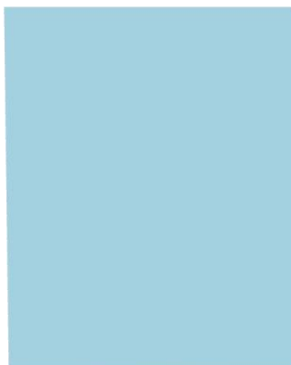




**Pinjarra**  
Senior High School

# BUSINESS PLAN

2021 - 2023



## ► From the Principal



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

In our third business plan as an independent school, we will build on the achievements of our earlier work to further progress towards becoming a high performing school. 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, student-centred, authentic learning and enterprise skill development to ensure our students are equipped for success in the rapidly changing academic and social environments of the 21<sup>st</sup> century.

As we have realised many of the milestones from the previous business plan, the stage is set to continue the necessary school improvement processes to put the pursuit of personal excellence within the grasp of all students, teachers and school leaders.

Our new vision statement recognises the outstanding range of opportunities offered at Pinjarra Senior High School and 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 business plan links the Department of Education's strategic priorities to those of our school, ensuring the best outcomes for all students.

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

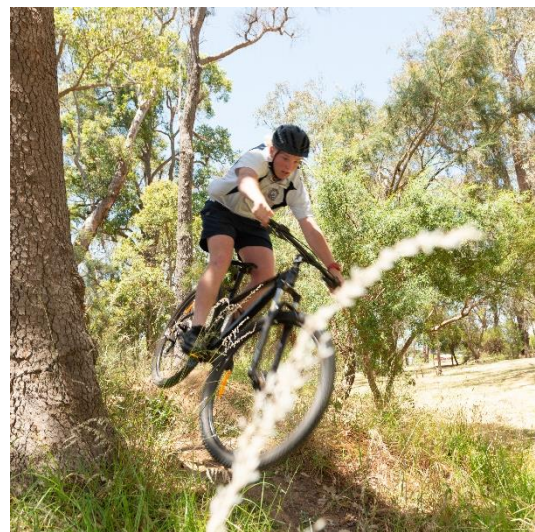
Jan Stone  
Principal



## ► 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 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.



## ► 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 one hundred years, celebrating the centenary in 2021. Given this heritage, Pinjarra Senior High School enjoys strong support and partnership with the wider community. We service 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, which will be further enhanced by the addition of a new state-of-the-art sports hall and performing arts centre, due for completion in 2022. 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 that will be 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 in 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, which can be affected by the uncertainty brought about by the global pandemic.

Through the life of this business plan, we will strive to sustain and develop further improvement in the service that Pinjarra Senior High School provides for our community and to achieve our vision of being a high performing school.



## ► 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.



## ► Our Business Plan

Our business plan is aligned to the Education Goals for Australian Students<sup>1</sup>:

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

<sup>1</sup> Melbourne Declaration on Educational Goals for Young Australians (2008)

It also outlines our strategic direction as an Independent Public School. It reflects The Department of Education's *Strategic Plan for WA Public Schools 2020 – 2024: Every Student, Every Classroom, Every Day* and the priorities listed in the department's plan.

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

## ► Our Actions

As a school, we are committed to innovating teaching practice to develop learner agency and enhance student engagement in purposeful education. Operational plans in priority areas are annually implemented, measured and reviewed as part of the school's self-assessment process to ensure continuous improvement towards these goals. All staff work together to achieve the planned targets through their curriculum delivery and classroom plans, learning area plans and individualised plans to meet students' needs. Leaders, teaching staff and allied professionals are engaged in performance development processes to improve their professional knowledge and practice, such that plans are implemented effectively and we collectively contribute to the high 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 targets and priorities. There is a whole school plan for the collection, analysis, and use of student data to guide classroom planning, identify areas of improvement and make overall judgements of the effectiveness of the school's performance. In turn, this assessment informs each successive Business Plan.

## ► Our Priorities

- 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



## ► High Quality Teaching and Learning: Instructional Effectiveness

Staff and students will set high expectations, recognise growth and celebrate academic progress. Teachers will engage in a culture of performance development in a collegiate 'team' environment to build collective efficacy around high quality instructional skills and innovative practices to support student learning. Students will engage with relevant, purposeful learning experiences to develop skills and strategies that enhance learner agency and foster a growth mindset. The school will align student aspirations to long term, sustainable opportunities by developing relevant pathways leading to future education and training or sustainable employment.

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- Implement and consolidate a student-centred learning culture that connects students to their learning in purposeful and authentic contexts, empowering them as stakeholders in their own educational journey.
- Continue to develop collective efficacy within our staff about growth mindset and learner agency as foundational to facilitating purposeful learning and high achievement.
- Broaden the scope of educational programs and pathways available to students to promote engagement and achieve positive and sustainable outcomes.
- Have every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training, employment or higher education.

