Port Augusta Secondary School is a category 2 school with a current trend of increasing enrolments. The table below shows the school's total enrolment taken during the term 3 census over the last five years, this year we are expecting this figure to be approximately 600 students including a 35% Aboriginal enrolment. The peak enrolment for February 2016 is 640. The school has existed as two separate Middle and Senior school campuses for many years. The two sites amalgamated in 2012 with the completion for our newly refurbished site on the Stirling Road campus taking advantage of the high quality facilities and new curriculum opportunities for all of our students. Following the amalgamation the school has developed strategic directions placing a clear emphasis on improved school culture and student achievement.

During 2014-15 staff, students and parents have been involved in an extensive process to develop a new Strategic Plan for the school. The Port Augusta Strategic Plan 2015-2017 is clearly aligned to the DECD Strategic Plan and the Port Augusta/Quorn Partnership Plan. The Strategic Plan sets new direction for our school and places a clear focus on student achievement, support and quality teaching and learning. Our school prides itself on its inclusive and extensive curriculum and wide range of support services for students. An extensive self-review process conducted over the last few years together with other data sets generally reflects an improving trend in all of our key targets areas.

Governing Council has been very active in 2015. The council has struggled to establish a full membership of parents, however has maintained a core group of parents, students and staff committed to our school with strong representation from Aboriginal parents and our Chairperson Cheryl Crane. Major achievements include;

- Leading a consultative process resulting in the establishment of a new Integrated Services Hub.
- Leading a consultative process resulting in development of a new Strategic Plan 2015-17.
- Leading a process to expand the capital works program to include the planned development of a new Visual Arts Centre and Stage 2 of the Trade Training Centre (Construction Technology).
- Supporting the further development of the student uniform policy.
- Supporting school promotional activities.
**Student Achievement – Literacy and Numeracy**

**Literacy Summary Achievement 2015 (Middle School Focus)**

The school has been collecting Pat data for over 4 years. The collection, analysis and response to this data has been a key component of our literacy improvement process as it relates to reading comprehension. One of our current targets relates to reducing the number of student in bands 1-3 by at least 50% and increasing the higher bands (7-9) by at least 50% between 2015 and the end of 2017.

![Student PAT-R Results by Stanine 2012 - 2015](image)

This is a very comprehensive data set showing reading comprehension results across the last four years. Note that the graph combines all year 8’s together over that period and the same for years 9-10. While improvements have been made over this period and we can see the general improving trend across the year levels this presents a broad picture of how the schools achievement is below what is expected at these age levels with the distribution of results weighted to the left. The schools challenge is to move these results further in line with the national picture as indicated by the orange line.

**Numeracy Summary Achievement 2015 (Middle School Focus)**

![Graph 1 - Student PAT-M Results by Stanine 2012 - 2015](image)
This table displays the NAPLAN mean scores for students meeting Minimum National Standards (NMS). There has been an improvement trend over the last few years in mean scores in all areas; however as with reading the general standard is low especially in the area of writing.
Empowering Local Learners (ELL) Partnership Numeracy Project

2015 was the third year of the ELL Partnership Numeracy Project. This project is in partnership with all Partnership schools and centres together with Flinders University and has a key focus of improving teacher pedagogical practices in numeracy across Port Augusta and Quorn.

The project has a clear focus on the Fluency+ problem solving aspects of numeracy. The chart above combines all Yr.3, 7&9 NAPLAN results across the Partnership and clearly shows a statistically relevant improvement trend in the Fluency+ (problem solving part of the NAPLAN). While the funding for this project concludes at the end of 2016 it is important the Partnership develops a sustainable model to continue this work.

Literacy and Numeracy Activity and Recommendations
In summary, Literacy and Numeracy achievement is a priority area in our school. Achievement in both these areas can be classed as medium to high growth – low achievement. The challenge is now to build from the momentum achieved and focus on high leverage strategies that aim to improve standards generally and work towards the higher levels of achievement.

Current Activity 2015-16

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school professional development program in Literacy</td>
<td>Continued involvement and leadership in the Empowering Local Schools numeracy project at the school and Partnership level</td>
</tr>
<tr>
<td>Genre mapping</td>
<td>Coaching and professional development program for all Middle school maths teachers.</td>
</tr>
<tr>
<td>Targeted support program for identified students</td>
<td>Targeted support program for identified students</td>
</tr>
<tr>
<td>Literacy Focus Teacher supporting our Literacy – PLC to implement its “Data Wise” planning program to raise literacy standards and working with faculties to implement the above and new approaches</td>
<td>Deployment of Numeracy specialist teachers in the middle school all working with a Numeracy Coach</td>
</tr>
</tbody>
</table>
Recommendations 2016+

Literacy and Numeracy

The school has been taking a developmental approach towards its activities in the areas of Literacy and Numeracy improvement. This approach will continue with further focus in 2016 and will see all of the above activity continue. It is worth noting that the Partnership funding for the Empowering Local Schools program finishes at the end of 2016 which will present a challenge to the Partnership to continue the work with a different sustainable model.

