



Port Lincoln High School

2020 annual report to the community

Port Lincoln High School Number: 791

Partnership: Port Lincoln

School principal:

Mr Todd George

Signature

Governing council chair:

Tabetha Wilkes

Date of endorsement:

24 February 2021



Government
of South Australia
Department for Education

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 think we all share a strong relief that 2020 is now behind us. Not yet a distant memory but the door to a new year is well & truly open.

Along with our leadership team our students, teachers, support staff, admin were faced with challenges never presented to them before. To their credit the upheaval did not impact their EOY results as disastrously as perhaps once thought. Year 12 will look back on this graduating year as somewhat a blur I think, unable to celebrate their achievements as previous years I am sure they feel a little cheated. However the school facilities were able to provide the location at the 11th hour for the graduation service. Disappointed myself as this was my first one I have missed in my role as Chair on our Governing council.

It's been a tough year all round. Our school population feeling the loss of friends, teacher and parent.

The after effects of these personal losses to the families & friends alike will be felt long into the years ahead & our school will continue to provide support where necessary.

It's hard to miss the destruction on our grounds! Finally work has commenced on our new buildings. No one more pleased than me! I began this journey when Tony Green had the vision. This carried on with Greg Barry attaining funding on his watch. Breaking ground has come under our new Principal Todd George, along with many, many headaches! Our future looks very bright, so many positive changes ahead. This is where I bow out. After 14 years between KPPS & PLHS, approximately 9 of those as Chair: it is time for me to move on, free up the space for someone else to take up the challenge of keeping Todd level!! It's been a tremendous pleasure to serve our school communities, unexpectedly being recognised this past year with the Rowan Ramsey school community award. Unfortunately not being at the final award ceremony Todd came along with it to work. Not often am I rendered speechless, but this was one of those times. Quite an emotional moment for both of us. We've stood side by side for a few years now & I'm super happy to have been part of the panel that elected him as our Leader.

In closing I hope you managed to have a reasonably restful break & look forward to the new year with gusto. There is always space for new faces on our Governing council, I think potentially this year there may be a few vacancies to fill. It's a positive exchange of ideas & you really do get the chance to influence what happens in our school. Take the leap & become a part! I have no regrets in my time of service.

All the best for your future years here at PLHS. The experience you have here will largely depend on the effort you extend.

Sincerely,
Tab

Quality improvement planning

The 2020 Site Improvement Plan (SIP) had a single goal of writing improvement. This is the third of a three year journey and significant ground was made in developing the skills and knowledge of teachers. This work included data analysis, crucial conversations, Simon Breakspear, task design and literacy intervention.

The four planned student free days were all focussed on writing improvement. Expert skills and knowledge were gleaned from within the site, across the Partnership, from the Department's Literacy Guarantee Unit and interstate. There has been a distinct shift in teacher planning and more teachers are looking at students holistically rather than just through the lens of their subject area. The introduction of a new timetable that included dedicated pastoral care time has further enhanced the need for teachers to look at students across faculty boundaries and teachers spent time profiling students within their pastoral care groups (Dharna).

Upon review of the 2020 SIP it was determined that the 2021 plan needed to be more specific when describing the actions and clear measurements outlined to measure the success of the actions. The Dharna Group model was deemed a success and the student profiling will continue utilising students data, parent/ caregiver interviews, assessment and reporting information and student conversations to build a solid understanding of where the student is positioned in their learning journey.

The grade band shift in the SACE results were pleasing and continued focus on this work in the 2021 SIP has been planned. Subject specific language across all curriculum areas was a key element of the 2020 improvement and this work began with the whole school student free day professional learning lead by Dr Misty Adoniou from the University of Canberra. More work with Misty is planned in 2021.

Improvement: Aboriginal learners

Aboriginal learners have a range of support structures and curriculum offerings available to them in addition to what is offered to other students. CLONTARF has been a huge positive in the lives of our Aboriginal boys. This organisation brings with it the macro of connections to large companies that offer during school and post school employment opportunities, mentoring and incentives. On the other side CLONTARF is very good at the micro one on one support for boys, day to day early morning pick ups, meals and community excursions and camps.

The Aboriginal girls have been supported with community funded programs to improve their self esteem and lead them towards a healthy and successful post school lifestyle and career.

The Workabout Centre and SAASTA are available to all Aboriginal learners. These two initiatives compliment each other and have directly supported our Aboriginal students in gaining their SACE.

