



# SCHOOL CONTEXT STATEMENT

Updated: 2/2013

**School number:** 0990

**School name:** Augusta Park Primary School

## School Profile Text:

As a Stronger Smarter affiliate school, Augusta Park P.S has a strong focus on school improvement and in particular, the quality teaching of Literacy and Numeracy R-7. Our mission is to have a safe and nurturing learning environment where, through providing relevant learning experiences and individual support, each student is able to achieve their potential and build a strong foundation of knowledge and skills for the future. We provide a range of opportunities for students to develop independence and to exercise generosity, both at school and within the community. There is a strong emphasis on explicit teaching and engaging pedagogy in literacy across the curriculum and mathematics and science learning. Learning with ICT is a key element within this. The Junior Primary team promote oral language and Phonological Awareness as two essential components of their programs. The school places great value on strategies and activities that promote student wellbeing. The school engaged with the '*Kids Matters Framework*' as a means to establish consistent approaches to mental health and social skills development, R-7. As a school with a significant cohort of Aboriginal students and families, we value the sharing of Aboriginal and other cultures and have strategies in place to assist all students with the learning of local Aboriginal Languages.

## 1. General information

- School Principal name: Fiona Voigt
- Deputy Principal's name: Tania Bailey
- Year of opening: 1971
- Postal Address: 59 Power Crescent, Port Augusta 5700
- Location Address: 59 Power Crescent, Port Augusta 5700
- DECS Region: Far North and Aboriginal Lands
- Geographical location – ie road distance from GPO (km): 320 km
- Telephone number: 08 8642 3599
- Fax Number: 08 86423934
- School website address: <http://www.apps.sa.edu.au>
- School e-mail address: [info@apps.sa.edu.au](mailto:info@apps.sa.edu.au)
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No

*February FTE student enrolment:*

Year Level	2009	2010	2011	Change 2009-11
Reception	45	46	33	-12.0
Year 1	33	38	36	-3.0
Year 2	34	29	34	0.0
Year 3	20	32	23	-3.0
Year 4	32	22	34	-2.0
Year 5	37	31	20	-17.0
Year 6	33	32	30	-3.0
Year 7	34	36	34	0.0
Other	7	7	8	1.0
<b>TOTAL</b>	<b>275</b>	<b>273</b>	<b>252</b>	<b>-23</b>

*Student Groups:*

Student Group	2009	2010	2011	% 2011
ATSI	137.0	140.0	130.0	51.5%
NESB	4.0	1.0	0.0	0.00%
ESL	135.0	124.0	121.0	48.0%
Disabilities	32.0	46.0	53.0	19.8%
School Card	103.0	108.0	98.0	38.0%

*Student enrolment trends:*

School enrolment has decreased in the past three years from just over 300 to around 260. Transcience continues to be high but we expect the enrolment to remain in the 250-270 range in the shorter term.

*Staffing numbers (as at February census):*

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Total Basic Teaching Allocation: 8.00

Primary School Counsellor: 1.0

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Aboriginal Education Teacher: 1.28  
Teacher Librarian: 0.8  
J/P Small Special Class: 1.1  
ESL: 1.46  
Special Education: 1.72  
Mother Tongue: 0.3  
Socio-Economic: 0.6  
Staff Teaching Team Gender Mix: 14 Female; 7 Male

SSOs: Permanent – 206 hrs (including Small Special Class), 4 staff  
Contract – 180 hrs (mostly from Tier 2 funding and grants), 11 staff  
Staff Teaching Team Gender Mix: 14 Female; 6 Male

Aboriginal Community Education Officers: 2.6

### *Special site arrangements:*

We share the campus with the School of the Air (SOTA) and the Remote and Isolated Children's exercise (RICE). We also have an R-2 Small Special Class on site.

