



Pinjarra

Senior High School

Annual Report 2018



progress towards personal excellence



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Understanding the Annual Report

The *2018 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 (IPS), 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 *2018 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*. It is noteworthy that 2018 was the first year of this business planning cycle and as such this Annual Report reflects early progress against identified targets.



Student Profile

Total Enrolment – 713
(Excludes participation and pending students)

Year 7	122
Year 8	124
Year 9	131
Year 10	116
Year 11	136
Year 12	84

Staff Profile

Total Staff – 91

Teaching Staff – 46

Administrative Staff – 14

Senior Teacher status – 14

Education Assistants – 8

Level 3 Classroom Teachers – 4

Cert IV Training and Assessment Qualifications – 17

Teachers holding a Doctorate – 1



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 a mix of traditional and innovative programs aimed at preparing students for tertiary education, vocational training, traineeships and apprenticeships and the workplace. Its specialty programs include a school-based Football Academy, a Year 11 and 12 farm-based program and an Academic Extension Program (AEP).

In 2018 the Pinjarra Football Academy (PFA) expanded to include 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 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 complements regular school programming and offers an extensive extracurricular calendar focused on excursions, national competitions, and the public exhibition of student project work. The program seeks to enhance each student's capacity to think critically and creatively, by presenting them with a variety of experiences and challenges that foreground STEM (Science, technology, engineering, and maths) learning. The program's aim is to build intelligent, adaptive, higher order thinkers who will become positive contributors to the local and wider communities in future years.



In addition to specialty programs Pinjarra SHS offers a comprehensive range of courses and has outstanding programs which seek to engage and extend students. Literacy and Numeracy skill development is prioritised within a whole-school



approach to improving performance. A common instructional model and identified teaching strategies to engage students are being implemented to ensure a consistent approach and all students are exposed to a teacher supported series of study and homework seminars called Elevate.

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 new netball, tennis and basketball courts which boost physical education and recreational opportunities for students. In addition, Pinjarra Senior High School utilises the facilities of the adjacent Murray Leisure Centre. This provides students with an excellent space for swimming, indoor sports and The Arts. In 2018 the school Library has undergone refurbishment to provide more dynamic and versatile learning environments for students, as well as access to print and digital resources for class groups, small study groups and individuals.

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.

Through partnerships with the local business community and universities, the 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 2018, the development of the new Business Plan 2018–2020: *Progress Towards Personal Excellence* set the scene for the continued improvement of Pinjarra Senior High School towards becoming a high performing school.

Improvements in the teaching and learning process in 2018 have seen gains in student outcomes from Year 7–12, building on the already improved results in 2017. Our Year 7 NAPLAN results improved in all areas from 2017 and for the first time in more than five years are above Like Schools for all but Numeracy. All Year 9 median NAPLAN results improved from 2017 except for Writing. In response to this, the school has embarked upon a whole school strategy to improve writing. This has commenced with targeted staff professional learning in 2018 and will progressively become embedded as an instructional norm across 2019–2020.



The percentage of students achieving an ATAR >55 and/or a Certificate II increased further to 98% to be above both the Like School and WA Public School averages. The median ATAR remained relatively constant at 65, still slightly below that of Like Schools. This represents an area where the school is investigating strategies to improve both engagement and student performance in the ATAR pathway.

Student attendance rates have continued to rise, reflecting the school's increasing expectation and community understanding of the impact of absences. With an average attendance of 88.2%, it is higher than Like Schools data, as is the percentage of students represented in the 'regular' attendance category at 57.4% above 90%. Our Aboriginal attendance figures remained outstanding at 79%, compared to Like Schools at 69% and the WA Public School average of 66%.

In 2018, student behaviour has continued to improve, highlighting the great work of teachers in creating Safe and Accountable classrooms on the back of the Student Services focus on restorative practices in 2017. Over 90% of teachers are trained in Classroom Management Strategies, which has positively impacted student behaviour with suspensions dropping for the third year in a row.

The strong focus on lifting student engagement and achievement is being complemented by an improvement plan to enhance the physical environment and infrastructure of the school, which as an institution that is almost one hundred years old, presents some challenges in the context of 21st century educational provision. Gradual refurbishment of some parts of the school has taken place in 2018, most notably the school Library which has had a major upgrade to create a more flexible, innovative and appealing resource. The process of restoring, repairing and upgrading facilities will be ongoing throughout the life of the current Business Plan, but will be dependent upon available financial resources.

2021 marks the centenary celebration of Pinjarra Senior High School and a countdown to this auspicious event has begun with the formation of a 'Centenary Committee' comprised of school staff and community representatives. This highly enthusiastic and committed group have commenced the process of gathering memorabilia and planning events at the school during the Pinjarra Festival weekend 2021 to showcase the long and proud history of this local community icon. This committee will continue to work collaboratively over the coming year, and aim to develop a Pinjarra Senior High School Alumni Group online during 2019.

Promoting school achievements and raising the profile of the school through a regular public relations campaign throughout 2018 has maintained the great reputation of Pinjarra Senior High School whilst also increasing community awareness of our 'brand' within the educational marketplace. Media articles have featured regularly in local newspapers, and we have enhanced our 'online' identity through social media. Coupled with the raised standards of presentation at school events such as parent teacher nights, the Year 12 Graduation Ceremony and school tours, Pinjarra's reputation is drawing in students from beyond the local intake area.

The strong relationships Pinjarra Senior High School continues to develop with international corporations such as Alcoa Australia and Chevron Energy is matched by the strengthening of our already sound links with the major universities. The school is working hard with local government and businesses, volunteer organisations, parents/carers and others in the wider community to ensure we provide opportunities and pathways for all of our students to succeed.

The staff of Pinjarra Senior High School are an integral partner in the process of school improvement and collectively, we proudly present the Annual Report for 2018.



Jan Stone
Principal



Board Chair Report

I would like to start my section of this year's annual report by formally welcoming the new principal, Ms Jan Stone, to her exciting and challenging role as the head of the leadership team at Pinjarra Senior High School (PSHS). The School Board, and myself as Chair, are committed to providing full support to Jan and her leadership team as well as encouraging and supporting staff, both academic and administrative, this year and into the future. I look forward to seeing and acknowledging the range of achievements and outcomes that will eventuate across the School this year and in the remaining years of the current school Business Plan (2018 – 2020).

As I reported in the past two annual reports, (2017 and 2016) there have been ongoing and successful ranges of outcomes and achievements built on foundations that were laid in previous years. Those last two years very clearly showed that the school has been on a continual improvement pathway. Results and outcomes that have now been achieved in 2018, as highlighted in the principal's report and within the annual report itself, clearly demonstrate that the school is continuing to journey down that 'improvement' pathway. The 2018 outcomes provide clear evidence to the school community of the continuing excellence of a range of programs across the School.

I would like once more (as in previous years), to congratulate, on behalf of the school board, all those people that have been involved in delivering these outcomes in the school over the past year. My initial thanks, of course, first go to the students themselves for their obvious commitment to their studies and their pride in the school, which has resulted in their positive overall contribution to the school and the wider general community. As I pointed out last year, the student outcomes would not have occurred without strong support from their parents and other family members and I thank them again for that support and encouragement. I would like to see that level of commitment by the families continue both this year and in future years.

Finally, I would like to acknowledge and express my deep felt thanks to all members of staff, present and past, for their obvious engagement and commitment to the school. I would particularly like to thank all staff who have actively helped to contribute so effectively to the construction of the current school Business Plan (2018 – 2020). The combination of top-down and bottom-up processes involved during this process last year gives the School Board and myself a great deal of confidence that the outcomes and targets identified will be achieved.

