

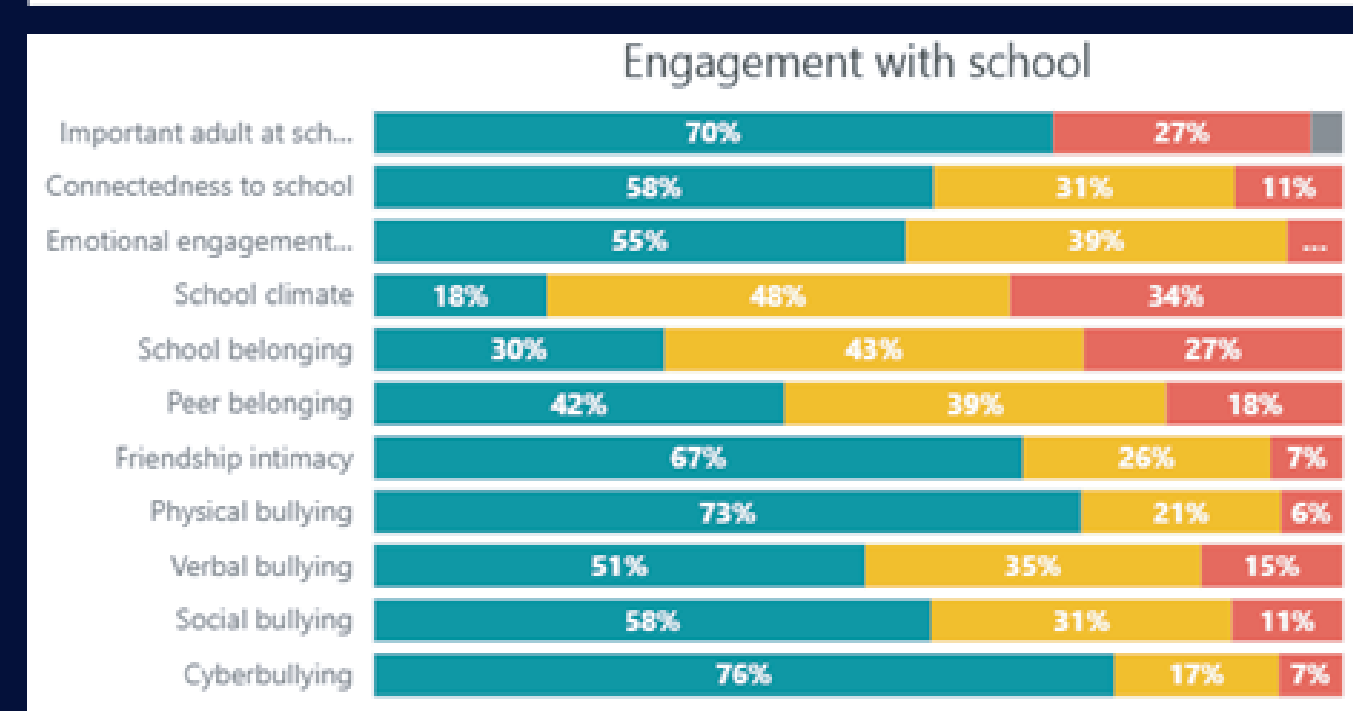
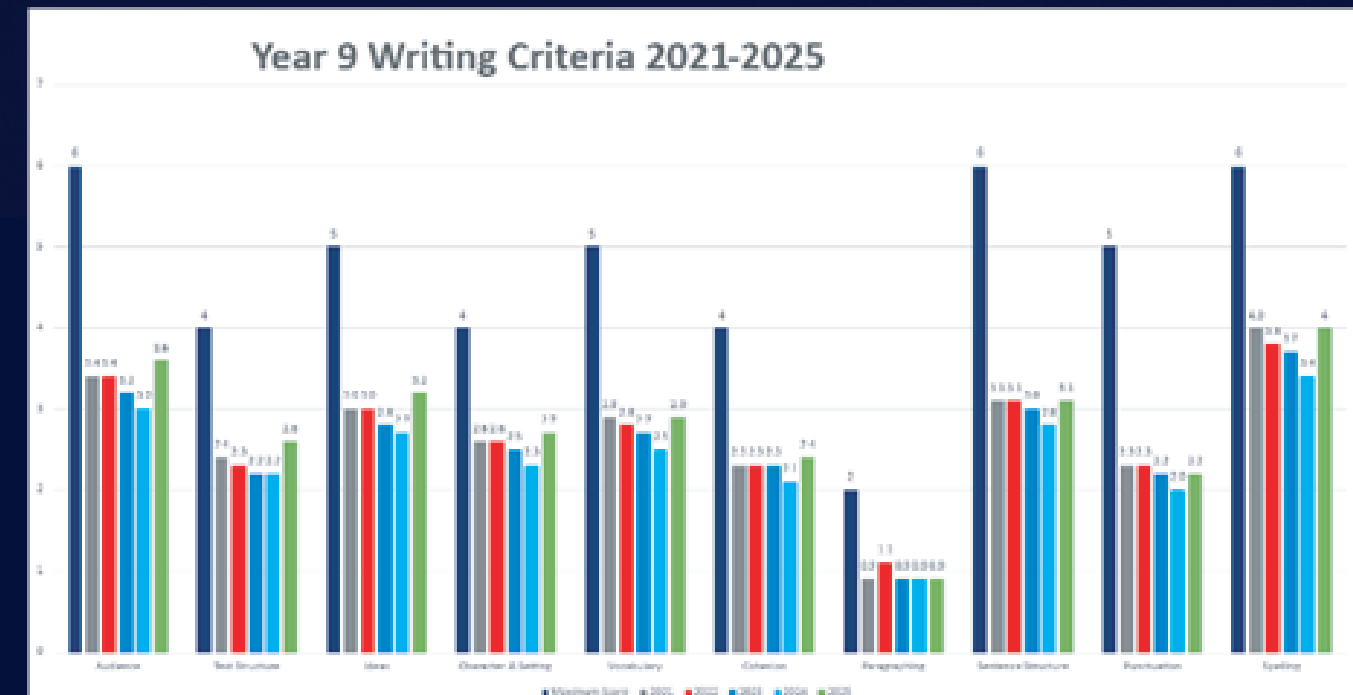
Port Lincoln High School



