

# Port Lincoln High School 2018 annual report to the school community



Government  
of South Australia  
Department for Education

Port Lincoln High School Number: 791

Partnership: Port Lincoln

Name of school principal:

Todd George for Greg Barry

Name of governing council chair:

Tabetha Wilkes

Date of endorsement:

28th February 2019

## 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 38.74% of our school population entitled to School Card. The majority of students are from English speaking backgrounds. There are 110 Aboriginal students (15.19%) and 91 identified students with disabilities (12.56%). The student population of 724 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 and two Special Options classes. The site hosts a Better Behaviour Unit and supports identified students with learning disabilities through in-class support and targeted intervention strategies. 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 fortnightly podcasts, website articles website and Facebook posts. 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

Once again we wind up another positive year of learning at PLHS.

This year also seen the completion of our new STEM facility, our students are now at the forefront of technology, despite being regionally located.

We are very fortunate to have a balance of youth & senior experience on our teaching staff . All learning bases are well & truly covered.

Our canteen also has been providing nutritionally pleasing food at affordable prices , that both the staff & students enjoy.

Governing council always has room for new blood, so please do not hesitate in expressing your interest. It really is a very small time commitment, that is very much appreciated .

Thank you to all those who invested time in our school this past year, I look forward to seeing familiar faces again with hopefully some new ones .

Best wishes for a prosperous 2019 & continued positive learning with us at PLHS.

Tabetha Wilkes  
Chairperson 2018

## Improvement planning and outcomes

The 2018 Site Improvement Plan had two strategic directions:

- SACE Improvement
- Literacy and numeracy intervention for targeted populations

These directions formed the foundation of of sub-school action plans, School leadership focus and staff professional development plans.

School enrolment numbers have remained stable from the previous year across both school sites. Senior school students accessing our broad curriculum offering continues to be the growth area while itinerant student populations account for a drop in middle school enrolment numbers.

SACE results have seen a dramatic improvement in 2018 with a 18% increase on the mainstream site and a 5% improvement for FLO students. This significant improvement has been possible due to the School's clear on SACE improvement. Specific changes include:

- Supervised study for Stage 1 & 2 students
- a revamp of the Research Project
- 100% completion of the PLP at Year 10
- reducing senior student workload by reducing the over-servicing of SACE subject delivery

The Leadership team conducted two self reviews. The first identified areas that the team believed were important and with the assistance of DfE Workforce Development, the leadership team entered a series of training and development sessions designed to enable the team to function more effectively as a team. The post training review indicated improvement in 11 out of the 12 indicators.

The completion of the \$3.5 Million redevelopment of the STEM Centre was completed and this facility has provided students and teachers with a facility that now enables learning within a 21st Century context. The School has contributed over \$200 000 of its own funds to include technology hardware onto these floors to help facilitate collaborative learning with a STEM focus.

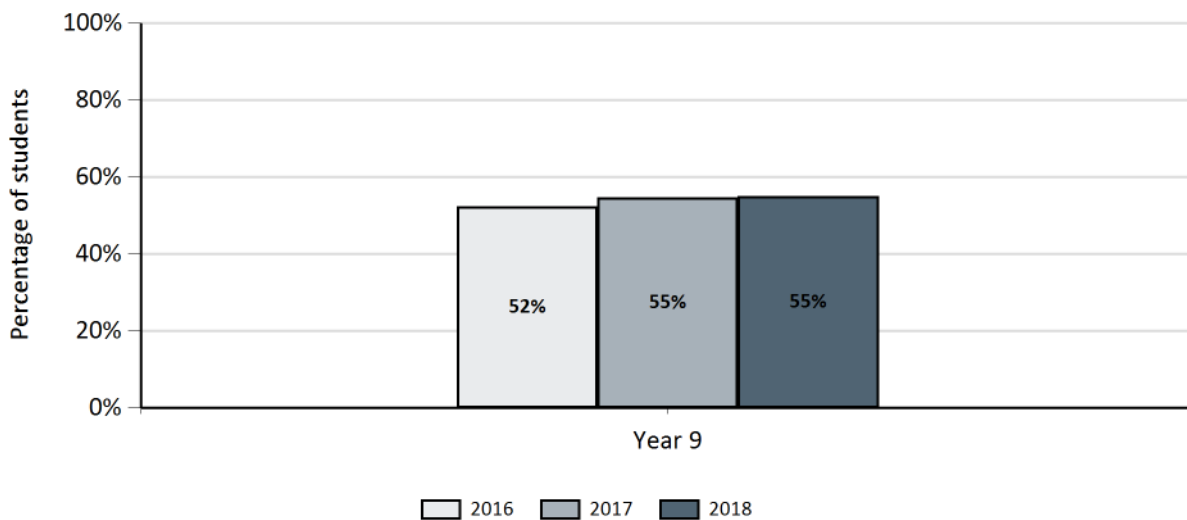
Special Education has increased its whole school profile during 2018. There are 91 students with a recognised learning disability. An increase in 20 students from 2017. Two special options classes run on the mainstream site providing targeted support for these students while still accessing mainstream facilities.

