

# SCHOOL CONTEXT STATEMENT

**School Number:** 0791

**School Name:** PORT LINCOLN HIGH SCHOOL

## 1. General Information

### Part A

|                   |  |  |
|-------------------|--|--|
| School Name       | <b>PORT LINCOLN HIGH SCHOOL</b>  |  |
| School No.        | 0791   |  |
| Principal         | Mr Greg Barry  |  |
| Postal Address    | PO Box 30A, Port Lincoln 5606  | <b>COMMUNITY LEARNING CENTRE</b>       |
| Location Address  | Ruskin Road, Port Lincoln 5606   | 30 Edinburgh Street, Port Lincoln 5606 |
| Courier           | Port Lincoln   |  |
| Phone Number      | 08 86836000  | 08 8682 1409                           |
| Fax Number        | 08 86826692  | 08 8682 1413                           |
| Email             | <a href="mailto:dl.0791_info@schools.sa.edu.au">dl.0791_info@schools.sa.edu.au</a> | dl.0791_clc@schools.sa.edu.au          |
| Web Page          | www@plhs.sa.edu.au   |  |
| District          | Eyre   |  |
| Distance from GPO | 660 Km   |  |

### February FTE Enrolment

| Secondary         | 2011       | 2012       | 2013       | 2014       | 2015       | 2016       | 2017       |
|-------------------|------------|------------|------------|------------|------------|------------|------------|
| SPCL              | 9          | 10         | 7          | 12         | 8          | 9          | 5          |
| Year 8            | 136        | 144        | 142        | 124        | 147        | 146        | 135        |
| Year 9            | 146        | 140        | 138        | 138        | 132        | 148        | 141        |
| Year 10           | 166        | 142        | 121        | 124        | 125        | 124        | 142        |
| Year 11           | 180        | 141        | 129        | 116        | 120        | 112        | 119        |
| Year 12           | 132        | 133        | 94         | 94         | 88         | 98         | 97         |
| Year 12 Plus      | 6          | 3          | 6          | 1          | 4          | 4          | 11         |
| FLO               | N/A        | 81         | 99         | 122        | 128        | 153        | 125        |
| <b>Total</b>      | <b>775</b> | <b>794</b> | <b>736</b> | <b>731</b> | <b>752</b> | <b>793</b> | <b>775</b> |
| <b>Indigenous</b> | <b>113</b> | <b>126</b> | <b>122</b> | <b>117</b> | <b>130</b> | <b>138</b> | <b>115</b> |

### PART B

|                             |               |                 |                        |
|-----------------------------|---------------|-----------------|------------------------|
| <b>Principal</b>            | Greg Barry    | Leader Band A-7 |                        |
| <b>Deputy Principal</b>     | Todd George   | Leader Band B-4 | Curriculum/IT          |
| <b>Assistant Principals</b> | Clive Palmer  | Leader Band B-3 | HR & School Operations |
|                             | Tash Rayson   | Leader Band B-3 | 8-10 Middle School     |
|                             | Lesley Warren | Leader Band B-3 | 11-12 Senior School    |
|                             | Amy O'Brien   | Leader Band B-3 | Indigenous Projects    |
|                             | Tiff Evans    | Leader Band B-3 | Student Pathways/VET   |
|                             | Deb Marks     | Leader Band B-3 | ICAN/FLO               |

|                           |                        |                         |                     |
|---------------------------|------------------------|-------------------------|---------------------|
| <b>Staffing Numbers</b>   | 50.3 (FTE)             |                         |                     |
| <b>Student Numbers</b>    | 812 (includes 125 FLO) |                         |                     |
| <b>Partnership 21</b>     | Yes                    |                         |                     |
| <b>Leadership profile</b> | 1.0                    | Principal               | Leader Band A-7     |
|                           | 1.0                    | Deputy Principal        | Leader Band B-4     |
|                           | 6.0                    | Assistant Principals    | Leader Band B-3     |
|                           | 4.0                    | Curriculum Coordinators | Leader Band B-2     |
|                           | 2.0                    | Student Counsellors     | Leader Band B-1     |
|                           | 1.0                    | SAASTA Coordinator      | Leader Band B-1     |
|                           | 0.5                    | SWD in the Mainstream   | Leader Band B-1     |
|                           | 1.0                    | Sports Coordinator      | Leadership Fallback |
|                           | 33.8                   | Teachers                |                     |

**Enrolment Trend** Increasing. In 2017 - 741 students were 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. Two local taxi services operates 24 hours.

### **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), 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).

### **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 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.

### **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.

### **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.

## **2. Students (and their welfare)**

## **General Characteristics**

Students enrolled at Port Lincoln High School come from Port Lincoln and the smaller towns of Coffin Bay and Poonindie. The area sustains a regional farming and fishing industry and professional services. Students travel from a broad geographic area and have varied socio-economic and cultural backgrounds.

