

2025 annual report to the Community

# Port Lincoln High School

Port Lincoln High School number:  
0791

Partnership: Port Lincoln

School principal:

Craig Akehurst



Signature

Date of endorsement:

10/03/2026



# Context Statement

Port Lincoln High School caters for students from 7-12. At the time of this report, the enrolment in 2025 is 767. 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 21% Aboriginal students, 17% 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 2025.

## Governing Council Report

### Chairperson's Annual Report Port Lincoln High School

As Chairperson of the Governing Council, it is my pleasure to reflect on what has been an extraordinary year at Port Lincoln High School.

#### A School of Opportunity and Pathways

Our multi-tiered educational offerings continue to shine. Port Lincoln High School caters for a wonderfully diverse student population, and the breadth of learning pathways available to our young people is truly something special.

Throughout the year, students engaged in roadshows, expos, immersion days, university and VET connections, work experience opportunities, and presentations from guest speakers. These experiences exposed students to a wide range of future pathways and possibilities, ensuring they are well informed and inspired as they make decisions about their futures.

It is no surprise, therefore, that we continue to celebrate academic excellence across an impressive range of subjects. Our students consistently demonstrate dedication, resilience and a strong commitment to learning.

#### Sport, The Arts and Co-Curricular Excellence

Sport has once again been a standout feature of school life. From social participation to high-level competition, students represented PLHS with grit, heart and outstanding sportsmanship across numerous sporting codes. Whether trying something new, wearing their team colours with pride, or competing at elite levels, our students did us proud.

The Arts have also enjoyed a remarkable year. Music performances, drama productions, dance recitals, and art, design and photography exhibitions and workshops were presented both within our school and at community venues, extending the reach of our creative programs and showcasing the depth of student talent to the wider public. It takes courage to step into the spotlight, and our students embraced these opportunities with confidence and pride.

Events such as Sports Day, the Drama and Dance Productions, performances from our School Band - The 23s, Open Night, and Year 12 Presentation Night further strengthened school spirit and community engagement.

#### Strengthening Transitions and Community Connections

The year saw a series of events designed to strengthen connections with our feeder schools and invite prospective students and families into our learning community. Culture and Language Day and Reconciliation Week initiatives supported smooth transitions and strengthened relationships across the wider education network.

The relaunch of the Old Scholars Association, under the patronage of the Honourable Chris Kourakis, was another significant milestone — reconnecting generations of PLHS alumni, honouring the rich history of our school, and creating stronger networks that foster mentorship and expanded

opportunities for current and future students.

Our Year 12 Presentation Night was a powerful celebration of achievement, with Jock Carr returning to speak and inspire our graduating students. We were also proud to present the Governing Council Award to Shaun Thomas, recognising his outstanding contribution and passion in showcasing and promoting all we do at PLHS.

### **Crew: A Culture Shift in Action**

A major highlight of the year has been the continued development of Crew, now in its second year of implementation.

The data presented by Craig at the final assembly in 2025 clearly demonstrates the significant positive cultural shift occurring within the school. Crew is strengthening relationships, deepening student connection and creating a strong sense of belonging.

The revised timetable, approved by Governing Council, was designed to strengthen the Dharna Crew staff–student connection and further support student belonging and engagement. The impact is already visible and deeply felt across the school community.

It is particularly heartening to see that while academic, sporting and arts achievements continue to be celebrated, we are also witnessing recognition of personal growth and individual milestones among students who may previously have felt unseen. There is a tangible shift in pride, respect and enthusiasm among both staff and students.

PLHS is increasingly attracting interest for its innovative approach to Crew. Following a presentation at the SA Secondary Principals Association, leadership teams from other schools and corporate staff visited to observe Dharna Crews in action. This positions PLHS at the forefront of modern, relational, student-centred learning.

I would like to sincerely thank Principal Craig Akehurst, Deputy Principal Lesley Warren, and the Leadership Team for their vision, commitment and tireless work in embedding Crew so successfully. The results are benefiting our entire school community.

### **Governing Council Highlights**

The Governing Council has also had a productive and meaningful year.

Members were privileged to participate in the Maba Idi Galinyala Cultural Tour with Emmalene Richards — a powerful and moving experience that deepened our understanding and strengthened our commitment to cultural respect and learning.

We hosted a series of Spotlight Sessions highlighting specialist programs and facilities, including:

- Abbey Degner’s Year 7 Crew classroom
- TLC programs hosted by Joh Walding
- Bridge with Michelle Williams
- Inclusive Education with Kesby Dodd
- Performing Arts facilities upgrades

We oversaw the transition of management of our school canteen and continued to monitor financial governance and strategic planning.

It has also been wonderful to welcome our student representatives to Governing Council and to value the perspectives they bring to our discussions.

Scrolling back through minutes and social updates, I am reminded of just how much heart, effort and excellence lives within this school community.

Students, staff, leaders, families and volunteers — each of you contributes to the ongoing PLHS story. The collective dedication and care shown throughout the year is remarkable.

We truly do amazing work at Port Lincoln High School — and we should all be incredibly proud.

