



ANNUAL REPORT

2024



Pinjarra
Senior High School



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Understanding the Annual Report

The *2024 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 and the Delivery and Performance Agreement have been endorsed by the School Board and provide the basis for other ongoing accountability and reporting.

The *2024 Annual Report* reflects the school's Priorities and Targets, as outlined in the Pinjarra Senior High School Business Plan 2021-2024.



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. Specialty 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 8 – 10. 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.

Pinjarra Football and 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.

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.

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', School Chaplains, School Psychologists, an Aboriginal Student Support Officer and a School Nurse, and is led by a Level

3 Student Services Manager who facilitates processes to enable a positive, safe and inclusive school culture. 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 and an environment rich with outdoor recreation opportunities. The school farm, located off site at Nambeelup hosts the school's agricultural programs, and is complemented by horticulture facilities on site.

Performing Arts and Sports Hall and STEM Building

Following on from the completion of the Sports Hall and Performing Arts Centre in 2023, we have been fortunate to receive funding for a new STEM building which commenced construction in December 2024, with completion due in 2025. This additional investment in school facilities (1.5 million dollars) will provide more opportunities for students across the school, significantly enhancing the learning environment for Science and Technology-based learning.

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, and scholarships. 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.

Principal's Report

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.

To this end, 2024 saw a continuation of our focus on developing growth mindsets and skills for learning across the school. Each of the professional learning communities participated in sharing and scaling effective practices identified through their action research, leading professional learning workshops for the whole staff in priority areas. Some of the key areas of work included introducing Habits of Mind as tools for learning, developing learning 'nudges' to orient students towards growth mindsets and effective learning practices, implementation of 'learnership lessons' for all students in year 7 - 10 and a successful 'Pinni on Show' event for students to showcase their work and progress for parents. Each of these deliberate actions to develop learning skills -student learnership -shifted our school culture towards increased student voice, action, and accountability for learning. In 2025, we intend to continue to refine the balance between developing the skills of teachers and those of learners, such that the processes are increasingly complementary and impactful.

Among the initiatives that exemplified the school's commitment to developing skills for learning in 2024 was the Engagement Strategy. Building on early success of school-based engagement programs to proactively work with students at risk, engagement programs in years 8, 9, 10 adopted a 'codesigned' approach leading to different perspectives, activities, and opportunities. Fishing, outdoor recreation and stage makeup courses were developed, supporting students to grow their skills and confidence in communication, teamwork and problem-solving. For year 10s, 2024 saw the expansion of year 10 vocational pathways from Building and Construction and Hospitality courses to off -site opportunities including Rural Operations Certificate II and a bespoke class of Pinjarra Senior High School students attending SMTAFE, completing a Retail Cosmetics Certificate II. These are outstanding achievements that reflect positive educational engagement and progress for students.

The largest engagement initiative undertaken in 2024 was planning for the implementation of a senior school engagement pathway for students unlikely to achieve the WACE. This need has emerged as a clear gap in school performance and retention data over the past few years, with more orthodox senior school pathways being too rigid to provide access or purposeful outcomes for students with gaps in their learning. The PULSE program will embed a general education certificate and offer students flexible access to WACE courses, WPL, VET qualifications and enterprise-based learning. The goal is to ensure that all students have an opportunity to gain skills and qualifications that link them forward to pathways and options post-secondary school, whether entry to TAFE, employment, or apprenticeship opportunities, so that they leave us with a 'next step' in place. The initial intake for 2025 will be for 'repeat' year 11 students, but over time it is expected that we will develop other aspects of the senior school pathway structure to accommodate a wider array of learners with differential needs to foster higher retention of students in school and improved educational outcomes for those most at risk.

Throughout 2024, 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. Our student leaders shone as they participated in the Shire of Murray's Youth Forum and represented our school as invited guests of MLA Robyn Clark at Parliament House. We also made a long-awaited return to the stage in YoH Fest, where our creative student team did magnificently under the direction of Ms Palmer.

2024 certainly saw a wide range of students embracing opportunities, many of which were made possible by the generous sponsorship of community partners. The Alcoa Prospects Program was highly successful in 2024, with the largest group of year 10 girls completing the program for several years. This unique opportunity for career development has been a long-standing partnership between Alcoa and Pinjarra Senior High School and is highly valued by the school community, as evidenced by the pleasing number of parents who attended the graduation ceremony. Congratulations to Prospects scholarship winners, Alexis Chalwell, Keira Bekins, Liliana Eudy and Rylee McShane. Alcoa also continued their sponsorship of the ASE scholarship program to support Aboriginal students at school and provided a significant funding grant to assist us to purchase additional seating for the Performing Arts Centre. We sincerely thank Alcoa for their generous partnership to support educational pathways and facilities for our students.

As Principal, I am very proud of the school community for their collective contributions to transforming our school to shape purposeful, individualised and impactful educational pathways for our young people. 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.

