



Pinjarra
Senior High School

**ANNUAL
REPORT**

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Understanding the Annual Report

The *2020 Annual Report* provides parents, caregivers and members of the school community with an overview of Pinjarra Senior High School's performance over the past year. It provides information outlining progress against identified priorities, which includes data related to student academic performance, attendance, school programs and school context.

This report is a small component of the total reviewing and reporting processes that the school undertakes. As an Independent Public school, Pinjarra Senior High School develops a Business Plan that frames a range of different Operational Plans. The Business Plan and the Delivery and Performance Agreement have been endorsed by the School Board and provide the basis for other ongoing accountability and reporting.

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

Student Profile

Total Enrolment – 761
(Excludes participation and pending students)

Year 7	151
Year 8	150
Year 9	134
Year 10	123
Year 11	120
Year 12	83

Staff Profile

Administrative Staff – 11

Teaching Staff – 51

Education Assistants – 9

Level 3 Classroom Teachers – 2

School Support Staff – 26

– Total Staff = 99



School Context

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

Pinjarra Senior High School is located near the Pinjarra town centre and caters for students in Years 7 through 12, providing 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. In 2020, Pinjarra Senior High School entered its second year as a Pioneer school in the STEM Innovation and Enterprise Project, which has shaped instructional practice to engage and develop our students as 21st century learners.

Since 2018, the Pinjarra Football Academy (PFA) has included both male and female athletes from Years 8–10. The program focusses on developing sporting skills and knowledge in the AFL context, but also teaches positive values aligned to self-development and building leadership capacity within the group. Responsibility, teamwork and good citizenship are attributes that are foregrounded within the PFA. Students are selected for inclusion in the program through an annual 'draft' and placements are subject to biannual review.

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



The school's Academic Extension Program has continued to evolve throughout 2020, to deepen our focus on student-centred learning and the development of enterprise skills such as problem solving, communication, creativity, collaboration and teamwork. This innovative instructional approach is guided by action research and review within the STEM Innovation and Enterprise Project and complements curriculum programming.



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. The program seeks to enhance each student's academic capacity and work capabilities, to build intelligent, adaptive, independent learners who will become positive contributors to the local and wider communities in future years.

In addition to these specialised areas, Pinjarra Senior High School offers a comprehensive range of courses and has outstanding programs to support, engage and extend students. In 2020 a new timetable has expanded the scope of electives that are available to students in years 7 – 10 and also includes designated periods for literacy and numeracy development and support for all lower school students. Further, senior school students are able to 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 has also been embedded. These measures are designed to enhance the educational experience of students at Pinjarra Senior High School, and will be refined and strengthened over time.



Housed in a heritage cottage on the school grounds, the Student Services Team provides individualised support and pastoral care programs to ensure a wide array of social learning needs are met and that students are equipped to handle challenges they may face in and out of school. This team is comprised of Year Coordinators, School Chaplains, a full time School Psychologist, a School Nurse, Student Services Coordinator and is led by a Level 3 Student Services Manager who facilitates operations to enable a positive, safe and inclusive school culture.

A considerable amount of renewal and refurbishment of the school has occurred in recent years. Students have access to an impressively equipped Engineering Trade Training Centre and automotive workshops, a school farm, digital media and technology facilities and an environment rich with outdoor recreation opportunities.

The school also enjoys netball, tennis and basketball courts which boost physical education and recreational opportunities for students. In 2020, Pinjarra Senior High School was granted funding to build a new Sports Hall and Performing Arts Centre, due for completion in 2022. This significant investment in school facilities (10.4 million dollars) will provide enhanced opportunities for students across the school and for the local community. Until the building is finished, the facilities of the adjacent Murray Leisure Centre will continue to support the delivery of Physical Education and Performing Arts courses. The school Library has undergone further refurbishment to provide wheelchair access and more dynamic and versatile learning environments for students, as well as print and digital resources for class groups, small study groups and individuals.

Through partnerships with the local business community and universities, 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 led by an experienced Chairperson and is comprised of school staff, parents and community members with strong links to local industry. The Board plays a significant role in school governance and actively seeks and supports external partnerships and expertise to enhance opportunities and pathways for students.



Principal's Report

In September 2019 Pinjarra Senior High School participated in the School Review process, wherein our self-assessment of school performance was validated by an external panel and the school was rated as 'Effective'. In 2020, the third and final year in the current cycle of the School Business Plan- *Progress Towards Personal Excellence*, we planned to continue to build on this positive foundation, addressing the considerable work that remained to ensure that our more aspirational targets were achieved. However, the unpredicted event of the global pandemic - COVID 19- posed something of an interruption to the school improvement journey throughout 2020.



During term one, we rapidly moved to a model of 'distance learning', through online platforms and paper-based work packages being made available to all students to ensure ongoing access to and engagement in education. Schools remained 'open' while many other aspects of our normal lives closed down or were restricted. While this shift in managing the core business of the school needed to be actioned in a short period of time and presented challenges along the way, it also provided a unique opportunity to reinvent and unite our perspectives about our work, and ignited a renewed commitment within the staff. In reference to adapting to the demands of 2020, the Director General coined the phrase, "We are building the plane as we are flying it". It was this license for unprecedented innovation that provided an impetus for staff to work together more closely than ever before. They became instructional leaders for their peers and teaching teams in the truest sense, committed to the shared purpose of meeting the needs of our community.

Working under the restrictions of COVID 19 also prompted our students and school community to consider and value education differently. To hear students commenting about how much they missed coming to school was certainly a shift! Similarly, parent contact was more frequent and consistent during 2020, with a greater number of parents forming partnerships with teaching staff to support student learning. The pattern of students returning to regular attendance reasonably quickly following school closures, and parent survey responses about the school's management of the distance education model implemented in 2020 suggest that we were successful in maintaining satisfactory service to our school community despite disruptions. While the students were disappointed about missing some of the social and sporting events that normally enrich their academic year, such as Country Week and interschool sports, we managed to maintain many important traditions, including a virtual ANZAC Ceremony, NAIDOC week, the whole school Athletics Carnival and a School Ball and Valedictory Ceremony for Year 12 students. New initiatives that flourished during 2020 included a new 'vertical' Student Leadership model, a Primary Aspirant Program, AEP STEM Project classes and the addition of a School Therapy Dog to our staff, all of which were appreciated by the students, parents and wider community.

2020 performance data is incomplete in comparison to previous years. Due to the significant obstacles that COVID 19 presented, Attendance and NAPLAN data are not available for evaluation within this Annual Report. However, other available data indicates that Pinjarra Senior High School is continuing to follow an improvement trend in academic performance for year 12 students and consistent results in years 7 – 10. Targeted Literacy and Numeracy programs focussed on skill development in reading, numeracy, spelling, grammar and writing have been delivered through the



2020 timetable, and will be strengthened and developed in future, to support ongoing improvement of students' achievement of the Literacy and Numeracy standard (OLNA). This identifies as a stumbling block for students achieving WACE in the 2020 data, which is of concern and will require improvement in 2021.

The median ATAR for 2020 is 79.55, which is significantly higher than the 57.95 median in 2019 and represents school performance above both Like Schools and Public Schools. The issue of the small number of students engaging in the ATAR pathway persists, with 10% in 2020 down from 13% in 2019. It is worth noting that 2020 is a smaller cohort of students. However, the trend of reducing numbers of students electing to participate in the ATAR study pathway in favour of alternative entry pathways and programs is evident, and perhaps accelerated by uncertainty caused by COVID 19. Parent confidence in the capacity of students to be successful in the ATAR pathway is quite low and presents a challenge to motivating and supporting academic performance at a higher level. This preference for broader alternative entry to tertiary studies is a consistent pattern in the Pinjarra Senior High School data over recent years and suggests that increasing ATAR participation rates in future will be an ongoing challenge.

