

# Port Lincoln High School

## 2022 annual report to the community

Port Lincoln High School Number: 791

Partnership: Port Lincoln

Signature

School principal:

Todd George

Governing council chair:

Brian Gabb

Date of endorsement:

4 March 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Port Lincoln High School's purpose is to provide a meaningful education fostering personal resilience and positive wellbeing. The school values are Responsible, Respectful and Inclusive and these values appear in each learning space and drive the everyday work of the staff and students.

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 42% of our school population entitled to School Card. The majority of students are from English speaking backgrounds. There are 155 ATSI students and 96 identified students with disabilities. The student population of 840 students enables the school to provide a comprehensive curriculum and many pathways to work or further study.

The school is divided into Year 7-9 Sub-School and a Year 10-12 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 ATSI students including SAASTA, Arts engagement group, WEENA Program (Girls) and a CLONTARF Academy (Boys). Middle and Senior year subject offerings are broad and diverse and are delivered face to face and to other sites using video conferencing under an Alliance Local Delivery agreement. Pathways 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 academic reports are released the end of each term. Our SEQTA learner management system allows parents to access their child(ren)'s academic, behaviour and attendance information. Regular posts on social media and website articles keep the community up to date with school events and news.

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).

The school welcomed Year 7 students to high school in 2022 and along with the Year 8 cohort, 320 students transitioned to high school. Social distancing restrictions inhibited all extra-curricula activities during the beginning of the year due to the pandemic. As the year progressed, school sport, art and drama productions were held along with the annual art show that included Stage 2 Art and Design work.

# Governing council report

Research shows that parent involvement and partnerships improve the quality of schools, raises teacher morale and respect, and enhances the standing of the School within its community. This in turn supports families who are making choices about their children's education pathways by building family confidence, trust, and connection.

As the elected Governing Council representatives for PLHS we/you play a pivotal role as partners with your school to provide the best education for every child.

Our School of Choice has the mandate for serving a growing student cohort representing a diversity of cultures, learning and developmental needs, aspirations, community expectations and futures. Complexity is both a challenge and an opportunity and the inclusive culture of Port Lincoln High School feeds high endeavour for students and staff.

A continuing theme for GC is to listen, encourage, support and build the confidence of GC membership by valuing GC thinking and pursuing the issues that matter to members and in the best interests of all students. Valuing every one's contribution is the platform for building trust and respect. To this end the Governing Council has been well served by its members who bring to the table their rich experiences and skills and commitment to public education. This collective has served to keep the GC on track during challenging times and to appreciate and recognise the good work at all levels from those who serve this dynamic and evolving school. This developing sense of collective community ownership and responsibility provides the endorphins to keep us positive, meet challenges and look optimistically ahead for opportunity and success.

Astute leadership and drive are required to build collaborative teams, establish a compass, to raise the sails and forge ahead. The Governing Council enjoys a purposeful and reciprocal relationship with Principal Todd George who is invested in students, their school and the importance of the role Governing Council can play.

Todd's contributions to meetings are strategic and candid, assisting the GC to form priorities and directions by keeping us abreast of the life and learning in the school. Thank you, Todd, for being an active conduit for all matters Governing Council and leading the school so well.

The 2022 Year 9 NAPLAN results have affirmed the school's commitment to student achievement and wellbeing during these turbulent times with student's exceeding the state and national score averages. The migration of year seven students to the school population in concert with the opening of their purpose-built classrooms and Specialist Learning Centre have provided another layer of opportunity for the school's teaching and learning potential. With another anticipated 121 year seven students commencing this year and a current flurry of additional enrolments the capacity of the school is being well used. The Governing Council's decision to support the school's project funding via an additional loan has been vindicated with the re-furbishment of the Technology Centre and students accessing state of the art technology and equipment for their learning.

The Governing Council has maintained a futures perspective ensuring that the school's loan commitments are accelerated and paid off as soon as possible to progress the next stage of school development with the removal of antiquated transportable classrooms. The development of 2023 Centenary projects such as gardens, drive, paving and a new lick of paint to soften the red brick facade will contribute to the welcoming and modern aesthetics of the school.

Involving schools at all stages of these developments will strengthen student ownership and pride for their school.

