



2016 ANNUAL REPORT



PINJARRA SENIOR HIGH SCHOOL

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Principal's Report

It is with great pleasure that we introduce the 2016 Pinjarra Senior High School Annual Report.

Pinjarra Senior High undergoes constant self-reflection and review processes related to the school's Business Plan (2014-2017) and the Independent IPS Review carried out in 2015. In addition, our school board monitors the school's progress on an ongoing and regular basis.

Our priority of *"High Quality Teaching and Learning"* has seen the appointment of Teaching and Learning Coordinator who is tasked with leading the new Teaching and Learning Committee. Their role is to promote professional learning through peer observation, collegiate support and formal instruction that raises the standard and quality of teaching and learning throughout Pinjarra Senior High School. A feature for 2016 has been the improvement in the Attainment Rate for Year 12s from 71% in 2015 to 100% in 2016. This is a significant milestone achievement that is a credit to the combined efforts of staff, students and supportive caregivers.



Our second school priority of *"Improving Student Literacy and Numeracy"* has seen the introduction of a phonics based program called 'Soundway' being used across most of the Year 7 classes and participated in by many Year 8 students. We believe this, along with our Direct Intervention strategy, will lead to improved standards across the school. In late 2016 we also appointed a Literacy and Numeracy Coordinator to drive our Literacy and Numeracy Committee in an effort to further raise standards.

The substantial improvement in the Literacy and Numeracy standards as students progress through Year 9, 10, 11 and 12 is reflected in the OLNA (Online Literacy and Numeracy Assessment) results that the school has achieved in 2016. The Regional Director has described the improvement as "remarkable and noteworthy". Whilst the School Curriculum and Standards Authority (SCSA) for WA has said:

"Our reason for writing to you on behalf of the authority's Board and Senior Executive is to acknowledge the efforts of your school staff and students in the literacy and numeracy gains made over the three year period from 2013 to 2016. These gains demonstrate the value adding processes and practices that you have put in place to support your students to do the best they possibly can to demonstrate the minimum literacy and numeracy standard. Through targeted literacy and numeracy interventions, teacher support and student determination and hard work, your school ranks in the top 50."

2016 saw the establishment of a new student services structure incorporating new premises and substantial increase in student services personnel. This is in line with the third of our three core priorities, the *"Building of Positive Relationships"*. The appointment of an Attendance and Participation Coordinator, increased School Psychologist time, increased Chaplaincy availability, more Student Services Coordinators, and dedicated Student Services officers have led to a greater efficacy in this area.

I am confident that all of this, coupled with the great support our school receives from the local community, augurs well for the success of students at Pinjarra Senior High School. I commend this Annual Report to the wider school community.

Rob Lawson

Board Chair Report



The range of solid achievements and exemplary successes at Pinjarra Senior High School over the last year is clearly illustrated in the current annual report. This has been a very good year. The students, parents and their families and the staff, teachers and professional staff, and the Principal (Rob Lawson) and senior leadership team are to be congratulated for what has been achieved at such a high and consistent level over the past year.

I would like to take this opportunity on behalf of the school board to congratulate everybody that has been involved so extensively and effectively in the School over the past year. Naturally, my thanks first go to the students themselves, from year seven through to year twelve, for their engagement and commitment to their studies and their contribution to the school and wider community. Of course, students would not be able to perform as well without the strong support of their parents and wider families and I thank them for that vital support and involvement.

A critical element in any school is the role of the teaching and support staff as well as having an effective senior leadership team. As the board chair, I want to congratulate and thank all members of staff for their professionalism, engagement and commitment in ensuring that the outcomes achieved over the past year that have surpassed expectations and is acknowledged not only by the board and the local community but also by the Department of Education. Well done.

I would also like to thank the retiring board chair (Vicki Pollard) and the board members (Fleur Ambrosa who has recently retired; and Jo Fraser – a parent representative) who have resigned from the board over the past year. They have all contributed strongly to the deliberations and activities of the board over several years and I wish them well for the future.

Pinjarra Senior High School has had a long and proud history and the outcomes over the past year have now added to that proud tradition and the board looks forward to the continuation of that success this year and into the future.

David Holloway
Board Chair
Emeritus Professor

School Context

Pinjarra Senior High School is located near the Pinjarra town centre and caters for students in Years 7 through 12, providing a mix of traditional and innovative programs aimed at preparing students for tertiary education, TAFE, traineeships and apprenticeships, or the workplace. Its specialty programs include a school-based Football Academy, a Year 11 and 12 practical farm based program, an Academic Extension Program as well as a Music Program that includes a swing band.

Since 1921, Pinjarra Senior High School has proudly served the community of Pinjarra and its surrounding region.

The school's Academic Extension Program complements regular school programming and offers an extensive extracurricular calendar focused on excursions, national competitions, and the public exhibition of student project work. The program seeks to enhance each student's capacity to think critically and creatively, by presenting them with a variety of experiences and challenges. The program's aim is to build intelligent community members capable of creating solutions for the future.

The Pinjarra Football Academy is an engagement program for boys which makes football the context for learning. It not only focuses on supporting academic success but has a strong focus on fostering responsibility, teamwork, and good citizenship.

In addition to specialty programs, students have access to Automotive and Engineering workshops, a school farm, Digital Media and Technology, and an environment rich with Outdoor Recreation opportunities.

Pinjarra SHS also offers a comprehensive range of subjects and has outstanding programs which seek to engage and extend students. The Sound Way and Mathletics programs underlie the Literacy and Numeracy approach in the school, and all students are exposed to a teacher supported series of study and homework seminars called Elevate.

Housed in a heritage cottage on the school grounds, the Student Services Team runs specific programs and ensures that students' pastoral and learning needs are attended to as well as possible. The team works diligently to ensure students are equipped and able to handle challenges they may face in and out of school.

Through partnerships with the local business community and universities, the school strives to provide its students with a wealth of opportunities to become involved with Work Place Learning, University enrichment programs, and scholarships.

A considerable amount of renewal and refurbishment of the school has occurred in recent years. A state of the art Design and Technology facility and Trade Training Centre are well equipped to give students the best possible start to attaining a trade qualification or apprenticeship. Recently, the school opened its new netball, tennis and basketball courts, boosting physical education and recreational opportunities for students.

In addition, Pinjarra Senior High School also utilises the facilities of the adjacent Murray Leisure Centre. This provides students with an excellent space for swimming, indoor sports and the arts.