I would also like to thank the current members of the School Board for their active contributions to the deliberations of the board over the past year. It has been another successful year in the school's history.



David Holloway
Board Chair
Emeritus Professor

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 Plan 2016–2019: *High Performance High Care* 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 will align our vision, priorities, operations, values, and culture.

2018 Highlights

January

| Year 11 student Jake Bennett was awarded the Youth Citizen Award at the Shire of Murray's Australia Day ceremony.

February

| The Year 12 School Ball was held at the Mandurah Offshore Fishing Club with the theme being 'The Great Gatsby'. Nyha Clifton and Blake Griffiths were crowned Belle and Beau for the night.



| To mark the ten-year anniversary of the National Apology to the Stolen Generation, Year 12 student leaders and Principal Rob Lawson attended a morning tea with Western Australian Governor, Her Excellency, Kerry Sanderson.

March

| Year 11 student Brooke Bugeja won the Quest Youth Song Writing Competition with her song "It's Society's Fault". The win secured Brooke a performance concert spot at the Fairbridge Festival which took place in April.



April

| Former student and Health and Physical Education Trainee, Dylan Cooper, was recognised as the 2017 AFL Sports Ready Trainee of the Year for Western Australia. Dylan won the award for his outstanding effort as an employee of Pinjarra Senior High School in 2017.

| Year 12 student Isabella Barton-Butler was chosen as a finalist in the 2018 MORAN contemporary Photographic Award for Secondary Years 11-12, for her stunning portrait of her grandmother entitled 'Grandma'.

May

| Minister for Education, Sue Ellery and the local MLA Robyn Clarke spent time touring the school and meeting with students and staff.



| Pinjarra Senior High School students won 8 of the 20 Chevron Scholarships awarded in WA.



| Twenty Year 10 PFA students attended the annual PFA Melbourne Trip. The group attended a few games of AFL football, visited team training grounds and met with players during their time in Melbourne.

June

| Commissioner for Children and Youth Colin Petit was a special guest at Pinjarra SHS and gave the keynote address at the Professional Learning Conference.

| PSHS Head Girl Brandi Burnett won the gold medal at the Worldskills National Championships in the Food and Beverage category in Sydney.



| Minister for Youth, Peter Tinley held a Youth Forum for students from many of the surrounding high schools. This event was being hosted by Pinjarra SHS and catered by the Certificate II Hospitality students. He was accompanied by local MLA Robyn Clarke.

| PSHS enjoyed a successful Country Week campaign in 2018, with the Girls AFL team finishing 1st in the A Grade division. Year 11 student Brooke Bugeja was also selected to perform the National Anthem at the opening ceremony.



August

| Jacklyn Atkinson (Year 11) was voted the 2018 Rogers Cup Fairest and Best, playing for the Peel Thunderbirds in the WAWFL.

| 28 students were fortunate to attend our annual Year 10 Canberra Trip.

| \$4500 was raised by PSHS students who participated in the 40 Hour Famine Backpack Challenge. The challenge seeks to aid refugees displaced by war and conflict. PSHS was the top fundraising school in the state for this event in 2018.



| PSHS Metalwork students designed and manufactured an artwork for the local Pinjarra RSL. The artwork depicts those who served in the Australian Armed Forces and honours their families and loved ones with outlines in the metal signage representing the gaps left when those in service are at war or conflicts.

September

| PSHS Senior School Dance students and tech crews participated in the Youth On Health Festival, or YOHFest. The team was awarded the Excellence in Choreography award.

| Staff and students participated in R U OK Day, a national campaign aimed at supporting those struggling with life by starting important conversations about their wellbeing.

October

| Year 11 Certificate II in Hospitality students launched 'The School Grounds', a venture which saw them sell barista made coffee to school staff.



| PSHS presented its seventh MADD (Music, Arts, Dance, and Drama) Concert to a sold out Pinjarra Civic Centre. Over 120 students were involved with performance and production of the event.

| Three PSHS students, Mariah Frewen, Oliver Lacey-Ritchie, and Emily Watson attended the Subs in Schools State Final held at North Lake Senior Campus. The trio were awarded first prize for Best Manufactured ROV and were placed 3rd overall.

November

| PFA Draft Day was held to select the next crop of talented footballers. 2018 marked the first year girls were included in the program, with the formation of Year 8 and Year 9 PFA Girls cohorts for 2019.



| Staff and students were proud to participate in the Anti-Poverty Week Murray Food Drive

December

| PSHS ATAR Dux Harry Bidewell achieved an ATAR of 98.7, an outstanding result.



Student Leadership

Throughout 2018 student leaders have contributed to the school community to build a positive culture inclusive of 'student voice' and well-being through both formal and informal roles.

Formal roles include a Senior School Leadership team comprised of Year 11 and 12 students, including an elected Head Boy (Blake Johnson) and Head Girl (Brandi Burnett), and Country Week captains (Nixon Purser and Jesse Salter). Year 10 Peer Support Leaders are also an important senior student influence within the school.

Less formalised student leadership roles have been captured within representative duties and enable a wider array of students to function as relatable and positive role models for the school community. It is notable that Aboriginal students featured strongly within this group in 2018.

Examples of Student Leadership activities in 2018 include:

- | 2018 Year 11s Oliver Pyman, Jeremy Wright represented the school at the Sandfire Resources DeGrussa Mine Site Tour
- | Drama and Media students performed in the Tom Curtain music video for "Speak up" – an Anti-bullying song
- | Makhylla Anderson, Liberty Houghton and Susan Lavender attended the Women in Resources Awards Breakfast and Inspiring Girls Initiative – Alcoa partnership and invitation
- | Alcoa Community Consultative Network Meeting – Year 12 representative (Jessica Barton) Year 11 representative (Emily Watson)
- | Student participation in the ANZAC school ceremony and community parade and ceremony



- | Year Book Committee – a voluntary group
- | Students offering service to school community through volunteer work at school canteen
- | Australian War Memorial Wreath Laying ceremony on the 2018 Canberra Study Trip
- | Student representatives attended World Vision Youth Conference 2018

- | 2018 Jake Bennett (Year 11) received community recognition at the Australia Day Breakfast for community service
- | WIMWA Summit 2018: Hayley Gough, Emily-Joy Dunster, Emily Heller
- | Academic role models. Certificates of Distinction and Merit holders 2018 – Distinction: Harry Bidewell, Merit: Cooper Gray, Jared Godsall. Harry returned to the school to speak to prospective Year 10 and Year 11 ATAR students at the 2019 Parent Information Evening
- | AEP student participation in the UWA Aspire Mentor Leadership Program



The development of Student Leadership as a strategic agenda is planned for 2019 and 2020, to ensure that leadership skill development and opportunities for students to contribute to school decision making is consciously planned and embedded in both instructional and social learning contexts across the school. Within this approach, it is envisioned that students will connect within year level groups to foster leadership growth, but links will also be developed across a 'vertical' structure of Year 7–12 students to foster mentorship and leadership aspiration. Formalised leadership roles and 'portfolios' are envisaged within this model.

Aboriginal Education & Pathways

Pinjarra Senior High School has a strong representative group of enrolled Aboriginal students and indigenous culture and achievement are celebrated within the school community.

In 2018 Aboriginal student attendance data reflects an ongoing trend of exceeding the Aboriginal attendance rates of both Like Schools and WA Public Schools. From 2016–2018, Pinjarra Senior High School has maintained a rate of Aboriginal student attendance approximately 10% higher than Like Schools and 13% higher than WA Public Schools. (See Attendance data – Target 1)



This positive and sustained trend reflects the positive school context and provision of significant educational, social and cultural opportunities for Aboriginal students and for non-Aboriginal members of the school community to appreciate and respect the heritage and identity of Aboriginal people.