EST. 1923

SITE LEARNING PLAN 2026

This improvement plan outlines our school's vision, mission, objectives, and key initiatives for the next three years, providing a roadmap for aligning resources and actions to achieve our long-term goals



KEY CHALLENGES:

- » consolidate the improvement in writing (see graph top left)
- » building a student's sense of belonging (see graph bottom left)

SCHOOL CONTEXT:

- » DEMOGRAPHICS: 850 students across Years 7-12
15% School Card // 21% Aboriginal & Torres Strait Islander
- » SCHOOL VALUES: **RESPONSIBLE • RESPECTFUL • INCLUSIVE**

KEY DATA SHIFTS FROM 2025:

- » 41% decrease in suspensions
- » 12% increase in WEC data important adult
- » 4% increase in WEC data sense of belonging

STRATEGIC OBJECTIVES:

- » increase number of students achieving A and B grades in all subjects
- » develop diverse educational pathways and strengthen partnerships with community

INQUIRY QUESTIONS:

- » how are we activating crew into curriculum and bringing curriculum into crew?
- » how are our habits/dispositions informing our learning design?
- » where are we going deep with learning?

IMPLEMENTATION PHASES & BENCHMARKS:

PHASE 1: BECOMING DATA INFORMED – POWER BI PLATFORM (Term 1, 2026)

- » use data to personalise instruction and improve writing performance
- » BENCHMARK: Power BI platform developed and used to inform direction by end of Term 3

PHASE 2: REIMAGINING SCHOOLING (Term 1, 2026)

- » transform the learning experience with Expeditionary Learning (EL) approach
- » BENCHMARK: launch pilot EL modules by start of Term 2 and evaluate initial outcomes by end of Term 3

