

Pinjarra Senior High School

BUSINESS PLAN 2018 - 2020



An independent public school

progress towards personal excellence

pinjarrashs.wa.edu.au



Our Vision

Creating opportunities for individuals to progress towards personal excellence.

From the Principal

For almost a century, Pinjarra Senior High School has been an integral part of life in Pinjarra, responding to the needs of the community and educating generations of students who have gone on to make their mark locally, nationally and internationally.

In our second business plan as an independent school, we will build on the achievements of our earlier business plan, to establish the pre-conditions to become a high performing school. As we have realised many of these milestones from the previous business plan, the stage is set to continue the changes necessary to put the pursuit of personal excellence within the grasp of all students, teachers and school leaders.

Our new vision statement recognises the outstanding range of opportunities offered at Pinjarra Senior High School and inspires our students to set their sights on the goal. With a strong focus on the development of effective leadership and a culture of performance improvement throughout the school, the goal is the same for students and staff alike.

Our business plan links the Department of Education's priorities to those of our school, ensuring the best outcomes for all our students.



Jan Stone
Principal





Our Mission

Pinjarra Senior High School is a place where: all people belong, life-long learning is nurtured, innovative education takes place, and achievement is celebrated.



School Context

Pinjarra Senior High School is no longer an isolated rural school. Located within a rapidly growing region and community, available facilities, student performance and high quality teaching and learning environments must match those of any metropolitan school. It is with this in mind that further development of distributed leadership throughout the school is an integral part of our journey to excellence.

With a wide variety of pathways and extensive educational opportunities, it is a goal over the next three years to build sustainability and raise performance standards to be an outstanding school not just in the region, but in the state.

Currently, attendance rates are above like schools and Year 12 WACE, attainment and destination data reflects the excellent structures and processes in place to support student success. However, lower school NAPLAN achievement data provides the direction for future focus.

The school's Positive Behaviour Strategy began 18 months ago and is coming out of the planning stage and into the implementation phase. This will not only be the platform for the teaching of positive behaviours but will also make more visible the school's expectations and actions toward the behavioural development of our students.



Our Values

Strive

We have high expectations of students and staff to pursue personal excellence.

Unity

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

Responsibility

We embrace opportunities and take responsibility for the outcomes of our choices.

Care

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

Our Business Plan

Our business plan is aligned to the Education Goals for Australian Students¹:

1. Australian schooling promotes equity and excellence; and
2. All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

It also outlines our strategic direction as an Independent Public School. It reflects The Department of Education's 'Strategic Plan for WA Public Schools 2016 – 2019' and the priorities listed in the department's plan.

1. Success for all students
2. High quality teaching
3. Effective leadership; and
4. Strong governance and support

¹ Melbourne Declaration on Educational Goals for Young Australians (2008)



Our Action

Operational plans in learning and priority areas are annually implemented, measured and reviewed. Teachers work together to achieve the planned targets through their classroom plans.

Our Self-Assessment

Pinjarra Senior High School undertakes a continuous process of reflection on student performance and progress. There is a whole school plan for the collection, analysis, and use of student achievement data to guide classroom planning, identify areas of improvement and make overall judgements of the effectiveness of the school's performance. In turn, this assessment informs each successive Business Plan.





Our Priorities

Success for all Students: Academic and Social

High Quality Teaching and Learning

Effective School Processes and Leadership

Relationships with Our Whole Community



Success for all Students: Academic and Social

Students are supported to strive towards the development of social and emotional success as a pre-condition for their academic success. Staff will set high expectations, reward achievement and celebrate success of academic and behavioural milestones. The school will ensure relevant pathways to provide opportunities for students in future education and training or sustainable employment.

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ACADEMIC

- Implement shared and age-appropriate classroom instructional models and strategies to strengthen student performance in writing.
- Plan deliberate opportunities across the curriculum in innovation, creativity and entrepreneurial skills, building on students' STEM competencies.
- Support students capable of achieving a C grade in an ATAR course to pursue and continue this option through to Year 12, particularly in STEM subjects.
- Have every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training or higher education.

SOCIAL

- Develop opportunities for student leadership roles.
- Plan deliberate opportunities to teach, model and develop a culture of positive behaviour.
- Implement initiatives to improve the proportion of regularly attending students.
- Plan to specifically support student wellbeing and positive health.

Success for all Students: Academic and Social

Targets - Academic

1. Literacy and Numeracy

7 NAPLAN

- Improve the cohort average for Reading, Numeracy and Language Conventions from Band 6 to Band 7 by 2020.
- Improve the cohort average for Writing from Band 5 to Band 6 by 2020.
- Increase the percentage of students represented in 'Good' and 'Excellent' progress categories across all strands except Writing by 2020.
- Increase the percentage of students represented in 'Satisfactory' and 'Good' progress categories for Writing by 2020

9 NAPLAN

- Increase the percentage of students who prequalify to meet Literacy and Numeracy standards in Year 9, reducing the overall number of OLNA candidates by 2020.
- Improve the cohort average for Reading, Numeracy and Language Conventions from Band 7 to Band 8 by 2020.
- Improve the cohort average for Writing from Band 6 to Band 7 by 2020.
- Increase the percentage of students 'At NMS' or 'Above NMS' to 95% for Numeracy, 95% for Reading, 80% for Spelling and 90% for Grammar and Punctuation by 2020.
- Increase the percentage of students demonstrating progress from 'Limited' to 'Satisfactory' across all test strands by 2020.

