



SCHOOL CONTEXT STATEMENT

Updated 07042024

School number: 0791

School name: Port Lincoln High School

School Profile:

At Port Lincoln High School our work is positioned within the DfE strategy for Public Education. We are influenced by all the four areas of impact. This year has seen an investment and a more defined focus on Learner Agency. Our school values – Responsible, Respectful, and Inclusive, continue to be an integral part of our school. These values, aligned with the PLHS Strategic Direction, drive our improvement journey.

We celebrate the diversity of our students who come from a wide-ranging geographic area, varied socio-economic and cultural backgrounds.

The school is category three with approximately 15% of our school population entitled to School Card. We are proud of the diversity in school, with 15% of the students being EAL/d learners and 21% of the school population identifying as ATSI.

There are two sub schools (Middle School 7-9 and Senior School 10-12) and in addition we operate a Transitional Learning Centre (for Flexible Learning Options enrolled students), Tailored Provisions Program, LINC (Learn, Include, Nurture, Connect) program and Inclusive Education classes. Our school also hosts a Better Behaviour Centre (Bridge) and a Clontarf Academy.

Our subject offerings are in line with the indicative times of the Australian Curriculum in year 7-10 and include a diverse range of options in senior school (face to face and through local delivery). Besides curriculum, we also ensure that there are opportunities for students to follow a range of different pathways that are workplace or vocational based.

1. General information

- School Principal's name: Craig Akehurst
- 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 – i.e., road distance from GPO (km): 660 kms
- 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:

Calendar Year	Enrolments	% School Card	% ATSI	% SWD	% NESB
2024	830	20.96	20.90	13.49	15.66
2023	812	23.40	21.06	12.81	22.66
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. There was an increase in 2022 due to the year 7 transition into high school.

- Staffing numbers (as at February census):

Teaching Staff	Non-Teaching Staff
FTE: 79	SSO1 (term time): 5.55
Teacher Librarian: 0.8	SSO2 (with leave): 3
Wellbeing leader: 1	SSO2 (term time): 18
SPED: 5.2	SSO3 (term time): 3.22
AET: 1.4	SSO4 (term time): 1.60
EALD: 1.0	SSO4 (with leave): 1.0
	SSO5 (with leave): 1.6
	AEW3 (with leave): 2.26
	GSE: 2.28

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.

Special site arrangements:

2. Students (and their welfare)

- General characteristic

Students enrolled at PLHS come from Port Lincoln and the wider Eyre Peninsula community. 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. During the extended Dharna group session, The Resilience Project is delivered.

PLHS has a multidisciplinary wellbeing team. The team creates and promotes a range of wellbeing activities, supports students, and facilitates the SRC. Student wellbeing is supported by a team of highly experienced practitioners including Wellbeing Leader, Social Workers, Mental Health Practitioner, Transition and Engagement Officer and Restorative and Engagement Officer. The Wellbeing team purpose is to provide a

meaningful education, fostering personal resilience and positive wellbeing. Students are supported to successfully engage in learning. The wellbeing team utilise data to inform and measure growth goals, while connecting with families and communities to nurture student learning. The school has strong links a range of youth and family support services.

- Student support offered.

Students are supported by all staff at PLHS however more specific support is provided through the wellbeing team regarding mental health needs and barriers to successfully connecting to learning. Support available is varied and tailored to the individual student. Supports include facilitating headspace in schools, therapy dog, development and implementation of support plans, short term interventions, referrals to internal and external community services and connections with transitions and future pathways.

The Resilience Project (TRP) is delivered during our Dharna Group lessons. Elements of focus include Gratitude, Empathy and Mindfulness. The elements of TR are explicitly taught by Dharna Group teachers and supported by the Wellbeing Team.

- 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 necessary. The space is designed to allow reflection and regulation. 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. Principal Student Leaders are selected (by staff and students) to represent the school. Representatives from each year level are voted in by their peers to present topical issues and plan for school improvement with a focus on belonging, engagement, and success. SRC collaborate with the Wellbeing Team in promoting and facilitating whole school celebrations and recognition events. We have begun a more deliberate focus on Learner Agency with the introduction of leader with a specific learner agency focus.

