



Pinjarra Senior High School

2025 – 2027 **Business Plan**

Our business plan is aligned to the Education Goals for Young Australians, as outlined in the 2019 Alice Springs (Mparntwe) Education Declaration.

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

The School Business Plan also outlines our strategic direction as an Independent Public School. It reflects The Department of Education’s *Building on strength: future directions for the Western Australian public school system* and aligned strategic plans, including Focus 25 and the Aboriginal Cultural Standards Framework.

1. Provide every student with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom
3. Build the capability of our principals, our teachers and our allied professionals
4. Support increased school autonomy within a connected and unified public school system
5. Partner with families, communities and agencies to support the educational engagement of every student
6. Use evidence to drive decision-making at all levels of the system

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FROM THE PRINCIPAL



JAN STONE

For over 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 this planning cycle, we will continue to implement and consolidate the key elements of our school development agenda. These include innovating practice to privilege growth mindsets and to develop a learning focussed culture within the school. Our business plan clearly links to the Department of Education's strategic priorities, ensuring alignment between the school and education system.

Through empowering and engaging students in inclusive, safe learning contexts and supporting 'learnership' skill development, we will ensure our students are equipped for success in the rapidly changing academic and social environments of the 21st century.

We have realised many of the milestones from the previous business plan and have used key learnings to iterate new goals and targets to inform our collective work within the next cycle of planning, action and reflection. I look forward to the challenge of continuing to shape further improvement, providing purposeful and relevant learning experiences that facilitate growth and increased agency for students, teachers and school leaders.

Our vision statement recognises the outstanding range of 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 practice through collaboration and a culture of self-assessment to drive continuous improvement throughout the school, we will strive to be a school performing highly in service of our community.

It is my privilege to lead the school to implement this Business Plan, 2025 – 2027.

Stuart Kirkham
Board Chair

A handwritten signature in black ink, appearing to read 'S. W. Kirkham'.

Jan Stone
Principal

A handwritten signature in black ink, appearing to read 'Jan Stone'.

School Context

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 Academy, a Year 11 and 12 farm-based program and an Academic Extension Program (AEP) for students from year 8 – 10.

Students are offered extensive opportunities for participation in real world, project-based learning that sees them significantly engaging with community, educational and industry partners within our 'learning ecosystem'. Among our most important partnerships is the Murray-Waroona Schools Network, where Pinjarra Senior High School fosters strong relationships with our feeder primary schools and Waroona District High School. In this team, we collaborate to support student transition processes and develop excellence in educational practice and services.

Our school has deep roots in the history of the town, having operated in its current location for more than one hundred years, celebrating the centenary in 2021. Given this heritage, Pinjarra Senior High School enjoys strong support and partnership with the wider community, assisting us to serve a rapidly growing region where diverse industry, business, educational, social and cultural opportunities inform the priorities and direction of the school. Pinjarra Senior High School has access to a range of high quality, modern facilities, including a new state-of-the-art Sports Hall and Performing Arts Centre and purpose-built STEM facility, due for completion during 2025. Providing our students with a contemporary, well equipped and effectively resourced learning environment in the school is an integral part of our journey to excellence, so we are looking forward to capitalising on the immense value added by these new facilities.

It is our goal over the next three years to build our capacity to be proactive in shaping effective, purposeful and sustainable pathways for our students such that they are engaged in relevant and authentic learning at school and are well prepared for successful transition into their adult lives. We seek to equip students to be agile and adaptable, independent, confident and motivated learners, as they strive for high performance and growth as individuals on their own unique journeys. This business plan will also focus our efforts on continuing to provide a high level of pastoral care for our students and school community to support their mental health and general well-being, though living our values of respect, tolerance, unity, and embracing opportunities.

Through the life of this business plan, we will strive to sustain and develop our responsiveness to the needs of our community and to realise our vision:

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

We believe
in creating an
environment where
everyone continually
grows their capabilities,
embraces challenges
as opportunities, and
builds the skills needed
to thrive in a changing
world.

Our Values

Be TRUE



T

Tolerance

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

R

Respect

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

U

Unity

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

E

Embrace Opportunities

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

OUR VISION: GROWING LEARNERS FOR LIFE

At Pinjarra Senior High School, we don't just teach subjects — we develop learners and 'learnership' — skills for learning well. We believe in creating an environment where everyone continually grows their capabilities, embraces challenges as opportunities, and builds the skills needed to thrive in a changing world.