OLNA

- Improve student rate of prequalification at Year 9 to be above 38 % across all tests by 2020.
- OLNA achievement greater than 95 % by Year 12 by 2020.

2. Year 12 Achievement

WACE Achievement	
2018	92%
2019	95%
2020	97%

VET Participation	
2018	96%
2019	93%
2020	92%

Attainment Rate	
2018	84%
2019	85%
2020	86%

Median ATAR	
2018	65%
2019	66%
2020	68%

- Increase the number of students engaged in an ATAR pathway to above 15% by 2020.





Success for all Students: Academic and Social

Targets - Social

3. Student Leadership

- Formalise a student leadership structure across the school from year 7 – 12 to participate in whole school decision making, modelling core values and leading pastoral, cultural, sporting and social activities for the school community. Planning in 2019 for implementation in 2020.

4. School Culture - Student Behaviour

- Reduce the percentage of students suspended as indicated.

Student Suspensions	
2018	12%
2019	11%
2020	10%

- Fully implement the PSHS Behaviour Management Policy including a clear procedure for the management of student status – ‘Good Standing’ by 2019.
- Fully implement the PBS Matrix and practices to align to and support the Behaviour Management Policy and procedures in the school, including a Student Reward System by 2020.

5. Attendance

- Improve the percentage of students demonstrating regular attendance as indicated.

Regular Attendance	
2018	56%
2019	58%
2020	60%

Overall Attendance	
2018	85%
2019	88%
2020	90%

- Increase the percentage of students attending to 90% by 2020.
- Reduce percentage of students represented in the ‘moderate’ and ‘indicated’ at risk categories across whole school attendance record.
- Maintain Aboriginal student attendance rates exceeding both like and WA Public Schools, with a target of 80% by 2020.

6. Student Well-Being

- Implement a comprehensive and effectively resourced pastoral care program for each year group 7 – 12 by 2020.
- Embed student leadership – peer support opportunities - into this program.

High Quality Teaching and Learning

The school will build on its safe, orderly, well-resourced environment to facilitate high quality teaching and learning. Teachers will engage in a culture of performance improvement in a collegiate environment, to develop high quality instructional skills to support student learning. Continual focus on the improvement of literacy and numeracy teaching skills is essential to the students' future success.

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- Implement an explicit teaching methodology in every classroom to ensure consistent expectations of lesson delivery.
- Draw on evidence-based feedback — including classroom observations, student data and student surveys — to improve teacher practice.
- Build teacher understanding of the Australian Professional Standards for Teachers to improve individual practice and performance.
- Provide deliberate opportunities through the Western Australian Curriculum for students to develop enterprise skills including critical thinking, problem solving, creativity and entrepreneurship, including through STEM.
- Participate in the STEM Enterprise Pioneer Schools Project to guide development of innovative practices – 2019 & 2020.
- Measure growth in student achievement in addition to attainment to evaluate progress and instructional effectiveness.
- Increase the capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people in classroom practice.
- Strengthen performance management processes to support teachers and address underperformance.

Targets

- Full implementation of an explicit teaching model, 'Tactical Writing' strategy and ISE as embedded instructional strategies across all learning areas by 2020.
- Implement a Staff Development Plan aligned specifically to the AITSL Standards for Teachers, DoE Strategic Plan and PSHS Business Plan to drive the school improvement agenda by 2019.
- Form and operationalise professional learning communities within the school to facilitate teacher collaboration, action research and feedback about effective teaching and learning strategies to lift school performance. Full implementation by 2020.
- Student survey data indicating Increased motivation and engagement in learning in response to student centred practices and innovative instructional strategies by 2020.
- All staff CMS trained by 2019 with consistent practices embedded across all learning areas by 2020.
- All staff trained in Aboriginal Cultural Standards Framework by 2019 with evidence of strategic implementation across all learning areas by 2020.
- All Leadership Team members to complete Growth Coaching training and to implement a coaching approach to line and performance management relationships by 2020





Effective School Processes and Leadership

The school will provide strong distributed leadership with a clear vision and direction for the use of resources and expertise that maximises student success. There are clear processes capable of efficiently responding to the operational management and development of the school

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- Develop a comprehensive framework for planning and implementing specific strategies and initiatives to support staff health and wellbeing by 2020.
- Mentor those in leadership roles and identify and support the development of other staff with strong leadership potential.
- Undertake self-reflection against the AITSL Australian Professional Standards for Principals and the ACER Principal Performance Improvement Tool to make judgements about executive performance and to plan for improvement.
- Strengthen and clarify performance monitoring processes to facilitate evidence-based decision making.
- Undertake regular school self-assessment using the School Improvement and Accountability Framework and the ESAT.
- Review and revise policy requirements to reflect and address relevant national, State and DoE initiatives and standards.
- Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community.
- Use the Competency Framework for School and Corporate Services Staff to target focus areas to improve effectiveness of school processes.
- Dispersed leadership structures and clear roles for staff and student leaders enable positive impact on the whole school improvement agenda.