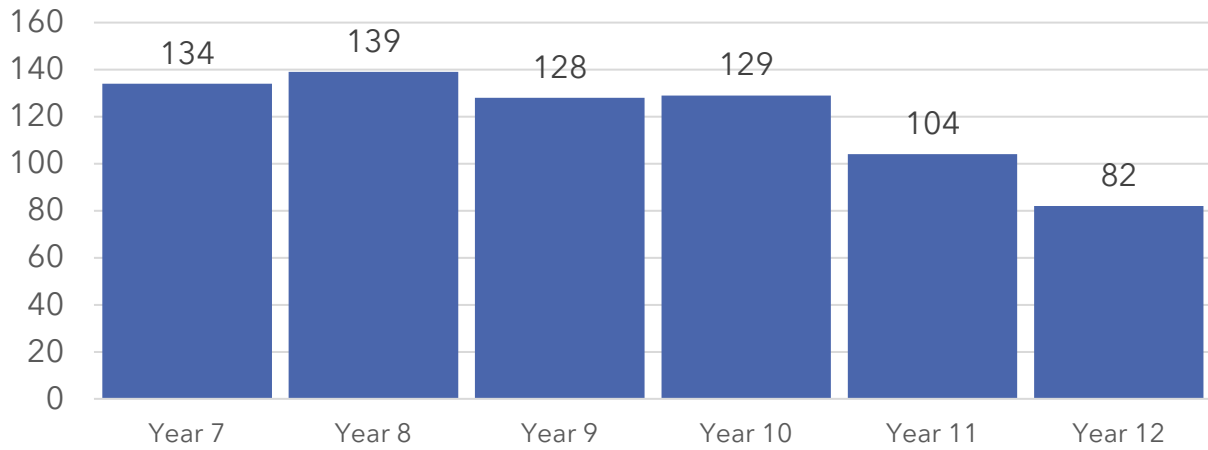
Jan Stone
Principal



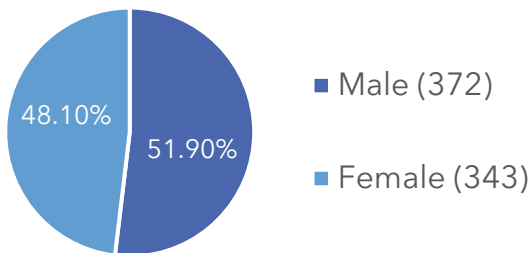
Student Profile

Student Numbers

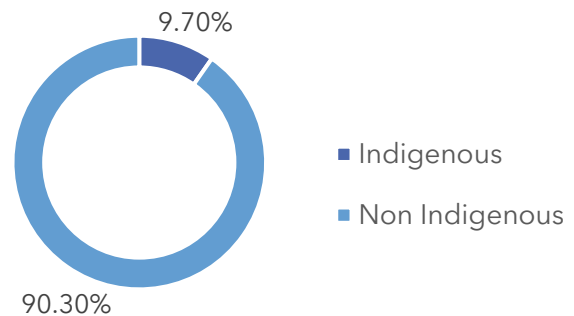
Full Time (as at Semester 2, 2024)



Gender

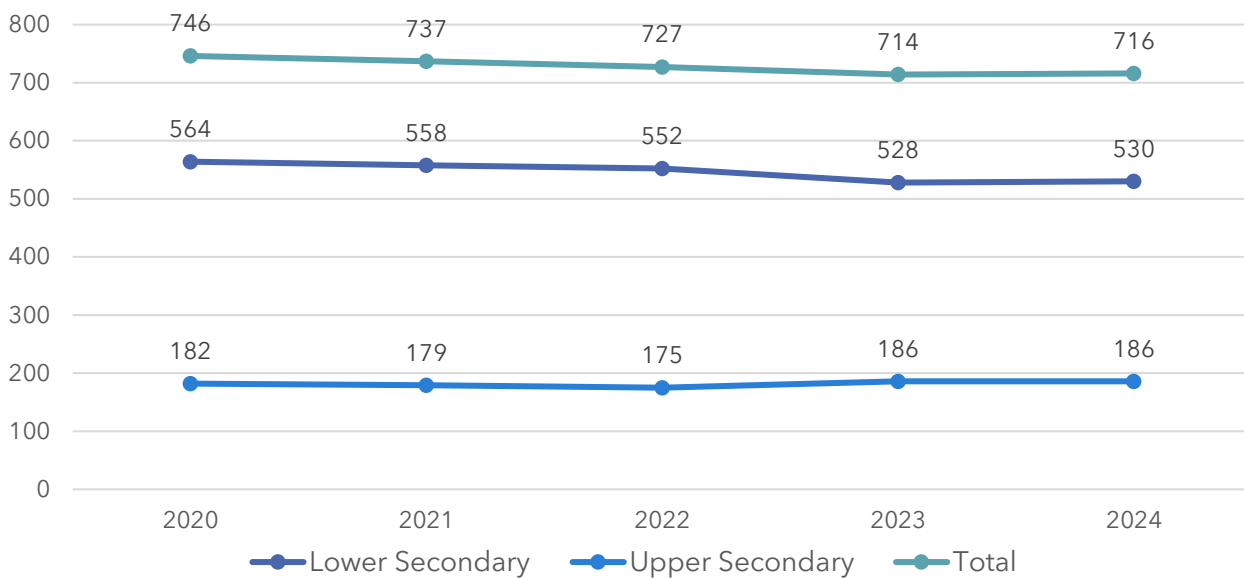


Indigenous Students



Student Number Trends

Based on Semester 2, 2024 Census Data (full time students only)



Staff Profile

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate/Deputy Principals	2	2.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	11	11.0	0

Level 3 Teachers	2	2.0	0
Other Teaching Staff	43	39.3	2
Total Teaching Staff	45	41.3	2

Clerical/Administrative	14	10.8	2
Gardening/Maintenance	3	2.4	0
Instructional	1	0.9	0
Other Allied Professionals	15	11.3	0
Total Allied Professionals	33	25.4	2

Total	89	77.7	4
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PSHS Business Plan 2021 – 2024:

The Business Plan 2021 – 2024 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. While initially designed as a three-year planning cycle, the timing meant that progress was significantly hindered by the impacts of the global pandemic and ensuing challenges for schools. We made the decision to extend the current planning cycle and maintain our focus on identified priorities through 2024, measuring progress against identified targets and milestones. In this final year of the Business Plan, we continued to progress the school vision through the development of a learning environment that is increasingly inclusive, flexible, relevant, and purposefully connected to post school opportunities.