## **2. Students (and their welfare)**

### *General characteristics*

Augusta Park is a Category 1 school. The school comprises a diverse range of student backgrounds including a high number of Aboriginal families (many living near the school and some coming from the Davenport Community) and non-Aboriginal families. The student population is complex and provides challenges for staff. Transience is a major issue in this community (in 2010, it has been over 40%). The school currently comprises 7 Primary classes, 5 Junior Primary classes and 1 R-2 Small Special Class. All classes are vertically grouped.

### *Student well-being programs*

The Kids Matters Framework provides direction in addressing student well-being through the four Social and Emotional learning components. The "You Can Do It" program has been identified by staff and Governing Council, providing the social skills development for all students R-7. The Kidsmatters Framework along with the 'Safe and Orderly Classroom' strategies provide a consistent approach to supporting students and staff to create a positive and productive school environment that is nurturing of all. The school counsellor works with staff to implement the "You Can do It" program through team planning, teaching and resourcing.

The school counsellor also uses Wilson Macaskill's 'The Games Factory' to provide more intensive support for those students who are requiring support to engage positively with their peers or learning.

The school recognises bullying as an issue that we continue to work with families and students to address. As a staff, we are developing strategies to support students (both those who have bullied and been bullied) through refining our reporting and responses to students needing support. Current foci include our reflective listening practices and

follow-up eg identifying supportive networks. The site is developing whole school procedures in 2012.

### *Student support offered*

The school has established a student support program, provided through the All Children's Education (ACE) Team, comprising the School Counsellor, and the Aboriginal Education Team. This team provide in-class, individual and group support to students who need help to re-engage with the curriculum or sort out issues that are concerning them. The ACE Team maintain very strong links with families and regularly visit homes. They also take responsibility for the school's Aboriginal Family Voice program. Where students attend school without having adequate breakfast, lunch or recess provided, the ACE Team provide nutritious emergency food.

Grievance procedures are in place and incidents are followed up by staff, including members of the Leadership Team where required.

The school is a participant in the ICAN program and a Flexible Learning Options (FLO) strategy is currently being piloted at the school to support students at risk of leaving school early.

### *Student management*

A preventative and restorative approach to student behaviour management is in place and is reflected in the School's Behaviour Development policy. Leadership and staff are currently In the process of reviewing this policy. The School Counsellor, as a member of the ACE Team, provides direct support to students to enable them to re-engage with their learning and to build stronger resilience and coping skills. There are three basic expectations across the school to guide student and teacher behaviour and learning:

- ☛ we keep ourselves and others safe;
- ☛ we show respect to ourselves, others and the school environment;
- ☛ we take responsibility for our learning and our behaviour.

There is promotion of positive behaviour and learning outcomes through assemblies, class awards, individual 'Gold Book' awards and displays and newsletter features. All children have opportunity to demonstrate and receive recognition of the You Can Do It' keys of success, through a class-based chart which allocates points to the school House system. The House competition extends beyond sports-day and recognises positive achievement and effort in all aspects of school life eg behaviour, effort in learning and community spirit.

New staff have induction opportunities in Student Behaviour Development and classroom management appropriate to our school context and clientele.

### *Student government*

Students participate in Student Council, a body that works with the school Counsellor to organise and develop whole school approaches to implementing the You Can Do It program, special celebrations and events. Students are elected by their peers from each class and meet weekly.

House Captains are elected by House membership at the beginning of each year as support students in participating in whole school events and everyday activities.

### *Special programmes*

The majority of staff have trained in using Guided Reading as a key component to responding to students reading abilities. Accelerated reading and reading schemes are available to support home reading. Accelerated Reading incorporates levelled texts with a computer quiz to confirm a child's comprehension.

There is a Targeted Intervention Program for Junior Primary students with low literacy levels – this is operated by a team of SSOs with support from a teacher with intervention responsibilities. In 2012 the school will expand the intervention program to include Years 2-5 children below benchmark. Students also consolidate their reading abilities through the use of the Lexia online program. The program incorporates word study, fluency and comprehension.