With global events influencing market volatility, and the cost of living rising exponentially the Governing Council has supported the school's capping of the school's materials and services charges by maintaining a \$400.00/full time student years 7-12 charge. This modest fee recognizes the increasing pressure on families and leaves a voluntary gap payment of \$45.00 for those eligible for school card assistance. The SA Government's family subsidy mirrors the school's efforts to support families. The school continues to carry forward and budget for a sizable, aged debtors' amount which has accrued during the Government stipulated non enforceable collection of M&S fees during Covid. The Governing Council acknowledges the efficacy of the school's finance team (Brigitte Clements and Kath Dennis) and the school's budgetary leadership.

With the advent of a sizable cohort of new students and families starting at the school this year and the continuing restrictions on large meetings imposed by Covid security, the Governing Council initiated an information booth during start up week. With the support of GC members GC was able to meet and greet families as they came to the school to collect uniforms and materials and pay fees.

# Quality improvement planning

The school has been using the Department's whole school improvement model including the site improvement plan. Writing improvement once again was the focus with a second goal focusing on reading for our students with recognised learning difficulties.

The utilisation of experts from within and outside the school, clear plans for improvement included:

- SACE moderation shifts be investigated with conversations had with teachers to ensure that a trend does not form. This work led to minimal shift in marking at Stage 2. This was pleasing considering the number of teachers who were new to teaching Stage 2 subjects.
- Teachers better understand how NAPLAN is marked. Teachers and the Aboriginal Education team were more confident in their understanding of the marking and how to use the results to focus their teaching.
- Strategic planning for the NAPLAN testing period. 100% of ATSI students were tested which was an amazing effort for everyone involved. Overall, a significant improvement in test completion resulted in significant improvement of results.
- Work on reducing the difference between school assessed and external assessed work at Stage 2. This work continues and is a key component of the school's SACE Improvement Plan.
- Improved teacher understanding of the Teaching & Learning Cycle, its impact on student learning.
- An extensive teacher observation program that involves all teaching staff provided written feedback four times per year.

It was pleasing to see an improvement in the senior secondary performance score. Better case management of students and closer mapping of potential SACE completers in 2022 can be attributed to the improvement. This along with a bigger emphasis on the compulsory subjects and work to shift student achievement with larger numbers of grades in the A and B band.

The NAPLAN performance score made a large improvement from 2022. The number of completed tests improved greatly with students completing the tests with greater fidelity creating more accurate and meaningful data for the teachers to use. ATSI involvement in NAPLAN testing saw a large improvement, well above the state average.

The teaching staff have worked on the Strategic Direction poster. There is now a clear narrative and direction for teaching and learning at Port Lincoln High School. All work is centered around a positive learning culture in each classroom and teachers have the responsibility moving forward to use the poster within their teaching and learning.

The Data team lead the work of tracking and monitoring student improvement. This group was voluntary and became the backbone of change in how the school collected and shared student data stories.

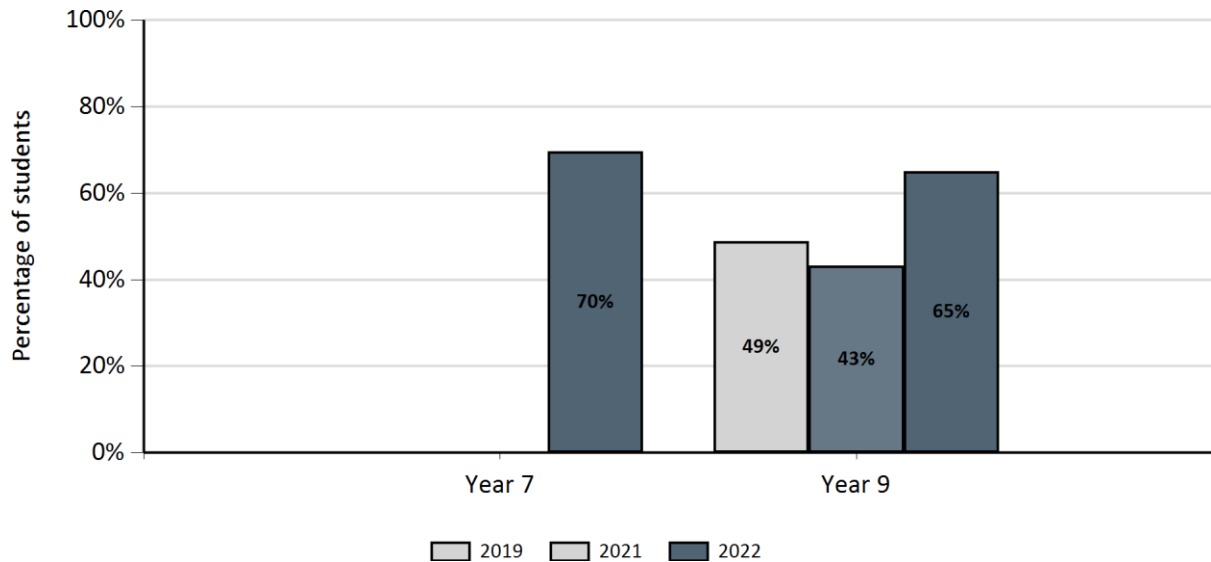
As a result of the External Review directions, differentiation strategies were investigated, and Tomlinson's model was discussed at length in our PLC's. 2023 will see more work on this within staff curriculum meetings moving to an imbedded part of our school culture.