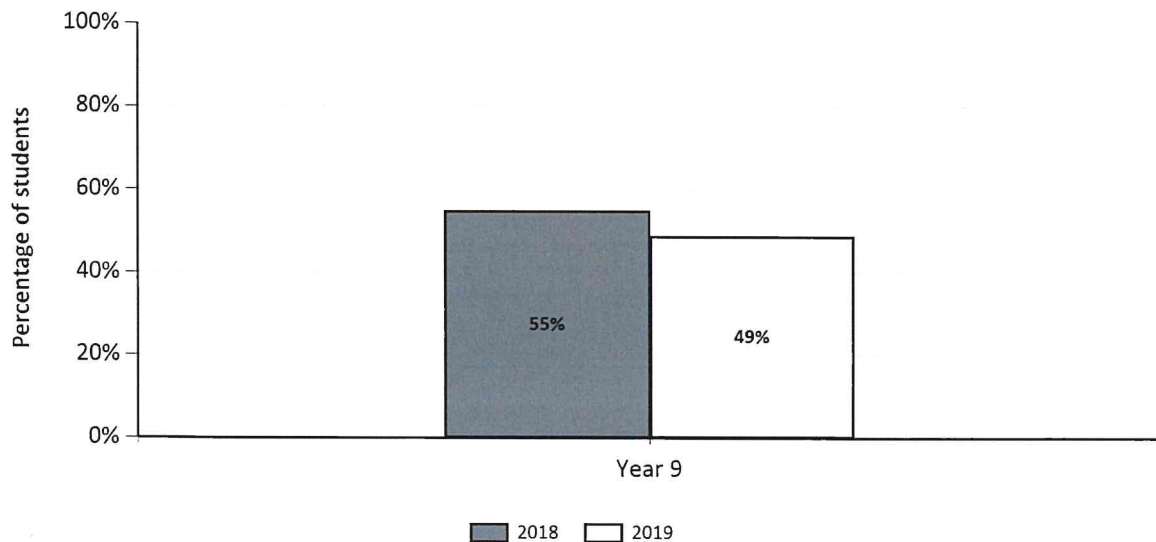
2021 plans are to reintroduce Stage 1 Aboriginal Studies and a PLP for Aboriginal students written with direct links to retail companies in the hope that real jobs are created for our students.

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

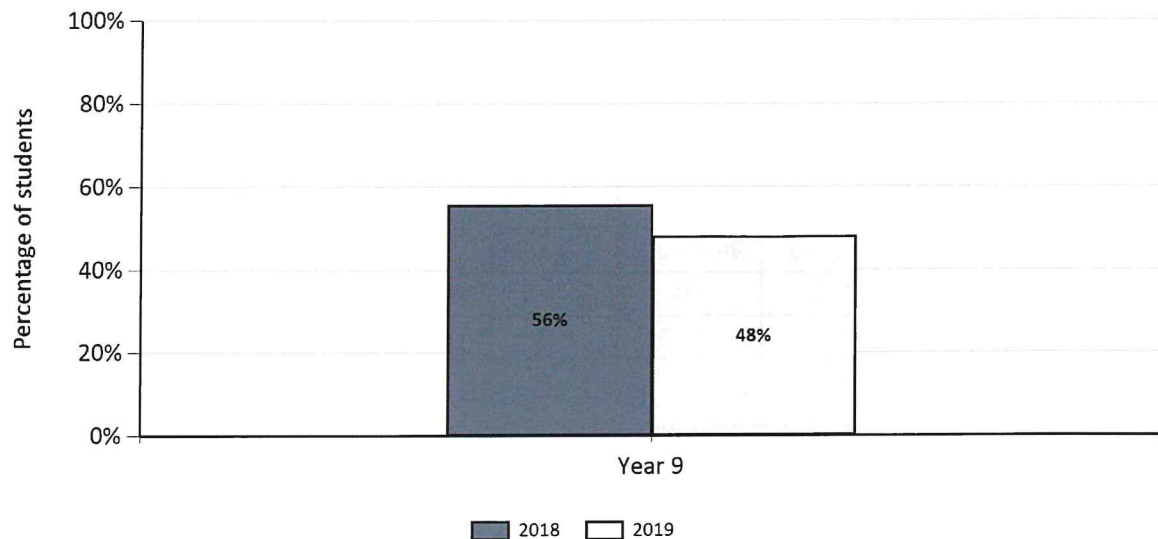


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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 2020.

*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 2020.

