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. These include the Digital Education Revolution (DER), the Building Education Revolution (BER), the Trade Training agenda, the new SACE and we are currently positioning our curriculum to meet the new National Curriculum initiative. These changes have been managed through strategic planning which is made explicit in our Site Learning Plan.

A key element of our planning is to remain focussed on the improvement of literacy 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 include the SAASTA sports training program geared to increase retention and attainment for senior secondary Indigenous students.
In 2011, we begin 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, and will upgrade our Aquaculture and Commercial Cookery programs. 2011 will be the first year of our Year 12 students studying the “New SACE”.

To assist them, each Year 12 student has been allocated a personal laptop computer with wireless internet capacity. Our total computer network consists of over 550 computers supported by 15 interactive whiteboards.

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. This strategic plan is designed to support and focus our work in order to meet the complex and challenging nature of our school and community.
Our 2011-2014 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 2006/7, staff surveys, student achievement data, student behaviour management data, student and parent feedback, direct staff feedback and OHS&W data.
MISSION: To provide all students with the opportunity and pathways to reach their maximum potential.

VISION: Quality teaching and learning provides our students with confidence and an understanding of their talents, abilities and values.

RESOURCES: • Human Resources • Leadership Capacity • Priority Area Funding • Community Support

SCHOOL CULTURE: FAIRNESS • RESPECT • SAFETY • RESPONSIBILITY • SUCCESS

OUTCOMES & TARGETS

QUALITY IMPROVEMENT & ACCOUNTABILITY: • Results / Measures (e.g. Student Achievement Data) • Principles • Inquiry • Continuous Improvement

FEEDBACK (CONTINUAL CYCLE: PLAN → DO → ACT → STUDY)
A collective responsibility:

School structures and processes need to be clear and have a sense of connectiveness to ensure the effective implementation of our Strategic Plan. Key groups include:

→ 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)
The broad strategic responses in our Site Learning Plan will be delegated to relevant Sub-School groups and individuals for action together with timelines and reporting procedures.

Leadership roles, meeting schedules and other structures have been developed to provide further focused support for the identified strategic responses. In particular, in 2010 two Assistant Principal positions were appointed to manage each of the two sub-schools. In 2011, they will be supported by a Year Level Manager to assist with day-to-day issues. A further two key management positions will manage professional development and support for staff and curriculum development.

Budgetary processes have been developed which will see an allocated amount of funding directed towards our priority areas over the next three years.
BUILDING FROM OUR PREVIOUS PLAN

The following has occurred during the last two years (2009/10) through the implementation of our strategic plan:

→ Revised attendance procedures including introduction of new technologies – Rollcheck and SMS
→ Whole school assemblies/BBQ’s and events to celebrate success – Sub-School focus on 8–10
→ Students striving for success
→ Further development and expansion of accelerated literacy programs and full school focus on improving literacy levels of our students – including a major focus on reading
→ Redevelopment of the Sub-Schools 8-10 and 11-12
→ Opening of the Middle School Centre (Three million dollar capital works program)
BUILDING FROM OUR PREVIOUS PLAN (continued)

→ Approval and sign-off on Trade Training Centre
→ Feasibility study for new Visual Arts and Home Economics Centre submitted
→ New high quality school publications and website – links to local press
→ Appointment of additional tenured Assistant Principals for 2010 focussed on curriculum, personal/professional development inclusively
→ Establishment of Student Support Centre for disinclined and disengaged students
→ Implement development of South Australian Aboriginal Sports Training Academy program onsite
→ Established a Flexible Learning Option program for disinclined students
BUILDING FROM OUR PREVIOUS PLAN (continued)

$200,000 invested in facility improvement including expansion of Aquaculture, painting and repair to older buildings, further provision for seating and shade and additional investment into Concert Band resources

New dance floor laid in Performing Arts Centre

First place in School Sport Country Category and 8th in the State category

Improvement to some yard areas with paving and seating – new yard clean-up practices

Strategic focus on engagement, supporting staff with SACSA implementation

Development of new course booklets and other school promotional materials including school information packs for all prospective families
BUILDING FROM OUR PREVIOUS PLAN (continued)

→ Stronger Year 7→8 transition links through Dance, Productions and Music

→ Processes established to promote the school through the “Port Lincoln Times” – AP appointed to manage PR for school

→ Over $250,000 won in grants for Aboriginal Education Projects

→ An improvement in SACE completion rates, number of merits, number of students with scores above ninety and an increase in the number of A’s and B’s for the third year running

→ A record number of Indigenous students (13) gaining their SACE with four students gaining University entrance
THE VISION FOR OUR SCHOOL COMMUNITY

Our vision is to ensure that our policies and practices allow:

→ All students to achieve excellence and success in their school work whilst feeling safe, happy and cared for

→ 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 which encourages all students to work towards optimum individual potential

→ 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
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 maximised

We want people to connect with the school in a way where all people feel and sense an ethos of respect, trust and a focus on success from the moment they enter the school to the moment they leave.
FOCUS I: FOCUS ON LEARNING

At the Port Lincoln High School we will support our young people to gain the academic and social skills necessary to become capable, confident and productive members of our society.