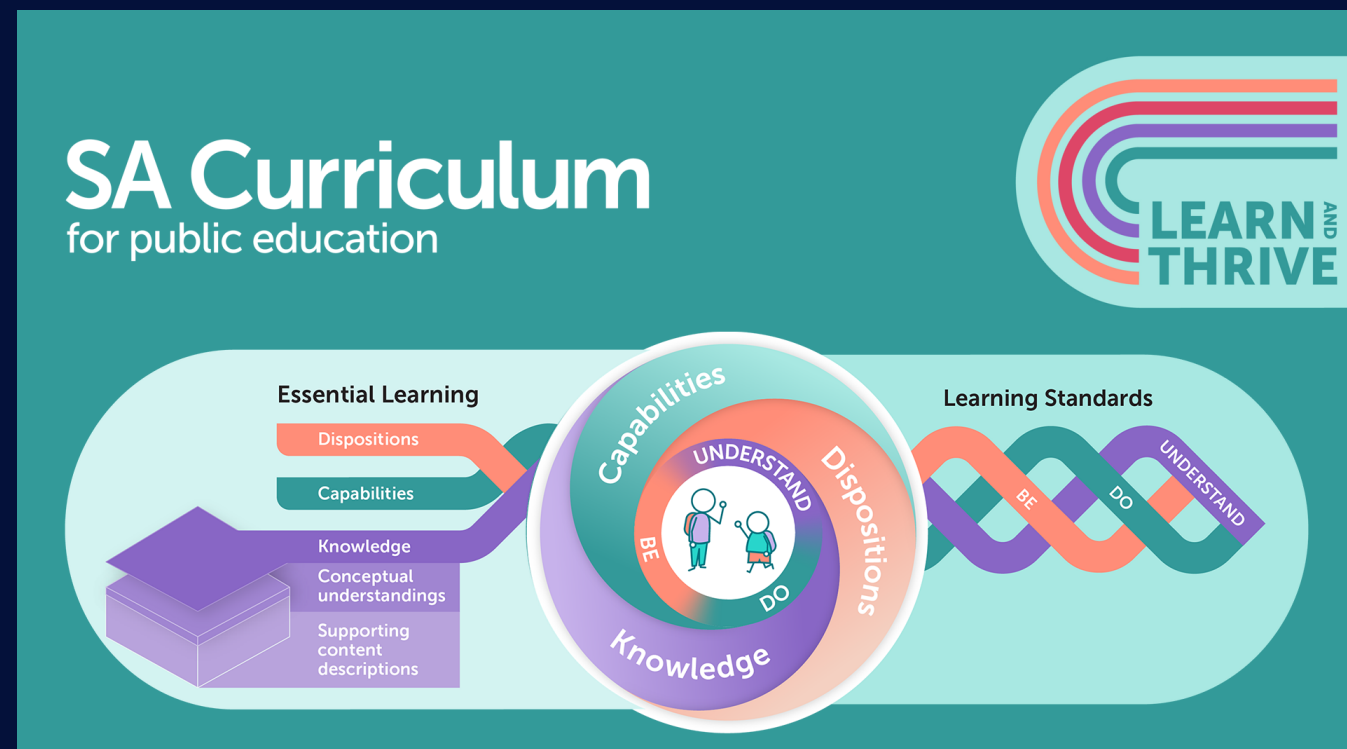
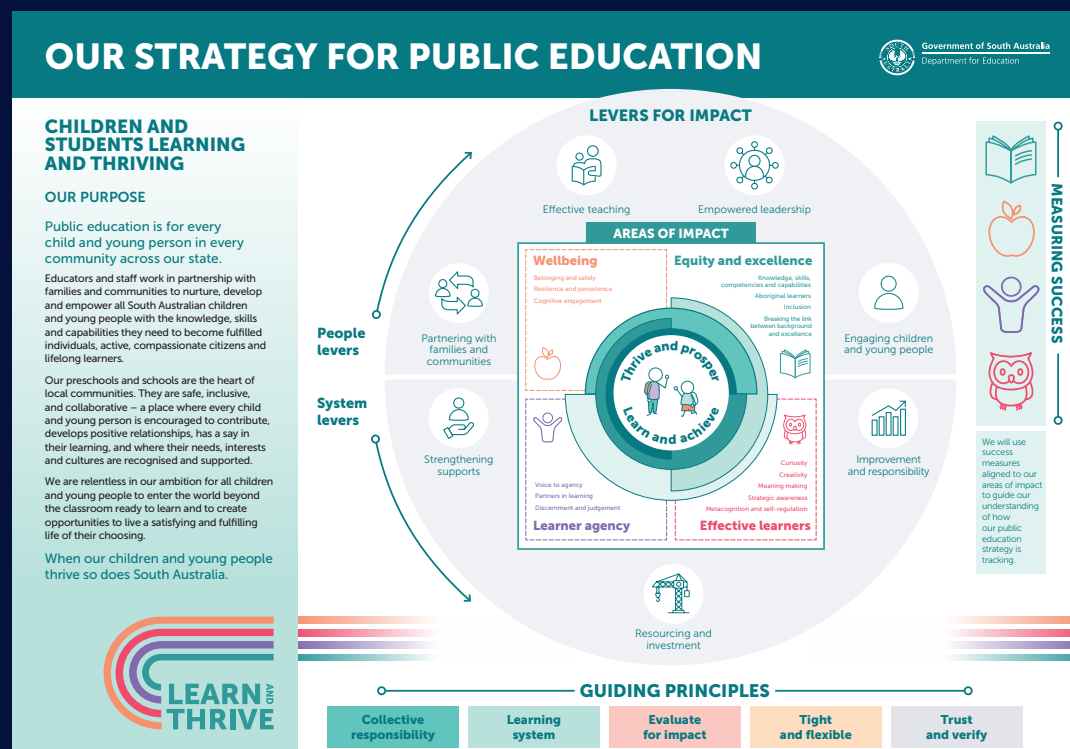