### Strategies and Actions

- Create high challenge – high support classrooms where students are guided to take action to grow and be accountable for their learning.
- Develop and implement an instructional model to consistently structure learning experiences that create opportunities for students to develop enterprise skills including communication, collaboration and partnership, team-work, creativity, problem solving, entrepreneurship and intercultural learning.



- Engage staff in Professional Learning Communities and create other 'learning zones' for continuous professional growth through collaboration, action research, observation and feedback, reflection and scaled implementation of shared instructional practice across the school.
- Support ongoing development of structures and processes to improve literacy, numeracy, study skills, career development and pastoral care for all students.
- Embed and develop the Pinjarra Senior High School Engagement Strategy as a framework for identifying and responding to the needs of diverse groups of learners.
- Implement and refine plans in place to effectively transition to online and distance learning as required.
- Develop broader assessment metrics to gather quantitative and qualitative evidence about student achievement and success in their chosen pathways, to inform school self-assessment processes.

## Targets - Academic

### 1. Literacy and Numeracy

#### 7 NAPLAN

- Improve the cohort average for Reading, Numeracy and Language Conventions and Writing from Band 6 to Band 7 by 2023.
- Reduce overall number of students represented in achievement bands below National Minimum Standard for all test categories; data to reflect annual incremental improvement.

#### 9 NAPLAN

- Improve the cohort average for Reading, Numeracy, Language Conventions and Writing from Band 7 to Band 8 by 2023; data to reflect annual incremental improvement.
- 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 OLNA candidates by 2023.

## OLNA

- Improve student rate of qualification at Year 11 to be above 80% across all tests by 2023; data to reflect annual incremental improvement.
- OLN achievement greater than 95 % in Year 12 by 2025.

## 2. Year 12 Achievement

WACE Achievement	
2021	85%
2022	86%
2023	88%

VET Participation	
2021	80%
2022	85%
2023	90%

VET Achievement – Cert II or higher	
2021	95%
2022	97%
2023	98%

- Increase number of students achieving SCSA certificates of Merit and Distinction in year 12 by 2023.

## 3. Effective Pathways

- Percentage of students participating in the Academic Extension Program from years 8 – 10 represented in the ATAR pathway in Year 11 increases to 70% by 2023; data to reflect annual incremental improvement.
- Implement the Engagement Strategy and specific related programs for Year 8, 9 and 10 students by 2023.
- Percentage of students retained in the ATAR pathway from year 11 to completion of year 12 increases to 65% by 2023; data to reflect annual incremental improvement.
- Increased percentage of students ‘verified’ in pathway mapping from year 10 to year 12, to identify the range of destinations and facilitate analysis of outcomes in relation to school-based pathways and programs.

## ► Learning environments to support positive school culture and staff and student well-being.

The school will build on its safe, orderly, well-resourced environment to facilitate high quality educational experiences and pastoral care for a diverse range of students. We will prioritise innovating physical and digital learning environments to inspire people to 'think outside of the box' about teaching and learning, including the use of off-site locations, project-based models, reconfigured classroom spaces and online platforms to optimise authentic, student-centred learning. We will explore opportunities to engage students through purposeful programs that focus on progress as well as achievement, developing self-confidence and personal growth. Student and staff mental health and well-being will also be prioritised by strengthening structures, programs and processes to foster positive relationships and enhance a sense of belonging across the school community. We will pursue processes to strengthen communication and partnership with parents and carers to ensure layers of support. In particular, we will also focus on Aboriginal Cultural learning for all staff and students as an ongoing commitment to develop and continuously improve cultural responsiveness.

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- Teach, model and share a culture of positive behaviour within the school community and across our learning ecosystem.
- Enhance well-being and positive engagement at school through supporting students and staff to build relationships of trust and respect with each other and all stakeholders in the school community.
- Increase the overall attendance of students at school or in approved educational programs.
- Increase the capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people in classroom practice to develop the cultural responsiveness of the school.





## Strategies and Actions

- Explicitly and consistently promote PBS values through proactive, positive reinforcement of the PBS matrix as a 'standards guide' across the school.
- Expand Reward and Incentive programs to encourage positive behaviour and reinforce the value of Good Standing.
- Implement a vertical House system to foster unity, mentoring relationships and to facilitate the development of student leadership within and across all year levels.
- Develop and deliver Pastoral Care programs to each year level inclusive of learning about Aboriginal culture, Protective Behaviours, Cyber Safety, Healthy Relationships and personal pathway planning/career development.
- Implement a wellbeing framework to support staff to engage positively and productively in the workplace.
- Provide targeted professional learning for Student Services staff in relation to students' mental health and complex case management.
- Implement Individual Pathway Planning including a supportive case management approach for SAER to improve engagement and attendance.
- 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, to enhance the cultural responsiveness within the school.