To continue to build an aspirational culture and student confidence in their capacity to perform at a high level irrespective of their chosen pathway, further development of the mandatory study skills and pastoral care programs implemented in 2020 to assist with student learning, well-being and mental health will be a continuing focus in 2021 and beyond. The commitment to engaging and 'educating' parents about

senior school pathways will also be maintained and will include review processes to gather parent and student feedback to drive improvement in future years.

The unpredictability of 2020 prompted the need for Pinjarra Senior High School to be responsive, adaptive, creative and collaborative in an unprecedented global climate. As Principal, I am very proud of the school community for their collective effort and excellent achievement under challenging circumstances. Despite the things that changed due to COVID 19, 2020 saw us hold fast to our unwavering commitment to ensure that schooling is relevant and purposeful for the students and community that we serve. As we develop our new Business Plan within the 2021 – 2023 planning cycle, we will be mindful of valuable lessons learned during 2020 about our capacity to respond to change and to prioritise the needs of our students. 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



PSHS Business Plan 2018 – 2020: Progress Towards Personal Excellence

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



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

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

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

These priorities relate directly to the Department of Education WA Strategic Plans 2016–2019: *High Performance High Care* and 2020–2024 *Every Student, Every Classroom Every Day* and underpin our stated vision:

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

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

2020 Highlights

Term 1

- | Leadership camp for student leaders at Nanga Bush Camp
- | Year 7s attend the Treetops Adventure ropes course in Dwellingup
- | Learning at Home portal launched on the Pinjarra SHS website in response to COVID-19 disruption of in-class learning across WA



Term 2

- | 'Virtual' ANZAC service conducted by students Danica Old and Callum Prowse via the school PA system
- | Year 11 ATAR students take part in the first UWA Aspire eConference held virtually via Zoom
- | Life Cycle for CanTeen visits PSHS overnight 7 & 8 of March during their three day charity ride from Bassendean to Busselton
- | Pinjarra SHS Food Technology students take part in the Great Ocean Road – Cheese Your Own Creation Programme
- | 9AEP students participated in the Shire of Murray Hackathon, tasked with 'Making the Shire of Murray a more environmentally friendly and sustainable community'
- | Year 12 student Clare Bowen had her work "Vertebrae" selected for display at the META exhibition hosted by North Metropolitan TAFE

Term 3

- | The Primary Aspirant Program commences. Students in Years 5-6 from Dwellingup PS, Pinjarra PS, North Dandalup PS, Carcoola PS are given opportunities to attend Pinjarra SHS to experience a sample of secondary schooling in programs including Music, STEM and PFA Football
- | UWA Aspire Scholarships awarded to Breanna Hamilton, Isobelle Edwards, Oakley Chrystal, Emily Watson, Callum Prowse, Amy Neve and Kane Parker
- | WA Premier Mark McGowan announces a \$10.4 mil funding commitment to a Gymnasium and Performing Arts Centre for Pinjarra SHS, expected to completed in 2022

- | The school celebrates NAIDOC week with an assembly, dancing, and class activities
- | Year 10 students participate in the Alcoa Girls Speed Careering event
- | The Year 12 'Enchanted Forest' School Ball is held at Port Bouvard Surf Club
- | Pinjarra SHS holds its 2020 Health Expo at the Murray Leisure Centre
- | Year 11 & 12 Outdoor Recreation Camp takes place in Margaret River
- | Pinjarra SHS Athletics Carnival is held at Sir Ross McLarty Oval
- | Year 10 and 11 Nyoongah students attended a visit to the University of Western Australia
- | PFA draft day held to select students for the program in 2021
- | Nelson Agra (Year 11), Clare Bowen, Emily Watson and Kyla French (Year 12) had their work selected and exhibited in the Young Originals exhibition 2020



Term 4

- | Summer, the golden retriever, begins working at Pinjarra SHS as the school's 'therapy' dog
- | Year 12 Breakfast and Boast is held in the Pinjarra SHS Senior Learning Centre
- | Year 12 Materials Design and Technology students produced signage for the Forest Discovery Centre in Dwellingup
- | Year 8-10 PFA students attend the annual Busselton Camp
- | Year 12 Valedictory Ceremony held at the Murray Leisure Centre



Student Leadership

2020 saw an expansion of our student leadership team to include 35 students across years 7 - 12. These student representatives were elected by their peers within each year group, following a nomination process led by School Captains Breanna Hamilton and Daryl Lasanas supported by their vice captains in Danica Old and Cole Agnew.



Prior to COVID 19 restrictions, the leadership students attended a three- day camp in Dwellingup focussed on team building and personal growth activities. The aim of the camp was to establish the future student leadership structure at the school and plan activities across the year such as R U Ok day and National day of Action against Bullying. Whilst COVID may have limited opportunities for these whole school events it didn't stop the team from getting involved. The year 12's worked on School Ball preparation and year 11's on the next generation of leavers jackets, however as a collective the most important work the student leadership team did was developing a democratic process to guide the evolution and re-branding of the Student House groups in preparation for implementation in 2021.

Weekly brainstorm sessions and robust discussion throughout the year led to the development of completely new identities for each of the five Houses, to be launched in 2021 to commemorate Pinjarra Senior High School's centenary year. The Student Leadership Team collectively agreed that each House will represent an aspect of the geographical environment, to reinforce the importance of 'country' in the location of our school and will carry both English and Noongar language names, to reflect the importance of cultural inclusion and unity. Additionally, students have planned for each House to be represented by a colour and animal symbol, also reflective of the geographical landscapes for which the Houses are named.

The Houses to be launched in 2021, our centenary year, will be as follows:

- | Towns – Karlak
- | Scarp-Kadamordo
- | River- Bilya
- | Forrest-Djarlma
- | Earth- Boodja

The Houses, their colours and animal symbols will be 'unveiled' early in 2021 as Pinjarra Senior High School enters a new chapter of its history. Special thanks to Mr George Walley for his assistance in the translation of language to progress this student leadership initiative.

Aboriginal Education & Pathways

Aboriginal School Scholarship Program (ASSP)

Student scholarship recipients 2020:

<u>Year 12</u>	<u>Year 11</u>	<u>Year 10</u>	<u>Year 9</u>
Alicia Jokic	Cole Agnew	Teegan Butler	Bailey Jokic
Tameka Russell	Tehlia Jokic	Breanna Collard	
Amber Smith	Rhys McDonald	Hayden Griffiths	
	Hollie Moore		
	Jenaya Morrison		
	Darcy Stinten		

Unfortunately, parts of the normal scholarship program – school and Perth visits for activities and meetings with Mentors – were unable to be completed due to COVID-19 uncertainty and restrictions. The students, however, were offered the opportunity to travel to Perth and participate in the Powering Careers in Energy Endorsed Program's LNG Exploration Day. Students participated in several activities during the LNG Day the ASSP students had a special breakout session designed specifically for them.

The scholarship program is sunsetting this year with no new scholarship holders. The students remaining at PSHS will retain their scholarships for 2021:

<u>Year 12</u>	<u>Year 11</u>	<u>Year 10</u>
Cole Agnew	Teegan Butler	Bailey Jokic
Rhys McDonald	Breanna Collard	
Hollie Moore	Hayden Griffiths	
Jenaya Morrison		

Specialist Programs – Follow the Dream and AIME

While 2020 saw the usual schedule of activities for students in both the Follow the Dream and AIME programs somewhat curtailed, we did have the opportunity to participate in some events that contributed to fantastic learning for our Aboriginal students.