# 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

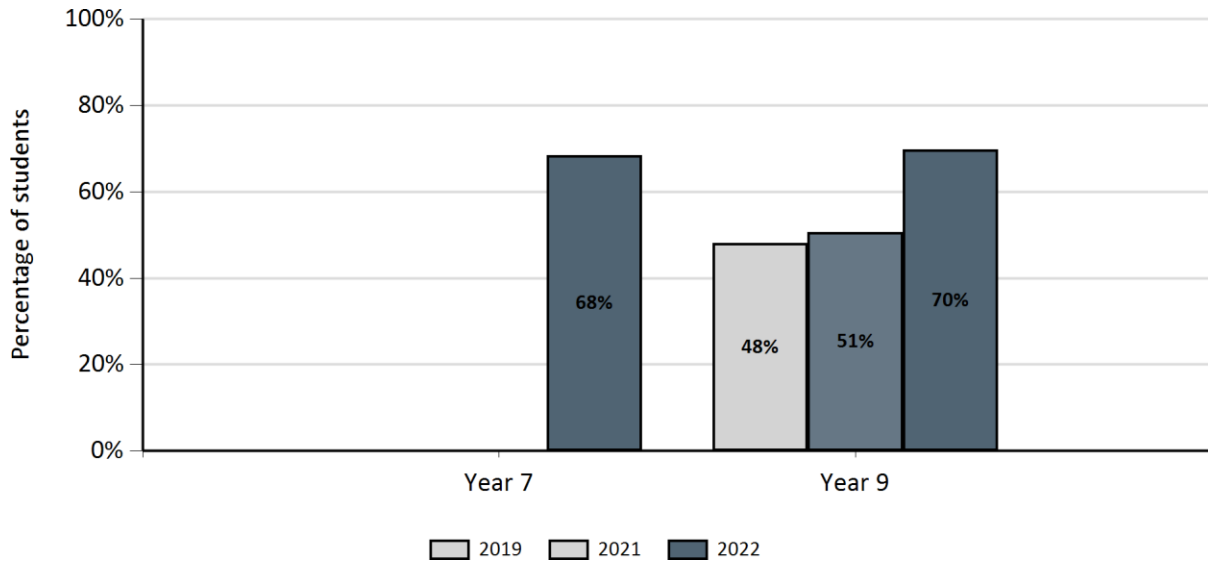


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 07 2022	112	111	12	10	11%	9%
Year 07 2021-2022 Average	112.0	111.0	12.0	10.0	11%	9%
Year 09 2022	106	106	14	8	13%	8%
Year 09 2021-2022 Average	126.0	126.0	11.0	7.0	9%	6%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

