



Business Plan | 2018-2022

Message from the Board

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

The School Board's role is to take part in establishing and reviewing the school's objectives, priorities and general policy directions, the planning of financial arrangements necessary to fund those objectives, priorities and directions; and, evaluate the school's performance in achieving them. The Board has been actively involved in guiding the development of the Business Plan and enthusiastically endorses the proposed strategies.

Our Vision

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

Our Values

With our core values of "**Personal Best**" and "**Mutual Respect**", Applecross Senior High School supports students to achieve - now and into the future. The school's motto, "**Achieve**", supports our core values so that students achieve their personal best in a climate of mutual respect and consideration for others.

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

It is expected that each individual will take responsibility and make a positive contribution to the school community.

The school is well on the pathway to achieving this Vision, with the development of this Business Plan which is underpinned by meaningful and robust values. In doing so, the school's alumni will, without a doubt, be at the forefront of addressing the current challenges of today's society, such as the need for liveable and connected communities and the current shortages of Science, Technology, Engineering and Mathematics (STEM) skills. The Business Plan, in committing the school to actions and targets, will be instrumental in shaping our future leaders and citizens.

Our Business Plan will ensure that we strive for excellence in all aspects of our school operations, allowing our students to achieve to the best of their ability and develop skills and values that will enable them to transition successfully into further education, training or employment. Our plan provides a sustainable vision for the direction of Applecross SHS during the next five years which will see our school undergo considerable change and development.

Suzanne Brown, Board Chairperson 2017

Priority One: Student Development and Wellbeing

Student resilience and wellbeing are essential for academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments.

Statement Education is at the heart of social inclusion. From a teaching and learning perspective, being inclusive is about approaching, accepting, and valuing people as individuals. By exploring and valuing different ideas, approaches and experiences, inclusive learning allows individual diversity to enrich the lives and learning of others and ultimately has a positive influence within society.

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

Milestones Implementation of a Positive Education program in years 7, 8 and 11.

Reinvigoration of the school house system to embed rewards and recognition for positive academic and behavioural choices

Satisfaction surveys and focus groups with parents, students and staff demonstrate strong positive statements related to the school climate and school values

Academic data demonstrates an increase in the volume and frequency of students who are recognised for positive behaviours and for embracing the school values, as monitored through the house point system

Through participation in the Positive Education program, students demonstrate a love of learning and have broad access to leadership opportunities, decision-making and community involvement

| School Community will | Teachers will | Students will |
|--|--|--|
| Maintain and improve the wellbeing and morale of students Ensure attendance is supported by consistent whole school approaches | Ensure the wellbeing of students, with a continued focus on their mental and emotional health Carefully monitor attendance as an indicator of connectivity | Students will commit to producing their Personal Best, developing their personal and social capabilities and displaying Mutual Respect in all interactions |
| Provide a range of meaningful forums where student and parent views can be collected and presented to staff | Monitor student feedback on classroom climate | Demonstrate strong ethical understandings incorporating their views and perspectives into the school culture |
| Develop a positive education program for Care Groups | Employ explicit teaching for social, emotional and behavioural skills | Have a positive mindset and demonstrate resilience and effective coping skills |
| Set realistic goals and challenges for students throughout their school lives | Develop student leadership roles and responsibilities within the school community through opportunities such as the Student Council, Transition Leaders, committees and other programs | Develop leadership skills through meaningful opportunities where they can become creative and critical thinkers |
| Demonstrate commitment to our school values Explore ways to further provide public recognition for the full range of all student achievement and improvement across the school Maintain a comfortable and productive learning and working environment for students and staff | Develop welcoming, inclusive and safe classrooms focussing on <ul style="list-style-type: none">positive mindsetresiliencecoping skills | Be actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences |



Priority Two: Excellence in Teaching and Learning

Highly effective teaching is crucial to improving student learning. By being open, highly reflective and actively seeking feedback, we create a culture where everyone adopts the best possible teaching practices

Statement High quality teaching is the most significant in-school influence on student engagement and outcomes. We have developed systematic practices that support quality teaching, through the provision of professional learning to develop shared understandings and agreed standards, together with an emphasis on improving classroom practice and embedding the use of technology in our classrooms.

Belief We will provide a foundation for high quality learning through a culture of high expectations, engagement with parents and the community and the effective use of data to promote improvement in student outcomes. Our classrooms will be student centred, where all students critically reflect on their learning and believe that success is premised on engagement with the curriculum and commitment to the learning process.

Milestones Staff Performance Management is coherent and aligned to the school priorities. It is a reflective practice utilising classroom observations and student feedback. All teachers will regularly use a range of feedback tools/mechanisms to continually improve and gain feedback on their teaching.