Educational Opportunities and Programs

Aboriginal students have the option to participate in *Follow the Dream* and AIME (Australian Indigenous Mentoring Experience) programs at Pinjarra Senior High School.

- | *Follow the Dream* is an ongoing program to support Aboriginal students who are academically aspirant. In 2018, the program reported regular attendance by a small number of students. It is our intention to build on the number of identified students committing to regular attendance in 2019–2020. This process will be supported by the *Aboriginal Cultural Standards Framework* being embedded into the instructional context across the school, wherein student motivation and achievement towards aspirational academic goals will be enhanced.
- | AIME had 22 students enrolled in 2018, however attendance was not consistent between Terms 1–3. Term 4 saw improved student engagement. This trend is worth exploring in 2019 and in 2020 a firm target will be set to improve consistent access across the academic year.
- | AIME program days were held twice per term in 2018, with different year groups invited to attend each event. Positive engagement occurred with Year 7 and 8 groups, but others were less well patronised. It is our intention to build towards increased attendance across all year groups in 2019–2020.

Powering Careers in Energy is an Endorsed Program that Pinjarra Senior High School offers in partnership with Chevron Australia. Within this context, Aboriginal students in Years 9–12 are given the opportunity to apply to Chevron for an Aboriginal School Scholarship Program. The scholarships are awarded based on academic performance, attendance and behaviour meeting established benchmarks. The successful students have mentors at Chevron whom they visit three times per year to develop their understandings of careers in the energy and wider industries. They also participate at ‘Get into Resources’ and at the LNG Exploration Day where they take the

opportunity to lead mixed school groups. The student scholarship holders meet high expectations and are viewed as positive role models and leaders within the school community. Several students successfully held scholarships from 2017–2018, having successfully applied each year. Pinjarra Senior High School boasts the largest number of scholarship holders of any school in WA.



2018 Highlights

- | Blake Griffin and Cody Frick attended UWA ATAR Revision Camps
- | Cody Duxbury, Blake Griffin and Makhyla Anderson attended UWA School of Indigenous Studies holiday program – Science, Engineering and Health Camp
- | Jeremy Wright was awarded an Aboriginal School Based Traineeship
- | NAIDOC assembly – Anthony Hansen played didgeridoo and De Shaun O’Loughlin gave a dance performance
- | Each school assembly included a ‘Welcome to Country’ presented by an Aboriginal Student



Business Plan Priorities and Targets

As the priorities in the 2018–2020 Business Plan are implemented, we will maintain our commitment to the belief that every child is entitled to a high quality school education. By focusing on these priorities we believe 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 and Engagement

- | Above 90% Attendance > 50%
- | Attendance > 85%
- | Student engagement in STEM targets are set and achieved
- | Student data management systems show positive development of student behaviour

The focus on student well-being has continued to grow within the school under the leadership of the Student Services Team. In 2018 this comprised a level 3 Student Services Manager, level 2 Student Services Coordinator, a full time Chaplain and School Psychologist, a School Nurse and Year Coordinators tagged to each year group. Two full time level 1 positions provided administrative support for this team.

Student Services continued to provide a comprehensive approach to pastoral care, with an increased focus on student attendance as a pre-condition for successful engagement and academic outcomes. To this end, one of the Student Services Administration Officers was specifically tasked to improve attendance monitoring processes including following up unauthorised absences to ensure appropriate and timely interventions with students in the 'Indicated' and 'Moderate' at risk categories. Over the course of the year, this resulted in greater school accountability and improved student attendance, with data indicating an increase from 85.9% in 2017 to 87.4% in 2018. This exceeds both Like School data and the specified PSHS target of 85%, which will be adjusted for 2019. Aboriginal student attendance data also indicates an ongoing trend towards significantly exceeding that of both Like Schools and WA Public Schools. This reflects the effectiveness of strong engagement and support programs for Aboriginal students in the school. It is also noteworthy that in 2018, authorised absences outnumbered unauthorised absences for the first time in several years.

Attendance Data

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	84.6%	86.6%	89.5%	80.9%	70.3%	67.4%	84.3%	84.8%	87.7%
2017	86.6%	87.9%	89.7%	79.1%	70.0%	66.6%	85.9%	85.4%	87.8%
2018	88.2%	87.8%	89.6%	78.9%	69.3%	66.0%	87.4%	85.2%	87.6%

Attendance Category

	Regular	At Risk		
		Indicated	Moderate	Severe
2016	48.9%	24.2%	14.6%	12.1%
2017	51.7%	23.8%	15.8%	8.7%
2018	57.4%	21.6%	12.5%	8.5%
Like Schools 2018	55.2%	21.7%	12.9%	10.2%
WA Public Schools 2018	62.0%	20.0%	11.0%	7.0%

In order to foster school engagement, all students accessed a range of presentations and activities in 2018 to foreground social learning and enhance the inclusive and positive school culture at Pinjarra Senior High School. The highlights included the Heath Black Mental Health presentations to Year 10's, the Year 10 Peer Support Program and Megalife Week in Term 3. The second tier programs include small group work, often through external agencies. As well as PYS (Peel Youth Services), the school has strengthened its relationship with a range of external providers such as Youth Focus and GP Down South to provide one on one counselling services to complement our school based support programs, making up the third tier of support.



These measures have positively influenced student attendance in the 'Moderate' and 'Indicated' categories, with both showing decreased representation from 2017 to 2018. Proactive case management has also importantly continued to drive a reduction in the percentage of students being suspended from school for serious breaches of discipline, from 13.2% in 2017 to 10.7% in 2018. This downward trend suggests that early intervention and improved de-escalation strategies are having a positive impact on student behaviour in the school environment. It is anticipated that this trend will continue in 2019 with the full implementation of the Positive Behaviour Strategies (PBS) matrix to provide a strong framework for values education across the school.

Suspension Data

	2015	2016	2017	2018
% of Students Suspended	15.8%	15.0%	13.2%	10.7%

Target 2: Year 12 Achievement - WACE and ATAR

WACE

- | Achieve an attainment rate above Like Schools
- | Variation between intention and actual post-school destination is lower than the state variation
- | WACE > 85%

ATAR

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

The focus on high quality teaching and learning to improve school performance was intensified throughout 2018, with staff undertaking Professional Learning centred around instructional effectiveness. Specific work on moderation and consensus processes in assessing student achievement resulted in refined understanding of the standards of ATAR courses and the rigorous learning environments required to support students to succeed.

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%

	2017	2018	Like Schools 2018	WA Public Schools 2018
ATAR Median Relative Performance	0.1	-0.26		
Average Median ATAR	66.93	65.0	68.9	79.5
ATAR Change	↑	↔	↔	↔
ATAR 55+	72%	59%	-	-
Attainment (55+ and/or Cert II Completion)	92%	98%	95%	96%
WACE Achievement Rate	80%	84%	84%	89%

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%	96%	96%
2018	80	96%	81	98%	95%	96%

The data reflects an improvement in WACE achievement, from 80% in 2017 to 84% of students achieving the WACE in 2018, which matches the performance of Like Schools, but is below the 89% achievement rate of WA Public Schools. It is also