The Partnership review in 2015 also highlighted two important areas to be addressed in 2016 including

- Student aversion to the NAPLAN test
- Maintaining students in the higher literacy and numeracy bands

Relevant teams in consultation with staff will be addressing these two issues.

Senior Secondary

Stage 1 School Subject Results - by Grade Distribution

This report provides an overall Stage 1 grade distribution for the school over the last 5 years. As can be seen there is a general improvement trend with a gradual increase in higher graders and decrease in lower grades.

While the percentage of higher grades are still relatively low in comparison the state averages the sustained improvement trend should continue due to a range of targeted strategies including improving literacy and numeracy skills in the middle years, targeted monitoring and tracking strategies and continued development of curriculum options and provision in the senior years.
This report provides a Stage 2 grade distribution for the school and State based on the 2015 results. Although the school is under represented in the higher achievement levels and slightly over represented in the lower levels there is a definite improving trend over the last few years with a large majority of grades being at a passing level or better.

Stage 2 School Subject Results – SACE Completion

This report provides information on the percentage of students who completed the SACE in the last three years identified by their enrolments as potential completers of the SACE in October.

As can be seen 94% of our students who had the potential to complete the SACE in 2015 did so. This is comparable to state averages and represents an excellent result for the school and continues an improvement trend over the last five years.

Students who completed the SACE and Would Not Have Done So Without VET

This graph shows the increasing number of students relying on VET units in order to complete the SACE.

This data reflects some unique aspects of our school including the broad programs across mainstream subjects and VET units through our Youth Engagement Strategy (YES) and Industry Pathways programs.

This data reflects the diverse and developing curriculum options in the school and the broad range of pathways available to senior students which have been developed over the last few years to cater for our broad range of student need.
Senior School Recommendations 2016+

- Although there is an increasing SACE completion rate it is important to note that approximately half the year 12 cohort were not in a position to complete the SACE in 2015. This cohort is largely part time and although they have a pathway they are not enrolled in subjects which would allow them to meet all SACE requirements. We recommend that we continually pursue all opportunities to increase the SACE completion rate of this cohort through careful case management and support. In response to this YES have already expanded their range of SACE offering through a different mode of educational provision which includes all compulsory units.

- In order to assist the improving trend of Stage 1 and Stage 2 subject results we intend to introduce a new tracking and monitoring procedure in 2016 that has proved successful in other trial schools.

The school also recommends the continued development of the SACE Improvement Priority Area Team. This team is providing the school and the SACE Assistant Principal with increased capacity to improve outcomes for senior secondary students.

Attendance

Total Attendance

The table below shows the total attendance rate of all full time students during semester 1 as a percentage. While we have a trend of improving attendance, an improvement of 8% over 4 years the school has identified that the range of strategies which focus on improved attendance are not achieving the rate of improvement we have identified in our targets. 2016 will see a review and shift in resources and approaches in an attempt to bring about further improvement. It is also worth noting that in 2015 we had a significant reduction in attendance support services from the Partnership Education Office. This change did reduce our capacity further in terms of follow up, home visits etc.

The second table below shows the total attendance rates of our Aboriginal students. Once again we have an improving trend with an 11% improvement over four years. Further alignment of resources and expansion of targeted programs are being implemented in an attempt to increase that rate of improvement this year. The school is also working to improve tracking and monitoring procedures following the reduction of DECD services in 2015/16.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011 School</th>
<th>2012 School</th>
<th>2013 School</th>
<th>2014 School</th>
<th>2015 School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>78.4</td>
<td>78.4</td>
<td>82.8</td>
<td>83.7</td>
<td>86.1</td>
</tr>
<tr>
<td>Year 9</td>
<td>69.5</td>
<td>74.1</td>
<td>77.5</td>
<td>80</td>
<td>77.5</td>
</tr>
<tr>
<td>Year 10</td>
<td>72.3</td>
<td>74.4</td>
<td>71.8</td>
<td>79.8</td>
<td>77.0</td>
</tr>
<tr>
<td>Year 11</td>
<td>70.1</td>
<td>75.7</td>
<td>75.2</td>
<td>85.1</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 12</td>
<td>75.6</td>
<td>79.0</td>
<td>84.4</td>
<td>88.7</td>
<td>90.1</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>76.2</td>
<td>78</td>
<td>84.2</td>
<td>81.1</td>
</tr>
</tbody>
</table>
Aboriginal Student Attendance Rates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>71.8</td>
<td>70.4</td>
<td>77.3</td>
<td>79.4</td>
<td>79.1</td>
</tr>
<tr>
<td>Year 9</td>
<td>54</td>
<td>62.5</td>
<td>70.1</td>
<td>75.7</td>
<td>67</td>
</tr>
<tr>
<td>Year 10</td>
<td>63.6</td>
<td>61.8</td>
<td>57.8</td>
<td>73.4</td>
<td>67.2</td>
</tr>
<tr>
<td>Year 11</td>
<td>60.2</td>
<td>60.8</td>
<td>54.1</td>
<td>76</td>
<td>66.4</td>
</tr>
<tr>
<td>Year 12</td>
<td>63.7</td>
<td>73</td>
<td>71.7</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60.5</strong></td>
<td><strong>65.7</strong></td>
<td><strong>67.5</strong></td>
<td><strong>77.4</strong></td>
<td><strong>71.1</strong></td>
</tr>
</tbody>
</table>