We will maintain a focus on learning that develops our young people into effective learners and supports them to do their best.

We will develop future opportunities for them, guiding them through learning pathways that will equip them for citizenship, employment and a positive future.
FOCUS 1: FOCUS ON LEARNING

WHAT WE PLAN TO DO:

→ Implement a whole school approach to literacy
→ Implement the Australian Curriculum over the next 3 years
→ Develop accelerated learning outcomes for our Indigenous students leading them into learning or earning
→ Improve the SACE completion and attainment level for our 15 – 19 year olds, especially for Indigenous students
→ Increase our student retention through expanding on ICAN links (Innovative Community Action Network) and other locally initiated projects
→ Maintain our focus on improving the facilities to standards comparable to Adelaide and which enable 21st century teaching and learning
FOCUS 1:
FOCUS ON LEARNING

STRATEGIES WE WILL USE:

→ Ensure all curriculum areas plan for and improve literacy levels in all students
→ Provide PD in TESMC and literacy training for all staff including SSO’s
→ Provide appropriate resources including online programs and learning tools to assist teachers
→ Use NAPLAN data to inform all subject programs through our Rollcheck program
→ Engage in Premier’s Reading Challenge
→ Teaching programs explicitly refer to literacy improvement strategies and are supervised by each curriculum coordinator
→ Link sport, performances and other activities to literacy improvement, e.g. sports journals
→ Provide mentoring and tutorial support as required for Indigenous students
FOCUS 1: FOCUS ON LEARNING

STRATEGIES WE WILL USE (continued):

→ Maintain and develop the SAASTA program for Indigenous SACE students
→ Provide ESL training for all SSO staff allocated to Indigenous students
→ Ensure all Indigenous students receive school based apprenticeship interviews
→ Ensure an aboriginal cultural study program exists
→ Ensure cultural identity is celebrated and supported as a whole school events
→ Provide a laptop for all Year 12’s
→ Provide a 10 – 12 mentoring and tutorial program for students most at risk
→ Provide a mentoring program for students in physics, chemistry and maths as required
→ Provide a senior school ‘adult learning’ culture that assists with work/life commitments
STRATEGIES WE WILL USE (continued):

→ Develop an ICAN network for students enrolled in the FLO program linked to community and industry support
→ Broaden our VET program with upgraded facilities in aquaculture & commercial cookery
→ Develop alternative curriculum options in Years 10 – 12
→ Maintain Student Support Centre and Special Class to reengage/support disengaging students
→ Continue our focus on attendance with IT support – Rollcheck
→ Further develop our wireless capacity, mobile e-learning tools and adapt the curriculum to meet e-learning developments
→ Continue to liaise with School Governing Council to ensure our building projects receive ministerial level attention including the provision of appropriate air conditioning
OUTCOMES WE WANT:

→ An increase in the literacy levels of all students especially in NAPLAN results
→ A whole school strategy that focuses on reading
→ All teachers conversant with literacy improvement strategies
→ Teaching programs that clearly have a literacy focus and are inclusive of IT and e-learning practices
→ Designated reading time for all Year 8-9 students
→ Students are more competent and polished writers, fluent and frequent readers with higher attainment levels
→ Our students are performing better than the National literacy and numeracy standards
OUTCOMES WE WANT (continued):

→ All students feel supported, included and successful
→ SAASTA remains a central pathway through the SACE for Indigenous students
→ SSO and teachers are familiar with literacy issues associated with aboriginal English and can support each student with their literacy
→ More Indigenous students engage in work experience, apply for SBA or gain traineeships

Indigenous students proceed to Year 12 and gain their SACE

→ The wider community is aware of Indigenous student success and achievement
→ All of our students either gain employment, Certificate II or complete their SACE
→ Students remain engaged in Years 9 – 10 in order to reach senior school
OUTCOMES WE WANT (continued):

- Individual learning plans exist for all students at risk
- Our SACE results are better than ‘like’ school results in SA
- More students engage with science and maths
- Our students are IT literate and have 24/7 access to learning programs
- Our school is capable of delivering a 21st century curriculum in a safe, healthy and inclusive environment
- Our school grounds are clean, safe and a desirable destination for all to be proud of
FOCUS 2: DEVELOPING OUR YOUNG PEOPLE

