



## SCHOOL CONTEXT STATEMENT

Updated: 06/2018

**School number:** 0990

**School name:** Augusta Park Primary School

### School Profile:

Augusta Park Primary School is located in Port Augusta, which is approximately 300 kilometres north of Adelaide, and has magnificent views of the Flinders Ranges. Our vision is: 'strong culture, strong relationships and strong learners'. At Augusta Park Primary School families, students and staff work together to develop collaborative relationships, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections. Our school has a diverse student population which reflects a high number of Aboriginal families representing a range of language and cultural backgrounds. There are 14 classes which is inclusive of the partnership Small Special Class (R-2) and Primary Special Class (Year 3-7).

In 2018 the school continues its involvement in the Collaborative Impact Program which draws on John Hattie's Visible Learning research to support our work in developing expert teachers and improving outcomes for students. Staff are committed to implementing the whole school Teaching and Learning Agreement as well as engaging in professional development to improve their pedagogy. Specialist programs offered are Physical Education, Science and Technologies and Aboriginal Languages. Our school currently employs a Teaching and Learning Coach who works collaboratively with all staff to improve teaching practice using a coaching model. We are also involved in the Port Augusta/Quorn Partnership's Empowering Local Learners project and as a result executive functioning skills and growth mindsets is a school focus.

Additionally, social skill development in 2018 will be aligned to the "Play is the Way" program which we have commenced implementing. Our school has extensive ICT resources including Interactive White Boards, a computer suite, class-based pods and sets of iPads with the approach of embedding technologies across the curriculum.

## 1. General information

- School Principal name: Bec Mueller
- Deputy Principal's name: Caitlin Lean
- Year of opening: 1971
- Postal Address: 59 Power Crescent, Port Augusta, SA, 5700
- Location Address: 59 Power Crescent, Port Augusta, SA, 5700
- DECD Region: Port Augusta/Quorn Partnership
- Geographical location – ie road distance from GPO (km): 300km
- Telephone number: 08 8642 3599
- Fax Number: 08 8642 3934
- School website address: apps.sa.edu.au
- School e-mail address: dl.0990.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	2014*	2015*	2016*	2017*	2018
Reception	38	30	27	36	21
Year 1	43	37	27	24	39
Year 2	42	39	29	30	25
Year 3	31	41	36	28	32
Year 4	37	29	38	34	27
Year 5	37	39	31	32	39
Year 6	27	35	37	27	31
Year 7	29	26	33	37	30
Primary Other	7	7	7	14	19
<b>Total</b>	<b>291</b>	<b>283</b>	<b>265</b>	<b>262</b>	<b>263</b>
Male FTE	N/A	N/A	N/A	N/A	145
Female FTE	N/A	N/A	N/A	N/A	118
School Card Approvals	N/A	N/A	161	159	N/A
Aboriginal FTE Enrolment	158	157	154	151	157
Students with Disabilities	69	72	67	63	61
NESB	4	5	3	4	5

\*Enrolment information from Term 3, Enrolment Census

- Student enrolment trends:  
Enrolments declined at the end of 2015 due to a number of families moving out of Port Augusta due to the closure of the Power Station. Enrolments currently fluctuate between approximately 270 to 260 students throughout the year due to the transiency of some families.
- Staffing numbers (as at February census):  
Teaching Staff: 14.0 Classroom Teachers, 2.0 Science/Technology Teachers, 1.0 Health/PE Teacher, 1.5 Aboriginal Education Teacher, 1.0 Special Education Teacher  
  
Leadership Positions: 1.0 Principal, 1.0 Deputy Principal, 1.0 Student Wellbeing Leader, 0.8 Teaching and Learning Coach.  
  
Ancillary Staff: 37hrs Business Manager, 70 hrs Front Office Administration/ICT Support, 30hrs Resource Centre SSO, 245 hrs Classroom Support/Student with Disabilities/Intervention/Languages Program SSO's, 53.5hrs Special Class SSO's, 105.7hrs Aboriginal Community Education Officers, 18hrs Groundsperson
- Public transport access:  
There is a public bus service which provides transport to all areas of Port Augusta and Stirling North. Augusta Park Primary School also has an arrangement with the Port Augusta Secondary School who provide transport to and from Augusta Park Primary School to the Davenport Community.
- Special site arrangements:  
School of the Air (SOTA) and the Remote and Isolated Children's exercise (RICE) are co-located on our site. We also have the Port/Augusta Quorn Partnership R-2 Small Special Class and Yr 3-7 Primary Special Class on our site.