This school culture supports our vision:

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

OUR ACTIONS

As a school, we are committed to innovating teaching practice to build 'learnership', agency, and purposeful student engagement. Strategies are reviewed annually to drive continuous improvement, with staff working together through curriculum, learning area, and individualised plans. Leaders, teaching staff and allied professionals are engaged in performance development processes to grow their professional knowledge and practice, such that plans are implemented effectively and we collectively contribute to enhancing the performance of our school.

OUR SELF ASSESSMENT

Pinjarra Senior High School undertakes a continuous process of reflection, action and self-assessment based on evidence of progress against identified goals, targets and priorities.

There is a whole school plan for the collection, analysis, and use of student data and stakeholder feedback to guide classroom planning, identify areas for improvement and make overall judgements of the effectiveness of the school's performance. This is reported each year in the Annual Report. Self-assessment informs directions and priorities for each academic year, and for each successive Business Plan.



OUR LEARNING CULTURE

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

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

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

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

OUR PRIORITIES

Growing learner
agency: teaching
for a learning
culture

Pre-conditions
for effective
learning

Positive school
culture, wellbeing
and safety

Community and
Partnerships



Growing learner agency: teaching for a learning culture

Staff and students will set high expectations, recognise growth and celebrate progress for individuals and teams. Through implementing consistent, high-quality teaching and learning strategies, we will support students to develop growth-oriented mindsets and learnership skills enabling progress towards autonomous learning and increased learner agency. Together, we will align student aspirations to opportunities and pathways for sustained success in future education, training or employment.

GROWING LEARNER AGENCY		
Foci	Strategies & Actions	Targets
Develop growth-oriented mindsets and a learning – focussed culture by embedding identified pedagogical approaches and a shared instructional model across the school.	Implement Professional Coaching Communities focussed on designated school priority areas to support scaled implementation of consistent and effective practice across the school.	Year 12 WACE achievement at 85% or higher to be maintained from 2025 to 2027
Use and develop a wide array of data and metrics to evaluate progress and assess school effectiveness in supporting continuous improvement.	Create high-challenge classrooms where students are active, engaged stakeholders who are supported to take action to learn.	VET participation rate at 80% with successful completion rate at 70% or higher across all qualifications from 2025 to 2027
Ensure every student is on a learning pathway that connects to further training, education or employment.	Implement a shared instructional model aligned to the Quality Teaching Strategy wherein students develop learnership skills, including Habits of Mind and language for learning.	Increase the percentage of students achieving the threshold in year 12 Metrics to meet or exceed 30%.
	Teachers participate in regular peer observation and feedback cycles and establish student feedback loops to monitor progress towards an effective learning culture in their classes.	Increase the retention of students in successive year 10 – 12 cohorts to exceed 65% and/or align to Like and Public-School Year 12 Metrics data.
	Develop student capacity to seek and provide feedback about learning, including using tailored feedback in assessment tasks to enhance learnership.	Improve retention of students participating in the ATAR pathway from year 11 to year 12 to exceed 60%.
	Develop metrics and assessment processes focussed on growth and progress as well as achievement.	Improve learnership skills of students in year 7 – 10 to reflect increased numbers demonstrating Directed and Independent learner profiles with proportionate reduction in numbers reflecting Beginning and Non-Learner behaviours.
	Broaden the scope of educational programs and pathways to meet the needs of identified individuals and groups of students, promoting engagement and growth to achieve positive and sustainable outcomes.	
	Engage teachers and allied professionals in targeted professional learning to support the development of the learning culture in the school.	Develop metrics to evaluate impacts and outcomes of the Engagement Strategy, focussing on student retention, progress, achievement and wellbeing.

PRIORITY

Preconditions for Effective Learning

We will continue to develop safe, orderly learning environments characterised by consistent practices, values and expectations to ensure low variability and increased psychological safety across the school. The learning culture we are building is characterised by self-awareness through reflection and feedback, evidence-based decision making and continuous improvement of learnership skills for individuals and teams. Learning experiences and environments will be designed to reflect our collective belief that challenge is integral to learning, growth-oriented mindsets support engagement and individual progress reflects growth. Consistent expectations and routines will support learning for groups and individuals, according to their needs.

Leaders across the school will collaborate in teams committed to supporting others through their roles. Leading and acting to facilitate continuous improvement is considered a priority for all members of our school community.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

Foci

Develop growth-oriented mindsets and a learning – focussed culture by embedding identified pedagogical approaches and a shared instructional model across the school.

