

2024 annual report to the  
Community

## Port Lincoln High School

Port Lincoln High School number: 791

Partnership: Port Lincoln



School principal:

Craig Akehurst

Date of endorsement:

23/03/2025



Government  
of South Australia  
Department for Education

# Context Statement

Port Lincoln High School caters for students from 7-12. At the time of this report, the enrolment in 2024 is 782. Port Lincoln High School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 19% Aboriginal students, 16% students with disabilities, 9% students with English as an additional language or dialect (EALD) funded background, 3% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

## Governing Council Report



Governing Council Annual Report 2024

Non nobis solum "not for ourselves alone"

Members:

Active: Letisha Proude, Chloe Manthorpe, Dave Cunningham, Jade Fraser, Karli Anderson, Lesley Tokarski, Meagan Rodda, Nicole Billing, Stephanie Hoy, Shaun Thomas, Ben Henrichs, Craig Akehurst, Prapti Pai, Dre Vlassco, Brian Gabb

Associated: Emma Anderson, Cherie Doudle + Parent Reference Committee x 10 members.

In the footsteps of celebrating the school's 2023 centenary the GC held its AGM on the 14<sup>th</sup> of February 2024 and welcomed new members Jade Fraser, Dave Cunningham and Lesley Tokarski, Dre Vlassco and Prapti Pia'. Cherie Doudle and Ben Henrich's joined during the year.

Parent and community involvement makes for a strong school, and provides a barometer for decision making, growth and future development. Participation is one of the best ways for families to know their school and connect the many opportunities offered for their children.

Newly appointed Principal Craig Akehurst opened the first meeting for 2024 with an important conversation about the meaning of success for students. As a school leader and parent of children from the Public Education Community Craig talked about the importance of valuing student growth as a signpost for success. Developing each student's understanding and ownership of how they achieve their personal growth and recognize and use these success processes and tools is part of "cracking the code." The code for lifelong learning and successful agency in an equitable and democratic society.

Following the school's *sports day* which was a real cracker mixing fun and competition with high student participation and strong community presence, the Governing Council and School Staff teamed to host the first *Open School*.

**Why Open School?** Port Lincoln Public High School serves the community. This means that the school is always open to all who wish to pursue an inclusive education that respects and values diversity and provides innovative pathways for learning, personal development, and future employment. The corner stones for Port Lincoln's future. For those of you who were present at the 2024 year 12 awards and graduation evening will recall the inspirational speech delivered by guest speaker, former PLHS student Zoe Karatzovalis.

Zoe described her incredible journey from PLHS to Sydney-based professional dancer, business owner of two inclusive dance studios and part-time Wiggle. She also shared some wonderful words of wisdom and encouragement with our current students and Zoe is a shining example of achieving success through diversity and belief in self and determination to create her own pathways.

With the sun shining, the school band playing funky jazz and the sausages sizzling, a steady stream of families and community members enjoyed a brief of the many learning and developmental opportunities the school provides for students. We loved the way students connected their family and friends with their teachers and toured their learning areas as well as welcoming

grandparents and other family and community members alike. Five additional student enrolments were received in the wake of this community participation and the following *Open School* later in the year was equally as successful. A shout out to the PLHS staff for supporting these important occasions and giving their personal time to meet and greet and show case their work.

**Community Connection, and Governing Council knowledge and skills development have underpinned the GC's work and initiatives.** With these intents the GC invited **Mr. Greg Barry Chairperson of the newly formed Port Lincoln Chapter of the Community Education Foundation (CEF)** to speak at a GC meeting. Greg touched on the opportunities for schools and community to support youth ages 16-25 to access post-school education & training. In partnership with CEF Australia, community and other industry groups the plan is to grow the capacity of CEF to fund scholarships and grants to assist youth to manage costs related to vocational education. GC will re-activate the PLHS Past Scholars Association (ALUMINI) in 2025 as an ongoing conduit for ALUMNI participation and promotion in the life of the high school and engage opportunities for donor contributions via CEF for PLHS student scholarships. A great example of the leadership and influence that GC has in achieving outcomes for PLHS families.

**Access and equity** remain key drivers for the GC which appreciates the challenges and costs that face families when accessing educational and vocational pathways for their children. Principal Craig Akehurst and his Vocational Pathways team are exploring exciting opportunities for PLHS students to connect learning and skill development via the **Port Augusta Technical College** which is under construction. Once completed, PLHS senior students will participate in blocks of learning/training. Course costs, travel and accommodation will be fully funded and accredited by Universities and Industry.

The GC has maintained a weather watch on **the cost of living and education** during this time of global economic uncertainty and instability and in partnership with the school's finance and leadership team continues a conservative approach to setting the materials and services fees (MSF) for 2025. With the continued support of the State Government's cost of living family subsidy, a full time PLHS student in 2025 will attract a \$300.00 MSF. Eligible families can apply and receive a school card allowance.

**GC Student leaders Prapti Pia and Dre Vlassco** have kept GC focussed on the importance and opportunities for promoting and engaging student voice. As an initiative Governing Council proposed to have Prapti serve as a member of the **merit selection panel** to appoint the PLHS school principal. This is the first time in South Australia that a student has been nominated and achieved this important role and speaks well for the school and its ongoing work to promote student agency in life and learning. Bravo PLHS GC. If we want students to develop as critical thinkers and decision makers it makes sense to include their voice and provide experiences in the processes that impact their learning and aspirations....and Prapti did just that for her school with poise and skill.

Following conversations by the GC and its student leaders the school responded quickly to establish a **fitness and play station**. Initiated to provide more lunch time options targeting year seven students the PE staff have maximised the opportunity to include fitness and strength stations for the benefit of all students. The good news is that other options are to come as budget allows.

Keeping tenor with the **school's directions and achievements** are part and parcel of the GC's work to represent their community and work with school leaders and staff to make PLHS public and proud. The GC were delighted with the feedback from the independent **School's Review Team**, commending PLHS directions, leadership, and staff teamwork in translating learner success through a differentiated curriculum and learner agency. PLHS student success is pinned on the mutually dependent principles of **equity and excellence**.

The GC has maintained a strong presence and **advocacy for public schooling and resourcing**. There has been a flurry of submissions and challenges throughout the year from the GC to a collective of Education Peak bodies, State, Federal and Senate Ministers. The GC has been intent for a re-thinking and re-shaping of Education delivery and resourcing for public schooling which is contingent on a will and a morality to provide a level playing field for all students, city, and country.

**Better and Fairer Schools (Funding and Reform) Bill 2024** was tabled in Federal Parliament and was immediately referred to the Senate Education and Employment Committee inquiry. A submission was sent from PLHS GC to the Senate Education Committee to support equity and funding reform.

The following release from the Federal Government's Education Minister provides an update re: Funding for Public Education. Politics aside, this is a substantial move forward and begins to address the needs of students as well as recognising the current inequity that exists in resourcing between public and independent/private education. The proposed changes placed in this legislation mirror the concerns and arguments that the GC documented as well as our recent submission to the Senate Enquiry for Education. I'd like to think that our voices along with the many others in Australia are being heard.....at last, and that the collective actions we take make a difference. The SA state government continues to pressure for 100% of the Schools Resourcing Standard to be delivered asap and GC can continue to advocate for public education and resist the push back from the private education lobby.

As of November 2024, the Albanese Government has.....

