

Final School Report

Port Lincoln High School



March 2014

A Next Steps Initiative Focus School



Queensland University of Technology

This initiative was funded by
the Australian Government
Department of Education

QUT acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to lands, waters and communities. QUT wishes to pay respect to the Elders - past, present and emerging - and acknowledge the important contribution that the Aboriginal and Torres Strait Islander Peoples continue to have within the QUT community and the wider Australian community.

When this report refers to Aboriginal and Torres Strait Islander Peoples it is an inclusive meaning to encompass the First Peoples, the First Nations and the traditional owners and custodians of Country throughout Australia.

QUT pays respect to them and their cultures, and Elders past, present and future.

About the Initiative

The Focus School Next Steps Initiative (the initiative) was a \$30M Australian Government funded initiative to support participating schools (Next Steps Schools) to implement actions outlined in the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* (the Action Plan) to improve Literacy and Numeracy performances of Aboriginal and Torres Strait Islander students in 101 schools across Australia.

The initiative also focused on improving attendance and engagement of Aboriginal and Torres Strait Islander students, as well as enhancing the school's connection with their Aboriginal and Torres Strait Islander community. Approximately 9,000 Aboriginal and Torres Strait Islander students are expected to have been enrolled in the schools that participated in this initiative.

Schools participating in the initiative were nominated by education systems and associations of independent schools which for the purposes of the Initiative were referred to as Education providers. Following a competitive select tender process the Queensland University of Technology (QUT) was contracted to administer the initiative across Australia including the establishment of governance structures, known as Project Governance Group which provided advice on a national basis and Project Advisory Groups (PAG) in each state and territory which are managed primarily at the Education Provider level.

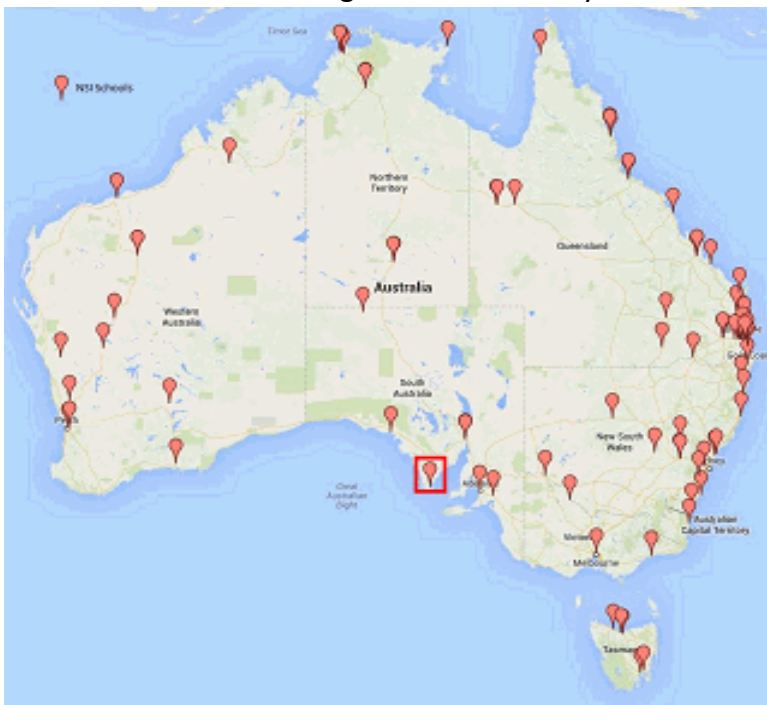
The outcomes sought from the initiative for Aboriginal and Torres Strait Islander students in Next Steps Schools were:

- improved school attendance,
- improved classroom engagement, and
- improved literacy and numeracy achievement.

The initiative aimed to provide support for Next Steps Schools to:

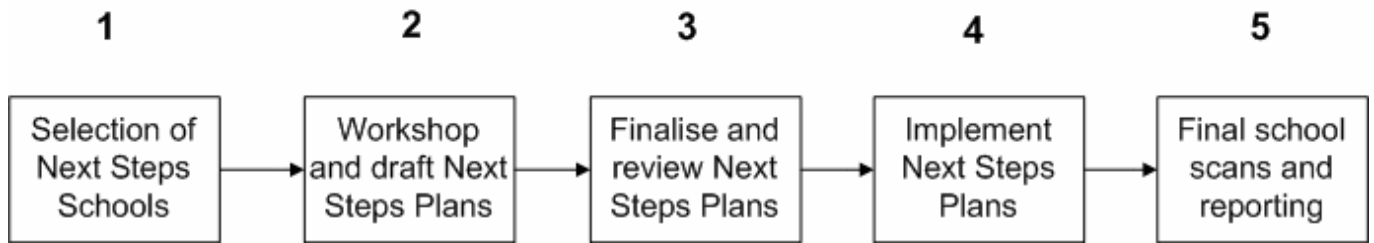
- implement whole school, evidence-based critical success factors, and
- progress local level actions identified in the Action Plan

Port Lincoln High School was invited to participate in the Initiative and this report provides analysis and information for the school. The map below shows the location of all Next Steps Schools, with the location of Port Lincoln High School shown by the box.



Map data © 2014 GBRMPA, Google

Five Step Process for Next Steps Initiative



In order to achieve these outcomes schools allocated their funds across strategic plans developed under the four priority areas of literacy, numeracy, attendance and parent and community engagement which included the development of a school-community partnership agreement and personalised learning plans for Aboriginal and Torres Strait Islander students.

This report provides an overview of the outcomes of those strategies.

QUT acknowledges the support and assistance of the principal, staff and school community, local community representative, the South Australian Aboriginal Education and Training Consultative Body and the South Australian Department for Education and Child Development.

About this report

This report has been developed to provide information to Port Lincoln High School and to South Australian Department for Education and Child Development regarding the outcomes of their participation in the Next Steps Initiative. The report includes data and commentary from the school, and observations and analysis from QUT staff, including the Final Scan Officer.

The purpose of the Initiative is to identify additional strategies and projects which are not currently implemented in the school and which may contribute to improved outcomes in the priority areas identified in the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* (the Action Plan) and which can inform the future planning of other schools. The priority areas are:

- Literacy;
- Attendance; and
- Numeracy;
- Parent and Community Connectedness

This report contains observations based on self-reported data and information supplied by Port Lincoln High School and from published NAPLAN data. The reliability and validity of data and information received has not been tested nor have statistical process controls been applied.

The data and information have been accepted on face value or queried when thought to be inconsistent, inaccurate or not applicable. As such, based on the measures used, the research setting, and the whole research design which was tempered by a requirement that the Initiative not be intrusive on schools or Education Providers, causal relationships cannot be reliably attributed to the information reported.

The strategies and projects implemented by Port Lincoln High School are complementary to the existing successful strategies that the school has undertaken as part of their commitment to improving education outcomes for Aboriginal and Torres Strait Islander children.

As such, the strategies identified by Port Lincoln High School should be viewed as being contributory to the outcomes in the four priority areas.

The report is presented in sections to allow the reader to understand the context in which the plans were developed and any contributory factors behind the selection of specific strategies and associated projects. The sections are:

- About the Initiative
- School Overview
- Expenditure Observations
- Self-assessment of the School's progress
- Post Initiative Comments
- Site Visit Outcomes
- Discharge of Fiduciary Obligations
- Reporting and Analysis
- Appendix 1
- Strategies
- School Data
- NAPLAN
- Appendix 2
- Glossary

School Overview



Government of South Australia
Department for Education and
Child Development



Port Lincoln High School

Location: Port Lincoln, SA

Port Lincoln lies within the Aboriginal Country of the Nawu people.

Principal: Tony Green

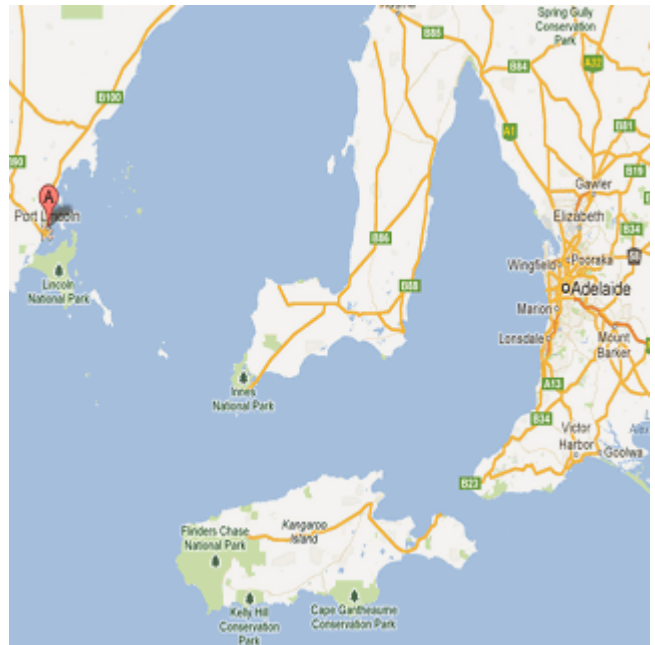
Sector: Government

Type: Secondary

DEEWR: 7472

Education Provider: South Australian Department for Education and Child Development

School Location:



Map data © 2014 GBRMPA, Google

School Website: www.plhs.sa.edu.au/

School Profile

Port Lincoln High School is a complex regional High School with a diverse cultural background. Our students live in a regional centre characterised by extremes in wealth consisting of multi-millionaires living in very close proximity to others who live in abject poverty. Our Aboriginal population consists of different family groups who can and do hold differing views around different issues. Within our Aboriginal community we have students from double income families to students living in foster care or “living rough”. We have an over representation of Aboriginal students incarcerated in our juvenile justice system often as repeat offenders. Every Aboriginal student has an Independent Learning Plan (ILP). One clear message we have gained from this process is that whilst the itinerant nature of their lifestyles affects more than simply their attendance it also is their personal fear of not being able to “catch up” on work that has been missed. As a consequence of this “fear” they miss more lessons and compound the issue. The students identified their most popular subjects such as Art, PE, Tech – the students can pick up where they leave, hence they attend. Community members have expressed their ‘fear’ of their own schooling and that they bring their own fears of schooling through to the lives of their family members. This has obviously created a significant barrier for school/ community links.

Consequently the aim for this project proposal is twofold. In the first place our aim is to further develop teaching and learning programs within their preferred subjects developing the multi literacy opportunities within these subjects. This focus will encourage greater attendance and reduce their inclination to avoid more difficult 'catch up lessons'. By increasing their attraction to learning and increasing their exposure to multi literacies they will begin to perform better in their less desirable subjects and reduce their catch up fear. Secondly we wish to develop e-learning strategies that can overcome the “catch up” dilemma through developing online work that are achievable irrespective of where they may be, be it their mainstream class or at another site.