*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 2017-2019 Average	133.7	133.7	12.3	5.3	9%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
79%	94%	96%	93%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	
A+	0%	0%	0%	0%
A	3%	5%	3%	0%
A-	8%	10%	7%	0%
B+	8%	13%	9%	0%
B	13%	10%	15%	0%
B-	15%	12%	15%	0%
C+	11%	15%	16%	0%
C	13%	20%	21%	0%
C-	9%	8%	10%	0%
D+	4%	3%	2%	0%
D	5%	2%	1%	0%
D-	1%	1%	1%	0%
E+	2%	0%	0%	0%
E	4%	1%	0%	0%
E-	2%	0%	0%	0%
N	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	
88%	92%	93%	#Error

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	19%	21%	20%	22%
Percentage of year 12 students undertaking vocational training or trade training	79%	94%	96%	95%

School performance comment

SACE completion sat at 93% and 42% of students at Stage 2 received an ATAR. There were four students who received scores in the 90's and 11 students who scored above 70. One student received three merits, two students received two merits and one student a single merit. These numbers were an improvement from previous years.

49% of students received a B grade or higher which was equal to 2019 at Stage 2 while less boys were graded D or less.

There was a small shift in grade band into higher grade bands and a significant reduction in D's, E's and N's. Community Studies conversation work by Stage 2 teachers impacted on this positive data.

The compulsory subjects included 96% PLP (state average 95.5%), literacy 92% and numeracy 84%. These two statistics are still below the state average. Research Project completion was 98%.

There was no NAPLAN results in 2020 at Year9 due to COVID-19.

Attendance

Year level	2017	2018	2019	2020
Year 7	100.0%	N/A	N/A	N/A
Year 8	85.8%	84.5%	86.1%	79.0%
Year 9	80.8%	82.2%	83.9%	72.4%
Year 10	78.8%	80.0%	81.7%	73.1%
Year 11	76.0%	82.4%	78.1%	72.4%
Year 12	74.5%	82.0%	79.3%	76.5%
Secondary Other	86.3%	89.4%	77.0%	63.3%
Total	79.6%	82.6%	81.5%	74.5%

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

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

Attendance comment

Attendance data shows a decline across all year levels in 2020. The impact of COVID-19 has been significant and in turn has made an impact on the performance of the senior students. The school maintained the normal student processes through the flexible delivery times and staff continued to make contact with vulnerable students through electronic means.

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 8.2% at the conclusion of 2020.

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, TLC, Special Options and STAR Class. PLHS have further targeted to improve our data by the introduction of a fourth special education 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

There was a 16% response rate to the parent survey in 2020. This was less than the previous year. There needs to be work done in 2021 to encourage more families to have a say in the school and the impact the school is having on their family.

Intended destination

Leave Reason	Number	%
Employment	68	33.5%
Interstate/Overseas	9	4.4%
Other	3	1.5%
Seeking Employment	36	17.7%
Tertiary/TAFE/Training	17	8.4%
Transfer to Non-Govt School	5	2.5%
Transfer to SA Govt School	23	11.3%
Unknown	42	20.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff have the appropriate screen checks in place.

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	97
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	57.0	5.6	28.8
Persons	0	62	7	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$10,699,629
Grants: Commonwealth	\$151,200
Parent Contributions	\$348,648
Fund Raising	\$0
Other	\$133,112

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

2020 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 2020 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 wellbeing and engagement	Intensive work was done with literacy teachers at Year 8 and 9 to assist with subject specific language within the context of Humanities and Science.	Professional learning of teachers in writing improvement.
	Improved outcomes for students with an additional language or dialect	The school embarked on the EAL/D Hub. This included whole staff professional learning and some staff transitioning to using the LEAP levels. This work will be amplified in 2021.	More staff are working towards completing the e-books in the EAL/D Hub.
	Inclusive Education Support Program	Special Education increased in student numbers during 2020. More staff became involved and students were supported through an intervention class. Support staff also worked with students within mainstream classes.	More teachers have improved their differentiation skills.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal students were supported through in class support from APAS tutors, AETs and teachers who have been involved in the EAL/D Hub professional learning. CLONTARF has made a positive impact on the boys and girls have been supported through the Workabout Centre and SAASTA,	Improved results in Year 9 NAPLAN in 2021.
	First language maintenance & development Students taking alternative pathways IESP support	Literacy and numeracy have been a focus through the writing improvement work as part of the SIP. Numeracy improvements were made through work being conducted by the maths faculty around comprehension.	
Program funding for all students	Australian Curriculum	Australian curriculum work was done by some faculties in the early release stages of the curriculum units. Teachers were also engaged through whole school writing PD grouped in subject areas.	Improved Year 9 NAPLAN results in 2021.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal students have been supported through targeted literacy and numeracy support.	Increased number of Aboriginal students are entering the senior school.
	Better schools funding	An intervention class was created to support the transition of Year 8 students.	Targeted students have been successfully transitioned into mainstream classes.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Students have been offered the opportunity to be involved in STEM related activities including F1 For Schools.	Students have been more engaged in STEM related subjects.

