

Pinjarra Senior High School

2025 ANNUAL REPORT

THE CONTENT

PAGE 3 UNDERSTANDING THE ANNUAL REPORT

PAGE 4 PSHS BUSINESS PLAN

PAGE 5 SCHOOL CONTEXT

PAGE 9 OUR VISION AND OUR LEARNING CULTURE

PAGE 10 OUR VALUES

PAGE 11 FROM THE PRINCIPAL

PAGE 13 STUDENT NUMBERS

PAGE 15 STAFFING NUMBERS

PAGE 16 FINANCIAL SUMMARY

PAGE 18 GROWING LEARNING AGENCY

PAGE 22 PRE-CONDITIONS FOR EFFECTIVE LEARNING

PAGE 31 POSITIVE SCHOOL CULTURE, WELLBEING & SAFETY

PAGE 34 COMMUNITY PARTNERSHIPS



Understanding the Annual Report

The 2025 Annual Report provides parents, caregivers and members of the school community an overview of Pinjarra Senior High School's performance over the past year. It provides information outlining progress against identified priorities, which includes data related to student academic performance, attendance, school programs and resource allocation within the school context. This report is a small component of the total self-assessment and reporting processes that the school undertakes. As an Independent Public school, Pinjarra Senior High School develops a Business Plan that frames a range of different Operational Plans. The Business Plan, the Statement of Expectations and School Financial Agreement have been endorsed by the School Board and provide the basis for other ongoing accountability and reporting. The 2025 Annual Report reflects the school's Priorities and Targets, as outlined in the Pinjarra Senior High School Business Plan 2025 – 2027.

PSHS BUSINESS PLAN
2025 – 2027

The Business Plan 2025 – 2027 contains a strong school improvement agenda that represents an iterative approach based on self-assessment to build our achievements and strengths as a community of learners. Through empowering and engaging students in inclusive, safe learning contexts and supporting 'learnership' skill development, we will ensure our students are equipped for success in the rapidly changing academic and social environments of the 21 century.

The Business Plan 2025- 2027 was collaboratively designed by our staff as a clear road map to enable us to progress towards our vision. Strategic direction continues to be informed and shaped by staff and community feedback to review, refine and align the beliefs and practices that underpin our collective commitment to become a highly effective school for the community we serve. Student and parent voice, a range of quantitative and qualitative metrics and performance data and the Department of Education's *Aspirations for All* – Strategic overview for Public have also been key drivers in determining school priorities and targets within this plan.



School Context

Since 1921, Pinjarra Senior High School has proudly served the community of Pinjarra and its surrounding region. In 2021 the school celebrated its centenary year, marking a significant milestone both for Pinjarra Senior High School and the wider community.

Pinjarra Senior High School is located near the Pinjarra town centre and caters for students in Years 7 through 12, providing innovative programs and pathways to prepare students for success in tertiary education, vocational training, traineeships, apprenticeships and the workplace. Specialist programs include a school-based AFL Football and Netball Academy, an Academic Extension Program and a range of engagement programs for identified students from years 7 – 12. The school also has an agriculture program for students from year 10-12, which is hosted off site through generous industry partners, C Wise.

Pinjarra Senior High School offers a comprehensive range of courses and pathways to support, engage and extend students. The timetable includes a wide range of electives for students in years 7 – 10 and includes designated periods for literacy and numeracy development for all lower school students. Further, senior school students access timetabled study skills classes as part of a school wide approach to improving performance. A Pastoral Care period for all students to facilitate initiatives related to student well-being and school unity is also included. The vertical House System creates a strong sense of belonging for students and staff across the school. These measures are designed to enhance the holistic educational experience of students at Pinjarra Senior High School.



Academic Extension Program

The school's Academic Extension Program (AEP) centralises learning through the development of enterprise skills such as problem solving, communication, creativity, collaboration and teamwork. Students are offered extensive opportunities for engagement in real world, project-based learning that sees them significantly connecting with community, educational and industry partners within our 'learning ecosystem'. Excursions, local and national competitions, and the public exhibition of student work are integral to developing students' sense of purpose and entrepreneurship in their learning. This approach complements curriculum programming and encourages students to embrace challenges to develop their learning skills, or 'learnership'.





Engagement Programs

Similarly, the Engagement Programs offered to students in years 7 – 10 also focus on the development of learning and interpersonal skills to develop confidence and a clear sense of purpose at school. Programs are based on personal visioning and goal setting for individual students, who actively codesign the challenges and actions that will help them to grow. Programs vary from year to year, but typically the focus from self -awareness and resilience in year 7 to vocational pathways and training in year 10 maps a journey from self-understanding through social and emotional learning to a relevant, purposeful pathway towards future success beyond school. Both the AEP and Engagement initiatives seek to cultivate growth-oriented mindsets, academic confidence and develop personal capabilities to enable students to become adaptive, independent learners who are positive contributors to the local and wider communities in future years.





Pinjarra Football & Netball Academy

The Pinjarra Football and Netball Academy (PFNA) is inclusive of a wide array of student athletes and aligns to the structure of sporting clubs in the region who are part of the Peel Football and Netball League. The program is available to students from Years 8–10 and focusses on developing sporting skills and knowledge in the AFL and Netball contexts, alongside of teaching positive values aligned to self-development and building leadership capacity within the group. Responsibility, teamwork and good citizenship are attributes that are foregrounded within the PFNA. Students are selected for inclusion in the program through an annual 'draft' and placements are subject to annual review. Our PFNA students are important ambassadors for our school, both in the sporting and wider communities.





Rural Operations Farm-Based Program

Access to the school farm–based program is facilitated by strong partnerships with local industry and affords Pinjarra Senior High School students with a unique learning pathway, which includes achievement of the Cert II in Rural Operations, Workplace Learning in the agricultural context and perhaps most importantly develops individual qualities and team-work skills that are readily applicable to employment in our region. The school farm enables authentic learning in a supported, safe, and dynamic environment.



Student Services

The Student Services Team provides individualised support and pastoral care programs to ensure a wide array of social learning needs are met and that students are equipped to handle challenges they may face in and out of school. This team is comprised of five 'Heads of House', a School Chaplain, School Psychologists, an Aboriginal Education Support Officer and a School Nurse, and is led by two Level 3 Student Services Managers who facilitates processes to enable a positive, safe and inclusive school culture.






Facilities

Students have access to an impressive array of learning environments, including a fully equipped Engineering Trade Training Centre and well-equipped automotive, wood working and metal working rooms, a commercial kitchen, specialised state-of-the-art facilities for music, performing arts and sports, a purpose built STEM classroom and an environment rich with outdoor recreation opportunities. These facilities enable a wide range of curricula and extra-curricular learning experiences at Pinjarra Senior High School





Community Partnerships

Through partnerships with the local business community and universities, Pinjarra Senior High School strives to provide its students with a wealth of opportunities to become involved with Work Place Learning, University enrichment programs, authentic project-based learning and scholarship opportunities. Generous sponsorship from not-for-profit groups and industry partners enable us to provide bespoke and innovative programs to meet different student aspirations.

These relationships are well supported by the School Board, which is comprised of school staff, parents and community members with strong links to local industry. The Board plays a significant role in school governance and actively seeks and supports external partnerships and expertise to enhance opportunities and pathways for students.




OUR VISION

We are a community of adaptable, future focused learners ready to confidently take our place in the world as successful global citizens.

We believe in creating an environment where everyone continually grows their capabilities, embraces challenges as opportunities, and build the skills needed to thrive in a changing world. We will strive to achieve this through ensuring that Pinjarra Senior High School is a place where all people belong and innovative, purposeful education inspires growth, connection, and confidence towards future success.

Our vision recognises the opportunities offered at Pinjarra Senior High School and reflects our commitment to inspire our students and staff to be aspirational and self-confident. With a strong focus on the development of effective leadership and a culture of self-assessment to drive continuous improvement throughout the school, the challenge is the same for students and staff alike.

OUR LEARNING CULTURE

Innovative

We explore creative approaches to learning that connect classroom experiences with real-world contexts. Students and staff continuously develop skills to approach problems from different angles, designing solutions that matter to them and their community.