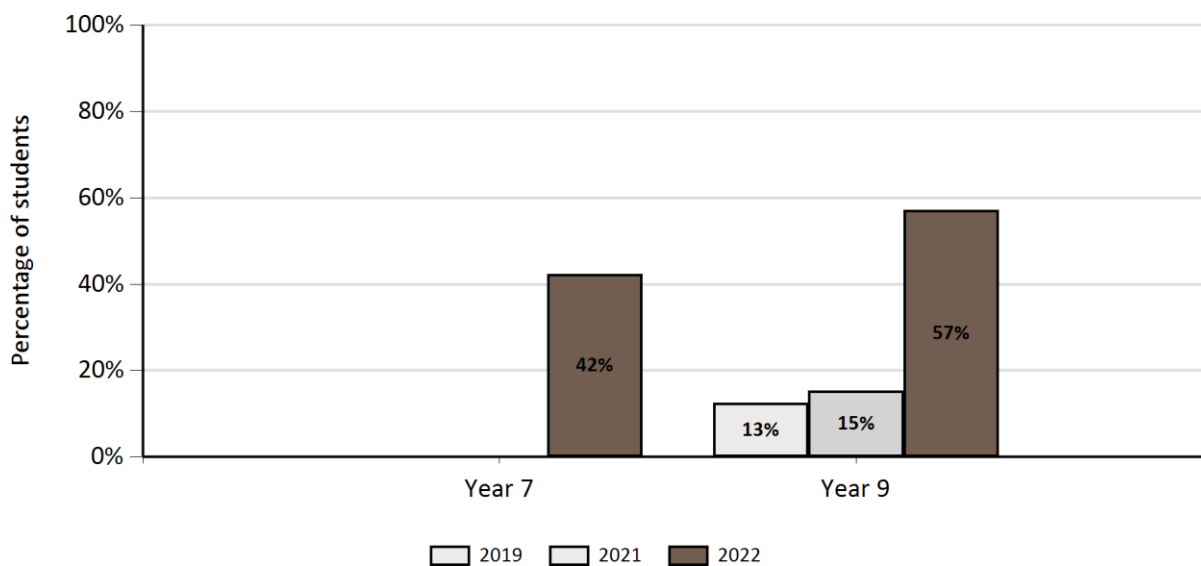
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



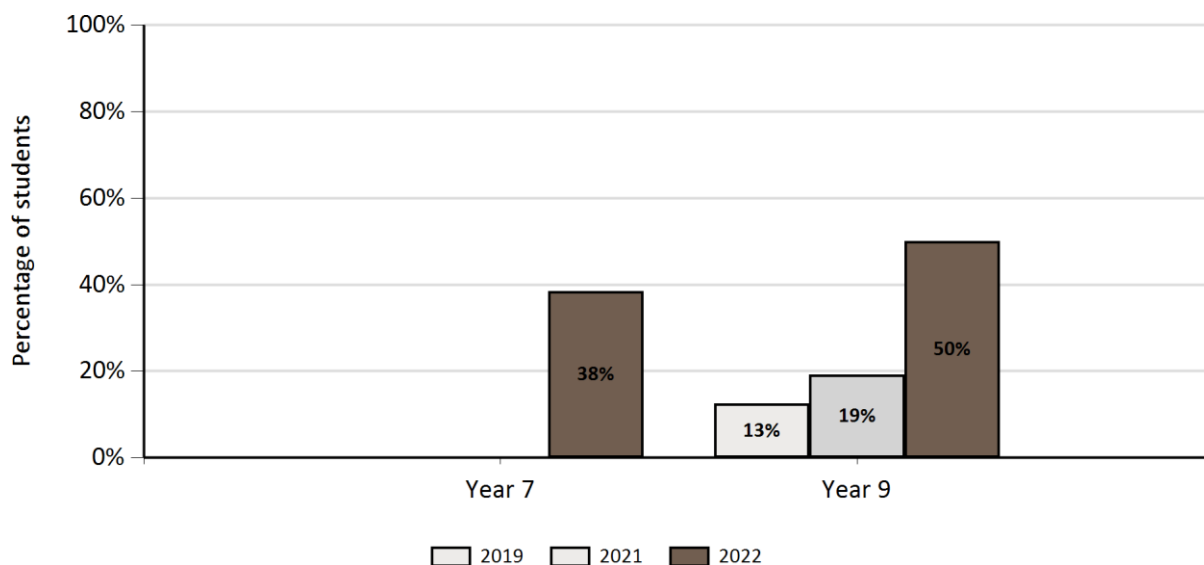
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2022	26	26	1	0	4%	0%
Year 07 2021-2022 Average	26.0	26.0	1.0	0.0	4%	0%
Year 09 2022	14	14	0	0	0%	0%
Year 09 2021-2022 Average	20.0	20.0	0.5	0.5	3%	3%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The Aboriginal Education team all have access to the Power BI app allowing them to investigate student learning. Each ATSI student has regular learning meetings with ACETOs and AETs that are designed for learning goal setting and review. Boys are supported by the CLONTARF staff and the girls have the Weena program that is designed to support positive body image and improved self-esteem. Cultural awareness training was lead by the Aboriginal staff for all teachers with a stronger focus on new staff to Port Lincoln High School.