Follow the Dream students were able to continue their school based program with the support of their tutors, with only some disruptions due to COVID restrictions. The



year 10 and 11 students in this group were fortunate to be able to visit UWA in term 3, as part of the UWA Aspire Program. Touring the beautiful campus and visiting the new cultural centre were certainly highlights for our students.

AIME was more significantly affected by the Tutor Squad tutors being unable to visit the school. However in lieu of this, the AIME team ran a unique TV show project, wherein students were able to 'host' an episode and broadcast from their schools. Our students, with the help of Ms Anderson, the school AIEO, were chosen for this fantastic experience. Ably led by anchor man Hayden Griffiths, the students and staff participated enthusiastically and did a wonderful job of representing Pinjarra Senior High School.

NAIDOC WEEK

NAIDOC week was celebrated during term 3, with the theme 'Always was, always will be' setting the scene. The assembly highlighted the enduring nature of Aboriginal culture and history, and the importance of cultural learning for all people. Several past students spoke at the assembly of their personal connection to culture as Aboriginal people, and current student Anthony Hansen also played the didgeridoo. All students were treated to kangaroo stew and damper for lunch following the assembly. The NAIDOC activities throughout the week included learning about different aspects of language and culture in classes, including the six seasons and boomerang throwing. Everyone enjoyed NAIDOC week and we were grateful that it was one of the events not affected by COVID 19 in 2020.



Business Plan Priorities and Targets

As the priorities in the 2018–2020 Business Plan have been implemented, we have maintained our commitment to the belief that every child is entitled to a high quality school education. By focusing on these priorities we strive to ensure that Pinjarra Senior High School can continue to make a real difference to our students and the local community.

Our Targets

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



Target 1: Attendance & Engagement

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

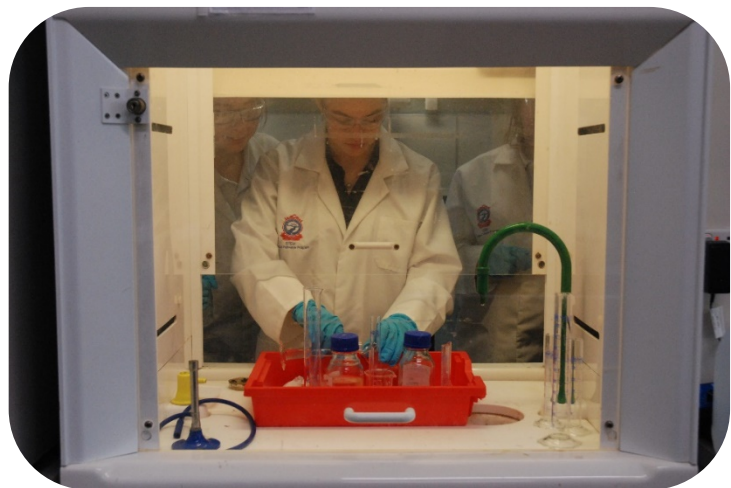
Attendance Data

Reliable attendance data for 2020 is not available due to interruptions and restrictions imposed in managing COVID 19 throughout the academic year. However indicative data reflects that targets set for 2020 in the School Business Plan were not achieved, and overall student attendance was at its lowest in several years.

Student attendance was impacted across all categories, with a greater number of students clustering in moderate and severe categories. This was expected and was a trend across all WA Public Schools during 2020. It is hoped that students will be able to return to more predictable and expected patterns of attendance in 2021 and beyond and that an upward trend will be observed in the coming years. Given the lack of progress in 2020, the stipulated attendance targets will remain unchanged until they are achieved.

Despite the negative impact of COVID 19 on school attendance, 2020 saw the development and progression of programs designed to positively and purposefully engage students in learning *at school*. ASDAN, implemented in 2019 to meet the needs of senior school students with identified learning difficulties gained traction in 2020 with all students completing successful moderated portfolios to meet program accreditation requirements.

To complement this pathway and cater to the needs of disadvantaged and disengaged students in year 7 – 10, a whole school Engagement Strategy was launched in 2020 to expand our learning environment to be more inclusive and responsive to needs in the areas of academic, social and emotional success. While aspects of the



Engagement Strategy targeted the specific needs of identified groups of students (eg: EALD), a strong focus on those disengaged due to complex social and behavioural issues was prioritised in the implementation of the Engagement Strategy in its first year. This included the appointment of a Level 3 Student Support Officer, ongoing professional learning for staff in CMS, ISE, PBS, individual pathway planning, and cooperation with external agencies to broker inter-agency support for students at risk. 'Bespoke' engagement programs, such as 'Bike Rescue' were implemented with some success later in the year. The deployment of the school therapy dog to specific classes and scenarios to support emotional regulation and de-escalation of student behaviour was also an effective use of resources within the Engagement Strategy.

Based on anecdotal evidence gathered during 2020, the Engagement Strategy approach to tailoring programs to engage students at behavioural and social risk will be continued and expanded in 2021 to support a greater number of students, encouraging attendance and fostering productive learning.

Behaviour Data

Student behaviour data reflects a stable pattern in severe breaches of discipline resulting in suspension during 2020, which is somewhat unexpected due to the most at risk students being more frequently absent. However, the data is also affected by students being less settled in the routines and expectations of the school due to an uncertain climate in the wider world. The absence of regular teaching staff throughout the year also added to the instability of the school environment, resulting in increased incidents of vulnerable students recording negative behaviours.

In 2020 ongoing training for all staff in de-escalation through CMS and ISE in tandem with the PBS matrix as a guide for proactively managing student behaviour within the school was provided. Significant commitment of staffing resources to Student Services to ensure student support and case management of those most at risk also had a positive impact on student behaviour and engagement. The planned



professional learning on trauma informed practice for staff was delayed in 2020, but will proceed in 2021 to support skill development in working with challenging students. Additionally, whole school engagement with Growth Mindset training to encourage optimism and resilience will be foregrounded in the Staff and Student Well-being strategy in 2021 and beyond.

Target 2: Year 12 Achievement - WACE and ATAR

WACE

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

ATAR

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

Year 12 Participation Rate

	Eligible Year 12 Students	Number acquiring an ATAR		VET - No of students		VET - No of students completing a Cert II or higher in Year 12	
2016	83	23	26%	83	95%	80	96%
2017	100	18	18%	96	96%	84	90%
2018	83	17	20%	83	100%	80	96%
2019	104	14	8%				
2020	72	7	6%	76	100%	74	97%

Attainment Rate

	VET - No of students completing a Cert II or higher in Year 12		% of students achieving ATAR ≥ 55 and/or Cert II+			
	Pinjarra SHS		Pinjarra SHS		Like Schools	WA Public Schools
2016	80	96%	83	100%	95%	98%
2017	84	84%	92	92%	95%	96%
2018	80	96%	81	98%	95%	96%
2019			94	90%	95%	95%
2020	74	97%	70	97%	93%	96%

Year 12 students performed above expectations in 2020 given the COVID 19 interrupted year. Analysis identifies improved performance across both ATAR and VET pathways, with the Attainment Rate increasing from 90% in 2019 to 97% in 2020. This indicates performance above both Like Schools and WA Public Schools. Overall WACE Achievement was steady at 83%; only marginally below the 85% target stipulated in the Business Plan. The greatest barrier to WACE Achievement in 2020 continued to be students not meeting the Literacy and Numeracy standard through passing all of the OLNA requirements. This will be further explored in relation to Target number 3 within this Annual Report and will be an ongoing focus for improvement in 2021.