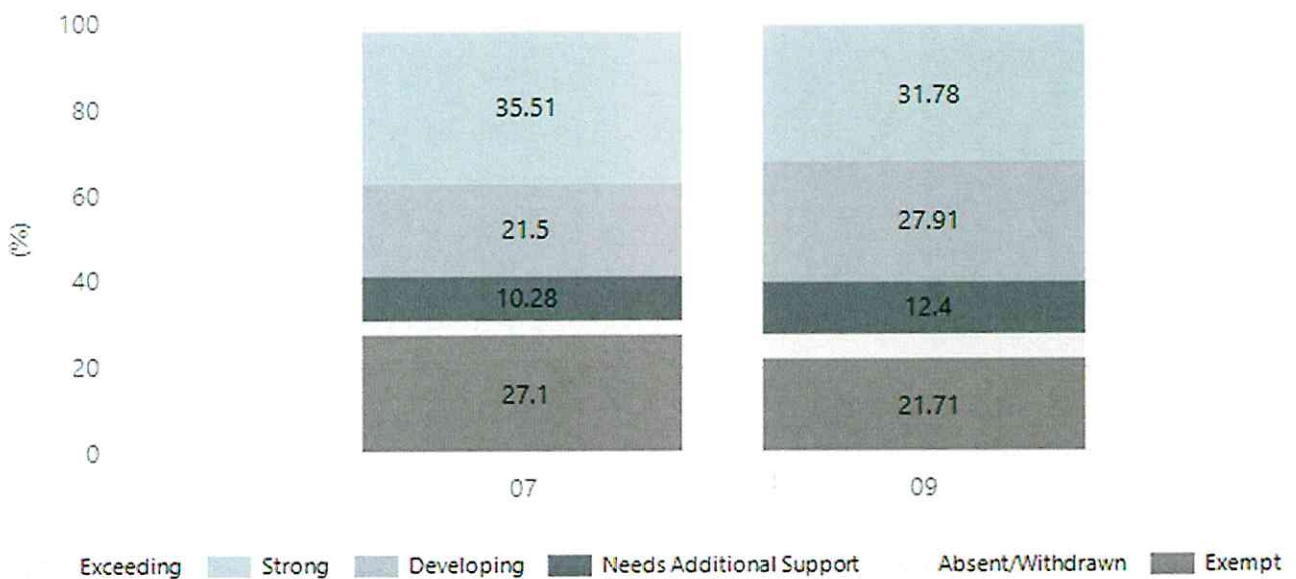
Regards,  
 Stephanie Hoy  
 Chairperson, Governing Council  
 Port Lincoln High School

## 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.

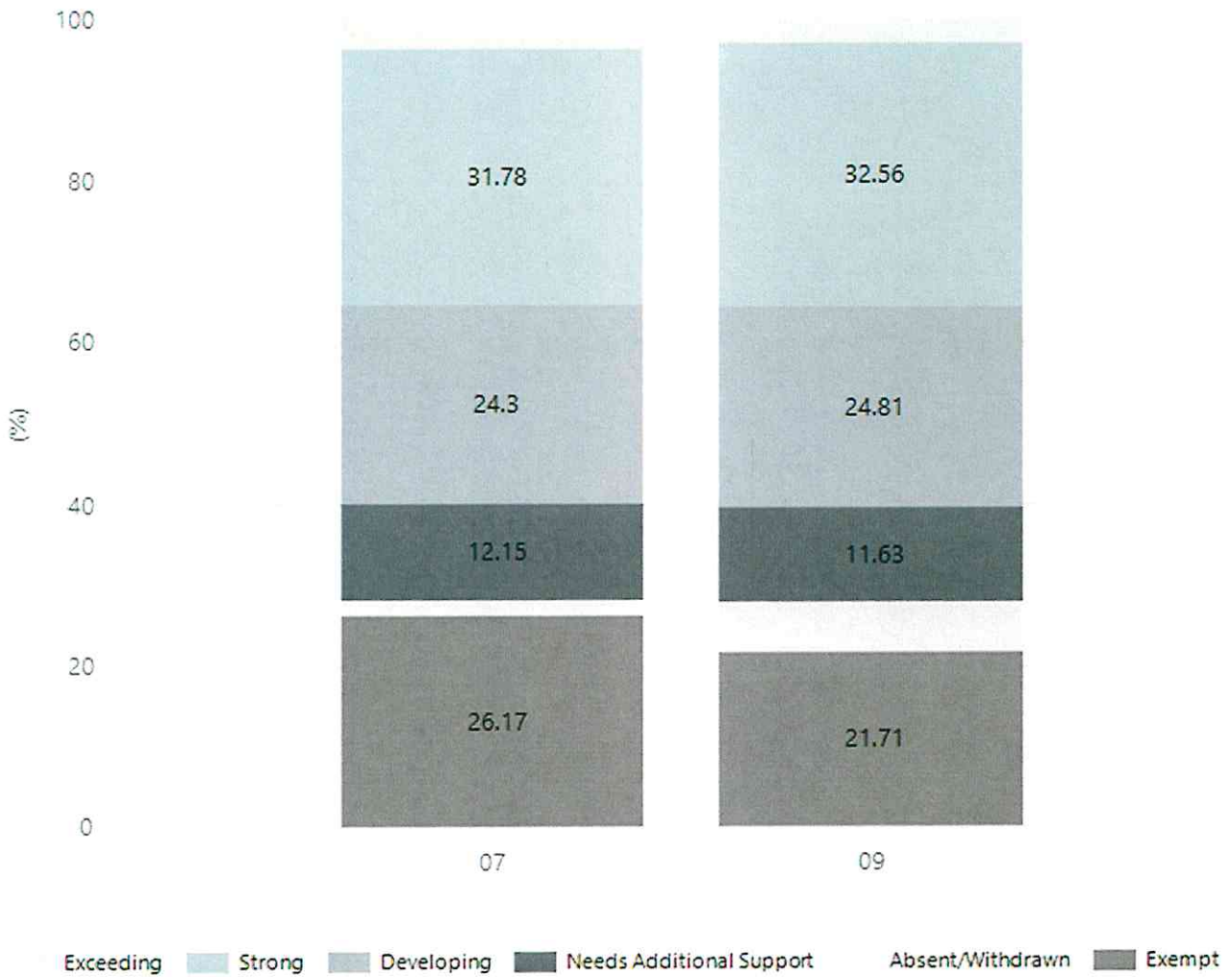
#### Numeracy



Year Level	07	09
Exceeding	2	1
Strong	38	41
Developing	23	36
Needs Additional Support	11	16
Absent/Withdrawn	4	7
Exempt	29	28
Total	107	129

