



Pinjarra
Senior High School

Annual Report **2019**



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Understanding the Annual Report

The *2019 Annual Report* provides parents, caregivers and members of the school community with 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 school context.

This report is a small component of the total reviewing 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 and the Delivery and Performance Agreement have been endorsed by the School Board and provide the basis for other ongoing accountability and reporting.

The *2019 Annual Report* reflects the school's Priorities and Targets, as outlined in the Pinjarra Senior High School Business Plan 2018 -2020 - *Progress Towards Personal Excellence*.

Student Profile

Total Enrolment –
(Excludes participation and pending students)

Year 7	158
Year 8	122
Year 9	123
Year 10	130
Year 11	114
Year 12	118

Staff Profile

Administrative Staff – 13

Teaching Staff – 49

Education Assistants – 7

Level 3 Classroom Teachers – 3

School Support Staff – 26

– Total Staff = 98



School Context

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

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, vocational training, traineeships and apprenticeships and the workplace. Its specialty programs include a school-based AFL Football Academy, a Year 11 and 12 farm-based program and an Academic Extension Program (AEP).

Since 2018, the Pinjarra Football Academy (PFA) has included both male and female athletes from Years 8–10. The program focusses on developing sporting skills and knowledge in the AFL context, but also teaches 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 PFA. Students are selected for inclusion in the program and placements are subject to biannual review.

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. The school farm enables authentic learning in a supported, safe, and dynamic environment.

The school's Academic Extension Program has been reviewed throughout 2019 to refocus on student centred learning and the development of enterprise skills such as problem solving, communication, creativity, collaboration and teamwork. This innovative instructional approach complements curriculum programming and offers extensive opportunities for our students to engage in real world, project based learning that sees them significantly engaging 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. The program seeks to enhance each student's academic capacity and work capabilities, to build intelligent, adaptive, higher order thinkers who will become positive contributors to the local and wider communities in future years.





In addition to these specialised areas, Pinjarra SHS offers a comprehensive range of courses and has outstanding programs which seek to engage and extend students. In 2019 a new timetable has been planned to expand the scope of course offerings, particularly within the electives that are available to students in years 7 – 10. The new timetable, to be implemented in 2020, also includes designated periods for literacy and numeracy development and support for

all students in years 7 – 10. Further, senior school students are able to access timetabled Study Skills classes as part of a school wide approach to improving performance. A shared Pastoral Care period for all students to facilitate initiatives related to student well-being and school unity has also been embedded. These measures are designed to enhance the educational experience of students at Pinjarra Senior High School, and will be refined and strengthened over time.

Housed in a heritage cottage on the school grounds, 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 Year Coordinators, School Chaplains, a full time School Psychologist, a School Nurse, Student Services Coordinator and is led by a Level 3 Student Services Manager who facilitates operations to enable a positive, safe and inclusive school culture.

A considerable amount of renewal and refurbishment of the school has occurred in recent years. Students have access to an impressively equipped Engineering Trade Training Centre and automotive workshops, a school farm, digital media and technology facilities and an environment rich with outdoor recreation opportunities. The school also enjoys netball, tennis and basketball courts which boost physical education and recreational opportunities for students. In addition, Pinjarra Senior High School utilises the facilities of the adjacent Murray Leisure Centre. This provides students with an excellent space for swimming, indoor sports and The Arts. The school Library has undergone further refurbishment to provide wheelchair access and more dynamic and versatile learning environments for students, as well as print and digital resources for class groups, small study groups and individuals.

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. These relationships are well supported by the School Board, which is led by an experienced Chairperson and 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.

Principal's Report



In 2019 Pinjarra Senior High School participated in the School Review process, wherein our self-assessment of school performance was evaluated by an external panel comprising a Director, Public School Review and a Principal Peer Reviewer. The school review process was completed in September 2019 with validation of our evidence-based self-assessment; Pinjarra Senior High School was rated as an 'Effective' school. Many of the improvement measures outlined in the review process to evidence our effectiveness in serving our students and community will be outlined in later sections of this Annual Report. However, it is worth noting that in this, the second year of the School Business Plan- *Progress Towards Personal Excellence*, we still have considerable work to do to ensure that our more aspirational targets are achieved to facilitate our longer term goal of becoming a high performing school within our region.

Performance data indicates that Pinjarra Senior High School is continuing to follow an improvement trend in academic performance in years 7 – 10. NAPLAN results indicate steady progress and consistent levels of achievement in comparison to like school and state school comparative data, with the majority of students in years 7 and 9 testing at or above the National Minimum Standard across the domains of Reading, Numeracy, Writing and Language Conventions. Writing continues to be an aspect of student performance that needs improvement and consequently the implementation of 'Tactical Writing' as a whole school instructional approach from year 7 – 10 will be an ongoing priority in 2020. Targeted programs focussed on skill development in reading, numeracy, spelling, grammar and writing will also be delivered through the Literacy and Numeracy periods built into the 2020 timetable, to support ongoing improvement of students' academic achievement.

The median ATAR for 2019 is 57.95, which is on the low side, but the bigger issue is the small number of students who engage in the ATAR pathway, down from 20% in 2018 to 13% in 2019. This trend is further illustrated by 2017 and 2018 course selection data which suggests that often, academically able students are unwilling to choose the ATAR pathway. Those identified as capable in year 9 NAPLAN data are typically engaged in the AEP which is intended to pathway into tertiary studies. Despite valuing this 'preparatory pathway', which includes partnerships with Murdoch University and UWA through the Aspire Program, many AEP students elect not to pursue ATAR courses. Also of concern is that a number of those who do choose ATAR courses perform below the standard that could be reasonably expected based on their historical data. This pattern is attributable to a high incidence of mental health issues resulting in diminished resilience, but also to a strong awareness of alternative pathway entry to university, such as the TLC offered through Murdoch University. This is evidenced by our destination data (2017 and 2018) which reflects a greater percentage of our students attend university than complete the ATAR pathway. Parent aspiration and confidence in the capacity of students to be successful in the ATAR pathway are also quite low and present a challenge to motivating and supporting academic performance at a higher level.

To address this mindset of risk aversion, several measures have been developed during 2019 to improve the uptake of academic pathway studies in 2020 and beyond as we build a more confident and aspirational culture within the school. Key among these is the design of the new timetable for implementation in 2020, wherein support for ATAR students will include several periods of directed study embedding a mandatory study skills program and pastoral care program to assist with student well-being and mental health. In 2019 purposeful pathways to post-school destinations have also been foregrounded. Building the course counselling process for year 10 students, and a strategic revision of course offering in alignment with the pathway notion has occurred and is ongoing in response to student preferences. An intensified focus on educating parents about senior school pathways has been implemented in 2019 and a broader parent engagement and partnership strategy is planned for 2020, inclusive of all students from year 7 – 12.

ASDAN was implemented in 2019 to attempt to meet the needs of senior school students with identified learning difficulties unable to thrive in a mainstream classroom. While this has been successful, it does not capture the majority of at-risk students who are in years 7 – 10. Research suggests that a new strategy focussed on Individual visioning and Pathway Planning will be more effective in improving relationships, engagement, motivation and achievement of students who are disengaged or adversarial within the school setting. To fill this gap in the current operational paradigm, a whole school Engagement Strategy will be implemented in 2020 to expand our school learning environment to be more inclusive and responsive to needs in the areas of academic, social and emotional success. This will be linked to school resourcing provided thorough 'Student Characteristics' and will be a whole school approach.

