

# 2012 Smarter Schools National Partnership Plan for Port Augusta Special School



Government of South Australia  
Department for Education and  
Child Development

## PURPOSE

The Australian Government Smarter Schools National Partnerships are designed to build the capacity of South Australian schools and contribute to the achievement of the following National Education Agreement Outcomes:

1. All children are engaged in and benefiting from schooling;
2. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
3. Schooling promotes social inclusion and reduces educational disadvantage of children, especially indigenous children;
4. Australian students excel by international standards; and
5. Young people make a successful transition from school to work and further study.

To support the achievement of these outcomes, Port Augusta Special School is participating in the following Smarter Schools National Partnerships Strategies in 2012:

Key Strategies	Resourcing
<p>The Student Mentoring and Youth Development program is a school based initiative to support students across Years 5 to 9 who are at risk of disengaging from school and/or not making a successful transition from primary to secondary school.</p> <p>The purpose of the strategy is to increase student engagement, wellbeing and learning achievement through one to one student mentoring and targeted youth development programs.</p>	<p>Through the Student Mentoring program our school will be resourced to provide one to one student support for learning and wellbeing.</p> <p>In addition, our school may access youth development funding to facilitate professional learning, programs and initiatives aimed at building the capacity of our school to meet the needs of all our students.</p> <p>In 2011-12, \$520,625 was allocated to Far North schools to provide support for Student Mentoring and Youth Development.</p>
<p>The Aboriginal Student Mentoring Program provides our school with flexible mentoring support to meet the individual needs of Aboriginal students in years 5 to 7, who may not be reaching their full potential and/or are on the verge of disengaging.</p> <p>Mentoring is planned in conjunction with students' Individual Learning Plans and complements current curriculum, educational pathways, initiatives and strategies already put in place by the school.</p>	<p>Our school has access to Aboriginal Student Mentoring funds of \$6,980. This extends the existing school resourcing for Aboriginal students.</p>

<p>The Diagnostic Review Team leads a review process and provides a detailed report to our school that identifies opportunities for further improvements and acknowledges successful practice in literacy teaching and learning.</p> <p>The review examines evidence of practice in relation to literacy.</p>	<p>The Diagnostic Review Team provides some assistance to our school to conduct the review, with follow up support provided by the Regional Leadership Consultant. The Diagnostic Review Team also facilitates sharing of successful practice across the region.</p> <p>Our school provides release time for staff to work with the Diagnostic Review Team as well as dedicating professional learning time to implement any recommendations in the report.</p>
<p>Participation in the Recruitment and Selection Project provides opportunities for our school to be involved in a range of initiatives, that are aimed at attracting and retaining quality teachers and leaders to our school and other schools in the region.</p>	<p>A pool of regional funding in the amount of \$5,600 has been provided to the Far North region, this funding has enabled our school to participate in the Graduate Mentoring for retention program.</p>