Funding (Inclusive of GST)

Max. Cap	\$321,376	Plan	\$321,376	Under Allocation	\$0	Supplementary	-
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Payment Schedule

Default Payment schedule - Payment 1 50%, Payment 2 40%, Payment 3 10%

Payment 1:	\$160,688	Payment 2:	\$128,550	Payment 3:	\$32,138
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Expenditure Summary

This section will show the areas of greatest emphasis undertaken by the school and makes comparisons with the broad initiative.

Initiative Expenditure Observations

Across the initiative Literacy Strategies are prevalent at the head of the Expenditure with the top two funded strategies being the employment of Pedagogical Coaches, Specialists or support staff with a focus on improving Literacy standards. Numeracy shows a similar composition; two of the next three top spending strategies involve employing Pedagogical Coaches, Specialists or support staff with a focus on improving Numeracy standards.

In line with the required Priority areas, across the initiative there has been an emphasis on measures to enhance schools' Community Connectedness. The employment of Aboriginal Education Workers (AEWs), Community Education Officers and Community Liaison Officers has attracted the highest amount of initiative funding.

Expenditure by Priority Area Theme

Rank	Priority Area	Themes	Value
1	Att	Incentive Based Programs	\$50,000
2	Num	Teacher Release	\$42,000
3	Att	Other	\$40,000
4	Num	Programs, Kits	\$40,000
5	Num	Other (eg Homework Centre admin costs)	\$30,000
6	Num	Technology - Whiteboards, iPADS, Audio etc	\$27,376
7	Lit	Teacher Release	\$21,000
8	Lit	Training	\$21,000
9	Lit	Coaches, Experts	\$20,000
10	Con	Formal Agreement	\$20,000
11	Con	Family Programs, Workshops - incl. ECE	\$10,000

Lit: Literacy, Num: Numeracy, Att: Attendance, Con: Parent and Community Connectedness, PLPs: Personalised Learning Plans

Priority Area Theme Expenditure

The table below shows amounts allocated to the top 5 Priority Area themes.

Top 5 Priority Area Themes by Expenditure

Rank	Priority Area Theme	Expenditure	%	# Strategies
1	ASSETS	\$97,376	30.3%	3
2	PD	\$84,000	26.1%	3
3	PROGRAMS	\$60,000	18.7%	2
4	RESOURCES	\$40,000	12.4%	1
5	ENGAGEMENT	\$20,000	6.2%	1
		\$301,376		10

Top 5 Priority Area Themes by Expenditure - Expanded

	Details *	\$ of Theme	% of Theme	% of Total Budget
1	ASSETS	\$97,376		
	Other	40,000	41.1%	12.4%
	Other (eg Homework Centre admin costs)	30,000	30.8%	9.3%
	Technology - Whiteboards, iPads, Audio etc	27,376	28.1%	8.5%
2	PD	\$84,000		
	Teacher Release	42,000	50.0%	13.1%
	Teacher Release	21,000	25.0%	6.5%
	Training	21,000	25.0%	6.5%
3	PROGRAMS	\$60,000		
	Incentive Based Programs	50,000	83.3%	15.6%
	Family Programs, Workshops - incl. ECE	10,000	16.7%	3.1%
4	RESOURCES	\$40,000		
	Programs, Kits	40,000	100.0%	12.4%
5	ENGAGEMENT	\$20,000		
	Formal Agreement	20,000	100.0%	6.2%
	TOTAL ALLOCATED FUNDS	\$301,376		

* Refer to Glossary of Terms

Self-Assessment of the School's Progress

The following table depicts the online survey responses recorded by the school. The questions in the online survey tool were designed to provide a reflective framework for the schools to contemplate on the journey that the school had taken during the Next Steps Initiative. The intention was to provide comparison points on where the school was before the initiative, where the school is now and where the school wanted to be in the future.

Level of Sustainable Embedding of Strategies	Past	Present	Potential
School programs, practices and structures supporting Indigenous education	Beginning	Incorporated	Embedded
Data collection used for developing Indigenous Education programs	Not Apparent	Developing	Embedded
Schools and Communities collaboration to develop quality Indigenous Education programs	Not Apparent	Progressing	Embedded
Quality Indigenous Education programs are defined in whole school plans	Developing	Established	Embedded
Personal commitment to Indigenous Education (optional)	Developing	Embedded	Embedded

<u>Level</u>	<u>Explanation</u>
Embedded	The implementation of the focus area is systemised and self-sustaining as the ideals of the focus area are entrenched within the school ethos and are evident in written policy and whole school actions. The whole school community advocates the school as a place where Indigenous studies programs are valued. The outcomes of the Indigenous students are comparable with those of the rest of the school's student population.
Established	The implementation of the focus area is clearly articulated via the school's direction through long, mid and short term plans. Actions are becoming whole school actions. Long term partnerships are established between school staff and Indigenous community members.
Incorporated	The implementation of the focus area is written into school plans and individual actions are being coordinated into whole school actions. The Indigenous community is consulted on the decision making process.
Progressing	The implementation of the focus area is not fully systemised or self-sustaining but it can be found in some written policies and frequent school actions. School plans, programs and practices are reviewed to integrate strategies to embed Indigenous experiences into the school curriculum.
Developing	The implementation of the focus area is not systemised or self-sustaining but it can be found in some written policies and frequent individual actions. Students and parents are participating in the planning of Indigenous studies and related activities.
Evolving	The implementation of the focus area is being discusses amongst staff, students and parents. Individual teachers are experimenting with their actions.
Beginning	An Indigenous Education Committee is formed to develop methodologies to specifically target the development of strategies to assist Indigenous students in raising their academic rigor.
Not Apparent	There is a monocultural view of education which does not value the skills and experiences of Indigenous communities. Implementation of strategies to improve Indigenous education has little or no activity.

References to past, present and future self-assessment in each strategy throughout this document have the above meanings.

Post Initiative Forecast

The following comments were provided by the school as a post-initiative forecast.

Most of the program is focussed on developing the literacy teaching skills of teachers especially as they relate to Aboriginal students. Such skills once acquired will be transferable to other classes and can be shared with other teachers beyond the life of the project. The training offered will skill a critical mass of teachers which will lead the pedagogical change required to improve the literacy levels of these students. The inclusion of Aboriginal community members in classrooms as mentors and experts within the field will grow as a critical mass of people begin to see the importance of their involvement in the teaching and learning process for Indigenous students. The development of an online learning environment for the issue of student fear of catch up will become the norm. Students will learn online irrespective of time or location. The concept of an incentive trip for those performing at the top counter balances many programs that seemingly reward those who are not doing the right thing. With ongoing community and business support we would be looking to have this incentive learning trip as an annual event. The project does not seek to set up a standalone unit but will embed the required skills in our teachers, the necessary input from our community and the resources to address 'catch up' fear over the next five to ten years.

Site Visit - Outcomes

Final scan school site visits were conducted in term 4 2013. The following report of initiative outcomes was completed by the QUT Final Scan Officers in conjunction with Port Lincoln High School staff as identified in the report.

General Information

Final Scan Officer: Lisa Salomon

Staff and Participants

Date of school Visit	24/10/13
Number of Aboriginal and Torres Strait Islander Community Members met on the school visit	2
Number of Aboriginal and Torres Strait Islander staff in leadership position	0

Other Staff: Todd George, Wanda Jarvis, Amy Rowsell, Rebecca Boylan, Marianne Allen

IEWs met with: Jolene Miller, Timmy Dudley,

Other Participants:

General Observations of the School Context

a. School scan and health check

	What do a School scan and health check of the overall look and feel of the school (including teacher and executive staff) and student body tell you? Does the school align with critical success factors?	Level *
1	Recognising and Celebrating Aboriginal and Torres Strait Islander Cultures and Leadership (this might also include visible evidence of valuing Indigenous cultures and identities, room/space for Indigenous students/community, Acknowledgement of Country protocols)	Established
2	School Community Partnerships	Incorporated
3	Skilled School Staff Meeting Individual Students' Needs	Embedded
4	Strategic Planning	Embedded
5	School Leadership	Embedded
6	Positive School Environment as outlined in the Next Steps guidelines	Embedded

* For an explanation of the level, refer to the School Self-Assessment earlier in this report.

b. Is there evidence of Indigenous content in the curriculum?

Yes. Port Lincoln High School has thoughtfully embedded Indigenous content into areas of study that Aboriginal students are interested and successful in. Interwoven into these curriculum areas is a strong literacy and numeracy and enterprise focus. Particularly in the Art program partially funded by The Next Steps Initiative grant and SAASTA- a prestigious sport program, the teachers have programmed units of study that include traditional art, games, Dreaming stories, bush tucker plantation and cooking and some community involvement using local artists. Across the school

Aboriginal identity is prevalent through artwork, posters, murals and the use of spaces.

c. Is there evidence of pedagogical practices that cater for Indigenous ways of working and local community contexts?

Yes. Port Lincoln High School partly funded by the Next Steps Initiative Grant has successfully trained most staff in the 'How Language works' professional development. This has been across all faculties with a view of making strong literacy practice everyone's business. This professional learning has been regarded in South Australia as a relevant and useful approach to understanding literacy in a way that supports the teaching of literacy to at risk and below benchmark learners. The Art program initially designed as a positive attendance strategy supporting Year 8 boys has become significantly larger. Its growth can be attributed to the staff contributing to it and its cultural relevance and strong pedagogical focus in supporting the younger Aboriginal students.

School Community Partnership Process

1. Is there evidence of a formalised School - Community partnership Agreement / Arrangement in place? What are the key priorities?

Yes. The aim of the School - Community Partnership is to further develop the relationship between Port Lincoln High School (PLHS) and the Port Lincoln Aboriginal Community Council (PLACC). The key priorities are:-

- To provide a framework from which PLHS and PLACC can foster a positive relationship to encourage education, training and higher education outcomes for Aboriginal people
- Strengthen relationships between the school and the Aboriginal community
- Establish transparent processes between the two organisations

There is an active PACE group in the school that meet 2 or 3 times per term. The numbers of Aboriginal parents, carers and community members are increasing.

2. Is there a concrete process to formalise a School-Community partnership agreement or arrangement? If not, what are the barriers?

Yes. Yes. The school actively includes PLACC to share decision making regarding opportunities and needs for their Aboriginal students. The Agreement has been formally written up and has been signed off by Aboriginal staff, community members and the principal.