The Business Plan 2021- 2024 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 efficacy 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 Every Student, Every Classroom Every Day – Strategic Directions for Public Schools 2020 – 2024 have also been key drivers in determining school priorities and targets within this plan.

Business Plan Priorities and Targets

- High Quality Teaching and Learning: Instructional effectiveness
- Learning environments to support positive school culture and staff and student wellbeing.
- Leadership and performance development
- Community connections and partnerships: our educational ecosystem



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 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 statement 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 Values: Be TRUE

Tolerance

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

Responsibility

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

Unity

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

Embrace Opportunities

We have high expectations of students and staff to pursue opportunities and take action to grow and improve performance.



Be TRUE



Tolerance

Respect

Unity

Embrace Opportunities



High Quality Teaching and Learning: Instructional Effectiveness

Year 12 Achievement data - Targets

- WACE Achievement - 85%
- Secondary Metrics - 30%
- ATAR participation rate >10%
- VET Participation - 80%
- VET Achievement - Cert II or higher - 95%.

WACE Achievement 2024

	Student numbers Sem 2 2024	Wace Eligible 2024	Total cohort (Year 10- 12)	% WACE eligible (of total cohort)	WACE Achievement 2024	WACE Achievement %
PSHS	82	76	133	57%	65	86%
Like Schools				63%		86%
Public Schools				69%		90%

- The WACE achievement rate was 86% of WACE eligible students, which is consistent with 2023 (89%) and a significant improvement on the dip to 79 % in 2022. The 2024 WACE achievement rate is equal to like 86% and close to WA Public Schools at 90 %. This data is a positive indicator of stable performance and achieves the target set within the Business Plan 2021 - 2024.
- The percentage of total cohort who are WACE eligible (57%) continues to be below like schools at 63% and state at 69% but reflects a pattern of improvement and recovery from lower percentages during the Covid 19 pandemic. We will continue to implement strategies to minimize barriers to WACE achievement in 2025 - primarily increasing the achievement of OLNA in years 10 and 11.

Secondary Metrics

The Department has developed three new 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:

1. *Retention* – the apparent retention from Year 7 to Year 12.
2. *Completion* – WACE completion rates for students who commence Year 11.
3. *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					
	2024	2023	2022	2021	2020
Completion Rate	44.2%	50.4%	34.2%	38.7%	44.7%

Apparent Retention Rate					
	2024	2023	2022	2021	2020
Apparent Retention Rate	54.7%	61.6%	51.9%	51.1%	64.4%

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	2024	2023	2022	2021	2020
10	3 (0%)				
9	21 (9.5%)				
High band 8	15 (6.7%)				
8	24 (12.5%)				
7	43 (46.5%)				
6	16 (25%)				
Band 5 or exempt	3				
Incomplete/No NAPLAN score	22				
Total	147 (24.6%)				

- In 2024, the number of students meeting the achievement thresholds in year 12 based on predicted trajectories in year 9 was 24.6%, which is close to the DoE target of 30% for all schools. Additionally, 10.7% 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 2025.
- It is evident that students achieving band 8 – 10 (who should be our highest performing students) are not achieving the expected thresholds. This culture of 'under-performance at the top' is a line of enquiry for 2025. 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 will continue to be the lead strategy to support improvement.

ATAR Participation Rate

	2024	2023	2022
School count (% Cohort)	6 (5%)	13 (11%)	7 (5%)
Difference From Expected			-2%
School (% WACE eligible)	8%	18%	11%

- While the percentage of students participating in the ATAR pathway is below the target of >10% in 2024, it 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)

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

- 67% of ATAR pathway participants achieved the ELC requirement for university entrance in 2024, compared with only 38 % in 2023 and 57% in 2022. This evidence the considerable work undertaken to improve moderation and consensus processes during 2024.
- For the first time since the Covid 19 pandemic, most students were applicants for university entrance via TISC. This indicates increased commitment to 'front door' entry to university.

ATAR Triciles

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

- The representation of 83% of students in the Low tricile is disappointing, given the more balanced performance of the cohort in 2023. Increased individual student monitoring will be implemented in 2025, to support students to maintain a strong focus on individual goals and progress.
- Most students received offers for placement, given the bonuses available due to regional location. On balance, this is a strong outcome for this cohort.



Vocational Education and Training

- VET engagement and achievement show significant growth, with an increase in enrolments from 44% in 2023 to 66% in 2024. This improvement reflects changes to senior school pathway structures to ensure students studying General courses engage in a VET qualification to provide options post school completion. This strategy will continue in 2025 and beyond, particularly given the evidence of strong performance of VET students in the secondary metrics data.
- Significant improvement in the completion of higher-level qualifications in comparison with previous years. In particular, the completion of nine Certificate IV and ten Certificate III qualifications reflects the value placed on vocational learning by the school community. Notably, fourteen students completed two vocational qualifications. We will continue to seek opportunities for students to access Certificate III and IV courses moving forward.



SCSA Awards

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

- 2024 saw several year 12 students achieve SCSA awards for high performance. Among these was a VET Certificate of Excellence, won by Sofie Ward – student leader and VET Dux for the school. Sofie was nominated for the VET Beasley award, where she was a finalist. She was also awarded a Certificate of Merit.