A stronger focus on EAL/D with dedicated staffing to support students who have been assessed and provide opportunities for teachers to gain a better understanding of how to support EAL/D students while taking and monitoring their progress.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All potential SACE completers gained their certificate. This was due to excellent support from the Aboriginal Education team including APAS tutoring, CLONTARF and the ACETOs.

There was a huge improvement in ATSI NAPLAN data. 100% of students completed the tests with support from the whole Aboriginal Education team. More improvement is necessary to get these students to the same level as other cohorts now that participation rates were as high as others.



# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
96%	95%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2022

\*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	2019	2020	2021	2022
A+	0%	2%	0%	0%
A	3%	3%	2%	3%
A-	7%	6%	5%	7%
B+	9%	9%	8%	9%
B	15%	19%	11%	12%
B-	15%	10%	15%	16%
C+	16%	13%	21%	18%
C	21%	27%	22%	24%
C-	10%	5%	12%	10%
D+	2%	2%	2%	1%
D	1%	2%	1%	0%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*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

2019	2020	2021	2022
85%	85%	93%	94%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	20%	22%	98%	100%
Percentage of year 12 students undertaking vocational training or trade training	96%	95%	74%	68%

# Adult Education Provision (AEP)

## Number of students enrolled under the Adult Education Provision

2018	2019	2020	2021	2022
N/A	N/A	N/A	0	0

\*NOTE: Students in scope are 21 years and older, have not achieved their SACE and have not been enrolled and attending a school for more than 6 months.

## Number of Adult Education Provision students who completed their SACE

2018	2019	2020	2021	2022
0	0	0	0	0

## School performance comment

The 2022 Site Improvement Plan (SIP) had two goals. The first for mainstream students focusing on writing improvement and the second reading for our students with recognised learning disabilities. This work included data analysis, crucial conversations, task design and literacy intervention. The four planned student free days were all focused on writing improvement. Expert skills and knowledge were gleaned from within the site, across the Partnership and from the Department's Literacy Guarantee Unit.

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. 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). Research into advancing our student wellbeing in 2022 has led to a decision to run the Resilience Project in Dharna Group time in 2023.

An external review was conducted. The following directions were released to the school in the second half of the year.

- Use PLCs to build teachers' capability to use student data diagnostically to inform their design of learning.
- Stretch and challenge all students through a collective understanding and implementation of high expectations across the school.
- With a continuous focus on differentiation, use diagnostic data to plan and teach lessons which enable all students to access the learning at their level.

Immediate work was done to begin the process of ensuring the directions are met. The strategic directions of the school were revisited and shared with staff. Learning spaces have been reviewed and time spent ensuring learning environments are conducive for learning. The Indicators of Quality have been given a PLHS context and there are plans for PDPs to be written around the Indicators.

The 2023 SIP will have a narrow and deep focus with one goal looking at continued writing improvement. There will be a continued lesson observations and a tighter focus on teacher improvement based on the Indicators of Quality.

Whole school agreements have been drafted. These have been through the first round of staff consultation and in 2023 they will be finalised as working documents.

# Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	83.2%
Year 8	86.1%	79.0%	82.2%	79.6%
Year 9	83.9%	72.4%	80.1%	75.8%
Year 10	81.7%	73.1%	78.2%	79.3%
Year 11	78.2%	72.4%	78.6%	78.3%
Year 12	79.2%	76.5%	77.1%	77.3%
Secondary Other	77.0%	63.3%	89.3%	87.0%
Total	81.5%	74.5%	79.5%	79.4%

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

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

## Attendance comment

Attendance rates in 2022 have reduced when compared to pre pandemic levels. The impact of COVID-19 has been attributed to the reduction in data. Some families have disengaged with mainstream education, particularly vulnerable populations. The school made some adjustments during 2022 in the way it tracks student attendance and refer families onto support agencies when necessary.