3. Is there evidence of Indigenous Community involvement in school decision-making?

Yes. The lease of the school mini bus through the Next Steps Initiative has supported the attendance in meetings. The Aboriginal school staff are proactive in working with the Leadership team to increase attendance of Aboriginal people in Governing Council. There are over 10 Aboriginal people attending the PACE meetings held at the school and there are Aboriginal students in all SRC year level meetings. The Aboriginal Education Team has 3 Aboriginal members

School Connectedness with Community

1. Is there evidence of genuine connection with School community? What does it look like?

Yes. There has been a commitment from the school to have a leadership position in Aboriginal Education, .9 Aboriginal Education Teacher, and several Aboriginal Education workers all with the intent of developing school community relations. There is a much stronger link with PLACC and

meetings are attended by school staff. Newsletters, attendance camps, specialist programs for younger students to engage in school and support in all school academic and social programs has instilled an increased trust between the school and community.

2. What steps are in place to improve school connectedness with community? Any barriers?

As part of the Next Steps Initiative money a mini bus was leased. This bus collects students for school, adults for meetings and is used regularly for home visits. To engage year 8 boys in school a specialist art program is delivered. This program runs first thing in the morning and included a breakfast program. The program is so successful it also now includes girls and Year 9 students. Jewellery making is now also offered. The program has had excellent outcomes for students with painting being sold in exhibitions, Elders joining in the program as specialist artists and Art trips. Most recently the Art trip to Adelaide included the exhibition of students work in the ' Our Mob' exhibition in Festival Theatre. The Community is very proud of this program and it is highly regarded both within and outside the school. The parent decision to have a full time ACEO has developed a belief that the school works from the premise that Aboriginal Education is everyone's business. The Aboriginal Education Team acknowledges that there is still more to be done to increase parent and community participation. Rivalry between Aboriginal groups and families means that it is very difficult to have a cross section of community members attending school meetings and initiatives. It is hoped that the current Aboriginal staff will be able to work within this complexity.

3. Is there an Indigenous presence in the school newsletter and other external communication tools?

Yes. The school newsletter showcases Aboriginal students and achievements. Recently, the school newsletter is also published in the PLACC newsletter which ensures that the school information reaches a much wider audience. The school newsletter is also published in the local paper. Through SAASTA (prestigious sports program) Aboriginal students are highlighted in local sporting carnivals and programs. Information about the school has also been developed on cd and staff are trialling Facebook as an online tool to support effective communication.

4. Is there an Indigenous presence in the school student representative council?

Yes. There is at least one Aboriginal student in each year level representative group.

5. Are there school actions and processes acknowledging Aboriginal and Torres Strait Islander culture within the school?

Yes. - Acknowledging country at all school assemblies and special events.
- Genealogy program to link families
- Regular cookouts
- Bush tuckers garden as part of the school garden
- Murals, art work and posters of Aboriginal students are found across the school
- Frequent reports about SAASTI students in Governing Council, PLACC
- SAASTI work books have a strong cultural theme- poetry, Dreaming, artwork
- Local clinic is using the Aboriginal art classes to develop large paintings on boards to be displayed
- Events such as NAIDOC Week, Reconciliation Day Harmony Day have a proud place on the school calendar

6. Is there evidence that IEWs/AEWs and Community people are involved in sharing their culture and community knowledge with staff (instead of focusing on management behaviour and deficit issue)?

Yes. There has been a definitive role of the Aboriginal workers to be community and cultural consultants, not crisis managers or Behaviour support personnel. They are key participants in all students, school and community decision making. They are instrumental in the cook outs, cultural knowledge and awareness raising within the school, sitting in community council meetings. The Aboriginal Education Workers ensure there is the right connection between the school and the appropriate family member and are cultural consultants across the whole school, not just within the Aboriginal community.

Student Performance Data Records

1. Is there evidence of school level data that supports the Next Steps Outcomes? What is the data showing?

Yes. The attendance camps that are held three times per year for all year levels have had a positive impact on attendance. The mini bus collecting students and engaging families has also supported the improvement in attendance as does the art engagement program. There is also literacy data that is collected in terms 1 and 3- Torch, Scope and Scales, PATR. There is also NaPLAN, SACE and PATM. In terms of learning data it is important to acknowledge that the programs that have run for less than a year would not yet show any consistent change to student learning. The implementation of nearly 100% ILP information has meant that the staff, families and students involved in this process have a stronger understanding of learning needs and strengths and has supported community engagement through that exercise.

Forward Planning

1. Have plans for sustainability of the Next Steps Initiative been developed?

Yes. The mini bus has been leased for a further 2 years. It seems very likely that the SSO position that has been implemented to manage the art program will continue next year. This money will come from any leftover funds from the Next Steps Initiative and from the school's funds. The ILP writing for 2014 is still being discussed within the leadership team and Aboriginal Education Team as to how to manage that as it is a full-time staff member for half a year to implement a valuable and worthy process.

2. What priority areas / strategies, critical success factors are being considered?

The Aboriginal Education Team identified the Attendance camps, mini bus lease and the Art Program as projects that have had very tangible outcomes. There was considerable discussion relating to the implementation of the ILP's. With 120 Aboriginal students the time required to organise meetings, set up the relevant staff and family members and then run the meeting was very time consuming. Several times, the meetings needed to be rescheduled due to Sorry Business, transport complications or family participants did not attend. Staff went to great lengths to try and get the ILP's completed- at the football carnivals, set up in the Community Hall and endeavoured to reschedule. The time and resources required to achieve this again is on the leadership agenda. The Art program which has built a strong momentum within the Aboriginal community is strongly supported for 2014. There is hope that the art students can travel to Alice Springs to work with and learn from other Aboriginal artists. This will be dependent on future grants and other funding.

3. Has the school identified or sourced replacement funding to continue the Initiative?

Yes. Where possible funding will come through the school's Resource Entitlement however this will be further evaluated later on in the term.

4. How does the school plan to share best practice?

Port Lincoln High School has a strong profile in their education district and supports many of the smaller schools on the West Coast with professional learning and sharing of best practice. The momentum of their literacy professional learning 'How Language Works' will be continued supporting new teachers into the school. There is professional learning meetings each week and faculty meetings across the school. These meetings are formally used to discuss Aboriginal engagement and student learning. The Aboriginal Art classes have held public displays of their work and have travelled to Adelaide to showcase their traditional painting. The professional discussion regarding future pathways for Aboriginal students, and the development of PACE and the numbers of Aboriginal families engaging in school business is at the forefront of the work of the Aboriginal staff.

Other comments from the Final Scan Officer

It is important to note that Port Lincoln High School has endeavoured to maximise the opportunities for Aboriginal students to attend school and be successful. They continue to work around the complications within the Aboriginal community and their reluctance/ lack of confidence to participate in student learning. The Next Steps Initiative Grant has offered an opportunity for the school to be innovative in using the grant. The grant money offers opportunity that is extremely difficult to find again. Some of the programs are therefore unsustainable even though they have been popular, effective and worthwhile.

Discharge of Fiduciary Obligations

Queensland University of Technology as the Initiative Provider is required to acquit its fiduciary obligations to the Australian Government by completing a rudimentary observation of expenditures incurred or committed under the Focus School Next Steps Initiative School Plans. Each school is required to demonstrate that expenditure of funds received under the Next Steps Initiative have been expended in accordance with their strategic plan.

During the Final Scan visit to Port Lincoln High School, conducted on 24/10/2013, a representative of QUT sighted the following documents and records:

- General ledger printouts
- Expenditure reports
- Reconciliation of funds
- Signed certification

Port Lincoln High School has identified that all of its initiative funding will be spent at the completion of the Next Steps Initiative and therefore no funds will be returned to the Initiative Provider.

Port Lincoln High School has complied with its fiduciary obligations and a signed statement to that effect has been lodged with the Initiative Provider.

Reporting and Analysis

The release of year 12 outcomes from 2013 will occur after the publication date for this report. The year 12 outcomes from 2012 are too early to reflect the effects of the Initiative. Therefore, it is not possible to make comments on the year 12 outcomes for Port Lincoln High School.

Time Periods

Key points from the school data will be discussed with each priority area. Data was collected at regular intervals over the span of the initiative the time between two data collection points will be referred in a time period.

Appendix 1

This appendix has the details of the strategies implemented by Port Lincoln High School by priority area. Included for each strategy is the relevant data and any analysis undertaken.

The analysis for the Literacy section will include the school strategies undertaken to improve the NAPLAN reading and writing data. In the Numeracy section the school strategies are those designated to improve the NAPLAN numeracy data. Also included is the school strategies used to improve Attendance data.

School Strategies

Port Lincoln High School developed their Next Steps Plans in line with the initiative requirements. The Plans outlined the new activities to be undertaken by the school, school staff and the school community over the life of the initiative. The following section lays out the strategies explored by Port Lincoln High School during the initiative. The component parts of the strategies are explained below. The strategies are summarised under the appropriate Priority Area.

The Strategy and the School's Assessment

Every school developed their own strategies and provided the titles and descriptions shown below.

Each strategy will include the school's self-assessment for the level of embeddedness for the strategy, looking back to the past, where it is in the present and where it will be in the future. The self-assessment was judged against the scale detailed in the earlier *Self-assessment of the School's progress* section of this report, and in the glossary. In summary the scale is:

- Not Present
- Beginning
- Evolving
- Developing
- Progressing
- Incorporated
- Established
- Embedded

Strategy Funds

The Next Steps Schools identified the distribution of the funds across the Priority Areas, see earlier section for details. Where a strategy has had funds directly attributed to it, the amount of funds will be documented.

Strategy Structure - Projects, Measures and Data

In summarising the strategies, this report breaks complex strategies into component projects complete with the measures used to ascertain the benefits of the outcomes. The relevant Change Agenda item and Critical Success Factor have been identified and detailed. Tables summarising the measure data and graphs illustrating the journey have been included where appropriate.

Priority Area - Literacy

Port Lincoln High School has identified 7 strategies aimed at improving literacy amongst Aboriginal and Torres Strait Islander students. Where applicable the strategies have been broken into a number of projects that contribute to that strategy.

Strategy

Build teacher capacity by releasing a Literacy Coordinator who trains literacy coaches to support teachers in these subjects through understanding - culture; how Language works; teaching reading

Develop the literacy skills of the Visual and Performing Arts teachers through "How Language Works" Program and "Working with Indigenous Students" program

The school indicated that in the past this strategy had been **Incorporated**, it was then **Established**, and in the future it should be **Embedded**.

Project

Literacy Coordinator

This has been identified as being within the *Leadership, quality teaching and workforce development (FP5) Change Agenda*, and the Strategic planning and school leadership - high expectations, use of data, staff models, PD, pedagogy and curriculum (CSF 4) Critical Success Factor.

