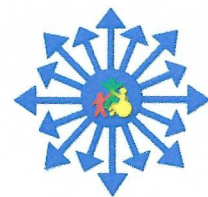


2024 annual report to the Community

# Port Augusta Special School



Port Augusta Special School number: 1399

Partnership: Port Augusta - Quorn



School principal:

Antony Holden

Signature

Date of endorsement:

19/06/2025



Government of South Australia  
Department for Education

# Context Statement

Port Augusta Special School caters for students from R-12. At the time of this report, the enrolment in 2024 is 31. Port Augusta Special School is classified as Category 1 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 52% Aboriginal students, 100% students with disabilities, 13% 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.

The school population increased to 37 for the start of the 2025 school year, with an additional two to be added in the mid-year intake.

**Special Arrangements:** - The school runs its own special bus service to help alleviate chronic non-attendance - Transport to and from school for students is provided by Department for Education (DfE) via the local taxi company.

**General Characteristics:** - All students enrolled at the school have an intellectual disability and meet the DfE 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 one bus (Toyota 18 seater), which is available to provide access to community based curriculum activities.

**Support Offered:** - Agencies (Novita, Autism SA and local allied health services) provide a consultative service to staff and families. - DforE services, (Kilparrin, SERU and services through the Regional Office – speech pathology, disability coordinator, hearing impairment services, behaviour management) are also utilised.

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

# Governing Council Report:

It is with great pleasure once again to serve on our Governing Council and be invited to submit a statement for inclusion into the Annual Report of our school as the chair of the Governing Council.

2024 has been a busy yet productive year for the school with a number of achievements made. These include the completions and opening of the new playgrounds in both areas and also acknowledging the donation of \$150,000 from Variety Club to enable this to happen. On the day of the opening and since, the students of the school have made great use of their new resources. The school also has had a “Multiwall” interactive sports and gaming wall installed in our sensory room to again assist our students to continue enhancement of their co-ordination skills.

Commencing late last year and continuing this year, we have had a Pastoral Care worker available to the students, Sister Elizabeth Royan who has proved to be a great asset and additional assistance and contact point for the students, especially the seniors.

Our school is continuing to be unique by way of its student pickup and drop off service for students that would otherwise experience difficulty getting to and from school. As a result, throughout the year we have observed an increase in student’s attendance, other additional programs including truancy and low attendance teams programs have also assisted in the positive result.

The last twelve months has been a challenging one, with un-avoidable staff changes and other challenges that pop up, but overall the school continues to move forward and the beneficiaries are our students, who are doing themselves and the school proud. My heartfelt thanks to the staff, Principal and fellow Council members for continuing the work as a collective team so to achieve the results we have achieved and look forward to the challenges of the next twelve months.

# Principal’s Report:

2024 saw the opening of the new playgrounds after a long delay without any equipment to use. Needless to say this was definitely a highlight of our year, together with the installation of a Multi-wall play centre. Watching students using the new playground equipment and the Multi-wall has give all our staff a feeling of immense joy and relief – relief that the wait is finally over and joy that the students have play areas fit for purpose and fully compliant with all WHS standards.

We have continued looking at our Site Improvement Plan (SIP) for 2025 and worked through the Department for Education’s new strategy for education. Our Areas of Impact will be Well being and Equity & Excellence. Our Areas for Improvement will be School Culture, Diversity, Accessibility & Inclusivity, Adapting a Cultural Responsive Framework and Quality Teaching & Learning. I have offered an opportunity for staff members to think about leading one of the areas for improvement, and to take on implementing an action plan for each. We will finalise that into 2025.

## 2025

The four assistant leaders will be:

**Audrey Chepkemboi** – Diversity, Accessibility & Inclusivity.

**Florence Galarita** – Quality Teaching & Learning

**Cultural Framework** – Shyann Connor-Grantham (With mentoring from the principal)

**Attiya Amin** – School Culture

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# 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.

NAPLAN results are not shown where sites have enrolment of less than 6 students in the applicable NAPLAN year levels.