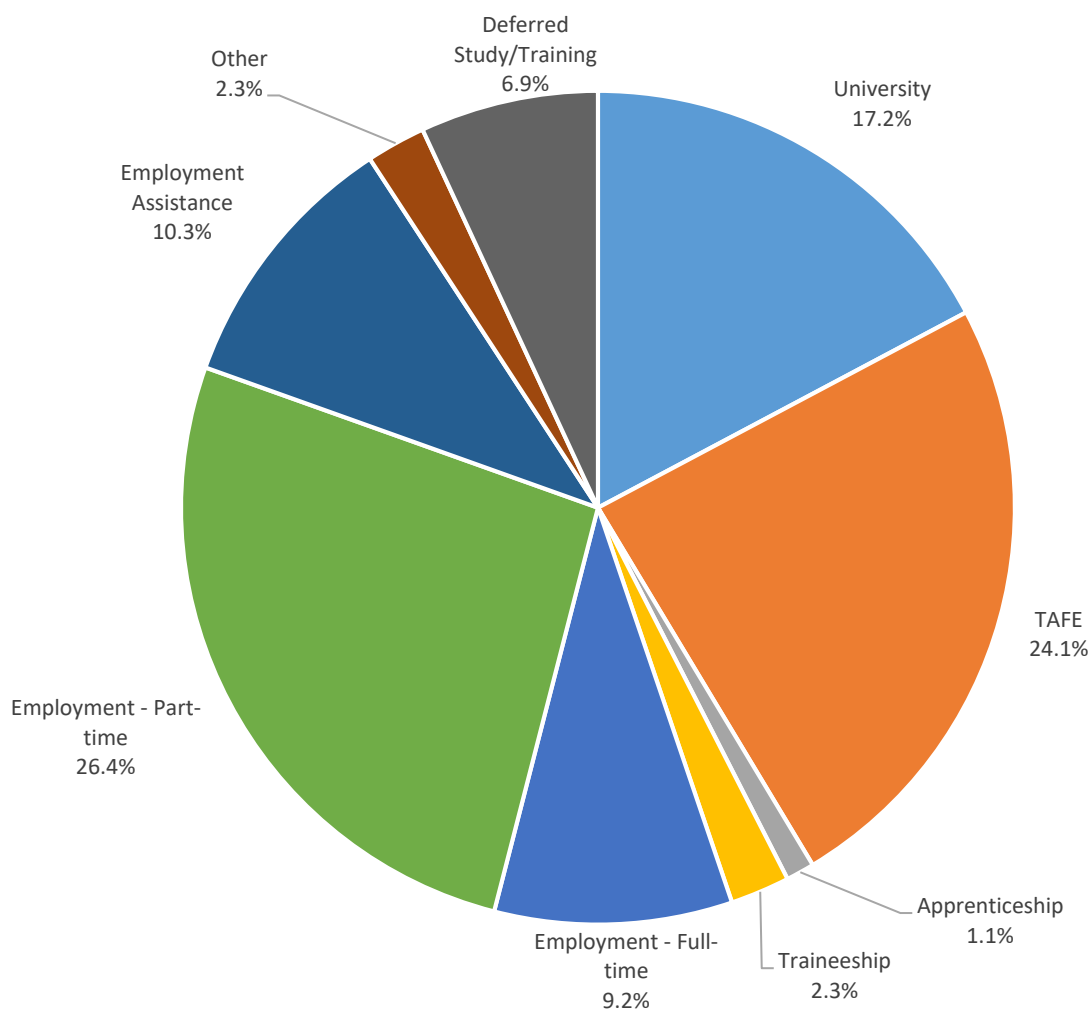
noteworthy that the school attainment rate shifted from 92% to 98% in 2018, which is above the performance of both Like Schools (95%) and WA Public Schools (96%). This is a pleasing indicator of the positive influence of the school's work on high quality teaching and learning on student achievement. Having achieved the 'Attainment rate above Like Schools' target in the Business Plan in 2019, a more aspirational target will be set for 2019–2020.

While the median ATAR of 65 is aligned to expected performance, the decline in the number of students achieving an ATAR ranking of 55+ from 72% in 2017 to 59% in 2018 is cause for concern, suggesting that several ATAR students have relied on their completion of VET Cert II qualifications to achieve the WACE. This would indicate some refinement of student pathways and course counselling processes is required.

VET achievement reflects strong performance, with 96% of students completing Cert II or higher qualifications in Year 12, compared to 84% in 2017. The small ATAR cohort is noteworthy and will be central to future planning of academic extension programs and skill building in Year 7–10. A strong focus on ATAR pathway readiness will also be included in Year 10–11 transition processes in 2019–2020.



Year 12 Destinations 2018



Target 3: Literacy and Numeracy

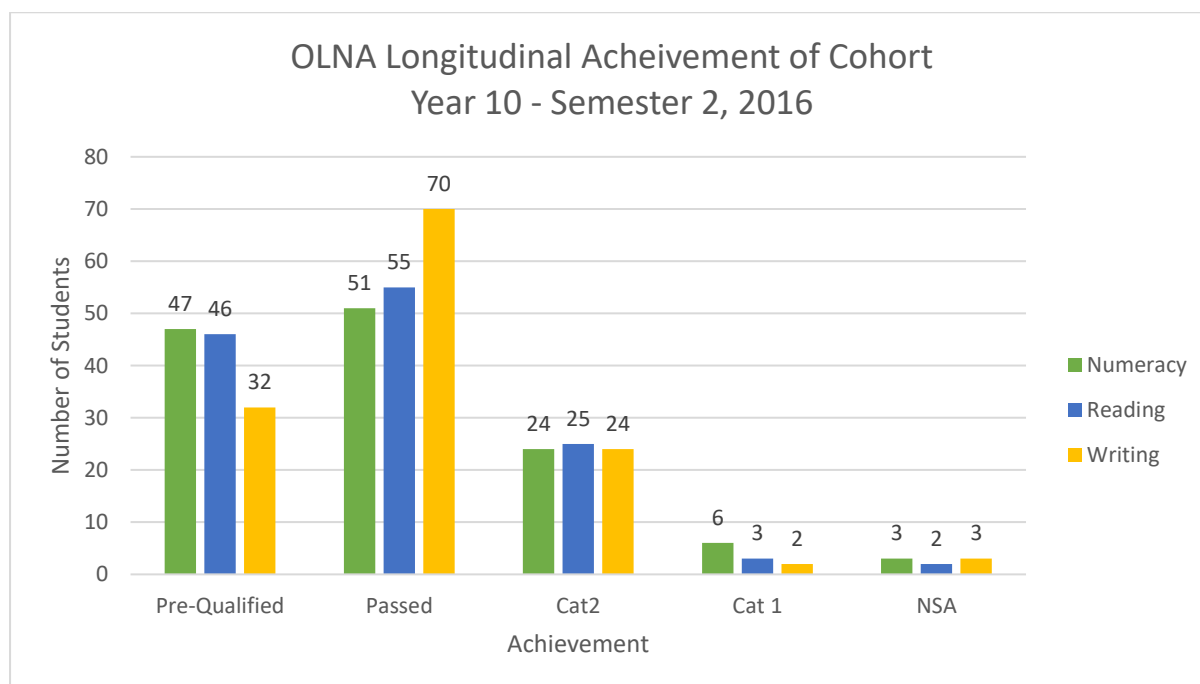
- | OLNA achievement > 95% by Year 12
- | NAPLAN - Grade alignment data greater than DoE Mean

OLNA (Online Literacy & Numeracy Assessment)

