SCHOOL CONTEXT STATEMENT

School Number: 0791

School Name: PORT LINCOLN HIGH SCHOOL

1. General Information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>PORT LINCOLN HIGH SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0791</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Tony Green</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 30A, Port Lincoln 5606</td>
</tr>
<tr>
<td>Location Address</td>
<td>Ruskin Road, Port Lincoln 5606</td>
</tr>
<tr>
<td>Courier</td>
<td>Port Lincoln</td>
</tr>
<tr>
<td>Phone Number</td>
<td>08 86823677</td>
</tr>
<tr>
<td>Fax Number</td>
<td>08 86826692</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:dl.0791_info@schools.sa.edu.au">dl.0791_info@schools.sa.edu.au</a></td>
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<td>Web Page</td>
<td><a href="mailto:www@plhs.sa.edu.au">www@plhs.sa.edu.au</a></td>
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February FTE Enrolment

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Note: placement points for Complexity and (Base plus Isolation) can be obtained from the document “Placement Points History” in the “Admin Information” section of the “Legal and Policy Framework” available on the departmental CD-ROM.
PART B

Principal          Tony Green     Leader Band A-7
Deputy Principal   Greg Barry     Leader Band B-4     Curriculum/IT
Assistant Principals
  Clive Palmer     Leader Band B-3     HR & School Operations
  Tash Rayson      Leader Band B-3     8-10 Sub-School
  Jill Murdoch     Leader Band B-3     11-12 Sub-School/SACE
  TBA              Leader Band B-3     Indigenous Projects
  Tristan Kouwenhoven Leader Band B-3 VET/BET/T&D
  Michelle Williams Leader Band B-3 Numeracy Coach

Staffing Numbers  53.3 (FTE)
Student Numbers   737 (includes 100 FLO)
Partnership 21    Yes
Leadership profile
  1.0  Principal
  1.0  Deputy Principal
  6.0  Assistant Principals
  6.0  Curriculum Coordinators Leader Band B-1
  2.4  Student Counsellors Leader Band B-1
  1.0  SAASTA Coordinator Leader Band B-1
  1.0  FLO/ICAN Coordinator Leader Band B-1
  1.0  Sports Coordinator Leadership Fallback
  33.9  Teachers

Enrolment Trend    In 2015 710 students expected.
Feeder Schools     Our main feeder schools are Port Lincoln Primary, Kirton Point Primary, Lincoln Gardens Primary, Poonindie Primary, Lake Wangary Primary.
Year of Opening    1925
Public Transport   There is a town bus service that runs at regular intervals during the day. A bus service connects daily to Adelaide (Stateliner). Regional Express (REX) and Qantas provide daily air services to and from Adelaide. A local taxi service operates 24 hours.
Part C

Community Learning Centre (CLC)

The CLC is an off-site facility attached to the Port Lincoln High School.

Its function is to provide the learning for young people who have been referred into Flexible Learning Options (FLO). Enrolment is a partnership between Port Lincoln High School Community Learning Centre (PLHS CLC), Baptist Care (SA) Inc., Eyre Futures Inc., and West Coast Youth & Community Support. Students are provided with a range of youth services through the Innovative Community Action Networks (ICAN) initiative.

The CLC staff and a case manager negotiate programs of work and in cases where students have been disengaged from school and learning staged approaches are used to increase connections with people and programs.

- The four key aspects of the programs offered are:
- Case management;
- Community based learning;
- PLHS Community Learning Centre Programs;
- Vocational Education and Training (VET).

Students are also able to access subjects and VET pathway courses offered at PLHS and the PLHS Trade Training Centre (TTC).

Part D

Trade Training Centre (TTC)

The Trade Training centre at Port Lincoln High School is part of the Eyre and Western Multi Trade Training Centre, combining sites across Eyre Peninsula in various trades. The focuses of the PLHS TTC are Aquaculture/Maritime and Commercial Cooking, with the aim to deliver up to Certificate 3 training. These trades take advantage of Port Lincoln’s global recognition in pristine aquaculture and fishing as well as the fast emerging hospitality industry.