At Port Augusta Special School, our students are exempt from completing the NAPLAN testing.

We use other data sources such as ABLES (Abilities Based Learning, Education Support).

This enables us to determine growth and progress against goals set in Literacy, Numeracy and Personal Growth and Development.

We also use the Australian Curriculum and SA Curriculum to determine student goals.

These are reported to parents as Goal Achieved or Continuing in both Terms 2 and 4.

All of our students have a One Plan, which is formulated by classroom teachers with input from both parents/carers and students. These are established in Term 1, after teachers and parents have consulted together, and they are reviewed in Term 3.

ABLES data is produced in Terms 2 and 4 and are available to parents upon request.

## SITE IMPROVEMENT PLAN 2024 - 2027

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Page 2

In order for our students to **thrive and prosper**, and to **learn and achieve**, we need a plan for them to improve and progress from where they currently are. It is perfectly fine for them to be where they are currently, but it is not OK for them to stay there. Our plan must include strategies for improvement and progress. It must include **Student One Plan** goals, as well as curriculum references from Australian Curriculum, SACE and / or Early Years Framework.

As a staff, we have already begun to engage with the Department' strategy for a new approach to education in South Australia. We have looked at and decided to focus our attention in 2024/25 on two **Areas of Impact - Wellbeing and Equity & Excellence**. We have also decided to have four major areas we wish to focus our attention on and these are **School Culture, Diversity, Accessibility and Inclusivity, Quality Teaching and Learning** and developing a **Cultural Responsive Framework**.

### WE CANNOT DO EVERYTHING, BUT WE CAN DO SOME THINGS WELL

We have appointed leaders to each of the four areas of focus and their role will be to develop Action Plans to guide the rest of us forward and equip us with what we need to impact our students.

Our journey requires us to work together, staff, students and the wider school community, including parents and caregivers. We will explore our common values and aspirations, beliefs and capabilities, and consider our local context when planning for our students. We must also speak to and include the voices of our indigenous population and heed their cultural advice.

**This contextualised approach promotes equity, maximises learning outcomes and fosters a culturally safe inclusive and collaborative culture.**

# School Attendance

Year Level	2022	2023	2024
Primary Other	59.6%	59.2%	53.7%
Secondary Other	71.9%	75.1%	71.5%
Total	65.6%	65.7%	60.7%

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.

We have initiated a policy which is intended to reduce the rate of chronic non-attenders and we have been successful in 2024 by a 24% decrease in our chronic non-attenders. Into 2025 and we have had to follow that up with a couple of students but it definitely is having an impact. Overall attendance might be down but chronic non-attendance is significantly improved.

## What we provide:

We strive for excellence including foundational capabilities such as literacy, numeracy and digital literacy in all learners, by providing varied, challenging, and stimulating experiences. As well as opportunities that enable all learners to explore and build on their own abilities, interests, culture and experiences. We seek out inequity, eliminate barriers to opportunities and support all students to learn and thrive.

