

Port Lincoln High School

2019 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

Name of governing council chairperson:

Tabetha Wilkes

Date of endorsement:

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, a Better Behaviour Unit and two Special Options classes. The School supports identifies 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, Stage 1 Integrated Learning On-Country conservation land management course, Arts engagement group and a newly established CLONTARF Academy.

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 website articles and Facebook. 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

I am sure I write the same thing every year, where is the time going so fast? Already our young people have finished their exams, anxiously awaiting their results. With more students than ever completing their studies via our Flow program. It was a pleasure to attend the Graduation ceremony & witness so many people supporting our students.

I will begin by extending congratulations to Todd George for attaining his role as Principal. I know he is looking very much forward to completing all the improvements at our school that Tony Green & Greg Barry commenced. It's been an arduous task over the years, with the initial concepts with Tony then attaining funding with Greg & commencing work on his watch. Our school is going from strength to strength. Todd has his own ideas on progression & now as Principal leader he can extend himself.

Many thanks go to our teaching & ancillary staff, without them we would be extremely limited in our achievements. However, I am intending to stay away from the school water supply. This year alone around 14 staff are either pregnant or on maternity leave!

This year has seen a few significant retirees. Liz Freeman from front office. Chris Hughes from Finance, Julie Schlink from canteen. Greg Barry, former Principal & Deb Marks from the Flow unit. All are very much enjoying or looking forward to their retiring years to pursue the interests that full-time employment has kept them from.

We wish them all future happiness, wherever their paths may take them.

For us on Governing council we have had a rewarding year also with the knowledge that our contributions really make a difference. We are having a few retire also from our council, children have completed education. This opens up vacancies. If any of you would like to join us, you are more than welcome to attend our AGM on Feb 19th. You are not restricted if you do not have children in attendance as we do have provision for two community members. We can accommodate almost any interested individual!

In closing I would like to thank all of those that have given up their personal time to attend meetings on our committee & to volunteer in the various roles our school provides. Time is the single most valuable commodity & once given, cannot be taken back. So, thank you. You are very much appreciated.

Tabetha Wilkes
Chairperson

Improvement planning - review and evaluate

The 2019 Site Improvement Plan had a single goal of writing improvement. This will be a three year journey and significant ground was made in developing the skills and knowledge of leaders. This work included data analysis, crucial conversations, Simon Breakspear, task design and literacy intervention.

The Student free days focussed on SACE Improvement, the Teaching & Learning Cycle and internal moderation. All four days developed teacher capacity and have changed the manner in which teachers teach in various environments. Each SFD was the culmination of a term's work leading up to the day and was supported by Christine Thomson from the Learning Improvement Division.

The site constructed a new timetable structure for a 2020 start. This included staff, student and community consultation. A dedicated pastoral care space was included and compulsory SACE subjects were taken away from permanent lesson 1 time slots.

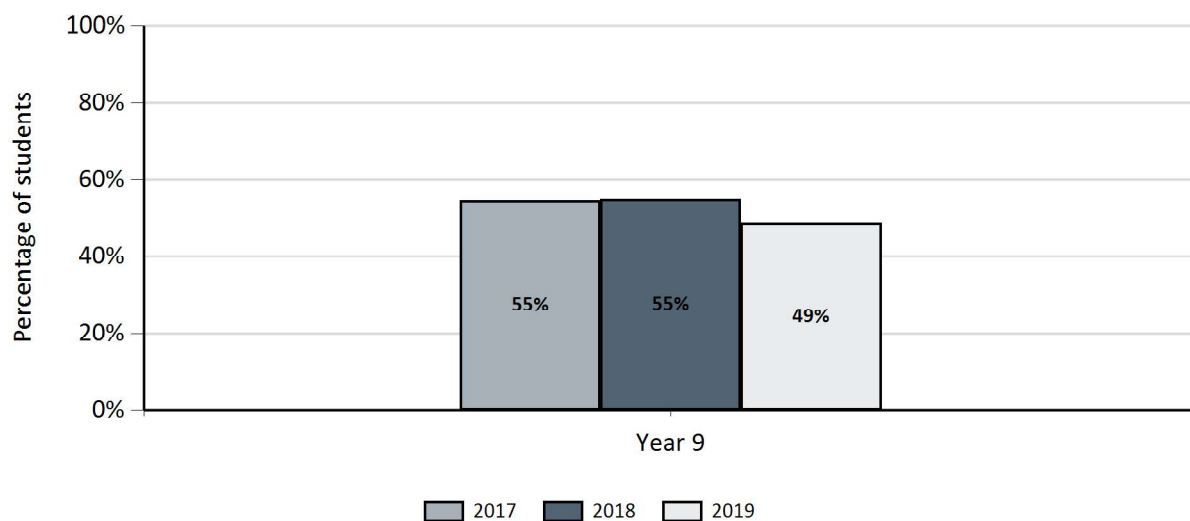
The 2020 SIP preparations included more specific work for teachers around student data and differentiated learning with a literacy focus. Integrated learning approaches within the middle school will expand and SACE teachers will be required to review and learn from the 2019 SACE data.

