



# Port Lincoln High School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Port Lincoln High School Number: 791

Partnership: Port Lincoln

**Name of School Principal:**

Greg Barry

**Name of Governing Council Chair:**

Tabetha Wilkes

**Date of Endorsement:**

March, 2017

## School Context and Highlights

Port Lincoln High School aims 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.

Students enrolled at Port Lincoln High School come from a wide geographic area and varied socio-economic and cultural backgrounds. It is a category 3 school and currently has 28.96% of our school population entitled to School Card. The majority of students are from English speaking backgrounds. There are 130 Indigenous students (17.28%) and 51 identified students with disabilities (7%). The student population of 770 students enables the school to provide a comprehensive curriculum and many pathways to work or further study.

The school is divided into Year 8-10 Sub-School and a Year 11-12 Sub-School. In addition the school operates a Trade Training Centre, a Flexible Learning Options Centre, a Better Behaviour Unit and a special class and extensive support is provided from many School Support Officers. PLHS also provides specialist subjects via digital technology to a number of other Area Schools on Eyre Peninsula. Within the school there are significant support programs for Aboriginal students including a SAASTA initiative, Stronger Smarter cadet-ship and a morning Arts engagement group.

Middle and Senior year subject offerings are broad and diverse and are delivered face to face and to other sites using video conferencing. They include academic, vocational education and community study pathways. A wide range of community sporting and cultural activities are offered after school by local sporting clubs, community groups, youth agencies and community members.

The school currently operates an electronic Learner Management System. Student attendance and subject information is available at all times and reports go home to parents/caregivers at the end of each term. Our SEQTA learner management system allows parents to access student assignment grades and due dates for tasks as well as monitor attendance and message subject teachers.

There are regular family and community updates through the monthly articles in the local press as well as an informative website and face-book service. As a school we are actively celebrating the achievements of students and promoting the school maxim of Non Nobis Solum (Not for ourselves alone).

## Governing Council Report

Another year is done & dusted. Is it just me or is time really racing on?

Time doesn't stand still at our school & once again there were too many fabulous events to individually list.

As I mentioned at our Year 12 Graduation ceremony, I feel somewhat a charlatan this year. My time has been devoted elsewhere, the school has not been my strong focus. My own daughter India has graduated year 12, we both survived. I didn't need the copious amounts of wine I alluded to in my report last year. As predicted though, it was a bumpy ride. Have to say I am relieved it's over.

A huge thank-you once again to all our dedicated staff & volunteers, without your dedication so much would not be achieved. I want to extend personal thanks to all I have been involved with over the last 5 years. Unfortunately my time on the committee has ended. I am moving on. Thank you to all our volunteers who give up their personal time to be Governing Councilors, without you all many important decisions concerning our school & children would not be made.

Tabetha Wilkes

## Improvement Planning and Outcomes

The 2014-2017 plan identified 4 key focus areas and a number of strategic directions to ensure the nominated outcomes can be met and measured.

- Developing Community Confidence
- Teaching and Learning
- Utilising the Cultural Capital of our community
- Developing our Digital Learning capacity

The combined enrollments at the main site and the CLC have continued to grow and we report an increased number of 770 students with 130 of these in the FLO program. Our Year 8 figures continue to grow and there is significant new enrollments in the senior years from families seeking broad subject access Year 11 and 12.

The key strategies of telling the stories of successful learners and engaging families in their children's learning through social media and SEQTA has led to greater confidence in the programs and standards at the school. The parent opinion survey supports this view where most respondents agree that their children like being at school and the school is looking to improve supports anecdotal feedback from community members.

The school will continue to improve communication with the parent body and the wider community with the SEQTA parent portal and the interactive web page/ face-book page which has been widely appreciated as indicated by the Face-book 'likes' feedback. Through 2016 a number of curriculum areas have strengthened community links particularly in the areas of vocational studies and aboriginal family connections. There have been business links with the hospitality centre and the aquaculture facility where the skills and connections of community members have been a highlight.