Increase student attendance holistically, but with a specific focus on increasing ‘regular’ attendance and decreasing representation in other attendance categories.

Develop consistent approaches to classroom routines across the school, to enhance predictability and limit variation of expectations for students.

Build capacity to use data and evidence to provide specific support for individual students or identified groups and inform school self-assessment.

Differentiate learning within classrooms and between pathways to enhance engagement and enable progress.

Strategies & Actions

Implement the agreed instructional model, pedagogies and classroom routines with fidelity across the school.

Develop physical environments for learning to support innovative pedagogies and programs, provide access to technology tools, enable collaboration and create flexible spaces to accommodate learning needs.

Promote the importance of regular school attendance to students and parents including alignment to Good Standing and academic progress.

Intensify support for literacy and numeracy skill development from Year 7 – 12 through building staff capacity to use of diagnostic data tools and programs (NAPLAN/OLNA dashboards, RTP, Elastik, Lit/Num classes, OLNA WA) and individualised support (IEPs) to plan targeted interventions for individuals and groups.

Targets

Staff in each learning area are trained in instructional coaching to support the implementation of the instructional model and growth-oriented teaching and assessment practices.

Attendance

Improve the percentage of students demonstrating regular attendance as indicated:

Regular Attendance		Overall Attendance	
2025	62%	2025	83%
2026	65%	2026	85%
2027	68%	2027	88%

Reduce the percentage of students represented in the ‘moderate’ and ‘indicated’ 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 2027.

7 NAPLAN

Increase the proportion of students represented in ‘Strong’ and ‘Exceeding’ progress indicators for Reading, Numeracy, Writing and Language Conventions – data to reflect iterative improvements.

§ Reduce the overall number of students represented in ‘Needs Support’ for all test categories; data to reflect annual incremental improvement.

9 NAPLAN

Increase the proportion of students represented in ‘Strong’ and ‘Exceeding’ progress indicators for Reading, Numeracy, Writing and Language Conventions – data to reflect iterative improvements.

Increase the percentage of students who prequalify to meet Literacy and Numeracy standards via NAPLAN in year 9 to 45%, reducing the number of OLNA candidates in year 10 cohorts each year.

OLNA

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

PRIORITY

Positive School Culture, Wellbeing & Safety

The school will build on its values-driven culture to facilitate inclusive, high quality educational experiences and pastoral care for a diverse range of students. We will prioritise strengthening structures, programs and processes to foster positive school culture and wellbeing, enhancing belonging and safety across the school community. Processes to strengthen communication and partnership with parents and carers to consolidate layers of support will be further developed. In particular, we will focus on integrating Aboriginal Cultural learning for all staff and students as an ongoing commitment to develop and continuously improve cultural responsiveness and safety in the school.

Positive School Culture, Wellbeing & Safety

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Teach, model and share a culture of positive behaviour and accountability within the school community.

Develop growth-oriented mindsets within staff, students and parents/carers as the foundation for a strong learning culture in the school.

Enhance wellbeing and positive engagement at school through supporting students, parents and staff to build respectful relationships with one another.

Increase the capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people and those from other cultural backgrounds in classroom practice to develop the cultural responsiveness of the school.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

Strategies & Actions

Continue to explicitly teach PBS values through the Pastoral Care Program and communicate aligned school expectations- Code of Conduct, Mobile Phone Policy, Uniform Policy, Attendance, Good Standing - to students and parents through effective communication platforms.

Train all staff in CMS, PBS, Trauma Informed Practice, use of individual documented plans, Accommodation Notes, RMPs, and Restorative Practices to create inclusive learning environments catering for student diversity.

Communicate Behaviour Management procedures, Incident Management and Emergency Response plans to the whole school community to ensure safety and compliance with WHS and Duty of Care policies.

Build on the Engagement Strategy from Year 8-12, growing opportunities for targeted programs, student mentorship, and individual pathway planning.

Promote the House System to create a sense of place and belonging for all students and staff.

Provide students with a wide range of extracurricular activities to enrich learning and engagement.

Develop opportunities to encourage aspiration, increasing leadership capacity and confidence across the school community.

Empower student voice and seek student feedback to shape an inclusive and positive school culture.

Develop and deliver Pastoral Care programs to each year level inclusive of learning about Learnership, Protective Behaviours, Cyber Safety, Healthy Relationships and personal pathway planning/career development.