Of note in the data was the number of students continuing to pursue VET qualifications in the WACE pathway, despite this no longer being a mandatory requirement in 2020. All year 12 students were enrolled in at least one Certificate II, with 5 students completing a Certificate III and 1 student a Certificate IV qualification. VET programs continue to be a strength of our school and work to further develop this pathway will feature in the new Business Plan – 2021 – 2023.

Another significant improvement was the number of students meeting the C grade requirement for WACE eligibility, which rebounded from 89% in 2019 to 96% in 2020. This positive shift is evidence that stringent performance monitoring processes put in place to address the 2019 decline in this aspect of student performance have been effective.

ATAR performance in 2020 is also a noteworthy aspect of 2020 student achievement data, with the 79.55 median ATAR being higher than both Like Schools and WA Public Schools. This represents a significant improvement in student achievement both in WACE courses and exams.

	2017	2018	2019	2020	Like Schools 2020	WA Public Schools 2020
ATAR Median Relative Performance	0.1	-0.26	-1.23			
Average Median ATAR	66.93	65.0	57.95	79.55	71.6	79.25
ATAR Change	↑	↔	↓	↑		
ATAR 55+	72%	59%	64%	86%		
Attainment (55+ and/or Cert II Completion)	92%	98%	90%	97%	93%	96%
WACE Achievement Rate	80%	84%	83%	83%	88%	89%

ATAR Triciles

	2020	2019	2018	2017	2016
High			1 (6%)	3 (17%)	
Mid	6 (86%)	4 (29%)	3 (18%)	2 (11%)	4 (20%)
Low	1 (14%)	10 (71%)	13 (76%)	13 (72%)	16 (80%)

Distribution within the ATAR Triciles illustrates the improvement in student performance in 2020. In 2019, 71% of students were ranked in the 'low' tricile, with only 29% in the 'mid'. In 2020, only 14% of students ranked in the 'low' tricile, with 86 % in the 'mid'. It is acknowledged that the 2020 ATAR cohort was 8% below the expected participation rate. However, the cohort in 2019 was the same percentage below expected participation, so given this as a stable measure from one year to the next, the 2020 results are pleasing.

Percentage of Students Acquiring an ATAR Achieving One or More Scaled Scores of 75 or More

	Number Acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	17	2	12%
2019	14	0	0%
2020	7	2	29%

The increase in students achieving scaled scores of 75% + is further evidence of the improved performance of the 2020 year 12 ATAR cohort. In 2019, no students demonstrated achievement at this high standard, while in 2020, 29% of the group achieved scaled scores of 75+. Again, while this is a small sample group, this improvement in student achievement is a sound indicator that the more strategic approach to managing student performance in 2020 has had a positive impact on student confidence and achievement.

Improvements in Year 12 Achievement are attributable to the implementation of planned strategies targeting academic support for senior school students, more rigorous case management of students at academic risk and a more cohesive and strategic approach to course offerings aligned to pathways. Ongoing work to continue to upskill teachers to use data to monitor student progress and provide supportive interventions will be ongoing in 2021 and beyond.

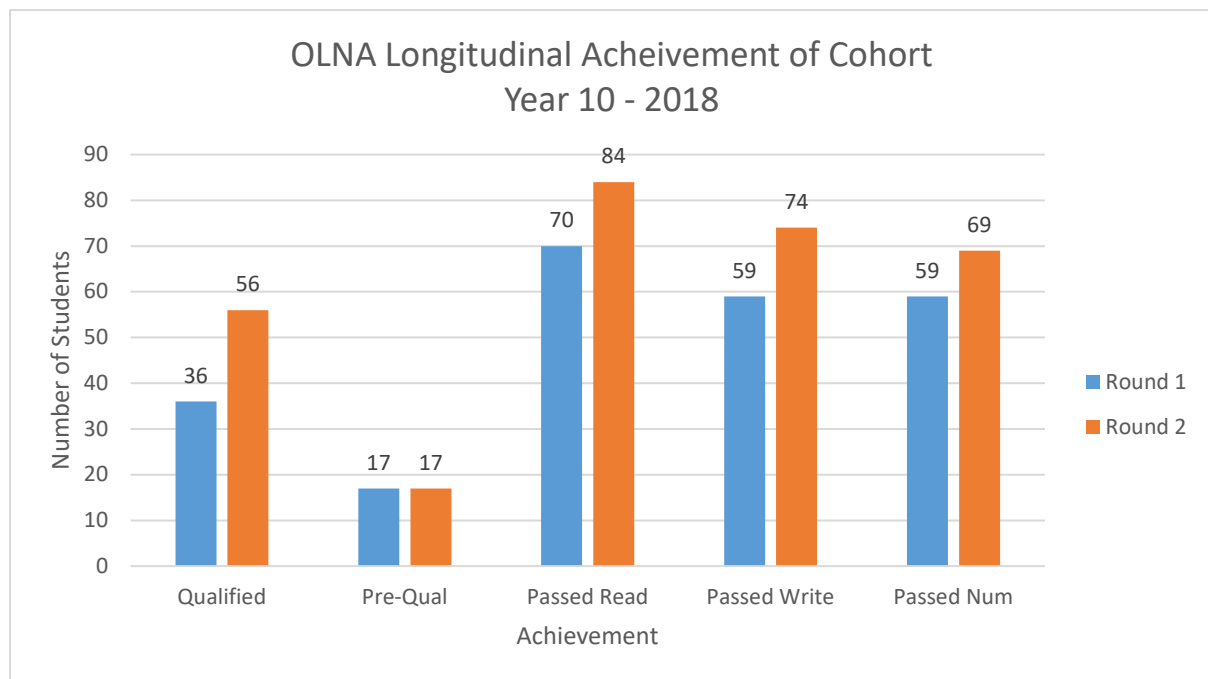
Target 3: Literacy and Numeracy

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

To achieve the Western Australian Certificate of Education, students need to achieve the Reading, Writing and Numeracy standard by the end of Year 12. Students who achieve Band 8 or higher in NAPLAN testing in Year 9 are considered to have pre-qualified (demonstrated) this standard, so are not required to sit OLN tests between Years 10–12. Students who need to demonstrate the standard between Year 10 and 12 have a two opportunities per year. These tables reflect the performance and progress of the same cohort from 2018 to 2020. The purpose of comparison is to outline the pattern of progress from Year 10–12.

