



SCHOOL CONTEXT STATEMENT

Updated: 26/8/22

School number: 0791

School name: Port Lincoln High School

School Profile:

At Port Lincoln High School we focus on Leadership and Strategic Direction, Excellence in Teaching and Learning, Celebration and Promotion of Achievement and Expanding Relational Intelligence. Last year the school values were redefined as responsible, respectful and inclusive.

Students enrolled at Port Lincoln high School come from a wide geographic area and varied socio-economic and cultural backgrounds. The school is category three and historically we have 30% of our school population is entitled to School Card. The majority of students are from English speaking backgrounds and 20% of the school population identify as ATSI.

The school is divided into two sub schools and operates a Transitional Learning Centre (FLO), Better Behaviour Unit (BRIDGE) and Special Options classes. The school provides targeted intervention strategies and in-class support. At PLHS, we see our purpose is to provide a meaningful education, fostering personal resilience and positive wellbeing.

Middle and Senior School subject offerings are broad and diverse and are delivered face to face and also through the local delivery model. Student pathways include academic, vocational education and workplace based.

General information

- School Principal's name: Todd George
- Deputy Principal's name: Lesley Warren
- Year of opening: 1923
- Postal Address: PO Box 30A, Port Lincoln SA 5606
- Location Address: Ruskin Road, Port Lincoln SA 5606
- DfE Region: Eyre
- Geographical location – ie road distance from GPO (km): 660kms
- Telephone number: 86836000
- School website address: www.plhs.sa.edu.au
- School e-mail address: dl.0791_info@schools.sa.edu.au
- February FTE student enrolment: 847

Calendar Year	Enrolments	% School Card	% ATSI	% SWD	% NESB
2022	847	28.58	20.55	14.05	21.85
2021	718	28.56	17.97	9.19	1.11
2020	727	32.9	17.74	14.31	1.24
2019	709	35.2	16.64	13.40	1.41
2018	722	36.2	14.82	11.77	1.38
2017	726	28.2	15.15	10.33	1.52

- Student enrolment trends:

Student enrolment numbers have remained similar over a five-year cycle.

- Staffing numbers (as at February census):

Teaching Staff	Non-Teaching Staff
FTE: 64.6	SSO1 (term time): 423.5 hours
Teacher Librarian: 0.6	SSO2 (with leave): 75 hours
Counsellors: 1	SSO2 (term time): 609.5 hours
SPED: 4.6	SSO3 (with leave): 30 hours
AET: 2	SSO4 (with leave): 37.5 hours
	AEW3 (with leave): 111 hours
	GSE: 86.00 hours

- Public transport access:

There is no public transport in Port Lincoln. There are several taxi companies and there are shuttle buses to and from the airport. Two airlines fly in and out of Port Lincoln. Flights are available daily.

Students (and their welfare)

- General characteristic

Students enrolled at PLHS come from Port Lincoln and the smaller towns of Coffin Bay and Poonindie. The area sustains a regional farming and fishing industry and professional services. Students travel from a broad geographic area and have varied socio-economic and cultural backgrounds.

- Student well-being programs

Throughout the school, students are connected to a Dharna Group. Dharna Group is held at the start of each day for ten minutes and then for an extended session on Wednesday for forty minutes. This time is designed to set the scene for the day/week and for students to connect with their peers but also their Dharna Group teacher.

PLHS has a wellbeing team. The team creates and promotes a range of wellbeing activities, supports students and runs to the SRC.

The school has strong links with Aboriginal Health Services, the local council and youth support agencies in Port Lincoln.

- Student support offered

Students are supported by all staff at PLHS however more specific support is provided through the wellbeing team. The support can be around counselling, goal setting career advice and home support.

- Student management

Year level meetings and assemblies are held regularly where student and whole school successes are celebrated. This includes recognition of sporting, cultural, academic and growth achievements of students.

Students' wellbeing and behaviour is supported by teams of staff in the middle and senior years who use a case management approach to resolving concerns and issues. Staff, students and parents/caregivers use a portal on our student management system (SEQTA) to track attendance, monitor behaviour patterns and academic progress.

The Behaviour support policy at PLHS ensures our children and young people can learn in an effective, consistent and fair environment, with a values-based and restorative approach.

The school's Behaviour Support Policy focuses on the idea that students are responsible for their own behaviour and that teachers:

- Know students and how they learn,
- Plan for and implement effective teaching and learning and
- Create and maintain supportive and safe learning environments.

We have developed a space that students can use by self-referring or that staff can send students if need be. The space is designed to give some time out and a chance to regroup. The space is predominately staffed by staff members who has part of the sub-school support team.

- Student governance

Our students are represented by the SRC as well as the Principal Student Leaders. SRC meets regularly to discuss issues and plan for special activities. There are representatives from each year level voted in by their peers. Principal Student Leaders are selected (by staff) to represent the school.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

- Behaviour Support Policy (2021)
- Attendance Policy (2020)
- Assessment and Reporting Policy (2020)
- Mobile Phone Position (2021)

- Recent key outcomes:

The introduction of a mobile phone free school has seen us be able to focus on the core business of education – teaching and learning. There has been a significant change to the way student engage with their learning. Another key outcome has been a new purpose, vision statement and accompanying values.