*“ passed legislation through Parliament to increase funding for public schools.*

*Extra funding will now be able to flow to public schools to states and territories that have signed on to the Better and Fairer Schools Agreement.*

*The legislation will enable this to happen. It will also protect public school funding from ever going backwards.*

*At the moment, non-government schools are funded at the Schooling Resource Standard, or they are on track to get there, or they are above it and coming back down to it. Most public schools aren't.*

*The Commonwealth Government provides 80 per cent of the SRS funding for non-government schools and the State and Territory Governments provide the other 20 per cent.*

*For public schools it's the reverse. The Commonwealth provides 20 per cent of the SRS funding, and the States and Territories are supposed to provide at least another 75 per cent. That means there is a five per cent gap.*

*The Albanese Government has put \$16 billion of additional investment for public schools on the table to help fill that gap.*

*If delivered, this would represent the biggest extra investment in public education by the Australian Government in this country's history.*

*The Better and Fairer Schools (Funding and Reform) Bill 2024 amends the Australian Education Act 2013 (the Act) and enables the Commonwealth to lift its share of funding to public schools above 20 per cent.” Jason Clare SA Minister for Education*

The appointment of Mr. Criag Akehurst as School Principal for the next 6 years has been welcomed by the GC and school community generally. Craig is a respected educator and member of the Port Lincoln Community and brings energy and vision to this important leadership role. The Governing Council is looking forward in 2025 to working with Craig and his team in the best interests of all students and families. In partnership with GC Craig and team are “amping up” the opportunities for community participation in the school. The welcome sign is up, and GC have been delighted with the outstanding community attendances at the school's awards assemblies and Open School nights to date.

*“This assembly acknowledged the Term 2 academic success of many students. It was standing room only with close to two hundred proud parents and caregivers in attendance to celebrate their children's achievements and shared school pride. Bravo students and thank you to the many who juggled work schedules and commitments to come. Keep an eye out for the next one.”*

And then came **“Juvenescence”** (the state of being youthful or of growing young) – This visually diverse and spectacular exhibition was officially opened at Jump Ship Brewery. Showcasing student artwork from the Port Lincoln High School and the Transition & Learning Centre, the collection ranged from painting, drawing, photography, design, mixed media, printmaking and more. The work was produced by students from all six-year levels (7-12) and many sale pieces were snapped up.

What does sing to sharks, science technology engineering and maths (STEM) and the physics of sound through water have in common? Quite a lot according to STEM teacher Ben Henrichs when he provided a curriculum **spotlight at a GC meeting**. The Young Aboriginal STEM Thinkers (YASTA) research team have been investigating the Aboriginal cultural practices of luring fish into traps by singing and dancing to the sharks and other marine predators to drive the fish to shore and the physics properties of sound waves moving through liquids. The students recently presented their findings and experiments to the STEM Aboriginal Learners Congress attended by over a thousand students and prominent Aboriginal and Torres Strait Islander engineers and educators.

Have you ever climbed Ngarri Mudlanha/Saint Mary Peak Flinders Ranges? Well recently Port Lincoln High Students did along with three other peaks.....I'm puffed just trying to write about this. The students completed this and many other challenges during their time in Operation Flinders. A character and team building experience that tests belief, stretches physical and emotional limits and truly is a whole of life learning and living program. *“Climb Mt. Everest?..... No worries.”*

Boarding passes please as the Governing Council was whisked away to Japan on the wings of the Japanese Language and Cultural Immersion Program. Arigato gozaimasu for an inspiring presentation of the recent visit by twenty-four students to Japan. The learning and insights shared by students Sophie Long and Evan Lukin and teachers exemplified the value and importance of

learning a language as a cultural bridge for shared humanity and understanding and provided another *interesting and entertaining spotlight for GC.*

I get a buzz from knowing that the students are excelling and are offered a diverse curriculum that is engaging. As a GC member I like to know what is happening for my child. I’m learning too as I go, and I get to meet and connect and celebrate the many successes and achievements of students and the school. *I like being part of a winning community team and influence decision making. I feel satisfied knowing that the Governing Council works as parent partners with the school to make a difference for all kids.*

Sometimes GC may encounter a *difficult situation* that requires sensitivity and confidentiality. An alleged incident involving a student, and a Port Lincoln High School Staff member was brought to GC attention. The Department for Education in conjunction with Principals’ Craig Akehurst and DP Lesley Warren and school wellness team responded expeditiously and sensitively to safeguard the safety and the wellbeing of the student involved. Appropriately SAPOL was engaged to investigate the allegation, and the staff member was suspended from duty and denied access to the school, students, and other staff members.

Although this was an unsettling matter, the GC as the elected family representatives for our school community were informed and responded with integrity and in accord for the safety of students and the good order of the school. The *GC membership were fantastic*, looked after each other and stayed united.



Ever heard the expression *“it’s been a dog day”* often used to describe down days? Not so at PLHS because dog days at school describe the visits from Hope the therapy dog and handler Cate Harrison. These are always *“up days”* as students and staff welcome a pat with Hope. A few comments follow.

- 90% of students’ major description of Hope’s presence is that “she is CALM” ... which immediately supports their ability to be in the same state.
- Students when patting Hope can feel that she is calm which resonates with them as well. They love touching, patting, talking, lying next to her, and having her support them in the classroom. When seeing her on the stairs, they deliberately come down to gently stroke her along her back from head to tail as they walk past. They interact with her on the oval by calling her to come over to their group.
- Hope goes into specific classes where she supports students to stay on task, to stay calm. She can sense grief and enables students to let go of their grief and just to have her in the classroom makes their “eyes light up.”

And the good news is that Cate will introduce a second dog *Odin* to the PLHS program for 2025. A shout out to Sanctuary on Eyre a local community organisation caring for animals and providing education about the importance of animals for student wellbeing. Want to know more or become involved? Go: [sanctuaryoneyre.com.au](https://sanctuaryoneyre.com.au)

2024 Activity / Participation	Outcomes/Achievements
GC Priority Planning – School Vision	GC – strengthening school community participation and communication the 4 Cs
Parent Reference Group	Broadening the base for parent/community participation, knowledge giving and receiving
Continuation of a “floating” GC membership	Encouraging participation and representation within or externally to GC meetings and streamlining executive functions to maximise efficacy.
<b>Curriculum Spotlights:</b>  <i>1. Ben Henrichs AI – Lumintaion Learning Laboratory / YASTA Aboriginal STEM initiatives</i>  <i>2. Emma Richards – Aboriginal Cultural Tours and curriculum immersion</i>	Updated Curriculum knowledge base.  Ongoing – students research project acknowledged and awarded.  Ongoing for student workshops and PIE funding for GC participation