Connected

We build meaningful relationships that enhance learning—between students, teachers, parents and caregivers and our wider community to foster a strong sense of individual and collective wellbeing. Learning thrives through collaboration, communication, and connecting knowledge across different areas of life.

Resilient

We view challenges as opportunities to develop new capabilities. When we encounter difficulties, we respond with strategic persistence, seeking feedback and applying effective approaches to move forward. This capacity to problem- solve and grow develops agency for life.

At Pinjarra Senior High School, we're not just preparing students for the future — we're developing their capacity to create it. By focusing on growth, respect, empowerment, and adaptability, we build learners who continue to expand their capabilities throughout life.

Our Values

Be TRUE

T Tolerance

We foster a fair and inclusive environment where all can thrive.

R Respect

We speak and act mindfully, work purposefully and take responsibility for the outcomes of our choices.

U Unity

We encourage and support one another as a community to work and grow together.

E Embrace Opportunities

We have high expectations of students and staff to approach challenges as opportunities for growth and take action to stretch into the 'learning zone' to build capacity and improve performance.



FROM THE PRINCIPAL

Jan Stone

The past few years have seen significant changes to the 'normal' work of schools. Across the Public School system, we are striving to meet increasingly complex needs for individuals, groups and the school community. This has been even more challenging in the context of the teacher shortage that has significantly affected many public schools, including Pinjarra Senior High School.

Social, economic and technological changes have prompted strategic reflection on how we can shape the experience of schooling to effectively engage our diverse range of students, develop our collective capacity to support learning and partner with the community to ensure that we provide education that is relevant and purposeful.

2025 saw the implementation of the new 2025 – 2027 Business Plan, wherein our commitment to a learning culture focussed on developing growth mindsets, learning skills and agency for our students and staff underpins our refined school priorities. The new plan builds on the significant progress made to date and seeks to deepen the learning-focussed culture established in the previous business planning cycle.

In 2025 we made pleasing progress in implementing strategies to address the identified priorities. One of the key developments in our approach to deepen understanding and enhance traction around 'teaching for a learning culture' was regrouping staff from working in cross curricular professional learning communities to aligning action research processes to learning areas, so that HOLAs could more actively lead and support staff to innovate teaching practices in curriculum delivery contexts. This effectively changed our lens from 'macro' to 'micro', provided greater clarity for teachers about effective practice and improved their confidence to implement different approaches. Each learning area was able to share and scale practice through peer coaching and whole staff development opportunities. This shift also empowered the leadership team to create consistency in teaching and learning models, strategies and messaging across the school, consolidating our collective understanding of the learning culture we are developing and sharing this with students, parents and the wider community. Throughout 2025, we continued to refine the balance between developing the skills of teachers and those of learners, such that the processes are increasingly complementary and impactful. This work will be an ongoing focus during 2026 and 2027.

A strong example of innovative practice to develop learner skills and agency in 2025 was the launch of the PULSE program, a senior school engagement pathway for students who for a variety of reasons are unlikely to achieve the WACE. This program was developed in response to historical data reflecting poor student retention between year 10 and 12 and targeted those students most at risk of disconnecting from education and 'getting lost in the system', including repeat year 11 students and others identified as being at educational risk.

The inaugural year of the PULSE program produced outstanding results, with three students achieving the Certificate II CGEA , completion of selected WACE courses and successful completion of Work Place Learning units. The school was also extremely fortunate to develop a partnership with the Peel Community Foundation, who generously sponsored the PULSE program to equip their learning centre, establish several enterprise learning contexts and provide access to micro credential qualifications for all PULSE students. A further community partnership funding grant from South 32 enabled us to establish an on-site gym to facilitate Engagement Programs and support the delivery of Certificate III in Fitness and the Pinjarra Football and Netball Academy classes. We are grateful for these community partnerships, which will continue in 2026.

FROM THE PRINCIPAL

Jan Stone cont'd

Throughout 2025, the school community committed to the school motto to be TRUE – Tolerant, Respectful, United and Embrace Opportunities. They showed this through spirited participation in many school events, including the formal ANZAC assembly, NAIDOC week, swimming and athletics carnivals, pedal prix racing and a School Ball and Awards ceremony for our graduating Year 12 students, along with interschool sporting fixtures and many camps and excursions. Notable among these was Country Week and the successful PFNA trip to Melbourne.

A resurgence of the Arts was also part of the 2025 school year, with our talented students and Drama staff presenting the first whole school production in the newly built Performing Arts Centre. The play, 'Alice' was a spectacular launch of the facility for the community and was testament to the creative skills and hard work of those involved. Based on the success of 'Alice', it is our intention to showcase a whole school production again in 2027, with annual participation in YoH Fest also part of the ongoing development of the Arts program at Pinjarra Senior High School.

The Alcoa Prospects Program was also a highlight of 2025 showcasing our valued community partnership with Alcoa Australia. This program is an unique opportunity for career development for girls at our school to learn about careers in the resources industry. Such a long standing, exclusive partnership reflects the commitment of Alcoa to our school and students. Congratulations to Prospects scholarship winners, Sophie Clamp, Alivia Dowdell, Caitlin Smith and Sofie Wirth. Alcoa also sponsored the Academic Scholarships for Excellence for students experiencing disadvantage to support aspiration and achievement. We sincerely thank Alcoa for their generous partnership to support educational pathways and learning opportunities for our students.

As Principal, I am very proud of the school community for their collective contributions to support our school to shape purposeful, individualised and impactful educational pathways for our young people. On behalf of the staff and School Board of Pinjarra Senior High School, I proudly present this Annual Report as evidence of our achievement as an effective school striving for continual improvement.