## Performance Summary

### NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

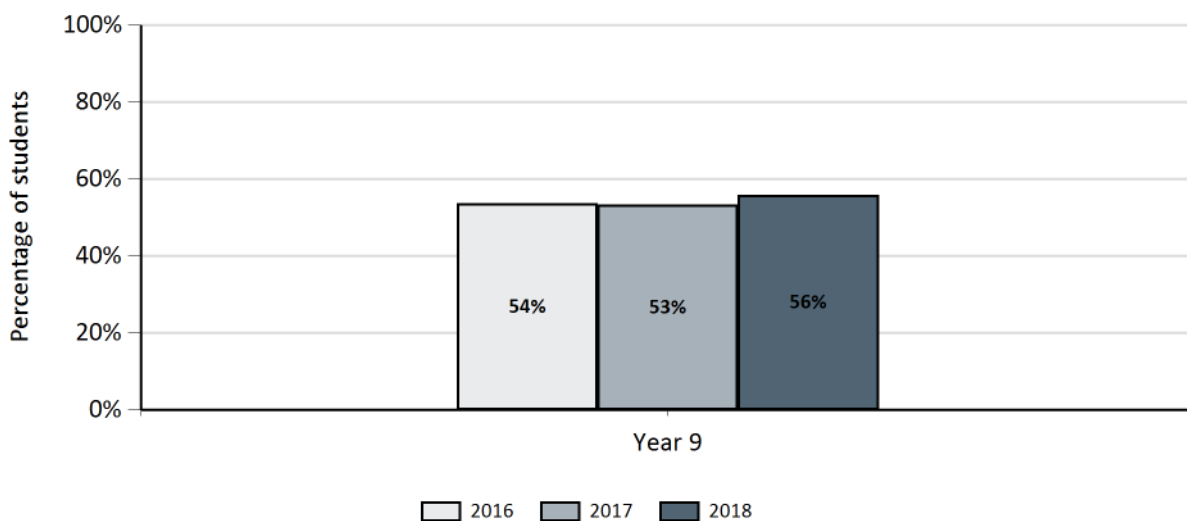
#### Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	40%	50%
Lower progress group	38%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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)
Upper progress group	14%	25%
Middle progress group	46%	50%
Lower progress group	39%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	131	131	12	6	9%	5%
Year 9 2016-18 average	141.0	141.0	10.7	6.0	8%	4%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>includes absent and withdrawn students.

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

\*\*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)

2015	2016	2017	2018
94%	88%	79%	91%

Data Source: SACE Schools Data reports, extracted February 2018.

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

### SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	0%	0%	1%
A	3%	1%	3%	6%
A-	4%	5%	8%	10%
B+	8%	9%	8%	14%
B	13%	14%	13%	10%
B-	19%	15%	15%	13%
C+	15%	16%	11%	15%
C	23%	17%	13%	20%
C-	8%	9%	7%	8%
D+	3%	4%	4%	2%
D	2%	2%	5%	1%
D-	0%	3%	1%	1%
E+	0%	1%	2%	0%
E	0%	1%	4%	1%
E-	1%	0%	3%	0%
N	0%	0%	1%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

\*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 in October that year

2015	2016	2017	2018
97%	84%	88%	91%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training		63%	71%	65%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification		84%	88%	90%

## School performance comment

NAPLAN data has remained stable over the last reporting period in both Reading and Numeracy. The growth bands continue to be below the state level and this continues to be an area of focus. Moderation activities with feeder primary schools has highlighted the need to work collaboratively to reduce the gap between PLHS students and the state average.

The school had identified that Numeracy results particularly for the upper band students needs to be improved and in 2018 has continued two programs, Thinking Maths and YUMI Deadly Maths around developing numeracy competence and extending students by developing transformed extension tasks. The progression rates of upper student cohort has not seen growth since 2016.

SACE results have improved due to significant changes in how we work with senior students during 2018. A 12% improvement in C- and above results combined with more As with less Ds and Es is pleasing. External components at Stage 2 continue to be a weakness and the School has identified writing as an area that needs to be strengthened in order to close this gap in future years. The 100% SACE completion for the Aboriginal cohort needs to be celebrated.

