiences.
- Year 8 Art Experience: Held at Piney Lakes, this two day immersion focused on drawing, photography, and textiles, led by Indigenous artist Robyn Jean. Students engaged with the sacred women's Bini Katitjiny site, responding to the natural landscape through visual art and reflective practice.

- Year 9 Art Intensive: A full-day program centred on printmaking, beginning with a guided visit to Moore & Moore Fremantle to view Jump Cuts by artist Kate O'Shea and the Fremantle Print Award exhibition. Students then returned to school for collage and image curation workshops led by Kate O'Shea, directly linked to curriculum outcomes.
- Year 10 Art Conference at Murdoch University: Students explored Art & Activism through gallery tours, lectures, and workshops, including the Speaking Truth to Power exhibition, connecting learning to contemporary social themes.
- Year 9 & 10 AGWA Visit: A one-day intensive experience featuring interactive sessions with Minaaxi May's Re-Play, guided visual analysis, and viewing Pulse 2024.
- Year 12 ATAR Visual Arts: Under the guidance of Anthony McAndrew and mentorship from Ros Cadee, students produced innovative works for ATAR Visual Arts. Four students were selected for AGWA's Pulse 2026, showcasing the success of targeted enrichment and mentoring.



Joanne Goh (Y12)



Zoe Ong (Y12)

Gifted and Talented Education: Visual Arts Program

Exhibitions and Showcases

Students actively participate in exhibitions, competitions, and community events, culminating in the annual exhibition and Year 12 Graduate Show. These events celebrate student achievement and strengthen engagement with the school community.

Successes:

- Young Originals Exhibition: 3 finalists
- St George's Art Prize: 3 finalists
- Emerge Art Awards: 1 finalist
- Lions Peace Prize: 9 Club finalists, 2 District representatives, WA State representative
- AGWA 2026 Pulse Perspectives: 4 finalists
- AGWA 2025 Pulse Perspectives: 5 finalists selected
- City of Melville Art awards: 5 finalists

Teaching and Learning

The Visual Arts team comprises experienced teachers and specialist tutors delivering both GATE curriculum and extension programs. The team brings industry experience and expertise across diverse artistic disciplines, providing advanced, individualized instruction at all year levels. A collaborative approach, supported by professional learning and industry links, ensures teaching practice aligns with the School Business Plan and wellbeing priorities.

Gifted and Talented Student Outcomes

GATE Visual Arts students consistently achieve learning outcomes well above non GATE peers. The program targets a 20% higher grade average for Year 7-10 GATE students compared to similar schools and a 10% higher mean scaled score for ATAR Visual Arts students. In 2025, achievement targets for Years 7-10 were met. Student wellbeing remains a core focus alongside academic performance and pathway planning.

Recruitment and Retention Trends

Enrolments remain stable across Years 7-10, with attrition primarily occurring at the transition to Senior School. This reflects subject selection priorities and pathway choices, consistent with statewide trends.

YEAR	2019	2020	2021	2022	2023	2024	2025
7	35	29	30	30	34	33	31
8	30	33	30	30	30	32	31
9	26	26	36	32	34	32	33
10	27	23	25	33	28	28	29
11	16	23	17	14	16	19	9
12	20	15	2	15	14	13	17



Honey Lee (Y12)



Leah Silver-Smith (Y12)



Isiah Bishop (Y12)



Ria Bhullar (Y12)

Specialist Tennis Program

Overview

2025 marked an outstanding year of excellence for the Applecross Senior High School Specialist Tennis Program, with students achieving remarkable success both on the court and in the classroom. The program continued to build its reputation as a leading pathway for aspiring student athletes, combining elite performance, academic commitment, and strong personal development.

Key Events and Achievements

Year 7 students launched their Specialist Tennis journey at the annual Tennis Camp in Bunbury, immersing themselves in high performance training, athlete lifestyle education, and team building experiences that laid the foundation for future success.

All Specialist Tennis students proudly represented Applecross Senior High School at the WA Champion Schools tennis competitions, including the prestigious Herbert Edwards and Slazenger Cups.