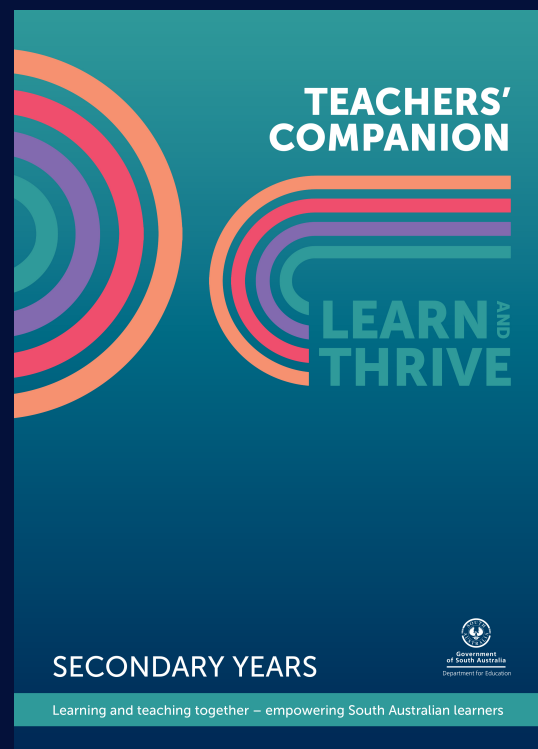
PHASE 3: CONNECTING TO SA CURRICULUM (Term 3, 2026)