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

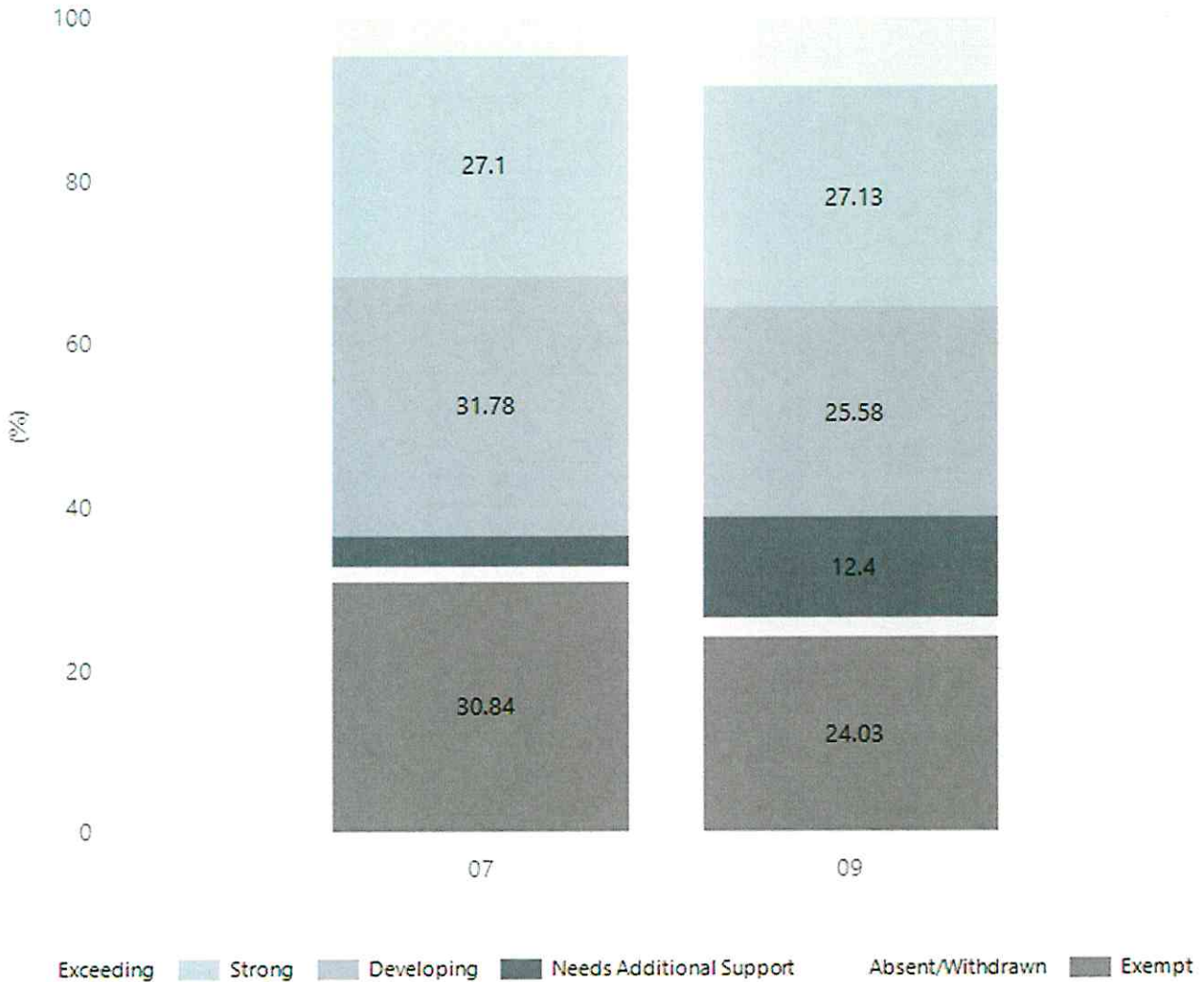
## Reading



Year Level	07	09
Exceeding	4	4
Strong	34	42
Developing	26	32
Needs Additional Support	13	15
Absent/Withdrawn	2	8
Exempt	28	28
Total	107	129