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 Policy (2023)

- Recent key outcomes:

We have experienced continued improvement in NAPLAN. This has been evident with several students achieving at the strong and exceeding level in year 7 and 9. There has also been a marked improvement in participation, with more students completing NAPLAN across both year levels.

Another key outcome is evident in our SACE results. This includes continued improvement in SACE Completion and our academic results. Our Stage 2 grade distribution included 48% of grades in the A and B bands.

4. 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).

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).

Year 9: Students complete a full year of English, Mathematics and Science, a semester equivalent of HaSS, HPE, Technologies and the Arts.

Year 10: Students complete a full year of English, Mathematics and Science plus a compulsory semester of History, and HPE. 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 1 Exploring, Identities and Future and Stage 2 Activating, Identities and Futures. There is a broad range of specialised subjects from all areas including VET and SBAT options. Classes are established on student choice and after a thorough subject selection process.

Year 12: Students choose four Stage 2 SACE subjects, or the equivalent recognised learning, to meet SACE completion or Tertiary Entry requirements dependent on their individual pathway. 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, if eligible, and subjects through local delivery as required and through agreement.

Flexible Learning Options:

There is an on campus and off campus flexible learning option for senior school students. This program caters for students who have disengaged from mainstream learning and/or have other barriers which prevent them from accessing mainstream learning. This alternative allows students to continue their SACE journey and utilises local Regional Training Organisations to undertake VET qualification or short courses which contribute to the SACE. In addition to this, students are provided support to transition to the workforce or into a traineeship/apprenticeship. There is a strong connection with external agencies to provide wellbeing support, coordinated by case managers.

Inclusive Education:

There are two special options classes which cater for students with substantial or extensive adjustments to the curriculum based on their diagnosed needs. PLHS has one middle school and one senior school class. Students are placed into classes following a referral process with Student Support Services.

PLHS also has two Hybrid classes, one year 7 and one year 8. The Hybrid classes provide a differentiated learning space that supports academic, personal, and social growth for students with additional diagnosed learning needs who access mainstream schooling. The curriculum is designed for a range of diverse 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 (Nationally Consistent Collection of Data) process.

Speech Pathology Buy in Project extension (began 2023) at Port Lincoln High aims to continue with capacity building of educators in DLD (Developmental Language Disorder)

and direct vocabulary instruction as well as ongoing refinement and support for developing transition processes and literacy interventions. 2024 project aims to:

- extend into capacity building for all educators to develop understanding and knowledge of DLD, ability to recognize potential language difficulties, the implications in the classroom as well as knowledge of high impact teaching strategies to support students to access the curriculum and to improve their learning outcomes.
- Modelling and coaching of 5 focus educators to embed targeted teaching strategies for vocabulary development and differentiation for students with DLD.
- Modelling and coaching SSO's aligned to 5 focus educators to provide targeted in class vocabulary intervention for students not progressing with wave 1 / whole class support.
- Strengthening year 6-7 transition language and literacy screening process to identify students at risk of poor language and literacy outcomes.
- Support and refine current literacy interventions (Corrective Reading and Macq Lit)

Literacy Intervention program, Corrective Reading or Macqlit is offered to students identified in a transition literacy and language screening process in year 7, 8 and 9. The intervention is taught by trained teachers and literacy SSOs.

Inclusive Education Support Teachers who work alongside targeted students with disabilities and their teachers to improve engagement and see individual growth & outcomes.

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. SAASTA (South Australian Aboriginal Secondary Training Academy) 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, and the implementation of the 7 Habits of Highly Successful Arts Students provides students with tools for their studies and exemplars for arts pathways. Students can be part of the annual pantomime or the senior school drama production. Our dance students perform a dance concert 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 in local exhibitions. 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.

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 learning area PLCs. Staff have been undertaking a variety of professional development through Orbis including, Instructional Leadership, Literacy, English, Mathematics, Inclusive Education and Science. Staff have also been connecting with the learnings from Thinking Mathematics and embracing the VR Learning Suite.

Student assessment procedures and reporting:

There are two formal reports per term. There is a traffic light report sent home (via our LMS) 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 the learner management system, on several assessment tasks.