At the Port Lincoln High School we will engage and listen to our young people as we support and structure their development in a way that provides a basis for lifelong learning.
WHAT WE PLAN TO ESTABLISH:

→ A focus on developing a culture of respect for all
→ Leadership and learning opportunities that nurture the potential for student leadership within the curriculum and school culture
→ Social skill programs from Years 8 – 10
→ Celebrate academic and extracurricular achievements at formal events
→ Develop a culture focused on the ability to be successful, through stressing the importance of attendance and engagement
→ The ongoing development of a broad set of curriculum pathways linked to tertiary and vocational education options
FOCUS 2: DEVELOPING OUR YOUNG PEOPLE

STRATEGIES WE WILL USE:

→ Introduce a social skill program that addresses bullying, leadership and positive behaviour
→ Develop a restorative justice approach to SBM
→ Run a leadership conference for potential school leaders in Years 8 – 12
→ Ensure Indigenous representation exists on SRC
→ Program Rock & Water to run in Years 8 – 10
→ Shine program for sexual health to run in Year 9
→ Run full school assembly to acknowledge success in both curricula and extra curricula areas
→ School signage focused on respect
→ Develop student learning opportunities outside of Port Lincoln
→ Develop a Year 8 camp program based on developing relationships
FOCUS 2: DEVELOPING OUR YOUNG PEOPLE

OUTCOMES WE WANT:

→ Our students to respect their peers, their teachers and themselves
→ Our students can learn in a caring, supportive and safe learning environment
→ Our leaders are known in the wider community as potential future leaders
→ Indigenous students remain engaged in the decision making process of the school
→ Our students value their success stories and they are proud of their achievements
→ Our students are represented in commerce and industry work placements
→ Our students develop a sense of personal worth, sexual and mental health appropriate to their age
→ Students see PLHS as a desirable destination when they can learn, develop good friends and achieve their true potential
→ PLHS is seen by the wider community as the preferred site for their child’s education
FOCUS 3: CONNECTING WITH COMMUNITIES

At the Port Lincoln High School we will continue to build on relationships with families and communities, working together to meet the individual learning needs of our students.
FOCUS 3: CONNECTING WITH COMMUNITIES

WHAT WE PLAN TO ESTABLISH:

→ Better links to our Indigenous families, students and wider Indigenous community in order to be more engaged

→ Aboriginal cultural studies in our curriculum involving local people to deliver components of the course

→ Our core business focus on the individual learning needs of our young people which will provide an inclusive curriculum and a welcoming environment

→ Pathways for parents to become partners in their child’s learning

→ Inclusive responses to the needs of the students with a disability
FOCUS 3: CONNECTING WITH COMMUNITIES

STRATEGIES WE WILL USE:

→ Re-establish the Aboriginal governing council as the peak Indigenous body
→ Ensure Indigenous student representation on SRC executive
→ Develop closer links with the community to our SAASTA program
→ Ensure I.E.P’s exist for all our Indigenous students
→ Ensure all Indigenous students have tutorial assistance
→ We will tour the community and meet with key leaders
→ Invite key people to address our students about health and education areas
→ Utilise DECS Aboriginal people to assist with local delivery of programs, e.g. language maintenance
FOCUS 3: CONNECTING WITH COMMUNITIES

STRATEGIES WE WILL USE (continued):

→ Link our students to QANTAF program for fitness and health
→ Students will have individual learning plans and/or negotiated learning plans depending on their needs be they performance, cultural or behavioural
→ Parents will be involved wherever possible ensuring their input into these plans
→ Improve the school reporting practice to include written and oral representation on a more regular basis
→ Broaden our medium of communication
→ Develop a case management “wrap around” approach ensuring each student has access to the resources both physical and educational available in the school
FOCUS 3: CONNECTING WITH COMMUNITIES

OUTCOMES WE WANT:

→ Retention, attendance and engagement data indicates improvement at all levels for Indigenous students
→ NAPLAN results indicate an improvement
→ Aboriginal governing council has placed agenda items on a regular basis on School Governing Council
→ SRC includes Indigenous student leaders in the school
→ Indigenous students attend our leadership conference
→ Indigenous parents/caregiver support our program
→ More students receive their SACE and achieve high grades in cultural studies
FOCUS 3: CONNECTING WITH COMMUNITIES

OUTCOMES WE WANT (continued):

→ State and local Indigenous identities regularly assist and support our school programs
→ Our students will benefit from better social inclusion and reduced disadvantages, especially our Indigenous students
→ Our parents will better understand our policies and practices leading to an increased confidence in our work
→ The wider community will actively engage our students in work experience and school to work programs
→ Our school is acknowledged as a socially inclusive institution in Port Lincoln
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 1, 2011.

Tony Green  
Principal Port Lincoln High School

John Probert  
Chairperson PLHS Governing Council