A literacy and numeracy working party continues to meet with focus on developing strategies to address our NAPLAN and Pat R and Pat M testing results. The group meets to discuss the data and then allocates resources and assistance to targeted students. The group also assists other teachers address literacy teaching skills, organizes training and development and analyses teaching programs in the school. In 2016 there was an increase in achievement NAPLAN and SACE results however they will continue to be focus points in future planning.

There was significant professional learning through 2016 on Literacy moderation activities in line with the Australian Curriculum standards where staff reviewed explicit literacy teaching and the construction and assessment of student work. The school will be involved in two Numeracy projects from 2016 aimed at the pedagogy of teaching mathematics and the application of numeracy across all subject areas.

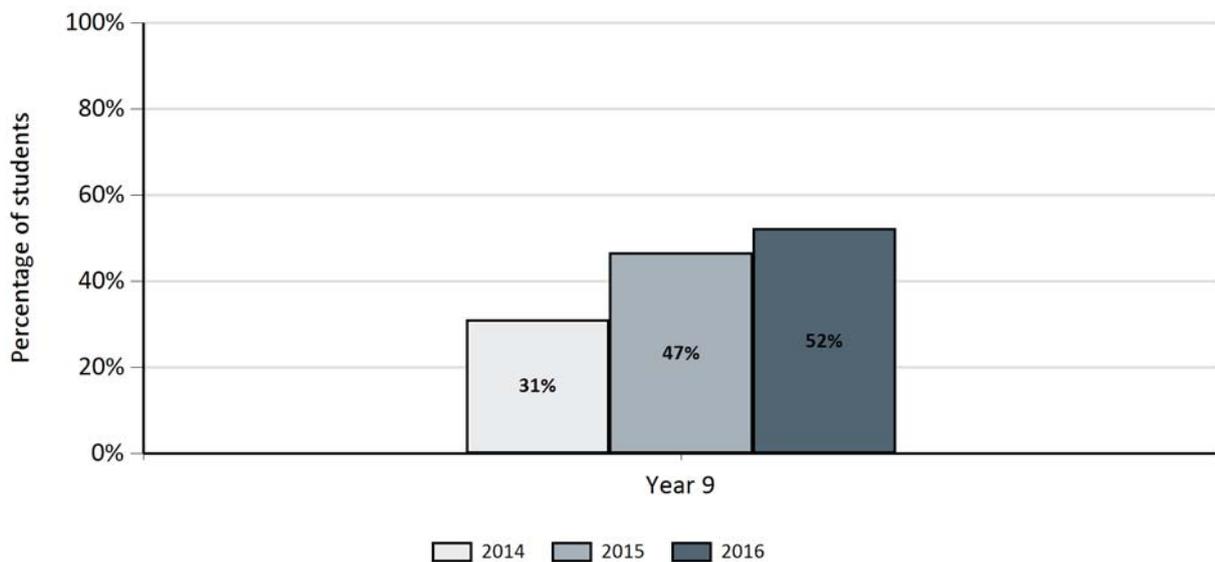
The 2017 Quality Improvement Plan has been informed through some visioning work around four areas, Facilities, Staff Capacity, Student Capacity and Collaborative Learning where the longer term targets were highlighted.