2016 Highlights

School / Student Achievement

- Our Year 12 students achieved 20 nationally recognised qualifications across 15 industry areas. Eight of these qualifications were at a Certificate III level. There were 100 qualifications at a Certificate II level. There was one nationally recognised qualification achieved by a group of Year 11 students.
- The Department of Education, Dux of the school was Calhan Mummery, Sponsored by Alcoa.
- The Department of Education, VET Dux of the school was Danika Cottingham, Sponsored by the Shire of Murray.
- Jacob Bolch received the Bendigo Bank Excellence in VET Award.
- Bree Passmore, Sterling Winmar, Nikita Ninyyette, Cody Coleman, Blake Griffiths, Cody Duxbury and Shakayla Walley were awarded Chevron-Aboriginal School-Based Student Scholarships for 2016.
- Brandan Dedman-Ninyyette was accepted to participate in the Indigenous Engineering Summer Camp at Curtin University of Technology.
- Jordan Dawson was accepted into the Western Australian Institute of Sport Cycling Academy.
- Sterling Winmar was selected as a finalist for the Western Australian Training Awards conducted by the Western Australian Department of Training and Work Force Development.
- Blake Griffiths was selected to attend the Aboriginal Summer School for Excellence in Technology and Science (ASSETS). Blake was one of only 105 students from across Australia to be selected.

- Cody Coleman, Sterling Winmar, Taylah Porth, Emily Broadwood and Brody Elms attended the LNG18 student forum. LNG18 was the 18th International Conference and Exhibition on Liquefied Natural Gas and is held every three years in a different country. The next conference will be held in China.

School Events

- Country Week was a highlight for 102 students who played with great spirit and determination and were a credit to the school and their families. This was the largest contingent for many years.
- 33 students were fortunate to attend our annual Year 10 Canberra Trip.
- The Pinjarra Football Academy (PFA) continues to thrive and has three classes over Years 8 to 10. The boys attended camps in Melbourne and Busselton as well as competing against several Perth schools during the year.
- A comprehensive Year 6 to Year 7 transition and induction program, including a small schools and orientation day and a Year 7 camp in Term 1, enabled students from our numerous feeder primary schools to make a successful transition to high school.
- Powering Careers in Energy (Chevron). This highly successful senior school program provided students with great opportunities to explore the resources sector.
- Numerous camps and excursions in a wide range of subjects from Geography, English, Arts and Media, Music, Outdoor Recreation, Health and Physical Education etc, were completed providing a great range of educational and exciting opportunities for our students.

Community Involvement

- We have partnerships with, and support from: Chevron Australia, Alcoa Pinjarra, The Shire of Murray, The Bendigo Bank, CWise (FLEEC Program), our School Board and all of the universities in Western Australia to varying degrees. Together with the many businesses locally and further afield who have supported our students in Workplace Learning, the school has provided a rich education for its students.
- Our partnership with Murdoch University enabled a number of our students to undertake the TLC110 (university preparation) Program giving them an alternative entrance into university.
- The school was able to access the Follow the Dream program and ATAS funding to actively support our indigenous students in their academic progress.
- Some of our Indigenous students are also part of the AIME partnership with Murdoch University. Student mentors regularly visit to work with students.
- Music and Dance students were regularly requested to perform in the community, providing opportunities to display their skills and talents.
- Pinjarra students' Art work was exhibited in the annual Peel Regional Art Show and the Pinjarra Rotary Art Exhibition. All exhibitions drew a high level of interest from visitors.
- Partnerships with State Training Providers (TAFEs) provided articulated pathways for students from auspice enrolments (on site) to Profile classes (off site).
- Group Training Organisations (i.e. South Metropolitan Youth Links SMYL) worked together to arrange School Based Traineeships for our students in a range of industry areas.

Community Involvement - Student Services

Our student services team liaised with and used the following community organisations to support our students and families in 2015:

- Youth Focus, Youth Connections, Reconnect, Peel Youth Services, Allambie, Relationships Australia, and CPFS (Department for Child Protection and Family Support).
- Our partnership with UWA Aspire program has led to numerous opportunities for students at school and at the UWA campus. The Aspire team run activities with classes at school, hosts our year 9's (1 ½ hrs) and mentors a select group of students from year 8, 9 and 10.
- In 2016 Pinjarra Senior High School expanded its commitment to STEM - Science, Technology, Engineering and Mathematics. A robotics laboratory was equipped and set up and the school entered into a partnership with the Australian Submarine Corporation. The ASC supported the school to participate in the *Subs in School* competition. The students built mini ROV's and a large scale submarine. Our students were recognised for outstanding work and received sponsorship by Dr Myers to take part in the 2017 *Subs in School* Interstate competition to be held in Adelaide.



Year 12 Presentation Evening | Excellence Awards

School Board Canteen Service Award	Sterling Winmar Tasmyn Machin-Boreham
Lion's Endeavour and Citizenship Award	Jackson Eldridge
YouthCare School Service Award	Spencer Gray
Galloway's Vocational Industry Award	Nethipong Phiasri
Mandurah Muscateers ICT Achievement Award	Mersadiez Falkingham Spencer Gray Sterling Winmar
Sportsman of the Year Award	Jaidon Kearing
Sportswoman of the Year Award	Tempany Lymn
Curtin University Principal's Recommendation Award	John Francis Basera Koralee Coote
Murdoch's Aspiration & Pathways for University Academic Scholarship	Amy Elliott Katherine Wilson
UWA Excellence Award	Calhan Mummery
Principal's Award	Sterling Winmar
Highest Achieving Aboriginal Student	Bree Passmore
Rotary Club of Pinjarra / Caltex Best All Rounder Award	Taylah Porth
ADF Long Tan Teamwork and Leadership Award	Rusti-Jayne Hambley
Bendigo Bank Excellence in VET Award	Jacob Bolch
Department of Education, Sponsored by Shire of Murray VET Dux	Danika Cottingham
Department of Education, Sponsored by Alcoa of Australia ATAR Dux	Calhan Mummery



Year 12 Presentation Evening | Course Awards

Certificate III in Music Industry	Calhan Mummery
Certificate II in Visual Arts	Teagan Roberts
Dance – General	Bree Passmore
Design Photography – General	Teagan Roberts
Media Production and Analysis – General	Sebastian Italiano
Certificate II in Automotive	Zachary Otto
Certificate II in Business Management	Caitlin Horne
Certificate II in Engineering	Wade Vanelst
Certificate II in Information and Digital Media Technology	Geoffrey Lawson
Automotive Engineering and Technology – General	Zoe Backshall
Food, Science and Technology – General	Dennis Ramones
Materials, Design and Technology – Metals – General	Amy Carlson
Materials, Design and Technology – Wood – General	Stevie Lister
English – General	Seth Wheatley
English – ATAR	Zane Wuttke
Certificate II in Outdoor Recreation	Harrison Houston
Certificate II in Sport Coaching	Treyall Hutchinson
Health Studies – General	Danika Cottingham
Career and Enterprise – General	Danika Cottingham Bree Passmore
Geography – ATAR	Koralee Coote
Modern History – ATAR	Jessica Plowman
Modern History – General	Tehani Dailey
Work Place Learning	Wade Vanelst
Mathematics Applications – ATAR	Geoffrey Lawson
Mathematics Methods – ATAR	Calhan Mummery
Mathematics Essentials – General	Seth Wheatley
Chemistry – ATAR	Calhan Mummery
Human Biology – ATAR	Katherine Wilson
Integrated Science – General	Danika Cottingham
Physics – ATAR	Calhan Mummery
Psychology – ATAR	Amy Elliott
Certificate II in Sampling and Measurement	Jacqueline Elliott

Business Plan Priorities

As the priorities in the 2015-2016 Business Plan are implemented, we will maintain our commitment to the belief that every child is entitled to a high quality school education. By focusing on these priorities we believe that Pinjarra Senior High School can continue to make a real difference to our students and the local community.