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

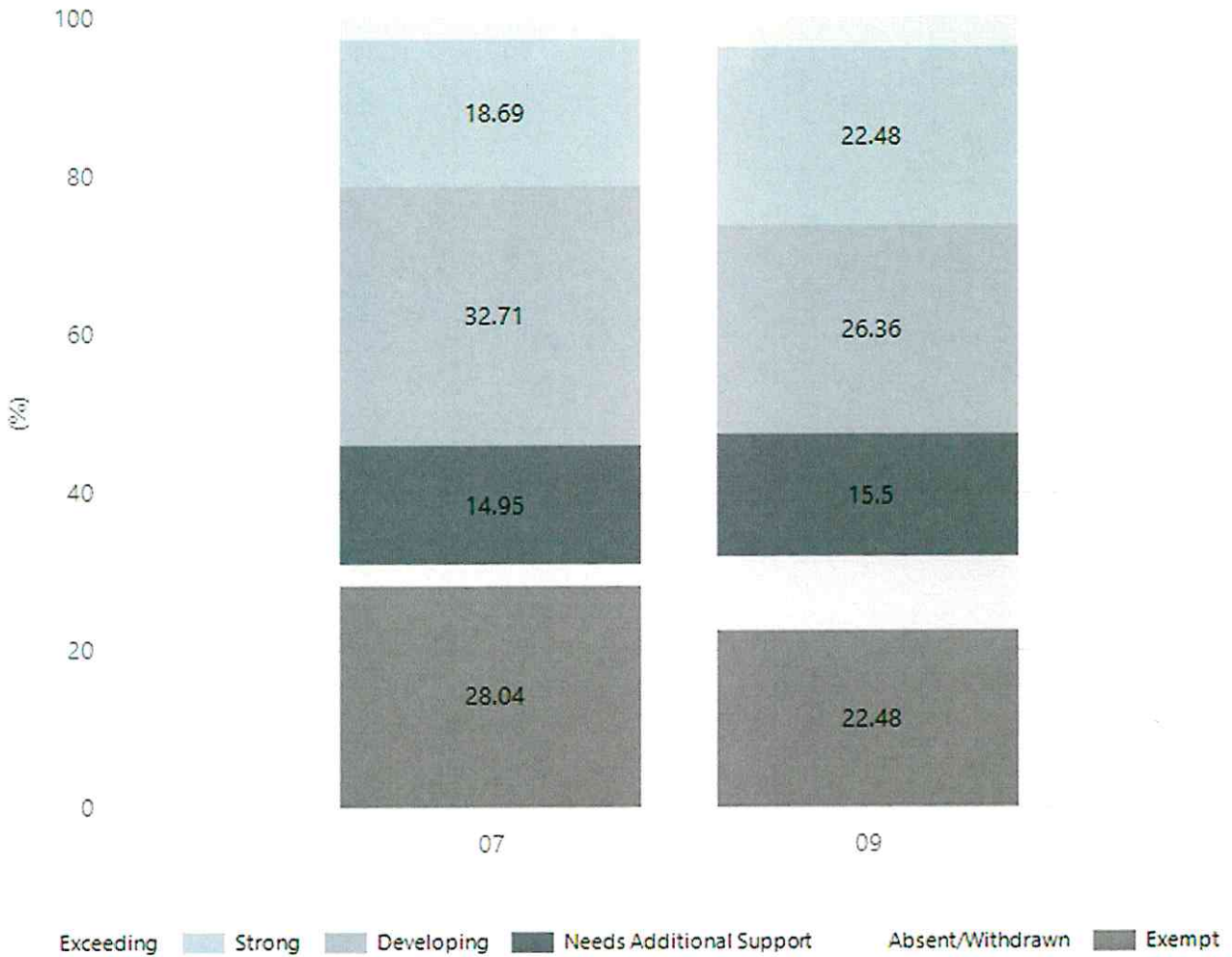
## Writing



Year Level	07	09
Exceeding	5	11
Strong	29	35
Developing	34	33
Needs Additional Support	4	16
Absent/Withdrawn	2	3
Exempt	33	31
Total	107	129

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

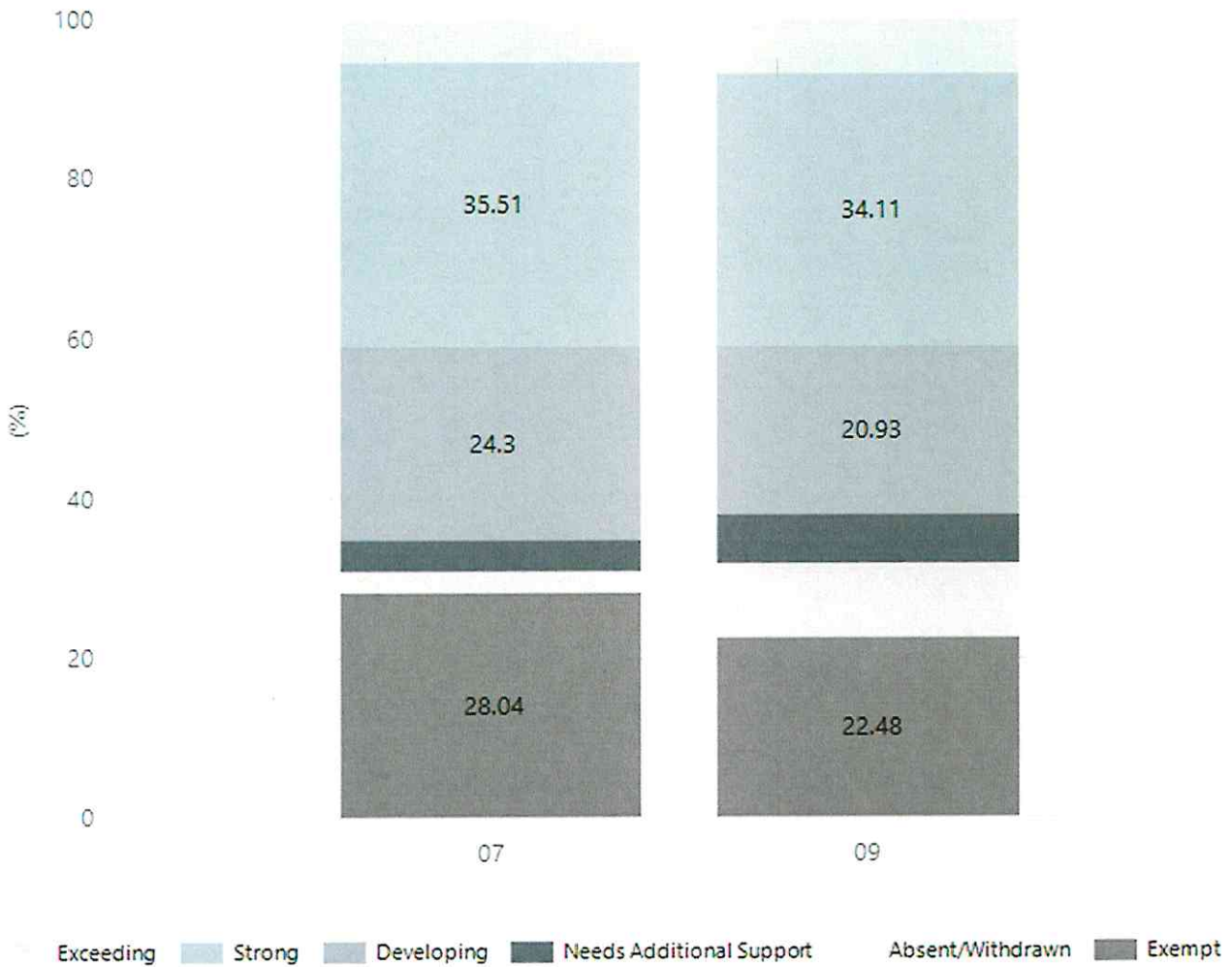
## Grammar



Year Level	07	09
Exceeding	3	5
Strong	20	29
Developing	35	34
Needs Additional Support	16	20
Absent/Withdrawn	3	12
Exempt	30	29
Total	107	129

Data Source: Department for Education Assessment Data Holdings, 2025. 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