Applecross Senior High School has a positive focus on teacher development

Annual increases in student perceptions of Teaching & Learning

Grade distribution is annually in line with or above “like schools”

School Organisational Climate Survey (SOCS) and the mandated DoE surveys will be used to identify core school strengths

Increases in the percentage of A-C grades across all learning areas similar to or better than like schools

The Median ATAR for students who receive Band 9 or 10 in Year 9 NAPLAN in all of Reading, Writing and Numeracy, will increase over time

Aspire to annually:

- be in the top 15 schools in Western Australia and top three public schools for ATAR achievement as measured by Median ATAR;
- achieve a Median ATAR of 90 or higher
- increase the percentage of students with an ATAR above 70
- achieve 99% or higher attainment (Cert II completion and/or ATAR above 55); and
- have 99% or higher WACE achievement

| School Community will | Teaching staff will | Students will |
|---|---|---|
| Adhere to Board endorsed set of expectations as part of a staff charter | Develop a culture of high expectations leading to performance improvements, (Professional Practice) | Develop strong academic commitment: demonstrating Personal Best Treat all members of the community with Mutual Respect |
| Develop annual assessment schedules eliciting feedback on a range of school activities | Access high quality feedback to enhance student learning (Professional Engagement) | Be provided with the opportunity to give feedback relative to the AITSL standards |
| Establish where individual students are with their learning and diagnose details of student learning (eg, gaps in knowledge and understanding) to support appropriate teaching intentions Monitor learning progress across the years of school | Know students and how they learn and provide a differentiated curriculum Ensure student assessment is reliable, comprehensive and informative Access student performance data via CNAP, Dash Board and Data Hub | Have access to the curriculum, at the appropriate level Access feedback to provide growth opportunities |
| Ensure all Learning Areas have an explicit, coherent, sequenced plan for curriculum delivery across the years of schooling which makes clear what (and when) teachers should teach and students should learn | Implement teacher and learning programs that are aligned to the West Australian Curriculum Demonstrate pedagogy in classrooms that reflects best practice | Have clear learning intentions Be provided with fair, valid, educative and timely feedback integral to their T&L program Complete assessment processes that are aligned with the curriculum |
| Continue to support teachers' implementation of e-learning technologies | Utilise Connect as a curriculum delivery platform to ensure programs and teaching materials are shared with students and parents | Bring relevant ICT |

Priority Three: Literacy

This encompasses new literacies combined with traditional literacies enabling students to read widely, think critically and strategically and communicate effectively. This relates to knowledge, skills and attitudes we draw upon to convert the information given in a text (oral, written, visual or multi-modal) into knowledge about the text.

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

Belief about Literacy

- Literacy must be explicitly taught
- All students can learn to be literate
- Literacy is everybody's business and every teacher is a teacher of literacy
- Effective literacy instruction requires systemic monitoring via student assessment data
- Literacy is used for real purposes and real audiences (using authentic texts)
- Effective teaching requires a consistent approach at the whole school level
- Early and sustained intervention is essential

Milestones

An increase in the percentage of students who achieve a satisfactory performance or higher in the OLNA testing by the end of Year 10 to 90% by the end of 2018

Continued results better than "like schools" with fewer Applecross students featuring in the bottom 30% and more featuring in the middle 40% and top 30% in Year 9 NAPLAN in all years of this Business Plan

Demonstrated evidence of value adding from Year 7 NAPLAN to Year 9 NAPLAN via improved achievement for 70% of stable cohort

Progress in writing for all students should be increasing at the same rate as "like schools"

| School Community will | Staff will | Students will |
|---|---|---|
| Capacity build staff to be effective teachers of reading and writing Provide opportunities for staff development in areas linked to the Whole School Literacy Plan | Literacy Teams to lead targeting literacy strategies to provide Professional Learning to staff Have access to CNAP and Data Hub Staff will have access to support material providing literacy strategies appropriate to Learning Areas. | Complete in-school standardised tests for lower school students such as the PAT-R and the South Australian Spelling test (SAST) Have essential skills and strategies identified that they need to know |
| Develop staff capacity to understand literacy demands within their LAs Ensure a whole school approach to the development of Literacy Work collaboratively with teachers to implement the Whole School Literacy Plan | Implement a consistent whole school approach to literacy Use data analysis to determine class literacy priorities | Have glossaries implemented in every class to support keyword identification, spelling and vocabulary extension Actively use student centred curriculum with hands-on, real life applications |
| Literacy Strategies and Frameworks Resource files for each Learning Area to support whole school approach to Literacy Ensure LA planning incorporates literacy enhancement and progress | Follow whole of school emphasis on the principles of Guided Reading and the Explicit Teaching Framework Be supported to plan and implement teaching and learning programs and collect and analyse student achievement data | Be taught writing for purpose, with an emphasis on persuasive and narrative writing techniques, and different text types Have specific subject literacy embedded into their learning programs |
| Support parents to work collaboratively with teachers to support Literacy | Provide literacy support and appropriately challenging learning experiences for Gifted and Talented students | Receive curriculum access at the appropriate level |

Statement from Principal

The completion of a significant refurbishment program at Applecross Senior High School in 2016 means that the school now has a range of contemporary buildings and a learning environment that is truly world class.