In a dominant display of depth and talent, Applecross secured victory across every division, claiming:

- Boys' and Girls' Herbert Edwards Cups
- Boys' Mursell Shield
- Girls' Slazenger Cup
- Boys' Slazenger Cup

Students demonstrated exceptional sportsmanship, resilience, and pride, reinforcing Applecross's reputation for excellence on the state stage.

Awards and Recognition

- Applecross Senior High School was honoured as "Most Outstanding School" at the 2025 Tennis West Awards Night, a significant acknowledgement of the program's sustained success and quality.

- The program was also nominated for the prestigious Newcombe Medal – Most Outstanding School at the Tennis Australia Awards, highlighting recognition at a national level.
- These accolades reflect the strength, professionalism, and high performance standards embedded within the Specialist Tennis Program.

National Representation

A highly competitive selection process in Term 3 identified students to represent Applecross Senior High School at the 2025 All Australian School Nationals (Gallipoli Youth Cup).

Selected representatives showcased the depth of talent within the program:

- Boys: Lincoln Duckett (Year 12), Scott Black (Year 12), Trevor Eastwood (Year 11), Dylan Chuah (Year 11), Josiah Das (Year 12), Kian Hiramatsu (Year 12).
- Girls: Lily Edgar (Year 12), Sheryl Halim (Year 12), Keisha Halim (Year 9), Audrina Marchesi Nemeth (Year 8), Eva Ishchenko (Year 9), Shresta Purmandla (Year 9).

State Representation

Several students further distinguished themselves by representing Western Australia at School Sport Australia competitions, demonstrating the program's ability to develop athletes at the highest level:

- Pizzey Cup (18 & Under): Lincoln Duckett (Year 12), Trevor Eastwood (Year 11), Karin Hiramatsu (Year 10).
- Bruce Cup (12 & Under): Participants represented WA with pride.

Specialist Tennis Program

Program Enrichment and Activities Tournaments and Training

- Student leadership flourished through the organisation of popular Social Mixed Doubles and Tsonga tournaments, fostering community and engagement within the program.
- A strong focus on ongoing squad training ensured consistent athlete development throughout the year.
- Applecross successfully hosted the Kent Yamazaki and Bob Brett Foundation UTR tournaments, providing valuable competitive opportunities for players.

Student Development

- Students benefited from sports psychology workshops, supporting mental resilience and performance.
- Inspirational college guest speakers provided insight into future pathways in sport and education.
- Selected students participated in United Cup ball kids training with Tennis Australia, gaining exposure to elite level environments.
- Year 10 students enhanced their learning through the AXSELL Sports Science excursion to UWA.
- As part of the Participation Coaching Course with Tennis Australia, Year 10 students applied their skills by coaching at Ardross Primary School, strengthening leadership and community connections.