The school operates the Quicksmart program, a mathematics intervention for students in the middle and upper primary years.

A Pathways program was been trialled in 2010 for upper primary students who find it difficult to engage in mainstream classes. The emphasis here is on engagement (particularly through ICT and skill-based team projects including bike restoration and gardening). During 2011 the pathways program involved only those students who were at risk. This approach has been modified to include positive role models to provide a more diverse student cohort. Activities include: A Pedal Prix team, music (guitar and drums) additional ICT sessions, sports coaching.

Augusta Park Primary School has a mentoring program which allows students to receive additional support from Aboriginal and community mentors. The programs range from scap booking to additional reading instruction. Mentors work with individual students or small groups where there are shared interests.

The town has a choir made up of interested students from all schools and Augusta Park participates strongly in this program.

Upper Primary students take part in town-wide and state SAPSASA Sports activities.

The ACE Team provide a language support program for students to promote the Adnyamathanha and Arabana Languages.

## **3. Key School Policies**

*Site Improvement Plan and other key statements or policies:*

The priorities of the Site Improvement Plan are:

### ***ASSESSMENT & EVALUATION***

**Staff effectively:**

- assess learning in using a range of assessment tools
- assessment information is analysed to inform Teaching & Learning.
- Analyse individual achievement data to ensure that intervention programs are implement to support those requiring targeted support.
- Collect and collate data to make informed decisions about the deployment of resources and the implementation of programs

### ***CURRICULUM AND PEDAGOGIES***

**Staff work to deliver a cohesive and consistent approach to curriculum delivery, R-7, that:**

- build on learners' understandings, connecting to their lives & aspirations
- differentiates to address individual learning needs.

- engages children in developing skills for expert learning
- fosters deep understanding & skilful action.

## ***LEARNING ENVIRONMENT***

***Conditions are established and sustained through all staff working to:***

- create a culture which is encouraging and supportive of all
- reinforce the highest expectations for all learners in application, achievement and behaviour.
- implement agreed policy and practices in regard to behaviour and attendance.

### ***Recent highlights:***

2011 was a year of change and building; new leadership, new Governing Council office bearers, and exciting new programs aimed at engaging students and improving achievement.

- ☞ An active and enthusiastic Governing Council using consultation processes to develop new policies eg Mobile Phone and Uniform. The Uniform and Fundraising Committee (the most dedicated and energetic group) whose efforts raised in excess of \$3000 to fund the establishment of a Loans shop to ensure access to uniforms for all.
- ☞ Intervention programs were successful in supporting students to progress above normal rates of growth. The Year 1 reading program in particular saw a significant increase in students' Running Record levels.
- ☞ Staff participated in Professional Learning in the areas of Phonological Awareness and Guided Reading and have used this knowledge to structure literacy experiences to lift reading skills from Reception – Year 7.
- ☞ Upper Primary children trialing the use of I pads to support reading skill development and research. The Literacy Coordinator, Melinda Ellis, and Bruce Kenny, ICT Technician, provided opportunities for students to engage in the latest technologies to foster learning and engagement
- ☞ The trialing of Lexia and Cross-trainer as web-based programs to consolidate student understanding of reading and spelling concepts. Mr Bruce Kenny provided expertise and knowledge that enabled teaching staff to provide differentiated programs aimed at extending or reinforcing children in response to their ability levels.
- ☞ Minister of Education and Chief Executive visit (24 hours after Jay Weatherall was named as the next Premier), and the catering done by Leah Richardson and her apprentice FLO chefs Lucas and Sean.
- ☞ School Pedal Prix trip to Adelaide, early term 2, recognising the positive contributions of all children.
- ☞ Publication of an article by the Principals Association acknowledging the contributions of the ACE (All Children's Education) team.
- ☞ High levels of participation, Reception –Year 7, in whole school events including Reconciliation Week, Sports-day and "Wheelies" day
- ☞ Sports-day; who could forget the passion demonstrated by Bruce and Mr Fawcett (*a cross between a Smurf and Gandalf*) and the enthusiasm of our students in competing for their school house. The competition was fair and encouraging of all!
- ☞ Wheelies Day – my heart was in my mouth the whole time wondering if we had a band-aid big enough to patch all the scraps and bruises but remarkably no ambulance was required. Mr Kitchin enabled everyone to strap on a set of wheels, grab a bike or scooter in the interests of promoting road safety and collaboration.
- ☞ Celebration Week- where cultures from around the world took centre stage in the dress-up parade and then fed the school with a menu that included exotic fare from Indian curry to Japanese sushi. All students with particular support from Student Council prepared food for a whole school picnic.
- ☞ Successfully engaging in Self-review improvement processes
- ☞ Developing the infra-structure for the school garden and catering program
- ☞ Year 7 Graduation; acknowledging the achievements of students and families.