Our Core Priorities

At Pinjarra Senior High School, we place emphasis on three core priorities:



1. Continuous Improvement of Student Literacy and Numeracy

We aim to give students the capacity to develop their language and mathematics skills necessary to critically analyse the world they live in, access information that they need to succeed, and learn the skills that interest them.

2. High Quality Teaching and Learning

We strive to provide a rich, diverse academic learning experience with the curriculum delivered using up to date pedagogy, equipping students with life-long learning skills and the capacity to be successful.



3. Building Positive Relationships - Knowing Our Students Well

We seek to know our students well and build positive relationships with them, their families, and the community to provide experiences that give them higher-order skills, and equip them with the capability of learning and adapting to a dynamic and changing world. We believe that school is about a three way partnership: the student, the teacher and the care giver.



Priority 1: Continuous Improvement of Student Literacy & Numeracy

“Provide a rich, diverse academic learning experience with the curriculum delivered using up to date pedagogy, equipping students with life-long learning skills and the capacity to be successful.”

OLNA (Online Literacy & Numeracy Assessment)

Year 10	Year 10 Students - Qualified In		Not Qualified
	Year 9	Year 10	
2016	18	62	51
	13.7%	47.3%	38.9%
'Like schools'	12.7%	37.5%	49.8%

Achievement of OLNA by the end of year 10 is substantially higher than 'like schools'

Year 11	Year 11 Students - Qualified In			Not Qualified
	Year 9	Year 10	Year 11	
2016	14	40	47	40
	9.9%	28.4%	33.3%	28.4%
'Like schools'	11.7%	21.6%	29.1%	37.6%

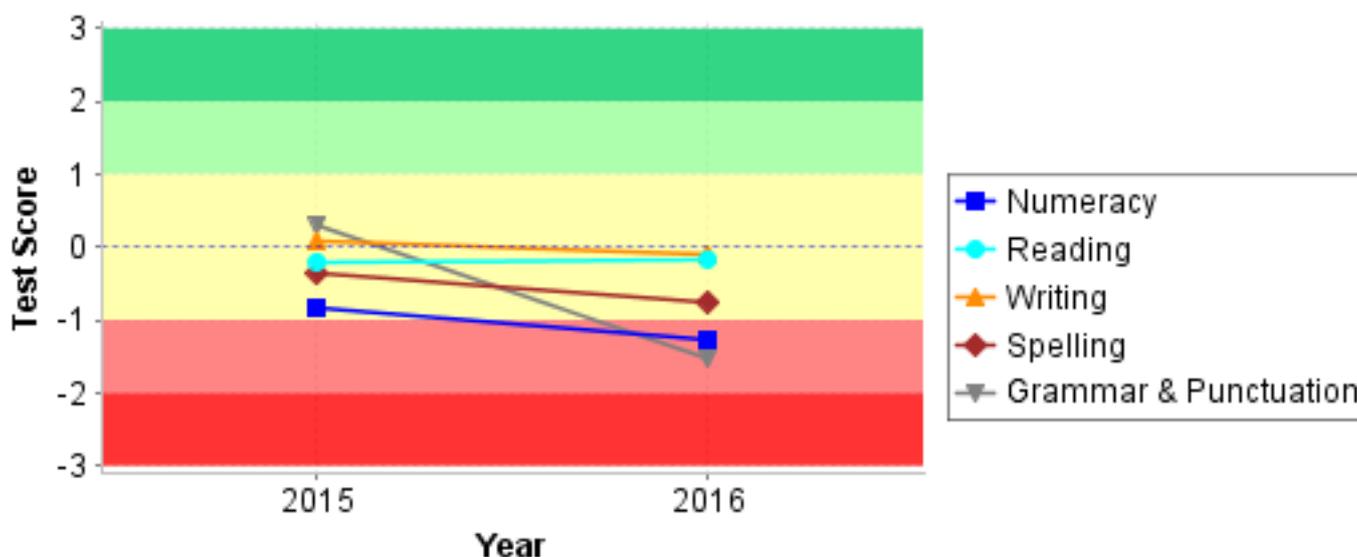
This upward trend is evident again in Year 11, where we are substantially higher than 'like schools'.

Year 12	Year 12 Students - Qualified In				Not Qualified
	Year 9	Year 10	Year 11	Year 12	
2016	16	37	14	14	24
	15.2%	35.2%	13.3%	13.3%	22.9%
'Like schools'	10.7%	41.2%	11.3%	11.6%	25.6%

More students achieve OLNA than 'like schools' and more students achieve it sooner than 'like schools' despite lower or similar year 9 NAPLAN achievement. Earlier achievement of NAPLAN sets students up for senior school success in subjects with higher literacy.

Year 7 Performance

Year 7	Performance		Students	
	2015	2016	2015	2016
Numeracy	-0.8	-1.3	107	134
Reading	-0.2	-0.2	106	131
Writing	0.1	-0.1	106	132
Spelling	-0.4	-0.7	106	132
Grammar & Punctuation	0.3	-1.5	106	132