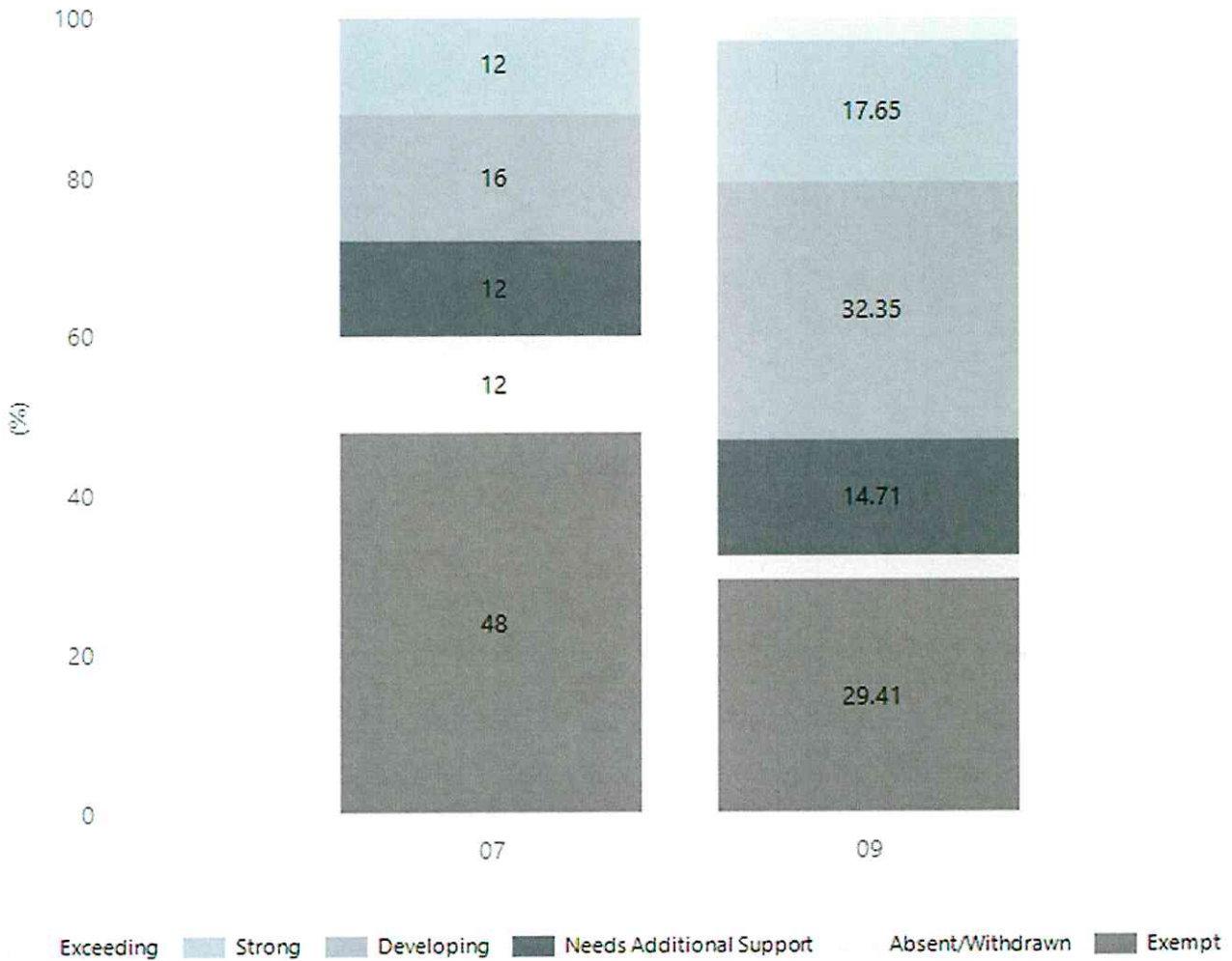


Year Level	07	09
Exceeding	6	9
Strong	38	44
Developing	26	27
Needs Additional Support	4	8
Absent/Withdrawn	3	12
Exempt	30	29
<b>Total</b>	<b>107</b>	<b>129</b>

Data Source: Department for Education Assessment Data Holdings, 2025. 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

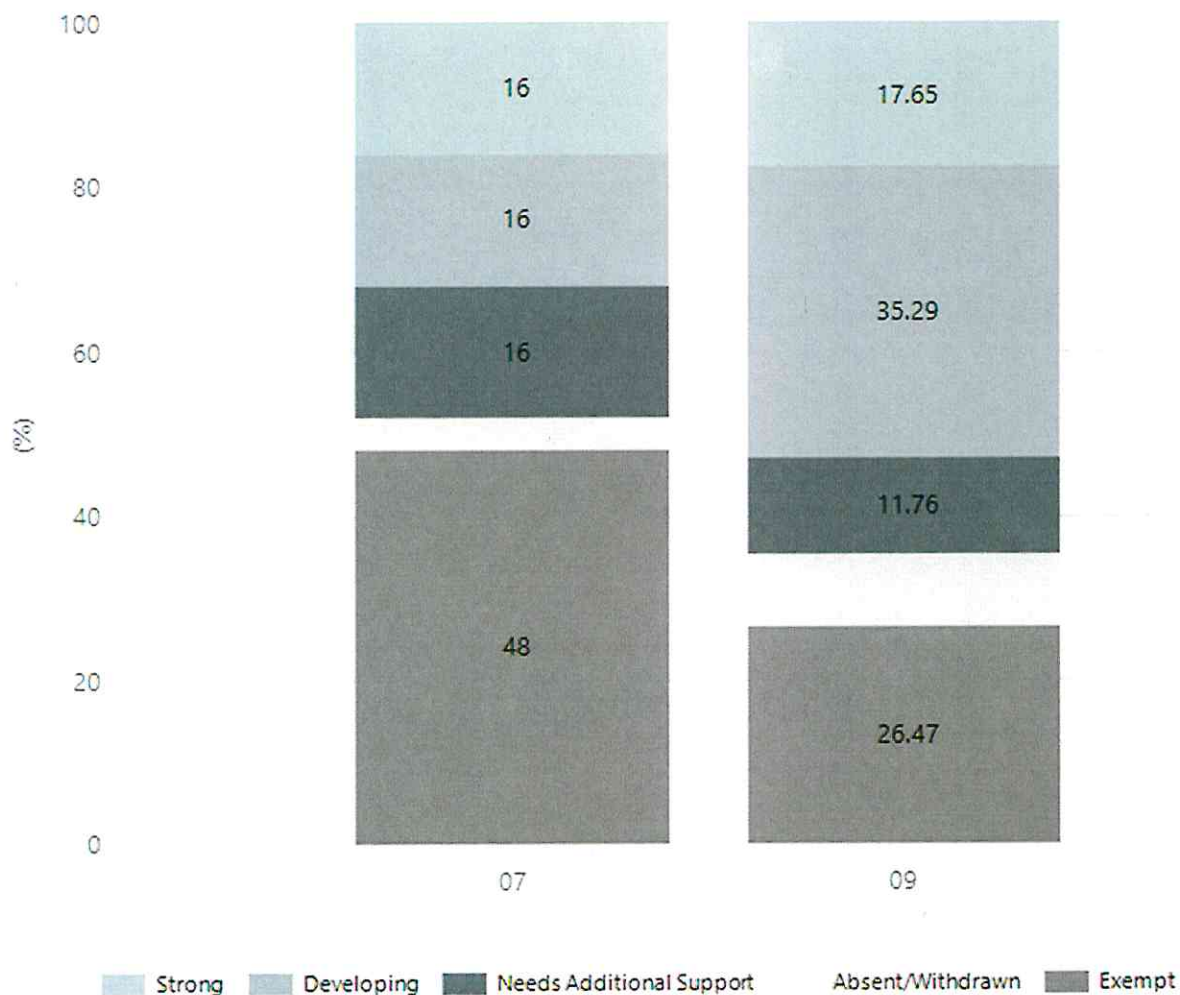
## Numeracy



Year Level	07	09
Exceeding		1
Strong	3	6
Developing	4	11
Needs Additional Support	3	5
Absent/Withdrawn	3	1
Exempt	12	10
Total	25	34