Performance Summary

NAPLAN Proficiency

The Department 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.

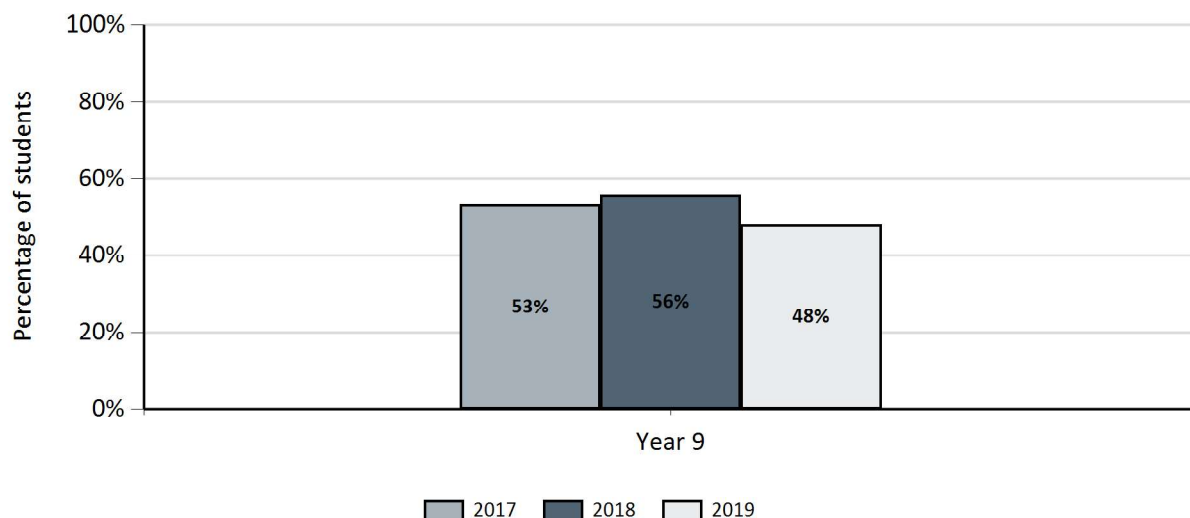
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	22%	25%
Middle progress group	58%	50%
Lower progress group	20%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	19%	25%
Middle progress group	51%	50%
Lower progress group	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	131	131	14	5	11%	4%
Year 9 2017-19 average	133.7	133.7	12.3	5.3	9%	4%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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)

2016	2017	2018	2019
88%	79%	94%	96%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	0%	4%
A	1%	3%	5%	10%
A-	5%	8%	10%	14%
B+	9%	8%	13%	14%
B	14%	13%	10%	16%
B-	15%	15%	12%	14%
C+	16%	11%	15%	12%
C	17%	13%	20%	11%
C-	10%	9%	8%	4%
D+	4%	4%	3%	1%
D	2%	5%	2%	1%
D-	3%	1%	1%	0%
E+	1%	2%	0%	0%
E	1%	4%	1%	0%
E-	0%	2%	0%	0%
N	0%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*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

2016	2017	2018	2019
84%	88%	92%	90%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	63%	71%	65%	62%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	84%	88%	90%	90%

School performance comment

There was a drop in performance for Year 9 NAPLAN from the gain in 2018. When viewing this cohort's data in Year 7 this was to be expected however the school needs to get better at differentiating the learning for each student, ensuring growth for each student and allowing the top performers to continue to forge into the higher bands. This is better reflected in the 2020 planning.

Year 9 students at PLHS are over populating the middle and lower bands in NAPLAN. Numeracy results have fallen and structural changes to the Year 8 and 9 classes in 2020 will assist teachers to differentiate teaching for all in their classes.

Students have continued to make the most of the wide range of subjects offered at SACE level. Students have also continued to use VET and ASBAs to aid in SACE Completion. Our students continued to have success in the Research Project with achievement being in line with the State-wide percentage. It is very pleasing to see this improvement over time. SACE completion has maintained and VET use to obtain the SACE has been steady for two years.