The Wellbeing team included one Transitions and Truancy Officer in 2022 with plans for a second in 2023. Proactive work with students and their families is needed with all staff using the Achievement Profiles app in Power BI to gain a visual scan of student progress along with attendance.

## Behaviour support comment

The school's behaviour management data continues to reduce. Various support strategies for staff and students have been employed to help assist with students staying in the classroom. 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. The employment of onsite case managers, the formation of Dharna groups with a focus upon relationship building and a restorative practices approach to behaviour management. Year level support teachers have been employed to assist at sub-school level and reduce the response time when incidents occur. Staff have reported that they feel better supported with this resource becoming available in 2022.

## Parent opinion survey summary

There were 117 responses to the 2022 survey. There has been an improvement in the overall opinion of the school's performance in the previous survey.

Comparison data with like schools shows that PLHS is slightly behind other schools. While the site is improving in the opinion survey, it is clear that we need to articulate what it is that families want in order to rate the same or better of like schools.

Communication channels shows that families believe that electronic means of communication are preferable. The school's text message service needs to be reestablished in 2023 as this was the second most preferred method behind phone conversations.

Learning at school shows that the majority of respondents are what the standard of work is for their children but interestingly the approval rating drops when parents were asked if useful conversations are had with them about their children's learning. This could be attributed to limited parent exposure to the site due to pandemic restrictions or a lack of meaningful phone/ SEQTA message communication from teachers.

It was pleasing to see that parents agree that effective feedback has been provided by teachers. The comments do read that some teachers are excellent however there is a lack of consistency amongst all staff. This is an area that requires a consistent approach across the whole school.

Learning from home showed that parents feel ill-equipped to help their children at home. This is an area that we need to help support our families.

Future Plans and Pathways shows that the majority of families are equipped to support their children into the future. Interestingly, the majority of families are unclear what pathway their child(ren) will take after school. This is an area that the school should support with pathway planning moving forward. This would include parent meetings and information sharing with families directly.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	15	16.7%
NS - LEFT SA FOR NSW	3	3.3%
PA - PARENTING/CARER	1	1.1%
PE - PAID EMPLOYMENT IN SA	22	24.4%
QL - LEFT SA FOR QLD	1	1.1%
SM - SEEKING EMPLOYMENT IN SA	11	12.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	28	31.1%
U - UNKNOWN	7	7.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.1%
WA - LEFT SA FOR WA	1	1.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## 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	90
Post Graduate Qualifications	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	56.4	5.3	28.8
Persons	0	64	6	37

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$13,415,583
Grants: Commonwealth	\$65,800
Parent Contributions	\$302,389
Fund Raising	\$0
Other	\$293,384

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

## 2022 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 2022 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	The funding was used to employ a Transitions and Truancy Officer to work proactively with families to improve attendance and engagement with the school.	The Wellbeing team numbers have grown significantly during the school year in preparation for 2023. This will be key work for 2023.
	Improved outcomes for students with an additional language or dialect	The EAL/D funding was used to support these learners within the classroom as well as teacher development. These learners did improve in their standardised testing when compared to 2021 which was pleasing. Further work with teachers is needed to support the educational gaps for these learners.	Teacher professional learning for EAL/D is the focus for PLHS teachers. Utilising the Port Lincoln EAL/D Hub and the collegiate support of other Port Lincoln teachers has been a real bonus.
	Inclusive Education Support Program	This funding was used to support teacher professional learning including traveling to Adelaide to connect with other school sites.	The money has been used to support teachers to reduce the educational gap for these learners.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	The Weena program was a highlight for 2022. This Aboriginal girls program was created locally to support girls in response to the CLONTARF Academy supporting the boys. The Aboriginal Education team developed a wellbeing and engagement program for the girls that included post school pathways advice and experiences.	Greater engagement and retention of these students into the senior years.
Program funding for all students	Australian Curriculum	Teacher professional learning was completed looking at the new curriculum unit that the DfE has released.	Greater exposure to the units and collegiate support with other teachers in the local and broader community.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to support smaller classes in targeted subject areas.	Allows a broader curriculum offering for regional students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A