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

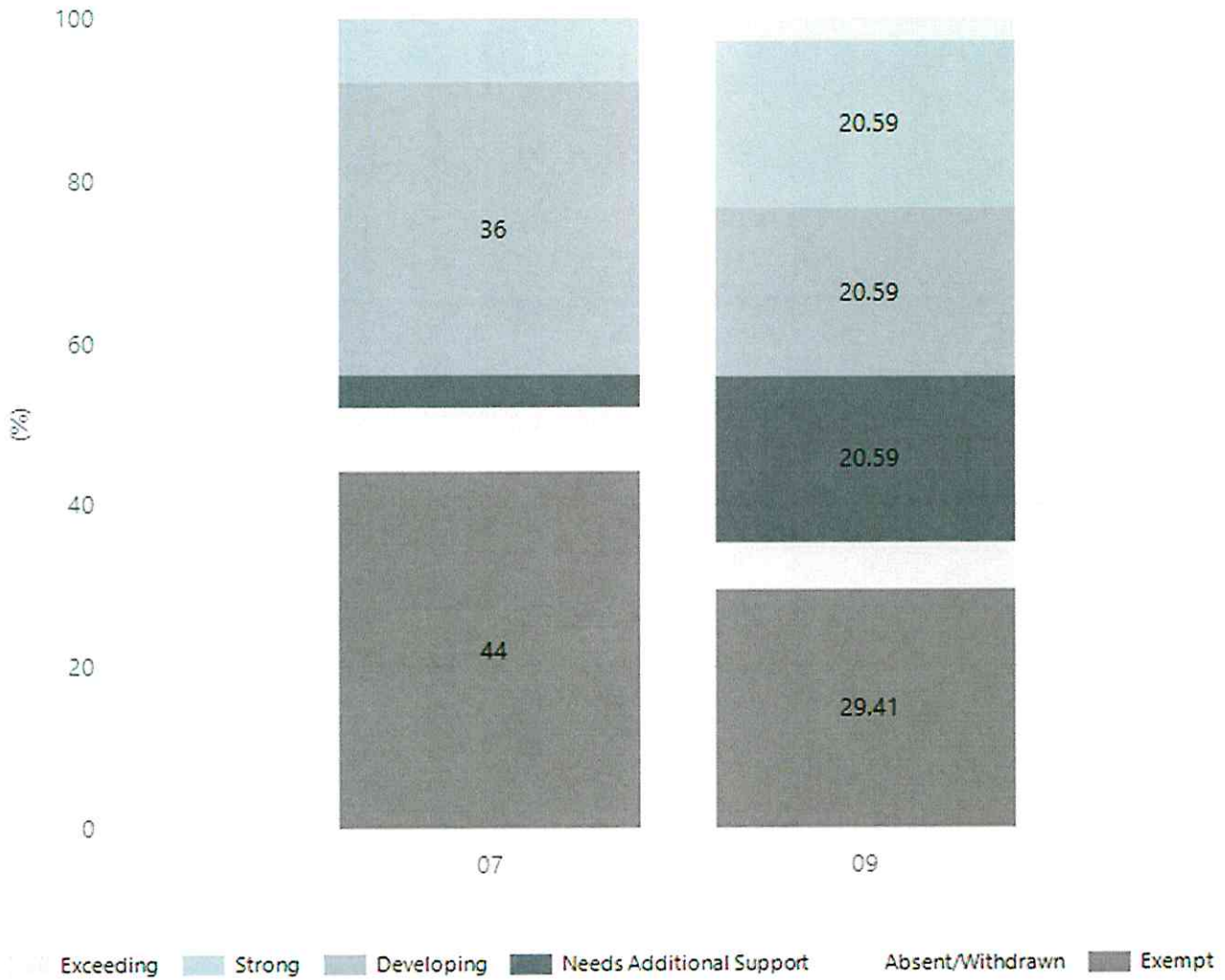
## Reading



Year Level	07	09
Strong	4	6
Developing	4	12
Needs Additional Support	4	4
Absent/Withdrawn	1	3
Exempt	12	9
Total	25	34