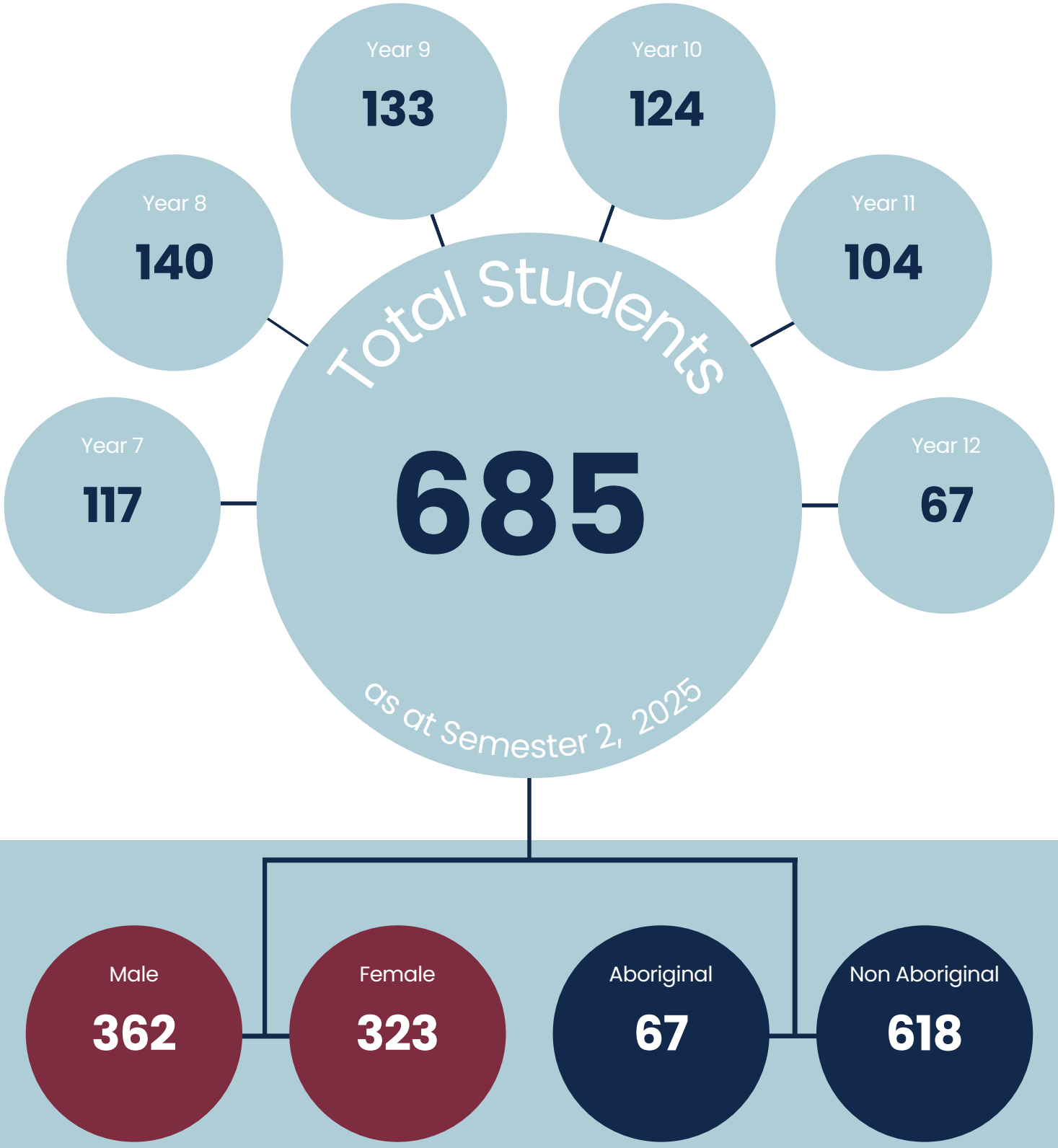
Jan Stone
Principal



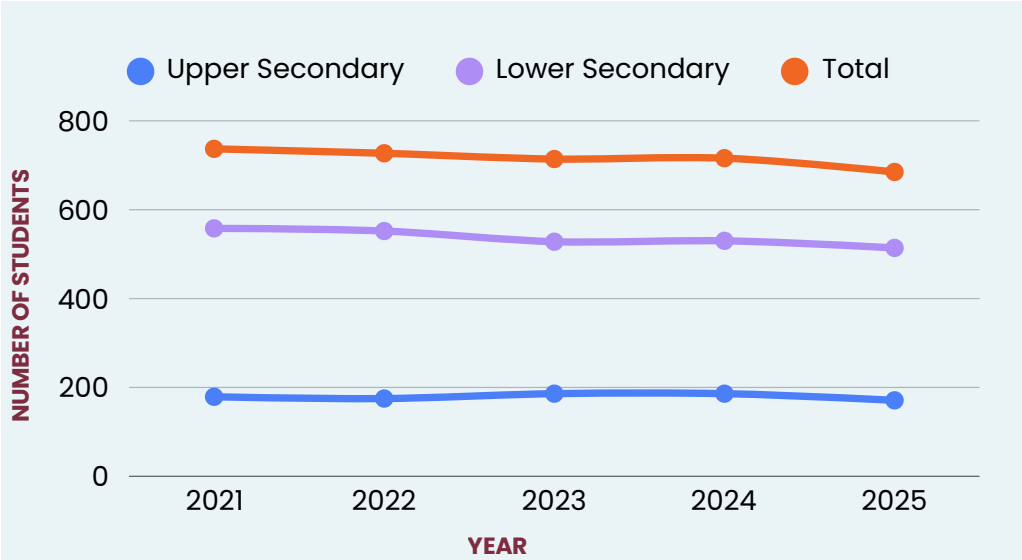




Student Numbers



Student Number Trends

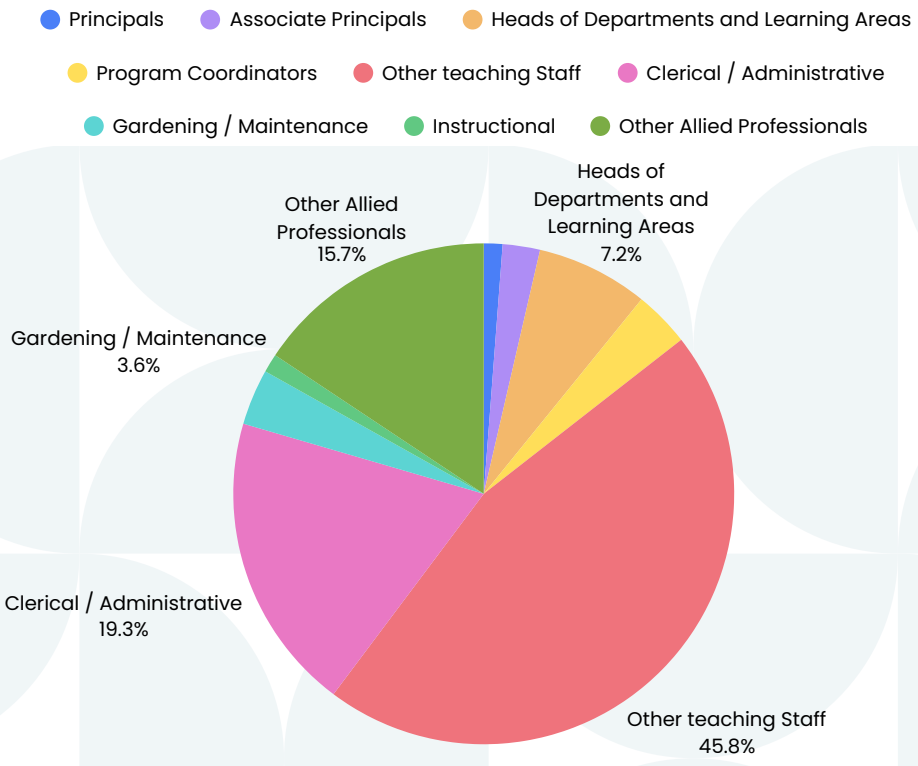


	2021	2022	2023	2024	2025
Lower Secondary	558	552	528	530	514
Upper Secondary	179	175	186	186	171
TOTAL	**737**	**727**	**714**	**716**	**685**



Staffing Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	3	3.0	0
TOTAL ADMINISTRATION STAFF	**12**	**12**	**0**
Other Teaching Staff	38	34.9	2
TOTAL TEACHING STAFF	**38**	**34.9**	**2**
Clerical / Administrative	16	12.0	2
Gardening / Maintenance	3	2.4	0
Instructional	1	0.9	0
Other Allied Professionals	13	10.8	0
TOTAL ALLIED PROFESSIONALS	**33**	**26.1**	**2**
TOTAL	**83**	**73.0**	**4**



Note:
All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Board of Western Australia.

Financial Summary

2025

ONE LINE BUDGET - DEC 2025 (Verified December Cash)		
	Current Budget ($)	**Actual YTD ($)**
Carry Forward (Cash):	310,376	310,376
Carry Forward (Salary):	1,023,399	1,023,399
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	10,663,766	10,663,766
Locally Raised Funds	467,489	463,091
TOTAL FUNDS:	12,465,030	12,460,632
EXPENDITURE		
Salaries	9,342,249	9,342,249
Goods and Services (Cash):	1,758,245	1,277,662
TOTAL EXPENDITURE:	11,100,494	10,619,912
VARIANCE	**1,364,535**	**1,840,720**

LOCALLY RAISED FUNDS (Revenue)		
	Current Budget ($)	**Actual YTD ($)**
Voluntary Contributions	45,000	43,037
Voluntary Contributions	248,457	246,822
Fees from Facilities Hire	2,409	1,422
Fundraising/Donations/Sponsorships	73,741	73,926
Other State Govt/Local Govt Revenues	18,769	18,769
Revenue from CO, Regional Office and Other schools	390	390
Other Revenues	69,387	69,387
Transfer from Reserve or DGR	8,722	8,722
Farm Revenue (Ag and Farm Schools only)	614	614
TOTAL FUNDS	**467,489**	**1,840,720**

Financial Summary cont'd 2025

GOODS AND SERVICES (Cash Expenditure)		
	Current Budget ($)	**Actual YTD ($)**
Administration	52,142	39,030
Lease Payments	46,000	27,587
Utilities, Facilities and Maintenance	347,917	293,196
Buildings, Property and Equipment	337,516	174,814
Curriculum and Student Services	682,464	459,642
Professional Development	50,839	52,516
Transfer to Reserve	194,000	194,000
Other Expenditure	22,521	19,659
Payment to CO, Regional Office and Other Schools	19,560	12,231
Farm Operations (Ag and Farm Schools only)	5,286	4,986
TOTAL FUNDS	**1,758,245**	**1,277,662**



PRIORITY

Growing Learner Agency

teaching for a learning culture

YEAR 12 ACHIEVEMENT DATA - TARGETS

- Year 12 WACE achievement at 85% or higher to be maintained from 2025 to 2027
- VET participation rate at 80% with successful completion rate at 70% or higher across all qualifications from 2025 to 2027.
- Increase the percentage of students achieving the threshold in year 12 Metrics to meet or exceed 30%.
- Increase the retention of students in successive year 10 – 12 cohorts to exceed 65% and/or align to Like and Public-School Year 12 Metrics data.