Measure

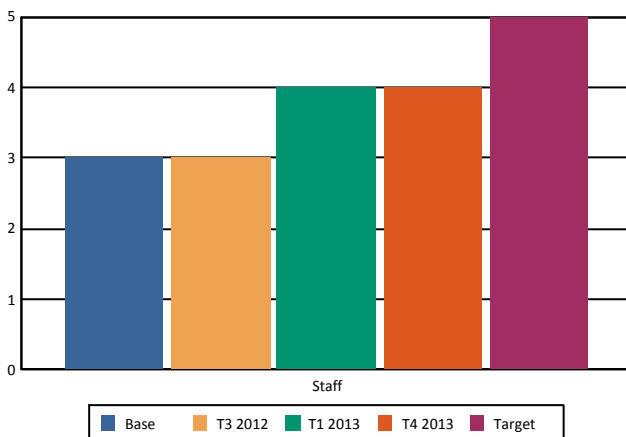
Port Lincoln High School identified the following measure for this project:

Number of Faculties trained in "How Language Works" and "Working with Indigenous Students" programs

Number of Faculties trained in "How Language Works" and "Working with Indigenous Students" programs

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Staff	3	3	4	4	5

Numeric values



Strategy

Continue whole school focus on tactical reading. Monitor what, when and where our students can read and do read

Improve the range of reading materials and genres of our students' experience

The school indicated that in the past this strategy had been **Progressing**, it was then **Established**, and in the future it should be **Embedded**.

Project

Tactical Reading

This has been identified as being within the *Reading (FP4.3)* Change Agenda, and the Skilled school staff meeting individual student needs (CSF 3) Critical Success Factor.

Measure

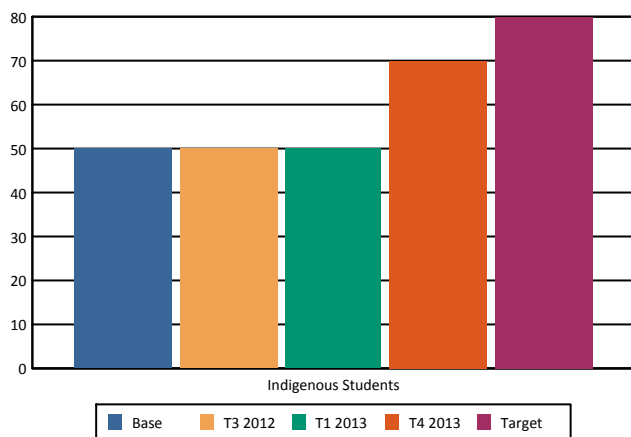
Port Lincoln High School identified the following measure for this project:

PAT R testing: student results

Percentage of Indigenous Students PAT R tested

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Indigenous Students	50%	50%	50%	70%	80%

Numeric values



Strategy

Documentation and recording of traditional stories and culture to be kept at the school for future generations

Production of resources both hard copy and digital including oral recording of stories for future generations as a mechanism to build a stronger sense of community and pride in the local community

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Beginning**, and in the future it should be **Embedded**.

Project

Capturing Traditional Stories and Culture

This has been identified as being within the *Indigenous Identity (FP2.2.)* Change Agenda, and the Recognising and celebrating Aboriginal and Torres Strait Islander cultures and leadership (CSF 1) Critical Success Factor.

Measure

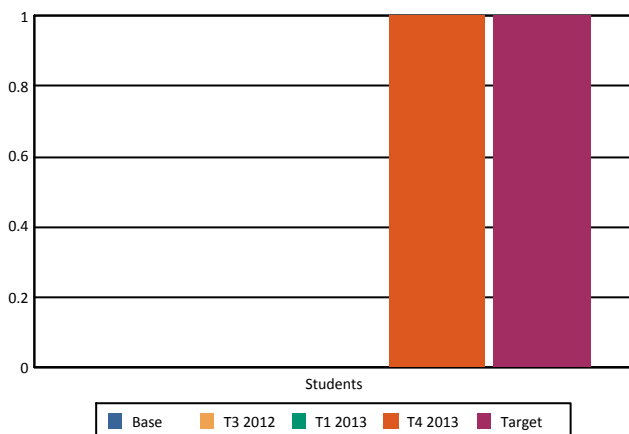
Port Lincoln High School identified the following measure for this project:

Number of traditional stories recorded

Number of stories recorded

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students				1	1

Numeric values



Strategy

Engage Aboriginal and Torres Strait Islander students through lesson an Art program and foster connections by writing about their art and improve literacy by increasing attendance

Engage Aboriginal and Torres Strait Islander students through lesson an Art program. Include traditional and contemporary art mediums. Employ local and travelling artists to assist students. Foster connections with mainstream classes to encourage students to write about their art works. Opportunities exist for a range of subject areas to be connected together using the art as a focal point of identity, discussion and discovery

The school indicated that in the past this strategy had been **Established**, it was then **Incorporated**, and in the future it should be **Embedded**.

Project

Art Program

This has been identified as being within the *Indigenous Identity (FP2.2.)* Change Agenda, and the Recognising and celebrating Aboriginal and Torres Strait Islander cultures and leadership (CSF 1) Critical Success Factor.

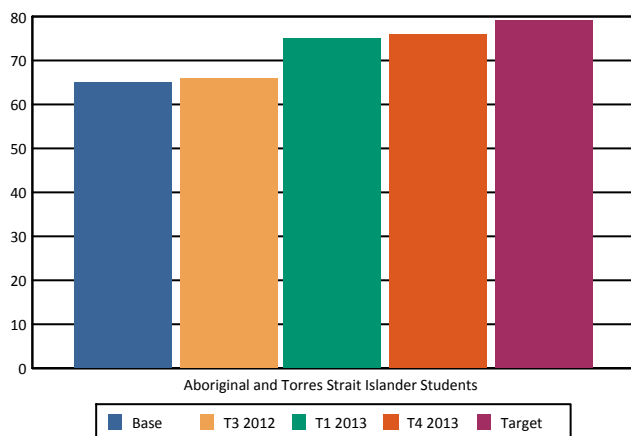
Measure

Port Lincoln High School identified the following measure for this project:
Attendance rate of Aboriginal and Torres Strait Islander students at Literacy

Percentage of Aboriginal and Torres Strait Islander attendance Literacy

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Aboriginal and Torres Strait Islander Students	65%	66%	75%	76%	79.20%

Numeric values



Strategy

Engage local community to support Indigenous commitment to our classroom activities. Supported by our ACEO officers and the PACE group.

Students see community members as educators and supportive of their needs. Project supports our SLP priority on literacy.

The school indicated that in the past this strategy had been **Incorporated**, it was then **Established**, and in the future it should be **Embedded**.

Project

Community Members as Educators

This has been identified as being within the *Community Engagement (FP2.1) Change Agenda*, and the *School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor*.

Measure

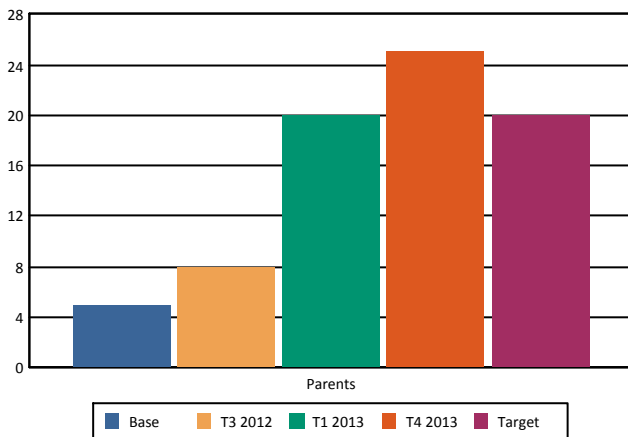
Port Lincoln High School identified the following measure for this project:

Average number of parents at PACE Meetings per term

Average number of parents at PACE Meetings per term

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Parents	5	8	20	25	20

Numeric values



Strategy

Provide traditional cultural classes as part of the school curriculum for students

Employ local people to teach students at the school local culture and make recordings of these for future reference and learning

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Developing**, and in the future it should be **Embedded**.

Project

Traditional Cultural Classes

This has been identified as being within the *Community Engagement (FP2.1) Change Agenda*, and the *Recognising and celebrating Aboriginal and Torres Strait Islander cultures and leadership (CSF 1) Critical Success Factor*.

Measure

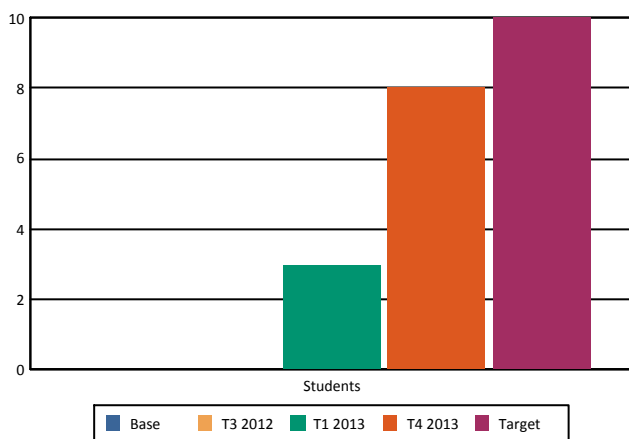
Port Lincoln High School identified the following measure for this project:

Number of traditional cultural resources created and used

Number of resources created

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	0	0	3	8	10

Numeric values



Strategy

Use online resources as a tool for students to develop a literacy learning profile.

Students develop literacy learning profiles using a range of literacy genres in the context of the subjects that attract them. These are assessed for measurement purposes and travel with them.

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Incorporated**, and in the future it should be **Embedded**.

Project

Students' Literacy Learning Profile

This has been identified as being within the *Technology (FP5.3)* Change Agenda, and the Skilled school staff meeting individual student needs (CSF 3) Critical Success Factor.