2011 was a year of excitement where staff, families and students were prepared to change the way we work in order to aim for improvement- *challenging processes and behaviours: scrutinizing our successes against the available data sets – Being accountable!!*

## 4. Curriculum

### *Subject offerings:*

The English and Science subjects from Australian Curriculum are being used as a guide for curriculum planning and programming and reporting. There is a strong emphasis on Literacy, with all classes providing a 'Literacy Block' each day, comprising a balanced approach of Modelled Reading and Writing, Guided Reading and Writing, Spelling and Oral Language. The school's Literacy Coordinator has developed a whole-school model of Literacy and staff have access to coaching both at the school level and through the Next Steps focus Schools program. Guided Reading has been a major and ongoing focus from 2011.

The majority of staff have trained in the Primary Connections Science curriculum and have implemented at least one unit of this from 2010.

All classes currently have ICT and Physical Education as NITT subjects.

### *Special needs:*

There is a small Special Class of 8 students (R-2) at APPS. This class draws its students from schools and Children's Services across Port Augusta. Students are placed in the class by Regional Support Services, in consultation with parents and the school.

All students identified as having Special Needs have an NEP which is used by teachers to assist with programming and planning for their learning needs.

### *Teaching methodology:*

Teaching methodologies used at APPS include explicit teaching, directed practice (using a 'hands on' approach where possible), collaborative learning and a range of experiential learning approaches. All classrooms are equipped with an Interactive Whiteboard and teachers have their own laptop to enable innovative planning incorporating ICT. Classrooms have small computer pods and the Resource Centre enables classes to have regular access to class ICT facilities and other quality learning materials.

Differentiating instruction (to cater for the diverse learning needs of students) and providing learning engaging experiences is currently a focus for shared staff professional learning.

### *Student assessment procedures and reporting:*

Students are assessed using diagnostic materials (results of which are kept on the School Data Base) and through formative and summative processes. Guidance, Hearing and Paediatric Assessments are utilised to provide appropriate support wherever possible. Phonological Awareness screens are used with Reception – Year 2 children to ensure they have developed the foundation for reading.

Reporting to parents is currently: Term 1 – Parent/teacher acquaintance evening early in the term and interviews later in the term; Term 2 – written reports and interviews upon request; Term 3 – Parent/teacher interviews upon request; Term 4 – End of Year Written Report and new class placement.

### *Joint programmes:*

A town Kindy to Reception Transition Policy and Process is in place so that all transition visits across the town occur on the same days and in the same weeks.

A Year 7 to Year 8 Transition program is coordinated by the High School.

The Pathways program was developed to incorporate a small group of High School students who do not currently attend school. So far, the attendance of these students has not improved and a review will establish whether the program will be a joint APPS/Port Augusta Secondary School project in 2011.

## 5. Sporting Activities

APPS participates in SAPSASA Sports competitions.

Our swimming and aquatics program operates in Term 4 each year. Year 6/7s have the opportunity to participate in aquatics activities including kayaking, sailing and snorkelling while R-5 students have swimming lessons at the Port Augusta Town Swimming Pool.