Curriculum

Subject offerings:

Year 7: Students will complete a full year of English, Mathematics, Science, Humanities and Social Sciences (HASS) and Health & Physical Education (HPE), plus a semester equivalent of The Arts, Technologies and Language (either Japanese or Indonesian). Students who do not study a language will complete a full year of literacy. Students who study a language will complete a semester of a language and a semester of literacy.

Year 8: Students will complete a full year of English, Mathematics, HaSS, Science, HPE and a semester equivalent of Technologies and The Arts and Language (either Japanese or Indonesian). Students who do not study a language will complete a full year of literacy. Students who study a language will complete a semester of a language and a semester of literacy.

Year 9: Students complete a full year of English, Mathematics and Science, a semester equivalent of HaSS, HPE, Technologies and the Arts. Students who do not study a language will complete a full year of literacy. Students who study a language will complete a semester of a language and a semester of literacy.

Year 10: Students complete a full year of English and Mathematics and a compulsory semester of stage 1 PLP, Science, History, HPE and stage 1 Research Practices. A broad range of choice subjects and curriculum pathways are available to fill the remaining semesters.

Year 11: Students complete the minimum SACE English and Mathematics requirements plus Stage 2 Research Project. There is a broad range of specialised subjects from all areas including VET and ASBA options. Classes are established on student choice and after a thorough subject selection process.

Year 12: Students choose at least three subjects that are designed to meet Tertiary Entry or Vocation Entry requirements. The school provides access to a range of academic courses through face-to-face mode of delivery and local delivery.

Open Access/Distance Education provision:

Students can access Open Access and subjects through local delivery as required and through agreement.

Special needs:

There are two special options classes at PLHS. The curriculum is designed for a range of different needs and is based on the goals set in One Plans (and includes modified SACE) as well as what has been previously identified as part of the NCCD process.

Special curriculum features:

There are a range of different curriculum features at PLHS. This includes access to an onsite aquaculture facility, a redeveloped STEM centre and commercial grade kitchen. Other facilities upgrades (including Technology and Arts Centre) have recently been completed.

Besides facilities, PLHS has a range of vocational education opportunities through the early adopters Flexible Industry Pathways (FIPs). SAASTA is another key feature of curriculum with the significant amount our Senior ATSI students involved.

The Arts is another area of curriculum at PLHS where students can thrive. Students can be part of the annual pantomime or the senior school drama production. Our dance students perform annually that is held at the town's Nautilus Theatre. Students can opt in to being involved in the concert band program as part of Instrumental Music. Students in senior school art and design also have the chance to showcase their work at the theatre. The Aboriginal Art program has strong long-standing links with the wider community. Students are commissioned to produce art for a range of local and government agencies and businesses.

Literacy is a focus at PLHS. In year 7, 8 and 9, all students do literacy as an additional subject. The idea is to allow teachers to be able to spend time on the key literacy concepts as well as subject specific content.

A range of literacy interventions are in place from in-class support right through to intensive literacy interventions including Macqlit, Corrective Reading and short-medium term bridging programs that focus on reading for writing improvement and comprehension.

Teaching methodology:

Technology is used throughout all the learning areas. Staff are encouraged to access a range of teaching resources and take on board the experiences from the weekly professional learning sessions as well as from faculty meetings.

Student assessment procedures and reporting:

There are two formal reports per term. There is a traffic light report sent home (via SEQTA) part way through each term and a report with a grade is distributed at the end of each term. Continuous reporting occurs throughout the year. Teachers provide written feedback through SEQTA on several assessment tasks. We also have parent/teacher interviews twice a year.

Sporting Activities

- The school has a strong focus on both sporting events at school and interschool events. PLHS is regularly involved in regional and state programs. A wide range of community sporting activities are offered in and around Port Lincoln township.

Other Co-Curricular Activities

- Clontarf Academy
- Muroto Exchange
- Instrumental music
- Lunch time activities
- Rural Youth Program

Staff (and their welfare)

Staff profile

We have a dynamic range of staff who have a broad range of teaching backgrounds. We have a mix of experienced and early career teachers. The same can be said about the support staff. They come from a range of backgrounds and experiences.