<p>3. <i>Brigitte Clements – School Budgeting and alignment with priorities / MSF –.</i></p> <p>4. Joh Walding – LINC initiative to engage students</p> <p>5. Rowena Fox – Principal Panel Process + Selection Criteria</p> <p>6. Tanya Booker, Shaun Thomas + students <b>Sophie Lang &amp; Evan Lukin</b> – Japanese Cultural Tour</p> <p>7. Cate Harrison- sanctuary on Eyre &amp; Therapy Dog Program update</p>	<p>Ongoing</p> <p>Ongoing with Transition Learning Centre</p> <p>Completed</p> <p>Brian Gabb + Prapti Pia – GC panel representatives.</p> <p>Completed and planning begins for 2025 + Muroto Sister School Activities</p> <p>Funding achieved and additional therapy dog Odin to commence service 2025</p>
<p><b><i>Community Spotlights/Focus:</i></b></p> <p>Year 12 Art &amp; Design Exhibition Opening</p> <p>Community Open School x 2</p> <p>SA Government Country Cabinet – School Funding</p>	<p>Ongoing</p> <p>Growing community participation and interest</p> <p>Addressed by GC represented by Brian Gabb &amp; Stephanie Hoy</p>
Centenary Paving and Garden Projects	Completed
Centenary Mural – Jetty Jumping	Completed
Introduction of School Hats/Sun Safety	Ongoing
<b><i>GC &amp; School Activity:</i></b>	
GC National Excellence in Teaching Nominations	Nominees: Shaun Thomas, Yasmin Sampson, Tanya Booker, Hanna Minchin
GC Community Award	Tanya Booker
Rowan Ramsey Award	Clive Palmer
Outstanding Materials and Services Charges	Ongoing – GC supporting initiatives for recovery of money owing
Setting of Materials and Services Charges 2025	Agreed @ \$500.00/student minus \$200 Government hardship subsidy = \$300.00
Outsourcing Canteen Management with emphasis on healthy eating options	Manager Position advertised following Joyce Vlassco's notice of retirement from – term 2/2025
External School Review /monitoring / goal setting	Ongoing with principal reporting to GC meetings
Student funding to attend annual Instrumental Music Camps	Ongoing
Parents In Education Funding Submission for \$5,000.00	Thriving Community – GC Cultural Competency tour & workshops – awaiting outcome
Performing Arts Centre/recording studio level 2 modifications	Funding request active with Finance Committee

Suggested 2025 GC Activity / Participation	Outcomes /Achievements
Public School Funding –to achieve Student equity for Schooling Resource Entitlement	<b>Ongoing</b>
GC – Cultural Immersion Tour and workshops	As per submission for Parents in Education Funding
GC promotion for funding and planning for demolition of dilapidated wooden classroom blocks.	Provision, design and building of a PLHS onsite Transition Learning Centre
Gc Sub Committee formation – Old Scholars Alumni	Port Lincoln CEF Chapter has endorsed motion to include PLHS Old Scholars Alumni as a funding source for PLHS student beneficiary.
Centenary Drive – Avenue of Trees (planning completed)	Awaiting Commencement
Middle School Re- Development	AS per School Improvement Planning
Technical College – Links Port Augusta and Port Lincoln	Strengthening learning and work options.
Flags	Increasing school and community visibility of National and Aboriginal /Torres Strait Islander Flags
Ruskin Road Precinct – beautification/re-development	Provision of a serviceable and welcoming point of presence and access for PLHS.

*Dear GC members, I'd like to sincerely thank each of you for your ongoing commitment to GC and its endeavours as a team working for the benefit of students, their learning, personal development, and aspirations. What you do is important, makes a difference and is valued.*

*A few words offered during a meeting or via a text can alter the course of our thinking, build a host of possibilities, and keep our purpose focussed. Connecting and communicating is the basis for decision making and positive action, the foundation for a democratic and inclusive outlook and momentum for the group.*

*I appreciate that you are busy people, highly committed in your work, family and community lives. For us the measure of success lies not with a tally of meetings attended, rather the collective will to provide community voice, challenge thinking, strive for improvement and promote Port Lincoln High School and public education in a positive light. You do this.*

*Kind regards and best wishes for the year to come.*

*Brian Gabb*

*Chairperson 12/2/2025*



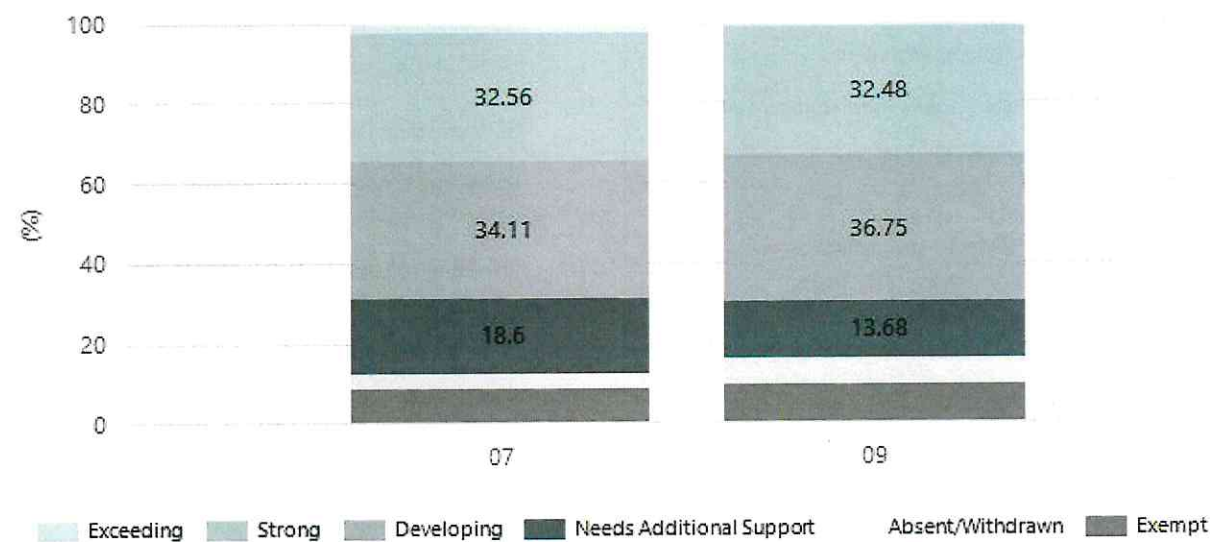
Designed and painted by year 12 Student Leader: Dre Vlassco 2024.