## Wellbeing:

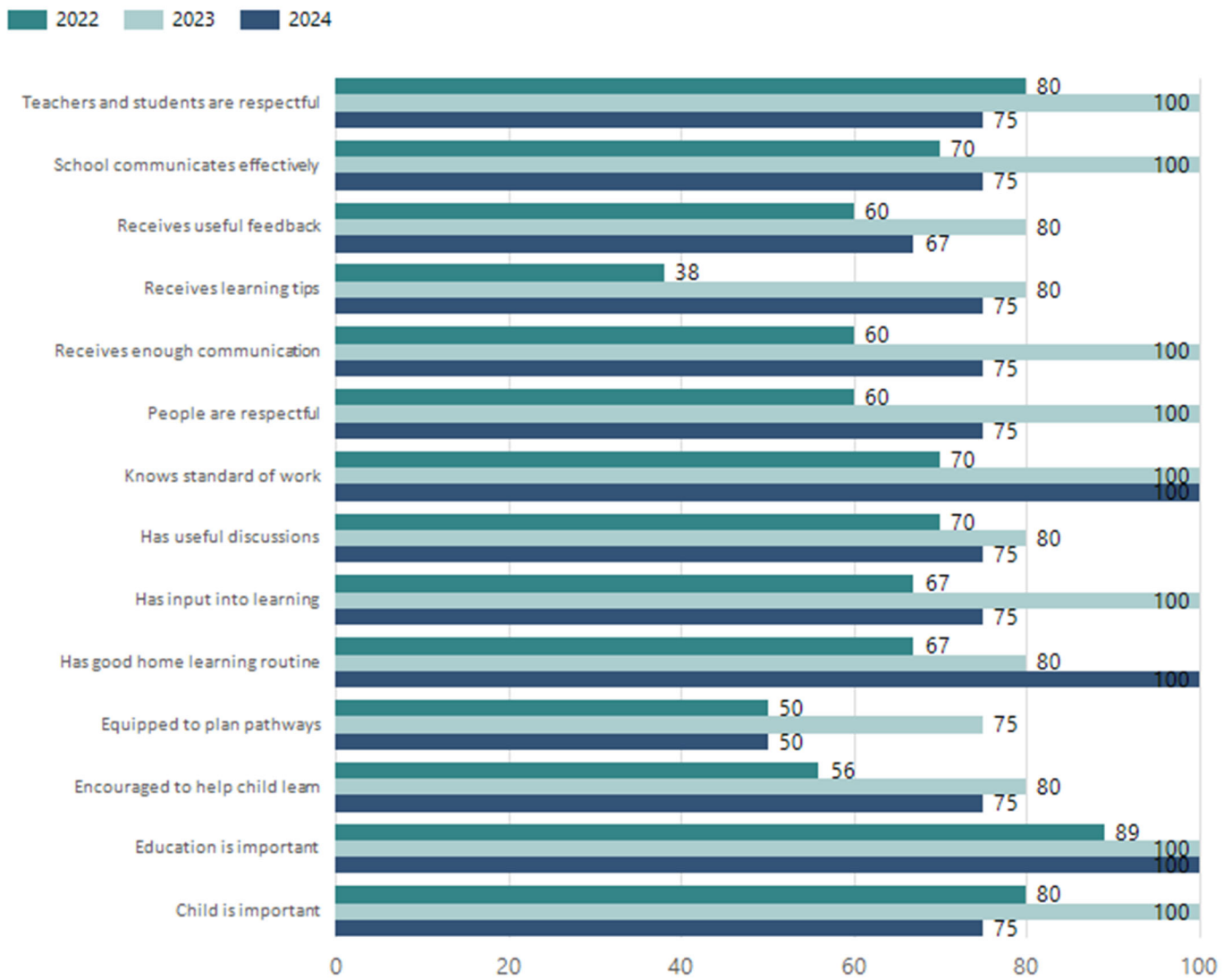
Wellbeing positively influences student learning outcomes, and success in learning enhances student wellbeing. As educators, we know about the important reciprocal and interconnected relationship between wellbeing and learning.

Wellbeing is a multi-faceted concept involving much more than just physical health. It's a combination of a person's emotional, mental and social health and it also reflects how they feel about themselves and their life in general. Wellbeing is linked to improved academic achievement, enhanced mental health and responsible life choices.

Helping students to feel connected and engaged in their learning, and collaborating effectively with parents, will enable students to develop the social and emotional skills to grow into happy, respectful, well-balanced and successful members of their school and wider community.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



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

## Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	67.0%
U - UNKNOWN	1	33.0%

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	6
Postgraduate Qualifications	3

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	8.6	0.6	6.9
Persons	0.0	9.0	1.0	9.0

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
<b>Grants: State:</b>	
Variety SA	150,000
Aboriginal Flexible Student Grant	36662
Early years Assistance Grant	1544
<b>Grants: Commonwealth</b>	0
Parent Contributions	7821
Fund Raising	208.33
Other	0

Data Source: School supplied data.