Measure

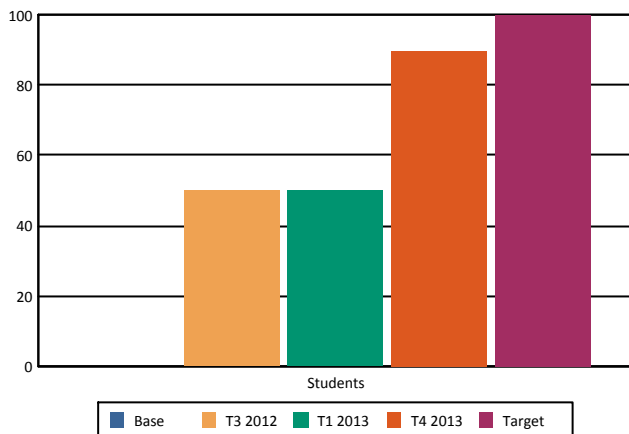
Port Lincoln High School identified the following measure for this project:

Percentage of Aboriginal and Torres Strait Islander students that have an online profile

Percentage of Aboriginal and Torres Strait Islander students that have an online profile

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	0%	50%	50%	90%	100%

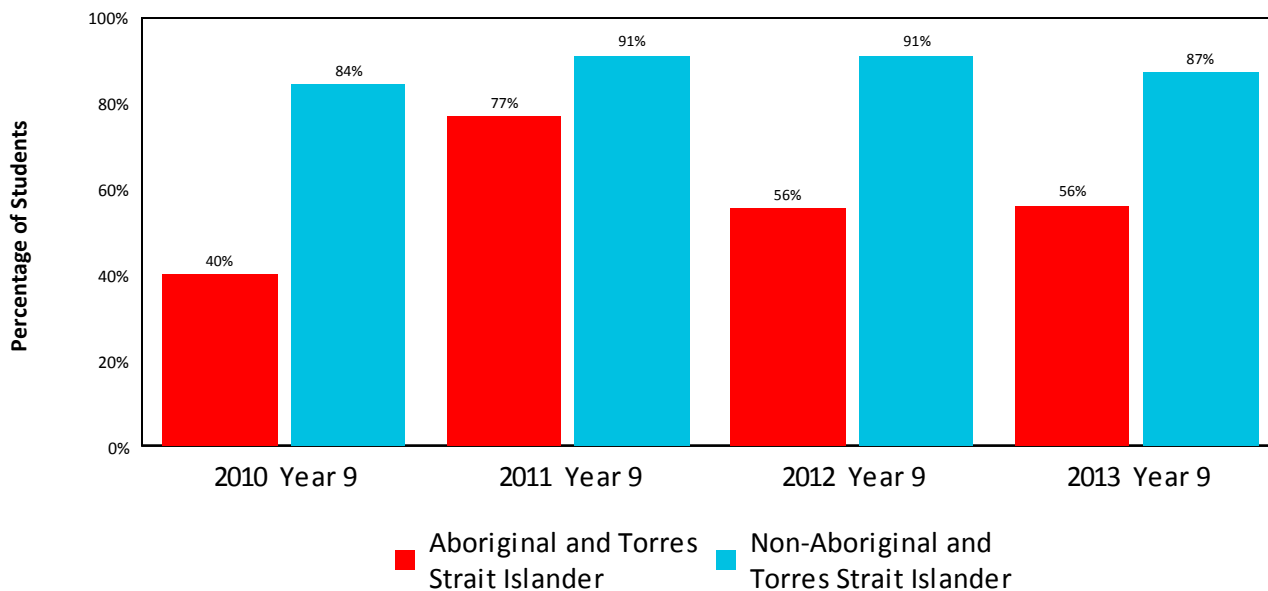
Numeric values



NAPLAN

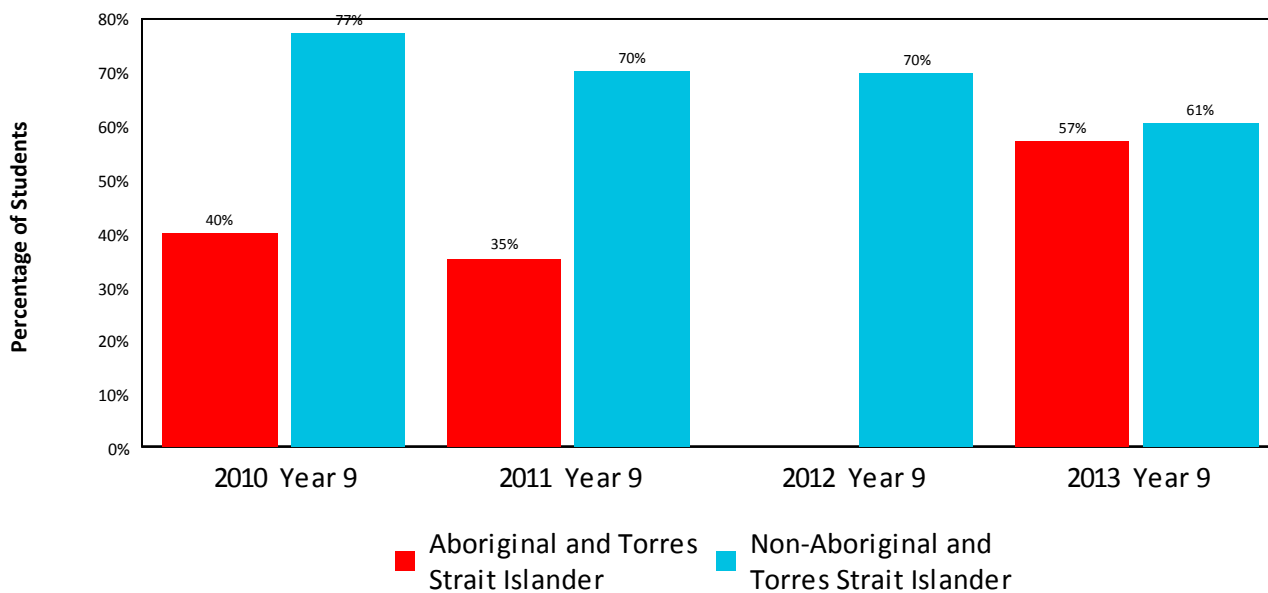
The following graphs have been produced from the Port Lincoln High School NAPLAN data provided by the SA DET.

Reading Results - At/above National Minimum Standard



Timeline	Category	Result
2010 Year 9	Aboriginal and Torres Strait Islander	40%
2010 Year 9	Non-Aboriginal and Torres Strait Islander	84%
2011 Year 9	Aboriginal and Torres Strait Islander	77%
2011 Year 9	Non-Aboriginal and Torres Strait Islander	91%
2012 Year 9	Aboriginal and Torres Strait Islander	56%
2012 Year 9	Non-Aboriginal and Torres Strait Islander	91%
2013 Year 9	Aboriginal and Torres Strait Islander	56%
2013 Year 9	Non-Aboriginal and Torres Strait Islander	87%

Writing Results - At/above National Minimum Standard



Timeline	Category	Result
2010 Year 9	Aboriginal and Torres Strait Islander	40%
2010 Year 9	Non-Aboriginal and Torres Strait Islander	77%
2011 Year 9	Aboriginal and Torres Strait Islander	35%
2011 Year 9	Non-Aboriginal and Torres Strait Islander	70%
2012 Year 9	Non-Aboriginal and Torres Strait Islander	70%
2013 Year 9	Aboriginal and Torres Strait Islander	57%
2013 Year 9	Non-Aboriginal and Torres Strait Islander	61%

Priority Area - Numeracy

Port Lincoln High School has identified 4 strategies aimed at improving numeracy amongst Aboriginal and Torres Strait Islander students. Where applicable the strategies have been broken into a number of projects that contribute to that strategy.

Strategy

Garden Project

Use the community gardens and create a school garden. Numeracy skills through enterprise activities fostered

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Developing**, and in the future it should be **Embedded**.

Project

Garden Project

This has been identified as being within the *Numeracy (FP4.6)* Change Agenda, and the School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor.

Measure

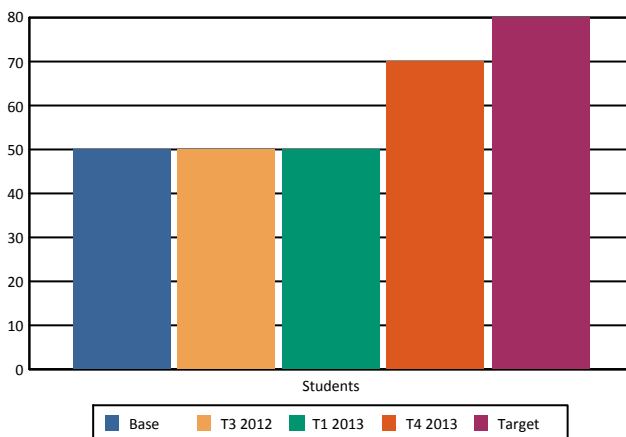
Port Lincoln High School identified the following measure for this project:

PAT M testing

Percentage of PAT M Testing completed

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	50%	50%	50%	70%	80%

Numeric values



Strategy

Release Maths teacher to research online learning environments designed to increase numeracy levels of Aboriginal and Torres Strait Islander students.

Students have appropriate learning tools to increase numeracy levels. 15 Laptops and 10 iPads are purchased and used by the Aboriginal and Torres Strait Islander students. Purchase of maths programs designed to engage Aboriginal and Torres Strait Islander students

The school indicated that in the past this strategy had been **Progressing**, it was then **Established**, and in the future it should be **Embedded**.

Project

Online Learning Environments

This has been identified as being within the *Technology (FP5.3)* Change Agenda, and the Skilled school staff meeting individual student needs (CSF 3) Critical Success Factor.

Measure

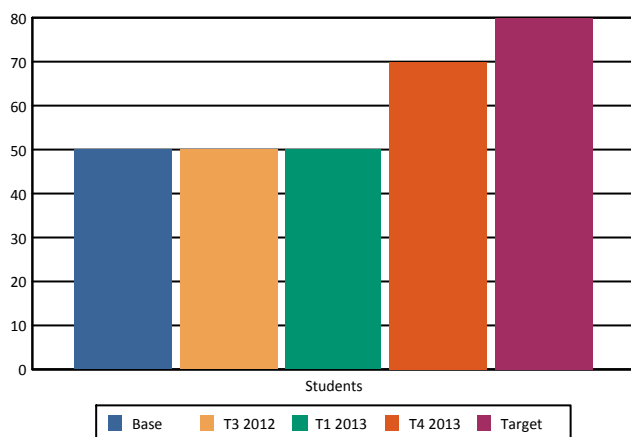
Port Lincoln High School identified the following measure for this project:

PAT M testing: student results

Percentage of PAT M Testing completed

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	50%	50%	50%	70%	80%

Numeric values



Strategy

Use innovative teaching strategies to engage students in numeracy. Link to the Art program. By engaging students this should improving attendance and then improve the numeracy levels of Aboriginal and Torres Strait Islander students.

Innovative teaching strategies to engage students in numeracy activities. Use various technologies and links back to the Art Program. Enterprise activities using art as the focus including art stalls at local markets

The school indicated that in the past this strategy had been **Progressing**, it was then **Established**, and in the future it should be **Embedded**.

Project

Innovative Teaching

This has been identified as being within the *Numeracy (FP4.6)* Change Agenda, and the Recognising and celebrating Aboriginal and Torres Strait Islander cultures and leadership (CSF 1) Critical Success Factor.

