The Port Lincoln High School has established a strong culture for the effective management of curriculum and organisational change. Over the life of our previous Site Learning Plan, the school effectively managed the key directional changes initiated by the Federal and State governments. In particular we have spent considerable effort in aligning ourselves with the Australian curriculum (ACARA), embedding the new SACE and completing our trade training curriculum alignment.

A key element of our planning is to remain focussed on the improvement of literacy and numeracy across all levels of our school; in particular, a very heavy emphasis on improving the reading skills of all of our students.

Furthermore, our school has a significant Indigenous population and our programs are geared to increase retention and attainment for senior secondary Indigenous students. We have instigated a number of new learning programs through federal and state grants including Stronger Smarter, Land management and SAASTA.
In 2012, we completed the construction of a 1.5 million dollar capital works program to improve our vocational education program. The funding is part of the federal government Trade Training Centre (TTC) in schools program, that upgraded our Aquaculture and Commercial Cookery programs. This upgrade has strengthened our vocational education program.

During 2013 we began an extensive marketing campaign which sought out community perspectives of our school. As a result we have begun a number of strategic public relations exercises to strengthen the image of the school as an Academic school of excellence, with a broad range of face to face teaching classes delivered by experienced and committed teachers in a safe and inclusive learning environment.

As part of our philosophy of not giving up on disengaging students we have established an off site flexible learning centre that provides a pathway for life long learning and work participation. The centre has been nominated for state awards of excellence.
Our school draws on students from a diverse cultural background and from a broad socio-economic spectrum. As such, we need to develop our curriculum and policies in order to remain a culturally sensitive, socially inclusive and equitable community.

Our 2014-2017 Site Learning Plan (SLP) will focus on further improving the teaching and learning in our school by linking State, DECS and Site priorities within a culture and program of sustainable change. The appropriate and efficient use of data will be used to inform the strategies and directions we have planned for the next three years.

The plan has been developed with consideration of recent data from a range of sources, including feedback from consultative groups, the annual report 2012, staff surveys, student achievement data, student behaviour management data, student and parent feedback, direct staff feedback and OHS&W data.
SUPPORTIVE SCHOOL STRUCTURES

**A collective responsibility:**

The broad strategic responses in our Site Learning Plan will underpin the planning for all relevant Sub-School groups, curriculum and individuals actions and plans. The 2014-17 plan builds on the achievements of our previous plan.

This aim will provide a connectedness and sense of purpose for the following key groups including:

- Staff Forum
- Sub-School Teams
- Faculty Teams
- Leadership & Curriculum Teams
- Personnel Advisory Committee
- Student Forums (Student Representative Council)
- Parents (including Governing Council and sub-committees)
Focus Area: Community Confidence

GOAL: Community confidence in our ability to provide a safe caring school that provides a broad subject range preparing their child for life, work and community living.

OUTCOMES

- Community support our school and enrolments remain strong.
- Our students are represented and accepted in business houses for ASBA, work placement and work opportunities.
- Parents speak highly of our school in public forums and in the wider community forums.
- Community partnerships characterise our programs eg FLO, mentoring.
FOUNDATION STRATEGIES

• Further develop Principal tours of the school.
• Broaden 7/8 transition to focus on year 5.
• Develop stronger teacher links to primary school.
• Invite Primary Schools to school events.
• Develop subject Expo concept for public display.
• Implement Parent Portal on Web page.
• Continue marketing surveys, media PR.
• Establish PR Coordinator role - E Newsletters, Facebook, Blog.
• Develop displays of Port Lincoln High School students in public places.
Focus Area : Teaching and Learning

GOAL : Continue to develop an engaging, inclusive, creative, challenging and valued curriculum for all students at all times.

OUTCOMES

Students are prepared for a productive, rewarding and fulfilled life.

Students have skill sets that prepare them for work, further study, family life, recreation and community life and further education.

Students attendance, engagement, retention and attainment at all levels is improved.
FOUNDATION STRATEGIES

A Literacy Plan is developed that enables teachers to improve student literacy levels in all curriculum areas.