The town offers a variety of sports for children, including football, netball, basketball, softball, swimming, athletics and tennis.

## 6. Other Co-Curricular Activities

Instrumental music is offered to our students through a program coordinated out of Port Augusta Secondary School.

Camps and excursions give students opportunities to participate in new experiences and further develop social skills.

There are two performances each year paid for by the school – in this way, all students have the opportunity to experience The Arts in a variety of forms.

The school is involved in the Vibe Alive and Stride programs each year.

At the end of each year, the school's Family Night is held to celebrate the year's end.

Each class perform an item of music, dance or drama for the appreciation of parents and community members. The school magazine is sold on the night, which is always extremely well-attended.

Year 7 students take part in the annual Graduation Ceremony and this is always followed by a Yr 6/7 Disco.

## 7. Staff (and their welfare)

### *Staff profile:*

There is a regular turnover of staff and we have a mix of experienced and novice teachers. The team works very well together and much planning and decision making is done in sub-school (i.e. R-2, 3-5, 6-7) teams.

Statistically, the teaching staff profile for 2012 is as follows:

Age of teachers -

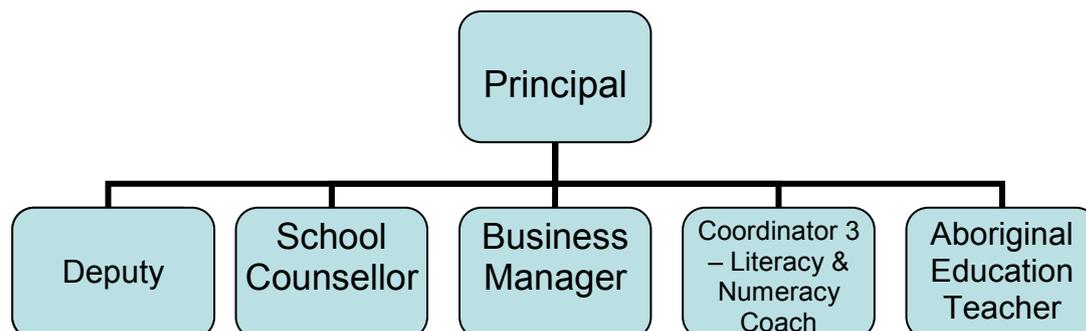
Age Band (years)	21 – 30	31 – 40	41 – 50	51 – 60+
Number	5	6	5	4
Average Age	26.2	36.1	46.4	59.2

Teaching experience –

Experience Band (years)	0 – 5	6 – 10	11 – 15	16 – 20	20+
Number of Staff	4	3	4	3	6

*Leadership structure:*

School's leadership positions 2012:



**Principal** - Lead and manage the school. Responsible for the wellbeing of all.

**Deputy** – Responsible for special needs, student behaviour support and staff support.

**Counsellor** – Responsible for implementation of the Kids Matters framework staff support with teaching and learning of the and managing the 'All Children's Education' (Aboriginal Education and Counselling) Team.

**Co-ordinator 3**– Responsible for teacher support in developing pedagogies, as well as mapping and promoting whole school approaches to literacy & numeracy.

*Staff support systems:*

There are several teachers eligible for Step 9 and they are working together to develop and document Step 9 PDPs. Staff belong to sub-school teaching teams and work with school coordinators to develop whole school approaches to teaching and learning. All staff are line-managed by either the Principal, Deputy Principal or Business Manager (all SSOs).

*Performance Management:*

All staff are involved in Performance Management, in line with DECS Policy. For teachers, this includes twice yearly formal meetings, with an agenda shared between the teacher and line manager. Classroom observations based around literacy practice has also been part of the program in 2011 and 12. Other informal meetings occur regularly.

Staff are strongly motivated and committed to learning and regularly give up time on weekends and after school to attend professional learning and resource development meetings. Staff are required to develop and document a personal development plan which is aligned with site priorities.