OLNA (Online Literacy & Numeracy Assessment)

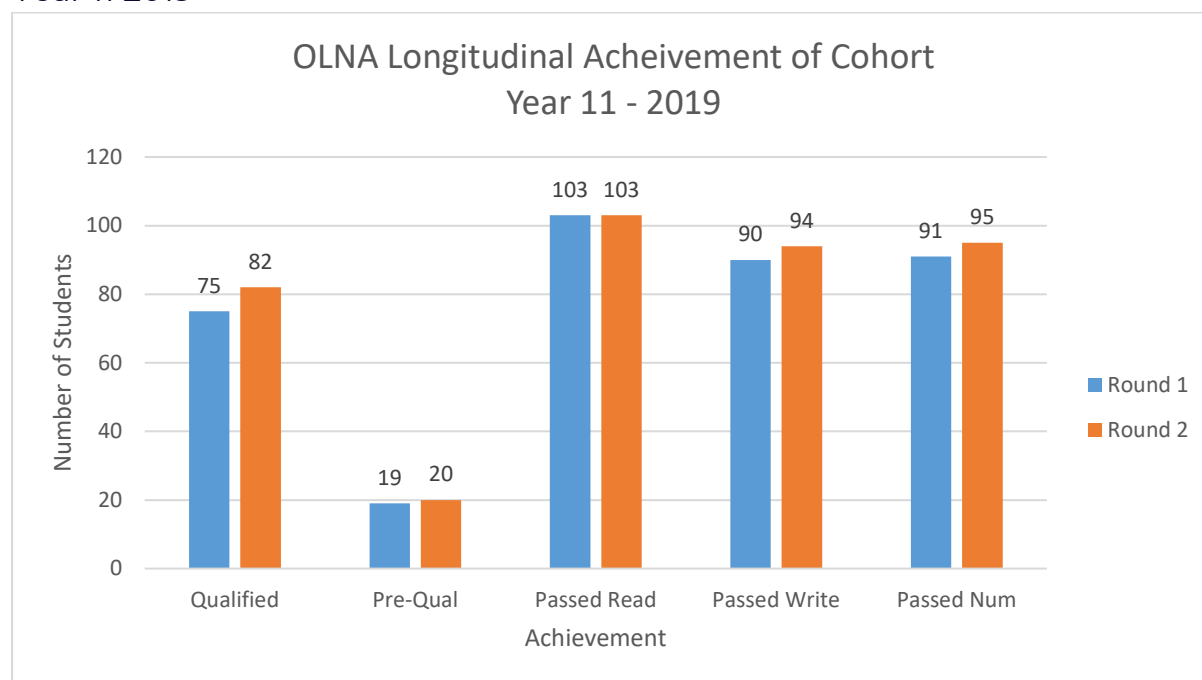
Year 10 2018



Year 10	Qualified	Pre-Qual	Passed Read	Passed Write	Passed Num
Round 1 (128 Students)	28%	13%	55%	46%	46%
Round 2 (116 Students)	48%	15%	72%	64%	59%

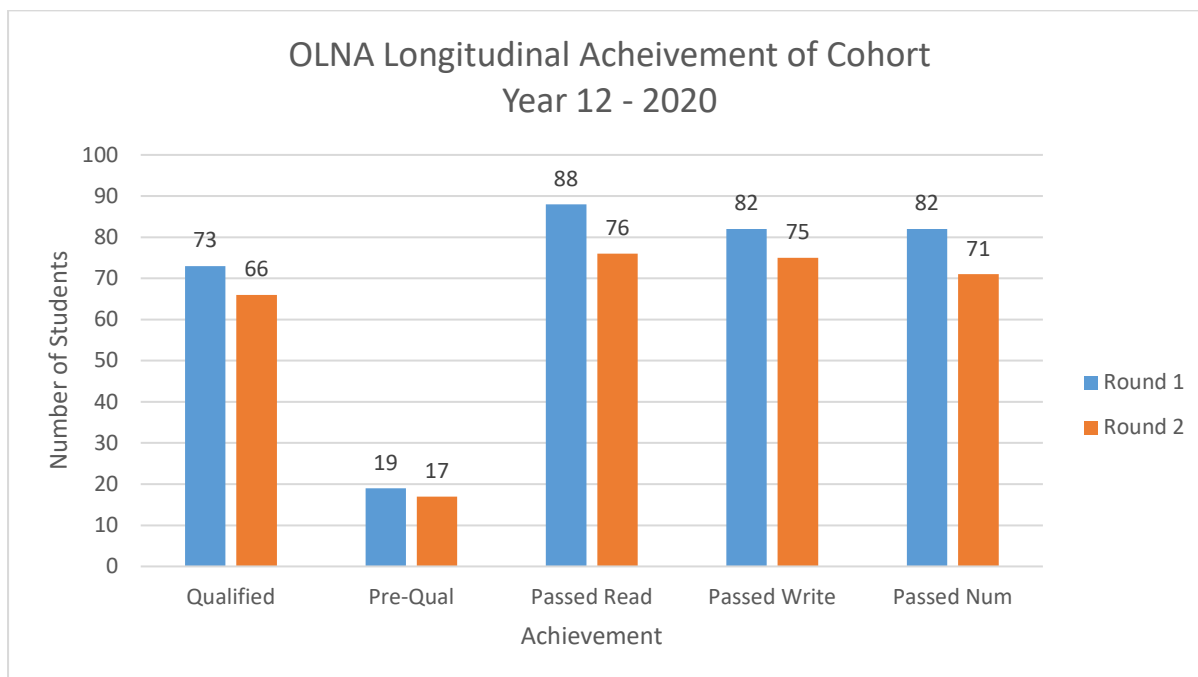
It would be advantageous and desirable to increase the proportion of students achieving band 8 or higher in NAPLAN Year 9 to limit the potential negative impact on WACE eligibility longer term. This focus on increasing students's skills to enable pre-qualification is embedded in the Literacy and Numeracy programs introduced in 2020 which will be further developed in 2021.

Year 11 2019



Year 11	Qualified	Pre-Qual	Passed Read	Passed Write	Passed Num
Round 1 (125 Students)	60%	15%	82%	72%	73%
Round 2 (121 Students)	68%	17%	85%	78%	79%

Students in Year 11 demonstrate increased understanding of the importance of passing OLN, as demonstrated by the data reflecting approximately 78% have passed during year 11. This is significant for those students who leave school and seek engagement in further training at TAFE or employment at the conclusion of year 11.



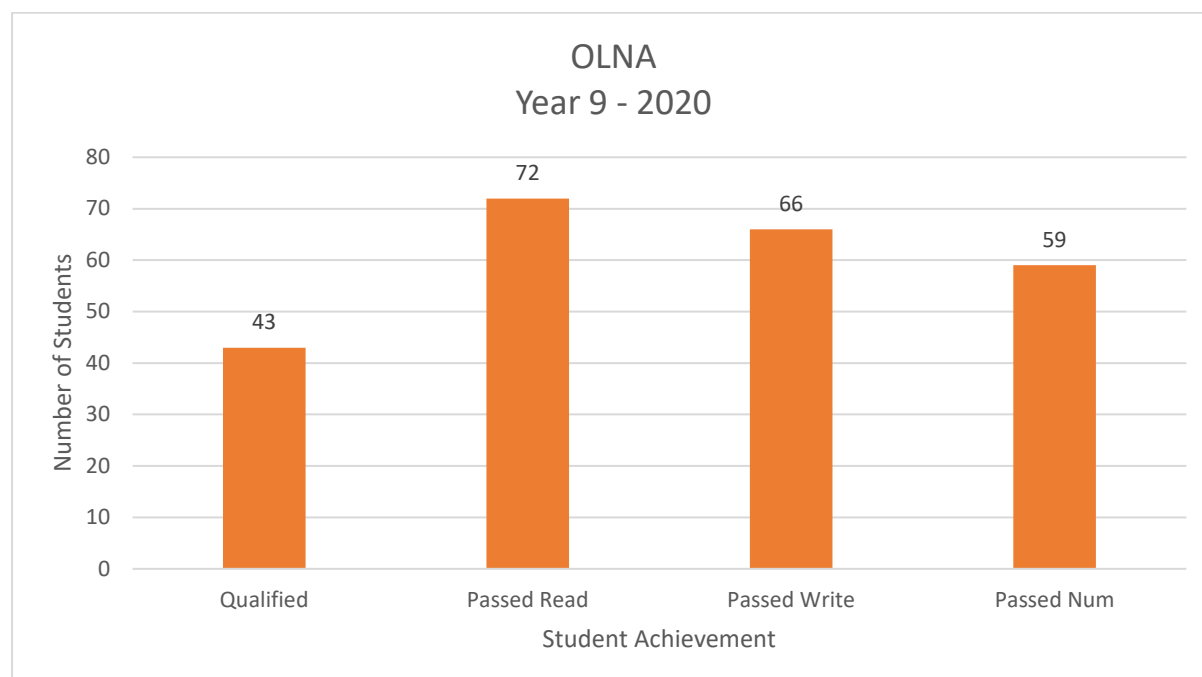
Year 12	Qualified	Pre-Qual	Passed Read	Passed Write	Passed Num
Round 1 (103 Students)	71%	18%	85%	80%	80%
Round 2 (85 Students)	78%	20%	89%	88%	84%