## 2. Students (and their welfare)

### General characteristics

Augusta Park Primary School is a category 1 school. The school has a diverse student population which reflects a high number of Aboriginal families representing a range of language & cultural backgrounds. There are 14 classes which is inclusive of the partnership Small Special Class (R-2) and Primary Special Class (Year 3-7).

### Student well-being programs

In 2018, Augusta Park Primary began the implementation of Play is the Way across the school. Through Play is the Way students learn social skills which are taught through guided play, classroom activities and a common language is used across the school. The key concepts of Play is the Way are:

- Treat others as you would like them to treat you
- Pursue your personal best no matter who you work with
- Be brave – participate to progress
- Have reasons for the things you say and do
- It takes great strength to be sensible

The school also implements the Interoception program. Interoception is our eighth sense and refers to identifying our internal bodily signals. These internal bodily signals can include:

- Body Temperature
- Breathing
- Muscles
- Hunger

Interoception is also associated with our sense of well-being, mood and emotional regulation. Students participate in minimum of two interoception activities a day, after recess and lunch. The school also uses an interoception room called the 'Yakarti Arngu' room, which is located in the ACE Room.

The Student Wellbeing Leader and the Aboriginal Education Team work with families and students to provide individualised support. This may also include working closely with DECD Support Services, CAMHS, Mission Australia and other support services in the community.

### **Student support offered**

The Students at Risk (STAR) committee oversees referrals from staff about student learning, behaviour and wellbeing. They support staff to implement effective strategies to improve outcomes for students. The STAR committee also makes referrals to the Department for Education Support Services Team e.g. speech pathologists, psychologist, attendance.

The school has an established student support program which includes support provided by SSO's and the Special Education Teacher in class during English and Maths blocks and through individual and small group intervention programs (Reading, Mini-Lit, MaqLit, QuickSmart) as well as targeted support for students with a disability.

The All Children's Education (ACE) Team maintain very strong links with families and conduct regular home visits. They also run programs such as our ART/Coffee Club and Aboriginal Family Voice meetings. The ACE Team also operates the breakfast each club and provides emergency food to students when needed.

### **Student management**

At the beginning of each year teachers and students in each class work together to develop classroom expectations and regularly review these throughout the year.

A preventative and restorative approach to student behaviour management is in place. This is also reflected in the School's Behaviour Management Policy. This policy is supported by the Student Behaviour Response Guide which is displayed in all classes to establish clear expectations of students as well as identify the responsibilities of teachers and leadership in supporting students with their behaviour. We maintain student behaviour records for all students through EDSAS.

### **Student government**

Each year two students from each class are elected by their peers to participate in the Student Representative Council (SRC). The Student Wellbeing Leader works with the SRC to raise issues, concerns or ideas for improving the school. The SRC also organises special

events and fundraisers for identified causes. SRC meetings occur every fortnight and information discussed at SRC is communicated back to classes and staff. Class meetings also occur each fortnight.

### **Special programmes**

- Breakfast Club operates every morning to provide students with breakfast. There is also emergency lunches and fruit available.

## **3. Key School Policies**

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

Our site improvement plan documents strategic initiatives aimed at maximising student learning outcomes. Our site improvement plan is underpinned by the following plans:

- Strong culture, strong relationships and strong learners action plans
- Evidence into action (Visible Learning) plan
- PALL's intervention plan

The key outcomes we are aiming to achieve as a result of our strategic planning are:

- All staff work towards implementing consistent whole site approaches and agreements to teaching and learning in order to improve student achievement
- All staff continue to develop their knowledge and understanding of pedagogical practices based on current research and undertake regular analysis of student achievement data
- All students demonstrate continuous improvement and above average growth in Literacy and Numeracy
- Implementation of a whole site approach to teaching social skills to develop students personal wellbeing which includes students capacity to solve problems, act appropriately, be resilient and treat others with respect in order to maximise their learning opportunities
- All students and families feel connected to the school which supports student's wellbeing and improves student attendance and learning outcomes

In 2018 our school priorities are:

**Strong Culture:**

- Pedagogy: track and monitoring students; implementation of interoception; high expectations
- Student and family engagement and participation: Improve student attendance; recognition of student achievement; assessment capable students

**Strong Relationships:**

- Pedagogy: Play is the Way
- Student and family engagement and participation: Effective student representative council; increase student voice; increase community connections; integrated/connected curriculum.