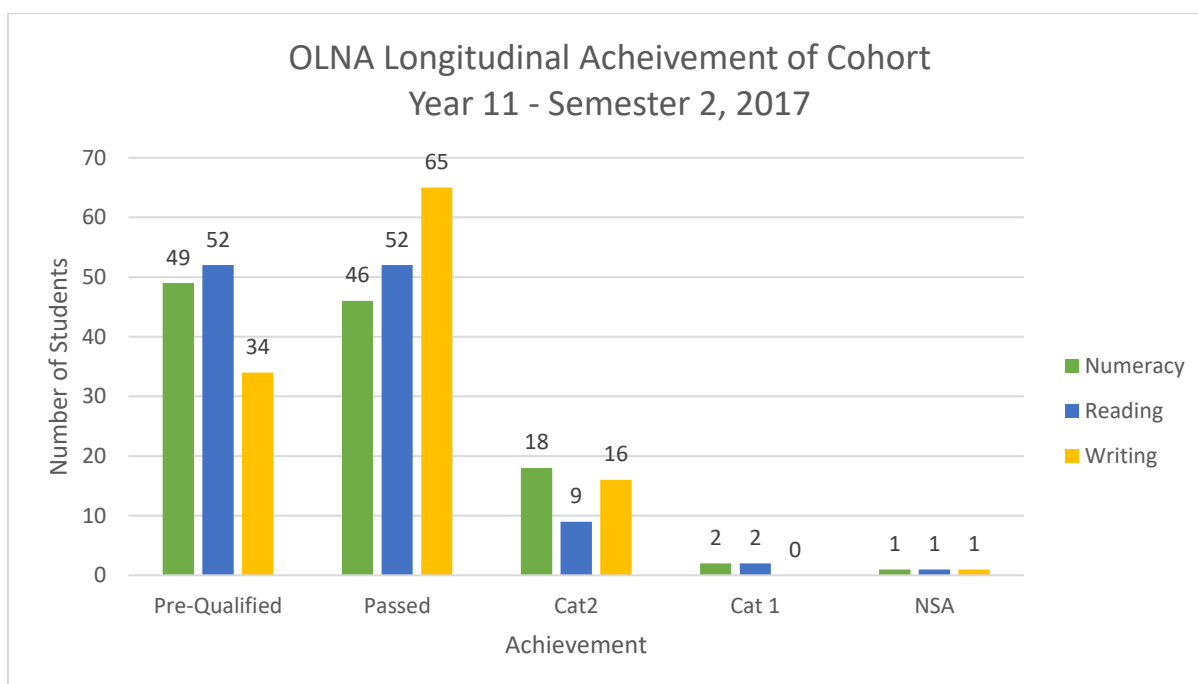
To achieve the Western Australian Certificate of Education, students need to achieve the Reading, Writing and Numeracy standard by the end of Year 12.

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 OLNA 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 2016 to 2018. The purpose of comparison is to outline the pattern of progress from Year 10–12.



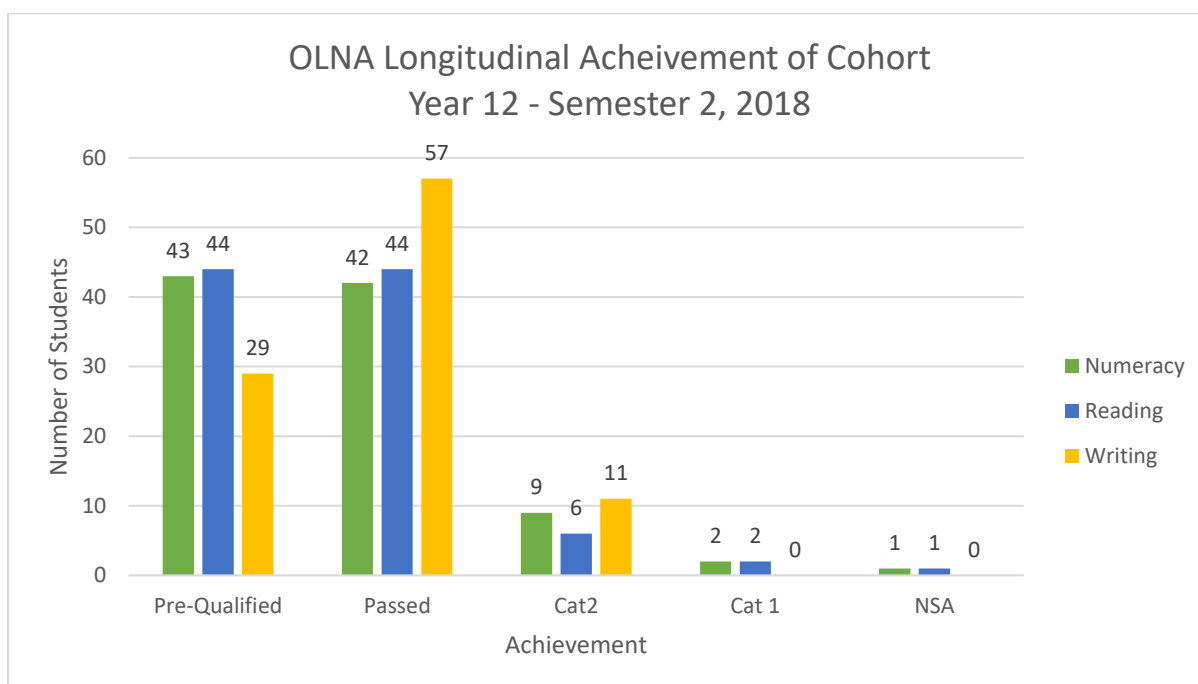
	Numeracy	Reading	Writing
Pre-qualified	35.9%	35.1%	24.4%
Passed in 2018	38.9%	42%	53.5%
OLNA Requirement Met	74.8%	77.1%	77.8%
Not Yet qualified	25.2%	22.9%	22.1%



	Numeracy	Reading	Writing
Pre-qualified	42.2%	44.8%	29.3%
Passed in 2018	39.7%	44.8%	56%
OLNA Requirement Met	81.9%	89.6%	85.3%
Not Yet qualified	18.1%	10.4%	14.7%

While relatively low numbers of students pre-qualify prior to entering Year 10, a significant number of students qualify during Year 10 and Year 11, with the majority achieving the standard prior to Year 12. While this is a positive trend reflecting student skill development and progress over time, it would be desirable to increase the proportion of students achieving above Band 8 in NAPLAN to pre-qualify. This will be an ongoing focus in 2019-2020.





	Numeracy	Reading	Writing
Pre-qualified	44.3%	45.4%	29.9%
Passed in 2018	43.3%	45.4%	58.8%
OLNA Requirement Met	87.6%	90.8%	88.7%
Not Yet qualified	12.4%	9.2%	11.3%

Of the test strands, Numeracy presents the largest challenge for students, with 12.4% of the cohort not achieving the standard, and consequently the WACE. Writing reflects a similar scenario, with 11 students not meeting the standard. Of the students represented in this cohort, not all were participating in school based programs to the end of 2018, so may not have attempted both rounds of testing. Only 83 of the 97 students counted in the cohort were eligible to achieve the WACE in 2018, so real impact on WACE eligibility is lower than the data suggests on face value. It is also noteworthy that within the small group of students who did not achieve the standard, some did not pass more than one test strand, while others only failed to meet one of the standards. However, the target to have > 95% of students pass the OLNA standard across all testing strands remains valid and aspirational in 2019–2020.



NAPLAN for Year 7 and 9 students is an important external assessment tool that provides a national benchmark for expected academic standards at each year level and enables the school to moderate school based data about student progress.

NAPLAN Year 7

Year 7 Performance

Year 7	Student Performance %			
	Above National Minimum Standard	At National Minimum Standard	Below National Minimum Standard	Group average
Numeracy	74%	22%	3%	Band 6
Reading	73%	19%	8%	Band 6
Writing	54%	29%	17%	Band 5
Spelling	76%	14%	10%	Band 6
Grammar & Punctuation	71%	15%	14%	Band 6

Above National Minimum Standard – Bands 6 – 10

At National Minimum Standard – Band 5

Below National Minimum Standard – Bands 1 – 4

While the Year 7 data for 2018 indicates that most students are represented in the 'Above National Minimum Standards' category in all areas except Writing, it is noteworthy that the group averages for Numeracy, Reading, Spelling and Grammar and Punctuation are at Band 6 for the school cohort, while the national group averages in these areas are at Band 7. It is also evident that the majority of students in each test area cluster around Bands 6 and 7, with fewer students being represented in Bands 8, 9 and 10. While this follows the predicted trend, improving individual student progress in the 'Good' and 'Excellent' categories is an ongoing focus of the School Improvement Plan in 2019–2020.