This data indicates that the target of 95% achievement of the Literacy and Numeracy Standard (OLNA) has not been met, with only 85% of WACE Eligible students satisfying this requirement in 2020. Targeted interventions through Senior School Support classes and Individual Educational Plans will be among strategies further developed in 2021 to push closer to achieving the school target, which will be maintained for 2021 or until achieved.



Year 9 2020

A relatively low number of students typically pre-qualify prior to entering year 10; approximately 30 – 35% of the cohort is a stable trend. In 2020, due to NAPLAN testing not being available to Year 9 students as a mechanism to achieve OLN pre-qualification, Year 9 students were offered the opportunity to sit the second round of OLN tests in semester two 2020.



	Numeracy	Reading	Writing
Passed in 2020	59	72	66
OLNA Requirement Met	44.7%	54.5%	50%
Not Yet qualified	55.3%	45.5%	50%

While acknowledging that OLN testing is slightly less rigorous than NAPLAN, these results exceed the usual rate of pre-qualification and will be of benefit to students who have met the Literacy and Numeracy requirements for WACE despite not having access to NAPLAN testing during 2020.

Target 4: Quality Teaching and Learning

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

2019 saw the school selected for inclusion in the STEM Enterprise and Innovation project as a 'Pioneer School'. This project facilitated deep review of the experience of schooling for our students, and scaffolded the development of a 'Case for Change' in the instructional practices that we need to embrace to best engage and meet the needs of our students as 21st Century learners. This work was expanded in 2020, to connect the STEM vision of enterprise and project-based learning to Growth Mindset training, Student Directed Learning and an inclusive Engagement Strategy.

In 2020, through this 'multi-focal' lens for school development and improvement, teachers have continued reflecting on their own values, beliefs and practices and used self-assessment to inform professional learning and action-research at the classroom level. The STEM Enterprise Project entered its second year in 2020 during which the enhanced teaching staff development process to drive school improvement progressed considerably, despite restrictions in bringing large teams together for professional learning opportunities.

The major focus in 2020 was establishing and growing 'learning zones' in the form of Professional Learning Communities, wherein collaboration, action research and peer observation and feedback processes have enabled staff to trial instructional practices related to school priorities in a cyclical framework. While initially very new and challenging for some staff, the PLC structure has facilitated people working on improved performance in relevant and purposeful contexts, connecting the components of existing teacher expertise and professional learning commitments (such as CMS, and ISE, Tactical Writing, ACSF) to a wider more holistic understanding of school improvement.

In 2020, staff have engaged with and generally embraced this 'ground up' model of professional learning and school development, demonstrating both 'investment' in and accountability for school improvement. This process will be ongoing for several years, with iterative, action research based, collaborative professional learning at its heart, and will feature strongly in the priorities of the next Business Plan 2021-2023.

Target 5: Effective School Leadership and Processes

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

Leadership is a pivotal skill set for all staff to be able to develop. To encourage this, the Business Plan was revised for 2019 to include a target for all staff to identify a leadership oriented goal in their Performance Management process and to access professional learning to support them to achieve this. Examples of this being successful in 2020 include staff aspiring to Senior Teacher status, Level 3 Classroom Teacher status or leadership of school based initiatives associated with student and staff health and wellbeing, such as our annual Health Expo, or instructional practices such as CMS and ISE training.

In 2020, leadership roles were expanded and further developed through the creation of 'trainer teams', who assumed responsibility for providing professional learning for the whole staff in key priority areas, specifically Growth Mindset training and the STEM Innovation and Enterprise Project. These teams devised and presented workshops to the teaching and support staff, to progress the school improvement agenda and to provide deeper learning in support of work being explored by the PLC groups. The staff trainers also assumed a key role in sharing expertise across the Murray – Waroona Network of schools, through the launch of the Primary Aspirant Program, mentoring Pinjarra Primary School as a 'Partner School' in the STEM Innovation and Enterprise Project and providing training and support for network schools to deliver their own Growth Mindset workshops. This development of leadership roles for Pinjarra Senior High School staff both 'in house' and across the district ensured that quality professional learning continued throughout 2020 despite the restrictions on large gatherings imposed by COVID 19. In fact, leadership development thrived,



and has positively impacted staff engagement and effectiveness.

The Leadership Team comprised of staff in promotional positions also committed to 'leadership learning' throughout 2020, building on their work in 2019 to develop broader understanding of their roles in leading school improvement. The focus in 2020 was to establish collective efficacy within the leadership team, which commenced with a focus on developing a 'feedback culture' and all members undertaking 360-degree feedback processes to inform individual Leadership Action Plans. This team also commenced working on their vision of school leadership and are gathering data to devise a Strategic Plan for School Leadership in 2021. This focus on leadership development at all levels across the school will be an ongoing focus in 2021 and will form a priority area within the Business Plan 2021-2023.

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

Target 6: Community Partnerships

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

Pinjarra Senior High School has a central role in the life of the local community and is held in high regard by most stakeholders. In 2020, COVID 19 prompted changes in the way we were able to engage with our community. The links to external partners, support agencies and networks were intermittently disrupted, but alternatives were sought to continue to provide services and opportunities to support the needs of our students.

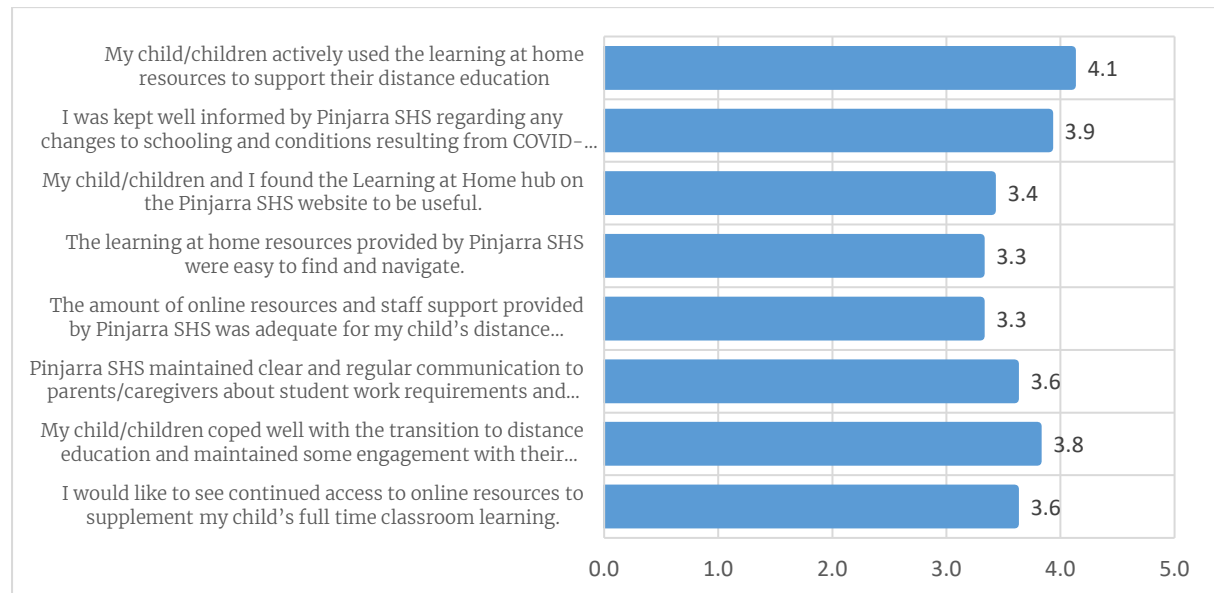
The largest challenge was obviously in maintaining connection with students and parents during the periods where attendance was disrupted due to site 'closures' and parents choosing to keep students home in response to COVID 19 restrictions. The rapid shift to online learning was an example of how we were able to adapt and be immediately responsive to our school community. The provision of paper-based work packages, online learning platforms and even 'hardware' in the form of laptop computers and other devices reflects the strong commitment of the staff to maintaining access and support for all students.

