



Department of
Education

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Public education
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Pinjarra Senior High School

Public School Review

September 2019

PUBLIC SCHOOL REVIEW

Purpose

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

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Pinjarra Senior High School was established in 1921 and became an Independent Public School in 2013. The school is located near the Pinjarra town centre, approximately 84 kilometres from the Perth central business district, in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 944 (decile 8). Currently, the school enrolls 765 students from Year 7 to Year 12, with enrolments remaining steady during recent years.

Pinjarra Senior High School represents an important hub for the town. Within a rapidly growing region and community, there is significant interest in, and support for, the school from individuals, groups and associations. Staff display a strong ownership of school performance as the current custodians of a rich history.

A considerable amount of renewal and refurbishment of the school has occurred in recent years. Students have access to an impressively equipped Trade Training Centre with automotive and engineering workshops, a school farm, digital media and technology facilities, and an environment rich with outdoor recreation opportunities.

Speciality programs delivered at the school include the Pinjarra Football Academy, a farm-based program and an academic extension program.

Members of the incorporated School Board are well regarded and a strong source of support for the school. The Board coordinate the uniform shop, canteen and a range of fundraising events.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school is embedding a consistent self-assessment framework for an effective school improvement cycle.
- A culture of reflection and continuous improvement was evident.
- The Electronic School Assessment Tool (ESAT) submission provided genuine understanding of the school context.
- A range of credible evidence was selected for analysis.
- There was strong alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- There is a developing school-wide understanding of the need to establish greater alignment between planning, action and assessment.
- Staff engagement in the school self-assessment process was collaborative.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation. A range of staff, parents and community representatives provided unified endorsement of school direction.

The following recommendation is made:

- While the ESAT submission provided comprehensive evidence about school performance, leaders can afford to reduce the quantity of information uploaded, given the opportunity to elaborate during the validation day.

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Relationships and partnerships	
Relationships within the school and between the school, community, businesses and education sector are authentic and productive. Staff ensure there is a balance between respect for the history of the school and a desire to attend to contemporary student needs.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Quality relationships between staff and students are evident, fostered by genuine concern from staff toward student welfare and aspirations. • School Board representatives are committed to their role and advocate for the school. They are developing an increased understanding of their role in school governance through effective induction and training. • Strong, collegial relationships underpin high levels of staff commitment to the students, school and community. • The school works collaboratively with businesses including Alcoa Corporation, Chevron Corporation and C-Wise to form highly effective and mutually beneficial partnerships. Ongoing support for the school and students, through sponsored activities and vocational pathways, is acknowledged. • Partnerships with other industry, local government and service groups, such as the CY O'Connor Foundation, Peel Chamber of Commerce and Industry Inc, Peel Development Commission, Shire of Murray and Pinjarra Rotary Club, ensure support to enable further school development.

Learning environment	
The learning environment is founded on an appreciation of the need for proactive and responsive student support. Student services structures and processes ensure shared understanding of, and responsibility for, a safe, orderly and inclusive setting.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teacher training in classroom management strategies, ISE¹, implementing the PBS² framework as well as sourcing alternative pathways for disengaged students, assist in developing a caring learning environment. • Students at educational risk are identified, provided appropriate intervention/support strategies and monitored routinely for improvement. • A comprehensive data management tool provides live tracking of students' social and emotional concerns/trends. This allows a directed real time response to the needs of individuals and groups. • A collaborative relationship with network schools has resulted in enhanced transition processes for at-risk students. • Attendance rates above like schools indicate success in engaging students. Targeted strategies have had a positive impact on individual and whole-school student attendance and punctuality.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Implement the planned engagement strategy to better accommodate the needs of students with conditions that impact negatively on learning. • Consolidate the implementation of the PBS framework.