# Performance Summary

## NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

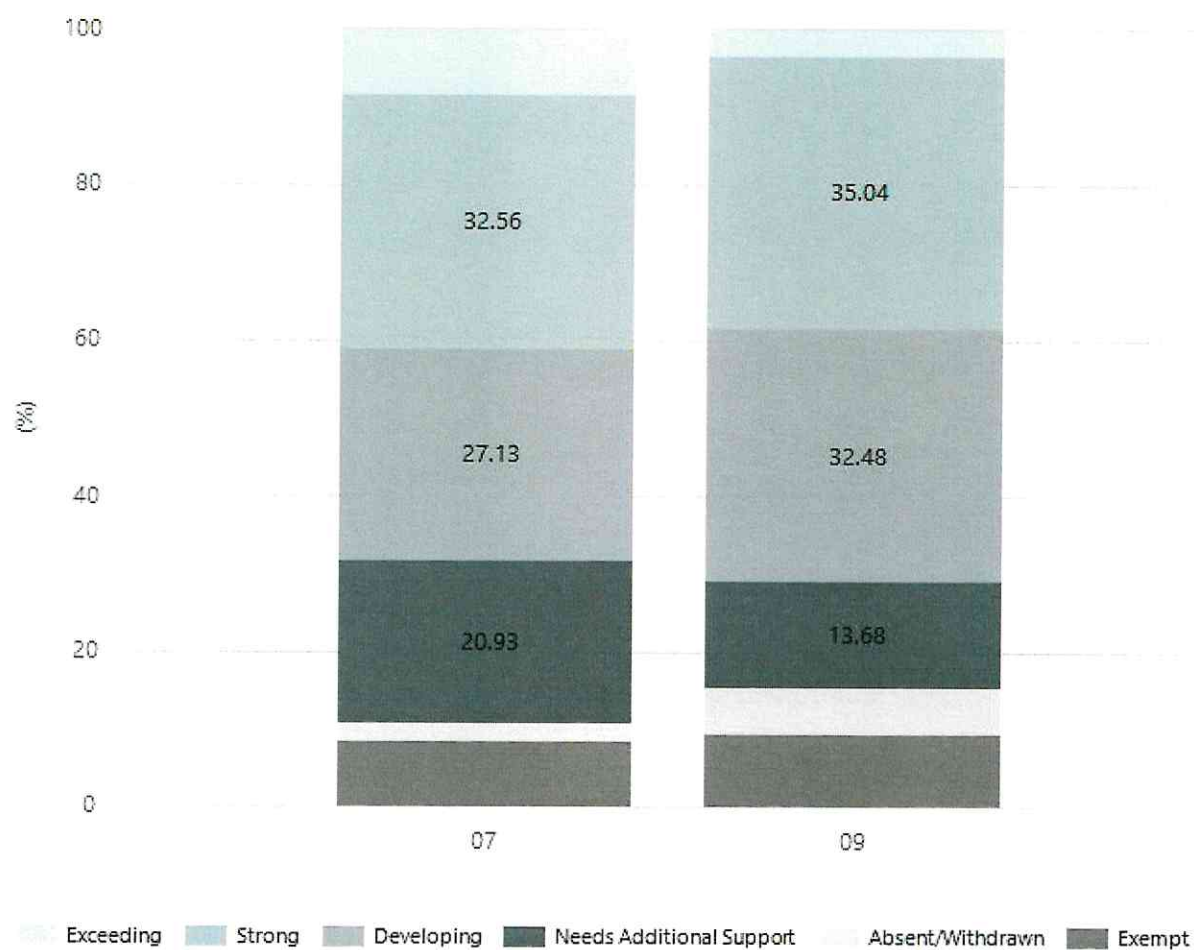
### Numeracy



Year Level	07	09
Exceeding	3	1
Strong	42	38
Developing	44	43
Needs Additional Support	24	16
Absent/Withdrawn	5	8
Exempt	11	11
Total	129	117

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

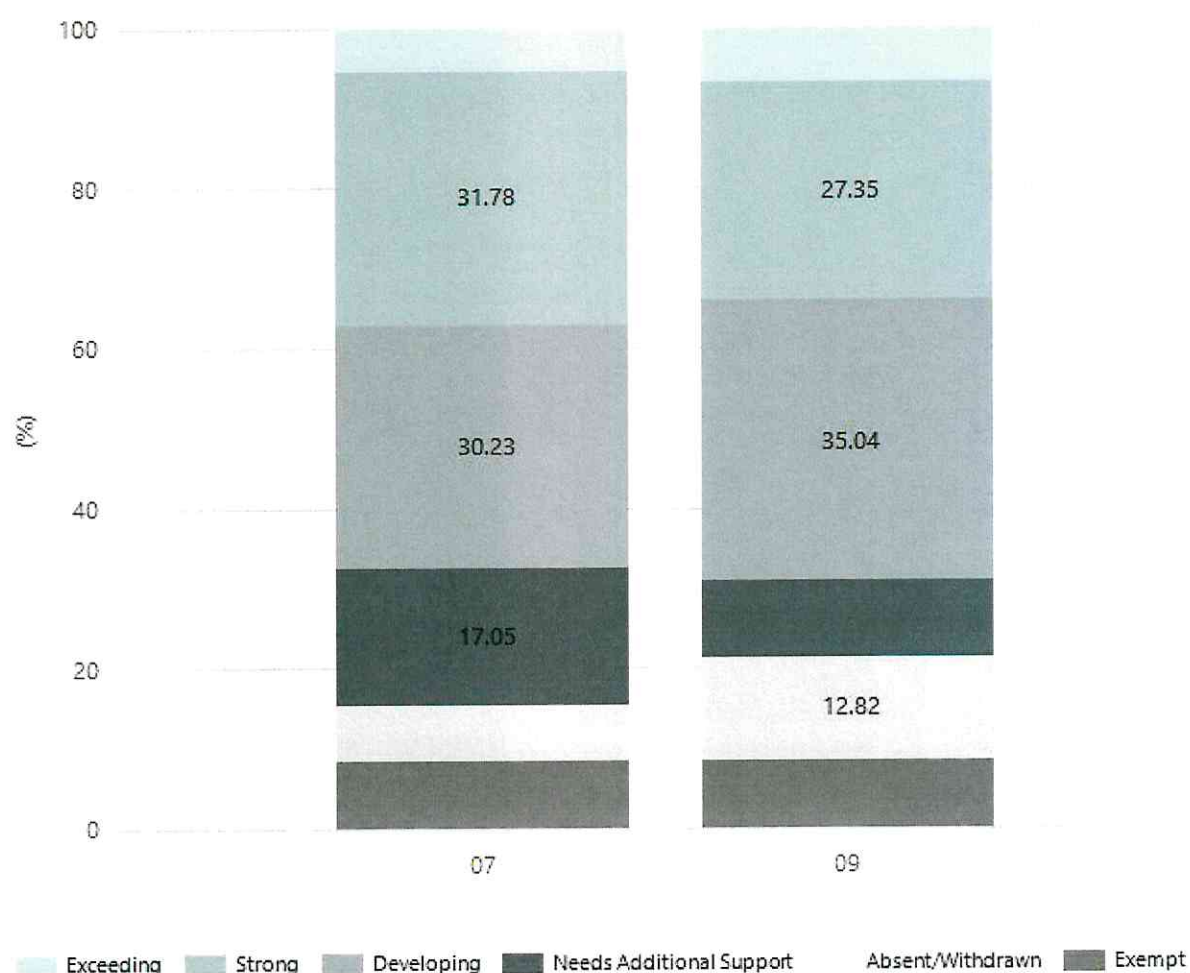
Reading



Year Level	07	09
Exceeding	11	4
Strong	42	41
Developing	35	38
Needs Additional Support	27	16
Absent/Withdrawn	3	7
Exempt	11	11
Total	129	117