Effective School Processes and Leadership

Targets

- Implementation of the key recommendations of the Health and Well-Being Framework by 2020.
- Staff survey data indicates 'Agree' or 'Strongly Agree' for 80% or more of identified positive statements related to job satisfaction and well-being – 2019 and 2020.
- All staff in promotional positions to complete Growth Coaching Phase 1 and 2 and Leading School Improvement professional learning programs by 2020.
- Performance Management plans for all staff include at least one aspect related to leadership skill development - relevant to role and aspiration - to be actioned within the annual PM cycle. Consistently evident in documents by 2020.
- Performance Management plans for all staff reflect professional learning relevant to learning area targets and the school improvement agenda as defined by the PSHS Business Plan by 2019.
- Develop and implement data collection and analysis plans to inform evidence- based, accountable decision- making about teaching and learning effectiveness throughout each semester by 2019.
- Implement ongoing self-assessment processes including biannual learning area review - embedded in operations by 2019.
- Formal self – assessment of school performance completed annually and presented in the Annual Report. 2018 - 2020
- Achieve an 'Effective' rating in the formal school review process 2019 and in subsequent self- assessments.
- Respond to DoE policy and procedure information to ensure school compliance - ongoing.
- Executive leaders actively participate in regional professional networks as a source of system level professional learning – ongoing.
- Embed practices, events and programs to enhance understanding of Aboriginal culture across the school and wider communities by 2019.
- Parent and staff survey feedback indicates 'Agree' or 'Strongly Agree' for 80% or more of identified positive statements specifically referring to the conduct and efficiency of Corporate Services Staff.
- Develop and implement targeted operational plans for School Leadership that are inclusive of leadership roles for staff and students by 2020.





Relationships with Our Whole Community

We will know our students well, building positive relationships with them, their families and the community, to provide opportunities for experiences that increase their capacity to learn and adapt to a dynamic and changing world. Students will explicitly learn the social skills required to be active and informed global citizens.

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- Improve on-site induction processes for new staff and students.
- Review, with community input, success of current family–school engagement and partnerships.
- Explore opportunities to make school facilities available to the community.
- Build and strengthen partnerships with member schools of the Murray-Waroonna Network.
- Maintain effective relationships with external organisations to provide enhanced opportunities for students to engage in applied learning in authentic contexts.
- Implement protective behaviours instruction across all phases of schooling as a key risk management strategy.
- Ensure school planning captures the views of students and facilitates involvement where appropriate.
- Address how the Child Safe Standards proposed by the Royal Commission into Institutional Responses to Child Sexual Abuse can be implemented.
- Engage parents, students and community representatives in the self –assessment and review process to inform school improvement and build community confidence in PSHS.
- Build upon and increase the connection to the community through regular direct communication and communication through public media outlets.

Relationships with Our Whole Community

Targets

- Implement a clear, consistent and well- resourced induction process for incoming staff by 2019.
- Staff feedback including survey data indicates 80% positive responses to questions about the level of support and mentoring provided for beginning teachers and staff new to the school by 2020.
- Parent and student survey data indicates greater than 85% of responses 'Agree' or 'Strongly Agree' with positive statements about school communications, engagement with parents, effectiveness in supporting student needs and reputation in the community.
- Parent attendance at extra-curricular events indicates increasing participation from 2018 – 2020.
- Increase bookings for use of school facilities between 2018 – 2020.
- Develop partnerships with local primary schools to implement a 'Primary Aspirant Program' to support transition in 2020.
- Identify community, business and industry partners to grow our 'learning ecosystem' by 20% by 2020.
- Student leadership structure operational to facilitate student voice in school decision making by 2020.
- Student survey data indicates high levels of satisfaction in response to positive statements about consultation, support and inclusion.
- Increase NSOS and specifically generated survey frequency to biannual cycle to gather parent, student and community feedback in response to change and improvement strategies within the school. Full implementation by 2020.
- Increased student enrolment by 2020.
- Regular publication of positive school and student news via school newsletter, local media outlets and online platforms – FaceBook and school website. Full Implementation 2019.



Glossary

ATAR - Australian Tertiary Admission Rank

CMS - Classroom Management Strategies

ESAT - Electronic School Assessment Tool

ISE - Instructional Strategies for Engagement

NAPLAN - National Assessment Program in Literacy and Numeracy

OLNA - Online Literacy and Numeracy Assessment

STEM - Science, Technology, Engineering and Mathematics

WACE - Western Australian Certificate of Education

**This plan is endorsed by the
Pinjarra Senior High School Board**

David Holloway · Mike Sinagra · Fiona Davidson
Tom Duxbury · Kelly Bain · Angela Knight
Lelaine Boardman



David Holloway · Board Chair
Emeritus Professor

22/11/18

Date





progress towards personal excellence



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