Both facilities have come on line officially in 2013. Various classes take advantage of the Aquaculture facility including Aquaculture, Seafood Operations, Marine Biology and Junior Science classes. The Commercial Kitchen has sparked a huge interest across the student cohort with numbers in years 10 -12 increasing to over 200 this year in Food and Hospitality.

The objective of both facilities is to allow students, who wish to follow their respective pathways, to complete certificate 2 level training by the end of Year 11 and also commence some certificate 3 units in Year 12.

Training agreements have been set up with nationally recognised Registered Training Organisations. TAFE SA provides a VISA Schedule for Aquaculture and a further agreement will be negotiated with the Australian Maritime and Fishing Academy in 2014 to deliver units in Maritime studies. Career Employment Group provides the auspiced arrangement for Certificate 2 Hospitality - Kitchen Operations.

The funding for the infrastructure was a Federal Government initiative.
Part E

South Australian Aboriginal Sports Training Academy (SAASTA)

The South Australian Aboriginal Sports Training Academy (SAASTA) is a unique sporting and educational program that provides Aboriginal & Torres Strait Islander high school students with the skills, opportunities and confidence to Dream, Believe and Achieve in the areas of sport, education, employment and healthy living.

SAASTA is delivered in South Australian state schools and targets senior secondary students who are studying the South Australian Certificate of Education (SACE) and while sport and recreation is a major focus of our academies we do not only cater for the sporting elite. SAASTA is open to any student who is committed and passionate about pursuing success in education.

At SAASTA our aim is to encourage every student to aim high by raising the bar of expectation they place on themselves and their peers in areas such as attendance, participation, educational achievement and behaviour. Because of this approach our students are considered ambassadors and role models who represent not only SAASTA but their schools, families and communities.

In addition to the educational outcomes achieved by our students we place a strong emphasis on enabling them to grow as people, connect with their culture and gain an understanding and attitude towards the importance of becoming independently resilient.

Part F

Community Mentoring

The Port Lincoln High School in collaboration with Mentoring EP, has a youth mentoring program with community mentors assisting students in the areas of engaging with education and training, career guidance, transition from primary to secondary schooling and into the workplace or further education and social and living skills.

Since 2008 the program has involved over 130 community mentors supporting over 140 students. The program was recognised in the 2012 Council of the Ageing Intergenerational Award, a great achievement.

Port Lincoln High School is a role model for other schools in supporting this valuable community resource.
2. Students (and their welfare)

General Characteristics

Students enrolled at Port Lincoln High School come from a wide geographic area and varied socio-economic and cultural backgrounds.

We currently have 30% of our school population entitled to School Card. The majority of students are from English speaking backgrounds. There are 122 Indigenous students (17%) and 44 identified students with disabilities (6%)

The High School is divided into Year 8-10 Sub-School and a Year 11-12 Sub-School.
The school operates a special class structure and extensive support is provided from many School Support Officers.

Student management

Assemblies are held regularly, where student and whole school successes are celebrated.

The School’s Behaviour Management Policy has a Code of Behaviour consistent with the expectations of staff, students and parents. Students are responsible for their own behaviour; being guided by negotiated class and school rules.

A Focus Room structure exists for students exhibiting inappropriate behaviour in the classroom and the school yard.

A Better Behaviour Unit has been established on site for referred students with significant SBM concerns.

Pastoral Care Programs

Throughout the school there is the opportunity for students to engage in a social and personal development program.

Student Governance

Student Representative Council meets regularly to discuss issues and plan for special activities. Issues may arise through class meetings, student committee meetings, from staff, parents and the community or from the meetings with the Principal.

There are representatives from each Year 8 Home group and three representatives from each of the other year levels, eight House Leaders and two Principal Student Leaders.

The SRC operates a number of sub committees.