Although Writing is clearly an area of weakness within the Year 7 cohort in 2018, this reflects the national pattern of Writing being the most challenging aspect of NAPLAN tests. Pinjarra Senior High School is actively addressing gaps in writing skills within the Business Plan priorities of Success for All Students and High Quality Teaching and Learning. The specific strategies identified in this plan are outlined later in this Annual Report (Target 4). This ongoing focus on improving students' writing skills and on lifting progress across the board to see increased movement from 'Satisfactory' to 'Good' performance categories should generate improved NAPLAN data within this cohort in 2020.

NAPLAN Year 9

Year 9 Performance

Year 9	Student Performance %			
	Above National Minimum Standard	At National Minimum Standard	Below National Minimum Standard	Group average
Numeracy	67%	26%	5%	Band 7
Reading	62%	31%	7%	Band 7
Writing	44%	19%	37%	Band 6
Spelling	59%	17%	24%	Band 7
Grammar & Punctuation	62%	24%	14%	Band 7

Above National Minimum Standard – Bands 7 – 10

At National Minimum Standard – Band 6

Below National Minimum Standard – Bands 1 – 5

The Year 9 NAPLAN data for 2018 also identifies Writing as an area of concern. This will be positively influenced by the implementation of ‘Tactical Writing’ as a consistent approach to skill building, along with other school wide initiatives to enhance instructional effectiveness. Other trends across Numeracy, Reading, Spelling and Grammar and Punctuation for Year 9 are similar to Year 7, although progress is slightly less evident between ‘Limited’ and ‘Satisfactory’ achievement. In

2019 there will be an intensified focus on increasing the number of Year 9 students who pre-qualify for the OLNA standard through achievement of Band 8 or higher in the NAPLAN testing.



The Literacy and Numeracy Target of ‘Grade alignment data > DoE Mean is yet to be realised, with 2018 data indicating that there is still a significant difference between the school based assessment and moderation data provided by NAPLAN testing.

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
- | Implementation of the Aboriginal Cultural Standards Framework

The school development agenda saw a strong commitment to Professional Learning for teachers to increase instructional effectiveness in order to positively impact student achievement.

The table below indicates progress towards the stated target.

	Percentage of permanent teaching staff	Target in 2019
CMS (classroom management strategies)	89%	100%
CAT (conference accredited trainer)	13%	15%
CMS Presenters	4%	6%
Tactical Writing 1	100%	100%
Tactical Writing 2	0%	100%
Tactical Writing 3	0%	50%
Kagan Trainer	2%	4%
Kagan qualified (trial)	13%	26%
Leading School improvement (school leadership team)	67%	100%
Growth coaching (school leadership team)	0%	100%
Aboriginal Cultural Standards Framework	0%	100%

The nature of training staff requires a strategic management of staff absences; hence whole school training strategies usually require an extended period of time to implement. As such, we have resourced sustainable structures to accommodate maintaining our focus of skills in the event of staff turnover. Whilst the 2019 targets are aspirational, it is our intention to continue to pursue a rigorous staff development process that builds teacher, student and parent confidence in our capacity for continuous improvement through self-reflection and ongoing professional growth.

Target 5: Effective School Leadership and Processes

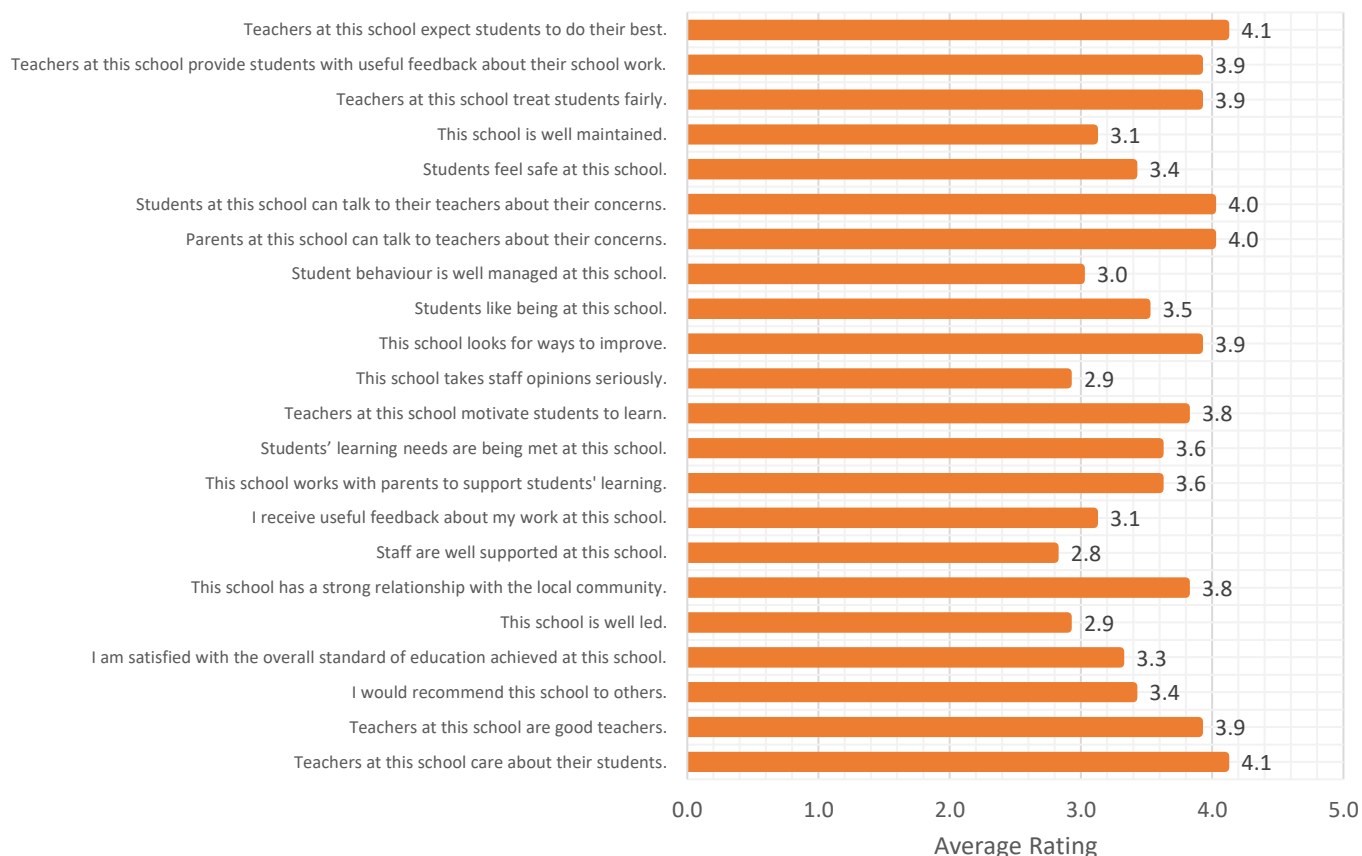
Pinjarra Senior High School has a commitment to a distributed leadership model that enables a strong focus on building the leadership skills and capacity of staff in promotional positions and of those who are aspirant. Many of the defined roles within the school workforce profile provide access to leadership 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 Roles 2018	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	Non-teaching
Level 3 Program Coordinator – TaLC	Reduced class allocation < 0.6
Level 3 Program Coordinator – Student Services	Non-teaching
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
STEM Coordinator	Reduced class allocation 0.8
Year Coordinators x 6	Reduced class allocation 0.8

In 2018, much of the work completed with the leadership team was around the priority of **High Quality Teaching and Learning**, which was largely focussed on instructional program implementation.