Leadership

Leaders are facilitating a journey of improvement based on a strong commitment to alignment of planning intent within a self-assessment cycle of plan, act, assess. A high degree of unified purpose and commitment to the improvement journey is evident within the leadership team.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff acknowledge the benefits of the leaders' improvement agenda. The clarity and simplicity of documentation ensures a greater understanding of procedures and policies, optimising the efficacy of operation. • Transparent change processes, founded on a strong evidence base, have served to generate high levels of commitment to the strategic directions. • The leaders acknowledge their complementary skill sets. Trust and respect of staff is built through modelling the personal traits of authenticity, support and openness. • The <i>Aboriginal Cultural Standards Framework</i> has been used to identify opportunities for increased Aboriginal engagement to improve the school's cultural responsiveness.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure alignment between classroom practice and whole-school direction through an agreed planning framework and the inclusion of realistic yet aspirational targets for achievement. • Develop professional learning communities for collegiate feedback and collaboration based on effective practices for planning, action and review.

Use of resources

Clear links have been established between the budgetary and reporting requirements relevant to school governance. This is complemented by well-established monitoring processes to ensure sound budget management.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Resource allocation decisions about funding of specific school programs and interventions, are student-centred and evidence-based. • Human and financial resourcing is targeted to essential priorities and programs including student services support for social and emotional need. • There is a strong association between targeted expenditure and planning for students who attract additional funding. • Student characteristic funding is considered strategically in the budgeting process to align to identified student need. • Resource expenditure is administered by the manager corporate services, School Board and Finance Committee and is monitored regularly.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure all operational plans include budgetary requirements. • Formalise monitoring of the effect of expenditure against targeted improvement in student achievement. • Review the workforce plan to facilitate predictability regarding future need.

Teaching quality

There is a school-wide understanding of the need for quality teaching to underpin the school's future improvement journey. There is an emerging alignment between teaching expectations, whole-school practices and staff accountability for student performance.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Common learning area assessment schedules are enacted and communicated to students and parents. Embedded processes for moderation facilitate reliability of grading. • Heads of learning areas conduct detailed semester reviews of student performance to inform ongoing planning and intervention. • An emerging focus on school-wide strategies to build efficacy in curriculum delivery is evident. • Staff are engaging in discussions about whole-school beliefs about teaching and learning in conjunction with the STEM³ innovation project. • There is a school-wide commitment to various programs and practices underpinning improved student achievement including: Tactical Writing; the Sound Way program; and ISE. • Performance management and development processes use a GROWTH⁴ coaching approach to facilitate achievement of negotiated goals aligned to the AITSL⁵ Australian Professional Standards for Teachers.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop structures and processes for collegiate collaboration to foster quality teaching practice around innovation.

Student achievement and progress

Long-term student performance data are positive. The school considers and analyses a range of data to inform plans for improvement. This process is contributing to an understanding of the value of evidence-based decision making at the class and whole-school levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Longitudinal student achievement data in most areas of NAPLAN⁶ in Year 7 and Year 9 are equal, or similar, to like school means. • The median Australian Tertiary Admission Rank performance was similar to the expected school mean in 2018. • In 2018, Vocational Education and Training achievement was strong, contributing to an attainment rate above like schools. • Online Literacy and Numeracy Assessment improvement strategies are having a positive impact on student achievement. • WACE⁷ progress is monitored closely and case managed by the senior school coordinator with the support of advocate teachers.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop individual teacher responsibility for student intervention based on class data management plans.

Reviewers

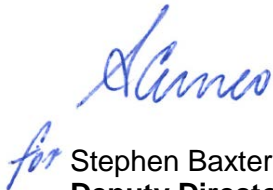
Brett Hunt
Director, Public School Review

Mathew Burt
Principal, Broome Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Instructional Strategies for Engagement
- 2 Positive Behaviour Support
- 3 Science, technology, engineering and mathematics
- 4 Goals, reality, options, will, tactics, habits
- 5 Australian Institute for Teaching and School Leadership
- 6 National Assessment Program – Literacy and Numeracy
- 7 Western Australian Certificate of Education