Community and Support

Parental and Community Involvement

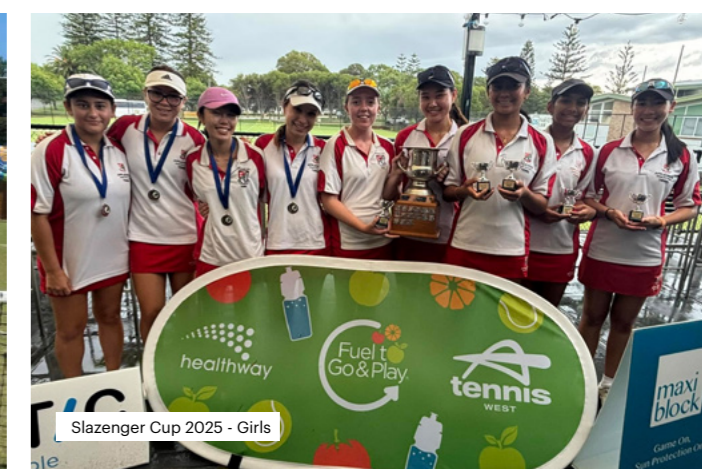
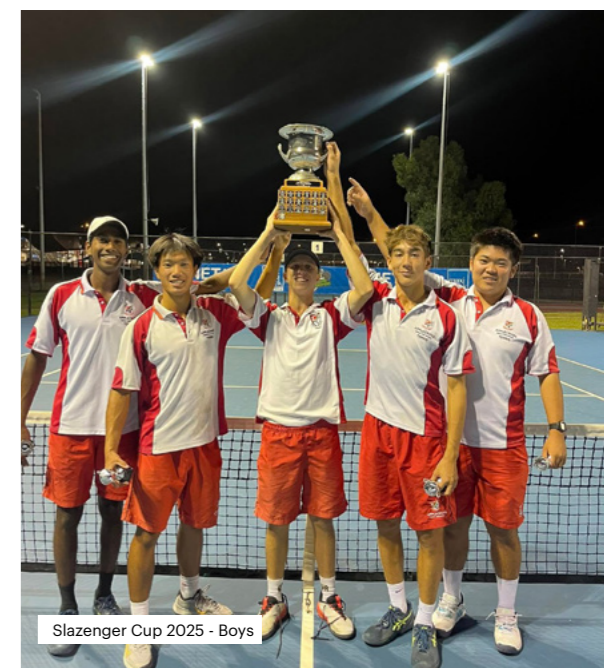
The continued support of the P&C played a vital role in the success and growth of the program. Fundraising initiatives, including sausage sizzles at the House Athletics Carnival and Bunnings, directly contributed to program sustainability and enrichment opportunities.

Leadership and Acknowledgements

- Special recognition is given to Tennis Captains Lily Edgar and Josiah Das for their outstanding leadership, commitment, and role modelling throughout the year.
- Sincere appreciation is extended to Bradley O'Neill for his ongoing energy, enthusiasm, and unwavering support of the program.

Standards and Congratulations

- All Specialist Tennis students are to be commended for upholding the Lee Jarvinen Athlete Standards, fostering a positive, high performance learning environment, and representing Applecross Senior High School with distinction in 2025.



Student Services

Student resilience and wellbeing underpin strong learning and social growth. We cultivate these strengths through inclusive, high-expectation environments where every student is known, valued, and supported. Student Services delivers a cohesive suite of development and wellbeing initiatives that build skills, character, and connection. We work with families as partners to ensure every student experiences success, and we collaborate across the school and wider community to provide universal programs, targeted supports, and early interventions.

Partnerships

- Bizlink
- Child and Adolescent Health Service
- City of Melville
- Curtin University
- Distance Education
- Fella
- Follow the Dream
- Fundamentals
- Headspace
- Jane Genovese – Learning
- Jobs & Skills WA
- Mental Health Services
- School Isolated and Distance Education
- South Metro TAFE
- University of Notre Dame
- University of Western Australia

Personal Development Programs

- Artworks
- Aspire ATAR Program
- Breakfast Club
- Bully Zero
- Child Safety
- CORE Program
- Duke of Edinburgh Program
- Girls Program
- High Flyers Program
- Individual Behaviour Plans
- Individual Education Plans
- Levitate Leadership Development
- Levitate
- Masterclass Year 12 Workshop
- Mastermind Year 11 and 12
- Revisions Workshops
- Raise Mentoring
- Senior School Coffee Club Program
- Tomorrow Man Tomorrow Woman
- VET Connect Program
- We are Womxn
- Year 10 Peer Mentor Program
- Year 11 & 12 Transition Online
- Course Counselling
- Zero 2 Hero

Events

- Award Ceremonies
- Cohort Excursions and Social Events
- Harmony Week
- House Competitions
- NAIDOC Week
- R U OK Day
- Reward Days
- Year 10 Leap Week
- Year 12 Presentation Evening
- Year 7 Big Days In
- Year 7 Orientation

Charities

- Cancer Council
- Foodbank
- Headspace
- Leukaemia Foundation
- Push up Challenge
- Wear it Purple
- World's Greatest Shave
- Youth Focus WA