RETENTION

This table shows retention rates for the previous few years. Retention rates 8-12 have been increasing over the past four years (post amalgamation) it is clear that we are retaining our students through to year 12. This observation can be attributed largely to the amalgamation of the two campuses post 2011 and the increased range of programs offered through the school with particular reference to YES and the expansion of Industry Pathways. This pattern has remained stable in 2015.

Client Opinion

STUDENT/PARENT OPINION

During our self-review 2014-15 we placed a particular emphasis on Student/Parent opinion data. The data was collected from a large cross section of students in Years 8-12 (12%) and a 7% representation of parents. Summary data is shown below.
Key Points

- Generally both student and parent opinion is very positive
- Students view the school as strongly supporting career goals
- Students view teachers as very helpful, supportive and with high expectations
- While parent opinion is very positive teacher contact still stands out as an area for development.

STAFF OPINION

During our term 4, 2014-15 Self - Review process staff were invited to conduct a general school opinion survey.

The data below shows the staff general school opinion data.
Key Points

- The staff survey is generally positive with an overall view that this school is currently in an improvement phase.
- Working towards common goals and opportunities for professional development are also clear areas of strength and consistent with our approach relating to the current site plan.
- Areas for development or further exploration could include the further provision of leadership opportunities.

Student Behaviour

This chart shows the incidents of behavior during term 2 for the last few years. The school runs a behavior room as part of its SBM policy (Focus Room). As can be seen there is a decreasing trend in negative behaviors.
KEY RECOMMENDATIONS FOR 2016

In summary our school could be classified as high growth – low achievement. The challenge is to maintain the achievement growth through a strategic and relentless focus on high expectations, pedagogical approaches, tracking and monitoring and individual student intervention. The following recommendations are focused on these challenges.

- Further development of our Priority Area Teams (PAT’s) and their alignment with the Schools Strategic Plan 2015-17. During 2016 each team in consultation with staff is working towards the implementation of one high leverage strategy which supports improved student achievement.
- Continued implementation of our whole site approach to literacy improvement through the Data Wise program which was established in the school late 2015 via the Results Plus process. A teacher with release time will work with the PLC-Literacy to assist with the programs implementation.
- Further Implementation of the Empowering Local Schools project in collaboration with Flinders University as a key Port Augusta/Quorn Partnership shared Numeracy priority with the development of a sustainable model to keep the program running beyond 2016.
- Aligning the schools flexible staffing model through the Personalized Load Model (PLM) for increased focus and support for targeted students below literacy/numeracy standards.
- Reestablishing the “Attendance Action Team” processes including involvement of the Partnership attendance officer.
- Further development and Implementation of Daymap Parent module to further assist in attendance monitoring and communication with families.
- Continuing the process of establishing formal Partnership arrangements with Aboriginal Families.
- Further development relating to the “Community Hub” (YES) facility on site supporting families and students.
- Advancing facility projects including capital works submissions, Arts Centre/Stage 2 Trade Training Centre.
- Further development of systems which support teachers to access and use student achievement data and ILP’s in their planning with a focus on SWD’s.
- Introducing new SACE tracking and monitoring systems to assist with early and ongoing individual case management of students who have the potential to complete the SACE in 2016.
- Further development of student voice in the process of teaching and learning.
- Development of new procedures including Instructional Rounds and high quality teacher feedback and supports for teachers consistent with the Australian Professional Standards with a strong emphasis on developing highly effective classroom practices and expert teachers.

Please Note: All of the above recommendations are being actioned through the implementation of the current Strategic Plan 2015-17 and teams which are attached to each of the priority areas.
Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>104</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>32</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source (see attached Profit & Loss Statement)