## Performance Summary

### NAPLAN Proficiency

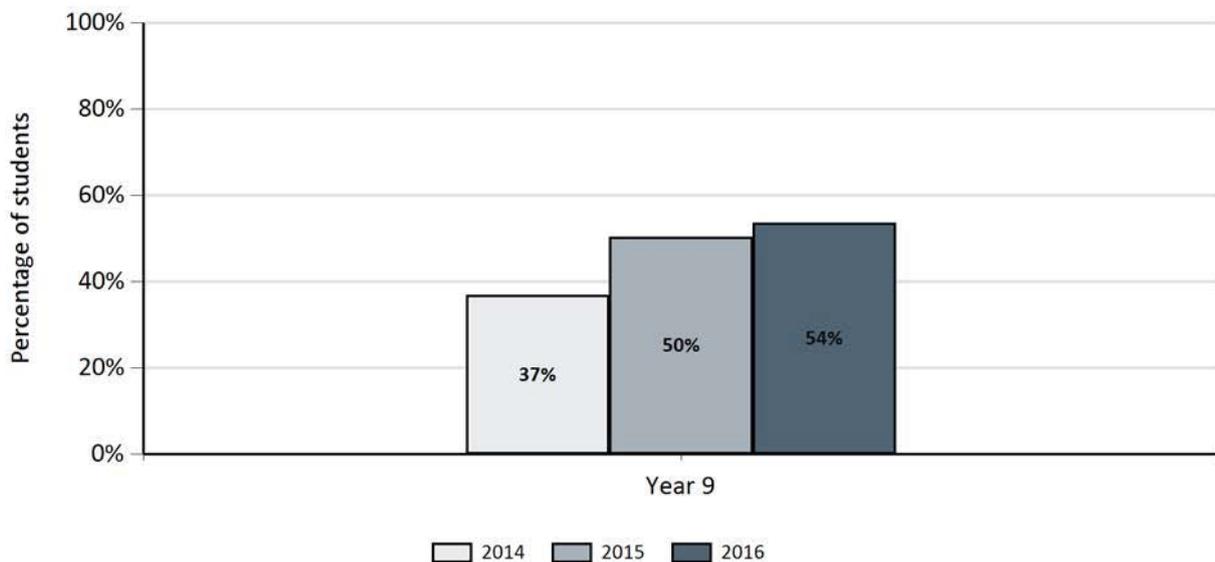
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	28%	25%
Middle progress group	53%	50%
Upper progress group	20%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	39%	25%
Middle progress group	51%	50%
Upper progress group	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	153	153	9	7	6%	5%
Year 9 2014-16 Average	142.7	142.7	10.0	6.7	7%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
89%	94%	88%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	1%	0.2%
A	4%	3%	2%
A-	9%	4%	5%
B+	10%	8%	10%
B	15%	13%	14%
B-	11%	19%	15%
C+	13%	15%	16%
C	17%	23%	17%
C-	10%	8%	9%
D+	5%	3%	4%
D	2%	2%	2%
D-	1%	0%	3%
E+	1%	0%	1%
E	1%	0%	1%
E-	0%	1%	1%
N	1%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
86%	97%	84%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	41.5	39.3%	62.8%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	24.6%	16.1%	37.2%

## School Performance Comment

The improvement in NAPLAN results in 2016 in both Reading and Numeracy brings the school achievement back to previous levels and is due to an increased focus by staff and students that the testing has some value to them and regular review of their Year 7 levels and areas for improvement.

Over the last two years this cohort of students has spent time analysing their Year 7 results and in their integrated classes identified areas for improvement. At the beginning of 2016 English and Mathematics staff examined the cohort data and planned for program adjustments in those subjects.

Previously Year 9 students underperformed in NAPLAN however there was structured class discussion prior to the testing as to the purpose and possible uses of their own performance. In general the attendance and on task behaviour during the testing was improved.

The school had identified that Numeracy results particularly for the upper band students needs to be improved and in 2017 has joined two programs, Thinking Maths and YUMI Deadly Maths around developing numeracy competence and extending students by developing transformed extension tasks.

The 2016 SACE grade data showed an increase in number of results below C- and identified these in the curriculum areas of English, Mathematics and Business and Tech. The schools SACE improvement team has led teaching staff through an analysis of the subject results and identified that the written component of folio work needs to be a future focus.

Of the 83 potential completers, which is the largest group for a number of years, 70 completed the subjects requirements and for a number of students the Research Project was a significant challenge.

