

Pemberton District High School



PEMBERTON
DISTRICT HIGH SCHOOL

**Business Plan
2025-2027**



OUR VISION

To provide a caring, positive and creative learning environment that treats each student as an individual, providing tailored educational programs to celebrate their strengths, extend their potential and inspire life-long learning.

OUR VALUES

Choose Respect

Be Resilient

Challenge Yourself

OUR SCHOOL

Pemberton District High School (PDHS) is an Independent Public School catering for students from Kindergarten to Year 10, located amongst the karri forests of the South West's Warren-Blackwood region.

At PDHS we are driven by our firm belief in the capacity for all students to achieve success. We treat each student as an individual and tailor educational programs to celebrate their strengths and extend their potential. Our students are enthusiastic learners with inquisitive minds and caring natures. They are recognised across the community for their responsible and respectful approach, seeking out and successfully facing challenges with positivity and self-belief, truly embodying our school values of Choose Respect, Be Resilient and Challenge Yourself.

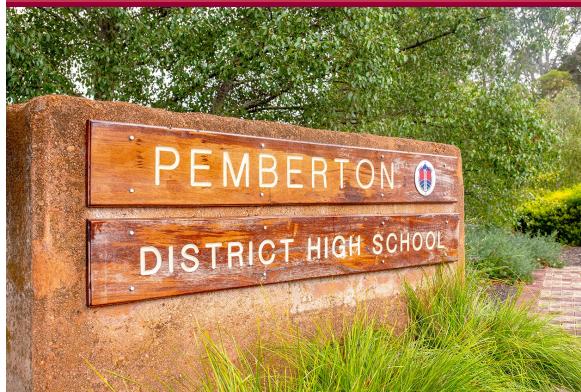
PDHS's priorities focus on student progress and achievement, teaching quality, learning environments, and partnerships and relationships. While we provide all the academic opportunities and standards of a large school, it is our small size that so successfully promotes the development of well-rounded young people. As a Positive Behaviour Support school, our friendly and respectful culture is reflected within all classrooms, where eager and focused students are well supported by passionate and dedicated staff. Behavioural issues are minimal, allowing students and teachers to focus on the core business of learning.

Educational success is measured by more than just academic results and we aim to meet the emotional, physical and social needs of all students. At PDHS we believe this is best achieved through positive partnerships between school and home. Staff know each family individually and maintain clear and consistent communication within this vital relationship.

We recognise that memorable, authentic and powerful learning often occurs outside the classroom. Our students are provided a wide range of opportunities to develop essential skills of communication, team-work, problem-solving, critical thinking and creativity through their engagement with enrichment activities including camps, excursions, workshops and competitions.



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DISTRICT HIGH SCHOOL**



OUR STAFF

Our staff are caring, dedicated and collaborative. They embrace professional learning opportunities and eagerly engage in school improvement processes. Staff expertise and skills are maximised to provide a diverse curriculum to all students. To support the core learning areas and provide guidance for career pathways, students access specialist teachers across the WA Curriculum learning areas of English, Mathematics, Science, Humanities and Social Sciences, Technologies, Languages other than English, the Arts, and Health and Physical Education.

OUR COMMUNITY

Our community is made up of diverse industries including agriculture, forestry management, tourism and the arts. Productive partnerships with parents and the Pemberton community, as well as active contributions by the School Board and P&C, support the work of staff to achieve positive outcomes for students.

OUR SELF-ASSESSMENT

At Pemberton District High School we annually develop and follow a Whole School Assessment Plan to guide our reflective cycle against four priorities:

1. Student Progress and Achievement
2. Teaching Quality
3. Learning Environment
4. Relationships and Partnerships

Our self-assessment is based upon the ongoing, proactive collection and review of evidence through the use of measures including:

- On-Entry Assessment Program
- National Assessment Program - Literacy and Numeracy
- Online Literacy and Numeracy Assessment
- Progressive Achievement Testing
- National School Opinion Survey
- Student Survey on Teaching
- Wellbeing for Learning Survey

PRIORITY 1: STUDENT PROGRESS AND ACHIEVEMENT

Pemberton District High School is committed to:

- Focusing the efforts of staff on improved student progress and achievement
- Collecting and analysing the progress and achievement data of students, and adjusting teaching practices and classroom planning decisions as required
- Embedding evidence-based programs and pedagogical approaches to support improved student progress and achievement
- Utilising student progress and achievement data to inform planning at the classroom, phase of learning and whole-school levels
- Engaging in moderation processes to ensure the reliability of student progress and achievement data and teacher judgements

TARGET	MEASURE
By 2027, student progress in NAPLAN will be greater than that of Like Schools.	Progress and Achievement Data Sheet, SAIS Dashboard
By 2027, the school mean in NAPLAN will be greater than that of Like Schools.	NAPLAN Longitudinal Summary, Schools Online
By 2027, the percentage of Year 9 and Year 10 students qualified in OLNA will be greater than that of Like Schools.	OLNA Current Student Standing, Schools Online
By 2027, teacher judgements on grades will be greater than the expected performance range based on the school's ICSEA.	Schools Performance Monitoring, Schools Online