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

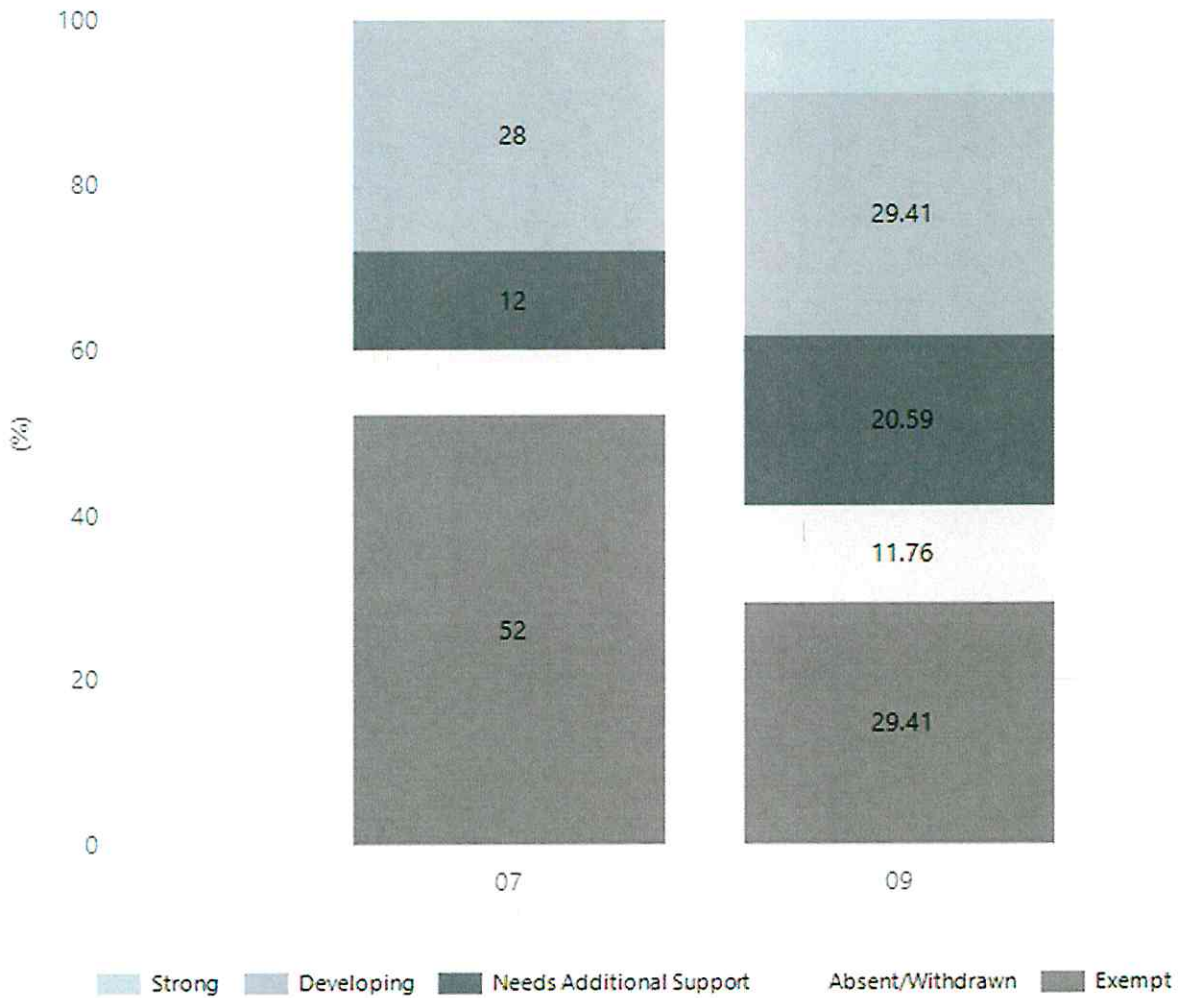
## Writing



Year Level	07	09
Exceeding		1
Strong	2	7
Developing	9	7
Needs Additional Support	1	7
Absent/Withdrawn	2	2
Exempt	11	10
Total	25	34

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

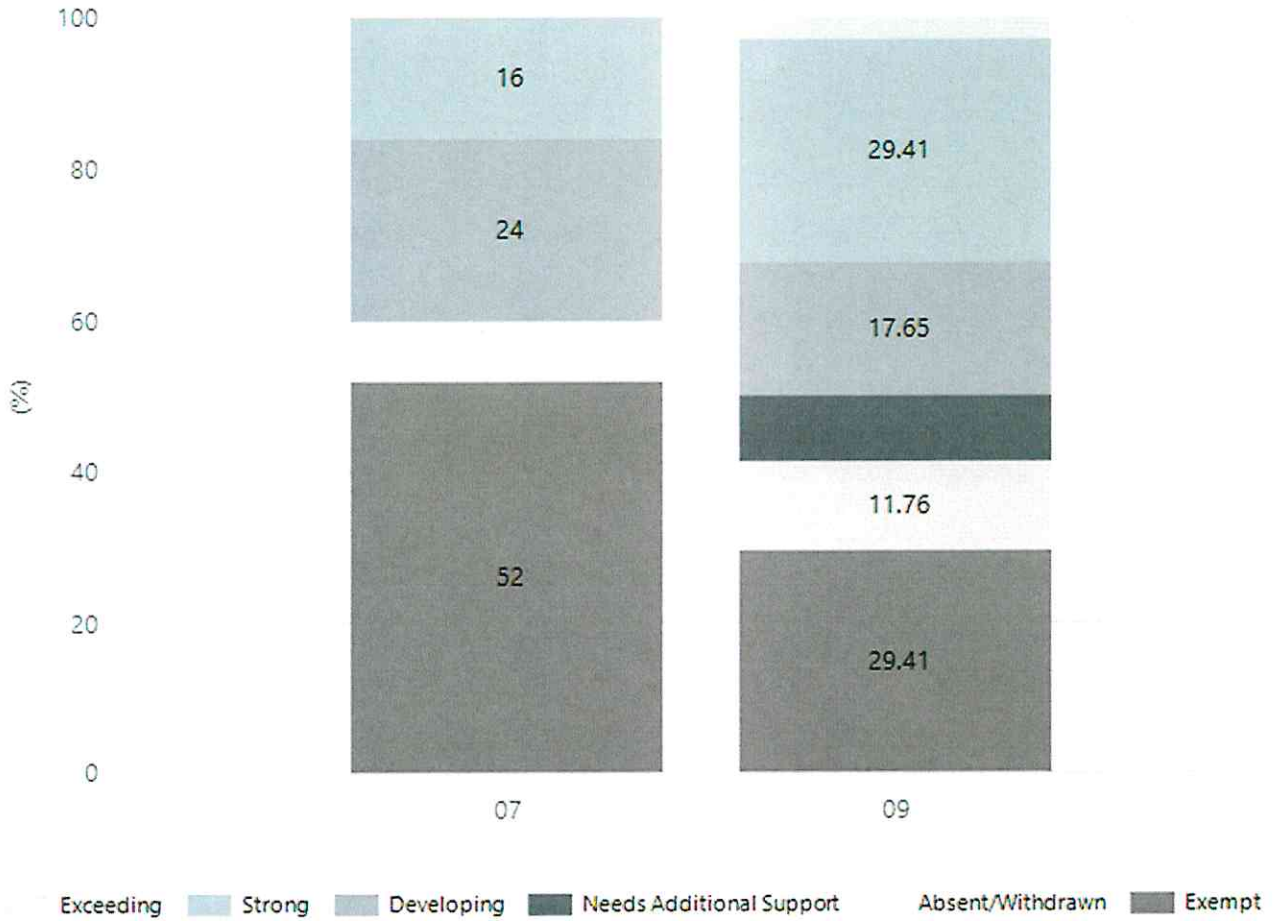
## Grammar



Year Level	07	09
Strong		3
Developing	7	10
Needs Additional Support	3	7
Absent/Withdrawn	2	4
Exempt	13	10
Total	25	34