	Student Numbers Sem 2, 2025	WACE ELIGIBLE 2025	TOTAL COHORT YEAR 10-12	% WACE ELIGIBLE (OF TOTAL COHORT)	WACE ACHIEVEMENT 2025	WACE ACHIEVEMENT %
PSHS	67	58	125	46%	47	81%
LIKE SCHOOLS				65%		85%
PUBLIC SCHOOLS				71%		90%

The WACE achievement rate was 81% of WACE eligible students, which is a small drop from 2024 (86%). The 2025 WACE achievement rate is below like schools at 85% and WA Public Schools at 90 %. This data is attributable to ten students (17% of eligible cohort) not achieving the literacy and numeracy standard (OLNA) as the only reason for not achieving the WACE. Further enquiry into the impact of existing interventions and consideration of additional strategies and resources to improve literacy and numeracy achievement from years 7 – 12 will be pursued in 2026.

The percentage of total cohort who are WACE eligible (46%) continues to be below like schools at 65% and state at 71%. This indicates a significant concern around both student retention and performance during year 11 and 12. We will continue to implement intervention strategies to minimize barriers to WACE achievement in 2026 – primarily increasing the achievement of OLNA in years 10 and 11. We will also develop metrics to determine the impact of PULSE and other engagement programs on student retention and performance during 2026 and 2027.

SECONDARY METRICS

The Department has developed three senior secondary school performance metrics to measure student success as defined by individual progress as well as Year 12 outcomes. These metrics provide schools with targeted information to strengthen their focus on improvement and help celebrate year-on-year success.

The three metrics are:

- Retention – the apparent retention from Year 7 to Year 12.
- Completion – WACE completion rates for students who commence Year 11.
- Progress and Achievement – the percentage of students reaching achievement benchmarks at the end of Year 12 based on their Year 9 NAPLAN results.

Secondary Metrics					
Completion Rate					
	2025	**2024**	**2023**	**2022**	**2021**
Completion Rate	39.3%	44.20%	50.40%	34.20%	38.70%

Apparent Retention Rate					
	2025	**2024**	**2023**	**2022**	**2021**
Apparent Retention Rate	43.20%	54.70%	61.60%	51.90%	51.10%

Progress and Achievement – number of students per band. (% of students meeting the achieved threshold for that NAPLAN band). Highest NAPLAN band of Reading, Writing, or Numeracy is selected.					
Year 9 NAPLAN highest band	**2025**	**2024**	**2023**	**2022**	**2021**
10	8 (12.5%)	3 (0%)			
9	13 (0%)	21 (9.5%)			
High band 8	12 (25%)	15 (6.7%)			
8	34 (8.8%)	24 (12.5%)			
7	24 (20.8%)	43 (46.5%)			
6	15 (33.3%)	16 (25%)			
Band 5 or exempt	5	3			
Incomplete/No NAPLAN score	9	22			
Total	122 (15.7%)	147 (24.6%)			

- In 2025, the number of students meeting the achievement thresholds in year 12 based on predicted trajectories in year 9 was 15.7%, which represents a significant decline from 2024 where 24.6% of students met the expected threshold target of 30% for all schools. Encouragingly 21.5% of students in the cohort met the 'pre-threshold' achievement targets, indicating that they were very close to predicated outcomes. Identifying and supporting students in this space to stretch in year 9, 10 and 11 to reach their expected thresholds will be an ongoing focus in 2026.

- It is noteworthy that the number of students completing NAPLAN testing in 2025 metrics increased, with only 9 students not having a score down from 22 in 2024. This reflects improved engagement in year 9 but may be a factor in lower than expected achievement in year 12.
- ·It is evident that students achieving band 8 – 10 (who should be our highest performing students) are not achieving the expected thresholds. This pattern of 'under-performance at the top' is an ongooing line of enquiry for 2026. The current approach to developing a proactive learning culture – building aspiration and learning skills, fostering confident mindsets to tackle challenges, shaping capacity to act effectively to progress and individualized pathways for students according to needs has been effective, evidence by improved percentages of stduents meeting the thresholds in Band 6, High Band 8 and Band 10.

ATAR PARTICIPATION RATE

	2025	2024	2023	2022
School Count (% Cohort)	11(9%)	6(5%)	13(11%)	7(5%)
Difference from Expected				-2%
School (WACE eligible)	17%	8%	18%	11%

- The percentage of students participating in the ATAR pathway is meeting the target of >10% in 2025. This is within the expected range based on year 9 NAPLAN results and the ICSEA of the school. Notably, a larger percentage of students achieve university entrance via alternative pathways than through participation in ATAR. This trend is consistent over the past few years.
- Fostering increased academic confidence and aspiration are central to the strategic priorities of the school, which may increase ATAR participation in future. However, our priority remains to ensure that students are provided with strong pathways that are accessible, relevant and purposeful to the achievement of individual goals and aspirations.

ATAR PERFORMANCE

Count of Students (% of ATAR Students)

	2025	2024	2023	2022
99+				
90-98.95	1 (9%)			1 (14%)
80-89.95			3 (23%)	
70-79.95	1 (9%)	2 (33%)	4 (31%)	2 (29%)
55-69.95	3 (27%)	2 (33%)	3 (23%)	1 (14%)
<55	5 (45%)	2 (33%)	3 (23%)	4 (43%)
University English Language Competency (FSS 50+)	2 (18%)	4 (67%)	5 (38%)	4(57%)

- 18% of ATAR pathway participants achieved the ELC requirement for university entrance in 2025, compared with 67 % in 2024. This is of significant concern and will be a line of enquiry in 2026.
- The moderated scaled score was 44.73% which is unacceptable.

ATAR Triciles

	2025	2024	2023	2022
High (Above 90.2)	1 (9%)			1 (14%)
Mid (Between 75.9 and 90.2)	0	1 (17%)	6 (46%)	
Low (Below 75.9)	9 (82%)	5 (83%)	7 (54%)	6 (86%)

- The representation of 82% of students in the low tricile is disappointing, and continues a trend of poor performance in the ATAR pathway given the more balanced performance of the cohort in 2023. Increased individual student monitoring reflects a pattern of students changing goals during year 12, resulting in "non-triers' impacting overall performance.

- Most students received offers for placement, given the bonuses available due to regional location and opportunities for further literary assessment.

FLEXITRACK High

In 2025, students selecting the alternative university entrance pathway Flexitrack High were successful with five passing the endorsed course and only one student withdrawing. This grants these students with university entrance in 2026. On balance, between ATAR pathway offers and Flexitrack, this is a reasonable outcome for this cohort.

Vocational Education & Training

- VET engagement and achievement shows a decline with a decrease in enrolments from 66% in 2024 to 58% in 2025. The uptake of Flexitrack as an alternative university pathway accounts for less students in higher level certificates and for the higher rate of non-completion (25%) as students change options between year 11 and year 12.

- There is however a stable trend towards the completion of higher-level qualifications in comparison with previous years. In particular, the completion of five Certificate IV and four Certificate III qualifications reflects the value placed on vocational learning by the school community. Notably, fifteen students completed two vocational qualifications. We will continue to seek opportunities for students to access Certificate III and IV courses moving forward.

