SCHOOL CONTEXT STATEMENT  
updated March 2012

School number: 1399
School name: Port Augusta Special School

1. General information

Part A

School name: Pt Augusta Special School
School No.: 1399   Courier: Pt Augusta
Principal: Ms Anne Homes
Postal Address: Abernathy Avenue, Pt Augusta  SA 5700
Location Address: Abernathy Avenue, Pt Augusta  SA 5700
District: Far North & Aboriginal Lands
Distance from GPO: 300kms
Phone No.: 08 8641 0882
Fax No.: 08 8642 5209
CPC attached: NO

Enrolment

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Part B

- Deputy Principal's name, if applicable
  not applicable
- School e-mail address
  info@ptaugsps.sa.edu.au
- **Staffing numbers**
  - Principal 1.0 FTE
  - 8.4 FTE teaching positions (comprising of 7 classroom teachers, 1.0 FTE NIT teacher, .4 FTE teacher (new graduate release & special programmes)
  - SSO (level 1) in each classroom plus additional SSO’s for special programmes – 2 SSO’s have dual roles as Health Support Officers (HSO)
  - 1.0 FTE SSO2 Administration plus additional SSO1 time for administration
  - ICT technical support x 3 hours per week
  - GSE1 Groundsperson X 2 hours per week

- **OSHC**
  - N/A

- **Enrolment trends**
  - Expect enrolment to remain steady – 45 FTE Term 1, 2012.
  - Transition planning to special school has seen a number of students transfer from mainstream classes and special classes to the special school.
  - Increased enrolments directly from early childhood settings

- **Special arrangements**
  - The school is adjacent to Willsden Primary School.
  - The school links with other rural special schools for some student activities
  - A hub for teachers involved in teaching SACE Modified has been established with rural special schools for PD purposes
  - Transport to and from school for students is provided by DECD via the local taxi company.

- **Year of opening**
  - An Annexe of the Whyalla Special School commenced operating in Pt Augusta in 1982. The facility became autonomous in January 1989 and was known as the Port Augusta Special Learning Centre. The Minister of Education granted school status in April 1990 and the first School Support Grant was received. A Principal was appointed in 1991.

- **Public transport access**
  - Local public transport has a stop 25 metres from school administration building

2. **Students (and their welfare)**
   - **General characteristics**
     - All students enrolled at the school have an intellectual disability and meet the DECD Students with Disabilities policy.
     - In addition, some students have physical and sensory impairments.
     - The school offers Reception to Year 12 curriculum
     - The school is fully fenced to provide a safe and secure environment.
The Governing Council owns two buses (Toyota 22 seater) which are available to provide access to community based curriculum activities

- (Pastoral) care programs
  N/A
- Support offered
  Agencies (Novita, AutismSA, Down Syndrome Association and local allied health services) provide a consultative service to staff and families
  DECD services (Kilparrin, SERU and services through the Regional Office – speech pathology, disability coordinator, hearing impairment services, behaviour management) are also utilised

- Student management
  All students have a Negotiated Education Plan (NEP) which is reviewed in Term 1 of each year or as required. Student issues and concerns are managed through this review process in consultation with parents & carers.
  The school strives to provide a safe and secure environment for students and staff
  Behaviour management guidelines have been reviewed to support this objective.

- Student government
  Through class based meetings, students are encouraged to discuss, participate in and contribute to decision making for the benefit of all.
3 Key School Policies

- School Improvement Plan (2011 - 2013)
  Priority Areas from School Improvement Plan are
  1. Student Well Being
  2. Literacy
  3. Numeracy
  4. SACE (Modified)

- Facilities

Pt Augusta Special School was successful in being considered for, and receiving the funding for a new purpose built special school. This project is currently underway and it is anticipated to be completed for the commencement of the 2014 school year.

- Recent key outcomes
  1. Music - The school has access to a music teacher for 4 lessons per week
     - Classroom staff support the music teacher to deliver the programme
     - Provide a range of resources to support programme
     - Offer the opportunity for public performance at school assemblies and an annual combined schools concert
  2. Health & Physical Activity - To promote increased physical activity all students are encouraged to participate in the Premiers BE ACTIVE Challenge
• each student keeps an activity log for 1 month
  ▪ each student is presented with a medal (for completing the challenge) at the school assembly

3. Ongoing review of school policies: Sun Smart policy, Grievance Procedure for Staff and Grievance Procedure for Parents, student supervision and Behaviour Management have been reviewed

4. Curriculum

• Subject offerings
  South Australian Curriculum Statements and Accountability Frameworks (SACSA) are used to describe R-10 curriculum.
  South Australian Certificate of Education (future SACE) Modified is offered for the post compulsory students
  All SACSA subjects are delivered with modifications and adaptations as reflected in individual student NEP’s

• Open Access
  N/A

• Special needs
  All students are identified as having special needs

• Special curriculum features
  School focus is on functional literacy and numeracy, communication, social skills and work skills that link to independence for life beyond school

• Teaching methodology
  Is adjusted to meet the learning needs of individual students
  A strong emphasis on visual strategies and charts
  Learning is contextualised, relevant and meaningful

• Assessment procedures and reporting
  Student learning is assessed against goals set in individual NEPs.
  NEP’s are reviewed each year
  Written reports are provided for parents twice a year, in terms 2 & 4, using a common reporting format
5. **Sporting Activities**