During these periods, we were also successful in maintaining frequent and quality communication with parents to reassure them, answer questions, allay fears and continue to build positive partnerships around meeting student needs. The existing marketing and promotional strategies became pivotal in engaging and uniting our community through social media communication and web-based information and resources. Survey results indicate a relatively high level of satisfaction with the way the school managed 'distance education' in 2020 and is a positive affirmation of our efforts to maintain strong relationship despite challenging circumstances.

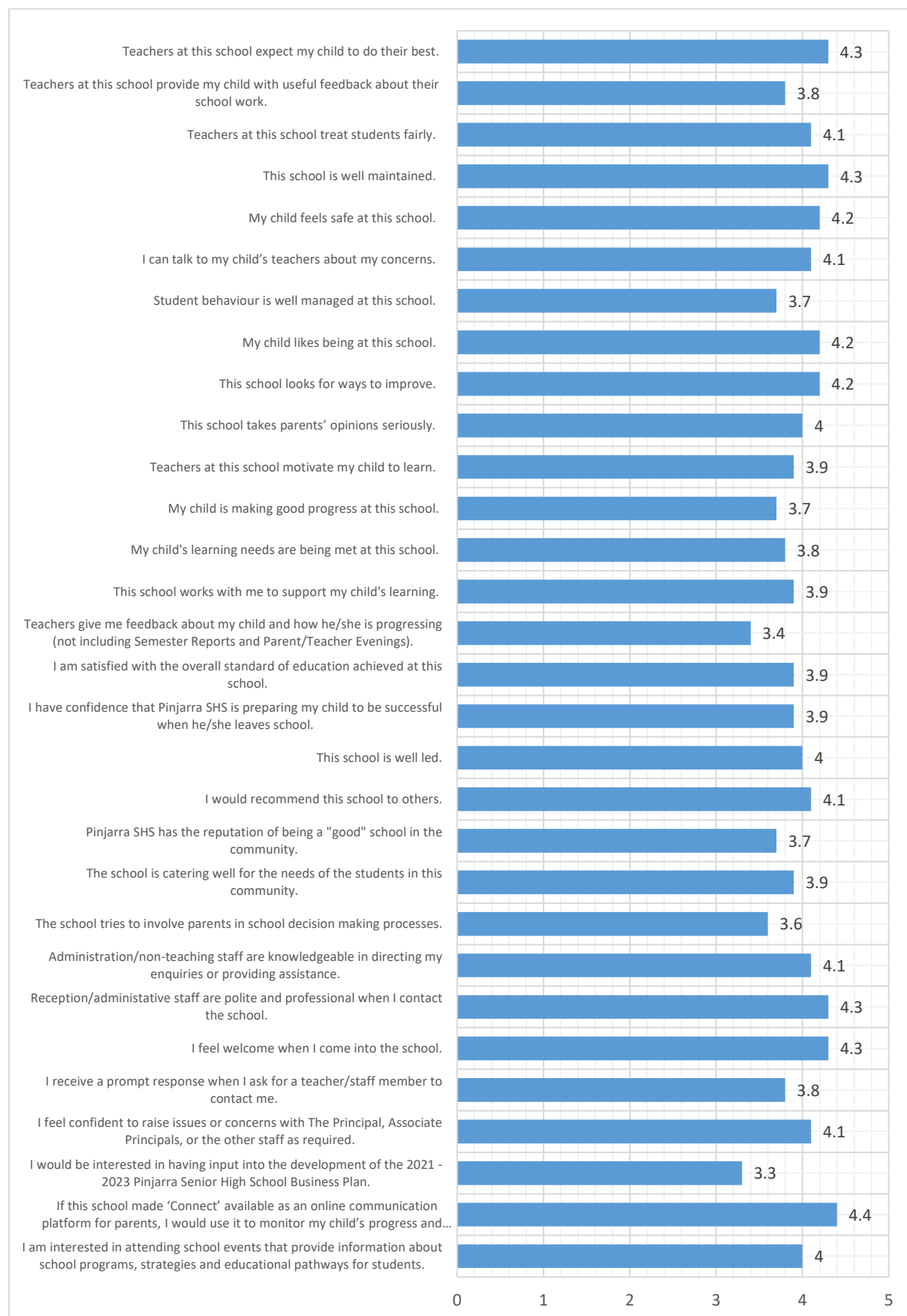
In general, students returned to 'normal' patterns of school attendance quite quickly following disruptions. They were readily compliant with safety measures such as physical distancing and hand sanitation and we were able to conduct 'business', albeit not quite 'as usual' for the majority of the academic year. Consequently, we were able to hold an Athletics Carnival for Years 7 – 12, and Year 12 students were highly appreciative of being able to enjoy a school ball and a Valedictory and Awards Ceremony at the end of the year. The 'graduation' event was well supported by parents and community members; perhaps the largest attendance at such an event in several years, with subscription exceeding venue capacity. Sponsors and donors were also generous in their support of the school, affirming the ongoing strength of partnerships and connection to the local business community.

We are very grateful to be an integral part of the Pinjarra community and appreciate the support provided to our school throughout 2020.

Distance Education Survey Results



2020 Parent Survey Results



In general, parents were positive in their feedback about the performance of the school in 2020. Survey results indicate that the non-teaching, teaching and administrative staff are approachable and interested in students, setting high expectations and standards and providing strong support for effective learning. Of note are the responses to survey prompts about parent access to the 'Connect' platform and engagement in learning about programs, strategies and pathways. These indicators of parents' willingness to engage will inform directions for ongoing improvements in service during 2021.



Acknowledgements

Year 12 Presentation & Awards Ceremony Awards Donors

Pinjarra Senior High School would like to thank the following award donors of our 2020 Year 12 Presentation and Awards Ceremony:

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



Workplace Learning Employers for 2020

Pinjarra Senior High School would like to thank all the businesses who provided placements for our VET students throughout 2020.