SSCA Awards

Award	2025	2024	2023	2022
VET Certificate of Excellence		1		
Certificate of Distinction				1
Certificate of Merit	1	2	6	
Total number of students awarded	1	2	6	1
Number students with 2+ awards		1		

PRIORITY

Preconditions for Effective Learning

STUDENT ATTENDANCE TARGETS

- Improve the percentage of students demonstrating regular attendance as indicated.
- Reduce the percentage of students represented in the 'moderate' and 'indicated' risk categories across whole school attendance record.
- Increase the percentage of students represented in the 'regular' category across the whole school attendance record.
- Maintain Aboriginal student attendance rates exceeding both like and WA Public Schools by at least 10%.

Student Numbers (as at Semester 2, 2025)							
Secondary	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Full Time	117	140	133	124	104	67	685

	SECONDARY STUDENTS
Male	362
Female	323
Total	685

ATTENDANCE OVERALL

Secondary Attendance Rates

	Non Aboriginal			Aboriginal			Total		
	School	Like School	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	82.4%	82.1%	84.9%	63.6%	63.1%	59.2%	80.7%	79.8%	82.5%
2024	80.5%	81.9%	84.7%	63%	63.5%	57.6%	78.9%	79.6%	82.2%
2025	81%	80.7%	84.5%	70%	61.6%	55.6%	79.9%	78.1%	81.7%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023 PSHS	38.60%	28.40%	20.20%	12.80%
2024 PSHS	35.50%	30.90%	16.50%	17%
2025 PSHS	42.30%	27.5%	15%	14.6%
Like Schools 2025	37.7%	25.9%	19.3%	17.1%
WA Public Schools 2025	48%	24%	15%	13%

- Attendance data for 2025 shows that most of the attendance targets have been achieved with improved attendance being evident in all categories.
- At 81% in 2025, overall student attendance is consistent with Like Schools at 80.7% and close to the percentage for WA Public schools at 84.5%. This is generally a positive pattern reflecting consistent levels of school attendance since 2023.
- The notable increase in the 'regular' attendance category from 2024 – 2025 suggests that revised attendance processes over the past 18 months are having a positive impact. Proactive strategies include reward and incentive programs implemented such as 'Pizza with the Principal' for those students maintaining 100% attendance across a school term and 'Advanced Standing' for those maintaining 92+% across the year.
- The corresponding reduction of students represented in the 'indicated', 'moderate' and 'severe' categories demonstrate improvement trends across the whole school, which suggests that intervention and engagement programs and strategies are also having a positive influence on student attendance.
- The target for Aboriginal student attendance rates has been achieved, with 2025 seeing a return to attendance patterns significantly above both like schools and WA Public Schools and is a marked improvement on 2023 and 2024 data. This upward trend is attributable to a strong focus on school practices around Aboriginal cultural awareness and responsiveness and staff training.

Literacy & Numeracy
NAPLAN Targets

YEAR 7 NAPLAN TARGETS

- Increase the proportion of students represented in 'Strong' and 'Exceeding' progress indicators for Reading, Numeracy, Writing and Language Conventions – data to reflect iterative improvements.
- Reduce the overall number of students represented in the 'Needs Additional Support' and 'Developing' progress indicators for all test categories.

Data from 2025 NAPLAN for Year 7 students is reflective of the education programs offered at feeder primary schools as NAPLAN testing occurs very early in Term 1. The data shows that targets in the PSHS Business Plan 2025-2027 have not yet been achieved:

- There has been a decrease in the percentage of students achieving in the EXCEEDING and STRONG categories from 2024 to 2025 but a small increase if comparing data between 2023 and 2025. Additional longitudinal data is needed to establish a trend and accurately evaluate progress towards the achievement of the set targets.

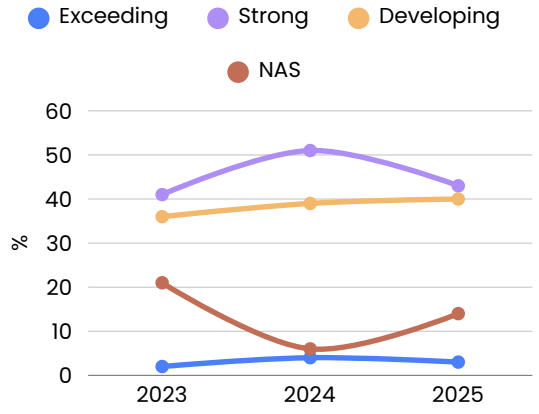
- The number of students in the NAS category between 2024 and 2025 has remained stable except for Numeracy where there has been a marked increase, although a significant improvement compared to 2023. Again, additional longitudinal data would provide greater accuracy in terms of trends.

- A similar fluctuation is evident in the Language Conventions data although, on balance, there is clearly an uptrend across the Spelling domain across 2023, 2024 and 2025.

Literacy & Numeracy

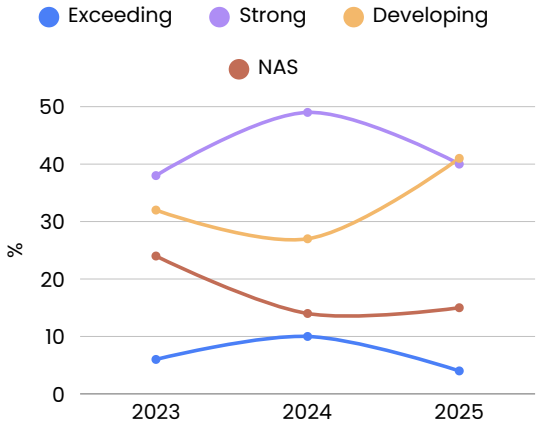
NAPLAN Targets

Year 7 NAPLAN



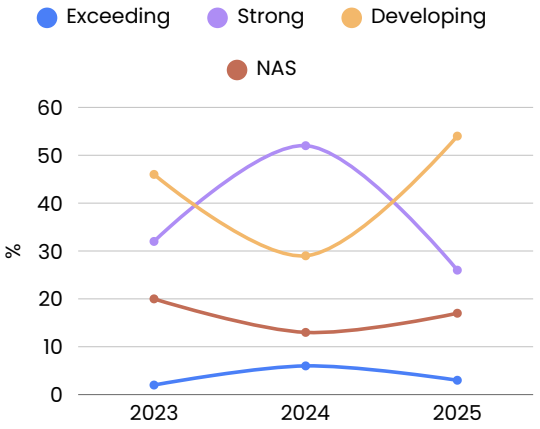
Proficiency Level	NAPLAN Score Range	YEAR 7 NUMERACY		
		2023	2024	2025
Exceeding	632 and above	2%	4%	3%
Strong	500 - 631	41%	51%	43%
Developing	431 - 499	36%	39%	40%
NAS	430 and below	21% (26)	6% (8)	14% (16)

Year 7 2025 - Numeracy		
National Mean	Like Schools	Pinjarra SHS
545	501	499



Proficiency Level	NAPLAN Score Range	YEAR 7 READING		
		2023	2024	2025
Exceeding	603 and above	6%	10%	4%
Strong	500 - 602	38%	49%	40%
Developing	430 - 499	32%	27%	41%
NAS	429 and below	24% (31)	14% (18)	15% (18)

Year 7 2025 - Reading		
National Mean	Like Schools	Pinjarra SHS
538	490	492

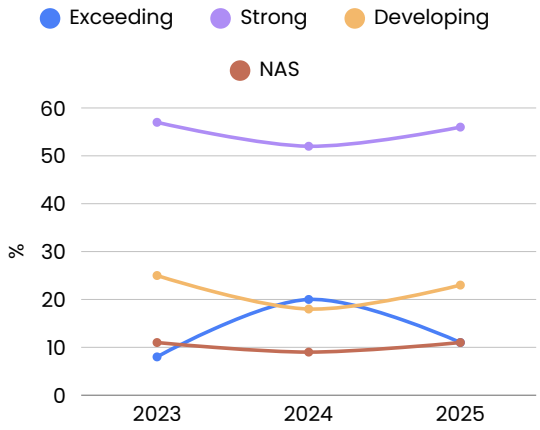


Proficiency Level	NAPLAN Score Range	YEAR 7 WRITING		
		2023	2024	2025
Exceeding	614 and above	2%	6%	3%
Strong	511 - 613	32%	52%	26%
Developing	439 - 510	46%	29%	54%
NAS	438 and below	20% (26)	13% (17)	17% (19)