*Staff deployment policies:*

Staff deployment is managed through PAC with input from the leadership team and the staff. NITT is negotiated with the staff according to the needs of the school and the

specialist skills of staff. The AET supports students with their learning, as does a team of SSOs, many of whom are employed through Tier 2 Salary conversion and various project grants. The Targeted Intervention program is staffed by some of these SSOs.

#### *Access to special staff*

The school is supported by the Regional Support Services Team. The local Aboriginal Health Service, Pika Wiya, also provides support services to our students.

## **8. Incentives, support and award conditions for Staff**

#### *Travelling time*

Approximately 3.5 hours from Gepps Cross.

#### *Housing assistance*

Government housing is available.

#### *Additional increment allowance*

See most recent award.

## **9. School Facilities**

#### Buildings and grounds

The school grounds are extensive and adjoin an area of scrubland.

The school consists of 4 main teaching blocks (2 SAMCON Buildings, 1 DEMAC and 1 wooden triple block – currently being refurbished through BER). There are also 2 single classrooms and a transportable building that houses the ACE Team.

The Administration building is also transportable.

There are 3 playground areas, a quadrangle with basketball and netball courts and an oval.

Telephone communication is available in all areas. Internet is available across the school.

A small hall is currently used for PE and other programs. A new larger hall was constructed as part of the BER program and is used to support PE, social skills programs and wider community activities including indoor soccer and the model aeroplane club.

#### *Heating and cooling*

All teaching areas are airconditioned.

### *Specialist facilities and equipment*

A computer room houses the ICT NITT program.

### *Student facilities*

There is a canteen that operates 5 days a week and supports the school's Healthy Eating Policy. Sporting equipment is available for student use. Toilet and drink facilities, as well as refrigerators, are available in all units.

### *Staff facilities*

The Staff Room is large and comfortable and has kitchen facilities. There is a teacher preparation room which enables teachers to access administration computers, email etc. A comprehensive staff resource collection is housed in the Resource Centre. All staff have an individual laptop for use at school and at home.

### *Access for students and staff with disabilities*

There are ramps and handrails to all main buildings. Sound field systems, to support students with hearing impairments, are installed in most rooms. One Upper Primary classroom has been established with sound proofing for hearing impaired students. The small Special Class has modified facilities, including shower and toilet facilities.

### *Access to bus transport*

Local bus service to all areas of Port Augusta. The school has its own small bus to assist with excursions and programs. Students from the Davenport Community access a DECS bus run.

### *Other*

Augusta Park Kindergarten is located on the northern boundary of the school.

## **10. School Operations**

### *Decision making structures*

The school has a documented and practised Decision Making Policy. Governing Council is an enthusiastic and vital component of the school's decision making structure, actively contributing to setting site directions and supporting policy formation.

### *Regular publications*

The school has a fortnightly newsletter and a website. The staff uses a day book for communication. There is a Parent Handbook that is currently under review. A School Magazine is published annually.

### *Other communication*

The ACE Team assists with an extensive home visiting program. Communication books are used by teachers to keep in touch with families. Teachers are encouraged to telephone families, both to communicate success and to seek support to address student issues.

There is an Aboriginal Family Voice program in place.

### *School financial position*

The school is in a sound financial position. Major commitments for 2011 are related directly to the Site Improvement Plan, intervention programs and the improvement of school facilities. Unpaid school fees are an issue. Our fees are kept to a minimum and reflect our community's financial position. School fundraising is limited but helpful.

### *Special funding*

Disadvantaged and Rural and Isolated Index, Drought Assistance, Early Years Literacy, DECS Curriculum Grants (e.g. Literacy, Mathematics, Science), ICAN, Mother Tongue Maintenance grants all contribute to the school's global budget. In addition, the school has been able to access funding from the Education Centre for the Western Area and along with SILA, this has provided funding for many high quality professional development activities.