There was a significant shift in the percentage of students undertaking a VET or trade training program to complete their SACE requirements and well above state averages. Many of these included whole day training or work placement opportunities which led to time out of other classes. Should the percentage of students undertaking VET remain this high then we need to plan for a different form of support system for certificate pathways students.

Despite this cohort result a similar number of students achieved an ATAR that gained a university entry position was about the same for 2015.

## Attendance

Year level	2014	2015	2016
Year 07		40.2%	
Year 08	87.7%	88.7%	85.7%
Year 09	81.1%	83.6%	80.9%
Year 10	77.4%	85.9%	80.2%
Year 11	76.2%	84.3%	80.6%
Year 12	79.7%	84.8%	84.2%
Secondary Other	83.2%	88.0%	82.3%
Total	80.3%	85.8%	82.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance rates particularly in the senior years remained below targets and declined from 2015. Despite a good attendance tracking system in our learner management system we have been unable to improve the explained family absences or impact on class attendance for a number of indigenous students. When we analyse our student data we see that the majority of the students are at the state attendance benchmarks but a small group shows little improvement. A school based attendance team regularly highlights students at risk and follows up with families around school and class attendance.

## Behaviour Management Comment

The school applies a case management approach to managing individual student behaviour and provides general information and expectations to all students. Staff record class and yard incidents and consequences in the student management system SEQTA.

During 2016 there was on average 30 student incidents per term which required high level intervention which resulted in suspensions which ranged from alcohol abuse to threatening violence. Three students were excluded for a period of time in 2016.

The school successfully applied for supplementary funding for a number of students and established a class for students with significant learning and behaviour difficulties. This group has continued as a special options intervention class for 2017.

## Client Opinion Summary

The parent and student surveys were made available via a link either by email or access on site. Approximately 4 % of the students responded to the survey and only a small number of parents accessed their survey.

The key findings were that;

- 1 over 80 % of the student respondents agreed that staff provided useful feedback and motivate students.
- 2 over 70% of the students identified that the school was looking for ways to improve
- 3 35% of the students respondents did not agree that all behaviour was well managed

As a result staff involved in managing student behaviour have sought to explain the processes to make the case management approach more transparent for students including the rights of all children to access some schooling.

Although the school tested the parent survey link it may be there was a fault in the distribution process. The school has used other surveying process to collect parent information about events, reporting and uniforms where the response is generally positive.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	28	13.7%
Interstate/Overseas	20	9.8%
Other	3	1.5%
Seeking Employment	25	12.3%
Tertiary/TAFE/Training	3	1.5%
Transfer to Non-Govt School	6	2.9%
Transfer to SA Govt School	26	12.7%
Unknown	93	45.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

The school collects evidence of relevant history screening of all employees and any other volunteer or agency workers who visit student on both the mainstream and CLC sites.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	106
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	53.1	6.3	23.6
Persons	0	56	7	32

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$110,838.45
Grants: Commonwealth	\$37,090.90
Parent Contributions	\$239,132.43
Fund Raising	\$0.00
Other	\$0.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Employment of SSO staff for behaviour support	Identified students spending more time in class working towards improved work
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Employment of SSO staff to provide in class support to identified students. Employment of Term 4 LB1 Student in the Mainstream Coordinator	IEP/NEP coordinated and shared with staff. Students achievement monitored.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Country Area Program funding which supported a range of school excursion to Adelaide or local EP camps and events. APAS tutoring funds to support senior students in the completion of SACE requirements.	Students participate in a range of sporting and cultural programs out of Port Lincoln. University access provided to Yr 10 to 12 students. Tutoring provided.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Employment of ACEO staff to support the attendance and engagement of aboriginal students ad their community connection.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Maintain a year 8 Aboriginal Arts program to assist in the transition of students to high school. Establishment of intervention class for aboriginal students not previously identified as having learning difficulties	Improved transition arrangement Students with learning difficulties supported.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		