Special Programs


Instrumental Music Programs is provided for and students have the opportunity to learn an instrument as part of the Junior or Senior Concert band or Jazz Ensemble.
3. Key School policies

Site Context and Purpose:
The purpose of Port Lincoln High School is to provide a safe and secure environment for students and staff while providing the opportunity for all to be challenged to develop as effective learners and educators, capable of adapting to new educational, social and workplace demands.

Port Lincoln High School caters for students from Year 8 to Year 13. It is a country high school situated approximately 660 km from Adelaide. The school offers a wide range of curriculum opportunities for students. There are 736 students with 17% indigenous enrolment, a special class and 30% school card recipients.

The school continues to develop meaningful partners with the community, working with industry, business, local government and parents/caregivers, to enhance opportunities for success for all students.

The development of quality relationships with teachers, academic excellence and vocational success are critical to the ongoing success of the school.

Transience and student attendance are issues that need to be addressed and are reflected in the Strategic Directions.

Core Business:
Our Core business is to foster a culture of success that will enhance student learning outcomes ensuring:

• Each student will engage in positive experiences and will articulate this on leaving school.
• Each student will learn in a supportive and challenging learning environment.
• Each student will develop skills to equip them for success in the wider community.
• Each student can challenge and will be challenged to problem-solve for the future.
• Each student will respect him/herself and all people.
• Each student will learn to work independently and collaboratively.
• Each student will enhance his or her literacy/numeracy, ICT and social skills.
• Each student will learn in a creative, enterprising, stimulating and safe environment.
• Each student will learn in a culture of achievement and will achieve success in flexible ways.

Values:
Respect, Fairness, Responsibility, Safety and Success.

We believe in:

• The value of education;
• The role of formal education;
• Equal opportunity and social justice for all staff and students;
• Achieving excellence in teaching and learning.

Principles:

• A constant focus on quality, standards, continuous improvement and performance;
• Equity and access;
• Accountability;
• Partnerships;
• Responsiveness, innovation and competitiveness;
• Local Management.
Our Principles are to:

- Maintain a focus on educational issues by valuing and respecting the rights of individuals.
- Act at all times within agreed policies and procedures.
- Develop a high level community that meets the needs of all students.
- Share responsibilities and decision making while respecting the rights of others.
- Ensure school resources are targeted to maximise student learning and achievement.
- Codes of Practice have been established for Staff, Principal and Governing Council.

Site Learning Plan:
During 2011 the school identified 6 strategic directions with an annual review.

- Teaching and Learning;
- Attendance and Retention;
- Facility Development;
- Staff and Student Well-being;
- School Community Image;
- Student Behaviour Development.

Note: Copies of the Site Learning Plan are available from the school.

4. Curriculum

Subject offerings

Year 8
All students will study English, Mathematics, Science, Society and Environment, Social Education, Health and Physical Education, Technology, the Arts and Media, Research and Information (MRI). Within the Arts Curriculum area students have a choice of Art, Drama or Music. Students may also choose to study Indonesian or Japanese.

Year 9
All students will study English, Mathematics, Science, Society and Environment, Health and Physical Education, Technology and the Arts. Within the Arts Curriculum area students have a choice of Art, Drama, Dance or Music.

Year 10
PLP/Personal Development – full year
English – full year
Mathematics – full year
6 subject choices available.

Year 11
Personal Development
English – full year
Mathematics – semester
8 subject choices available within the requirements of the SACE pattern.

Year 12 (minimum 3 full year subjects to be studied)
Research Project is compulsory
Open Access
Can be negotiated with individual students.

Special curriculum features
- Aquaculture.
- Extensive Music program including Instrumental Bands.
- Seafood Pathways for Years 10,11,12.
- School Based Apprenticeships/VET.
- Stage 1 and 2 SACE Seafood Industry Pathways taught in conjunction with Australian Fisheries Academy, the local Fishing Industry, Retail, Stage 1 and 2 Tourism, Hospitality, Certificate in Recreation, Integrated Studies (Sport), Doorways to Construction
- Accelerated programs – opportunity in Mathematics and some Arts subjects including Design, Music and Drama.