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

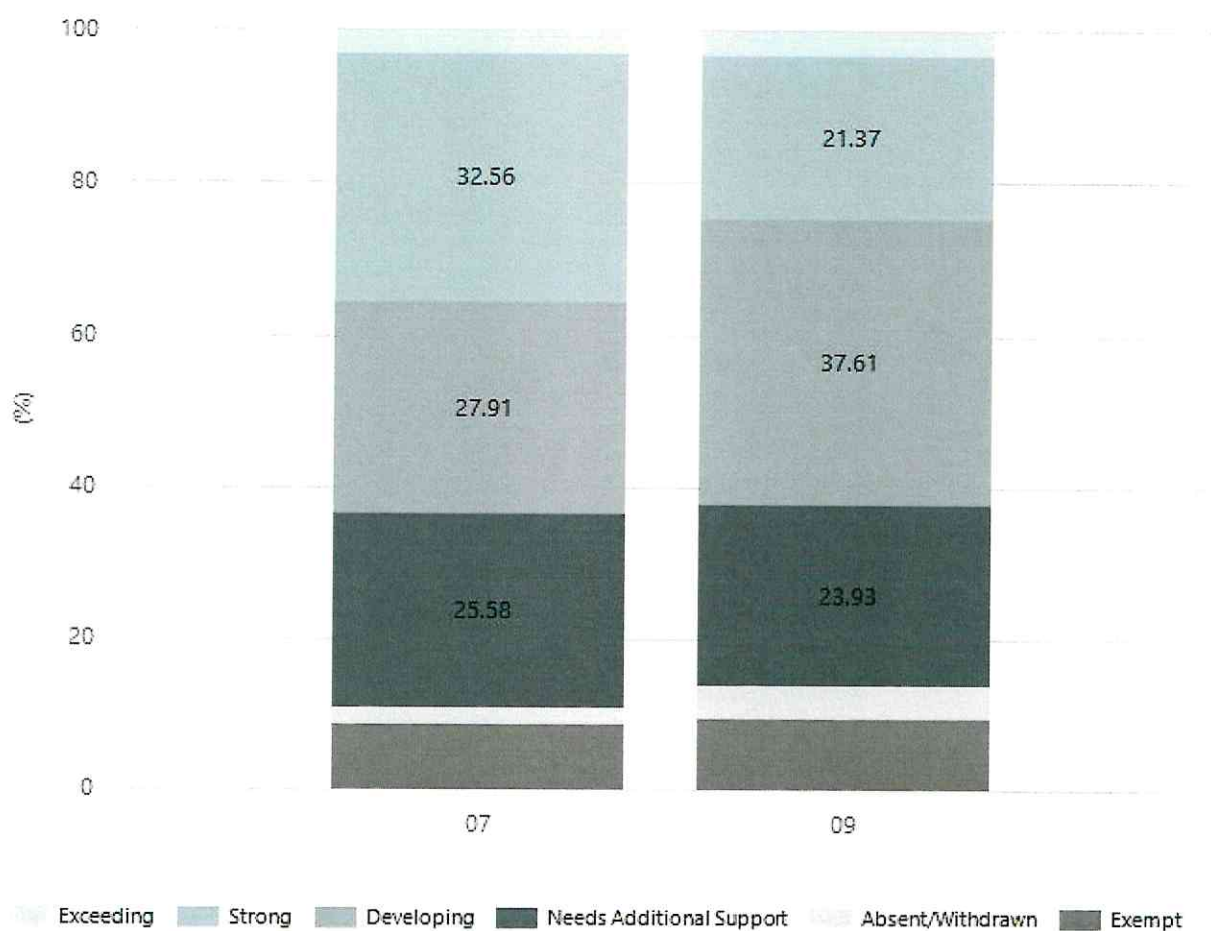
## Writing



Year Level	07	09
Exceeding	7	8
Strong	41	32
Developing	39	41
Needs Additional Support	22	11
Absent/Withdrawn	9	15
Exempt	11	10
Total	129	117

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

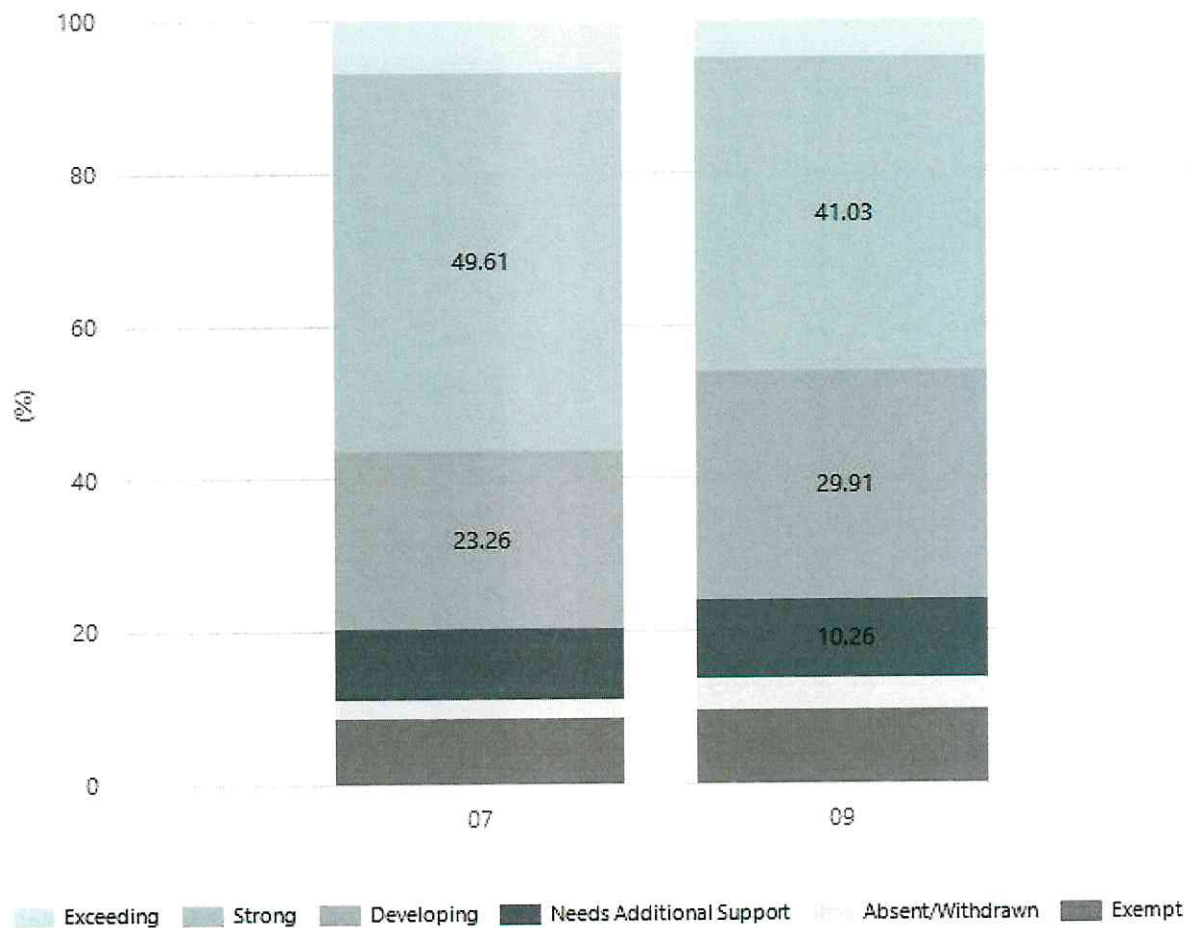
## Grammar



Year Level	07	09
Exceeding	4	4
Strong	42	25
Developing	36	44
Needs Additional Support	33	28
Absent/Withdrawn	3	5
Exempt	11	11
Total	129	117