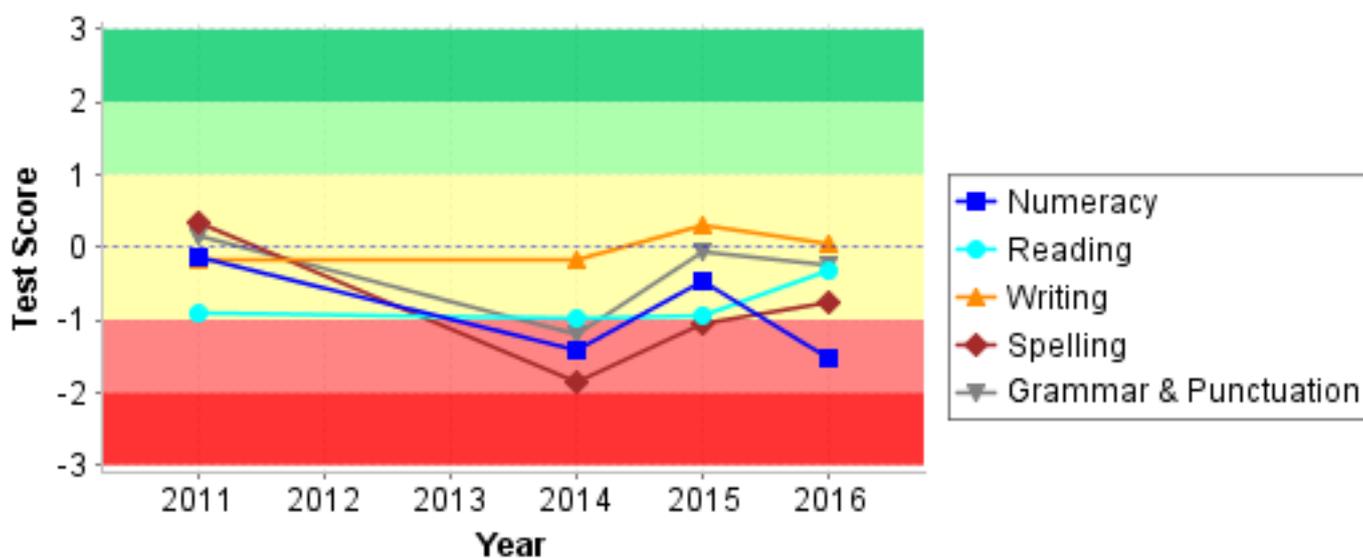
Literacy and Numeracy results in Year 7 show that 'Numeracy' and 'Grammar and Punctuation' require serious attention as they fall substantially below 'like schools', as does 'Numeracy' in Year 9 (as illustrated on page 12).

During 2016 The *Sound Way* literacy program became imbedded in our Year 7 program. A Year 8 Literacy intervention was introduced to support student moving through from the *Sound Way* program. A special Numeracy program was developed during Term 4 and implementation is set for 2017.

The impact of these programs on NAPLAN results will not be seen until 2018. However, internal testing at the end of 2016 has shown remarkable improvement.

Year 9 Performance

Year 9	Performance				Students			
	2011	2014	2015	2016	2011	2014	2015	2016
Numeracy	-0.1	-1.4	-0.5	-1.5	65	137	119	148
Reading	-0.9	-1.0	-0.9	-0.3	67	137	120	147
Writing	-0.2	-0.2	0.3	0.1	66	138	120	150
Spelling	0.3	-1.9	-1.1	-0.8	68	139	120	152
Grammar & Punctuation	0.1	-1.2	-0.1	-0.2	68	139	120	152



Priority 2: High Quality Teaching & Learning

“Give students the capacity to develop their language and mathematics skills necessary to critically analyse the world they live in, access information that they need to succeed, and learn the skills that interest them.”

In 2016, the school appointed a JET (Just Entered Teaching) coordinator who was tasked with the role of developing the skillset and knowledgebase of recently graduated teachers. The school in its workforce development profile has targeted the employment of recent graduates. To this end, the school is committed to developing these teachers in an effort to provide high quality teaching and learning.

Close attention is paid to the Core Priorities of the School Business Plan and the Work Force Development Plan in targeting funding for the professional learning of staff. In this way we are able to ensure a capable and ready work force able to respond to the needs of our school. In 2016, \$21,340 was spent on the professional learning of staff. The Workload Advisory Committee did not meet in 2016 as no issues were raised.

In the Workforce Profile Plan the school has made a concerted effort to target Graduate Teachers and Teach For Australia (TFA) Associates. To that end, at the commencement of 2017, Pinjarra Senior High School will have 11 Graduates and 3 TFA Associates.

In 2016 a Teaching and Learning Committee coordinator was appointed. The committee consisting of representatives from all learning areas continued the work of the School Business plan to; develop and embed critical thinking strategies in teaching and learning; share strategies for active engagement and assist staff with peer observations and coaching.



Year 12 Participation Rate

The following shows the participation and performance of our Year 12s in 2016 – the culmination of their secondary schooling years.

	Eligible Year 12 Students	Number acquiring an ATAR		VET - No of students		VET - No of students completing a Cert II or higher in year 12	
2014	42	3	7%	27	64%	15	36%
2015	82	17	21%	70	85%	50	61%
2016	83	20	24%	83	100%	80	96%

Strategies to closer align the percentage of students capable of successfully completing ATAR, as indicated by Year 9 NAPLAN results are starting to take effect. Number of student eligible student has remained approximately the same while the percentage participating in ATAR has risen.

	2016
ATAR Median Relative Performance	-0.58
ATAR Change	↔
ATAR 55+	65%
Attainment (55+ and/or Cert II Completion)	100%

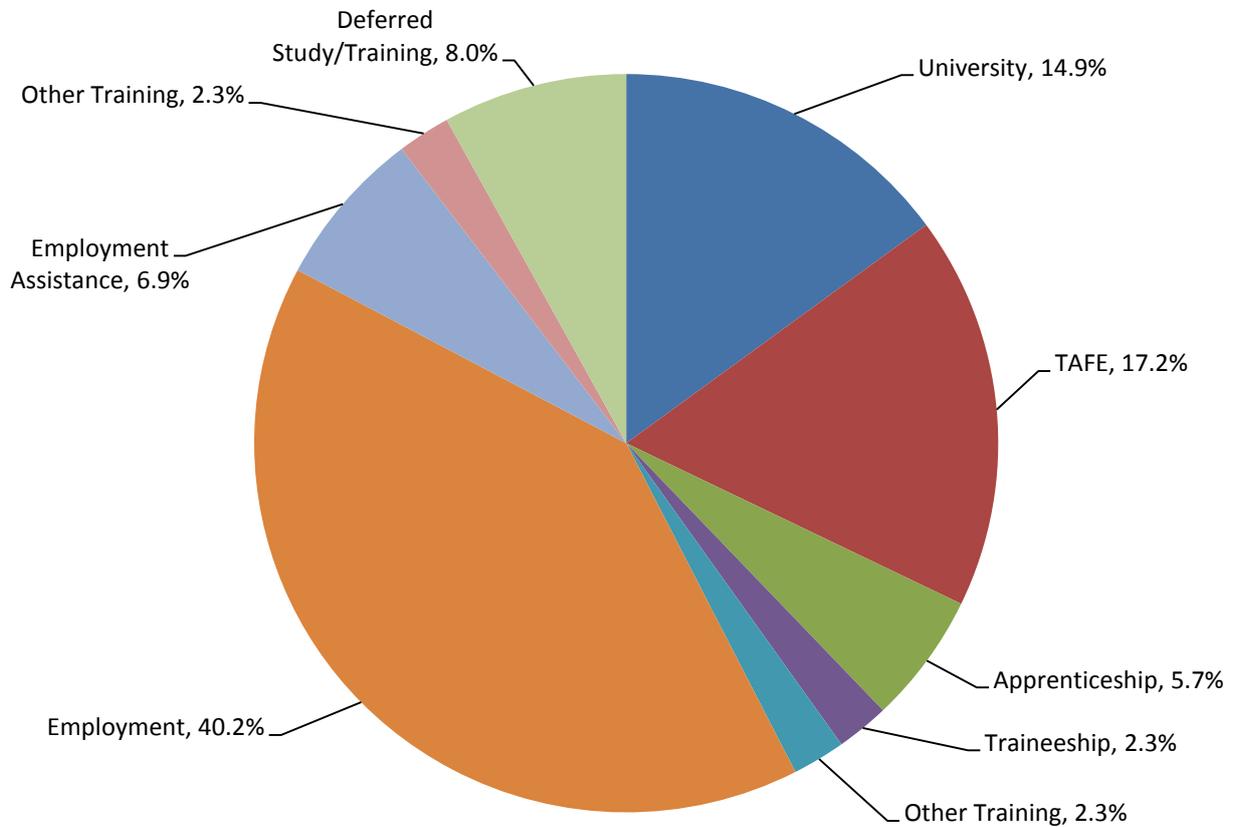
Strategies to ensure all students have a clear achievable pathway to participate in have resulted in 100% of students attaining either an ATAR of <55 or Certificate II in a VET course.