Literacy and Numeracy - NAPLAN Targets

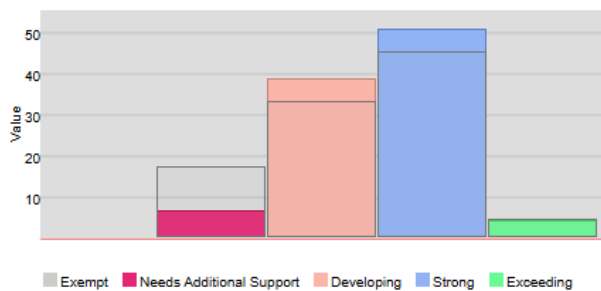
Year 7 NAPLAN Targets

- Improve the cohort performance for Reading, Numeracy, Writing, Spelling and Grammar - reduce number in 'Needs additional support' and 'Developing' and increase number in 'Strong' and 'Exceeding' categories.
- School mean scores that are above Like Schools in all assessment categories.
- Overall number of students represented in achievement categories above National Minimum Standard for all test categories; data to reflect annual incremental improvement.

Year 7

Numeracy - Proficiency

Filters : All Students

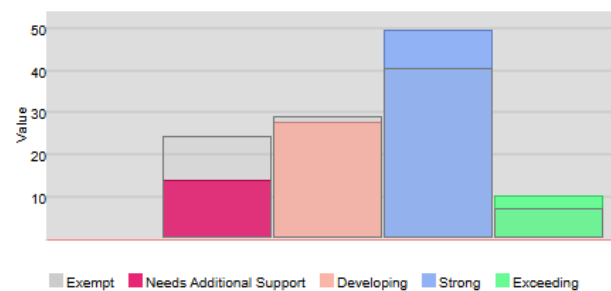


Proficiency Cut Scores (NAPLAN)

632 < 500 - 631 431 - 499 < 430

Reading - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

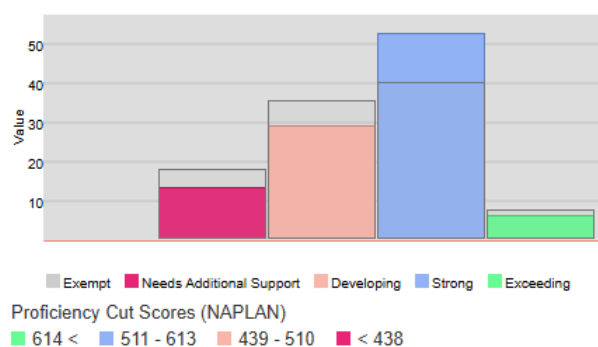
603 < 500 - 602 430 - 499 < 429

Year 7 2024 - Numeracy		
National Mean	Like Schools	Pinjarra SHS
540	500	515.5

Year 7 2024 - Reading		
National Mean	Like Schools	Pinjarra SHS
535	489	512

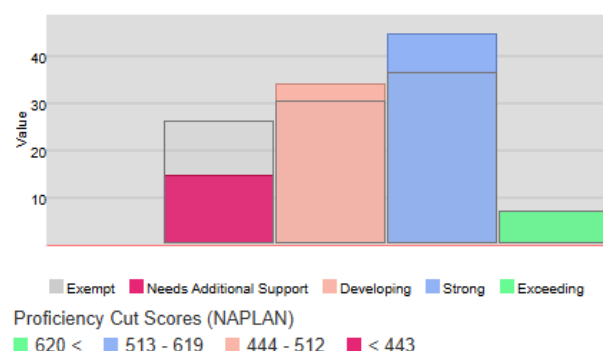
Writing - Proficiency

Filters : All Students



Grammar - Proficiency

Filters : All Students



Year 7 2024 - Writing

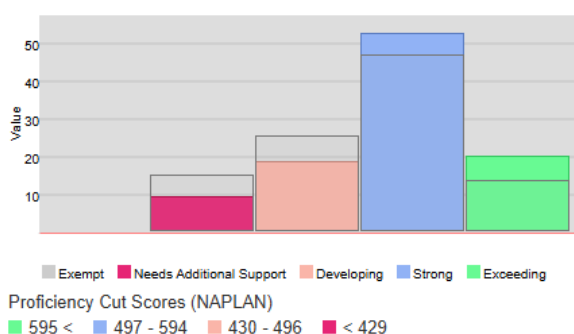
National Mean	Like Schools	Pinjarra SHS
540	505	515

Year 7 2024 - Gramar

National Mean	Like Schools	Pinjarra SHS
537	493	508

Spelling - Proficiency

Filters : All Students



Year 7 2024 - Spelling

National Mean	Like Schools	Pinjarra SHS
540	512	535

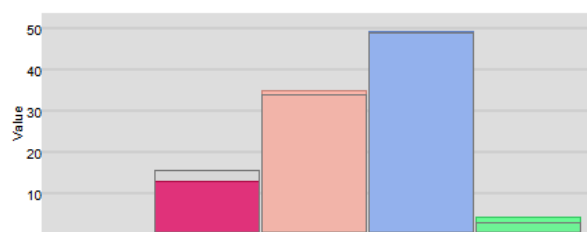
- The 2024 Year 7 cohort means for NAPLAN assessments across all test categories exceed Like School performance, and while still below the National Mean scores, improvement is evident in this comparison, particularly for Spelling.
- School means fall within the 'Strong' proficiency level for all assessments except for Grammar.
- Targets for improvement in Year 7 NAPLAN have been met in 2024, with a pattern of improvement from 2023 year 7 performance is clearly evident.