## **11. Local Community**

### *General characteristics*

Port Augusta is located 322 km north of Adelaide, with a population of around 12000. Approximately 20% of the population are Aboriginal people. Port Augusta is known as the cross roads of Australia because roads lead to points south, east, west and north. It is a major shopping, government and commercial centre for the Far North. Key employers include government agencies, tourism, power generation, railways, the Port Augusta Prison and agriculture. Port Augusta is only a short drive from the Flinders Ranges. Port Augusta has one of South Australia's largest Aboriginal populations, comprising over 15 different groups. The community is currently experiencing change in its economic, social and cultural composition and there is a steady rise in unemployment, single parent families and the Aboriginal population.

### *Parent and community involvement*

A small group of volunteers help out in certain classrooms and in the canteen.

The Aboriginal Family Voice Committee supports Aboriginal students and families as well as supporting the organization of activities such as Cultural Week and Reconciliation Day. Governing Council supports the whole school planning and implementation process.

### *Feeder or destination schools*

New Reception children come from Augusta Park Kindergarten and Flinders Childrens Centre. Many of our students begin Reception with little or no kindergarten experience.

Most Year 7 students graduate to attend Port Augusta Secondary School, although some families choose to have their children attend the Catholic R-12 school, Caritas College, for their secondary schooling.

### *Other local care and educational facilities*

Family Day Care is available as well Port Augusta Childcare Centre on Stirling Road and the TAFE Childcare Centre. All government support agencies are available in Port Augusta. The town has six pre-school learning centres/programs, six primary schools, one secondary school (currently on the Seaview Campus but soon to move onto a refurbished Stirling Campus), as well as a Catholic R-12 school. The Spencer Institute of TAFE provides educational opportunities and the UNI SA-Whyalla Campus, 85 kms south provides tertiary opportunities. Open Access College (School of the Air - SOTA) is located on the same site as Augusta Park P.S, along with the Remote and isolated Children's Exercise (RICE).

### *Commercial/industrial and shopping facilities*

Port Augusta has all the facilities associated with a reasonably large town/city. There is a range of accommodation and dining facilities. Three large supermarkets provide 7 days a

week, extended trading hours and complement a wide variety of retail facilities. Most Government departments are represented, along with extensive banking facilities.

#### *Other local facilities*

Port Augusta is serviced by rail, air and road links to other parts of the state. The gulf, Flinders Ranges, Eyre Peninsula and Far North are within easy reach of the town. Service Clubs are Apex, Lions and Rotary. There are several hotels and restaurants in the area as well as a wide variety of Take Away outlets. The Public Library has Internet facilities. Tourist attractions include the Arid Lands Botanic Park, Wadlata, Curdnatta, and the theatre and movie cinema.

A wide variety of Christian denominations are represented in the town. The newly developed hospital was opened in 1997 and includes visiting specialist facilities. All other general medical services are provided eg dentists, physiotherapists, optometrists and Pika Wiya Health Service. Art and craft organisations include Quilters Guild, pottery and ceramics. There are extensive fishing and boating facilities.

#### *Availability of staff housing*

Government housing committee allocates the available housing which includes a range of accommodation i.e. flats, units and houses to all employees. There is a wide variety of government and private rental accommodations available and there is also opportunity to buy suitable housing within a wide price range.

#### *Accessibility*

Airport with flights to Adelaide (Monday to Friday) is located 5 kms from the town. The bus station, with transport access to all directions of the state and country, is available on a daily basis.

#### *Local Government body*

The Corporation of Port Augusta (phone number- 08 86419100) has a range of publications describing the local area. These are also available from the Wadlata Tourist Information Centre.

The City Council Mayor is Joy Baluch, the State Member (Liberal) is Dan van Pelekkon Holst and the Federal Member (Liberal) is Rowan Ramsay. The Regional Director for the Far North and Aboriginal Lands is Paul Newman

## **12. Further Comments**