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Spelling

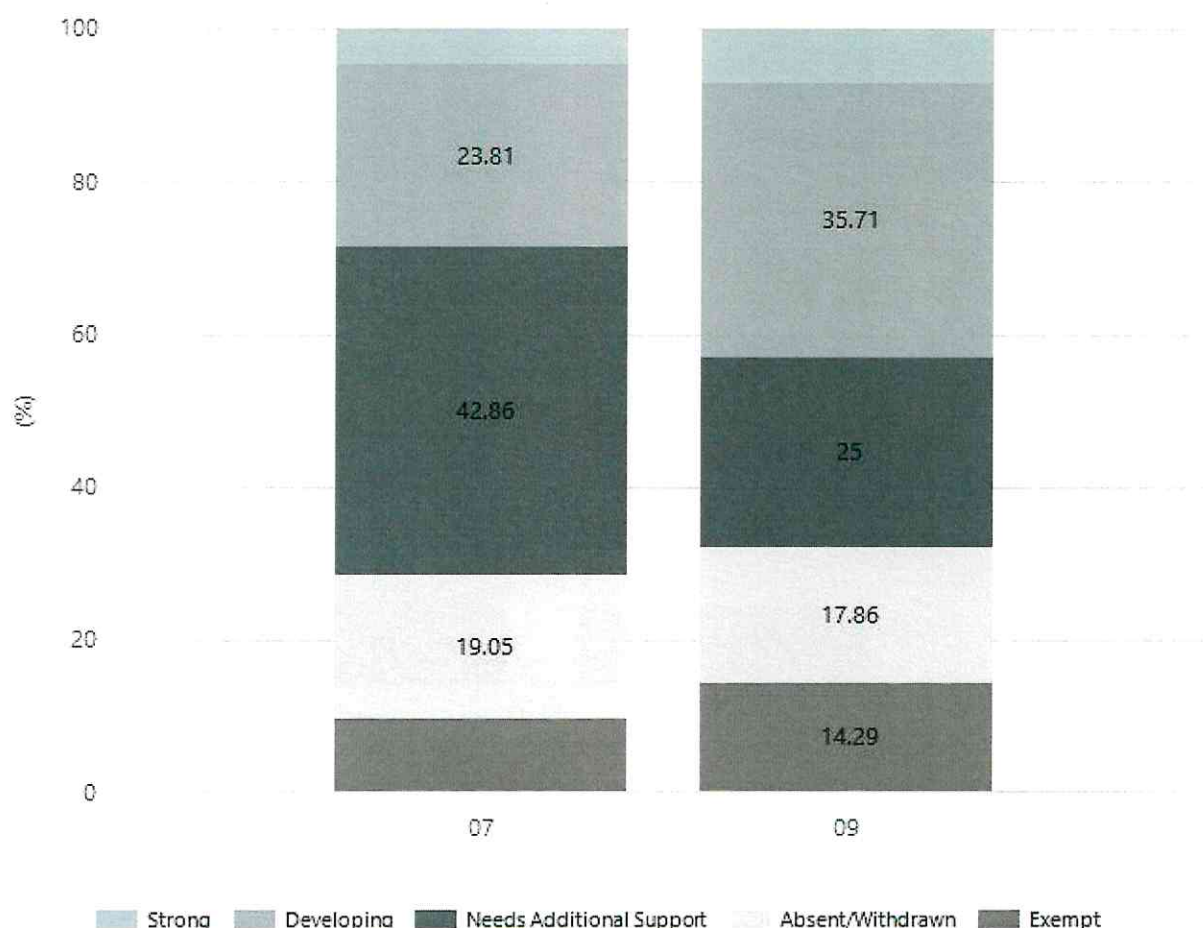


Year Level	07	09
Exceeding	9	6
Strong	64	48
Developing	30	35
Needs Additional Support	12	12
Absent/Withdrawn	3	5
Exempt	11	11
Total	129	117

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

# NAPLAN Proficiency - Aboriginal Learners

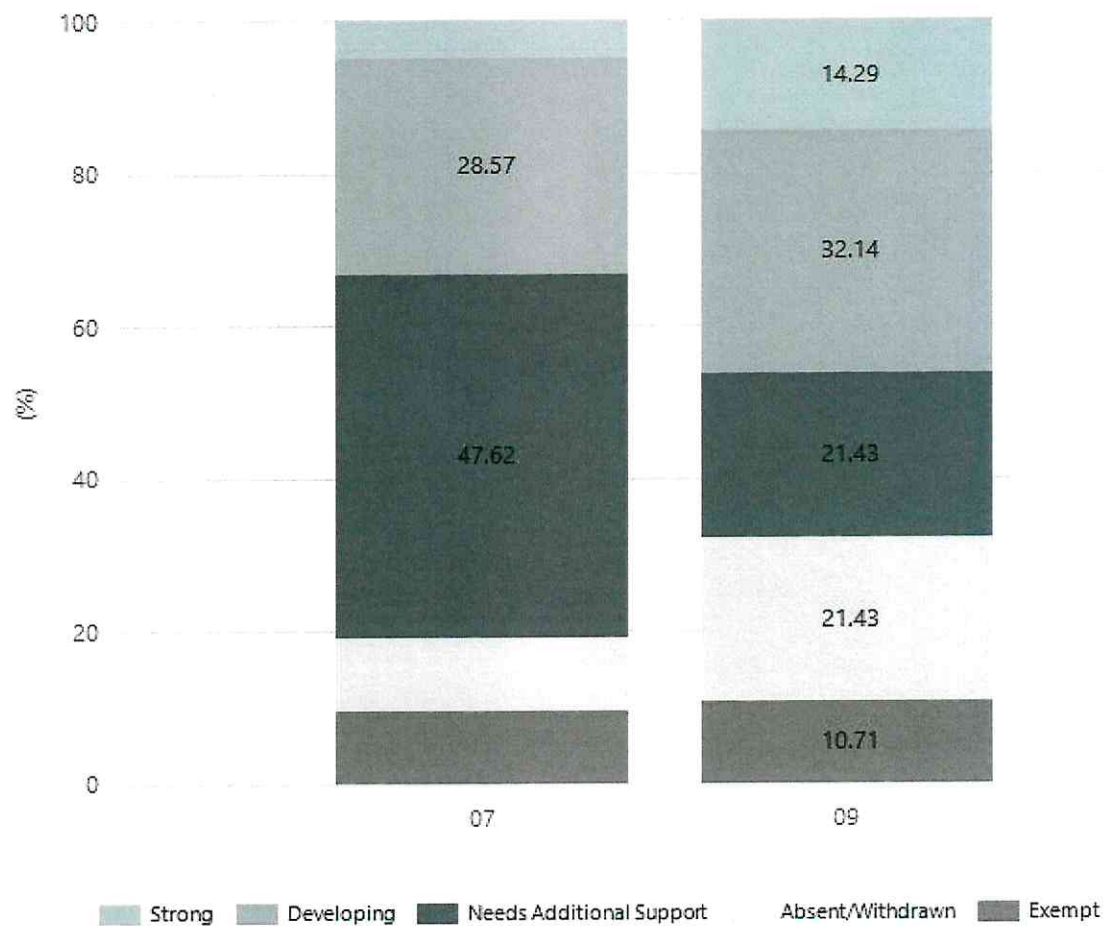
## Numeracy



Year Level	07	09
Strong	1	2
Developing	5	10
Needs Additional Support	9	7
Absent/Withdrawn	4	5
Exempt	2	4
Total	21	28