On a positive note, it was pleasing to observe further improvement in student attendance during 2019. Our attendance data for both Aboriginal student attendance and overall attendance were particularly strong, exceeding our stipulated targets. Aboriginal student attendance was 81%; significantly above both Like Schools at 68.8% and WA Public Schools with 65.8%. This outstanding data is indicative of the success of both the programs in place to engage and support Aboriginal students and of the culturally responsive, respectful and inclusive culture of Pinjarra Senior High School. Overall attendance data at 87.7% also exceeded both Like Schools and WA Public Schools at 84% and 86.8% respectively. Ongoing work to ensure that schooling is relevant and purposeful in order to continue to build on our success in engaging students will be a focus of operational planning in 2020. This focus will also underpin extensive staff development processes within the school as part of our school development agenda and will be pivotal within self-assessment processes.

On behalf of the staff of Pinjarra Senior High School, I proudly present this Annual Report as evidence of our achievement as an effective school striving for continual improvement in service of our school community.

Jan Stone
Principal

PSHS Business Plan 2018 – 2020: Progress Towards Personal Excellence

2018 saw the launch of Pinjarra Senior High School's third Business Plan since becoming an IPS school. This new plan outlines the school's strategic intent to build on the important priorities established in previous Business Plans by broadening the scope of the school improvement agenda to include a deliberate focus on both academic and social success for students, effective school leadership and community relationships.



A range of qualitative and quantitative data, including feedback from staff, students and parents, system priorities, student achievement data, contextual drivers and the current Delivery and Performance Agreement guided formation of the 2018–2020 Business Plan.

The priorities stipulated in the Pinjarra Senior High School Business Plan 2018–2020: *Progress Towards Personal Excellence* are:

- | Success for all Students: Academic and Social
- | High Quality Teaching and Learning
- | Effective School Processes and Leadership
- | Relationships with Our Whole Community

These priorities relate directly to the Department of Education WA Strategic Plan 2016–2019: *High Performance High Care* and underpin our stated vision:

‘Creating opportunities for individuals to progress towards personal excellence’.

The Pinjarra Senior High School Business Plan 2018–2020: *Progress Towards Personal Excellence* articulates our commitment to continually improve school performance as we strive for excellence through ongoing self-assessment and review processes that will align our vision, priorities, operations, values, and culture.

2019 Highlights

Term 1:

- | Jan Stone commences her role as Principal of Pinjarra SHS
- | The Girls PFA program commences at Pinjarra SHS
- | Whole school swimming carnival held at Murray Leisure Centre
- | Senior School Ball held at Bendigo Bank Stadium Platinum Room in Mandurah. Charlotte Estrella and Jordan Azzaro crowned Belle and Beau of the Ball.
- | Rural Operations students attend the Drones versus Dogs in Agriculture competition at the Muresk Institute near Northam.
- | Year 7 Camp held at Woodman Point
- | Year 11 and 12 Hospitality students



Term 2:

- | Pinjarra SHS student leaders participated in the Pinjarra RSL's ANZAC Day ceremony
- | The first PFA Triathlon to include female students is held at Doddie's Beach
- | Four students are named as Pinjarra SHS UWA Aspire Program Ambassadors; Harrison Kirkham (Yr 10), Rory McHugh (Yr 10), Annaya Pateman (Yr 11), and Ashlee Weston (Yr 11).
- | Ten Pinjarra SHS Students receive an Aspire UWA Scholarship
- | Staff members Linda Durup and Ann-Maree Crook attended professional learning in Jakarta, Indonesia as part of the Asia Bridge program.
- | Year 9 Academic Extension Program (AEP) students competed in the South-West Regional Science and Engineering Challenge. The students finished 8th in the region.
- | Renovations to the Pinjarra SHS School Library are completed
- | Pinjarra SHS students Nyha Clifton (Class of 2018), Thalia Farrelly, Lani Martin, and Rhiannon Della-Patrona were awarded at the Rotary Club of Pinjarra's Art Exhibition.
- | Year 11 and 12 students attend Country Week in Perth, with Brooke Bugeja (Yr 12) performing the national anthem at the Opening Ceremony

Term 3:

| Year 10 AEP Students travel to Canberra for the 'Discovering Democracy' trip; focussed on learning about Australian civics, politics and history.

| Year 9 and 10 students competed in the Winter Carnival, a regional, interschool sporting event.

| Pinjarra SHS is visited by Deputy Principals from Hyogo Prefecture in Japan, a sister state to Western Australia.

| Year 10 PFA students went on the annual Melbourne Tour

| Pinjarra SHS's Year 8 and 9 Indonesian Language students attended a concert featuring Michael J, a renowned Indonesian artist who played a mix of traditional and contemporary Indonesian songs. The concert was also attended by the Indonesian ambassador to Australia.

| The Year 11 and 12 Outdoor Rec camp is held in Margaret River

| Leyton Hall (Yr 12), Lucy O'Connor (Yr 11) and Shianna Beattie (Yr 12) were awarded as part of the Young Artist Perspectives Exhibition at Mandurah Performing Arts Centre.

| Students attended and participated in the PSHS Health Expo, held at the Murray Leisure Centre.

| The Pinjarra SHS Athletics Carnival was held at Sir Ross McLarty Oval.

| Tahlia Farrelly (Yr 10) reached the Zone Final of the Rotary Four Way Speech Contest

Term 4:

| Year 12 Presentation and Awards Evening was held at the Lakes Theatre. Thomas Heal was named ATAR Dux for 2019, and Samantha Walker the 2019 VET Dux.

| Premier Mark McGowan, Minister for Education Sue Ellery, and Murray-Wellington MLA Robyn Clarke visited Pinjarra SHS

| Painting and gardening works commence on the Six Season Garden located around the HASS Gazebo



Student Leadership

Student Leadership 2019:

Jacklyn Atkinson – Head Girl

Joel Darnley – Head Boy

Jessica Barton

Abby Cooper

David Yaccob



Aboriginal Education & Pathways

Chevron Australia Partnership

WA Schools that offer Powering Careers in Energy Endorsed Program are eligible for individual Aboriginal students to apply for the Chevron Australia Aboriginal School Scholarship Program. Students are required to have excellent attendance, grades and behaviour. Congratulations to the 2019 Aboriginal students that received scholarships:

Year 12

Makhyla Anderson

Dee-Anne Salmon

Year 11

Tameka Russell

Amber Smith

Year 10

Tehlia Jokic

Hollie Moore

Jenaya Morrison

Students visited QV1 on three occasions and worked on several key areas such as cultural understanding, the LNG value chain and process, environmental stewardship, safety, career opportunity awareness and personal branding. The student's assigned Mentors were from diverse backgrounds and worked in departments such as Health Environment and Safety, Supply Chain management, Engineering, Process Safety and Information Systems. On three occasions Chevron Australia representatives visited the scholarship holders at PSHS. These sessions included future planning, areas and plans for improvement and reflection on student accomplishments.

NAIDOC Day

The NAIDOC day theme this year of 'Voice, Treaty, Truth' received a lot of attention and resonated with staff, students and the community alike.

The lead up to our celebratory day included a library display showcasing biographies of many prominent, influential Aboriginal leaders and activities during Advocate classes, bringing awareness to the meaning of NAIDOC. Our celebrations culminated in day of celebration that included a whole school assembly with activities throughout the day, including making damper and Kangaroo stew for lunch.