Data Source: Department for Education Assessment Data Holdings, 2025. 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
Exceeding		1
Strong	4	10
Developing	6	6
Needs Additional Support		3
Absent/Withdrawn	2	4
Exempt	13	10
Total	25	34

Data Source: Department for Education Assessment Data Holdings, 2025. 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

2022	2023	2024	2025
98%	97%	95%	93%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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	2022	2023	2024	2025
A+	0%	1%	1%	1%
A	3%	4%	5%	6%
A-	7%	6%	8%	9%
B+	9%	9%	9%	10%
B	12%	14%	12%	14%
B-	16%	14%	15%	15%
C+	17%	18%	16%	13%
C	25%	21%	21%	14%
C-	10%	10%	8%	10%
D+	1%	2%	2%	3%
D	0%	1%	2%	2%
D-		0%	1%	0%
E+	0%	0%	0%	1%
E	0%	0%	0%	0%
E-			0%	1%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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

2022	2023	2024	2025
100%	98%	97%	99%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	46%	54%	56%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	98%	97%	99%

Data Source: School supplied data

## School Attendance

Year Level	2023	2024	2025
Year 07	80.3%	88.5%	86.0%
Year 08	81.1%	83.8%	78.7%
Year 09	77.0%	86.5%	80.7%
Year 10	79.2%	83.3%	76.3%
Year 11	80.2%	87.3%	78.5%
Year 12	79.4%	84.9%	80.1%
Secondary Other	77.9%	87.6%	84.6%
Total	79.4%	85.7%	80.1%

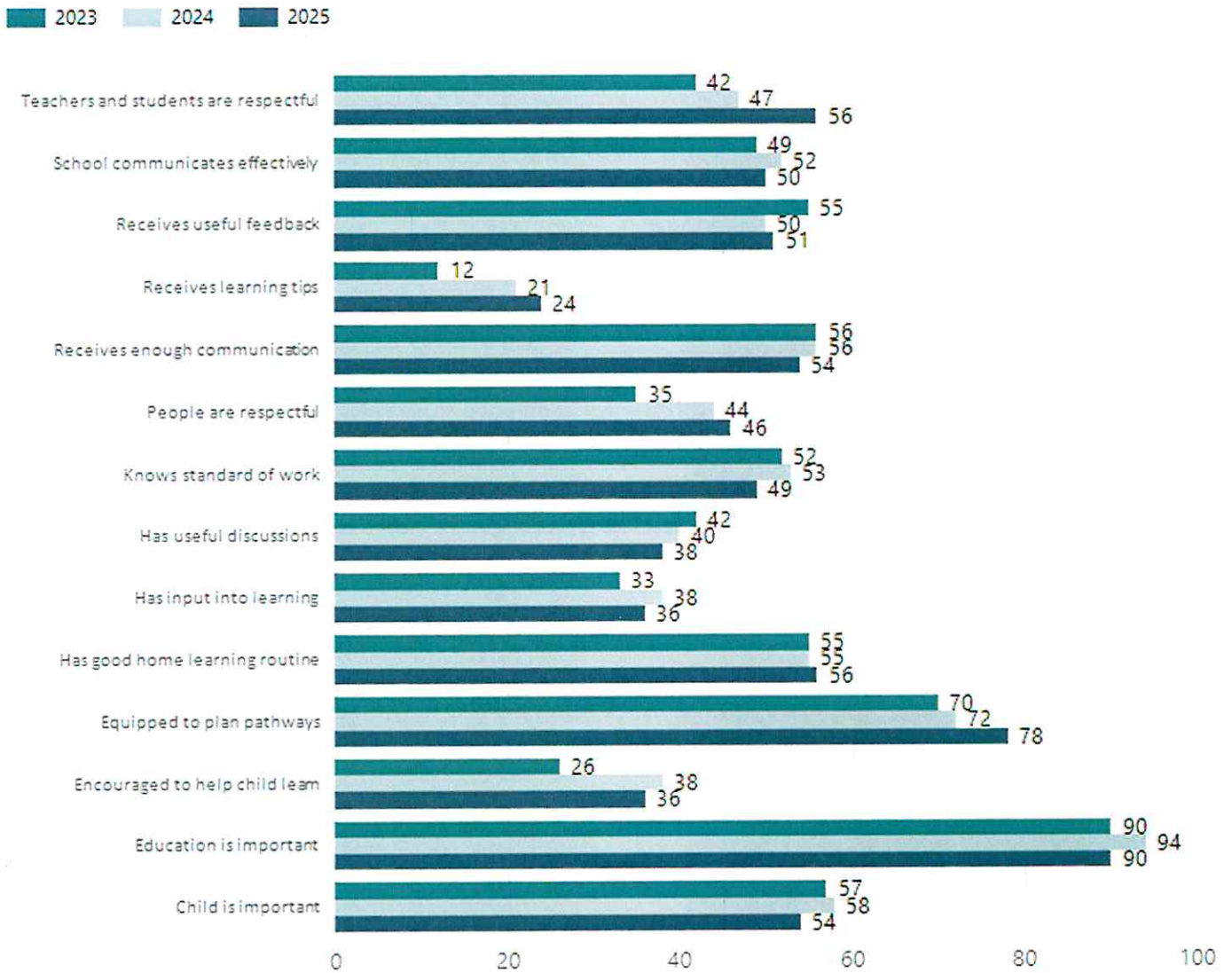
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

# Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	37	39.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	14.0%
U - UNKNOWN	39	41.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	23

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	4.3	28.3	0.2	67.1
Persons	5.0	35.0	1.0	75.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	\$14,149,338
Grants: Commonwealth	\$88,839
Parent Contributions	\$218,540
Fund Raising	Nil
Other	\$30,000 (Schools Plus grant) \$3,124 (hire of facilities) \$23,400 (Local Delivery)

Data Source: School supplied data.