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

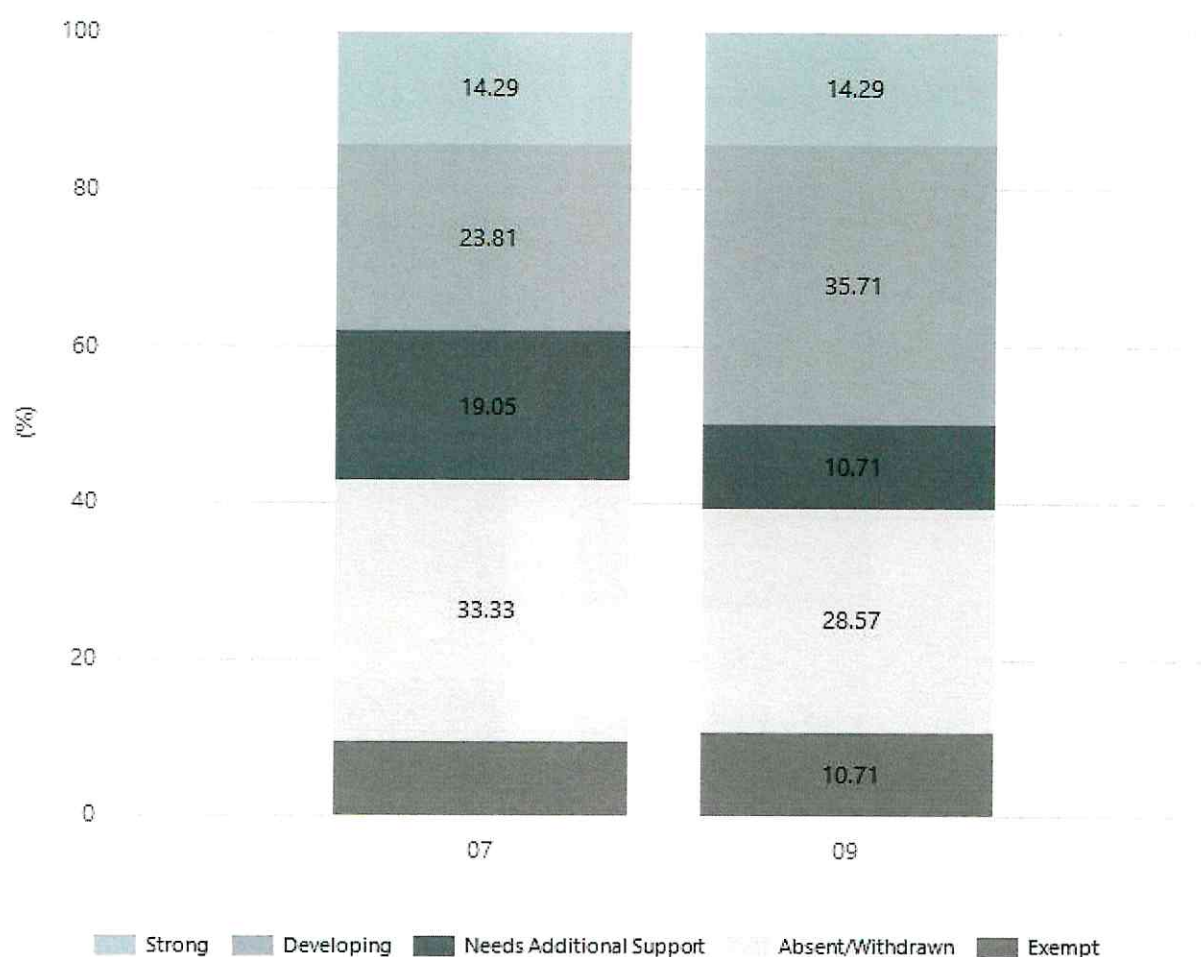
## Reading



Year Level	07	09
Strong	1	4
Developing	6	9
Needs Additional Support	10	6
Absent/Withdrawn	2	6
Exempt	2	3
Total	21	28

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

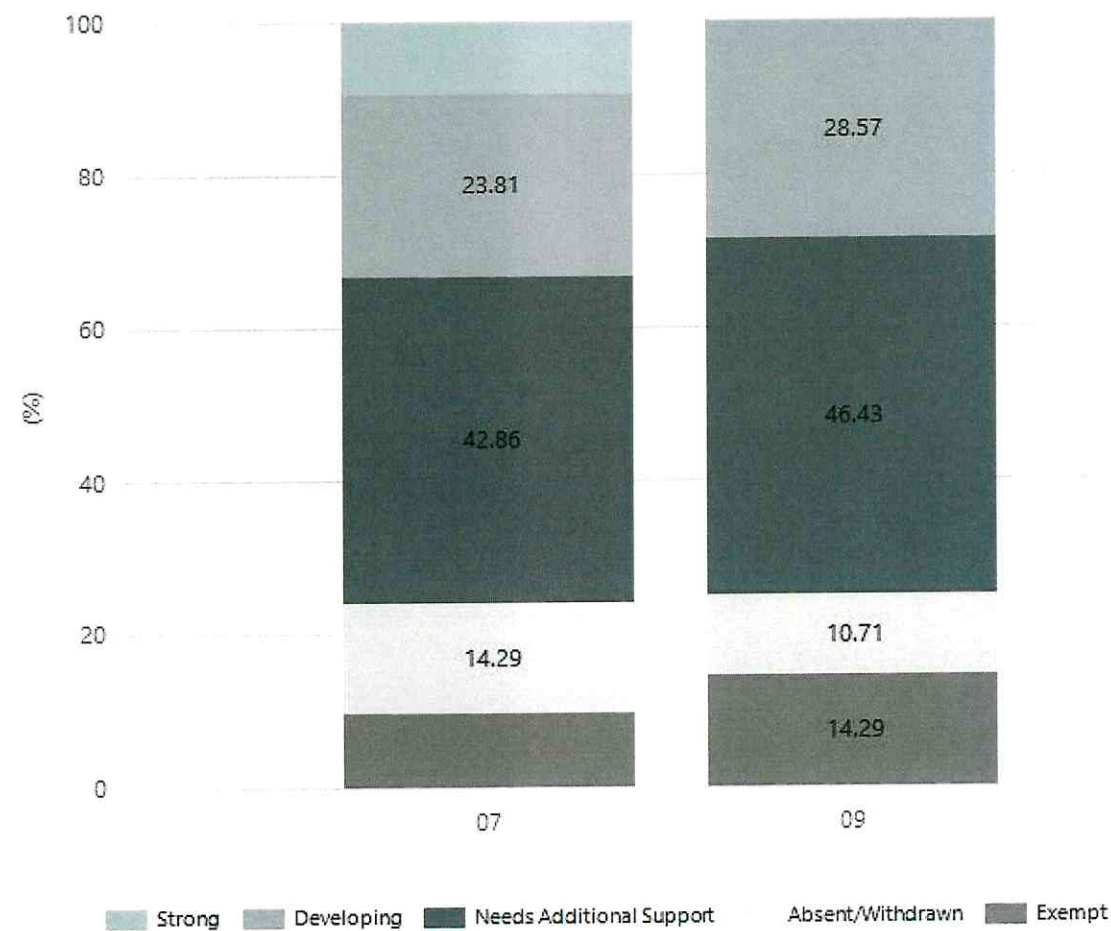
## Writing



Year Level	07	09
Strong	3	4
Developing	5	10
Needs Additional Support	4	3
Absent/Withdrawn	7	8
Exempt	2	3
Total	21	28