Year 9 NAPLAN Targets

- Improve the cohort performance for Reading, Numeracy, Writing, Spelling and Grammar - reduce number in 'Needs additional support' and 'Developing' and increase number in 'Strong' and 'Exceeding' categories.
- School mean scores that are above Like Schools in all assessment categories.
- Increase the percentage of students who prequalify to meet Literacy and Numeracy standards in Year 9 to 40%, reducing the overall number of Year 10 OLN candidates by 2024.

Numeracy - Proficiency

Filters : All Students



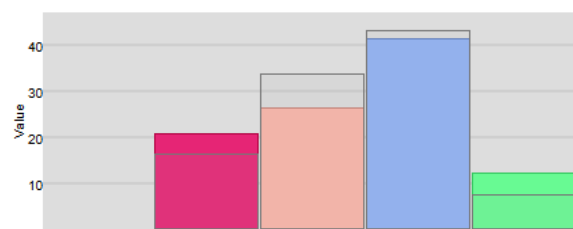
Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

673 < 536 - 672 463 - 535 < 462

Reading - Proficiency

Filters : All Students



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

639 < 539 - 638 464 - 538 < 463

Year 9 2024 - Numeracy

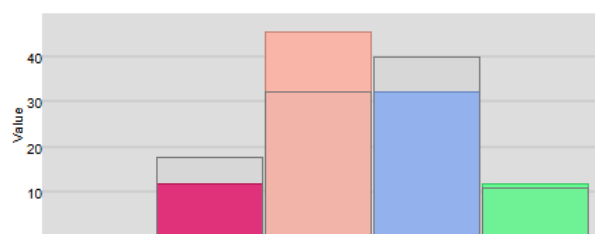
National Mean	Like Schools	Pinjarra SHS
565	537	546.5

Year 9 2024 - Reading

National Mean	Like Schools	Pinjarra SHS
565	537	539

Writing - Proficiency

Filters : All Students



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

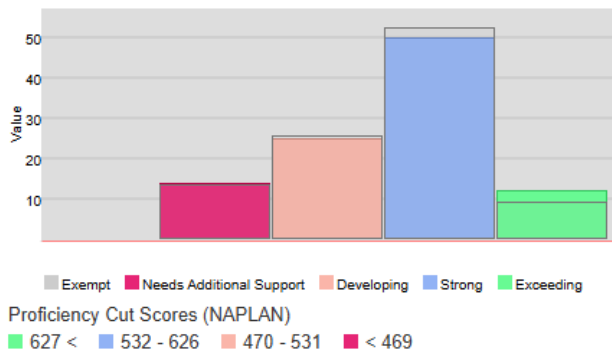
647 < 553 - 646 469 - 552 < 468

Year 9 2024 - Writing

National Mean	Like Schools	Pinjarra SHS
574	544	534

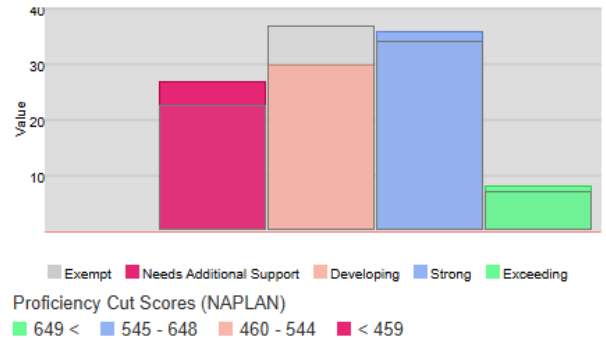
Spelling - Proficiency

Filters : All Students



Grammar - Proficiency

Filters : All Students



Year 9 2024 - Spelling

National Mean	Like Schools	Pinjarra SHS
567	544	544

Year 9 2024 - Grammar

National Mean	Like Schools	Pinjarra SHS
550	518	522

- The 2024 Year 9 cohort means for Numeracy, Reading, and Grammar exceed the mean scores of Like Schools, with Spelling being equal to the Like School mean and Writing just below. All school mean scores are below the National Mean scores.
- School means fall within the 'Strong' proficiency level for Numeracy, Reading and Spelling while Writing and Grammar mean scores sit firmly in the 'Developing' proficiency level. These areas will be targeted within the Literacy and Numeracy Program in 2025.
- 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. This focus on individual progress is central to the school's work on learnership and will be prioritised in the next iteration of the Business Plan 2025 - 2027.

Literacy and Numeracy – OLNA Targets

- Improve student rate of qualification by Year 11 to be above 80% across all tests by 2024; data to reflect annual incremental improvement.
- OLNA achievement greater than 95% in Year 12 by 2025.

		Year 10 Students - Qualified In					Year 11 Students - Qualified In			
		Year 9	Year 10	Year 11			Year 9	Year 10	Year 11	Not Qualified
2024		14	30	89	2024		16	31	17	45
		10.5%	22.6%	66.9%			14.7%	28.4%	15.6%	41.3%
Like Schools		11.1%	23.4%	65.5%	Like Schools		13.6%	30.3%	20.6%	35.6%

		Year 12 Students - Qualified In				
		Year 9	Year 10	Year 11	Year 12	Not Qualified
2024		11	40	13	5	29
		11.2%	40.8%	13.3%	5.1%	29.6%
Like Schools		17.2%	31.9%	19.5%	12.1%	19.4%

- The number of students either pre-qualifying in year 9 through NAPLAN or meeting OLNA requirements in year 10 or 11 is typically below the rates of qualification in Like Schools. This is a focus area for 2025, with a targeted approach to early qualification through Literacy and Numeracy program classes, study skills classes and OLNA preparation classes.
- The need for this strategic intervention earlier is further supported by the relatively low number of students qualifying in year 12 compared to other years and the continued pattern of OLNA being the single reason for students not achieving the WACE.