ANZAC Day, April 2025



Harmony Week, March 2025



Year 12 Ball, February 2025

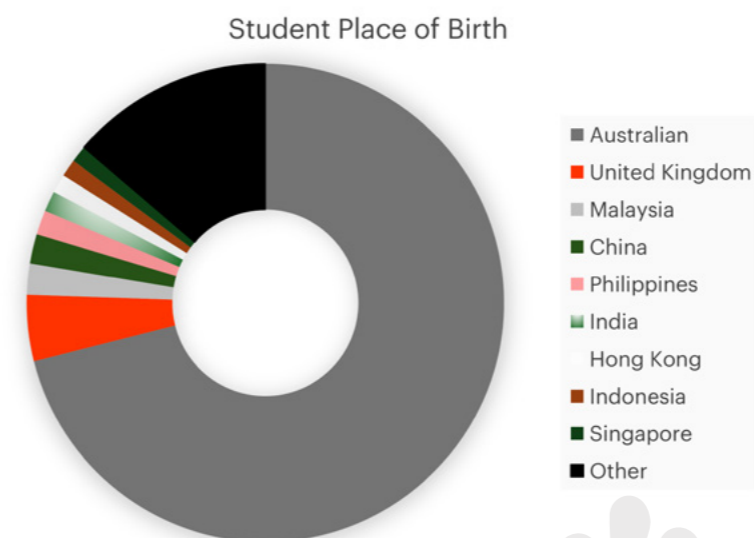
Student Services

Every day at school matters. Applecross's attendance continues to strengthen, exceeding Like Schools and State averages over the last three years. Our approach focuses on positive engagement, early outreach, and tailored support where it's needed most. By partnering with families, we help remove attendance obstacles so every student can thrive and succeed.

	2018	2019	2020	2021	2022	2023	2024	2025
Total Enrolment	1526	1613	1659	1720	1772	1853	1906	1962
Female	779	821	842	868	868	924	922	964
Male	747	792	817	852	852	929	981	994
Lower School	1055	1136	1135	1179	1247	1255	1300	1373
Senior School	471	477	524	541	525	598	606	589

	2023	2024	2025
Attendance Rate AXSHS	90.90%	90.80%	91.00%
WA Public Schools	82.50%	82.50%	81.70%

Multicultural Campus



Wellbeing and Engagement Census

The Wellbeing and Engagement Census data for Applecross Senior High School provides insights into the overall wellbeing and engagement levels of students. This data is crucial for understanding how students feel about their school experience and identifying areas for improvement.

Emotional Wellbeing – Time Series Data

The Wellbeing and Engagement Census data from 2022 to 2025 highlights encouraging trends in student emotional wellbeing. Levels of happiness and optimism have remained consistently strong, with over 48–51% of students reporting high well-being in these areas, reflecting a positive school climate.

A significant achievement is the marked improvement in the absence of distress, which reached 72% in 2025, indicating effective support strategies for mental health. Satisfaction with life and emotion regulation have remained stable, with most students demonstrating balanced emotional management. While resilience shows room for growth, coping skills have improved, with high well-being rising to 34% in 2025, signalling progress in equipping students with practical strategies for challenges.

Importantly, the proportion of students in low-wellbeing categories has gradually declined across most measures, underscoring the success of ongoing well-being initiatives and the positive impact of a supportive learning environment.