Year 7 2025 - Writing		
National Mean	Like Schools	Pinjarra SHS
538	498	485

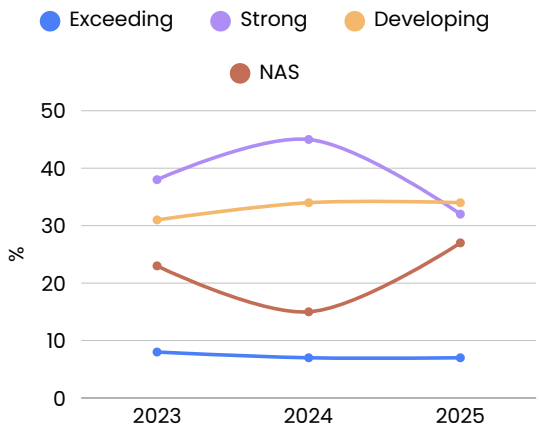
Literacy & Numeracy
NAPLAN Targets

Year 7 NAPLAN



Proficiency Level	NAPLAN Score Range	YEAR 7 LANGUAGE CONVENTIONS (spelling)		
		2023	2024	2025
Exceeding	595 and above	8%	20%	11%
Strong	497 - 594	57%	52%	56%
Developing	430 - 496	25%	18%	23%
NAS	429 and below	11% (14)	9% (12)	11% (12)

Year 7 2025 - Spelling		
National Mean	Like Schools	Pinjarra SHS
542	512	521



Proficiency Level	NAPLAN Score Range	YEAR 7 LANGUAGE CONVENTIONS (grammar & punctuation)		
		2023	2024	2025
Exceeding	620 and above	8%	7%	7%
Strong	513 - 619	38%	45%	32%
Developing	444 - 512	31%	34%	34%
NAS	443 and below	23% (30)	15% (19)	27% (31)

Year 7 2025 - Grammar		
National Mean	Like Schools	Pinjarra SHS
539	484	484

Literacy & Numeracy
NAPLAN Targets

YEAR 9 NAPLAN TARGETS

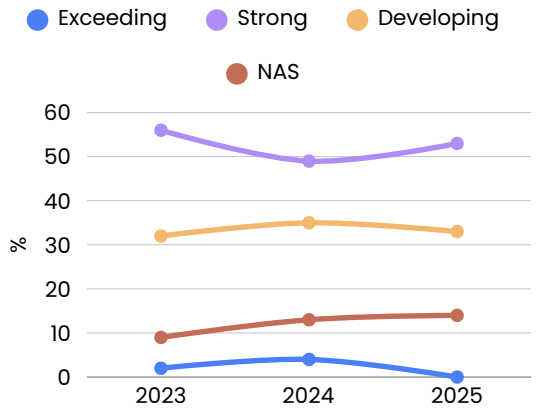
- Increase the proportion of students represented in 'Strong' and 'Exceeding' progress indicators for Reading, Numeracy, Writing and Language Conventions – data to reflect iterative improvements.
- Reduce the overall number of students represented in 'Needs Additional Support' for all test categories; data to reflect annual incremental improvement.
- Increase the percentage of students who prequalify to meet Literacy and Numeracy standards via NAPLAN in year 9, reducing the number of OLNA candidates in year 10 cohorts to 40% each year.

Data from Year 9 NAPLAN for 2025 shows a general upward trend and an achievement of many of the targets set in the PSHS Business Plan 2025-2027:

- There has been an increase in the percentage of students achieving in the STRONG bands in Numeracy, Reading, Writing and Language Conventions. While there has not been an improvement in the EXCEEDING category between 2024 and 2025, when combining both bands, there continues to be an upward trend in the achievement of PSHS students in the top 2 categories. A line of enquiring going forward would be to investigate the impact, or otherwise, of the PSHS Academic Extension Program on student achievement and the role this may play in enhancing growth in the EXCEEDING band.
- The number of students in the NAS band is higher in all domains between 2024 and 2025 except in Reading and Spelling. Additional longitudinal data will better establish trends to more accurately evaluate progress towards the achievement of this target. An additional variable to consider though would be the number of students enrolled at PSHS with a diagnosed disability which may impact the number of students represented in this category.
- Data comparing PSHS student performance to LIKE schools in the 2025 NAPLAN shows that PSHS students have out performed LIKE schools in the HIGH and VERY HIGH Progress categories from Year 7 to Year 9 in Numeracy. PSHS students are also out performing LIKE schools in the STRONG category in Year 9 Numeracy and Reading. A suggested line of enquiry is to investigate ways to improve progress and achievement in NAPLAN writing for PSHS students between Years 7 and 9.
- In 2025, 8.3% of Year 9 students pre-qualified for the OLNA compared to 11.1% of students in LIKE schools. However, it is worth noting that students at PSHS faced significant technical challenges in the NAPLAN testing, particularly Reading and Numeracy, as images and graphs were not loading correctly. This has since been thoroughly investigated by the NAPLAN team at DOE.
- Moving forward we will increase our use of the Elastik platform to interpret specific learning needs and close the gap. The targets will be set for small groups or individual students to enable evidence based improvement strategies to drive growth. This focus on individual progress is informed by the school's learning culture.

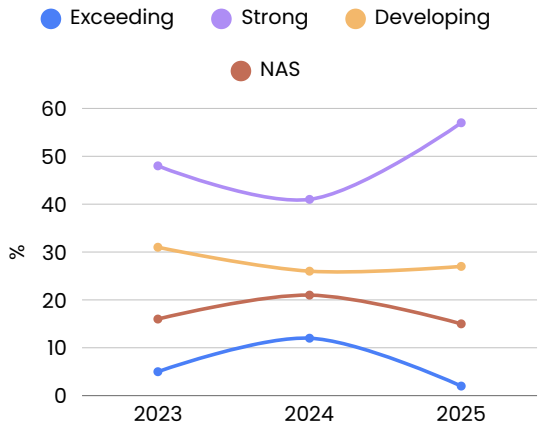
Literacy & Numeracy
NAPLAN Targets

Year 9 NAPLAN



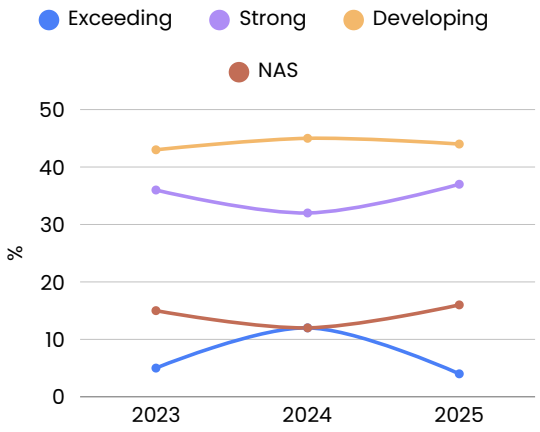
Proficiency Level	NAPLAN Score Range	YEAR 9 NUMERACY		
		2023	2024	2025
Exceeding	673 and above	2%	4%	0%
Strong	536-672	56%	49%	53%
Developing	463 - 535	32%	35%	33%
NAS	462 and below	9% (11)	13% (13)	14% (16)

Year 9 2025 - Numeracy		
National Mean	Like Schools	Pinjarra SHS
573	540	539



Proficiency Level	NAPLAN Score Range	YEAR 9 READING		
		2023	2024	2025
Exceeding	639 and above	5%	12%	2%
Strong	539 - 638	48%	41%	57%
Developing	464 - 538	31%	26%	27%
NAS	463 and below	16% (20)	21% (22)	15% (17)