Online Literacy and Numeracy Assessments (OLNA)

Number of students who met the standard: count (%). Source: SCSA data files

	2024	2023	2022	2021	2020	2019
Reading						
School (WACE Eligible)	73 (96%)	73 (99%)	61 (97%)	63 (100%)	68 (94%)	101 (97%)
School (Cohort)	81 (61%)	81 (69%)	83 (62%)	78 (60%)	82 (66%)	113 (65%)

Writing						
School (WACE Eligible)	70 (92%)	67 (91%)	57 (90%)	60 (95%)	68 (94%)	98 (94%)
School (Cohort)	79 (59%)	74 (63%)	81 (60%)	75 (58%)	80 (64%)	115 (66%)

Numeracy						
School (WACE Eligible)	69 (91%)	73 (99%)	54 (86%)	57 (90%)	66 (92%)	98 (94%)
School (Cohort)	75 (56%)	80 (68%)	71 (53%)	71 (55%)	75 (60%)	108 (62%)

WACE: Literacy and Numeracy standard – Number of students who met the standard: count (%). Source: SCSA data files

Literacy and Numeracy requirement met (WACE eligible)	66 (87%)	66 (89%)	50 (79%)	55 (87%)	61 (85%)	95 (91%)
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- In 2024, the percentage of WACE eligible students who met the Literacy and Numeracy requirements was 87% (66/76 students), which is consistent with the trend across previous years, as indicated below.
- Improvement of this percentage will positively impact WACE achievement data.
- The current targets stipulated in the 2021 – 2024 Business Plan will be reviewed in the next business planning cycle.

Learning Environments to Support Positive School Culture and Staff and Student Well-Being.

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, 2024)

Secondary	Y7	Y8	Y9	Y10	Y11	Y12	USE	Total
Full Time	134	139	128	129	104	82		716

	Secondary Students
Male	372
Female	343
Total	716

	Secondary Students
Aboriginal	69
Non-Aboriginal	647
Total	716

Attendance Overall

Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	79.6%	82.1%	83%	67.6%	63.6%	55.2%	78.5%	79.8%	80.4%
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%

Secondary Attendance Rates Continued

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	25.1%	36.4%	24.9%	13.6%
2023	38.6%	28.4%	20.2%	12.8%
2024	35.5%	30.9%	16.5%	17%
Like Schools 2024	39.1%	26.7%	18.7%	15.5%
WA Public Schools 2024	48%	25%	15%	12%

- At 80.5% in 2024, overall student attendance is consistent with Like Schools at 81.9% but below the percentage for WA Public schools at 84.7%. This is generally a positive pattern, given the significant decline and slow recovery of student attendance following Covid 19.
- The small increase in the 'indicated' attendance category from 2023 - 2024 reflects the decline in the 'regular' attendance category and will continue to be addressed through reward and incentive programs implemented in 2024, 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 larger increase in the 'severe' category for the same time frame suggests further disengagement for students previously in the 'moderate' attendance category. This pattern will be a line of enquiry addressed through several layers, including roles for class teachers, Heads of House, the Attendance Officer, Aboriginal Student Support Officer and Associate Principals. The Engagement Strategy and programs will also have a role in supporting students holistically to attend school and participate in learning.
- While still above the attendance rate for WA Public Schools, the attendance rate of Aboriginal students has steadily decreased, with school performance now comparable to Like Schools. The target of maintaining a 10% higher attendance rate than the comparison groups has not been met in 2024 and will be the subject of multiple lines of enquiry in 2025.
- Attendance targets have been adjusted down, but the target of 90% still proved to be aspirational in 2024. This will be reviewed within the next business planning cycle.

Student Behaviour Targets

- Reduce the percentage of students suspended to <10% in 2024.

School Suspensions in 2024

Year level	Male		Female	
	Number of Suspensions	Number of Days	Number of Suspensions	Number of Days
7	48	71	8	10
8	20	33	13	28
9	41	73	18	60
10	30	64	19	41
11	12	16	10	12
12	4	7	0	0

- Student behaviour data reflects an increase in the overall number of suspensions and days of suspension being issued in 2024. This continues an upward trend from 2023, where significant escalation of serious breaches of discipline were observed, particularly from years 7 – 10.
- 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.
- 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.
- While the increased rate of suspension in 2024 is disappointing, 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. We anticipate this will see a reduction in student suspensions in 2025.

School Cultural Responsiveness

In 2024 we continued to work towards cultural safety and responsiveness in the school environment. Through specific Aboriginal cultural content being delivered through the Pastoral Care program and the celebrations of NAIDOC week, the school has successfully incorporated cultural learning into the experience of students across the school community.

Community partnerships to support Aboriginal students were also a strength during 2024, 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 2025.

Despite the Aurora Foundation announcing its closure in WA, our Aboriginal students were well supported in their academic aspirations through Follow the Dream and the ASE (Aboriginal Student Excellence) Scholarship program proudly sponsored by Alcoa. This opportunity was available through an application process, providing financial and mentoring support to the students who were selected.

We look forward to building closer relationships with community elders, partner organisations and families in 2025 to deepen our cultural capacity as a respectful and responsive school.