PRIORITY 2: TEACHING QUALITY

Pemberton District High School is committed to:

- Identifying the learning needs of students and differentiating teaching practice to meet these learning needs in terms of wellbeing, progress and achievement
- Embedding evidence-based teaching strategies within a whole school Instructional Framework guided by the Quality Teaching Strategy
- Collecting, analysing and using data from a variety of sources, including student voice, to improve student progress and outcomes through planning, assessing and moderating
- Supporting the professional growth and learning of staff at the school, network, region and system levels
- Actively applying the AITSL standards through Performance Management and Classroom Observation practices

TARGET	MEASURE
By 2027, average scores for questions related to Teaching Quality in feedback tools will be maintained or increased.	National School Opinion Survey Student Survey on Teaching Other feedback tools
By 2027, all teaching staff will annually engage in professional reflection and improvement processes utilising Performance Management, Classroom Observation, Student Survey on Teaching, Moderation and other feedback tools.	Student Survey on Teaching Classroom Observation Performance Management Moderation Documentation Other feedback tools
By 2027, 'Cultural Competence' will be achieved and maintained in terms of the 'Teaching' and 'Leadership' standards of the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards Framework
By 2027, the 'Educational Program and Practice', 'Staffing Arrangements' and 'Governance and Leadership' quality areas will be achieved and maintained in terms of the National Quality Standard.	National Quality Standard
By 2027, the Quality Teaching Strategy will be embedded by all teaching staff through the PDHS Instructional Framework.	Student Survey on Teaching Classroom Observation Performance Management Teaching and Learning Plans Moderation Documentation

PRIORITY 3: LEARNING ENVIRONMENT

Pemberton District High School is committed to:

- Maintaining a learning environment and culture that promotes our school values
- Identifying, supporting and monitoring the improvement of students at educational risk
- Using PBS to create a consistent whole-school approach to student behaviour and expectations
- Developing sustainability practices and programs across the school
- Supporting students to improve and maintain their social and emotional health and wellbeing including individual case management and whole-school programs
- Promoting and supporting regular attendance by all students
- Sustaining a physical learning environment that is safe, motivating and engaging for students

TARGET	MEASURE
By 2027, average scores for questions related to Learning Environment in feedback tools will be maintained or increased.	National School Opinion Survey Student Survey on Teaching Wellbeing for Learning Survey Other feedback tools
By 2027, regular and total attendance of Primary and Secondary students will be greater than that of Like Schools.	Attendance Overall, Schools Online
By 2027, the percentage of students achieving each PBS Award category annually will be maintained or increased.	PBS Awards Tracking
By 2027, teacher judgements on Attitude, Behaviour and Effort will be greater than the expected performance range based on the school's ICSEA.	Schools Performance Monitoring, Schools Online
By 2027, 'Cultural Competence' will be achieved and maintained in terms of the 'Learning Environment' and 'Resources' standards of the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards Framework
By 2027, the 'Children's Health and Safety' and 'Physical Environment' quality areas will be achieved and maintained in terms of the National Quality Standard.	National Quality Standard
By 2027, the PDHS Wellbeing Framework will be embedded by all staff.	Wellbeing for Learning Survey Classroom Observation Professional Learning Register Student Support Plans

PRIORITY 4: RELATIONSHIPS AND PARTNERSHIPS

Pemberton District High School is committed to:

- Drawing on parent and community expertise to enhance the delivery of learning experiences and career pathways for students, as well as school governance through the School Board
- Engaging internal and external stakeholders including the School Chaplain and School Psychologist to support students and their families
- Working closely with our School Board and P&C to make informed decisions through sharing data relating to student and school performance
- Providing consistent and balanced communication of progress and achievement with students, parents and staff
- Providing regular opportunities for feedback between students, staff, parents and the community through a variety of platforms
- Maintaining a positive culture of collaboration, consultation and celebration for all staff
- Actively engaging as a member of the Warren-Blackwood Network

TARGET	MEASURE
By 2027, average scores for questions related to Relationships and Partnerships in feedback tools will be maintained or increased.	National School Opinion Survey Student Survey on Teaching Other feedback tools
By 2027, 'Cultural Competence' will be achieved and maintained in terms of the 'Relationships' standard of the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards Framework
By 2027, the 'Collaborative Partnerships with Families and Communities' and 'Relationships with Children' quality areas will be achieved and maintained in terms of the National Quality Standard.	National Quality Standard
By 2027, opportunities for student voice and contribution to PDHS will be maintained or increased.	Student Survey on Teaching Student Leadership Roles
By 2027, community links to enhance student learning, wellbeing and career pathways will be maintained or increased.	Community Engagement Student Support Plans Student Pathway Plans



Pemberton District High School

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