Attainment Rate

	VET - No of students completing a Cert II or higher in year 12		% of students achieving ATAR ≥ 55 and/or Cert II+	
2014	15	36%	18	43%
2015	50	61%	58	71%
2016	80	96%	83	100%

Having strategies to ensure that all students had a pathway leading to attainment, improving regular monitoring of progress process and improved student support to achieve through homework classes, revision sessions and University partnerships has seen the attainment rate of the school rise over the last three years to 100%.

Year 12 Destinations



Through 2016 some Year 12 students qualified to study TLC110 - Learning for Tomorrow at Murdoch University. Students regularly attended the Mandurah Campus outside of school hours to attain University entrance. Direct employment is still the largest destination for our students though the combination of University and TAFE study is a growing sector.



Priority 3: Building Positive Relationships

“To know our students well and build positive relationships with them, their families, and the community to provide experiences that give them higher-order skills, and equip them with the capability of learning and adapting to a dynamic and changing world.”

Attendance Data

There was an overall decline in whole school attendance of 0.8% in 2016. However, there was greater integrity of the school’s data with the implementation of iScholaris, an electronic tablet application enabling staff to record attendance at the commencement of each lesson. An Attendance and Participation Officer was appointed in 2016 to monitor and work with at risk students to develop strategies to increase their attendance and engagement with education and training. This has led to disengaged students successfully enrolling in alternative educational programs. The Attendance and Participation Officer has liaised with Student Services personnel to implement onsite programs such as Groundshock for male students and Choyces for female students which are designed to develop self-esteem, anger management strategies, resilience and wellbeing.

During 2016 there was an increase in Aboriginal attendance of 5%. This is attributable to a number of programs including Aboriginal Indigenous Mentoring Experience (AIME), Pinjarra Football Academy (PFA), Follow the Dream, Chevron scholarships and the Halogen Young Leaders conference.

	Non - Aboriginal			Aboriginal			Total		
	School	'Like schools'	WA Public Schools	School	'Like schools'	WA Public Schools	School	'Like schools'	WA Public Schools
2014	85.5%	86.6%	88.6%	65.9%	71.9%	66.3%	84.3%	84.3%	86.9%
2015	85.8%	86.4%	89.7%	75.9%	70.1%	68.0%	85.1%	84.6%	87.9%
2016	84.6%	86.6%	89.5%	80.9%	70.3%	67.4%	84.3%	84.8%	87.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	48.0%	26.1%	14.8%	10.9%
2015	47.9%	27.5%	13.6%	10.8%
2016	48.9%	24.2%	14.6%	12.1%
'Like schools' 2016	52.6%	23.7%	13.6%	9.9%
WA Public Schools 2016	62.0%	20.0%	11.0%	7.0%

Suspension Data

There have been many factors attributable to the decrease of 2.6% in suspension data from 2015. In 2016, there was a restructure of Student Services within the school to assist in the management of student behaviour. An additional Student Services Coordinator was appointed to focus on supporting the Student Services Manager in his role. This resulted in increased resources to case manage individual students with high behavioural needs. Student Services personnel implemented onsite programs such as Groundshock for male students which was designed to develop self-esteem, anger management strategies, resilience and wellbeing. Student Services personnel were able to observe functions of behaviour resulting in individualised behaviour plans being formulated for the high behavioural needs students for teachers to implement within their classes. There has been a whole school focus on Classroom Management Strategies (CMS) focusing on active participation and improved classroom engagement, learning and wellbeing of all students. This professional learning has led to improved social behaviour and outcomes for students in the school.