## Targets

### Student Behaviour

- Reduce the percentage of students suspended as indicated.

Student Suspensions	
2021	<10%
2022	< 8%
2023	< 7%

- Increase the number of students who hold 'Good Standing' in each year group and achieve 'Advanced Standing' by 2023.
- Achieve a ratio of 5:1 positive records/notifications on Compass by 2022 and increase the overall number of students from year 7 – 12 receiving commendations between 2021 and 2023

## School Culture

- Expand the number and type of whole school events and extra-curricular opportunities available to students from 2021 – 2023.
- Increase student participation in extra-curricular activities across all year levels from 2021 – 2023.
- Increase the representation of Aboriginal students in the Student Leadership team from year 7 – 12.

### 1. Attendance

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

Regular Attendance	
2021	60 %
2022	65%
2023	68%

Overall Attendance	
2021	88 %
2022	90 %
2023	92%

- Increase the percentage of students regularly attending school to 92% by 2023.
- 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 by at least 10%, with a target of 85% by 2023.

## ► Leadership and Performance Development

The school will continue to develop a leadership culture characterised by self-awareness, evidence-based decision making and continuous improvement for individuals and teams. Those leaders appointed to promotional positions will function as a cohesive, strategic team committed to service for others including students, parents and carers, staff and each other through their roles. Leadership is considered as an essential skill for all members of our school community. In this cycle of the Business Plan, we will strive to foster the competence and confidence of aspirant leaders, both staff and student, through creating structures and processes that facilitate leadership development in a variety of meaningful contexts within and beyond the immediate school environment.

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- Adopt a strategic approach to developing leadership skills, attributes, capacity and aspiration in staff and students across the school.
- Engage the school community in rigorous self-assessment and review processes using the ESAT and Principal Performance Review process to ensure evidence-based decision-making aligned to priorities.
- Extend leadership influence beyond the school context through interaction with the School Board, educational networks and through partnership with other stakeholders in our system and wider community.
- Showcase and promote the strengths and achievements of the school to build community confidence in our capacity to provide high quality education services, in particular, our ability to adapt and maintain services to students in contexts of change related to COVID 19.





## Strategies and Actions

- Executive leaders actively participate in regional professional networks to connect to system level professional learning and leadership development opportunities.
- Implement a Leadership Team Strategic Plan to ensure leadership actions are aligned and leaders provide a high standard of service and support for staff and students to build their capacity and develop high performance.
- Train all leaders with line management responsibilities in Growth Coaching and embed this as a consistent approach to performance development processes across the school.
- Provide professional learning for leaders in areas of policy related to Employee Performance, DoE Code of Conduct, Complaints Management, Employee Support, Recruitment and Staff Health and Wellbeing.
- Develop leadership opportunities in non- promotional contexts to encourage staff aspiration and incubate leadership capacity and confidence.
- Grow student leadership through the House System, including structured leadership training, to develop leadership skills and attributes that enable student voice in decision making, such that students from year 7 – 12 actively influence and promote a positive school culture.
- Establish multiple feedback loops with different stakeholders to ensure diverse voices inform school performance development and self-assessment processes.
- Embed practices of data collection and analysis to inform evidence-based decision making and proactive interventions throughout each semester.
- Expand the composition of the School Board to include industry, local business and higher education sector representatives along with parents, community members, student leaders and Pinjarra Senior High School staff to strengthen school governance and links to community leadership.

## Targets

- All promotional leaders will develop Leadership Action Plans to inform and review their own performance and growth annually.
- Performance Development Plans for all staff include at least one aspect related to leadership skill development relevant to their role and aspiration – to be actioned within the Performance Development cycle annually.
- Increase Expressions of Interest for appointments to internal leadership roles and applications for promotional positions both within and beyond Pinjarra Senior High School, indicated by annual growth in number of applicants and staff feedback.
- Increase the number and quality of external applicants for advertised positions at Pinjarra Senior High School.
- Include student representation on the School Board from 2022.
- Greater than 40% of parents and carers, students, staff and identified stakeholders from the wider community provide feedback about school performance to inform continuous self-assessment processes by 2023.
- NSOS data indicates 'Agree' or 'Strongly Agree' for 80% or more of positive statements related to leadership and school improvement processes in Parent, Student and Staff survey cycles by 2023.
- Increase capacity and breadth of our online profile to market and promote Pinjarra Senior High School as a safe, inclusive, innovative school invested in responding to the needs of our students and community.