The school participates in the Premiers BE Active Challenge
Students attend the local gym, kindergym and have access to extended swimming programme.
The school participates in combined (special) schools sport days

6. **Other Co-Curricular Activities**

- **General**
  - School camps / sleepovers as organised by classroom teachers
  - Visit to the local cinema, at the end of each term
  - Sport days combined with other special schools
  - Splash Day at the end of each year

7. **Staff (and their welfare)**

- **Staff profile**
  - 2 male teachers, 6 female teachers, all 1.0 FTE
  - 1 x .4 FTE female teacher (special programmes)
  - 9 female SSO's for classroom support
  - 2 SSO staff trained as HSO's
  - 2 male SSO's
  - 2 female SSO's (1 x SSO2 1.0 FTE for finance & admin support) 1 female SSO admin support x 10 hrs
  - 1 male ICT support SSO
  - 1 male Groundsman

- **Leadership structure**
  - Principal
  - Personnel Advisory Committee

- **Staff support systems**
  - Whole of staff meeting each fortnight (weeks 1,3,5,7,9,)
  - Teacher only meeting each fortnight (weeks 2,4,6,8 10)
  - Ancillary staff meeting twice a term (weeks 4,10)
• Performance Management
  Meet with principal beginning of each year/ review at end of year
  Staff cohorts meet to discuss & review issues, concerns & to share successes

• Staff utilisation policies
  Cooperative classroom workgroups and teamwork across the school is an
  expectation of all staff

• Access to special staff
  The school is visited by Kilparrin Teaching and Assessment Unit staff and staff
  from Novita on a regular basis. The school has access to DECD Speech
  Pathologists, Guidance Officer and Behaviour Management Support personnel.
  They visit the school on a regular basis and have direct input to student
  programming. Occupational Therapists and Physiotherapists from Flinders
  Terrace Health Centre regularly visit the school.
  Pika Wiya Aboriginal Health Centre can be contacted at any time.
  The school can also call directly on the services of the Port Augusta Hospital's
  paediatrician.
  Support services are also available from the Regional Office.
  The school has a working relationship with DisabilitySA in planning transition
  from school.

8. Incentives, support and award conditions for Staff

  Full details of incentives can be found on the DECD website.

9. School Facilities

  • Buildings and grounds
    There are 2 key buildings, connected by an enclosed and covered walkway.
    One building comprises the teaching block, the other the administration office,
    staffroom and resource centre.
  
  • Cooling
    The school is fully airconditioned
  
  • Specialist facilities
    School is able to negotiate the provision of additional support from DECD and
    nonDECD agencies
  
  • Student facilities
    Students have full access to a redeveloped play ground area, sporting
    equipment, resource centre and computers. Two buses (owned by the Governing
    Council) are available to provide transport for community based learning.
• **Staff facilities**
The staff have regular amenities in the staff room. Each teacher is provided with
a laptop with wireless internet access for professional use. School mobile phones
are provided for staff to use when on curriculum excursions with students.

• **Access for students and staff with disabilities**
The site is fully accessible for students and staff with disabilities

• **Access to bus transport**
The site is accessible by public transport.

### 10. School Operations

• **Decision making structures**
Decisions are made through collaborative process at PAC / staff / teacher
meetings and minuted accordingly. All meeting agenda & minute books are
available in the staff room

• **Regular publications**
A school newsletter is published three times a term

A weekly bulletin is provided to staff that chronicles site events / meetings /
visitors

• **Other communication**
Each student has a diary that is used to communicate between school and home.
Staff phone parents/carers to discuss issues, concerns as necessary

• **School financial position**
The school financial position is sound.

• **Special funding**
The school receives funds & targeted grants from DECD as well as federal funding
for specific projects

### 11. Local Community

• **General characteristics**
The City of Port Augusta, 300kms north of Adelaide, is situated at the head of
Spencer Gulf and at the foothills of the Flinders Ranges, and is a city with a long
and proud history.

The city, which is built on both sides of Spencer Gulf, has a population of more
than 15000 people and caters to the needs of families living on sheep and cattle
stations in the far north and smaller surrounding towns.

The Open Access College, School of the Air and the Royal Flying Doctor Service
are based at Port Augusta.

Educational facilities:
- Six primary schools.
- Secondary school.
- Pre-school, kindergarten and day care facilities.
- Special school.
- Caritas College – R-12 college, MacKillop House – Hostel for Rural
Students.
- Spencer Institute TAFE.
For further community information refer to Pt Augusta City Council website

- Parent and community involvement
The school has an active albeit small Governing Council.
Governing Council meets twice each term, in weeks 4 & 8.

- Feeder schools
Pt Augusta Special School provides a learning environment for eligible students from Pt Augusta, Stirling North, Quorn and Wilmington.

- Other local care and educational facilities
Pt Augusta has a number of primary schools, one secondary school, child care and early childhood centres and a private school

- Commercial/industrial and shopping facilities
Pt Augusta has a central shopping hub (Commercial Road) plus smaller shopping centres at Louden Road (on the Westside) and Carlton Parade

- Other local facilities
Pt Augusta has a full range of sporting and recreational facilities

- Availability of staff housing
Adequate, via private rental or Government Housing

- Accessibility
Pt Augusta can be accessed by road, air and bus.

- Local Government body
Pt Augusta City Council

12. Further Comments
I certify this to be a true and accurate statement.

Anne Homes
Principal

March 2012