**Strong Learners:**

- Literacy: Oral language and vocabulary development; trial Walker Learning approach; Introduce Mini-Lit and Maqlit intervention programs
- Numeracy: Big ideas in number focus; QuickSmart intervention program

- Pedagogy: Collaborative Impact Project (Visible Learning); Classroom observations/walkthroughs; Develop print rich environment audit tool;
- Student and family engagement and participation: Develop and use consistent language about learning dispositions; book exchange.

For more detailed information about our site priorities for 2018 please refer to our 2018 Site Improvement Plan which is available on our website.

Our 2017 key outcomes and achievements are outlined in the 2017 Annual Report which is available on our website.

## 4. Curriculum

### **Subject offerings**

Our school provides a balanced and comprehensive curriculum based on the Australian Curriculum.

Our specialist subject offerings are Science and Technologies as well as Health and Physical Education.

Adnyamathanha is taught across the school as part of our Aboriginal Languages programme. This is supported by a Cultural Language Specialist and the ACE Team.

### **Special needs**

All students identified as being a student with a disability have a Negotiated Education Plan (NEP) which is reviewed annually.

All Aboriginal students have an Individual Learning Plan (ILP) which is reviewed at the end of each term. All students under the Guardianship of the Minister have an Individual Education Plan (IEP) which is reviewed at the beginning of each year.

In 2018, we are transitioning to the One Plan as student's NEP's, IEP's and ILP's are reviewed.

The Special Education Teacher oversees the referral process for students with special needs and also supports teachers with differentiating teaching practice to support student's individual needs.

Targetted intervention programs are provided to support students with special needs.

We also have the Port/Augusta Quorn Partnership R-2 Small Special Class and Yr 3-7 Primary Special Class on our site. Student enrolment into these classes is overseen by the Special Options Panel.

### **Teaching methodology**

At Augusta Park Primary School, we have a "Teaching and Learning Agreement" which has been developed in consultation with staff and is based on current research about effective pedagogical practices. This agreement describes the teaching methodology which is employed at Augusta Park.

### **Student assessment procedures and reporting**

The staff, students and families of Augusta Park Primary School, with approval of Governing Council have supported the following reporting schedule:

### Term 1

- End of Week 2 – Class Newsletters/Term Overviews are sent home to families. The overviews detail the topics that will be taught throughout the term and are sent home so families can talk to children about their learning. The class newsletters provide information to families about classroom routines and expectations.
- Towards the end of Term 1 – Parent/Teacher interviews are held with the aim of building relationships with families as well as sharing information about each child's learning and developmental needs. Individual Learning Plans will also be discussed and signed.

### Term 2

- End of Week 2 – Class Newsletters/Term Overviews are sent home to families.
- Thursday Week 10 – Written reports are sent home to inform parents about a child's achievement against The Australian Curriculum. Student attendance and their understanding of social skills are also included.

### Term 3

- End of Week 2 – Class Newsletters/Term Overviews are sent home to families.
- Towards the end of Term 3 – Optional Parent/Teacher interviews are held.

### Term 4

- End of Week 2 – Class Newsletters/Term Overviews are sent home to families.
- Thursday Week 9 – Written reports are sent home.

### **Joint programmes**

We implement the Port Augusta/Quorn Transition policy by working closely with our feeder Preschools and the Secondary Schools to provide an effective and supportive transition program to ensure the successful transition of Preschool students and those students moving into Year 8.

We are involved in the Port Augusta/Quorn Partnership's Empowering Local Learners project and as a result executive functioning skills and growth mindsets is a school focus. This project involves all Preschools, Primary and Secondary schools across Port Augusta and Quorn.

We participate in the Collaborative Impact Project alongside Flinders View Primary School, Carlton School and Willsden Primary school. This project draws on John Hattie's Visible Learning research to support our work in developing expert teachers and improving outcomes for students.

## **5. Sporting Activities**

- All students participate in Physical Education lessons each week which are taught by the Health/PE teacher.
- Local and state wide SAPSASA sports activities occur throughout the year. Upper primary students are able to participate in these events.
- Sports day is held each year in Term 3.

- All Reception to Year 5 students participate in swimming lessons once a year. The students in the Special classes as well as other eligible students with a disability participate in swimming lessons twice a year.
- Year 6 and 7 students participate in an Aquatics programme each year.