A Numeracy Plan is developed and maintained that enables all curriculum areas to take responsibility for outcomes.

An "Asian Century" Plan is developed that embeds Asian language, Asian perspectives exist within and across Curriculum Areas. ACARA capabilities are evident in teachers programs, practices and learning environment.

A range of Curriculum pathways are provided to keep student learning options broad.
Focus Area : "Cultural Capital"

GOAL : Build on the knowledge, experience, values and capacity of all members of our community in a way that is inclusive, allows for individualism, personal growth and personal satisfaction.

OUTCOMES
• All persons especially students consider Port Lincoln High School as a desirable destination to learn, and to learn to live.
• Staff feel comfortable to take risks, expand their horizons and to contribute to the positive growth of the learning culture at Port Lincoln High School.
• All persons feel valued, listened to, accepted, included and safe.
• Student voice is encouraged and further developed and is connected to outside forums.
FOUNDATION STRATEGIES

• Students encouraged to understand their role in shaping school culture through year 8 Social Ed programs, mind matters and student voice forums.
• Teachers utilize outside expertise, knowledge and opportunities ASBA, work studies, guest speakers to enrich student learning program.
• Ongoing development and support for FLO centre, mentoring program and a broad curriculum that suits all.
• Staff and students engage in online feedback to Admin on issues/concerns. Admin incorporate ideas.
• Indigenous program continues to include community input, governance and cultural awareness.
Focus Area : Digital Learning Environment

GOAL : Port Lincoln High School demonstrates a clear commitment to the provision of an E-learning environment which enables new pedagogies linked by ICT, is accessible to all, is robust and dependable.

OUTCOMES
• Teachers have embedded ICT strategies into their teaching programs.
• Students are encouraged to access information digitally and in mediums that utilize ICT for knowledge acquisition.
• Students present their understandings in a variety of ICT and in a variety of forums.
• Our ICT platform is mobile, accessible, enables BYOD, wireless and 24/7.
FOUNDATION STRATEGIES

An ICT plan exists for the next 3-5 years that builds on industry expertise, teaching best practice and student learning needs.

Staff are trained in embedding ICT into their programs through individual, full staff and faculty meetings.

Information flow is digital incorporating the interactive web page.

ICT is managed by an ICT Coordinator and a team of curriculum oriented personnel.
In 2013 staff negotiated a leadership structure that would ensure student learning and well being would remain central to our work. The new sub school management will have a senior leader, a counsellor and a coordinator to develop a team approach to each sub school. A strong focus will be placed on attendance and student well being.

Budgetary processes have been developed which will see an allocated amount of funding directed towards our priority areas over the next three years.
Our vision is to ensure that our policies and practices allow:

- Staff to feel supported and valued which encourages them to actively engage in professional dialogue and development
- Teaching and learning that values and supports enterprising behavior and innovation, including e-learning capacities which encourages all students to work towards optimum individual potential
- All students to achieve excellence and success in their school work whilst feeling safe, happy and cared for
- Students to respect and caring for themselves, their friends, their teachers and their school leading to staff, students and parents proudly associating with our school seeing the school as a desirable destination for learning.
THE VISION FOR OUR SCHOOL COMMUNITY (continued)

- Parents to actively engage in the governance of the school ensuring they are informed about the school
- The development of a culture of social inclusion and cultural awareness and appreciation ensuring Indigenous students confidence, success and participation rates remain a high priority
- The school develops clear links with the community, especially business and local industry ensuring training and employment opportunities for our students are maximized

We want members from within our community and those in the wider community to respect and value our school as a place where excellence is prized, where those who give their best are recognised and where respect, trust and good manners are key characteristics of our school. We want to continue to earn their respect and support for our collective efforts and link closely to their expectations for our school.
Our Site Learning Plan (SLP) has been developed in consultation with the Governing Council, Staff, Parents and Students.

The school community has made a commitment to fully support the implementation of our SLP and Governing Council will monitor and report on the SLP outcomes.

It has been reviewed and updated Term 4, 2013.

Tony Green
Principal Port Lincoln High School

Kathy Davison
Chairperson PLHS Governing Council