Leadership structure

Principal PC07

Deputy Principal LB5

Senior Leader LB5 Wellbeing and Inclusive Education

Assistant Principal LB3 Human Resourcing and School Operations

Assistant Principal LB3 Middle School

Assistant Principal LB3 Senior School & curriculum leader (Research Practices and Research Project)

Assistant Principal LB3 FLO & Wellbeing

BRIDGE Manager

Assistant Principal LB3 STAR

SSO4 Business Manager

LB2 curriculum leader (Mathematics/Science/STEM/Numeracy)

LB2 curriculum leader (HaSS/English/Languages/Literacy)

LB2 curriculum leader (Design & Technology/ STEM/Arts)

LB2 curriculum leader (Physical Education/Health/PLP/Integrated Learning)

LB2 curriculum leader (Special Education)

LB2 VET and Student Pathways

LB1 SAASTA Coordinator

LB1 Wellbeing leader (7-12)

Staff support systems

Staff are allocated to line management groups. The line manager can provide ongoing support as is the group. Faculty groups meet frequently and can be group used for the professional learning

sessions (held weekly). The purpose of both faculty meetings and professional learning sessions is to provide support and foster professional learning conversations.

We have professional learning once per week. A program is developed based on the key ideas of the SIP and other DfE/partnership-based priorities.

Performance Management

All leaders are line managers. Staff are engaged with performance management and all staff are required to a literacy improvement goal (based on our SIP) in their PDP.

Access to special staff

We have access to Instrumental Music teachers, DfE based staff, members of LET, staff from Workabout Centre.

Incentives, support and award conditions for Staff onsite

Complexity placement points: 2.5

Isolation placement points: 5.5

Shorter terms: No.

Travelling time: No

Housing assistance: Government employee housing (GEH) concessions are offered as an incentive to attract prospective employees to relocate to country locations. Permanent and temporary employees are eligible to receive GEH concessions.

<https://edi.sa.edu.au/hr/for-individuals/jobs-and-placements/country-incentives>

Current concessions applied to full rental costs are: Large country centres 15%

Medical and dental treatment expenses: Yes.

Locality allowances:

<https://edi.sa.edu.au/hr/for-individuals/work-conditions/pay-super-allowances-and-claims/allowances-and-claims/locality-allowance>

Relocation assistance: Yes

School Facilities

Buildings and grounds

The site has undergone significant transformation of the last few years. With the STEM area refit as with a significant upgrade to the design and technology area plus new facilities for the Visual Arts,

Languages and Aboriginal Education. The arrival of the year 7s to High School has also seen a new building with another major building project is the special education annex.

Heating and cooling

The site has upgraded the heating and cooling systems. We have been able to remove our long-standing hot weather policy.

Specialist facilities and equipment

- Resource Centre
- Computer suites
- Industrial kitchen
- Aquaculture Centre
- STEM Centre
- Visual Arts Spaces
- Performing Arts Centre
- Transitional Learning Centre
- Bridge (Better Behaviour Unit) Co-located on the PLHS site

Student facilities

- Canteen
- Senior School/Study Area
- Ovals
- Clontarf Academy
- Wellbeing Area

Staff facilities

- Staffroom
- A range of office/workspaces (collaborative and independent spaces)
- Laptops are available for all staff

Access for students and staff with disabilities

- Some ramps
- Elevator
- Special Education Annex

Access to bus transport

- We have access to two buses and use a local company to hire a bus for longer excursions.

School Operations

Decision making structures

The school is a complex school community in which staff, students and parents participate in the development of policies and decisions which affect them. This participation occurs in several forums and the fundamental principle for each is the process of democratic decision making.

The forums include the following:

- Governing School Council
- SRC
- Sub-school Team Meetings
- Aboriginal Education Team Meetings
- Curriculum Leaders Meetings
- Wellbeing Team Meetings
- Executive Leadership
- Faculty Meetings
- Finance Committee
- Ground and Facilities Committee
- WHS Committee
- Working parties (as required)

Regular publications

We use a range of modes for publicity. One is through Facebook and another way is through our recently revamped school website. The website holds information around upcoming events, recent success stories and curriculum information. We also produce a newsletter in the local "Port Lincoln Times" newspaper every two weeks during term time. The learner management system (SEQTA) is used widely to share information with students, parents/caregivers and staff. Staff are increasingly using Microsoft Teams as another form of communication.

Other communication

We use a text message system that enables us to alert families quickly.

Special funding

- STAR
- Juvenile Justice

- Instrumental Music Program

Local Community

General characteristics

Port Lincoln is a coastal regional town based on the agricultural, fishing and aquaculture industries. Hospitality and tourism continue to be growing industries in the town. It has a significantly high number of high socio-economic and low socio-economic populations. The region includes the Port Lincoln City Council and the Lower Eyre Peninsula Council. The Aboriginal community is represented by the Port Lincoln Aboriginal Community Council. There is a large regional shopping centre with major supermarkets and many specialist shops. The town is serviced by a hospital and there a wide range of medical services available.

There is a regional TAFE and other local based training facilities.

Around the area there are significant tourism opportunities and access to camping in national parks and other beach areas.

Parent and community involvement

- Governing School Council participation
- Engagement in school based events (Sports Day and Performing Arts Productions etc)
- Through accessing SEQTA Engage

Feeder or destination schools

- Students come for the local primary schools as well as from school in the region.

Other local care and educational facilities

- Regional TAFE
- RTOs
- University Campuses