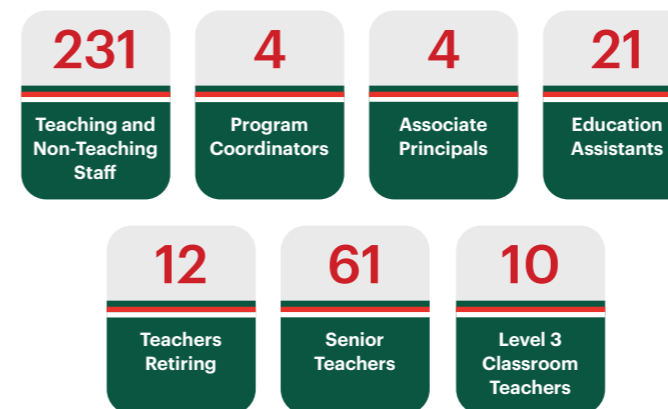
	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	Year
Emotional wellbeing							
Happiness	617	437	146	51%	36%	12%	2025
	683	531	183	49%	38%	13%	2024
	725	607	194	48%	40%	13%	2023
	606	576	249	42%	40%	17%	2022
Optimism	524	462	200	44%	39%	17%	2025
	602	579	211	43%	42%	15%	2024
	618	631	276	41%	41%	18%	2023
	506	616	307	35%	43%	21%	2022
Satisfaction with life	443	501	243	37%	42%	20%	2025
	479	592	321	34%	43%	23%	2024
	508	621	394	33%	41%	26%	2023
	410	623	396	29%	44%	28%	2022
Emotion regulation	406	481	248	36%	42%	22%	2025
	492	576	309	36%	42%	22%	2024
	499	608	409	33%	40%	27%	2023
	411	606	401	29%	43%	28%	2022
Absence of sadness^	502	420	200	45%	37%	18%	2025
	631	504	237	46%	37%	17%	2024
	659	590	259	44%	39%	17%	2023
	603	564	248	43%	40%	18%	2022
Absence of worries^	343	461	318	31%	41%	28%	2025
	443	533	395	32%	39%	29%	2024
	464	596	448	31%	40%	30%	2023
	416	570	429	29%	40%	30%	2022
Absence of distress^^	343	103	32	72%	22%	7%	2025
	450	145	45	70%	23%	7%	2024
	498	177	41	70%	25%	6%	2023
	427	174	47	66%	27%	7%	2022
Resilience~	33	311	114	7%	68%	25%	2025
	82	363	188	13%	57%	30%	2024
	98	412	196	14%	58%	28%	2023
	88	346	205	14%	54%	32%	2022
Resilience (coping skills)	382	561	193	34%	49%	17%	2025

Our Staff

At the conclusion of the 2025 academic year, Applecross Senior High School acknowledged the retirement of twelve highly valued teaching staff members. Through deliberate workforce planning and targeted recruiting, the school successfully sustained the quality, expertise and balance of its teaching workforce. Applecross SHS continues to attract and appoint high-calibre educators across teaching and non-teaching roles, ensuring continuity of high-quality teaching and learning of students. Strong staff retention, combined with effective succession planning, provides confidence in the school's capacity to maintain stability, support growth and respond to evolving needs of its learning community.

	2020	2021	2022	2023	2024	2025
Students	1659	1720	1772	1853	1915	1962
Teaching Staff	129	133	142	146	146	148
Support Staff	53	61	67	68	78	83

2025 AXSHS Staff



The professional growth of our staff is key to our success in providing the best possible opportunities for our students. We utilise School Development Days and after-school workshops to target the key priorities of our School Business Plan. Many of these workshops are led by our own highly experienced teachers, sharing their expertise with peers.



School Wide Pedagogy:

- CMS Tasters & Refreshers
- Informal Agreements
- PIVOT Surveys
- Peer Observation & Feedback
- Data Analysis
- Effective Lesson Openings
- Pacing Strategies
- Interactive Notebooks
- Focused Notetaking
- WICORising for Engagement
- Positive Behaviour Support
- Critical Reading Strategies
- Inquiry Strategies
- Literacy Strategies
- Differentiation Strategies
- Safety Assessment & Record Keeping
- Collaborative Study Groups
- Interventions
- Student Engagement

Curriculum:

- Assessment-Grading & Moderation
- Cultural Awareness
- Education Perfect
- French Culture
- Language Scope & Sequence
- Multiplicative Thinking
- Science Lab Demonstrations
- Teaching for Impact
- Teaching, Learning & Assessing Exemplars

ICT:

- Reporting to Parents
- Compass – Communicating with Parents
- Compass Training
- Webex Training

Staff and Student Wellbeing:

- Collegial Activities
- Collegiate – Teaching and Learning Community (TLC)
- Future Leaders Framework
- Intro to Level 3 Classroom Teaching
- Merit Selection Workshops
- Positive Education
- Restorative Practice
- School Business Plan – Consultation
- Compass – Pastoral Care
- Student Services
- Growth & Talent Groups
- Writing TRBWA Evidence Sets

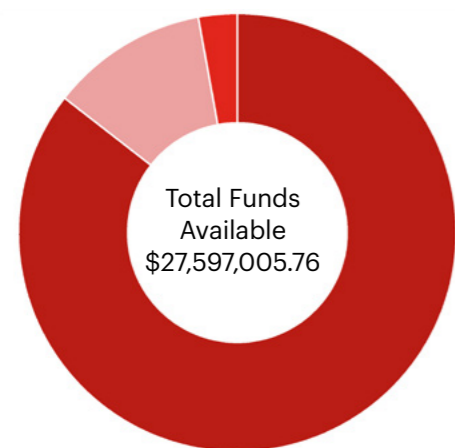
Financial Report

The financial operations of Applecross Senior High School are guided by a dedicated Finance Committee, which brings together the Principal, the Manager of Corporate Services, staff representatives, and a parent representative. This diverse membership ensures that financial decisions reflect both the educational priorities of the school and the broader interests of the community. The committee plays a central role in allocating funds to key priorities identified through the school's planning and review processes. These priorities are incorporated into the Business Plan and formally endorsed by the School Board, ensuring alignment between financial decisions and long term strategic goals. As part of its responsibilities, the Finance Committee also reviews and recommends annual contribution and charge levels for the Board's approval.

Ongoing financial oversight is a major focus of the committee. It closely monitors income and expenditure throughout the year to ensure the school remains on track and meets the mandated minimum expenditure requirement of 96%. This monitoring also ensures that all financial practices comply with relevant regulations and departmental guidelines.

To support a modern and responsive learning environment, the committee regularly updates asset replacement schedules, ensuring that equipment, technology, and facilities remain current and fit for purpose. The Board receives frequent reports on the school's financial position, covering both staffing and contingency budgets.

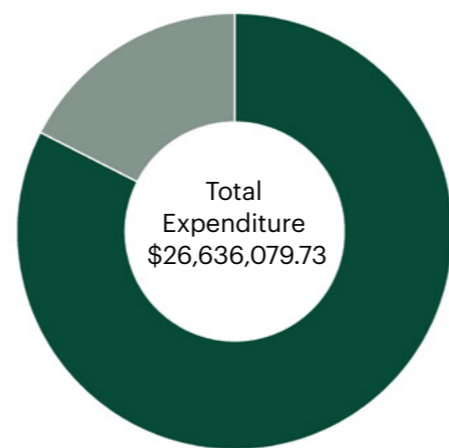
Income



Opening Balance/Carry Forward	\$790,640.64
Transfers and adjustments	-\$23,541.34
Locally Raised Funds	\$3,207,688.34
Student Centred Funding	\$23,622,218.12

Charges and Fees	\$1,448,305.44
Fees from Facilities Hire	\$42,310.00
Fundraising/Donations/Sponsorships	\$394,799.85
Transfer from Reserve or DGR	-\$769,548.16
Voluntary Contributions	\$247,937.80
Other Revenues	\$304,787.09

Expenses



Salaries	\$21,975,382.05
Goods and Services Expenditure	\$4,660,697.68

Administration	\$423,669.84
Utilities, Facilities and Maintenance	\$746,646.38
Buildings, Property and Equipment	\$1,130,276.46
Cirriculum and Student Services	\$1,655,694.38
Professional Development	\$21,855.10
Other Expenditure	\$524,855.72
Payment to CO, Regional Office and Other Schools	\$925.00





APPLECROSS

SENIOR HIGH SCHOOL