## 6. Other Co-Curricular Activities

- Family night occurs at the end of each school year and is a community celebration of student achievement in the arts.
- Each year we hold an afternoon tea where families are invited to visit their child's class during learning time to get to know their child's teacher as well as participate in a learning activity.
- Significant community/state/national events are celebrated and recognised each year. This includes: NAIDOC Week, Reconciliation Week, Book Week, National Simultaneous Story Time, Science Week.
- Instrumental music lessons are offered to interested students in Year 5 to 7. These lessons are provided by staff from the Department for Education. Students involved in this program also have the opportunity to participate in the Port Augusta/Quorn Schools band.
- Choir is offered to interested students as an extra curriculum program. Students who participate in the choir join students across Port Augusta, Quorn and other regional areas such as Coober Pedy in an end of year concert.
- Each year the Year 7 students participate in the Grip Leadership program with other students across schools in Port Augusta.
- Four students at the school participate in the Young Environmental Leaders program which is facilitated by the Natural Resources Management Group.

## 7. Staff (and their welfare)

### Staff profile

There is a mix of part-time and full-time staff at Augusta Park with a range of age groups and years of experience from graduate teachers, Step 9 teachers and a certified Lead Teacher.

### Leadership structure

The Leaders Executive team consists of the Principal, Deputy and Student Wellbeing Leader. The team meets every week. The Business Manager, Teaching and Learning Coach and Aboriginal Education Teacher attend these meetings when necessary.

### Staff support systems

Staff meeting occurs each week where the majority of the time is spent on professional learning. There are also regular meetings held for the ancillary staff throughout the term. In 2018, the school has employed a Teaching and Learning Coach who works collaboratively with all staff to improve teaching practice using a coaching model as well as provide support with programming and planning.

Timetabling enables teachers to work with their like year buddy on planning and programming as well as assessment of student learning.



Staff are encouraged and supported to attend professional learning which aligns to their own personal development plan and/or site priorities.

### **Performance Management**

We have a Performance and Development policy that has been developed in consultation with staff. Performance and Development Planning is designed to support all staff in having clear pathways to improving their performance and skills. Every staff member has a Personal Development Plan (PDP) which is invaluable in guiding the conversations between Line Managers and staff. At Augusta Park Primary School, we use the Department for Education's PDP Template.

Observation of practice is an expectation for all teachers that is described in both the Australian Teacher Performance and Development Framework and the DECD Performance and Development Guideline.

### **Staff utilisation policies**

Staff deployment is managed through PAC with input from the leadership team and the staff. Non-instruction time subjects are chosen in consultation with staff according to the needs of the school and the expertise of staff.

### **Access to special staff**

The school accesses staff from the Department of Education's Support Services Team who provide specialised services e.g. speech pathologist, psychologist, attendance and engagement officer, social worker, special educator, child wellbeing practitioner and behaviour coach.

Instrumental music staff provide music lessons on site for students

Pika Wiya Services are available to support with Aboriginal student's health and wellbeing.

They conduct annual health and hearing checks on site annually.

Mission Australia and other non-government agencies provide mentoring and mental health services to students and their families.

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

- Shorter terms
  - N/A
- Travelling time
  - N/A
- Housing assistance
  - Government employee housing is available in Port Augusta. For enquiries regarding housing contact Building Management Accommodation and Property Services (BMAPS). Telephone/fax numbers for BMAPS are listed on the last page of the Application for Accommodation.  
[http://www.infrastructure.sa.gov.au/BuildingManagement/government\\_employee\\_housing](http://www.infrastructure.sa.gov.au/BuildingManagement/government_employee_housing)
- Designated schools benefits
  - New Teachers in their first 5 years are eligible for Country Incentive allowance paid fortnightly

Some teachers may be eligible for 1 term, 2 terms or 4 terms of Country Incentive Leave after 7, 8 or 10 years service in designated country areas. Permanent teachers in Index of Educational Disadvantage category 1 schools who are seeking an appointment in a nominated metropolitan school are eligible for inclusion in the Permanent Teacher Register (PTR) if they are:

- in at least their 4th year of continuous service
- in a category 1 school in at least their 5th year of continuous service
- in a category 2 school “country service” is defined as temporary (contract) employment or permanent employment, though teachers also need to be eligible to apply for an alternative position (ie not in their first year of permanency).

If teachers in this category are not successful in gaining an alternative position, they will remain in their current teaching position.