The results of the staff survey in 2018 reflect a trend of apparent dissatisfaction with school leadership. The response to the items 'Staff are well supported' and 'This school is well led' are relatively low, mirroring similar responses in the 2017 survey.

Staff Survey Results



Due to the relatively broad nature of the survey prompts, it is unclear as to which aspects of school leadership have attracted this negative response. For example, there is no way to differentiate between the performance of Administrative leaders and those in Level 3 roles in reflecting on this feedback. To address this, the survey items will be adjusted in 2019 to enable fine-grained and specific feedback to be gathered in relation to the effectiveness of school leadership processes for the purposes of self-assessment and improvement.



To broaden the capacity of leaders to have a positive influence on school effectiveness in 2019 and 2020, the focus of this priority area will predominantly be developing strategic understandings and specific coaching skills to enable more effective leadership and development of staff through line and performance management processes. The 'Growth Coaching' program will be a significant feature of this leadership development process.

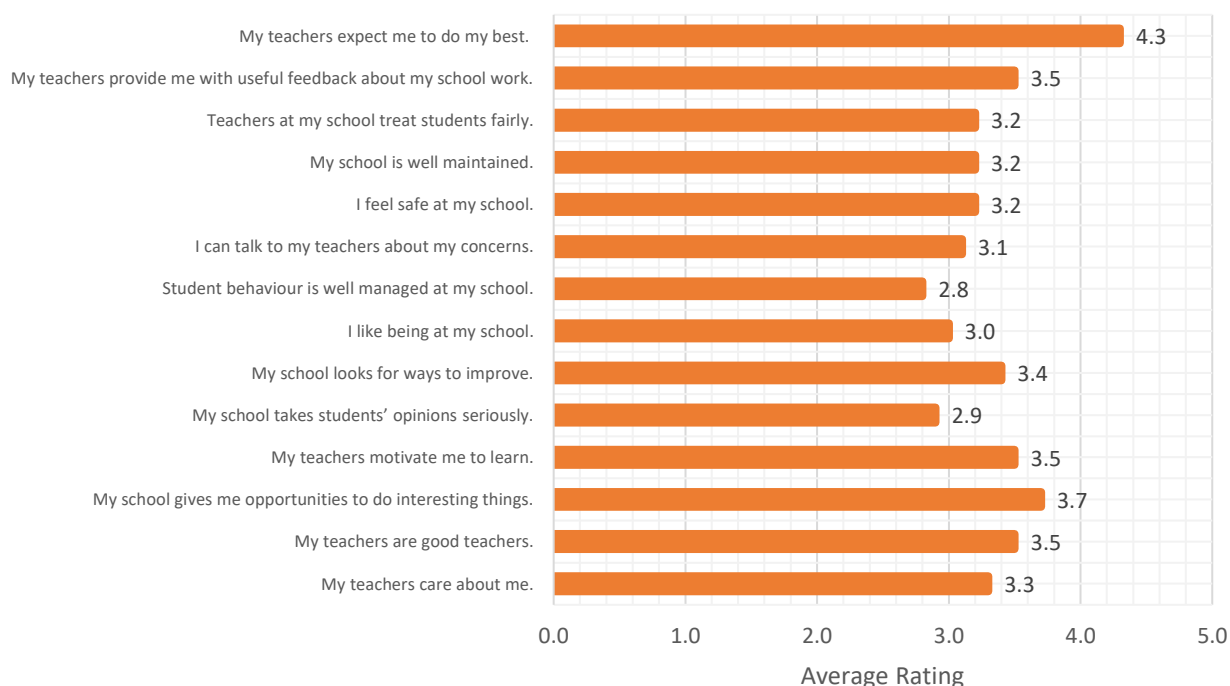
Target 6: Community Partnerships

- | 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 2018 the school has actively pursued an image revitalisation process to improve our profile in the community as a modern and capable education provider. This included 'rebranding' some existing programs and committing to an ongoing publicity campaign to raise community awareness of the many learning opportunities and achievements of Pinjarra Senior High School students.

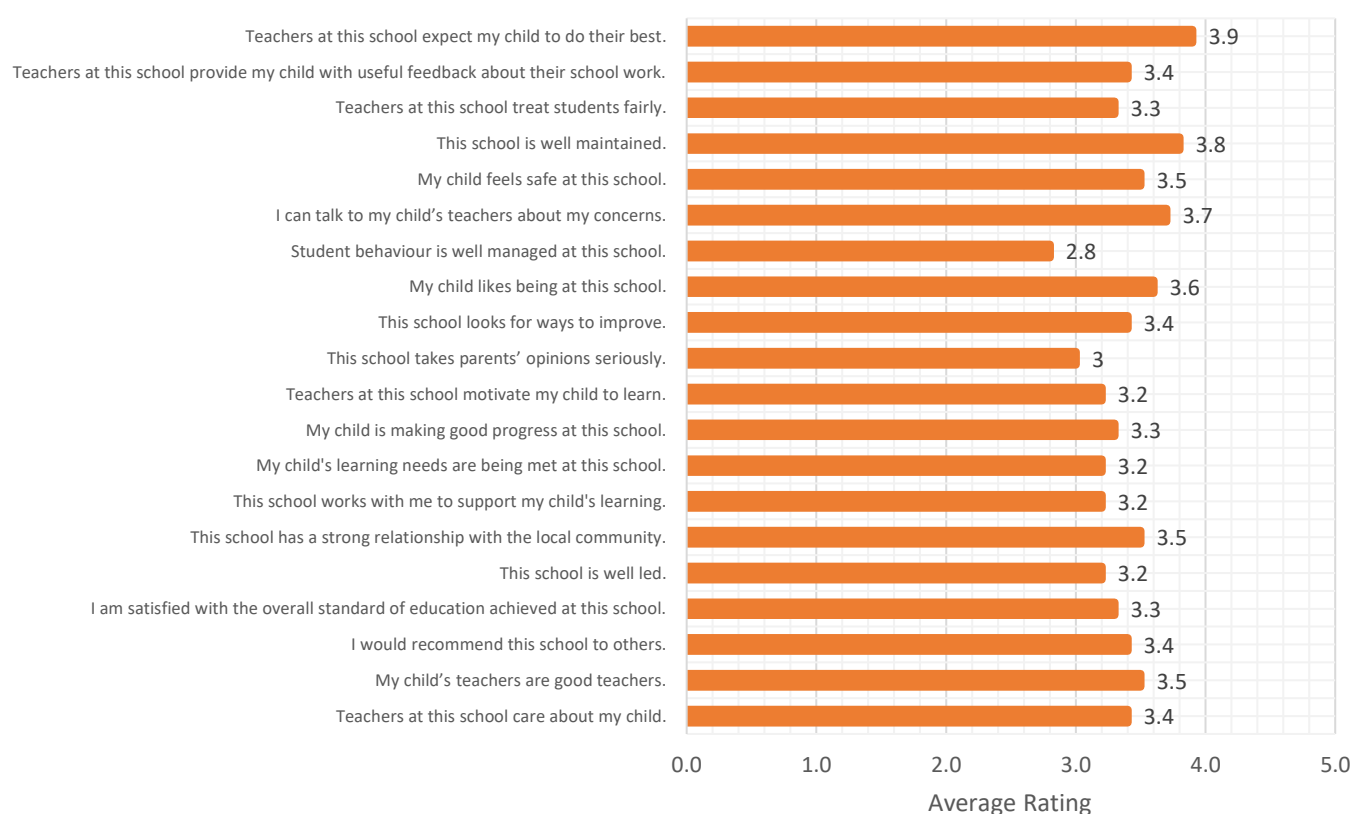
Key objectives around this initiative have included expansion of our electronic and print media profiles through the development of a school Facebook page, expansion of the school website content and regular feature articles in the local newspaper to showcase high achievement. Current feedback supports early success of these communication strategies, which will be ongoing in 2019, and enhanced by 2020 with the anticipation of full implementation of 'Connect' for parents, students and staff.