Business Plan Priorities and Targets

As the priorities in the 2018–2020 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 Targets

1. Attendance and Engagement
2. Year 12 Achievement – WACE and ATAR
3. Literacy and Numeracy
4. Quality Teaching and Learning
5. Effective School Leadership and Processes
6. Community Partnerships

Target 1: Attendance and Engagement

- | Regular Attendance % > 58%
- | Aboriginal student attendance above like schools and state attendance rates – >80%
- | Overall Attendance > 88%
- | Student engagement in STEM targets are set and achieved
- | Student data management systems show positive development of student behaviour

Attendance Data

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	86.6%	87.9%	89.7%	79.1%	70.0%	66.6%	85.9%	85.4%	87.8%
2018	88.2%	87.8%	89.6%	78.9%	69.3%	66.0%	87.4%	85.2%	87.6%
2019	88.3%	86.2%	88.8%	81.0%	68.8%	65.8%	87.7%	84.0%	86.8%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	51.7%	23.8%	15.8%	8.7%
2018	57.4%	21.6%	12.5%	8.5%
2019	55.1%	24.5%	15.5%	4.8%
Like Schools 2019	50.4%	23.9%	14.6%	11.1%
WA Public Schools 2019	60.0%	22.0%	11.0%	7.0%

Attendance data indicates that targets for Aboriginal student attendance and overall student attendance were achieved in 2019. While the target of 58% of students attending regularly was not reached (55.1%), it is noted that there was a positive shift between the ‘Severe’ and ‘Moderate’ attendance categories which suggests increased student engagement among the most at risk student groups. Supporting this improvement will be an ongoing focus within the Engagement Strategy to be implemented in 2020.

Suspension Data

	2017	2018	2019
% of Students Suspended	13.2%	10.7%	9.1%

Student behaviour data reflects continuation of the downward trend for severe breaches of discipline resulting in suspension during 2019. This is attributable to ongoing training for all staff in de-escalation through CMS and ISE in tandem with the implementation of the PBS matrix as a guide for proactively managing student behaviour within the school. Significant commitment of staffing resources to Student Services to ensure student support and case management of those most at risk has also had a positive impact on student behaviour and engagement. A targeted focus on trauma informed practice professional learning for staff has also been planned for 2020, along with whole school engagement with Growth Mindset training to encourage staff and student optimism and resilience as part of our Staff and Student Well-being strategy.

Target 2: Year 12 Achievement - WACE and ATAR

WACE

- | Achieve an attainment rate above Like Schools
- | WACE > 85%

ATAR

- | Equal to or above expected number of ATAR students
- | Median ATAR > 65

Year 12 Participation Rate

	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	
2016	83	23	26%	83	95%	80	96%
2017	100	18	18%	96	96%	84	90%
2018	83	17	20%	83	100%	80	96%
2019	104	14	8%				

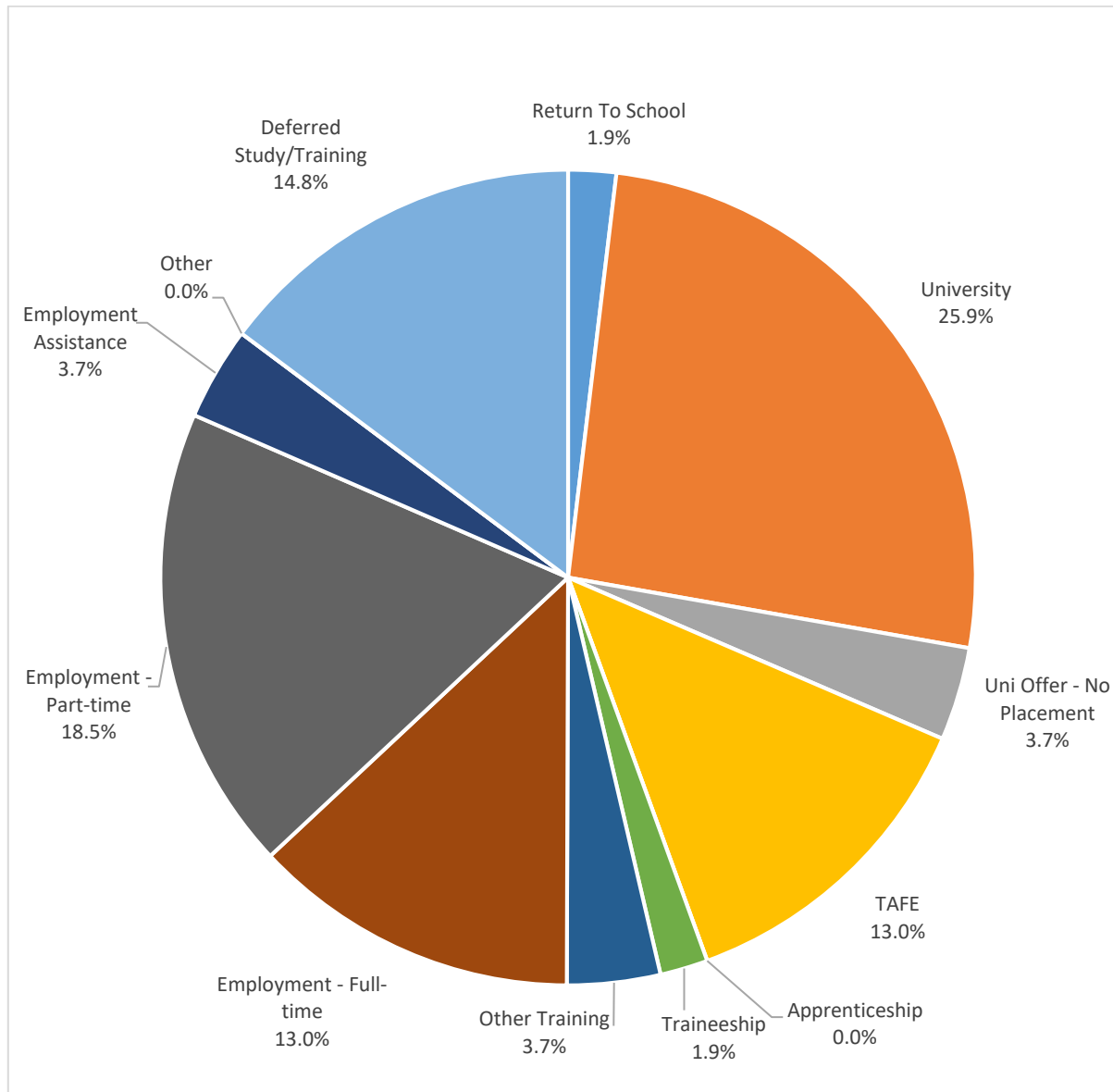
	2017	2018	2019	Like Schools 2019	WA Public Schools 2019
ATAR Median Relative Performance	0.1	-0.26	-1.23		
Average Median ATAR	66.93	65.0	57.95	68.7	78.2
ATAR Change	↑	↔	↓		
ATAR 55+	72%	59%	64%		
Attainment (55+ and/or Cert II Completion)	92%	98%	90%	95%	95%
WACE Achievement Rate	80%	84%	83%	86%	88%

Attainment Rate

	VET - No of students completing a Cert II or higher in Year 12		% of students achieving ATAR \geq 55 and/or Cert II+			
	Pinjarra SHS		Pinjarra SHS		Like Schools	WA Public Schools
2016	80	96%	83	100%	95%	98%
2017	84	84%	92	92%	95%	96%
2018	80	96%	81	98%	95%	96%
2019			94	90%	95%	95%

This data indicates that students performed below expectation in 2019. Analysis identifies several issues leading to poorer than expected outcomes. These include a significant decline in the number of students meeting the C grade requirement for WACE eligibility – 95% to 89% from 2018 to 2019. This is compounded by the decline in the number of students being WACE eligible due to not passing OLNAs. Further, performance in WACE ATAR examinations was relatively poor with 71% of students clustered in the ‘low’ tricile. The decline in the attainment rate for 2019 sees Pinjarra Senior High School falling below the performance of both Like Schools and WA Public Schools in this measure. Despite this, WACE achievement was stable with 83% of students being successful against this measure. While disappointing, strategies are in place to improve student performance in 2020, with the implementation of the new timetable inclusive of academic support for senior school students, more rigorous case management of students at academic risk and a more cohesive and strategic approach to course offerings aligned to pathways. An explicit performance monitoring and accountability process is also being introduced to better equip teachers to use data to monitor student progress and provide supportive interventions where required. These measures will have a significant impact on building a proactive culture around academic support and facilitating student achievement. Existing performance targets will be maintained for 2020.