- » apply the notion of Crew to curriculum planning and delivery, including a focus on Expeditionary Learning
- » link habits of successful learners to dispositions of SA Curriculum
- » BENCHMARK: subject to review based on status of Phases 1 & 2

CHALLENGING MISALIGNED PRACTICE:

To ensure alignment, we will:

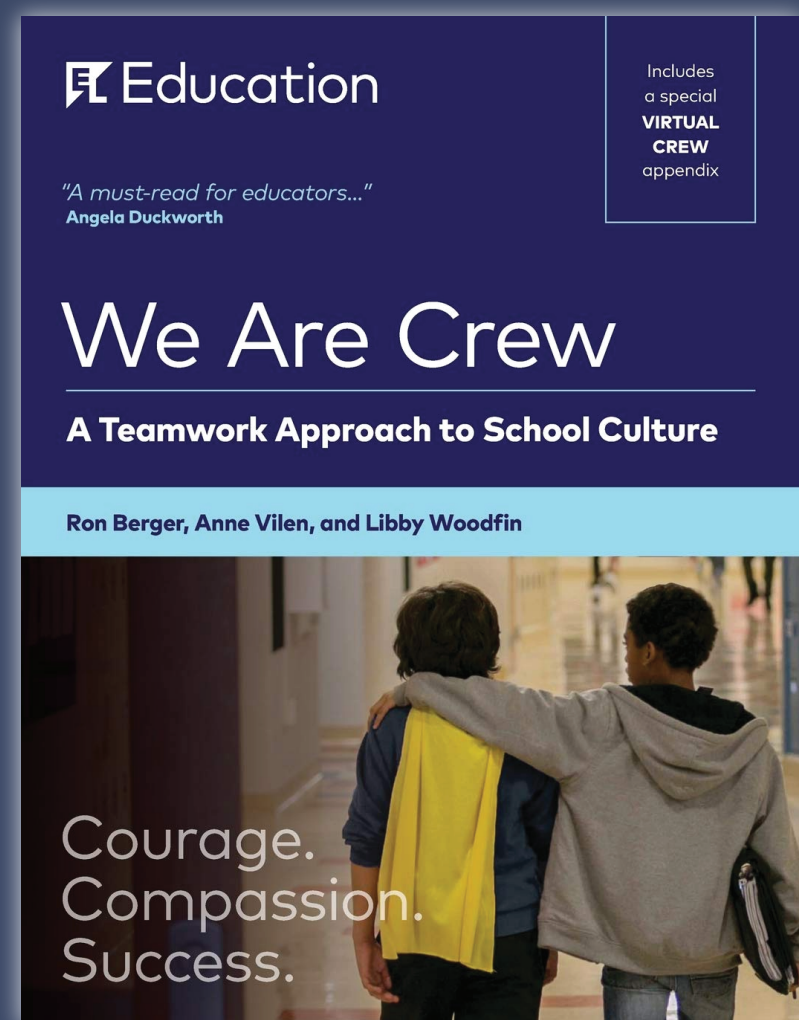
- » conduct regular reviews of teaching practices and curriculum delivery to identify areas of misalignment
- » provide targeted professional development and coaching to support staff in aligning their practices with school objectives
- » foster a culture of open dialogue and constructive feedback, using Radical Candor, encouraging staff to reflect on and adjust their practices
- » implement a system of peer observations and collaborative planning sessions to spotlight and amplify best practices and address inconsistencies
- » use data-driven insights to guide adjustments and ensure practices effectively support student outcomes



DfE TOOLS & RESOURCES:

To support our strategic objectives, we will utilise the following (pictured above):

- » DfE Cycle of Inquiry // DfE Teacher's Companion // DfE Strategy for Public Education // DfE SA Curriculum



"WE ARE CREW":

To build a supportive and collaborative school culture, we will:

- » implement afternoon "Dharna Crew" sessions to build reflective practice, relationships, set goals, and support each other's learning
- » focus on developing a sense of belonging and accountability among students, encouraging them to take responsibility for their own and each other's success
- » integrate character education and social-emotional learning into Crew sessions to foster resilience, gratitude, empathy, and mindfulness – 'Crew Conversations'
- » use the principles of Crew to activate the notion of 'The Last 3 Feet'

THREE-YEAR ASPIRATIONS (2026~2028):

- » ACADEMIC EXCELLENCE: achieve a 20% increase in students attaining A and B grades by 2028
- » LEARNING SPACES: created throughout the site to display and celebrate the process of learning
- » LEADERSHIP DEVELOPMENT (Growth Coaching): foster a strong leadership pipeline by integrating growth coaching into development programs
- » COMMUNITY PARTNERSHIPS: establish at least five new partnerships with local organisations to enrich student learning and community involvement
- » CULTURAL INCLUSIVITY: enhanced by increasing Aboriginal and Torres Strait Islander student representation in leadership roles and activities by 2028



EVALUATION & CONTINUOUS IMPROVEMENT:

We will strive to be "the best at getting better" by:

- » regularly reviewing performance data (attendance, academic achievement, and community engagement) to inform strategies and drive improvement
- » reviewing our Site Learning Plan each term via Leadership meetings to ensure the activation of our school values and alignment with our school motto:

NON NOBIS SOLUM ~ NOT FOR OURSELVES ALONE