The school is divided into a Year's 8-10 Middle School and a Year's 11-12 Senior School and has on-site a Better Behaviour Unit (Bridge) and off-site a Community Learning Centre (FLO/ICAN). There are targeted programs to support the opportunities for students to engage in schooling and overcome isolation. The school operates a special class and special options class and extensive support is provided from School Support Officers who work in general classrooms and targeted teaching areas.

## **Student Management**

Assemblies are held regularly where student and whole school successes are celebrated. This includes recognition of sporting, cultural, academic and growth achievements of students.

Students class placement, welfare and behaviour is managed by teams of staff in the middle and senior years who use a case management approach to resolving concerns and issues. Staff, students and parents use portals of the student management system SEQTA to track attendance, behaviour, achievement and welfare concerns.

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. In partnership the school also supports a chaplaincy program and host a Wellbeing Coordinator to support families.

## **Social Education/Personal Development Programs**

Throughout the school there is the opportunity for students to engage in a social and personal development program. This is primarily during the lesson 1 program and includes regular information events for students and targeted workshops at different year levels.

Students are able to participate in Operation Flinders, Youth Opportunities, Community Mentoring and a range of information and counselling services around their health and well-being. The school has strong links with Aboriginal health services, the local Council and Youth support agencies in Port Lincoln.

## **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. Principal student leaders are selected to represent the school and are inducted during Term 1. The SRC operates a number of sub committees and participate in a leadership camp early in each year.

## **Special Programs**

The school provides programs that assist in the transition and continued engagement of aboriginal learners and a support centre where aboriginal staff can connect and mentor students. This includes an arts program in Year 8, a senior school SAASTA program, tutoring support and a natural resources management based training program starting in 2017.

An Instrumental Music program is provided where students have the opportunity to learn an instrument as part of the Junior or Senior Concert band or Jazz Ensemble. The Arts also includes a Pantomime in Year 9, a Drama production in the senior years and a Dance ensemble from Years 10 to 12.

In 2017 a STEM centre will be established to build on the Science and Engineering focus of the school. This project will upgrade the technical construction and computer coding facilities of the school.

### **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 work place demands.

We currently have 28.96% of our school population entitled to School Card. The majority of students are from English speaking backgrounds. There are 115 Indigenous students (15%) and 75 identified students with disabilities (10%)

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.

The school motto of "Non Nobis Solum" (Not for ourselves alone) describes our goal of developing students into successful citizens who are positive and active participants. We have established the values of Respect, Fairness, Responsibility, Safety and Success to guide our work.

The values are reflected in our core business and guiding principles.

#### **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

#### **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 Improvement Plan 2017**

During 2017 the school identified 3 strategic areas for action;

- Quality Teaching and Learning;
- Staff and Student Capacity building
- Facility Development;

The Annual Report and 2017 SIP are available on the website. The focus of the plan is "Increasing student engagement in the classroom to promote better learning" and strategies and outcomes are detailed in each of the three action areas.

## **4. Curriculum**

### **Year 8**

All students will study English, Mathematics, Science, Society and Environment, Social Education, Health and Physical Education, Technology, the Arts and STEM (research, multimedia and ICT). 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, Design, Dance or Music. Students can choose to continue with Japanese or Indonesian and have a range of choice options including the Pantomime or extra Arts, Technology or HPE.

### **Year 10**

All students complete a full year of study of PLP/HPE, English and Mathematics and a semester minimum of Science and History. There is a broad range of choice subjects from the Arts, Languages, Technology and HPE curriculum areas including VET courses. Some students can complete Stage 1 units of Mathematics as part of an acceleration program.

### **Year 11**

All students complete the minimum SACE English and Mathematics requirements. There is a broad range of specific specialised subjects from all areas including VET and traineeship options. Classes are established on student choice and requisite pathways and a counselling service provides the opportunity for student to design choices based on their future career intentions.

### **Year 12**

All students complete the Research Project and choose a minimum of three subjects designed to meet Tertiary Entry or Vocational entry requirements. This could include ASBA or certificated courses. The school provides access to the range of academic courses and by arrangement share subjects with local high schools through Local Delivery or Open Access arrangements.

## **Reporting and assessment procedures**

The school currently operates an electronic reporting system that parents and students can access. Reports in the form of traffic lights and written comments with grade go home to parents/caregivers on a regular cycle. Students are able to give and receive feedback on work and results through the electronic marks books system.

The school uses the A-E grading system for reporting to parents with written comments at least twice a year with follow-up interview opportunities. Parents can request interviews at any time through the middle and senior school leaders.

## **5. Sporting Activities**

The school has a strong focus on both sporting events at school and interschool events. School groups are regularly represented in regional and state programs and physical activity is promoted at lunchtimes and in personal development courses.

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).

## **7. Staff (and their welfare)**

The staff profile is a broad range from experienced teachers who have been at the school for greater than 15 years and a group who have been at the school for less than 5 years. Over recent years there has been an active replacement of young permanent staff to the site particularly in the harder to staff curriculum areas. All teachers are generally expected to teach in at least two curriculum areas and across the middle and senior years.