There is work to be done in the higher grade bands for our students. There are too few As and Bs with too many Cs compared with the state. The external component at Stage 2 continues to be well below school assessed and the first student free day for 2020 will look at making changes designed to close the difference in result.

University entry was steady with the vast majority of students who obtained an ATAR receiving their first choice into higher education.

For the second year in a row, 100% ATSI SACE completion was very pleasing. It was noted that SAASTA is having a positive impact on this data.

Attendance

Year level	2016	2017	2018	2019
Year 7		100.0%		
Year 8	85.7%	85.8%	84.5%	86.1%
Year 9	80.9%	80.8%	82.2%	83.9%
Year 10	80.2%	78.8%	80.0%	81.7%
Year 11	80.6%	76.0%	82.4%	78.1%
Year 12	84.2%	74.5%	82.0%	79.3%
Secondary other	88.7%	86.3%	89.4%	77.0%
Total	82.6%	79.6%	82.6%	81.5%

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

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

Attendance comment

Attendance continues to be a focus during 2019. The reduction in the senior years was concerning and strategies moving into 2020 have been considered. These include a change in timetable and dedicated pastoral care time. The school continues to refine its data management strategies of recording absence through SEQTA.

Behaviour support comment

Behaviour management records have shown a continued reduction in the number of suspensions and exclusions. Peaking at 20.0% in 2017 and reducing to 10.4% at the conclusion of 2019.

Re-engagement of students through several intervention classes and the support of DfE and community organisations have had a positive effect upon our data. These include BRIDGE, FLO (TLC in 2020), Special Options and STAR Class. PLHS have further targeted to improve our data by the introduction of a third (and maybe fourth) STAR class, the employment of an onsite case manager, the formation of Dharna groups with a focus upon relationship building and a restorative practices approach to behaviour management.

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 2020 include:

- behaviour management - to be reviewed in term 1
- working with parents - DHARNA Groups created with an intensive staff/ parent contact in the first half of the year
- feedback - continuous reporting structure from Years 8 to 12.

The School has developed a new timetable and continues to expand on SEQTA communication and online presence in response to the parent feedback.

The staff survey had a response rate improved. 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 ready for 2020 including youth workers employed on both school sites. 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	76	33.6%
Interstate/Overseas	14	6.2%
Other	2	0.9%
Seeking Employment	44	19.5%
Tertiary/TAFE/Training	47	20.8%
Transfer to Non-Govt School	12	5.3%
Transfer to SA Govt School	18	8.0%
Unknown	13	5.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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.

Qualifications held by the teaching workforce 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	111
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	55.1	6.3	24.7
Persons	0	62	8	33

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$201 644.50
Grants: Commonwealth	\$140 500.00
Parent Contributions	\$333 374.09
Fund Raising	-
Other	\$10 166 746.61

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

2019 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 2019 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	PLHS have further targeted to improve our data by the introduction of a third (and maybe fourth) special education class, the employment of an on-site case manager, the formation of pastoral care groups.	Suspension data halved
	Improved outcomes for students with an additional language or dialect	The EAL/D Hub trial began and this included the beginnings of staff training. The collection of student work continues to be improved with learning plans reflecting the next stage of improvement for literacy.	Trial PD for staff
	Improved outcomes for students with disabilities	A dedicated assistant principal works this increasing portfolio. Students access various flexible learning spaces with a range of staff to support learning and engagement.	Learning plans written for students with literacy focus
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	<p>This money was used to subsidise travel of students and to supplement the external support for the breakfast program. Money was spent on literacy training for teachers including 0.2 teacher time for a primary based leader to work with curriculum leaders.</p> <p>Our career pathways leader has supported an increasing number of VET students and the Transition Learning Centre continues to adapt to suit our clientele.</p>	Engagement in extended programs is increasing. FLO enrolments are changing and more involvement in vocational pathways.
Program funding for all students	Australian Curriculum	In the first term of 2019 a comprehensive review (students, staff and parents) of our current timetable and how it catered for the AC was undertaken. A new timetable structure for 2020 was adopted.	Moderation part of teacher practice
Other discretionary funding	Aboriginal languages programs initiatives	Students were supported through increased SSO support on top of funded staffing. This includes Cert 2 in Land Management, Sista Girl and Talking Circles programs	EALD Student Enrolment- ATSI Enrolment 2020- 140 Stage Two Retention 2019- 98%
	Better schools funding	This funding was used to upgrade aging furniture and equipment through the school.	Improved furniture and equipment across the site
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	STEM activities were organised including excursions to UniSA Whyalla campus.	Excursions out of town increasing exposure to career options and pathways.
	Primary school counsellor (if applicable)		