Year 9 2025 - Reading		
National Mean	Like Schools	Pinjarra SHS
568	539	537

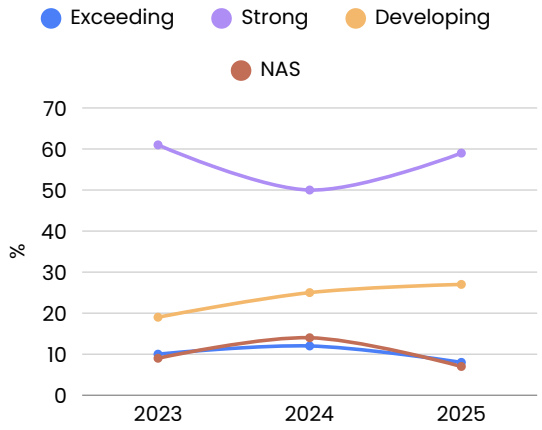


Proficiency Level	NAPLAN Score Range	YEAR 9 WRITING		
		2023	2024	2025
Exceeding	647 and above	5%	12%	4%
Strong	553 - 646	36%	32%	37%
Developing	469 - 552	43%	45%	44%
NAS	468 and below	15% (20)	12% (1317)	16% (18)

Year 9 2025 - Writing		
National Mean	Like Schools	Pinjarra SHS
575	540	528

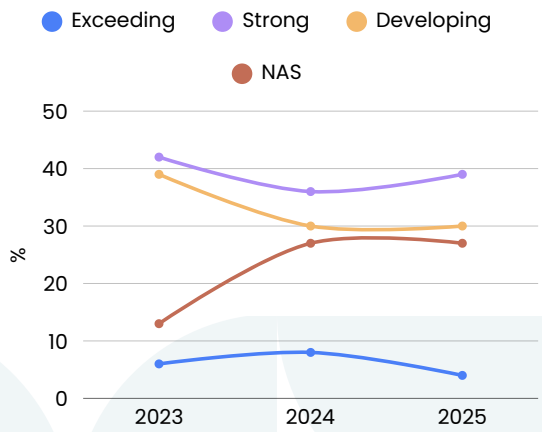
Literacy & Numeracy
NAPLAN Targets

Year 9 NAPLAN



Proficiency Level	NAPLAN Score Range	YEAR 9 LANGUAGE CONVENTIONS (spelling)		
		2023	2024	2025
Exceeding	627 and above	10%	12%	8%
Strong	532 - 626	61%	50%	59%
Developing	470 - 531	19%	25%	27%
NAS	469 and below	9% (12)	14% (14)	7% (8)

Year 9 2025 - Spelling		
National Mean	Like Schools	Pinjarra SHS
569	548	550



Proficiency Level	NAPLAN Score Range	YEAR 9 LANGUAGE CONVENTIONS (grammar & punctuation)		
		2023	2024	2025
Exceeding	649 and above	6%	8%	4%
Strong	545 - 648	42%	36%	39%
Developing	470 - 544	39%	30%	30%
NAS	459 and below	13% (16)	27% (27)	27% (31)

Year 9 2025 - Grammar		
National Mean	Like Schools	Pinjarra SHS
559	523	518

Literacy & Numeracy
OLNA Targets

OLNA TARGETS

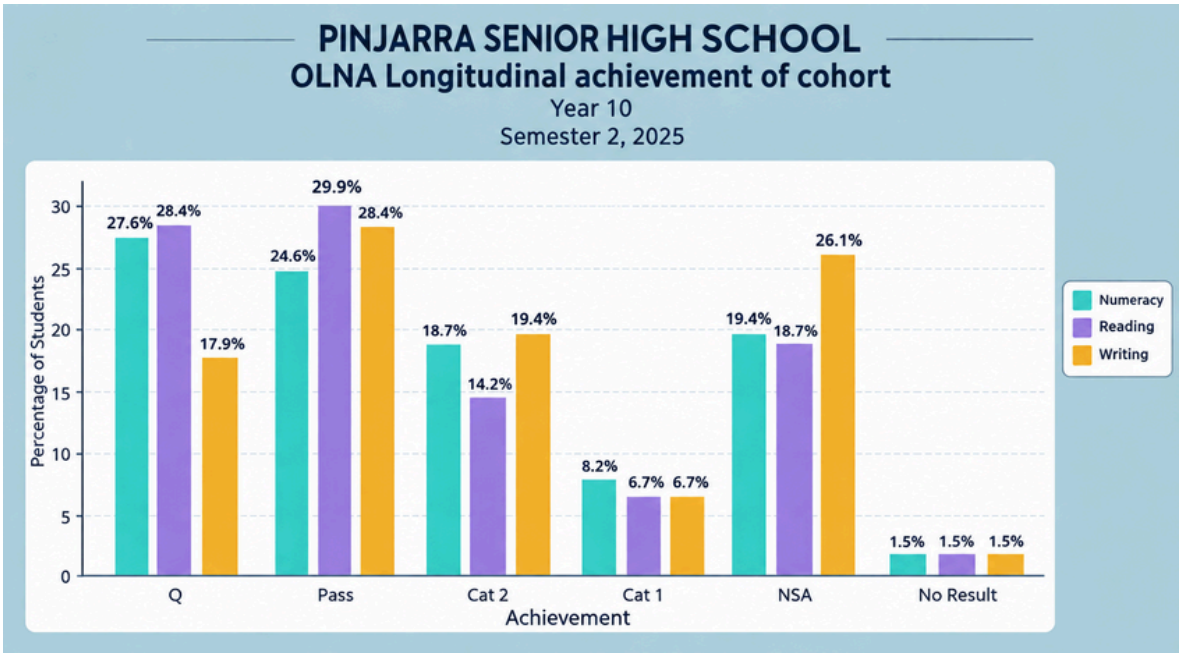
- Improve student rate of qualification at Year 10 across all tests to 40% to reduce the number of unqualified students in year 11 and 12 cohorts and increase the WACE achievement rate at the end of year 12.

Data from Year 10 OLNA for 2025 shows an achievement of the target set in the PSHS Business Plan 2025-2027 although there is a decline from previous years.

- The target set for OLNA qualification in Year 10 at 40% likely needs review. As per the table below, by the end of Year 10, students have qualified for OLNA at rates above 46%. This includes students who have pre-qualified through the Year 9 NAPLAN (2024) and students have pave passed the OLNA in one or more categories in the two opportunities presented in Year 10 in 2025.

- A possible alternative line of enquiry could be why students who have not qualified by the end of Year 10 tend to 'stall' in Year 11 and 12.

- Another noticeable data trend worth investigating is the high rates of students reported as NSA (students who have not sat one or more OLNA tests by the end of Year 10 despite 2 opportunities to do so). This is likely linked to poor attendance and disengagement. Improvements in attendance, especially in the moderate and severe range, may have a positive impact on future data.



Year 10 OLNA Pass Rate	Numeracy	Reading	Writing
2025	55.2%	58.3%	46.3%
2024	54.8%	62.4%	45.1%
2023	57.47%	64.4%	55.3%

PRIORITY

Positive School Culture, Wellbeing & Safety

STUDENT BEHAVIOUR TARGETS

- Reduce the percentage of students suspended to <15% in 2025.
- Increase number of students maintaining 'Good Standing' in each year group.

	Male		Female	
Year level	Number of Suspensions	Number of Days	Number of Suspensions	Number of Days
7	13	51	11	37
8	22	91	14	51.5
9	19	65	14	29
10	15	28	4	19.5
11	5	16.5	2	5
12	3	4	2	3
TOTAL	**77**	**255.5**	**47**	**145**

	Students Suspended	% Students Suspended	Total Days Suspended
2024	223	17.5	415
2025	124	15.8	400.5

- All decisions leading to student suspensions are based on a thorough process of investigation wherein student and parent input is included in decision-making.
- Suspensions imposed are generally brief, creating the opportunity for recovery, review and planning processes to be implemented to support the student to return to school successfully.
- Every student who is suspended goes through a formal Return from Suspension process, where support plans are codesigned with students and parents/carers. Ongoing monitoring and support is provided by the Head of House and other Student Services staff as required. This process has reduced the number of repeat suspensions for individual students.
- 2025 Student behaviour data reflects a decrease in the overall number of suspensions and days of suspension being issued in 2025, to 15.8% is close to the target set in the 2025 - 2027 Business Plan. This could be a positive indicator of the impact of the PBS and pastoral care processes implemented across the school.
- The data reflects a marked reduction in the number of male student suspensions from 2024 – 2025, indicating a smaller group of tier 2 and 3 behaviours being addressed. This suggests that Engagement programs for students in year 8 – 10 are gaining traction and influencing student behaviour choices.
- While a small number of students have multiple suspensions for repeated incidents, most suspensions represented in this data are single events. This suggests that suspension is effective in deterring repeated negative behaviours.
- The decreased rate of suspension in 2025 is encouraging. The school has taken proactive measures to clarify behaviour expectations for students and parents/carers and put in place a renewed focus on the PBS approach to managing breaches of discipline.