B. Pitter Mechanical Pty Ltd	Mandurah Hyundai
Battery Force	Mandurah Mechanical and Marine
Boatland	Mandurah Nissan
Brooke's Girl Torque Mechanical	Mandurah Performance
Charles Hull Contracting Co. Pty Ltd	Mandurah Toyota
Clints Mechanical	Mandurah Vehicle Fleet Services
Electrical Masters of WA	Mandurah Visitor Centre (Visit Mandurah)
Elite Engine & Component Reconditioning	McCall Bros. Engineering
Envirotune	Meadow Springs Motoes
Falcon Primary School	Mercedes-Benz Mandurah
Forest Discovery Centre	Murray Engineering (Electrical Workshop)
Fox and Mane	Murray Engineering – Engineering
Galloway Engine Reconditioning	Murray Engineering – Mechanical Workshop
Harvey Electrical Service	Murray River Auto Repairs
Impact Engineering	Murray River North Pty Ltd
KTM Yamaha	PEC Electrical
Mandurah Holden	Peel Plumbing and Gas

Perth Harley Davidson

Pinjarra Crane & Access Hire

Pinjarra Engineering Pty Ltd

Pinjarra Meat Supply

Pinjarra Senior High School

Quality Engineering and Manufacturing

Quambie Park Waroona Inc.

Ravenswood Learning Centre

Rob Wheeler Electrical

Sachi Hair and Beauty/Mussan Hair & Beauty

Shire of Murray – Operations Centre

SKC Contractors

St Joseph's Primary School

Tuckey's Mitre 10

Ultra Tune – Bibra Lake

WA Automotive – Lane Ford Mandurah

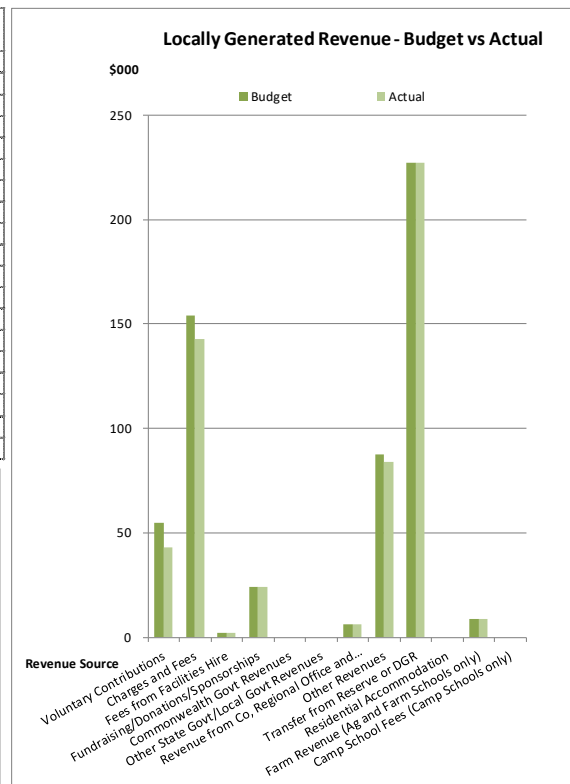
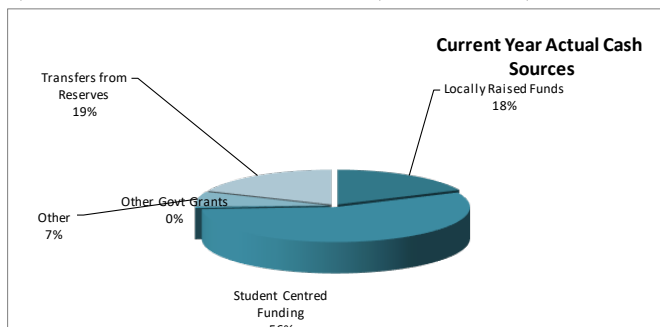
Westerfield Engineering

Westside Equipment

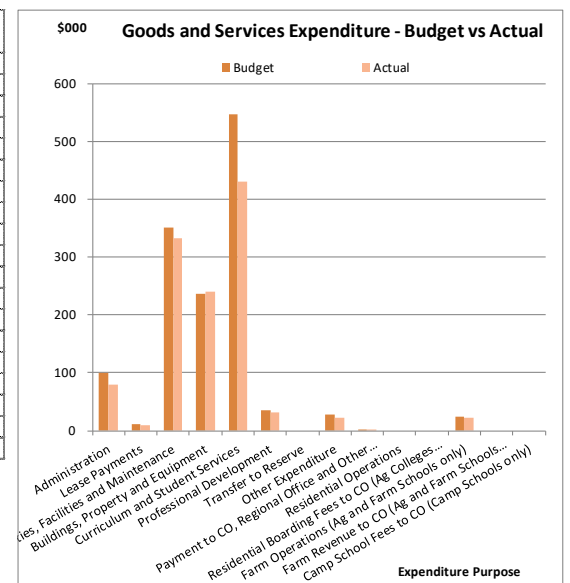
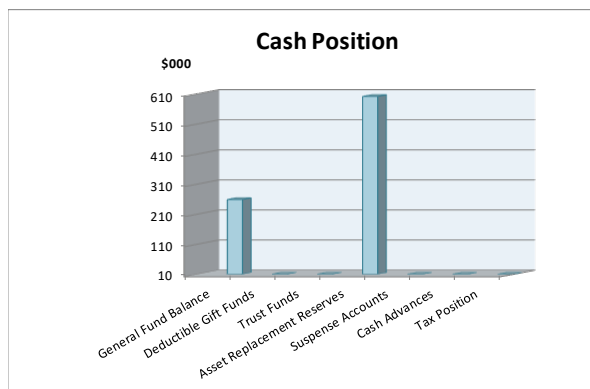


Finance

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 54,990.00	\$ 43,144.75
2	Charges and Fees	\$ 153,895.00	\$ 142,931.73
3	Fees from Facilities Hire	\$ 2,268.00	\$ 2,268.18
4	Fundraising/Donations/Sponsorships	\$ 23,971.00	\$ 24,000.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 6,095.00	\$ 6,094.94
8	Other Revenues	\$ 87,818.00	\$ 84,048.43
9	Transfer from Reserve or DGR	\$ 227,010.00	\$ 227,010.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ 8,800.00	\$ 8,800.45
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 564,847.00	\$ 538,299.28
	Opening Balance	\$ 203,746.00	\$ 203,746.04
	Student Centred Funding	\$ 690,683.00	\$ 681,696.90
	Total Cash Funds Available	\$ 1,459,276.00	\$ 1,423,742.22
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,459,276.00	\$ 1,423,742.22



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 100,070.52	\$ 79,947.38
2	Lease Payments	\$ 11,170.00	\$ 8,346.63
3	Utilities, Facilities and Maintenance	\$ 351,567.70	\$ 331,627.35
4	Buildings, Property and Equipment	\$ 235,566.00	\$ 239,639.94
5	Curriculum and Student Services	\$ 546,149.13	\$ 429,245.98
6	Professional Development	\$ 34,208.06	\$ 30,744.72
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 28,218.00	\$ 22,163.00
9	Payment to CO, Regional Office and Other Schools	\$ 137.00	\$ 372.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ 23,762.94	\$ 22,875.27
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,330,849.35	\$ 1,164,962.27
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,330,849.35	\$ 1,164,962.27
	Cash Budget Variance	\$ 128,426.65	



Cash Position as at:	
Bank Balance	\$ 870,253.47
Made up of:	\$ -
1 General Fund Balance	\$ 258,779.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 601,652.45
5 Suspense Accounts	\$ 3,379.07
6 Cash Advances	\$ (250.00)
7 Tax Position	\$ 6,692.00
Total Bank Balance	\$ 870,253.47



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