Year 12 Destinations 2019

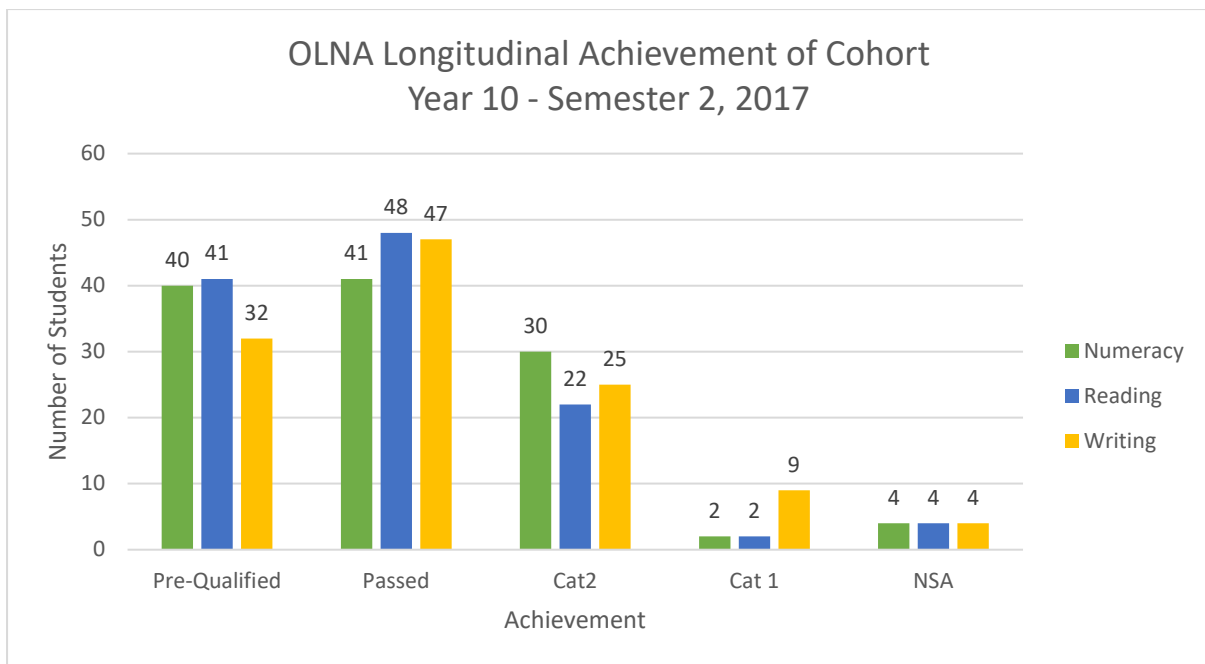


Target 3: Literacy and Numeracy

- | OLN Achievement > 95% by Year 12
- | NAPLAN - Grade alignment data greater than DoE Mean

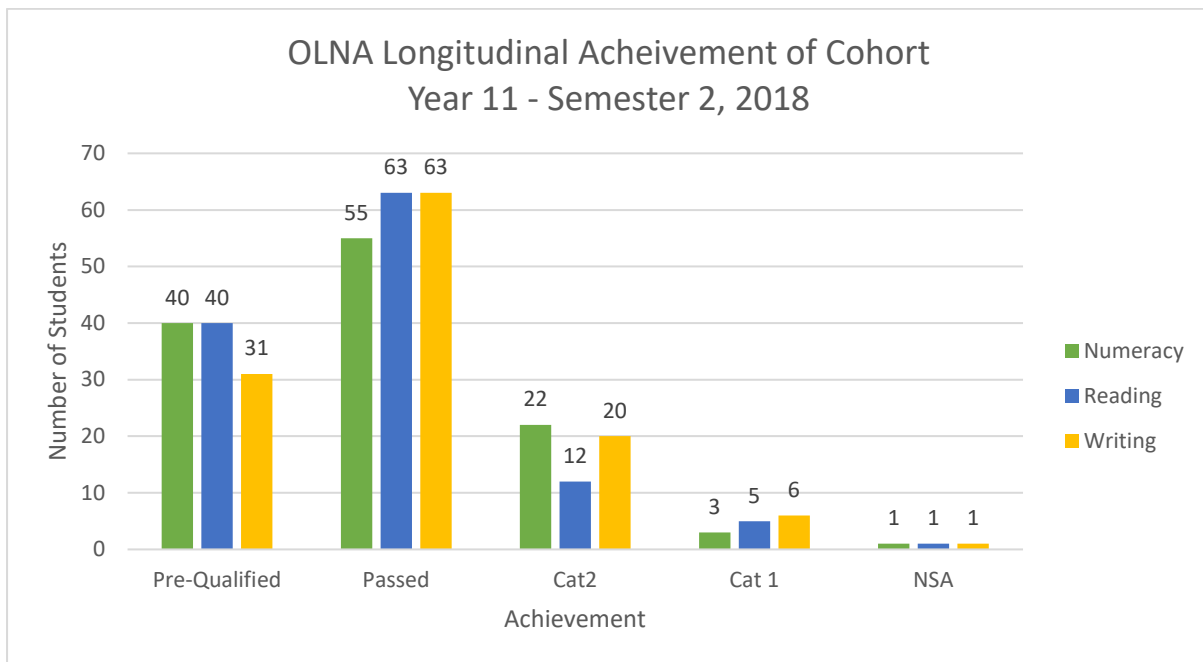
To achieve the Western Australian Certificate of Education, students need to achieve the Reading, Writing and Numeracy standard by the end of Year 12. Students who achieve Band 8 or higher in NAPLAN testing in Year 9 are considered to have pre-qualified (demonstrated) this standard, so are not required to sit OLN tests between Years 10–12. Students who need to demonstrate the standard between Year 10 and 12 have a two opportunities per year. These tables reflect the performance and progress of the same cohort from 2017 to 2019. The purpose of comparison is to outline the pattern of progress from Year 10–12.