The ATAR and University entry was similar to previous years with students entering courses in Engineering, Health and Sciences. Aboriginal students in the SAASTA program obtained high levels of SACE completion and pathways into university courses.

Of the 82 potential graduates 74 graduated (91%). There was a significant improvement in Research Project completion (95%) . 100% of our Year 10 cohort completed the PLP. There was one modified SACE completer from the Special Options class run by Michael Scheffler. The completion of the Research Project was a significant challenge but improvements during the year was pleasing. There has been a grade band shift of two (15 point scale) to the right at Stage 2 and the tail for Ds and Es is a lot smaller than previous years. A major contributor to this has been that students have been counselled into vocational pathways in a more strategic fashion.

## Attendance

Year level	2015	2016	2017	2018
Year 7	41.2%		100.0%	
Year 8	87.3%	84.7%	85.4%	84.8%
Year 9	82.1%	80.2%	80.6%	82.4%
Year 10	84.0%	79.2%	78.9%	80.3%
Year 11	83.2%	78.7%	76.2%	82.7%
Year 12	84.0%	83.4%	75.3%	82.2%
Secondary other	89.5%	89.1%	84.8%	89.6%
Total	84.4%	81.6%	79.6%	82.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Attendance data has increased for all categories except Year 8 students. Positive growth can be attributed to two factors; closer follow up with families and more inclusive classroom practices by staff to engage learners at their level. The significant improvement at the senior years is pleasing considering the work done by staff for supervised study and the ongoing work to support students at the Community Learning Centre through flexible enrolments.

## Behaviour management comment

Behaviour management records show a peak in suspensions and exclusions in term 1 and then a steady reduction for the rest of the year. External funding from DfE in a supportive environment using off-site support from a community organisation was the catalyst to whole school improvement in well-being. Intensive work with YEC and special educators in assessing students in a special education context rather than only punitive responses by the school has led to improvement in these data sets.

## Client opinion summary

The parent survey had a very low response rate. The vast majority of respondents had a positive sentiment of the School. Question responses were in the majority heavily weighted in the 'Agree' column. Areas to be looked at in 2019 include:

- behaviour management
- working with parents and
- feedback

The School has plans to make structural changes in these areas in 2019 following the data that parents have given the School.

The staff survey had a response rate of 22% was disappointing. Results showed that the School was seen positively in Engagement but School Culture was sitting at 46%. Continued improvement in staff satisfaction is important with plans in place for 2019 to simplify day to day life for staff to concentrate on their core business.

The majority of students surveyed were in the medium range in their responses. The Well-being team have made some structural changes during 2018 and the positive results will hopefully be seen in 2019. Well-being for learning is the focus of this working party and both case management of students alongside proactive programs like Youth Opportunities will lead to improvements in student data.



## Intended destination

Leave Reason	School	
	Number	%
Employment	47	18.6%
Interstate/Overseas	17	6.7%
Other	4	1.6%
Seeking Employment	37	14.6%
Tertiary/TAFE/Training	4	1.6%
Transfer to Non-Govt School	11	4.3%
Transfer to SA Govt School	22	8.7%
Unknown	111	43.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Relevant history screening

The School has a student mentoring program that uses a community organisation to support the compliance requirements surrounding volunteers working with young people.

The screening of staff is managed through the Teacher Registration Board and through the Employability Ancillary Register.

## 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	124
Post Graduate Qualifications	24

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	57.5	6.8	22.2
Persons	0	63	8	30

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	\$195,943.36
Grants: Commonwealth	\$81,600.00
Parent Contributions	\$296,490.61
Fund Raising	
Other	\$10,497,929.64

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

## 2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Employment of support staff to work in classrooms with these students Therapeutic support from a community organisation	Reduced behaviour management statistics
	Improved outcomes for students with an additional language or dialect	Smaller class sizes Training and development for teachers	100% SACE completion for ATSI students at Stage 2
	Improved outcomes for students with disabilities	Two special options classes support workers for classes One Child - One Plan model roll-out	One student achieved modified SACE Improved retention and attendance
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Subsidised transport for students to Adelaide  Specialised programs for ATSI students  APAS tutoring  Employment of Aboriginal staff  Workabout Centre starting  Cadetship Program extension with students gaining parts of Cert I Fisheries Compliance Certificate	Improved attendance and retention  100% SACE completion
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Aboriginal Art Program. This is an attendance project that incorporates local art and uses these mediums to generate interest in writing about local stories.	Improved attendance and retention
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	STEM project for specific students interesting in gaining skills and knowledge in this area.	Grade band shift to the right for Stage 1 and Stage 2 students.
	Primary school counsellor (if applicable)		