Leadership and Performance Development

Pinjarra Senior High School has a commitment to a distributed leadership model that focuses on building the leadership skills and capacity of all staff, whether they are in promotional positions, or are aspirant leaders or senior teachers. There are many roles defined within the school workforce profile that enable access to leadership experiences at whole of school level, creating the opportunity to grow leadership capacity across the school.

Leadership development is modelled by the Principal and Associate Principals, through engagement with professional networks at the regional and system levels. The School Board is also critical to leadership at the 'governance' level.

Leadership Roles 2024	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 < 0.4
Level 3 Program Coordinator - Student Services	Non-Teaching role
TIC - The Arts	Reduced class allocation < 0.6
Heads of House x 5	Reduced class allocation < 0.6



Leadership Strategic Plan

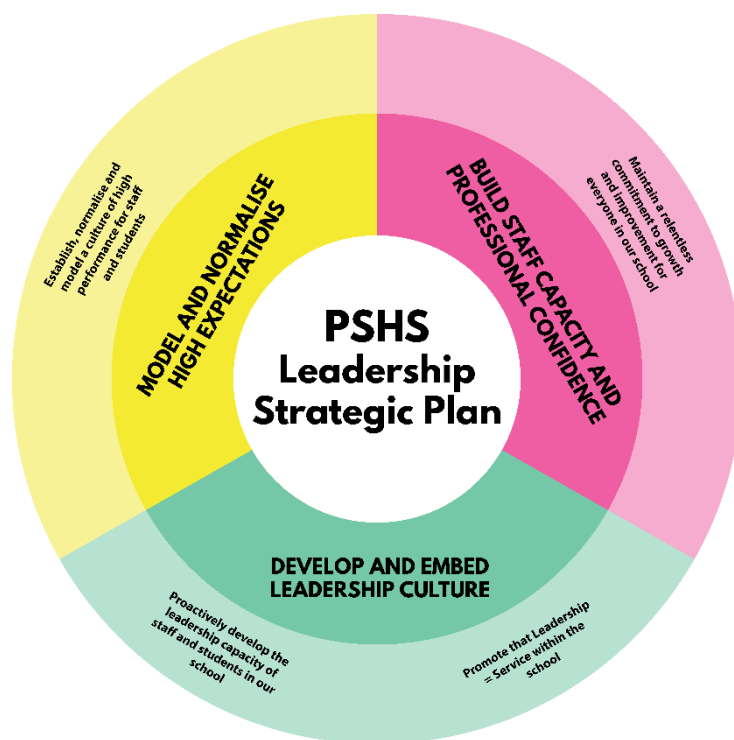
In 2024, we used the collaboratively developed Leadership Strategic Plan to guide our work on leadership priorities and actions across the school. A peer coaching model was implemented within the existing meeting structure to enable leaders to workshop key aspects of identified priorities, developing our shared knowledge and understanding.

Under the three priority areas within the plan, leaders researched and presented professional learning about a range of content including policies and procedures, data tools and platforms, system and school metrics, wellbeing strategies, GROWTH coaching, growth mindsets and self-assessment processes to build our leadership capital and capacity to leverage school improvement. This workshop and coaching approach to leadership development empowered our team to work cohesively on shared goals, both strategic and operational to enhance school culture and performance.

In extending the cycle of our Business Plan to include 2024, the Professional Learning Communities of staff had the opportunity over the course of the year to reflect on their action-research learning in key priority areas, evaluate progress and consultatively chart the future direction of the school. This self-assessment and collaborative planning process provided rich feedback that will inform the priorities of future school planning. In 2025 and beyond, the Professional Learning Community model will transform into a Professional Coaching Community model, in recognition of staff leadership of key initiatives that will underpin our collective work to shift towards a growth and learning-oriented culture. This 'ground up' model of professional learning and school development has enhanced staff ownership

of the strategic improvement agenda over several years and will continue to be a lead strategy in the next business planning cycle.

Other opportunities for individual staff to grow their leadership capacity were also ongoing in 2024, through expressions of interest for internally created leadership roles such as Heads of House, Growth Mindset and Learnership team trainers, CMS trainers and through membership of various decision making groups within the school, including the WHS committee, Finance committee, Building and Grounds committee, Workload Advisory committee, NAIDOC committee and Social committee. While each of the roles identified had different purposes, all provided staff with opportunities to work in collaboration with teams and partners within the school, the local schools network and wider community within their portfolios.



Community Connections and Partnerships: Our Educational Ecosystem

- Identify and develop sustainable partnerships with external providers to facilitate programs for students within the school.

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 2024. Students have benefitted from interaction and experiences with regional industry, local and State governments, businesses, educational partners, 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 2024, 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, SMTAF, 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, especially in support of the lower school engagement programs and AEP project classes. Sincere thanks to everyone who has contributed to the opportunity for our students to extend their learning from the classroom to the community.



Parent Survey

Feedback from key stakeholders within the school community is valuable in providing the school with a different lens through which to assess our progress and performance. Different kinds of feedback is gathered from students, staff and parents throughout the school year, to assist with specific decisions and more generally, with the annual self-assessment process so that future directions are guided by a range of inputs.