Measure

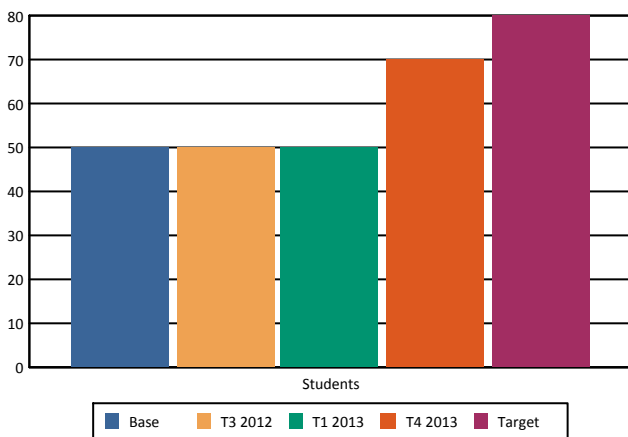
Port Lincoln High School identified the following measure for this project:

PAT M testing: student results

Percentage of PAT M Testing completed

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	50%	50%	50%	70%	80%

Numeric values



Strategy

Use online resources as a tool for students to develop a numeracy learning profile.

Students develop numeracy learning profiles. These are assessed for measurement purposes and travel with them where appropriate

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Established**, and in the future it should be **Embedded**.

Project

Students' Numeracy Learning Profile

This has been identified as being within the *Technology (FP5.3)* Change Agenda, and the Skilled school staff meeting individual student needs (CSF 3) Critical Success Factor.

Measure

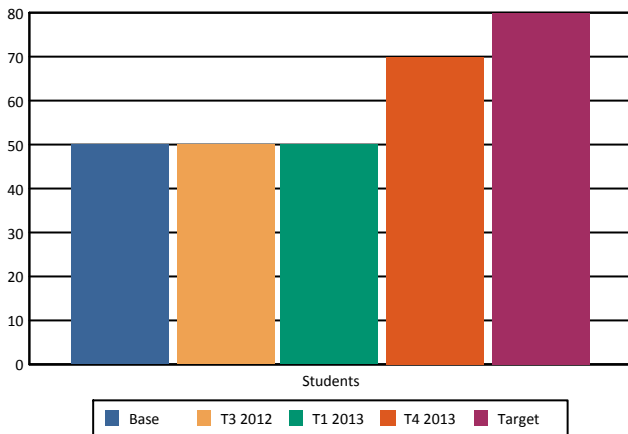
Port Lincoln High School identified the following measure for this project:

PAT M testing: student results

Percentage of PAT M Testing completed

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	50%	50%	50%	70%	80%

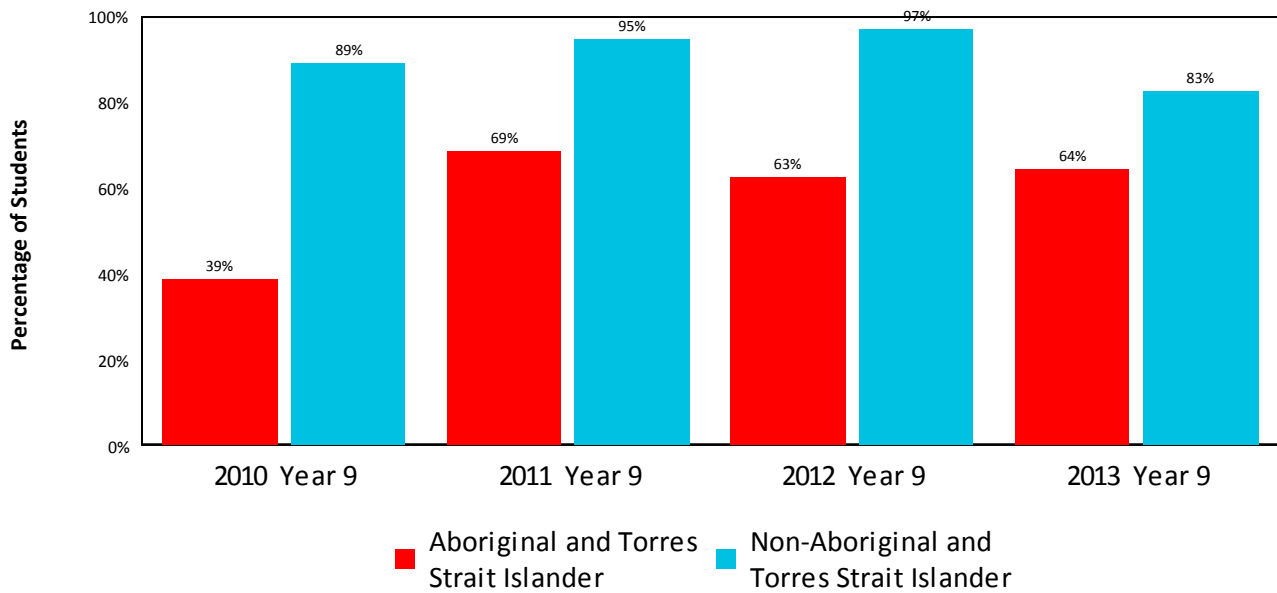
Numeric values



NAPLAN

The following graphs have been produced from the Port Lincoln High School NAPLAN data provided by the SA DET.

Numeracy Results - At/above National Minimum Standard



Timeline	Category	Result
2010 Year 9	Aboriginal and Torres Strait Islander	39%
2010 Year 9	Non-Aboriginal and Torres Strait Islander	89%
2011 Year 9	Aboriginal and Torres Strait Islander	69%
2011 Year 9	Non-Aboriginal and Torres Strait Islander	95%
2012 Year 9	Aboriginal and Torres Strait Islander	63%
2012 Year 9	Non-Aboriginal and Torres Strait Islander	97%
2013 Year 9	Aboriginal and Torres Strait Islander	64%
2013 Year 9	Non-Aboriginal and Torres Strait Islander	83%

Priority Area - Attendance

Port Lincoln High School has identified 3 strategies aimed at improving attendance amongst Aboriginal and Torres Strait Islander students. Where applicable the strategies have been broken into a number of projects that contribute to that strategy.

Strategy

Organise academic Camps for skill and knowledge for students with various attendance issues

Camps for students to attend to increase their school attendance and an opportunity to catch up on school work so that they feel comfortable attending classes in the future facilitate support

The school indicated that in the past this strategy had been **Established**, it was then **Established**, and in the future it should be **Established**.

Project

Academic Camps

This has been identified as being within the *Attendance (FP3) Change Agenda*, and the *School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor*.

Measures

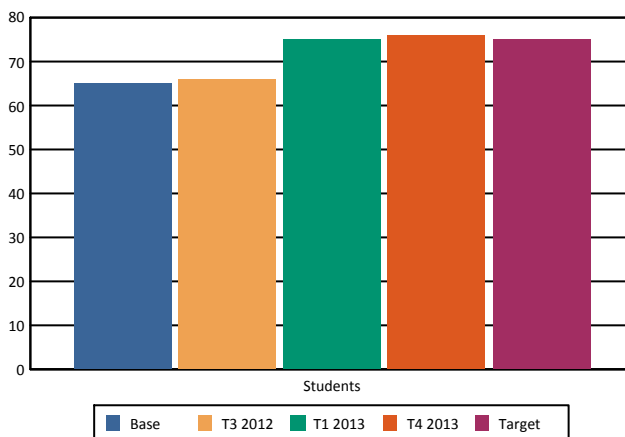
Port Lincoln High School identified the following measures for this project:

Attendance rate of Aboriginal and Torres Strait Islander students

Percentage of attendance

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	65%	66%	75%	76%	75%

Numeric values

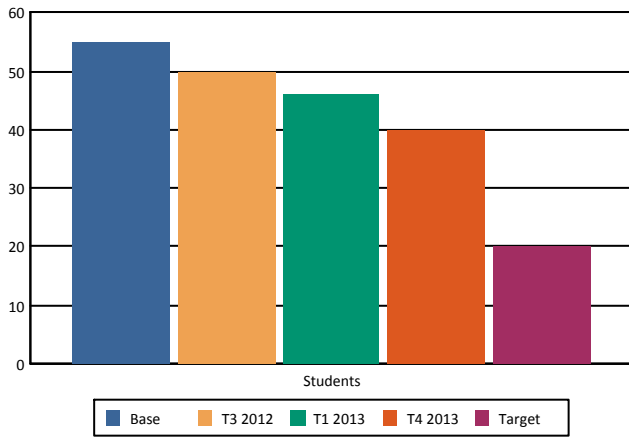


Percentage of Aboriginal and Torres Strait Islander students that achieve a D and E

Percentage of Aboriginal and Torres Strait Islander students that achieve a D and E

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	55%	50%	46%	40%	20%

Numeric values



Strategy

Organise long term hire of a minivan for student and parent pick-ups, home visits and school/ community events

Van is leased for 12 months for use by the Ab Ed Team. Transport is to be used to transport students where appropriate, assist family members accessing the school.

The school indicated that in the past this strategy had been **Established**, it was then **Incorporated**, and in the future it should be **Embedded**.

Project

Mini Van

This has been identified as being within the *Engagement and connections (FP2) Change Agenda*, and the *School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor*.

Measure

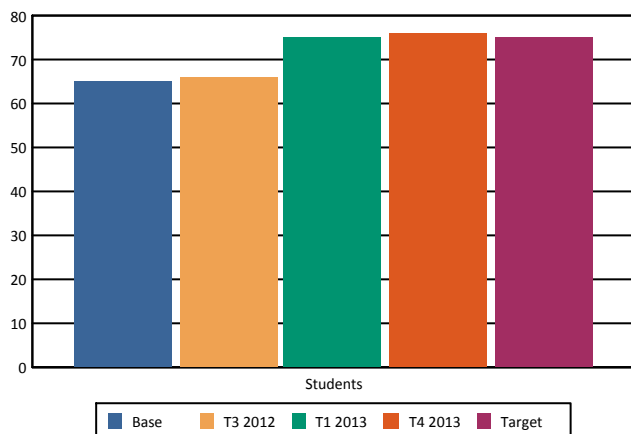
Port Lincoln High School identified the following measure for this project:

Attendance rate of Aboriginal and Torres Strait Islander students

Percentage of attendance

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Students	65%	66%	75%	76%	75%

Numeric values



Strategy

Release teachers to coordinate, monitor and review the Next Steps Initiatives grant funds

Manager's salary to ensure that the school's identified strategies have been put into place and money spent as per the plan. This teacher is to manage staffing, collect, aggregate and monitor data, review student activities and participate in community discussions and consultation. The teacher needs to apply their knowledge and understanding of community, and make recommendations to the community partnership group about the progress of the initiative.

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Established**, and in the future it should be **Embedded**.