WELLBEING AND SAFETY TARGETS

- Develop opportunities for recognition of progress and growth across a broader range of contexts to create more inclusive acknowledgements.
- Increase the overall number of students from year 7 – 12 receiving commendations and acknowledgements for progress and achievement.
- Improve the capacity for school cultural responsiveness and cultural safety.

2025 saw the development of a wider range of metrics to evaluate, recognise and celebrate student engagement in and contribution to a positive school culture and individual student success.

- We continued to build initiatives such as the 100's club lunches and implemented Attendance Week to recognise and promote strong school attendance. Increased number of students acknowledged for 100% attendance compared to 2024 data.
- Reward and incentive days were provided to recognise students maintaining the standards required to hold Good Standing. A significant increase in the number of students awarded Advanced Standing Status at the Year 12 Presentation and Awards evening 2025.
- The role of student leaders in school and community events was enhanced to create greater visibility and purpose for student leaders.
- Implemented the Mascot Race Day in the lead up to the Athletics carnival to build school spirit and encourage participation. This was effective and will be a continuing tradition in 2026.
- Introduced a Growth and Learnership Award to the Year 12 Presentation and Awards evening 2025, to recognise significant progress and improvement as well as high achievement.
- School awards assemblies incorporated recognition of progress as well as high achievement for students in years 7 – 10, which increased the overall number of students receiving positive recognition in formal contexts.

SCHOOL CULTURAL RESPONSIVENESS

In 2025 we continued to work towards cultural safety and responsiveness in the school environment. With specific Aboriginal cultural content being delivered in classes through both the curriculum and Pastoral Care program, the school successfully incorporated cultural learning into the experience of students across the school community. This 'baseline' of cultural learning was complemented and enhanced by participation in several cultural learning activities, some specifically for Aboriginal students, where these students have subsequently shared their experiences with the school community, through the NAIDOC assembly and NAIDOC week activities.

Community partnerships to support Aboriginal students were a strength during 2025, with the Deadly Koolinga Chef Program once again being a successful and popular program. We are grateful to Murdoch University for their ongoing partnership to bring this important nutrition education program to our school. The students love the cooking and are proud to take home meals to their families. We are grateful that this opportunity will be ongoing in 2026.

Sincere thanks also to Alcoa Australia for their support through the ASE (Aboriginal Student Excellence) Scholarship program, which provides financial and mentoring assistance to selected students, fostering aspiration and engagement at school.

Our Six Season Gardens were also given a boost by generous financial support from South 32, who sponsored the purchase of more plants and garden decorations and signage. These gardens sit at the heart of the school and provide a welcoming place for all students to enjoy.

Follow the Dream remained an important facet of Aboriginal Education during 2025, despite the change of staff leading the program in our school. Many thanks to Lee-Anne Hay, HASS teacher who took up coordination of FTD in 2025, for her leadership and expertise in brokering significant opportunities for our students to engage in cultural learning. In 2025, FTD provided opportunities for students to engage in a cultural camp to Albany and workshops for male students to learn about 'Men's business'. Lee-Anne's insight and connection as an Aboriginal woman have strengthened cultural learning for both Aboriginal and non-Aboriginal people in our school community.

We are also very fortunate to have participated in the Cultural Surfing Program in 2025. This opportunity to engage with Uncle Trevor Stack in Mandurah to learn about the connections to land and sea was fantastic for our students, connecting them to culture in the wider region. Sincere thanks to ASO Lana Hall for her work to facilitate this opportunity for Aboriginal students. We hope to continue and grow this partnership during 2026.

In 2025, we made improvements and progress in building closer relationships with community elders, partner organisations and families, to deepen our cultural capacity as a respectful and responsive school.





PRIORITY

Community & Partnerships

GROWTH TARGETS

- Identify and develop sustainable partnerships with external providers to facilitate programs for students within the school.
- Expand network of partners and sponsors for educational programs and events.
- Increase parent/carer engagement in school activities to reflect >30% of families regularly communicate with the school and access online resources.
- Host Aboriginal Education Conversation events annually.
- Increase year 7 student enrolments from local network schools.
- Develop metrics to capture affective data about student, staff and community wellbeing, including self-assessment tools, surveys and forums.

The partnerships that Pinjarra Senior High School shares with the community have been integral to the success of many programs and pathways for students in 2025. It is almost impossible to read this Annual Report without noting reference to the many external organisations with whom we have developed highly valuable partnerships to support the core business of the school. Students have benefitted from interaction and experiences with regional industry, local and State governments, businesses, educational partners, Aboriginal and not-for-profit organisations across a range of different contexts.

Each of these opportunities opens our students' minds to new ideas, possibilities and learning that they would otherwise not have been able to access. Our 'educational ecosystem' is broad, diverse and rich as a source of relevant, purposeful education that facilitates growth for our school community.

In 2025, we continued to partner successfully with organisations that have been long standing members of our network, including Alcoa, C Wise, the Shire of Murray, Murdoch University, UWA, SMTAFE, the Murray Waroona Schools Network and the great many local businesses that provide placements for our Work Place Learning program and sponsor awards for Year 12 graduates. We also established some new partnerships, including the Peel Community Foundation and South 32, whose generous sponsorships enabled the inception of the PULSE program for year 11 and 12 students and support for the expansion and development of Engagement programs for students in years 8 – 10. Sincere thanks to everyone who has contributed to the opportunity for our students to extend their learning from the classroom to the community to fuel aspiration, create pathways and motivate progress towards future goals.

In 2025 we grew opportunities for engagement and partnership with parents and carers through year 6 – 7 transition events, Year 10 – 11 pathway planning and the consolidation of the 'Pinni on Show' initiative. We also undertook extensive community consultation to refresh our school uniform to reflect a more practical and affordable array of attire for our students from year 7 – 12, with parent feedback being integral to assist the School Board in implementing positive change. All of these opportunities to welcome the community into the school for shared decision making and building effective relationships were successful, showing growth from previous years.

The strategy of strengthening partnerships and expanding the educational ecosystem in which Pinjarra Senior High School operates will be a continuing focus for 2026 and beyond. While most of the targets have been achieved in 2025, we are designing iterative improvements each year as we seek to progress the impact of partnerships on student outcomes. We have not yet achieved annual cycles of Aboriginal Conversations with key stakeholders, which is an area identified for growth. Similarly, increasing student enrolments from feeder primary schools is a continuous shared piece of work with the Murray Waroona Schools Network. Opportunities to develop new metrics and gather wider feedback to validate self-assessment is a critical aspect of school improvement and will be a priority to inform the next Public School Review process.

In 2025 we grew opportunities for engagement and partnership with parents and carers through year 6 – 7 transition events, Year 10 – 11 pathway planning and the consolidation of the 'Pinni on Show' initiative. We also undertook extensive community consultation to refresh our school uniform to reflect a more practical and affordable array of attire for our students from year 7 – 12, with parent feedback being integral to assist the School Board in implementing positive change. All of these opportunities to welcome the community into the school for shared decision making and building effective relationships were successful, showing growth from previous years.

The strategy of strengthening partnerships and expanding the educational ecosystem in which Pinjarra Senior High School operates will be a continuing focus for 2026 and beyond. While most of the targets have been achieved in 2025, we are designing iterative improvements each year as we seek to progress the impact of partnerships on student outcomes. We have not yet achieved annual cycles of Aboriginal Conversations with key stakeholders, which is an area identified for growth. Similarly, increasing student enrolments from feeder primary schools is a continuous shared piece of work with the Murray Waroona Schools Network. Opportunities to develop new metrics and gather wider feedback to validate self-assessment is a critical aspect of school improvement and will be a priority to inform the next Public School Review process.