Reporting and assessment procedures
The school currently operates an electronic reporting system (Accelerus). Reports go home to parents/caregivers at the end of each term.

5. Sporting Activities
A wide range of community sporting activities are offered after school by local sporting clubs, and committed staff and parents (soccer, hockey, netball, football, basketball, touch football, swimming, sailing, surfing, volleyball, orienteering).
Lunchtime sports equipment is available.

6. Other Co-Curricular Activities
- Parent Information and Open Nights are held regularly. Governing Council members work closely with staff and students on major decision making committees. Training and Development workshops for parents are organised by Governing Council.
- SPORTS DAY – Internal, WASSAC – Western Area Secondary Schools Athletics Carnival – annual inter-school sports day.
- Transition Programme with feeder Primary Schools.
- National Competitions including Maths and Science.
- Year 9 Pantomime
- Year 12 Drama and Dance productions, participation in CrocFest, NAIDOC week, Open Nights
7. **Staff (and their welfare)**
   - **Staff support systems**
     School – Teams of teachers work in year level groups to support the schools objectives. SSOs and AEWs work across year levels to support student learning.
     Chaplain, Occupational Health and Safety Rep, Identified and documented grievance procedures through the PAC; Staff Comfort Committee, AEU Branch; 2 Student Counsellors.
   - **Staff Performance Management**
     The school operates a line management structure for all teaching and support staff in line with DECS policy. New staff undertake a comprehensive induction program.
     Emphasis is on the development of whole school goals and how these goals are achieved. The school has a number of Step 9 teachers, Key teachers, District Coordinators, 1 AET and 2 AEWs, Community Mentors, APAS Tutors all of whom provide support to other staff through Shared Programs.

8. **Incentives, support and award conditions for Staff**
   - Complexity placement points. 2.5.
   - Isolation placement points 5.5 total = 8.0 points.
   - Shorter terms No.
   - Travelling time No.
   - Housing assistance. Government Housing with subsidised rental.
   - Cash in lieu of removal allowance. Yes, for teachers in Band 1 and 2 who complete 7 years of service.
   - Additional increment allowance. Yes.
   - Medical and dental treatment expenses. Yes.
   - Locality allowances. Yes.
   - Relocation assistance. Yes.

9. **School Facilities**
   - **Buildings and grounds**
     Buildings and grounds are maintained by a full-time maintenance person assisted by a grounds person.
     Approximately half of the school is pre-fab buildings some of which are currently being replaced by an eight room “Centre of Innovation” with the other half being solid construction.
   - **Cooling**
     Limited cooling has been provided in computer rooms. It is not part of the government’s policy to air condition this school as it is considered ‘coastal’.
   - **Specialist facilities**
     Resource Centre, Gym, Performing Arts Hall, Drama Rooms, well equipped Music Suites, 5 Computer Rooms with the entire school networked, refurbished Science Centre, Home Economics and Technical Studies Centres, Aquaculture Shed.
   - **Student facilities**
     Main brick building houses Administration, Technical Studies Workshops, Canteen, Gymnasium, Hall, Staffroom, Science Laboratories, Senior School Classrooms, Resource Centre, Performing Arts and Music Centre. The grounds are quite extensive - one large “football” oval, a ”hockey” oval, 2 outside basketball courts, a large modern gym, large functional amphitheatre and numerous areas for students to play or sit.
     The prefab buildings house classrooms, Design/Art, some Computing, and Textiles.
     An Aquaculture teaching area as well, as outdoor sheltered teaching areas were completed during 2012. Study Facilities are provided for Year 11 and 12 students. After school hours tutorials are held each week to support senior students with their studies.
Staff facilities
Staffroom, computer access in all curriculum areas, Resource Centre, Computer Rooms and pool table are available.
Currently there is some shortage of work space for teaching staff, though every effort is made to provide this. All staff are provided with a Laptop.
There is access for students and staff with disabilities.
School is built on the side of a hill and some access ramps have been established to provide access for students with disabilities. Some areas of the site remain inaccessible due to gradient and surface problems. The brick buildings are accessible by lift.
The school has many unresolved issues with facilities for those with physical impairment including steep walkways and distance between buildings.
Access to bus transport
Students have access to a number of bus services – a local town service and then buses to outlying districts, Greenpatch, Coffin Bay, Charlton Gully, Wanilla Forest etc.