The information provided below represents the view of parents about a range of school operations and practices. This survey was conducted in Term 3, 2024. Data from the survey will be used to inform priorities within the new Business Plan, 2025 – 2027.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Pinjarra Senior High School has high expectations for my child.	14%	50%	27%	6%	3%
2	The school provides a safe and supportive learning environment for students.	13%	50%	26%	9%	2%
3	I have confidence that Pinjarra Senior High School is providing opportunities, knowledge and skills around career pathways for my child to be successful when they leave school.	5%	44%	29%	15%	6%
4	This school is well maintained.	14%	54%	29%	1.50%	1.50%
5	The school has structures and resources in place to support student wellbeing.	9%	58%	18%	13%	2%
6	I can talk to my child's teachers about my concerns.	23%	54%	10%	12%	1%
7	The school responds appropriately to antisocial behaviour.	8%	26%	31%	14%	12%
8	My child likes being at this school.	12%	51%	24%	6%	6%
9	The school looks for ways to support student growth and learning.	9%	56%	19%	13%	3%
10	The school responds to parent feedback.	8%	49%	24%	14%	5%
11	My child is encouraged and motivated to engage in learning.	12%	59%	15%	12%	2%
12	My child is demonstrating progress in their learning at this school.	15%	53%	15%	12%	5%
13	I work collaboratively with the school to support my child's learning and wellbeing.	19%	51%	24%	5%	1%
14	The school offers programs and opportunities that meet my child's individual learning needs.	12%	53%	19%	12%	5%
15	I have confidence that Pinjarra Senior High School is providing opportunities, knowledge and skills around career pathways for my child to be successful when they leave school.	8%	65%	15%	6%	5%
16	Pinjarra Senior High School has a reputation of being a "good" school in the community.	26%	33%	21%	15%	5%
17	The school tries to involve parents in school decision making processes.	9%	27%	47%	14%	3%
18	Non-Teaching Staff are knowledgeable in directing my enquiries or providing assistance.	17%	55%	22%	4%	2%
19	Reception Staff are polite and professional when I contact the school.	40%	53%	4%	1%	2%
20	I feel welcome when I come into the school.	26%	56%	14%	4%	0%
21	I have multiple ways of contacting my child's teachers to monitor my child's progress.	12%	51%	24%	8%	5%
22	I feel confident to raise issues or concerns with The Principal, Associate Principals or other staff as required.	18%	50%	15%	12%	5%
23	I use Connect to monitor my child's progress and communicate with the school.	6%	50%	24%	14%	5%
24	The school provides information about upcoming events, school programs, strategies and educational pathways for students.	22%	60%	9%	6%	3%
25	The school provides a range of extracurricular activities that enhance student educational experience.	12%	56%	24%	8%	0%
26	The school communicates important information and updates through appropriate channels and in a clear and timely manner.	14%	53%	17%	14%	2%

Summary of Parent Survey

- Most responses to questions fall into the categories of 'Strongly Agree' or 'Agree', with 50+% being the benchmark applied. Across all responses, the 'Disagree' and 'Strongly Disagree' categories of response were significantly lower than the positive responses.
- The following questions received responses below 50% in the 'Strongly Agree' or 'Agree' categories.
 - The school responds appropriately to antisocial behaviour – SA 8%, A 26%, N 31 %
 - The school tries to involve parents in school decision making processes – SA 9%, A 27% N 47%
Given the high rate of the 'Neutral' response in each case, this data suggests uncertainty, rather than a criticism of school processes. The 'Neutral' rate of response was higher than directly negative responses in both questions.
- In 2025, parent communication, connection and information will be a focus within the Community Partnership priority of the Business plan, with plans in place for 'parent education' about school processes and their role in supporting student engagement and learning. This will assist parents to feel confident that they are knowledgeable about school decisions and that they have extensive opportunities for input and feedback at their disposal.



Financial

Financial Summary 2024

ONE LINE BUDGET - Dec 2024 (Verified Ded Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	351,701	351,701
Carry Forward (Salary):	606,909	606,909
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	10,274,855	10,274,855
Locally Raised Funds:	436,970	26,979
Total Funds:	11,670,515	11,660,524
EXPENDITURE		
Salaries:	9,114,917	9,114,917
Goods and Services (Cash):	1,479,461	1,211,832
Total Expenditure:	10,594,378	10,326,749
VARIANCE	1,076,137	1,333,775

LOCALLY RAISED FUNDS (REVENUE)

	Current Budget (\$)	Actual YTD (\$)
Voluntary Contributions	\$45,000	\$44,361
Charges and Fees	\$260,790	\$252,55
Fees from Facilities Hire	\$1,482	\$1,664
Fundraising/Donations/Sponsorships	\$70,697	\$70,730
Other State Govt/Local Govt Revenues	\$11,935	\$10,685
Revenue from CO, Regional Office and Other schools	\$3,072	3,072
Other Revenues	\$28,436	\$28,355
Transfer from Reserve or DGR	\$15,490	\$15,490
Farm Revenue (Ag and Farm Schools only)	\$68	\$68
Total Funds	\$436,970	\$426,979

GOODS AND SERVICES (CASH EXPENDITURE)

	Current Budget (\$)	Actual YTD (\$)
Administration	\$58,121	\$62,641
Utilities, Facilities and Maintenance	\$300,582	\$328,344
Buildings, Property and Equipment	\$322,440	\$176,674
Curriculum and Student Services	\$675,479	\$675,479
Professional Development	\$43,375	\$21,558
Transfer to Reserve	\$55,000	\$55,000.00
Other Expenditure	\$13,594	\$12,8223
Payment to CO, Regional Office and Other schools	\$950	\$950
Farm Operations (Ag and Farm Schools only)	\$9,919	\$8,029
Total Funds	\$1,479,461	\$1,211,832

THANK YOU TO OUR SPONSORS



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