Student Survey Results



The ongoing development of regular and flexible communication tools between school and home in 2019–2020 will enable us set meaningful targets around parent engagement to inform self-assessment of this critical relationship. Currently no specific targets are in place to measure the engagement of parents nor community in school events, but survey data indicates consistent levels of satisfaction with most school practices from 2017–2018 and school events have continued to be well patronised. Notably, both parent and student feedback suggests that a culture of high expectation exists within the school and that a school improvement agenda is evident. This suggests that despite specific targets not being in place, a positive trend in community satisfaction is evident. A couple of survey items addressing student safety and behaviour are lower in 2018 than in 2017, indicating a need for enquiry and improvement.

Parent Survey Results



Throughout 2018 Pinjarra Senior High School has continued to build strong educational, industry and local government partnerships to support and enhance the educational programs and professional learning opportunities within the school. Notable among these are the Murray/Waroona Network, Murdoch University, the UWA Aspire Program, Shire of Murray, C-Wise and Alcoa Australia. A vast array of local businesses have also provided support through Workplace Learning program placements and sponsorship of awards and prizes at the Year 12 Graduation Ceremony.

Acknowledgements

Year 12 Presentation & Awards Ceremony Awards Donors

Pinjarra Senior High School would like to thank the following award donors of our 2018 Year 12 Presentation and Awards Ceremony:

Action Trophies	Mr Andrew Hastie MP
Alcoa of Australia Limited	Lions Club of Pinjarra
Australian Defence Force	Mandurah Bus Charters
AustralianSuper	Mandurah Muscateers
Caltex Australia	Morcombe Travel
Mrs Robyn Clarke MLA	Murdoch University
Curtin University	Pinjarra/Waroona YouthCare
CWA Pinjarra	PSHS School Board
Dome Pinjarra	RSM Australia
Edith Cowan University	Shire of Murray
Flag Motor Lodge	Shire of Waroona
Galloway's Engine Reconditioning	University of Western Australia



Workplace Learning Employers for 2018

Pinjarra Senior High School would like to thank all the businesses who provided placements for our VET students throughout 2018.

Acacia Living Group	Aegis Aged Care
Allure Welding	Attachment Solutions
Auto Masters Melville	Auto One Pinjarra
B. Pitter Mechanical	BAE Systems Australia
BCF Mandurah	Bedingfeld Lodge
Bruce Avery Transport	Carcoola Primary School
Castle Equipment	Cay's Engineering
Charla Downs	Charles Hull Contracting Co
Curtis Electrical Contracting	D & E Diesel Services
DIY Bali Huts	Dwellingup Adventures
Dwyer Engineering	EnviroTune
Flex Industries	Galloway Engine Reconditioning
Gray's Plumbing	Head Graffiti
IL & AC Clune Farm	Impact Engineering
IQ Reticulation & Landscaping	James St Cruise and Travel
K9 Rescue	Kitchens WA
KTM Yamaha	Lane Ford
Lark Hill Vets	Malibu Boats
Mandurah Holden	Mandurah Hyundai
Mandurah Marine	Mandurah Mowers
Mariner Diesel Services	Mark Oakley Electrical
McCall Bros. Engineering	Murray Engineering
Murray Recreational Centre	Murray River Auto Repairs
Murray River North	Palace Plastering
Peel Automotive Group	Peel Electrical

Pinjarra Auto & Mechanical
Pinjarra Primary School
PWT Electrical
Riggs Auto Centre
Rockingham Toyota
Smart TAFE Rockingham
South Coast Auto Electrics & Air Con
Unity Cabinets and Renovations
WA Electrical Enterprises
Waroona Veterinary Services

Pinjarra Engineering
Potter's Patch
Quamble Park Waroona
Rise Electrics
Shire of Murray
Sodexo Remote Sites
Terry White Chemmart
WA Automotive – Lane Ford Mandurah
Waroona Child Care Centre
Woodbury Plumbing



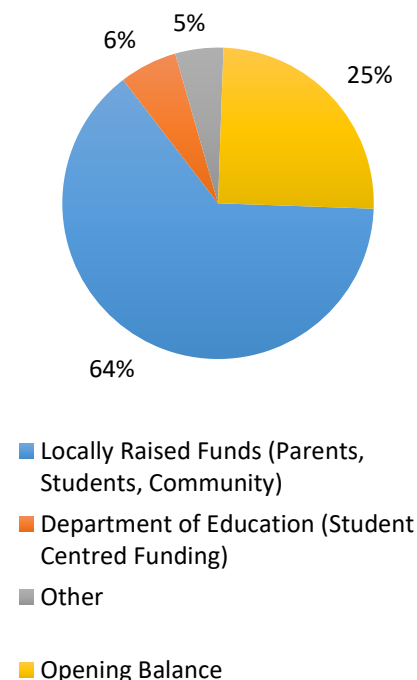
Finance

2018 Salary Expenditure	\$ 8,604,179
OPENING BALANCE 2018	\$ 206,218
PLUS TOTAL REVENUE	\$ 1,485,605
LESS EXPENDITURE	\$ 1,421,516
CLOSING BALANCE 2018	\$ 270,307

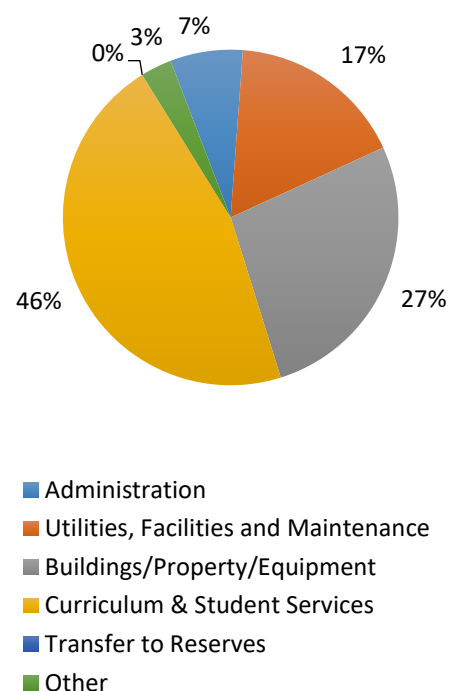
2018 Cash Revenue Summary		
Locally Raised Funds (Parents, Students, Community)	\$ 535,404	64%
Department of Education (Student Centred Funding)	\$ 50,201	6%
Other	\$ 41,455	5%
Opening Balance	\$ 206,218	25%
	\$ 833,278	100%

2018 Expenditure Summary		
Administration	\$ 90,931	7%
Utilities, Facilities and Maintenance	\$ 238,307	17%
Buildings/Property/Equipment	\$ 372,038	27%
Curriculum & Student Services	\$ 629,793	46%
Transfer to Reserves	\$ 0	0%
Other	\$ 34,724	3%
	\$ 1,365,793	100%

2018 Cash Revenue Summary



2018 Cash Expenditure Summary





16 McLarty Road, Pinjarra WA 6208
PO Box 353

(08) 9531 7000
Pinjarra.SHS@education.wa.edu.au
pinjarrashs.wa.edu.au