OLNA (Online Literacy & Numeracy Assessment)



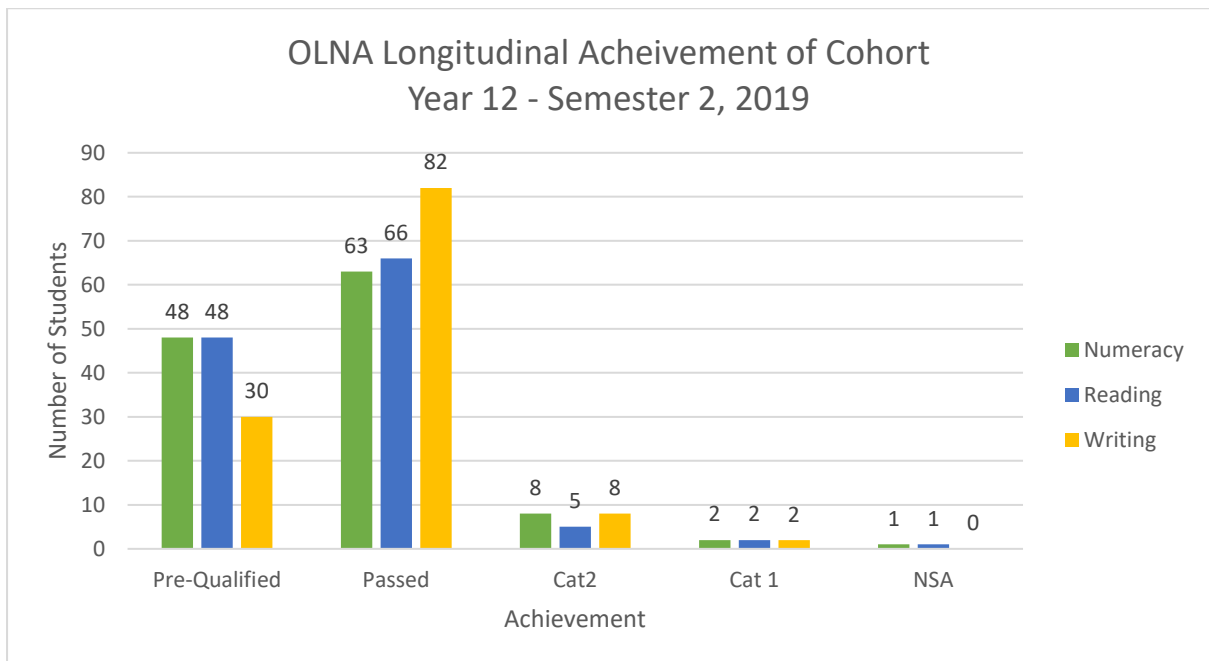
	Numeracy	Reading	Writing
Pre-qualified	34%	35%	27%
Passed in 2019	35%	41%	40%
OLNA Requirement Met	69%	76%	68%
Not Yet qualified	31%	24%	32%

A relatively low number of students typically pre-qualify prior to entering year 10; approximately 30 - 35% of the cohort is a stable trend. It would be advantageous and desirable to increase the proportion of students achieving band 8 or higher in NAPLAN Year 9 to limit the potential negative impact on WACE eligibility longer term. This focus on increasing students's skills to enable pre-qualification will be embedded in the Literacy and Numeracy programs being introduced in 2020. However it is noted that approximately half of the student cohort who have not pre-qualified passed OLN during year 10.



	Numeracy	Reading	Writing
Pre-qualified	33%	33%	26%
Passed in 2019	45%	52%	52%
OLNA Requirement Met	79%	85%	78%
Not Yet qualified	21%	15%	22%

Students in Year 11 demonstrate increased understanding of the importance of passing OLN, as demonstrated by the data reflecting approximately 80% have passed during year 11. This is significant for those students who leave school and seek engagement in further training at TAFE or employment at the conclusion of year 11.



	Numeracy	Reading	Writing
Pre-qualified	39%	39%	25%
Passed in 2019	52%	54%	67%
OLNA Requirement Met	91%	93%	92%
Not Yet qualified	9%	7%	8%

This data indicates that the target of 95% achievement of the Literacy and Numeracy Standard (OLNA) has not been met, with on balance 91% of students satisfying this requirement. Targeted interventions through Senior School Support classes and Individual Educational Plans will be among strategies implemented in 2020 to push closer to achieving the school target, which will remain in place until achieved.

NAPLAN for year 7 and 9 students is an important external assessment that provides data which can be measured against a national benchmark for expected Literacy and Numeracy standards at each year level. NAPLAN data is one source of evidence that assists the school to moderate school based data about student progress. It also provides insight into areas of student strength and gaps in their skills, which enables the school to improve instructional practices to support improved student outcomes.

NAPLAN Year 7

Year 7 Performance

Year 7	Student Performance %			
	Above National Minimum Standard	At National Minimum Standard	Below National Minimum Standard	Group average
Numeracy	76%	18%	6%	Band 6
Reading	76%	18%	6%	Band 6
Writing	55%	26%	19%	Band 6
Spelling	77%	14%	9%	Band 6
Grammar & Punctuation	61%	26%	13%	Band 6

Above National Minimum Standard – Bands 6 – 10

At National Minimum Standard – Band 5

Below National Minimum Standard – Bands 1 – 4

Year 7 data for 2019 indicates that most students are represented in the 'Above National Minimum Standards' category for all areas. This reflects an improvement in Writing, where the group average in 2018 was band 5. All other data shows a consistent trend over time. Group averages, while satisfactory against the expected achievement standard at band 6 are behind the national group averages which sit at band 7. This is in alignment with Like Schools. Encouragingly, Reading reflects improved progress, with a shift of students from the 'moderate' to 'high' and 'limited' to 'satisfactory' categories. Value adding to student learning and achievement through targeted literacy programs and 'Tactical Writing' strategies will be ongoing in 2020.

NAPLAN Year 9

Year 9 Performance

	Above National Minimum Standard	At National Minimum Standard	Below National Minimum Standard	Group average
Numeracy	66%	33%	1%	Band 7
Reading	68%	26%	6%	Band 7
Writing	37%	32%	31%	Band 6
Spelling	72%	20%	8%	Band 7
Grammar & Punctuation	62%	26%	12%	Band 7

Above National Minimum Standard – Bands 7 – 10

At National Minimum Standard – Band 6

Below National Minimum Standard – Bands 1 – 5

2019 data for year 9 students reflects little change from 2018, although the number of students achieving at the National Minimum Standard rather than below has increased across all test areas. However, Writing continues to be an area of concern, with the number of students achieving above the NMS decreasing from 44% in 2018 to 37% in 2019. This trend is unexpected and will need further investigation and intervention in 2020.

Target 4: Quality Teaching and Learning

- | All teachers CMS and ISE trained and regularly facilitate self-reflection
- | Firm culture of performance development embedded in every day practice for all teachers
- | All staff engaged in collaborative development of a comprehensive Staff Development Plan.
- | Implementation of the Aboriginal Cultural Standards Framework

2019 saw the school selected for inclusion in the STEM Enterprise and Innovation project as a 'Pioneer School'. This project facilitated deep review of the experience of schooling for our students, and scaffolded the development of a 'Case for Change' in the instructional practices that we need to embrace to best engage and meet the needs of our students as 21st Century learners.

Through this lens for school development and improvement, teachers are actively reflecting on their own values, beliefs and practices and using these to inform future professional learning at the classroom level. The STEM Enterprise Project itself spans two years, but it is anticipated that the 'reinvention' and improvement process through teaching staff development that Pinjarra Senior High School has launched in 2019 will be ongoing for several years, with iterative, action research based, collaborative professional learning at its heart.

In 2020, our focus will be on connecting the components of existing teacher expertise and professional learning commitments (such as CMS, and ISE, Tactical Writing, ACSF) to a wider framework of teacher development, which will include leadership development, training in Growth Mindset concepts, student centred learning, an Engagement Strategy and enterprise and project based learning instructional paradigms.

In 2019 staff have demonstrated enthusiasm towards that increased 'stakeholdership' that this model of teacher development and school improvement offers. Their ongoing engagement will be key to the success of this approach.

Target 5: Effective School Leadership and Processes

Pinjarra Senior High School has a commitment to a distributed leadership model that enables a strong focus on building the leadership skills and capacity of staff in promotional positions and of those who are aspirant. Many of the defined roles within the school workforce profile provide access to leadership experiences at whole of school level that are directly relevant to the broader school improvement agenda, enabling leaders to embrace 'big picture' thinking, while developing effective practices at the operational level to enhance the school culture and performance.