Teaching staff have both a professional practice and professional engagement group for their Performance Development Planning and new staff participate in an induction program. Staff are encouraged to work in teams for curriculum planning, moderation of student work and improving student engagement. School services officers meet regularly to plan their work and for professional learning activities and have performance meetings and induction training when required.

There is an emphasis is on the development of whole school goals and how these goals are achieved both in meetings and professional learning workshops. The school also has a significant number of Step 9 teachers to support teachers, an aboriginal education team including AET and 2 'ACEO's.

The school maintains active welfare committees around work safety, wellbeing and staff comfort and makes available the school chaplain, counsellors and support services.

## **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**

The school is situated centrally in the town with access to the town centre and the beach area. The site has suitable grounds area for active sports however the buildings are situated on the side of a hill and some access ramps have been established to provide access for students with disabilities including lift access to the two storey buildings. Some areas of the site remain inaccessible due to gradient and surface problems.

The main brick buildings house Administration, Technical Studies Workshops, Canteen, Gymnasium, Hall, Staffroom, Science Laboratories, Senior School Classrooms, Resource Centre, Performing Arts and Music Centre. An Aquaculture teaching area as well, as outdoor sheltered teaching areas were completed during 2012.

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. Plans are under way to refurbish student seating areas and the entrances and parking access to the school.

The prefab buildings house the Bridge centre, classrooms for Design/Art, Computing facilities and an office and study area for aboriginal workers and students. This area of the school is marked for future development as the buildings and surrounds need constant repair.

The school is considered coastal and has limited heating and cooling which is being addressed as refurbishment opportunities arise. There is currently an inclement weather policy which includes early dismissal.

There are 5 computing centres as well as mobile laptop access for students and all staff are provided with a school laptop for programming and attendance. The school has an extensive Wi-Fi and internet service available to staff and students.

## 10. School Operations

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 and the fundamental principle for each is the process of democratic decision making.

The forums include the following;

- Governing Council – provides advice to the Principal.
- Curriculum – monitors and reviews the curriculum and makes recommendations to staff.
- Student Welfare – monitors student programs and plans for student events
- Operations - coordinates the management of the school processes and timelines
- Finance Committee – formulates and recommends the Annual Budget to Governing Council. Monitors the budget.
- Grounds and Facilities Committee – develops and acts upon the Facilities Management Plan.
- Canteen Committee – advice on operations.
- OHS&W Committee – develops policies and practices to create a safer workplace.
- Governance Committee – ~~Aboriginal Parent's Group~~
- Working Parties; IT Committee, IT infrastructure, Wellbeing, Grants, Literacy and Numeracy, SACE and other as required

### 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. The group includes representatives from FLO, Bridge Program and student projects within the school. Each area reports on current areas of action and joint planning for upcoming events and initiatives.

### Leadership

Executive leadership team members Band Leaders B-1 and B- 2 meet weekly and deal with issues as necessary and also make policy recommendations to staff for approval. They meet in a cycle as required of Operations, Curriculum and Student Welfare.

### Faculty

The curriculum leaders set and meet with their faculty groups, Maths/Science, English/Hass/Languages, Arts/Technologies, HPE/ Hospitality, on a regular basis for curriculum planning.

## **Publicity**

The school purchases a page in the local "Port Lincoln Times" newspaper and releases a school newsletter three times each term using this system. There is also an active website [www.plhs.sa.edu.au](http://www.plhs.sa.edu.au) and a Port Lincoln high School face-book where the community is informed of events and student achievement. The school uses two messaging systems, one by text and the other using SEQTA to contact families.

Curriculum Handbooks are published in Term 3 at the beginning of the course counselling process. A year book is made available electronically for families to print locally. The Staff Handbook provides information critical for staff and is provided to new staff with availability on the school intranet. A School Prospectus is produced annually and provided to new students prior to enrolment.

## **11. Local Community**

Port Lincoln is a coastal regional town based on the agricultural, fishing and aquaculture industries. It has a significantly high number of high socio-economic and low socio-economic populations. The region includes the Port Lincoln City Council and the Lower Eyre Peninsula Council. The local aboriginal community is represented by PLACC, Port Lincoln Aboriginal Community Council.

The Council provides a civic centre, chambers, library services, leisure centre, theatre and arts areas.

There is a large regional shopping centre with Woolworths, Coles, Target Country, K-Mart and many specialist shops. The town is serviced by a Hospital with wide range of ancillary services. Medical services are available including Dental School and Private Dental and other health professionals are available. e.g. Physiotherapists, Chiropractic etc.

There is a regional TAFE <https://www.tafesa.edu.au/locations/whyalla-eyre-peninsula/port-lincoln>.

Around the area there are significant tourism opportunities including restaurant and hotel dining facilities and access to camping in National Park and Beach areas.