Our facilities include a purpose-built Art block with exhibition space; a new Science, Library and Technology building; a Performing Arts Centre with retractable seating; a university-style auditorium; a new gymnasium and fitness centre and tournament standard tennis courts. The school is set in beautiful landscaped grounds shaped by mature trees, creating a pleasant relaxed environment that is conducive to learning and a young adult ethos.

Our goal at Applecross SHS is to encourage students to enjoy and value learning and to achieve their potential. We aim to widen students' horizons by presenting a diverse, relevant and contemporary curriculum that will prepare them to live and work in the 21st century. The curriculum reflects our desire for students to become responsible and flexible thinkers who will be well prepared for the challenges ahead. The school offers an innovative curriculum with the provision of a range of study options for senior students, including a full tertiary entrance program and a wide variety of vocational courses.

What underpins success?

The foundations for success lie in the careful development of inclusive and welcoming learning environments. By creating forums to give students a voice, we become aware of their collective needs and ensure that the necessary support is delivered to strategically improve on any weaknesses.

This strong culture of pastoral care is a central feature underpinning all aspects of the structure and organisation of Applecross Senior High School. Our school values of Personal Best and Mutual Respect are strongly promoted and embedded in our programs. We work towards building effective interpersonal relationships between students and teachers, founded on trust, respect and responsibility. In building and sustaining positive relationships, we create an environment which promotes quality learning.

Beliefs around Teaching and Learning

Our enthusiastic and passionate teachers utilise best possible classroom practice to create safe, supportive and inclusive learning environments thus promoting a culture of high performance. We have a clear Teachers' Charter and set high expectations. We are aware of students' on entry academic data and ensure curriculum access for all students. Our students are empowered with the information and techniques they need to be successful. We explicitly teach learning strategies and always provide high quality feedback to our students.

Statement on effective teaching

At Applecross SHS we know our students and how they learn. Our lessons are well structured based around knowing individual students' needs and catering for their individual learning styles. We teach via role modelling, a growth mindset, and a commitment to ensuring students achieve their personal best. The concept of being a reflective learner is encapsulated and embedded within all levels of our school.

Paul Leech
Principal



School Development Process and Alignment

Cyclical processes

Applecross Senior High School puts into operation a meticulous school improvement process to ensure both long and short term plans are in place to meet student achievement targets and the demands of the Department's Delivery and Performance Agreement. Self-review and reflection are integral to our operations and are embedded into our planning cycle. The school draws on evidence from a range of sources, including external consultants, to inform our decision-making.

Current Business Plan development process

Our operational plan is reviewed annually, based on the improvement targets and key focus areas within the Business Plan, to identify specific key improvement targets within the next 12-month timeframe. The self-reflection Business Plan process gathers appropriate and timely data to make judgements about our performance. This five year plan is translated into twelve month operational plans in learning and priority areas. Coherent and aligned planning documents such as learning area plans and program operational plans, exist at the classroom level for teaching and non-teaching staff. These operational plans include specific targets, strategies, resources and measures. The outcomes of the various operational plans and Business Plan are reported to our school community through our Annual Report.

Reflective community undertaking surveys and acquiring feedback for self-assessment

Applecross SHS utilises a vast range of self-reflection tools based on qualitative and quantitative data collection. Applecross SHS participates in the DOE independent review process to gain an objective evaluation of its achievements, standards of performance and processes to inform future planning for continuous improvement.

Our success in meeting the DPA, school Business Plan target and the extent to which student improvement targets have been achieved are at the core of the review process which seeks to verify improvements achieved and effectiveness of processes used.

Student Voice

"Applecross Senior High School has an excellent student voice within the school community and is proud to be highly responsive to this feedback, prompting a wide range of improvements and changes within the school. The students have a strong involvement in the processes of their representation through the election of councillors. The year-group councils and Student Representative Council provide exceptional feedback and communication between the student body and the leadership team within Applecross Senior High School and there is a continual focus on the improvement of this process."

"The facilities and resources available to the students are exceptional and are constantly improving with the help of student representatives. Student-driven programs are also highly significant to the student body and create the strong sense of esprit de corps and excellent morale. Students who attend Applecross Senior High School are prepared for life in the real world, providing them with practical skills in commerce, industry, sports, arts, leadership and strong academic development in a range of areas."

George Thompson and Samantha Cooke Head Boy and Head Girl 2017