Project

Coordinator Project

This has been identified as being within the *Community Engagement (FP2.1)* Change Agenda, and the School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor.

Measure

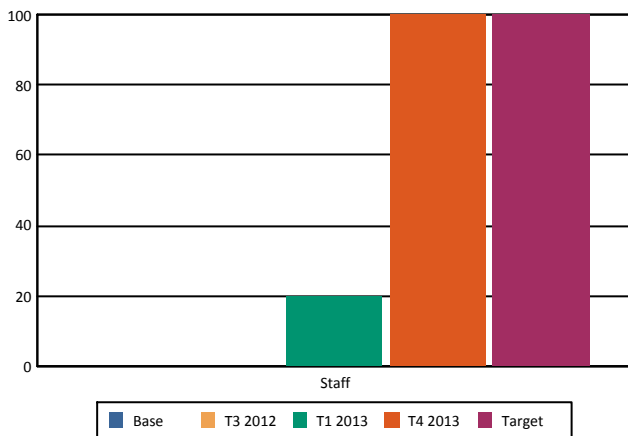
Port Lincoln High School identified the following measure for this project:

Budget acquittal process undertaken

Percentage of monies acquitted

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Staff	0%		20%	100%	100%

Numeric values



Attendance Rates

Following is the attendance data for Port Lincoln High School.

Attendance Rates, %	2011		2012		2013	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
Year 8	60.5	88.6	77.1	88.7	81.2	89.2
Year 9	56.4	85.0	65.2	84.8	70.7	84.3
Year 10	60.8	81.8	68.2	84.5	74.1	87.6
Year 11	63.9	84.5	74.7	84.0	72.7	81.8
Year 12	77.7	82.1	69.5	85.8	75.2	86.4

The graph shows the broad gap in attendance between Aboriginal and non-Aboriginal students. The diagonal box line shows the progression of a year group through the calendar years.

Year Level / Calendar	2011	2012	2013
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Legend

- Attendance of Aboriginal students was < -5% of non-Aboriginal students
- Attendance of Aboriginal students was within 5% of non-Aboriginal students
- Attendance of Aboriginal students was > 5% of non-Aboriginal students
- NA Data not available

Priority Area - Parent and Community Connectedness

Port Lincoln High School has identified 3 strategies aimed at improving parent and community connectedness amongst Aboriginal and Torres Strait Islander students. Where applicable the strategies have been broken into a number of projects that contribute to that strategy.

Strategy

Increase literacy focus for Aboriginal parents

Run training programs in improving literacy skills at home

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Developing**, and in the future it should be **Embedded**.

Project

Literacy Programs for Parents

This has been identified as being within the *Community Engagement (FP2.1) Change Agenda*, and the *School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor*.

Measure

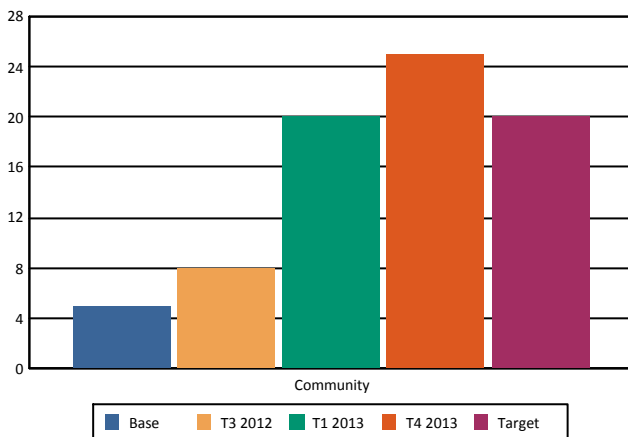
Port Lincoln High School identified the following measure for this project:

Parent and community members attend literacy sessions

Number of parent and community sessions held

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Community	5	8	20	25	20

Numeric values



Strategy

Organise Parent/ Community Cultural Camps to further explore local customs

Camp to the local and other regions to link up with traditional art practices. Include community members connected to the school and record trip as a resource for future groups. Camps to include traditional fire building, traditional food and traditional cooking

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Established**, and in the future it should be **Embedded**.

Project

Cultural Camps

This has been identified as being within the *Indigenous Identity (FP2.2.)* Change Agenda, and the School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor.

Measure

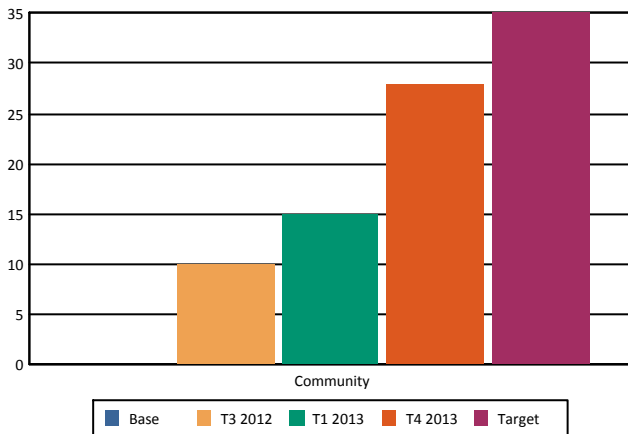
Port Lincoln High School identified the following measure for this project:

Number of students and community members attending camp

Number of students and community members attending camp

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Community	0	10	15	28	35

Numeric values



Strategy

Train ACEO's and community members in literacy programs - tactical reading and how language works

Community members with expertise in Visual and Performing Arts, Sport and reading to work in classrooms and are clearly visible and connected to our school.

The school indicated that in the past this strategy had been **Not Apparent**, it was then **Developing**, and in the future it should be **Embedded**.

Project

Community Members as Educators

This has been identified as being within the *Community Engagement (FP2.1) Change Agenda*, and the *School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships (CSF 2) Critical Success Factor*.

Measure

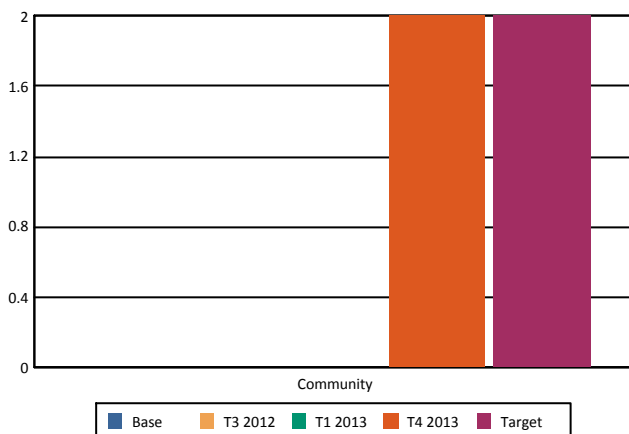
Port Lincoln High School identified the following measure for this project:

Number of parent and community members attending the training

Number of parent and community members attending the training

Level	Base Measure	T3 2012 Progress	T1 2013 Progress	T4 2013 Progress	Target Score
Community	0	0	0	2	2

Numeric values



Appendix 2

This appendix includes

- A glossary of terms
- A description of the school self-assessment levels
- The critical success factors
- The Change Agenda Codes
- The categories of expenditure
- A detailed description of the frequently occurring products
- A list of tools/instruments used by initiative schools

Glossary

Acronym / Term	Explanation
ACARA	Australian Curriculum, Assessment and Reporting Authority
AECG	Aboriginal Education Consultative Group
ACEO	Aboriginal Community Education Officer
ACER	Australian Council for Educational Research
AEDI	Australian Early Developmental Index
AEP	Aboriginal Education Policy / Alternative Education Provision
AET	Aboriginal Education Teacher
AICS	Aboriginal Independent Community Schools
AEW, AEO	Aboriginal Education Worker/Officer
AIEW, AIEO	Aboriginal and/or Torres Islander Education Worker/Officer
AL	Accelerated Literacy
ANTT	AICS Numeracy Tracking Tool
ARIA	Accessibility Remoteness Index of Australia
ASISTM	Australian School Innovation in Science, Technology and Mathematics
ATSI	Aboriginal and Torres Strait Islander
Att	Attendance
BER	Building the Education Revolution
BM	Behaviour Management
CEO	Community Education Officer
CLO	Community Liaison Officer
COAG	Council Of Australian Governments
COE	Category of Expenditure
CSF	Critical Success Factor
CPA	Community Partnership Agreement
CTG	Closing the Gap
DEC	Department of Education and Communities (NSW)
DECD	Department of Education and Child Development (SA)
DEECD	Department of Education and Early Childhood Development (Vic)
DEEWR	(former) Department of Education, Employment, and Workplace Relations
DET	Department of Education and Training (ACT) (former) Department of Education and Training (NSW) Department of Education (WA)
DETE	Department of Education, Training and Employment (Qld)
DIAF	DECD Improvement and Accountability Framework
E&A	Enrolment and Attendance
EA	Education Authority, Education Assistant
EATSIPS	Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
ECE	Early Childhood Education
ECI	Early Childhood Intervention
EO	Education Officer
EP	Education Provider
EQ	Education Queensland
ESD	English as a Second Dialect
ESL	English as a Second Language
FAFT	Family as First Teachers
FP	Focus Priority Change Agenda Code
FSNSI	Focus Schools Next Steps Initiative
FSO	Final Scan Officer
HLO	Home Liaison Officers
IBP	Individual Behaviour Plan
IEP	Indigenous Education Projects
IESIP	Indigenous Education Strategic Initiatives Program
IEW	Indigenous Education Worker
ILP	Individual Learning Plan
ISL	Indigenous Student Literacy (Teacher)
ISN	Indigenous Student Numeracy (Teacher)
ISSU	Indigenous Schooling Support Unit
ITA	Indigenous Teaching Assistant
KE	Koorie Educator
KESO	Koorie Engagement Support Officer

Final School Report - Port Lincoln High School

Lit	Literacy
LOTE	Languages Other Than English
MO	Mobility Officer
MO	Medical Officer
MOASH	Mother of All Shed Programs
MYAP	Middle Years Action Plan
NAIDOC	National Aboriginal and Islander Day of Celebration
NESB	Non-English Speaking Background
NLNW	National Literacy and Numeracy Week
NSI	Next Steps Initiative
Num, N	Numeracy
OLC	Online Learning Community
OSHC	Outside School Hours Care
PACE	Parent and Community Engagement
PAG	Project Advisory Group
PALLIC	Principals as Literacy Leaders in Indigenous Communities
PLP	Personalised Learning Plan
QUT	Queensland University of Technology
R	Reading
RTP	Regional Training Provider
SAASTA	South Australian Aboriginal Sports Training Academy
SAER	Students At Educational Risk
SAT	School Assessment Tool
SCPA	School Community Partnership Agreement
SDA	School Disciplinary Absences
SLO, SLSO	Student Learning support Officer
SSLC	Secondary School Leaving Certificate
SSO	School Services Officer
SSPRA	Schools Support Program Resource Allocation
STLN	Support Teacher Literacy and Numeracy
SWPBS	School-Wide Positive Behaviour Support
TA	Teaching Assistant
VET	Vocational Education and Training
W	Writing