Develop resources and strategies to support learning about Aboriginal histories and culture in our community, using ASSO, sourcing professional learning opportunities and including community Elders.

Act to promote and support safety in the school – WHS practices, injury management, cultural safety, restorative practices.

Provide targeted professional learning for staff in relation to complex case management, individual planning and differentiation strategies.

Targets

Student Behaviour

Reduce the percentage of students suspended as indicated

Student Suspensions	
2025	<15%
2026	<12%
2027	<10%

Increase number of students maintaining 'Good Standing' in each year group.

Increase the number of students recognised for achieving 'Advanced Standing' at the end of year 12 to exceed 30% of each year 12 cohort 2025 – 2027.

Develop opportunities for recognition of progress and growth across a broader range of contexts to create more inclusive acknowledgements.

Increase the overall number of students from year 7 – 12 receiving commendations and acknowledgements for progress and achievement.

School Culture

Increase student participation in whole school and extracurricular programs and events that contribute to positive engagement at school and with the wider community.

Student feedback and wellbeing survey data indicate >90% of students feel safe and supported within the school environment.

Aboriginal students and families provide positive feedback about school cultural responsiveness and cultural safety at school and in family and community relationships.

Student leaders take an active role in leading school events and are recognised positively by their peers as an avenue for increased voice and representation in decision-making.

Staff feedback and wellbeing survey data consistently indicates individual and collective experience of inclusive, safe and supportive work environments and positive relationships with colleagues and line managers.

Increase parent attendance at expos, information evenings, parent-teacher meetings, sporting events and assemblies.

Minimise WHS incidents through proactive monitoring, identification and correction of risks or potential risks, including psychological safety.

PRIORITY

Community & Partnerships

We will deepen our focus on building positive relationships with students, families, carers and the wider community to facilitate personal growth and educational opportunity. We will continue to develop our capacity to engage through targeted communication systems to widen the scope for proactive consultation, input and feedback, collectively enhancing our responsiveness to student, parent/carers and community voice. This is especially important in recognising the cultural and social diversity of families within the school community. Through strong connections between the school and partner agencies, we will provide students with access to a rich and purposeful educational environment, to support each student on their journey to becoming confident, skilled and world ready.



IN ORDER TO SUPPORT THIS PRIORITY WE WILL:

Foci

Grow partnerships between the school and external stakeholders to provide increasingly diverse learning contexts and opportunities for students.

Continue to develop processes to effectively engage and collaborate with parents and carers about our learning culture, student learning pathways, academic progress and well-being.

Grow opportunities to actively engage the community in the life of the school through the P & C Committee and School Board.

Enhance marketing to promote opportunities and celebrate school success to build community confidence and engagement.

Strategies & Actions

Develop and support partnerships with industry and community stakeholders that are purposefully linked to career education, sponsorship opportunities, scholarships and awards.

Foster and grow partnerships and programs within educational networks, including our local network schools and tertiary education providers to support transition processes both into and out of secondary schooling.

Further develop student, parent/carers and staff capacity to use Connect and Compass platforms to increase access to data and communication about student progress and well-being.

Create an accessible policies and procedures library on the school website to function as a source of information for parents and carers, inclusive of tools for user feedback.

Engage the school Alumni to advocate for, celebrate and grow the positive reputation of the school in the community.

Encourage parents and carers to attend school events and engage online to access communications, resources and feedback tools to foster shared decision-making and improved understanding of school directions and processes.

Develop alternative models for reporting and communicating with parents and carers about student progress and growth to encourage increased engagement and partnership. (EG: Pinni on Show)

Develop a Pinjarra Senior High School Aboriginal Education Consultation Group comprised of school staff and local elders, parents and community members to support relationship building with the community and enhance cultural responsiveness within the school.

Communicate student and school progress and achievements through the Annual Report, Newsletters, marketing and promotional opportunities and social media to create positive connection with the community.

Develop additional tools and metrics to evaluate student, parent/carers, staff and community engagement and satisfaction with school planning, programs, actions and processes to inform the school self-assessment and improvement agenda.

Targets

Expand network of partners and sponsors for educational programs and events.

Increase parent/carers engagement in school activities to reflect >30% of families regularly communicate with the school and access online resources.

Host Aboriginal Education Conversation events annually.

Increase year 7 student enrolments from local network schools.

Develop metrics to capture affective data about student, staff and community wellbeing, including self-assessment tools, surveys and forums.

Parents/carers, staff, students and community members voluntarily participate in the validation component of the School Review process.

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