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

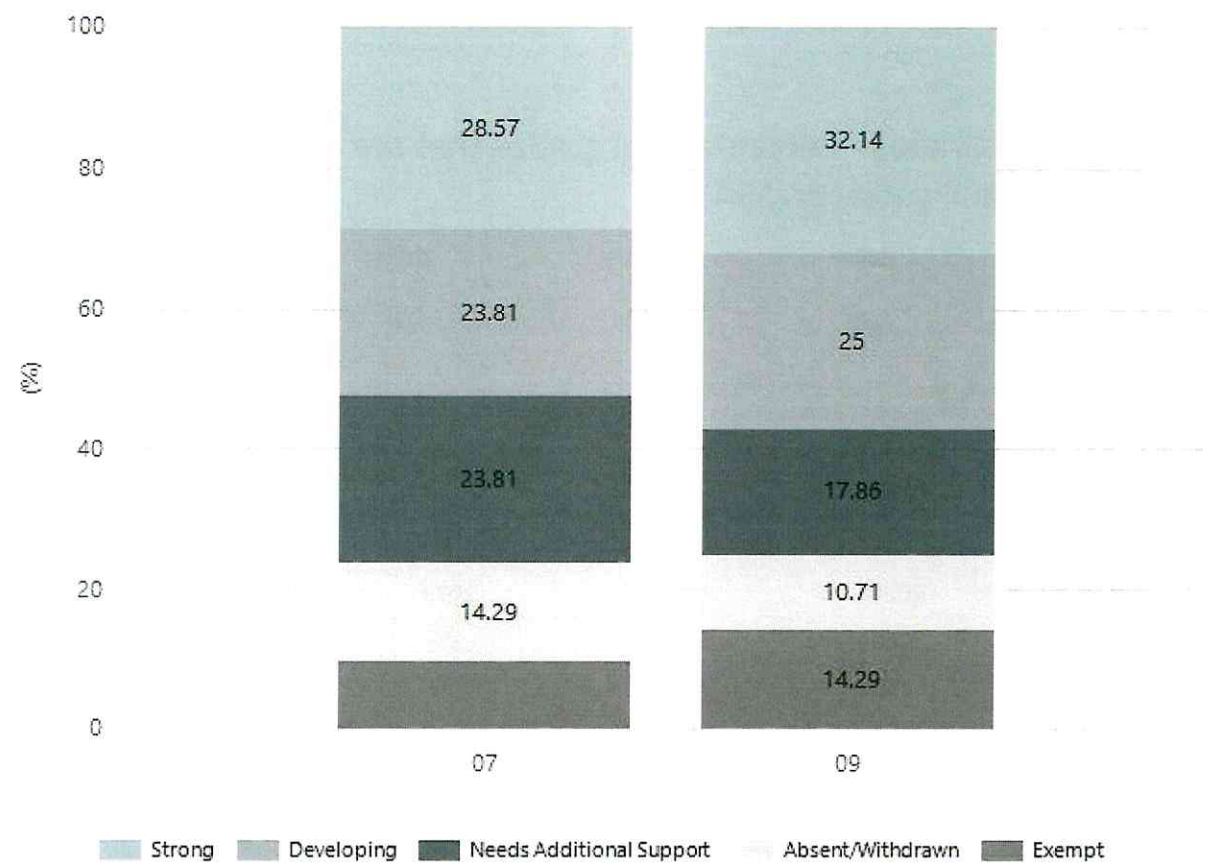
Grammar



Year Level	07	09
Strong	2	
Developing	5	8
Needs Additional Support	9	13
Absent/Withdrawn	3	3
Exempt	2	4
Total	21	28

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

# Spelling



Year Level	07	09
Strong	6	9
Developing	5	7
Needs Additional Support	5	5
Absent/Withdrawn	3	3
Exempt	2	4
Total	21	28

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

# South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
97%	98%	97%	95%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	0%	0%	1%	1%
A	2%	3%	4%	5%
A-	5%	7%	6%	8%
B+	8%	9%	9%	9%
B	11%	12%	14%	12%
B-	15%	16%	14%	15%
C+	21%	17%	18%	16%
C	22%	25%	21%	21%
C-	12%	10%	10%	8%
D+	2%	1%	2%	2%
D	1%	0%	1%	2%
D-	0%		0%	1%
E+		0%	0%	0%
E		0%	0%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
98%	100%	98%	97%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	68%	46%	54%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	100%	98%	97%

Data Source: School supplied data

## School Attendance

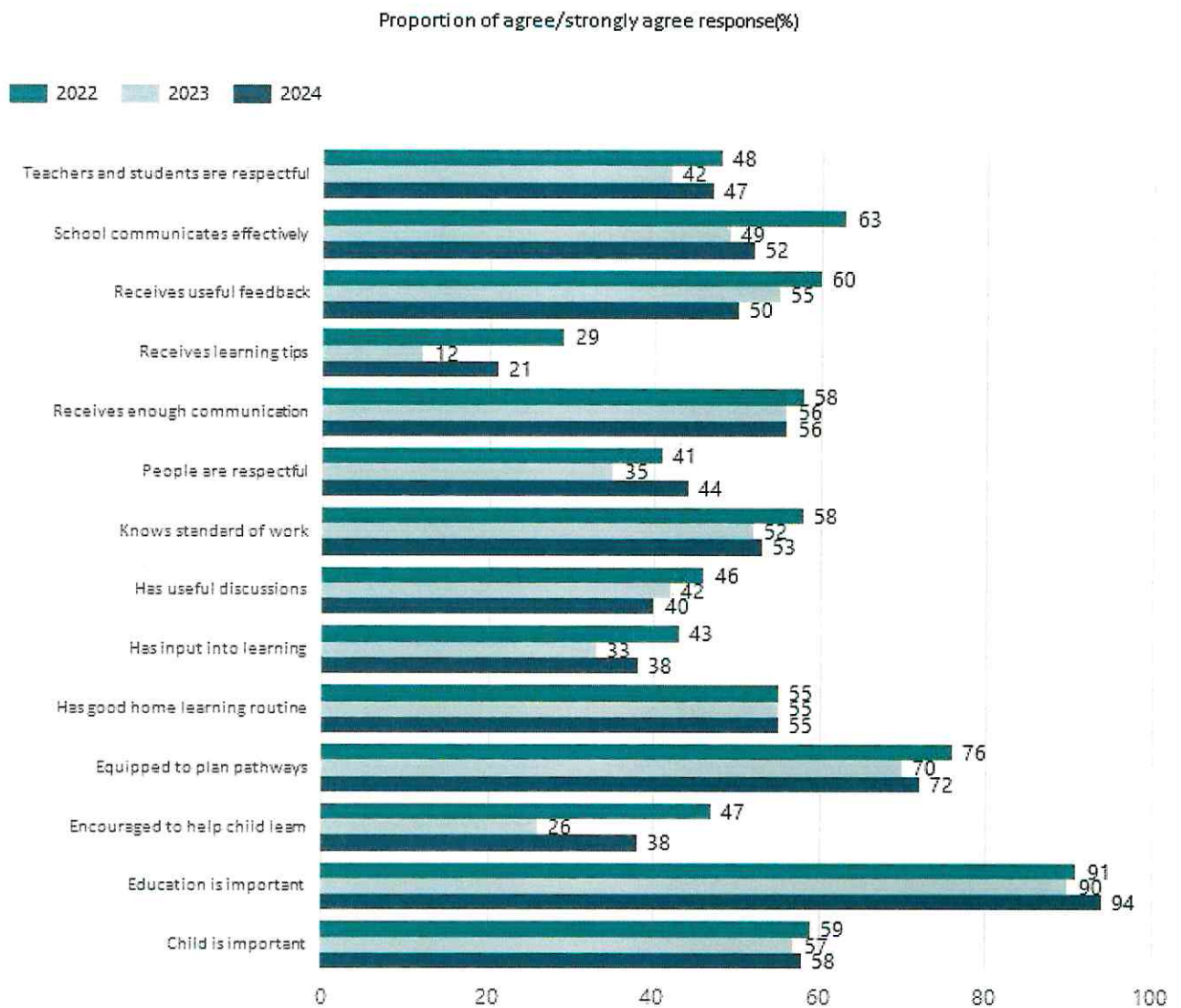
Year Level	2022	2023	2024
Year 07	83.1%	80.3%	88.5%
Year 08	79.3%	81.1%	83.8%
Year 09	75.3%	77.0%	86.5%
Year 10	78.8%	79.2%	83.3%
Year 11	79.0%	80.2%	87.3%
Year 12	76.5%	79.4%	84.9%
Secondary Other	87.2%	77.9%	87.6%
Total	79.1%	79.4%	85.7%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

## Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	9	7.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	39	30.0%
U - UNKNOWN	66	50.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest 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's degrees or Diplomas	51
Postgraduate Qualifications	26

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	69.6	3.5	34.3
Persons	0.0	79.0	4.0	43.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	13428159.56
Grants: Commonwealth	8824.06
Parent Contributions	453727.23
Fund Raising	0
Other	60956.51

Data Source: School supplied data.