10. School Operations

Decision making structures.
The school is a complex school community in which staff, students and parents participate in the development of policies and decisions which affect them. This participation occurs in a number of forums. The fundamental principle for each is the process of democratic decision making.

- Joint staff, parent and student policy groups include:
- Governing Council – provides advice to the Principal.
- Curriculum Committee – monitors and reviews the curriculum and makes recommendations to staff.
- Finance Committee – formulates and recommends the Annual Budget to Governing Council. Monitors the budget.
- Facilities Committee – develops and acts upon the Facilities Management Plan.
- Canteen Committee – advice on operations.
- Uniform Committee – reviews and implements policy.
- OHS&W Committee – develops policies and practices to create a safer workplace.
- Governance Committee – Aboriginal Parent’s Group
- IT Committee – reviews and implements the school IT plan.

Staff
The staff decision making policy was reviewed and approved by staff in 2002. Available upon request. This policy determines how staff reach decisions on significant operational matters.

Executive Leadership
Executive Leadership is comprised of the Principal, Deputy Principal and Band Leaders B-3 together with the school’s Administration Officer who meet weekly.

Leadership
Executive leadership team members Band Leaders B-1 meet weekly and deal with issues as necessary and also make policy recommendations to staff for approval.

Regular Publications
- The school purchases a page in the local “Port Lincoln Times” newspaper and release a school newsletter three times each term, using this system.
- Curriculum Handbooks are published in Term 3 at the beginning of the course counselling process.
- The Staff Handbook provides information critical for staff. A printed version is provided to new staff with availability on the school intranet.
• A daily bulletin is published separately for staff and students.
• A School Prospectus is produced annually and provided to new students prior to enrolment.
• Other Communication
• Email facility available to all staff within the school.

11. Local Community

• General Characteristics
  The school has a population of 17% Aboriginal students as well as students from various cultural backgrounds.
• Other local care and educational facilities
  Large regional shopping centre Woolworths, Coles, Target Country, K-Mart and many specialist shops.
  Large hospital with wide range of ancillary services.
  Dental School and Private Dental and other health professionals are available. e.g. Physiotherapists, Chiropractics etc.
  TAFE (Spencer Institute);
  Marine Science Centre;
  Main industry is fishing (tuna, prawn, crayfish, oyster, abalone etc);
  Council Chambers, Public Library, Theatre and Arts Campus;
  Restaurant and Hotel dining facilities;
  Camping in National Park and Beach areas;
  Local sporting groups competition including football, netball, cricket, hockey, table tennis, basketball, soccer, surfing, fishing, golf, horse racing, sailing;
  Large indoor leisure centre, pool, gym;
• Local Government Body
  Port Lincoln City Council.

12. Further Comments

Key Features of the School

• The school places a primary emphasis on learning and upon personal development. It creates and fosters a school culture and ethos based upon fairness, responsibility, success, safety and respect for others.
• Teachers are committed to their own professional growth as part of a critically reflective school community and, as a result, seek out innovations as a means of strengthening all these features.

13. Other Matters

• The school’s Special Education program is widely resourced by SSO support systems.
• In 2014, staff with a teaching component are working to load as required by current industrial agreements.
• The school timetable operates on a 6-line system.
• The school’s Student Behaviour Management policy was reviewed in 2012.
• Port Lincoln High School provides local delivery to surrounding schools in the area of mathematical Studies, Physics, Chemistry and Integrated Studies (Sports, using Video Link technology based at the site.