	2016
% of Students Suspended	15.0%
Change from 2015	-2.6%

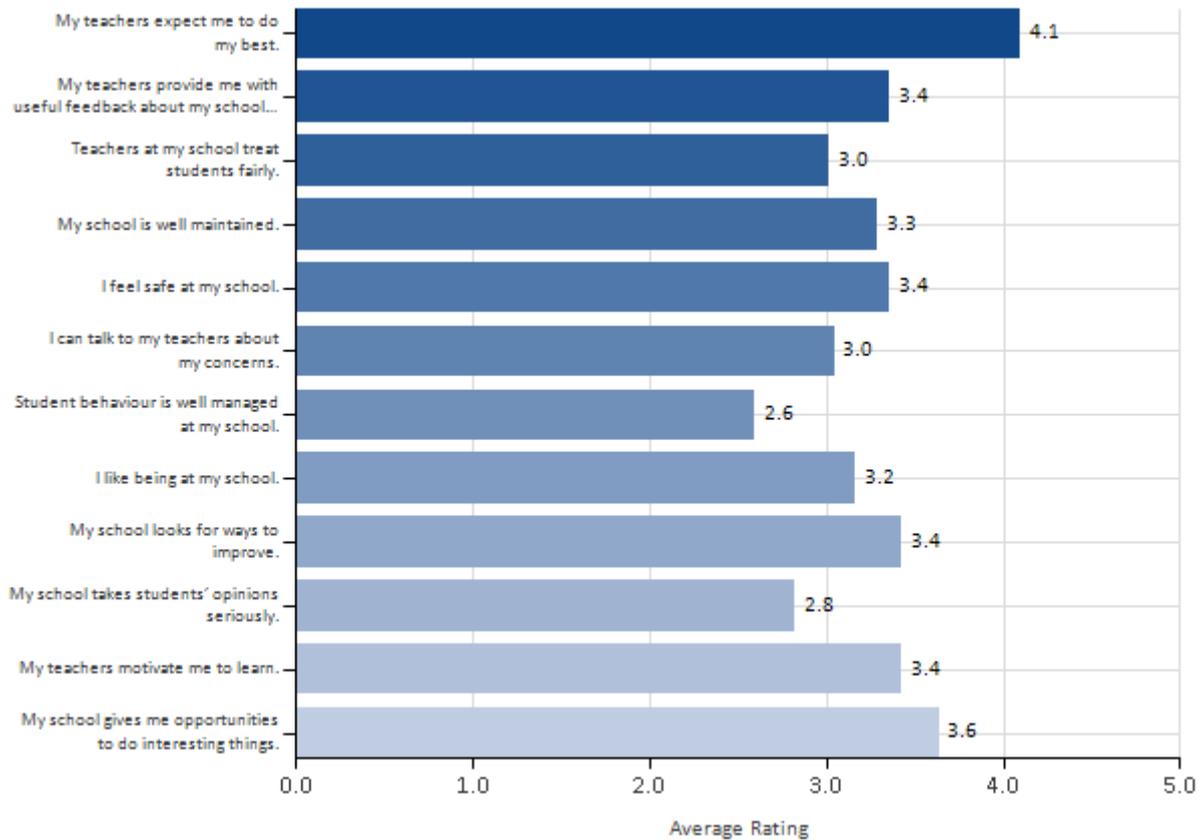
Survey Data

Pinjarra Senior High School prides itself on establishing a 3-way partnership with parents, students and teachers working together for the betterment of the individual. This has been confirmed by the strong results from the National Opinion Schools Survey completed by students, parents and teachers. Only 7% of parents and 4% of students surveyed disagreed that teachers at this school do not expect students to do their best. 72% of parents agreed that they can approach and talk to teachers regarding concerns with their child.

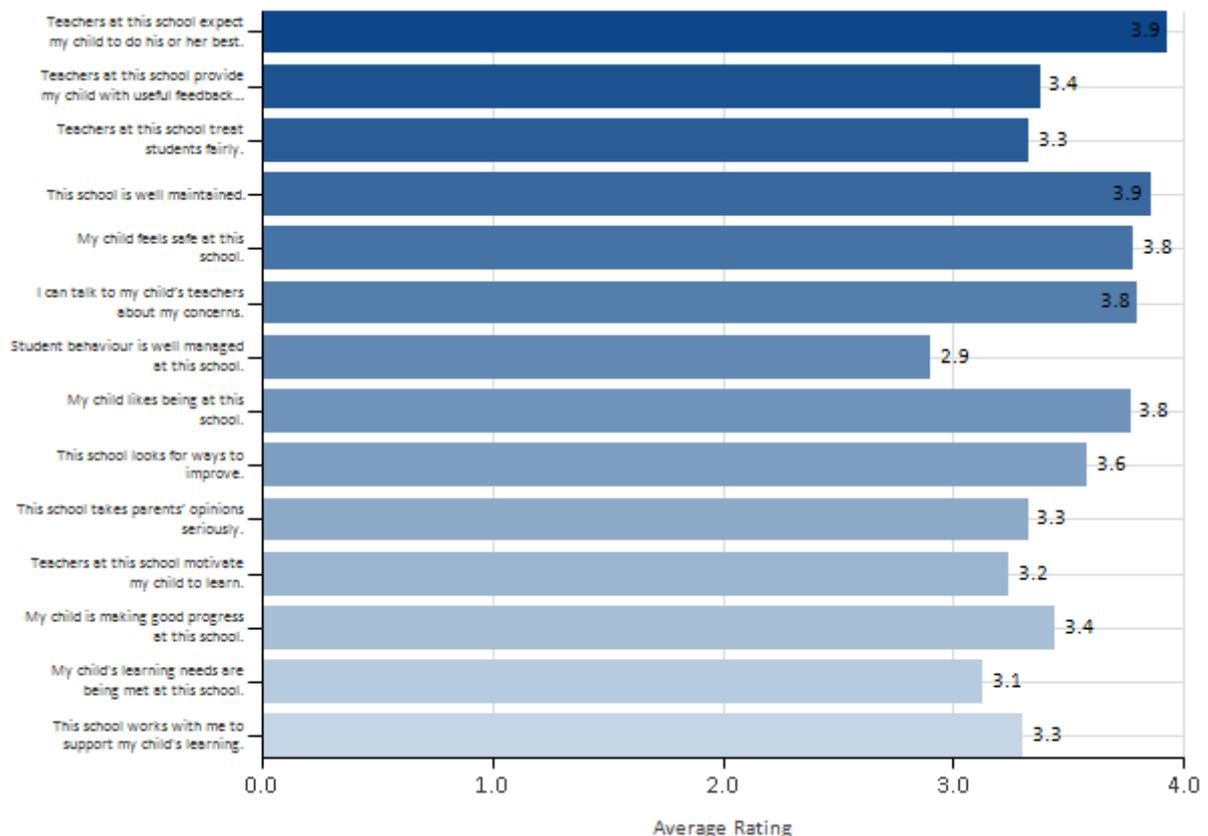
As stated in the student survey, 65% of students agree that the school provides opportunities to do interesting things. This is through a number of programs, activities, excursions and camps such as Subs In Schools, Science Technology, Engineering and Mathematics (STEM), Country Week and the Year 10 Canberra Trip.

The staff survey results confirm what students and parents have reported, regarding teachers expecting students to do their best and parents being able to talk to the teachers. Moving forward, the school is implementing a whole school approach to Positive Behaviour Strategies to improve the way student behaviour is managed in the school.