Self-Assessment of the School's Progress

Level	Explanation
Embedded	The implementation of the focus area is systemised and self-sustaining as the ideals of the focus area are entrenched within the school ethos and are evident in written policy and whole school actions. The whole school community advocates the school as a place where Indigenous studies programs are valued. The outcomes of the Indigenous students are comparable with those of the rest of the school's student population.
Established	The implementation of the focus area is clearly articulated via the school's direction through long, mid and short term plans. Actions are becoming whole school actions. Long term partnerships are established between school staff and Indigenous community members.
Incorporated	The implementation of the focus area is written into school plans and individual actions are being coordinated into whole school actions. The Indigenous community is consulted on the decision making process.
Progressing	The implementation of the focus area is not fully systemised or self-sustaining but it can be found in some written policies and frequent school actions. School plans, programs and practices are reviewed to integrate strategies to embed Indigenous experiences into the school curriculum.
Developing	The implementation of the focus area is not systemised or self-sustaining but it can be found in some written policies and frequent individual actions. Students and parents are participating in the planning of Indigenous studies and related activities.
Evolving	The implementation of the focus area is being discusses amongst staff, students and parents. Individual teachers are experimenting with their actions.
Beginning	An Indigenous Education Committee is formed to develop methodologies to specifically target the development of strategies to assist Indigenous students in raising their academic rigor.
Not Apparent	There is a monocultural view of education which does not value the skills and experiences of Indigenous communities. Implementation of strategies to improve Indigenous education has little or no activity.

Priority Area and Personalised Learning Plan Themes

Priority Areas / Personalised Learning	Themes	Sub-Themes	
Literacy	Staffing	Coaches, Experts	
		Coordinator	
		Teacher	
			TA's Tutors, AEWs/AEIOs
	Curriculum	Planning, Implementation	
	Resources	Programs, Kits	
	Data	Performance Management, Diagnostics, Training	
	Professional Development	Training	
		Teacher Release	
	Assets	Technology (e.g. Whiteboards, iPads, Audio) Other (e.g. Homework Centre admin costs)	
Other	Other		
Numeracy	Staffing	Coaches, Experts	
		Coordinator	
		Teachers	
			TA's Tutors, AEWs/AEIOs
	Curriculum	Planning, Implementation	
	Resources	Programs, Kits	
	Data	Performance Management, Diagnostics, Training	
	Professional Development	Training	
		Teacher Release	
	Assets	Technology (e.g. Whiteboards, iPads, Audio) Other (e.g. Homework Centre admin costs)	
Other	Other		
Attendance	Staffing	Coaches, Experts (Behaviour, Social)	
		HLOs, MOs	
		AEWs/AEIOs, Support Officer	
			Extra
	Resources	Kits, iPads	
	Data	Data	
	Programs	Incentive Based Support Based (FAFT, VET) Student Leadership	
	Assets	Transport Other	
	Other	Other	
	Parent and Community Connectedness	Staffing	AEWs, AEIOs, Community EO, Community Representative
Teaching Staff, Facilitators			
Formal		School - Community Partnership	
Professional Development Programs		Cultural Immersion, Language Program, Consultation incl Consultative Group	
		Leadership	
		Family Programs, Workshops incl ECE	
Events		Meetings, Celebrations	
Assets		Transport Minor Works (e.g. Community Space, Artefacts)	
		Other	
Other		Other	

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Personalised Learning Plans	Staffing	TAs, AEWs, AEIOs, Support Officer
		Teacher Release
	Other	Data including admin costs
	Other	Other

Critical Success Factors

Code	Description
CSF 1	Recognising and celebrating Aboriginal and Torres Strait Islander cultures and leadership
CSF 2	School-Community Partnerships - promote early engagement, regular and positive contact, develop respectful relationships
CSF 3	Skilled school staff meeting individual student needs
CSF 4	Strategic planning and school leadership - high expectations, use of data, staff models, PD, pedagogy and curriculum
CSF 5	Positive school environments - high expectations, celebration of identity, inclusive, promotes reconciliation

Change Agenda Code

Code	Title
FP1	Readiness for school
FP2	Engagement and connections
FP2.1	Community Engagement
FP2.2	Indigenous Identity
FP2.3	Cultural Competence
FP2.4	Addressing Indigenous Issues
FP3	Attendance
FP4	Literacy and Numeracy
FP4.1	Persuasive Writing
FP4.2	Narrative Writing
FP4.3	Reading
FP4.4	Spelling
FP4.5	Grammar and Punctuation
FP4.6	Numeracy
FP5	Leadership, quality teaching and workforce development
FP5.1	People Leadership
FP5.2	Personalised Learning Plans
FP5.3	Technology
FP5.4	Curriculum
FP5.5	Teacher/Student relationships and behaviour management
FP5.6	Role of Indigenous Education Workers
FP6	Pathways to real post-school options

Category of Expenditure

Code	Title
COE 1	Staffing
COE 1.A	Support Staff (TA, AEW, HLO, SLSO, CEO) - Staffing
COE 1.B	Coaches, Specialist (Literacy) - Staffing
COE 1.C	Coaches, Specialist (Numeracy) - Staffing
COE 1.D	Project Coordinators - Staffing
COE 1.E	Teachers - Staffing
COE 1.F	Coaches, Specialist (Wellbeing) - Staffing
COE 1.G	Coaches, Specialist (Social) - Staffing
COE 1.H	Other - Staffing
COE 2	Professional Development
COE 2.A	Literacy - PD
COE 2.B	Numeracy - PD
COE 2.C	Cultural Immersion - PD
COE 2.D	Leadership - PD
COE 2.E	Other - PD
COE 3	Programs and Resources
COE 3.A	Literacy - PR
COE 3.B	Numeracy - PR
COE 3.C	Student Support and Leadership Programs - PR
COE 3.D	Family Support Programs - PR
COE 3.E	Attendance Incentives - PR
COE 3.F	Engagement Resources - PR
COE 3.G	Other - PR
COE 4	Assets
COE 4.A	Community Spaces, Cultural Artefacts - Assets
COE 4.B	Technology - Assets
COE 4.C	Transport - Assets
COE 4.D	Other - Assets
COE 5	Data
COE 5.A	Data
COE 5.B	Other - Data

Frequently Occurring Products

Acronym	Meaning	Description
MultiLit	Making Up Lost Time in	MultiLit is a research based initiative which aims to address the needs of students with reading disabilities and similar problems from Year 1 to high school by providing an intensive, structured, systematic program of instruction in reading and related skills carried out within a Positive Teaching environment.
PAT R	Progressive Achievement	The PAT Reading is a thoroughly researched and normed test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. PAT Reading provides a common achievement scale that measures student achievement in each of comprehension, vocabulary and spelling. It monitors student performance over time and assists in planning effective and targeted teaching programs
PAT M	Progressive Achievement	PAT Maths monitors process in mathematics and to provide teachers with diagnostic information to inform teaching. Use for years 2 to 11 Norms collected from an Australia-wide sample of 12,000 students. It provides a common achievement scale for all eight tests giving teachers the flexibility to match test level to student ability and measure growth over time. It describes the types of maths skills mastered, and those still to be developed based on test performance It provides an overview of the student's strengths and weaknesses in each curriculum content strand.
TORCH	Tests of Reading	TORCH is a test of reading comprehension. Students read a passage and then complete a cloze comprehension re-telling of the passage to demonstrate their understanding. The items test a range of different comprehension skills. There are 12 passages in TORCH and 8 in TORCH plus

Tools

1 : Back to Front Maths	33 : Jolly Grammar	65 : Positive Parenting Program (Triple P)
2 : Best Start	34 : Jolly Phonics	66 : PROBE
3 : Black and Deadly	35 : Kinder Development Check	67 : Quick Smart
4 : Bookers Numeracy Assessment	36 : Language Literacy Learning (L3)	68 : Quick Smart V 2
5 : Bridging the Language Gap	37 : Learning Framework in Number	69 : Quick Start Maths
6 : CARS and STARS	38 : Lighthouse	70 : QuickSmart Numeracy
7 : Count me in too	39 : Literacy Continuum	71 : QuickSmart Reading
8 : Counting Bear	40 : M200 Sight Words	72 : Rainbow Reading Program
9 : Counting on in numeracy	41 : Make it count	73 : Reading Eggs
10 : Cued Articulation	42 : Athletics	74 : Reading Recovery
11 : Deadly Choices	43 : Maths City	75 : Reading to Learn
12 : Deadly Dreams (Personalised Learning Plans)	44 : Maths Matters	76 : Single Word Spelling List,
13 : Deadly Dynamics	45 : Maths Zombie	77 : Spelling Mastery
14 : Deadly Ears	46 : Middle Years Mental Computation	78 : Spelling to Succeed
15 : Deadly Philosophy	47 : Mobile Playgroups	79 : Standardised Diagnostic Evaluation of Articulation and Phonology
16 : Deadly Sports Day Programmes	48 : Move to Read Learn	80 : Taking off With Numeracy
17 : Dolch Sight Words	49 : Multi Lit (MultiLit)	81 : Tanzen
18 : Families and Schools Together (FAST)	50 : Napranum Homework Centre	82 : The Sound Way
19 : Families as first teachers (FAFT)	51 : Napranum PAL Program	83 : Torch
20 : Fast Forward Language Program	52 : Newmans Analysis	84 : Trusting the count
21 : FAST Maths	53 : Norta Norta	85 : Undersea Maths
22 : First Steps in Maths	54 : Numeracy in action	86 : VCAA
23 : First Steps in Maths Number	55 : Oley and Poley	87 : Waddington Reading Test
24 : First Steps in Maths Numeracy	56 : Ollie Up	88 : Waddington Spelling Test
25 : Focus on Reading	57 : Park Math	89 : Working Mathematically, Patterns and Algebra
26 : Go Check	58 : PAT C	90 : Writing Analysis Criteria Sheet
27 : Go Maths	59 : PAT M	91 : WTW Spelling Inventory
28 : Hidden History	60 : PAT R	92 : YUMI Arts
29 : Holborn Reading	61 : PAT S	93 : YUMI Deadly Maths
30 : Honey Eater Literacy	62 : PAT V	94 : 1, 2, 3 Magic
31 : iPad	63 : PIPS	
32 : iTelTimeHD	64 : PM Benchmarks	