Leadership is a pivotal skill set for all staff to be able to develop. To encourage this, the Business Plan was revised for 2019 to include a target for all staff to identify a leadership oriented goal in their Performance Management process and to access professional learning to support them to achieve this. Examples of this include staff aspiring to Senior Teacher status, Level 3 Classroom Teacher status or leadership of school based initiatives associated with student and staff health and wellbeing, such as our annual Health Expo. This focus on leadership development at all levels across the school will be an ongoing focus in 2020 and beyond.

Leadership Roles 2019	Additional Resourcing Allocations
Level 6 Principal	No additional allocation
Level 4 Associate Principals x 2	No additional allocation
Level 3 HOLA Mathematics	Reduced class allocation < 0.6
Level 3 HOLA English	Reduced class allocation < 0.6
Level 3 HOLA Science	Reduced class allocation < 0.6
Level 3 HOLA HASS	Reduced class allocation < 0.6
Level 3 HOLA HPE	Reduced class allocation < 0.6
Level 3 HOLA T & E	Reduced class allocation < 0.6
Level 3 Program Coordinator - VET	Reduced class allocation < 0.2
Level 3 Program Coordinator - TaLC	Reduced class allocation < 0.6
Level 3 Program Coordinator - Student Services	Non-Teaching role
Level 3 Program Coordinator - FLEEC	0.4 PT
TIC - The Arts	Reduced class allocation < 0.6
Senior School Coordinator	Reduced class allocation < 0.6
AEP Coordinator	Reduced class allocation < 0.8
Year Coordinators x 6	Reduced class allocation < 0.8

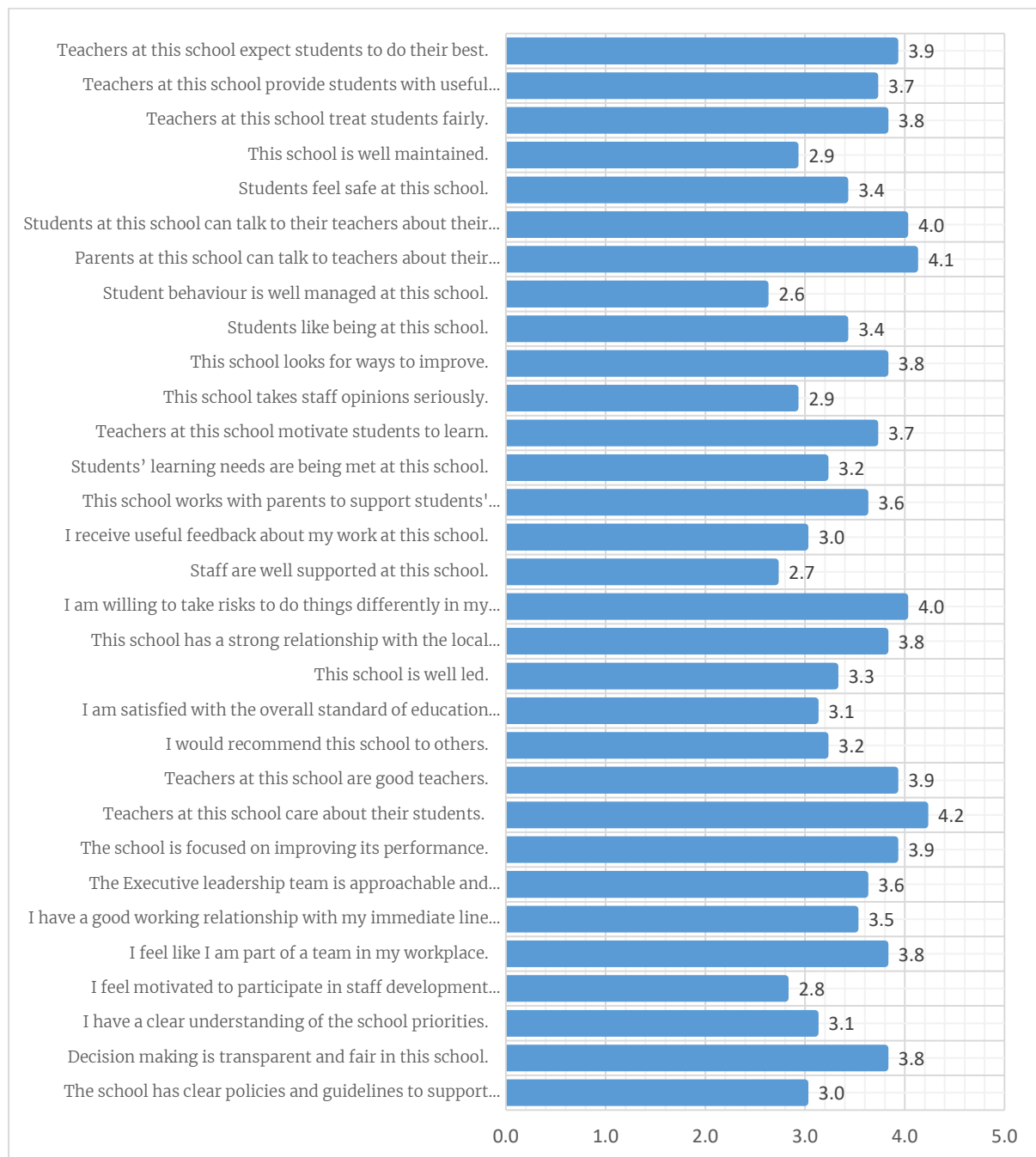
In 2019, much of the work of the Leadership team (level 3 – 4) was focussed around developing a broader understanding of their roles in leading school improvement through developing professional knowledge of relevant policies, accountability and shared responsibility for whole school performance. There was considerable work undertaken to expand the scope of roles beyond ‘curriculum silos’ to promote understanding of the impact of leadership on teacher effectiveness, school culture and community perception of school performance.

The key focus areas for development included training all promotional leaders in Growth Coaching to build effective performance development relationships with their staff. The other key focus area was building collective efficacy within the leadership team.

The responses provided by staff in the annual survey reflect an improved perception of leadership effectiveness in the school, when comparing ratings of similar items from 2018. For example, responses to the prompt ‘This school is well led’ improved from a rating of 2.9 in 2018 to a rating of 3.3 in 2019. Additionally, the 2019 survey offered extra contextually relevant items to gather more fine grained feedback about leadership performance. Examples include ‘The Executive leadership team is approachable...’ and ‘I have a good working relationship with my line manager...’ These also attracted largely positive responses from staff, with ratings of 3.6 and 3.5 respectively. The prompts, ‘I feel like I am part of a team in my workplace’ and ‘Decision making is transparent and fair in this school’ also both rated 3.8, indicating an improved sense of staff engagement as a result of more effective line management relationships being developed.

Leadership and performance development will continue to be a strong focus of the School Improvement agenda in 2020, for both those in promotional positions and teaching staff across the school.