Joint programmes:

TAFESA deliver the Certificate 2 in Cookery in our commercial kitchen. Our Aquaculture program is well known in the community and supported by many of the local fisheries to ensure our students have industry connections and transferable skills. Students from neighbouring schools also access these facilities along with our Drama and Dance programs in a local delivery arrangement.

5. 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 whole school sporting events can include Sports Day and a Colour Fun Run to celebrate and acknowledge National PE Week.

6. Other Co-Curricular Activities

- Clontarf Academy
- Muroto Sister School
- Instrumental music
- Lunch time activities
- Rural Youth Program
- Better Behaviour Centre

7. 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 PC08
- Deputy Principal LB5
- Assistant Principal LB3 Human Resourcing and School Operations
- Assistant Principal LB3 Middle School
- Assistant Principal LB3 Senior School
- Assistant Principal LB3 Learner Agency and Effective Learners
- Assistant Principal LB3 FLO
- Social Worker AHP3
- BRIDGE Manager
- SSO4 Business Manager
- SSO4 Executive Assistant
- 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 curriculum leader (Arts)
- LB1 SAASTA Coordinator
- LB1 Wellbeing leader (7-12)
- LB1 Linc Program - STAR (Students at Risk)

Staff support systems

Staff are allocated to line management groups. The line manager can provide ongoing support as can learning area group. Learning areas meet frequently and can be group used for the professional learning sessions (held weekly). The purpose of both learning area PLCs 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 (such as the DfE strategy for Public Education). There is also targeted support for our Early Career Teachers through our ECT group that meets weekly.

Performance Management

All leaders are line managers. Staff are engaged with performance management and utilise the new PDP (Performance and Development Plans) policy and process.

Access to special staff

We have access to Instrumental Music teachers, DfE based specialist staff, members of Local Education Team, an EAL/D coach, staff from Workabout Centre.

8. Incentives, support, and award conditions for Teaching Staff

Country Zone: 2

Complexity placement points: 2.5

Isolation placement points: 5.5

Shorter terms: No.

Travelling time: No

From 2024, the department's country housing service will be available for teachers and leaders relocating to a country position at all schools and preschools. You will be contacted by the country housing service with support if your contract letter outlines your eligibility for government subsidised housing and/or reimbursement for relocation costs.

At this site, you will receive an additional **\$2,507** in country incentives in your first year through:

- Country Incentives Zone Allowance: \$1,989 per year
- One-off incidentals payment: \$518

After your first year, you will continue to receive the ongoing allowances each year, currently **\$1,989**.

You may also be eligible for:

- a 15% rental subsidy
- payment of removal and relocation costs; on average approximately \$7000*
- travel and accommodation costs for medical and dental treatment.

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

Locality allowances:

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

9. 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 of the special education annex. The school made a significant investment in improving the grounds and landscaping leading up to the 100th year celebrations in 2023.

Heating and cooling

The site has upgraded the heating and cooling systems.

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 (located on the Eyre Floor)
- Virtual Reality Learning Environment

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 three buses (2 x 12-seater buses and 1 x 24-seater) and can access a local company to hire a bus for longer excursions or larger groups if required.

10. 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
- Student Voice Forums (Learner Agency)
- Toolbox meetings (held daily)
- Sub-school Team Meetings
- Aboriginal Education Team Meetings
- Curriculum Leaders Meetings
- Wellbeing Team Meetings
- Leadership meetings
- Executive Leadership
- Learning Area PLCs
- Finance Committee
- Ground and Facilities Committee
- WHS (Work, Health & Safety) 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. A learner management system 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

- Instrumental Music Program

11. 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 our Learner Management System

Feeder or destination schools

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

Other local care and educational facilities

- Regional TAFE
- RTOs
- University Campuses

Availability of staff housing:

There is some government housing available as well as opportunities for private rental or buying property.

Accessibility:

There are two airlines that operate from Port Lincoln airport, and they offer several flights daily.

Local Government body:

Port Lincoln City Council

12. Further Comments

The school celebrated its centenary last year. The celebrations were a terrific opportunity to reflect on the work we do as a proud public education school in our community.