## ► Community Connections and Partnerships: Our Educational Ecosystem

In order to provide our students with a strong foundation for personal growth and educational opportunity, we will expand our focus on building positive relationships with students, families, carers and the community as a central tenant of our work as a school. We will continue to develop our capacity to engage with parents and carers through more targeted communication systems and will widen the scope for consultation, input and feedback to collectively enhance our responsiveness to parent and community voice. This will be especially important in our work with Aboriginal families. Through purposeful connections between the school and variety of agencies who partner with us, we will provide students with access to a rich, authentic, dynamic and purposeful 'educational ecosystem', to support each student on their journey to become confident, skilled and world ready.

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- Grow partnerships between the school and external stakeholders, including industry and business entities, educational partners, support agencies and Non-Government Organisations to provide increasingly diverse learning contexts and opportunities for students.
- Continue to develop processes to effectively engage and collaborate with parents about student learning pathways, academic progress and well-being.
- Include students, parents, carers and community partners in the school self-assessment process to inform strategic direction and build community confidence in Pinjarra Senior High School.
- Grow opportunities to actively engage the community in the life of the school through development of a proactive P & C Committee and School Board.





## Strategies and Actions

- Allocate resources to develop and support diverse learning contexts and pathways for students in partnership with community stakeholders that are purposefully linked to post-school destinations.
- Appoint and induct a designated Career Practitioner commencing 2022.
- Continue to develop parent and staff capacity to use Connect and Compass platforms to increase access to data and communication about student progress and well-being.
- Invite and encourage parents and carers to attend school events and meetings to foster shared decision-making and improved understanding of school directions and processes.
- Develop additional, broader feedback tools and processes for measuring student, parent and staff engagement and satisfaction with school planning, programs, actions and processes to inform the school review and improvement agenda.
- Expand the engagement of school volunteers to add value to programs and support student learning.

## Targets

- Identify and develop sustainable partnerships with external providers to facilitate programs for students within the school based Engagement Strategy.
- Parent induction modules for primary to secondary transition, Compass and Connect training, Senior Secondary pathways and Students Learning at Home to be available online by 2023.
- Parents voluntarily participate in the validation component of the School Review process.
- Grow the membership of the School P & C Committee and develop the capacity of this group to influence school decision-making by 2023.
- Launch new facilities – Sports Hall and Performing Arts Centre as a context for increased community partnership in 2022.
- Nomination for WA Education Awards – Secondary School category in 2023.

## ► Glossary

**ATAR** - Australian Tertiary Admission Rank

**CMS** - Classroom Management Strategies

**ESAT** - Electronic School Assessment Tool

**ISE** - Instructional Strategies for Engagement

**NAPLAN** - National Assessment Program in Literacy and Numeracy

**OLNA** - Online Literacy and Numeracy Assessment

**STEM** - Science, Technology, Engineering and Mathematics

**WACE** - Western Australian Certificate of Education

This plan is endorsed by the  
Pinjarra Senior High School Board

Kelly Bain ■ David Bolt ■ Michelle Cole ■ Fiona Davidson ■ Tom Duxbury  
Sharon Gangell ■ Jadon Gielingh ■ Amanda Mouton ■ Terehia Thomas  
Skipper Van Peer ■ Chris Vas ■ Jan Stone

 24.03.22

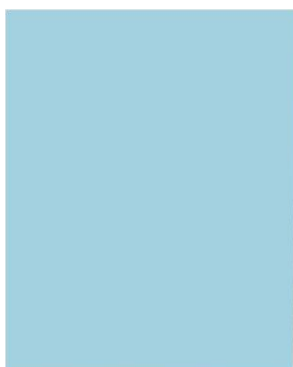
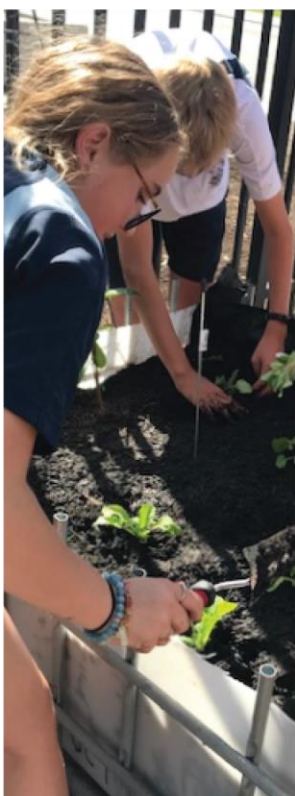
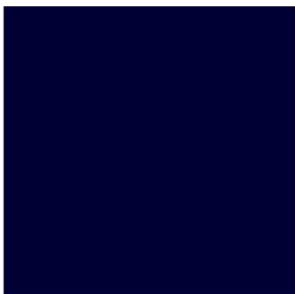
Tom Duxbury  
Board Chair

Date

 24.03.22

Jan Stone  
Principal

Date



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