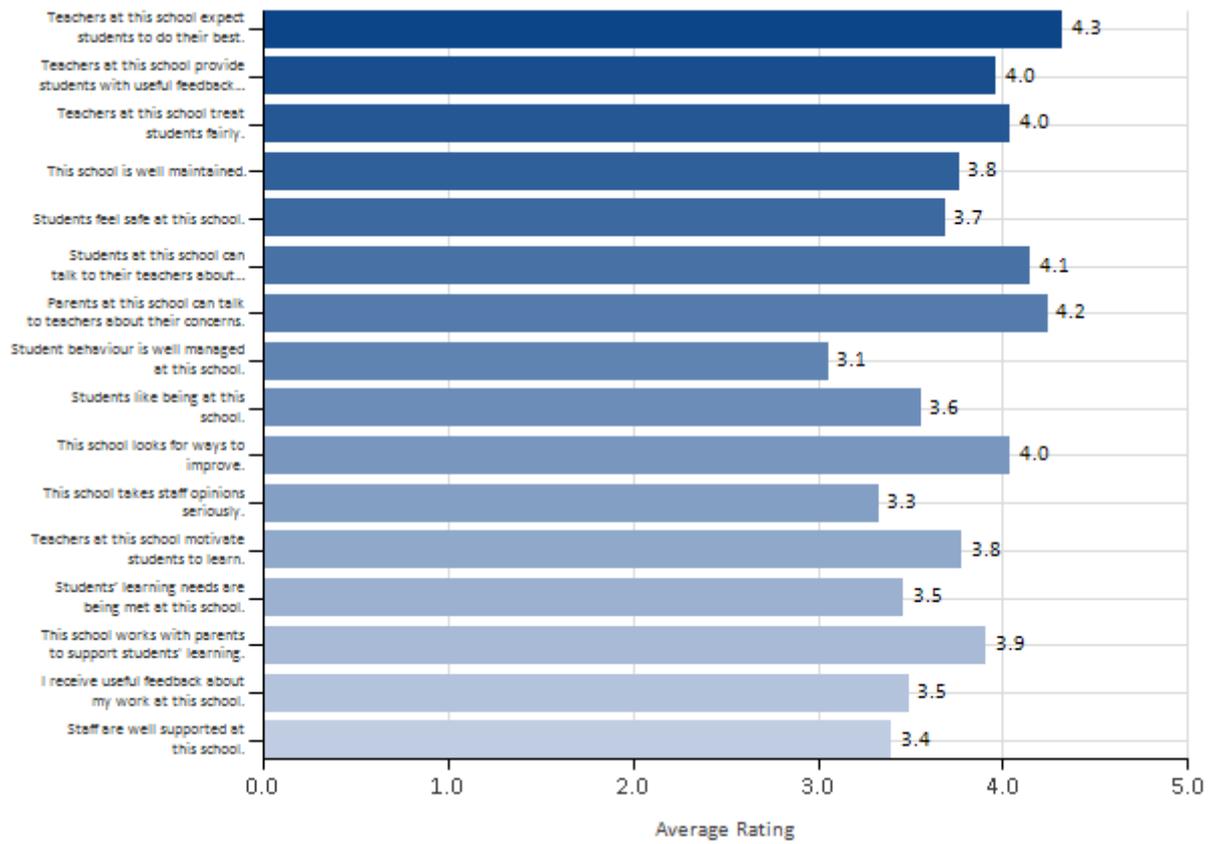
Student Response Data



Parent Response Data



Staff Response Data



Positive Behaviour Strategy

The introduction of a Positive Behaviour Strategy (PBS) was a school based decision so as to align with the network feeder schools. A Coordinator was appointed and allocated resources and time, resulting in a committee being established to develop a whole school Positive Behaviour Strategy matrix.

The committee consists of the School Principal, Associate Principal, Student Services personnel, teaching staff, Heads of Learning Area, Graduate teachers and Education Assistants. The committee has meet on a regular basis and run Professional Development sessions for all staff to ensure whole school ownership based on building positive relationships. While PBS is in the implementation stage, the whole staff have been involved in interrogating data and identifying key behaviours and environments to assist in creating the PBS matrix. Moving forward, it is intended that the committee will work in consultation with the whole staff to further develop and integrate PBS within the school.

The new Student Services building and the re-structuring of the Student Services staffing profile, provided an additional Student Services Coordinator to assist with managing student welfare, health and mental-wellbeing for the Year 7, 9 and 11 cohort. An Attendance and Engagement Officer tracked and analysed school attendance and worked with 'severely at risk' students to re-engage and implement intervention strategies.

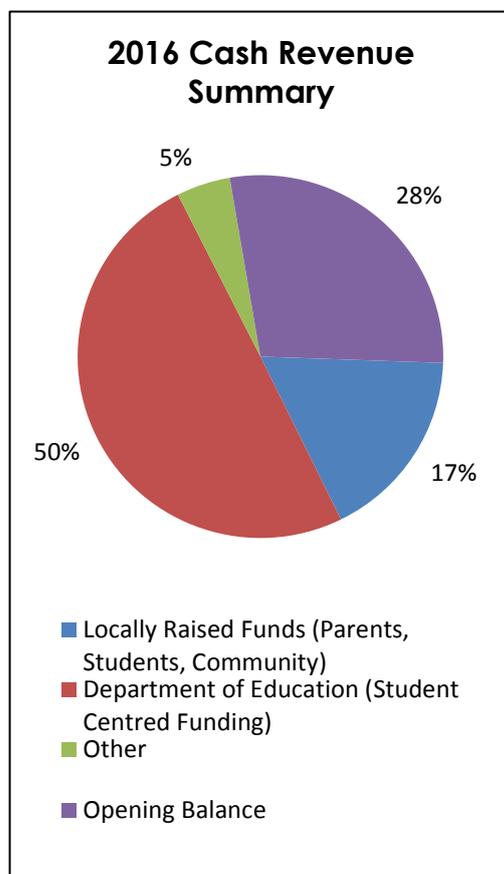
Public Relations Campaign Launch

In 2017, Pinjarra Senior High School will embark on a Public Relations campaign aimed at revitalising and strengthening the school's identity as well as building the school's presence both internally with staff and students, and externally throughout the community. A newly appointed corporate services officer will be responsible for a variety of tasks, such as consolidating the school's brand image, modernising school publications and communications, redesigning of the school's website, and the creation of school banners and signage. The school also aims to strengthen its social media presence in 2017, with the creation of an official school Facebook page.

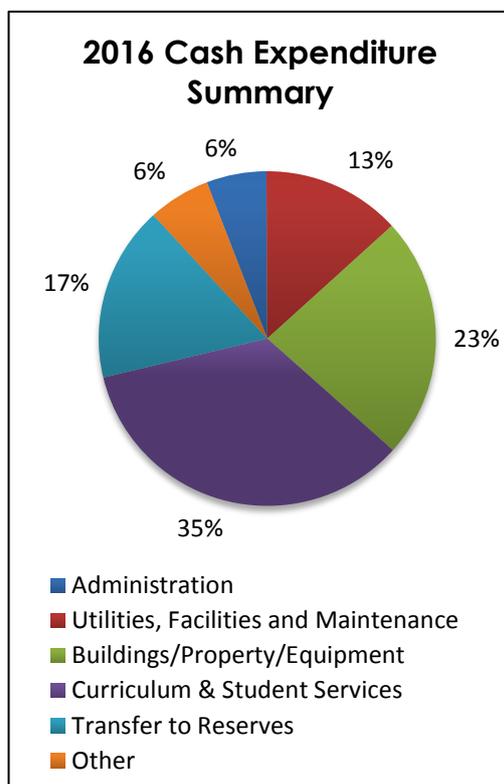


Finance

2016 Salary Expenditure	\$ 8,101,763
OPENING BALANCE 2016	\$ 577,930
PLUS TOTAL REVENUE	\$ 1,468,290
LESS EXPENDITURE	\$ 1,671,300
CLOSING BALANCE 2016	\$ 374,920