Staff Survey Results

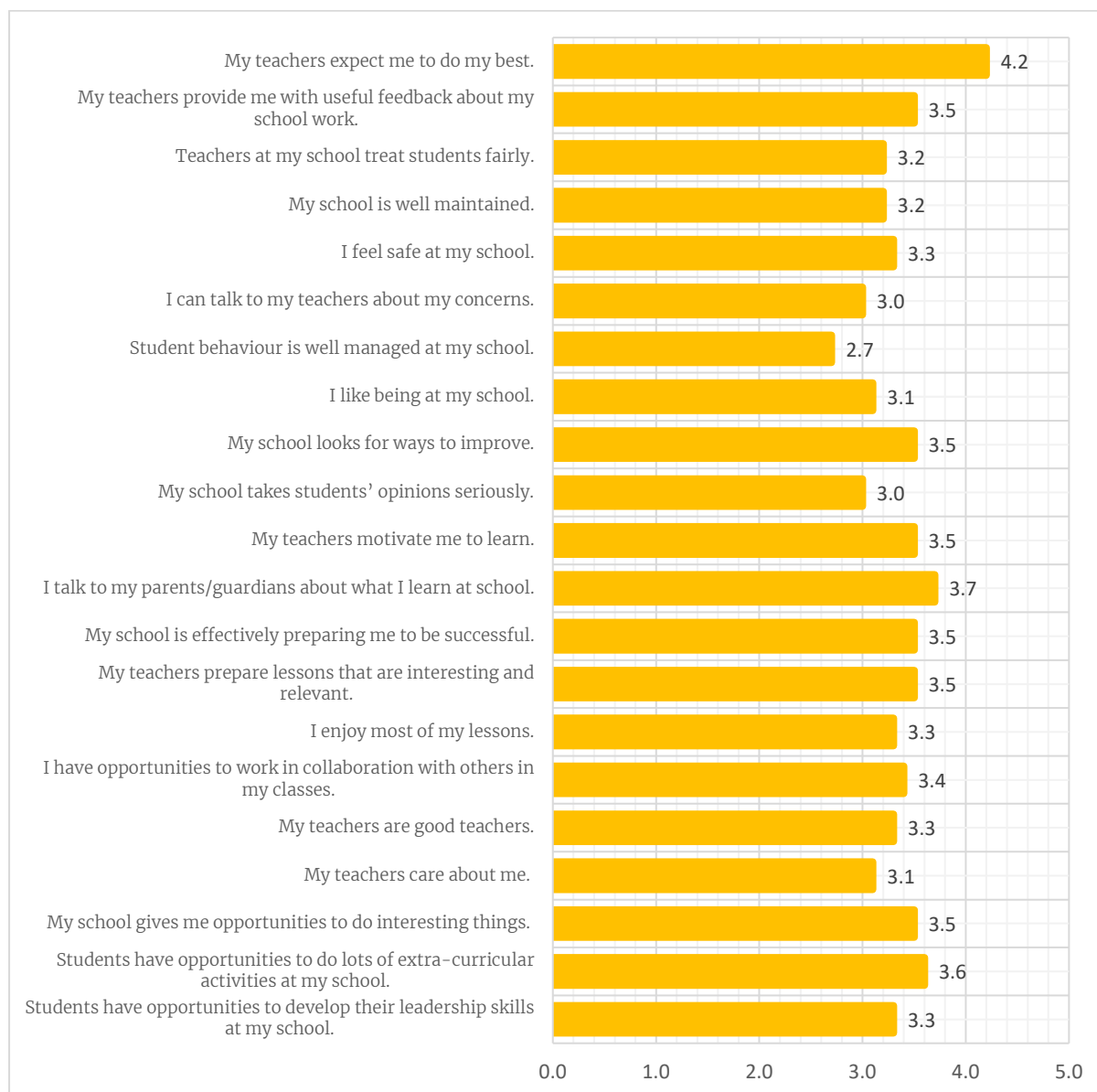


Target 6: Community Partnerships

- | Parent engagement targets set for all parent interactions (parents' nights, information evenings, concerts)
- | Set specific targets around opportunities to interact with the community academically and in the Arts
- | Survey data shows continuous improvement in parent and community satisfaction

Pinjarra Senior High School has a central role in the life of the local community and is held in high regard by most stakeholders. In 2019 the school continued to develop our marketing and promotional agenda to raise the profile of the school and its achievements, with a predominant focus on electronic and social media platforms to reach a wider audience. These include the school Facebook page, website, and emailing home key promotional materials such as school newsletters and articles of interest. Students were also more engaged in the use of the DoE supported 'Connect' platform as a communication tool with their teachers, Year Coordinators and classmates.

Student Survey Results



While most responses from students to items on the 2019 Student Survey indicate similar patterns to 2018, it is notable that responses to additional prompts were generally favourable. Examples include 'I talk to my parents/guardians about what I learn in school...' which rated 3.7 and 'Students have opportunities to do lots of extra-curricular things at my school...' rated 3.6. Seeking this kind of 'extra' information about the engagement of students is a valuable source of affective data to inform the school self-assessment process. The inclusion of additional prompts to broaden our understanding of student perceptions will be maintained in 2020 and beyond as key data in informing school improvement.

Parent Survey Results



Business Plan targets around parent engagement in school events have been typically very broad, making the gathering of specific data largely anecdotal. 2019 did provide an enhanced communication strategy via electronic platforms and the school's Business Development Officer took a lead role in ensuring regular media releases and promotional materials were published within both the school and wider communities. We also put processes in place to personally invite parents and caregivers to events in which their children were involved, such as assemblies, awards presentations, performances and specific information presentations for parents of year 7, 10 and senior school students. These strategies were somewhat effective in increasing parent engagement, but this work will be ongoing in 2020. The school also proactively encouraged parents to participate in providing feedback about school performance through the NSOS surveys, which we administered via iPads during the scheduled parent evenings for both lower and senior school students. The incentive of entry into a raffle with prizes was also included to encourage parents to engage in this process. This strategy resulted in a greater sample of parents participating in the survey process than in 2018.

The parent survey data itself demonstrates considerable improvement in parent perceptions of school effectiveness, when compared to 2018 data. For example, the item 'Teachers at this school expect my child to do their best' improved from a rating of 3.9 in 2018 to 4.7 in 2019. This indicates not so much a change in teacher expectations as in parent understanding of these, through the improved communication mechanisms in place. Similarly, 'I can talk to my child's teachers about my concerns...' shifted from a rating of 3.7 to 4.6 from 2018 to 2019, again indicating more direct and effective communication between home and school. This pattern of significantly increased satisfaction was evident across all survey items, including those added to elicit more fine grained feedback about school performance. It is very pleasing that in 2019, every survey prompt rated between 4.0 and 5.0, while in 2018, no survey item was rated above 3.9. This positive trend suggests that current direction in parent engagement is effective and will be progressed in 2020 with the opening of 'Connect' to parents.

Acknowledgements

Year 12 Presentation & Awards Ceremony Awards Donors

Pinjarra Senior High School would like to thank the following award donors of our 2019 Year 12 Presentation and Awards Ceremony:

Alcoa of Australia Limited	Lions Club of Pinjarra
Australian Defence Force	Morcombe Travel
AustralianSuper	Murdoch University
Caltex Australia	Pinjarra Bakery
CWA Pinjarra	Pinjarra/Waroona YouthCare
Hon. David Templeman MLA	PSHS School Board
Edith Cowan University	Rotary Club of Pinjarra
Flag Motor Lodge	RSM Australia
Galloway's Engine Reconditioning	Shire of Murray
Mr Andrew Hastie MP	Shire of Waroona