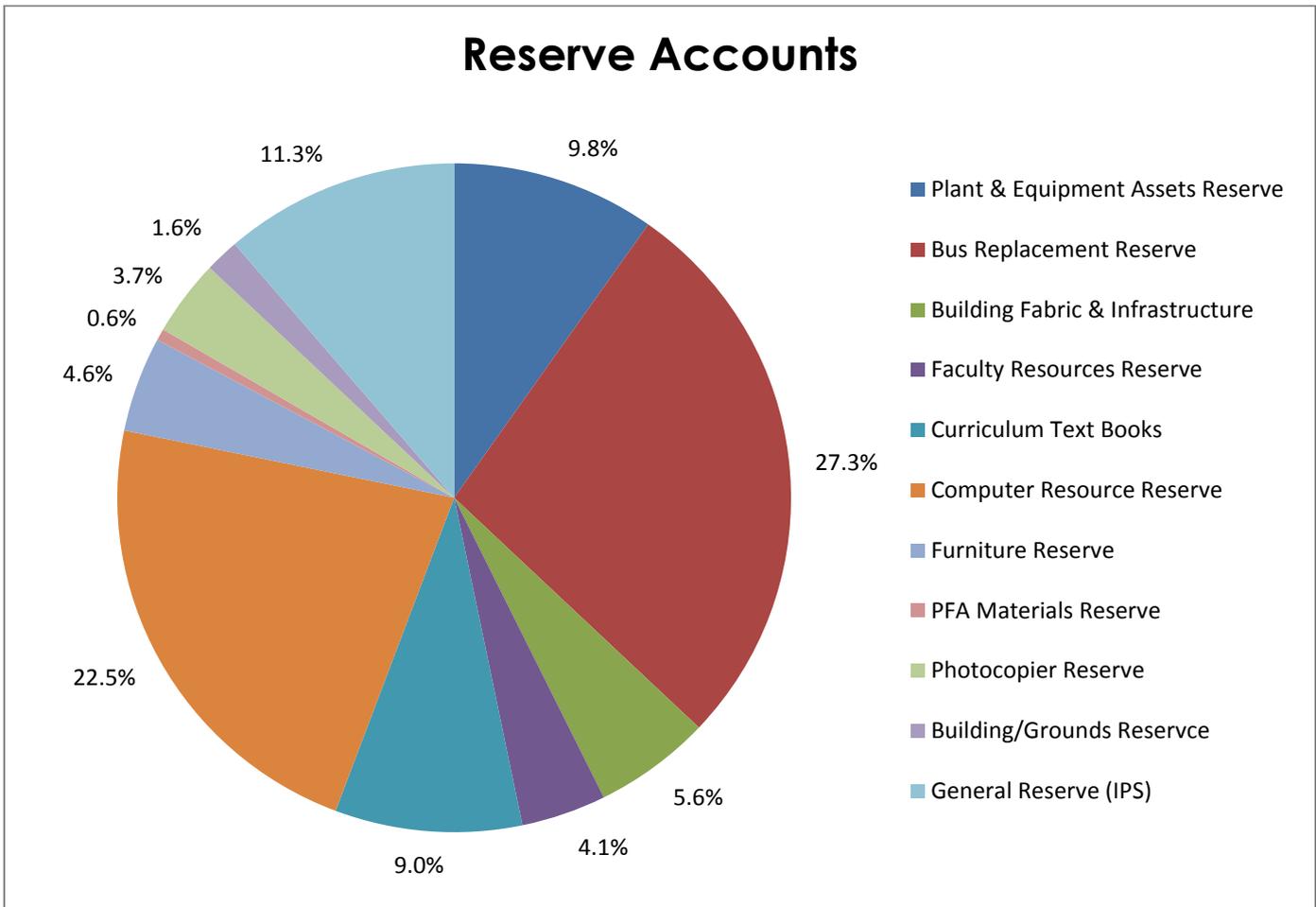


2016 CASH REVENUE SUMMARY		
Locally Raised Funds (Parents, Students, Community)	\$ 351,487	17%
Department of Education (Student Centred Funding)	\$ 1,019,262	50%
Other	\$ 97,541	5%
Opening Balance	\$ 577,930	28%
	\$ 2,046,220	100%



2016 EXPENDITURE SUMMARY		
Administration	\$ 96,242	6%
Utilities, Facilities and Maintenance	\$ 222,382	13%
Buildings/Property/Equipment	\$ 390,738	23%
Curriculum & Student Services	\$ 579,034	35%
Transfer to Reserves	\$ 283,110	17%
Other	\$ 99,794	6%
	\$ 1,671,300	100%

Reserve Accounts Balance 31 December 2016		
Plant & Equipment Assets Reserve	\$ 86,944.94	9.8%
Bus Replacement Reserve	\$ 242,792.61	27.3%
Building Fabric & Infrastructure	\$ 50,000.00	5.6%
Faculty Resources Reserve	\$ 36,249.39	4.1%
Curriculum Text Books	\$ 79,879.45	9.0%
Computer Resource Reserve	\$ 200,244.84	22.5%
Furniture Reserve	\$ 40,968.65	4.6%
PFA Materials Reserve	\$ 5,000.00	0.6%
Photocopier Reserve	\$ 32,717.77	3.7%
Building/Grounds Reservice	\$ 14,555.80	1.6%
General Reserve (IPS)	\$ 100,510.00	11.3%
	\$ 889,863.45	100.0%



Acknowledgments

Year 12 Presentation and Awards Ceremony Awards Donors

Pinjarra Senior High School would like to thank the following award donors of our 2016 Year 12 Presentation and Awards Ceremony:

Action Trophies	Mandurah Muscateers
Alcoa of Australia Limited	Mandurah Toyota
Australian Defence Force	Mr Murray Cowper MLA
Auto One Pinjarra	Morcombe Travel
Bendigo Bank	Murdoch University
Caltex Australia	Oxlades Art Supplies
Charles Hull Contracting	Pinjarra Golf Club
Curtin University	Pinjarra Physiotherapy Clinic
CWA Coolup	Pinjarra/Waroona YouthCare
Department of Education	PSHS School Board
Edith Cowan University	Rotary Club of Pinjarra
Flag Lodge	RSM Australia
Galloway's Engine Reconditioning	Shire of Murray
Mr Andrew Hastie MP	Shire of Waroona
Lions Club of Pinjarra	Hon Dr. Sally Talbot MLC
Mandurah Bus Charters	University of Western Australia



Workplace Learning Employers for 2016

We would also like to thank all the local businesses who provided placements for our VET students throughout 2016.

- | | |
|----------------------------------|-----------------------------------|
| Artra Custom Kitchens | Pinjarra Engineering |
| Automac | Pinjarra Garden Power |
| Bedingfeld Lodge | Pinjarra Primary School |
| C-Wise | Potter's Patch |
| Curtis Electrical Contracting | Rise Electrics |
| Dwellingup Primary School | South City Honda |
| EnviroTune | Southpoint Star |
| Galloway's Engine Reconditioning | Waroona Community Resource Centre |
| Gunn's Auto Repairs | Waroona District High School |
| Head Shed Mandurah | Waroona Smash Repairs |
| Ja Jah's Hair Design Shop | Waroona Veterinary Clinic |
| Lanstall Farms P/L | Westurn Engineering |
| Murray River Auto Repairs | |





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