Workplace Learning Employers for 2019

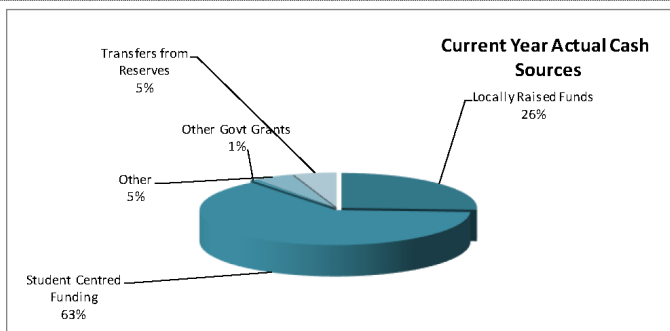
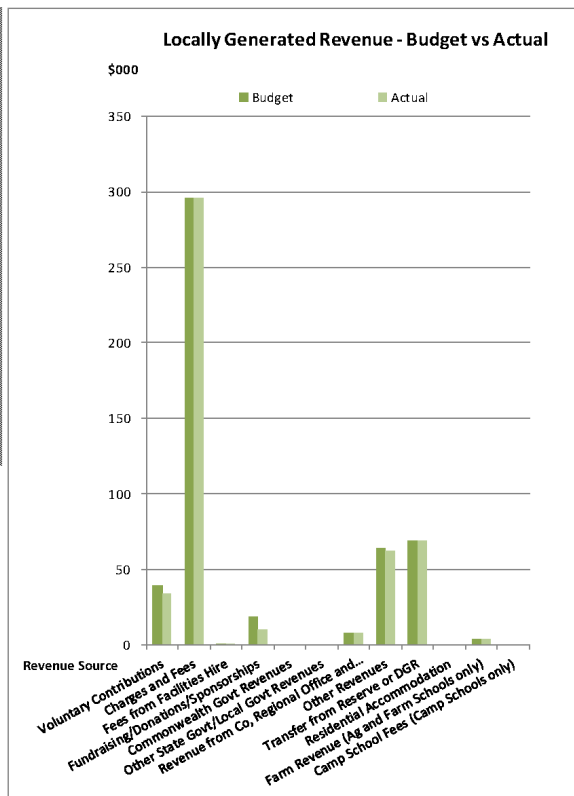
Pinjarra Senior High School would like to thank all the businesses who provided placements for our VET students throughout 2019.

Acacia Living Group	Jarrah Infusion
Alcoa of Australia – Willowdale	JLG WA Pty Ltd (Pedder’s Suspension)
Alcoa of Australia – Peel Office	Kern Allied Health
Australian Skin Clinic	Lovick Fabrication
BAE Systems Australia Pty	Mandurah Diesel and Marine Repairs
Battery Force	Mandurah Hyundai
Bedingfeld Lodge	Mandurah Vehicle Fleet Services
Boatland	Mandurah Volkswagen
Brooke’s Girl Torque Mechanical	Melaleuka Stud
Buggles Childcare Mandurah	Murray Engineering (Electrical Workshop)
Charles Hull Contracting Co Pty Ltd	Murray Engineering (Mechanical Workshop)
City Discount Tyres Waroona	Murray River Auto Repairs
Clints Mechanical	Murray River North Pty Ltd
DIY Bali Huts	Peek A Boo Doggy Care
Douth South Therapy	Peel Automotive Group
Evolution Building	Peel Electrical
Fusion Hair & Beauty	Peel Flower House

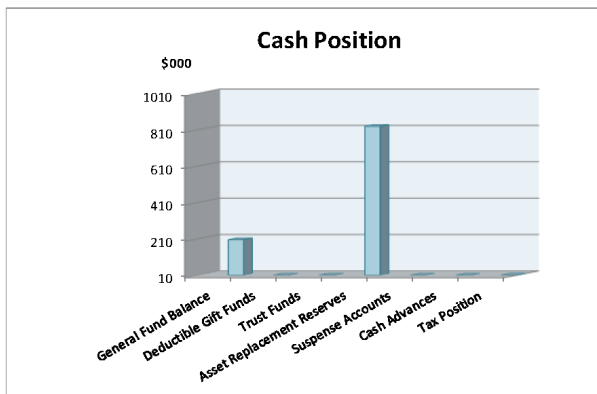
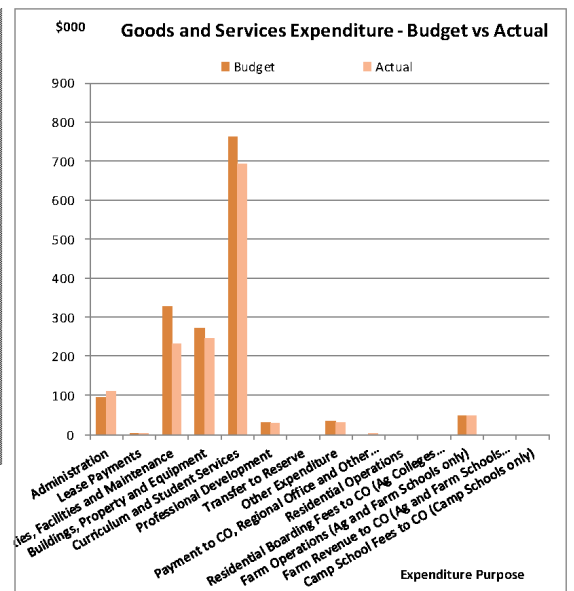
Galloway Engine Reconditioning	Piacentini & Son
Goodstart Early Learning Baldvis	Pinjarra Auto & Mechanical
Harvey Electrical Services	Pinjarra Engineering Pty Ltd
Hedgehog Hairdressers	Pinjarra Senior High School
Hovea Plumbing	Practon Group Pty Ltd
Icarpentr	Priceline Mandurah
Impact Engineering	Quamble Park Waroona Inc.
IQ Reticulation & Landscaping	Ravenswood Guardian Pharmacy
Ravenswood Learning Centre	South West Trailer
Raywell Contracting	Tara Lee Lodge
Rise Electrics	Terry White Chemmart
Rockingham Harley Davidson	Unity Cabinets and Renovations
Sachi Hair & Beauty / Mussan Hair & Beauty	WA Automotive – Lane Ford Mandurah
Schlam Engineering	WA Electrical Enterprises Pty Ltd
Shift Engineering	Walshyz Plumbing
Shire of Murray	Ward Boats
Shire of Murray – Operations Centre	Waroona Veterinary Services P/L
Shire of Waroona	West Oz Concrete
SKC Contractors	Woodbury Plumbing

Finance

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 39,477.00	\$ 33,611.15
2	Charges and Fees	\$ 296,187.00	\$ 295,671.26
3	Fees from Facilities Hire	\$ 227.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 18,978.00	\$ 10,038.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 8,299.00	\$ 8,298.88
8	Other Revenues	\$ 63,778.00	\$ 62,781.38
9	Transfer from Reserve or DGR	\$ 69,118.00	\$ 69,118.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 3,667.00	\$ 3,667.41
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 499,731.00	\$ 483,413.75
Opening Balance		\$ 270,307.00	\$ 270,306.94
Student Centred Funding		\$ 841,093.00	\$ 841,093.36
Total Cash Funds Available		\$ 1,611,131.00	\$ 1,594,814.05
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,611,131.00	\$ 1,594,814.05



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 94,379.16	\$ 112,061.28
2	Lease Payments	\$ 1,369.00	\$ 1,369.07
3	Utilities, Facilities and Maintenance	\$ 327,405.38	\$ 232,488.46
4	Buildings, Property and Equipment	\$ 272,418.00	\$ 245,139.07
5	Curriculum and Student Services	\$ 762,225.66	\$ 693,115.40
6	Professional Development	\$ 30,764.00	\$ 26,859.15
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 34,358.00	\$ 31,375.94
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 9.09
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 46,925.80	\$ 46,925.55
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,569,845.00	\$ 1,389,343.01
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,569,845.00	\$ 1,389,343.01
Cash Budget Variance		\$ 41,286.00	



Cash Position as at:	
Bank Balance	\$ 1,040,779.55
Made up of:	\$ -
1 General Fund Balance	\$ 205,471.04
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 828,662.45
5 Suspense Accounts	\$ 3,335.94
6 Cash Advances	\$ 325.00
7 Tax Position	\$ 10,307.00
Total Bank Balance	\$ 1,040,779.55



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progress towards personal excellence”*