- Aboriginal/Anangu schools
  - :N/A
- Medical and dental treatment expenses
  - Within the Teachers (DECS) Award, Clause 5.9 Travel And Accommodation Expenses – Medical and Dental Treatment, teachers, their spouses and children are entitled to claim mileage and accommodation relating to medical consultations that are not available in their appointed location.  
<http://www.decs.sa.gov.au/docs/documents/1/TeachersNonMetropolitanAw.doc>
- Locality allowances
  - Country incentive zone 4 increases each year for 5 years
- Relocation assistance
  - Eligible DECS employees are notified of their removals expenses on their appointment letters. Both permanent and contracts teachers are entitled to removals at the commencement and conclusion of their appointments. Further information call: 8226 1065  
<http://www.decs.sa.gov.au/hrstaff/pages/employmentconditions/>
- Principal’s telephone costs
  - Government Residences  
A school principal who is appointed to a school outside the Metropolitan Planning Area and who occupies a Government residence may have a standard telephone installed at departmental cost. The department will also bear the rental cost of a standard telephone and the cost of official calls. Principals must make direct payment to Telstra and then forward a completed ED161 form to Central Office (R11/10) for reimbursement of basic rental and the cost of official calls.
  - Private Residences  
A principal appointed to a school situated outside the Metropolitan Planning Area who purchases or rents his/her own home in that city or town may be reimbursed the cost of rental of one standard telephone connection and the cost of all official calls. Any costs associated with installation, or any rental charge associated with extra equipment (eg bell and extra sockets), are the personal responsibility of the principal. Principals must make direct payment

to Telstra and then forward a completed ED161 claim form to Central Office (R11/10) for reimbursement of basic rental and the cost of official calls.

## **9. School Facilities**

### **Buildings and grounds**

The school grounds are extensive and adjoin an area of scrubland. Landscaping works were completed at the front of the school in 2017 with new gardens and paths established. Future landscaping works and nature play areas are planned along the Barry Street perimeter in 2018.

In 2017 a shade structure was built over the stage in the amphitheatre area enabling this area to be used all year round.

There are 3 playground areas, a quadrangle with basketball and netball courts and a full-sized oval and cricket nets. Shade structures have been erected above all 3 playground areas as well as the quiet area.

The school consists of 4 main teaching blocks (2 SAMCON Buildings, 1 DEMAC and 1 wooden triple block which was refurbished through BER). There are also 2 single classrooms (cottages) and a transportable building that houses the ACE Room. The ACE room was refurbished in 2017.

The Administration building which is transportable was renovated in 2017.

A new hall was constructed as part of the BER program and there is also an old smaller hall. Each classroom contains an interactive whiteboard. In 2017 there were 3 classes that had their interactive whiteboards replaced with an interactive touch screen television.

### **Heating and cooling**

All buildings have reverse cycle airconditioning for heating and cooling.

### **Specialist facilities and equipment**

The school has a large hall which is used for PE lessons, whole school events and assemblies. The old hall can be accessed by classes however this area does not have any heating or cooling installed. There is also a large Resource Centre on site which also incorporates a separate computer room and kitchen. In addition, there is a stand-alone computer room and science room. The intervention programs are delivered from the cottages.

### **Student facilities**

The school has a canteen which operates daily for recess and lunch. The food provided by the canteen adheres to the Department of Education's Right Bite Healthy Eating policy. Each junior primary class has a set of iPads and the primary classes have laptops and iPads.

### **Staff facilities**

The school has a large staff room and kitchen which is able to accommodate all staff. There is a teacher preparation room with computers and a printer. The Resource Centre houses an extensive collection of staff resources. All classroom and NIT teaching staff are provided with an individual laptop.

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

Most areas of the school are wheelchair accessible including toilet facilities. The new hall has a disabled toilet located inside. In addition, there is a disabled toilet and shower which can be accessed from the small special class.

The front playground of the school along Power Crescent can be enclosed depending on the needs of individual or groups of students. This playground has also been specifically designed for students with a disability. The playground is also able to be accessed directly via the back door of the small special class.

Sound field systems have been installed in all classrooms to support students with hearing impairments.

### **Access to bus transport**

Buses are hired for student excursions.

### **Other**

Augusta Park Childhood Services Centre is located on the northern boundary of the school. The children from the centre regularly visit our school to use our library and playground as well as join us for special events and performances. Our classes also visit the centre too.

## **10. School Operations**

### **Decision making structures**

At Augusta Park Primary School we believe that the members of our school community should have the opportunity to participate in the consultative decision making processes of our school. Our aim is to provide effective arrangements for the participation of students, staff and parents in the consultative decision making processes of our school. All decisions made should reflect the vision for our school.

Any person or group involved in the school community may raise ideas/concerns for consideration. Staff meetings, PAC, Governing Council meetings, SRC, Aboriginal Family Voice as well as ad hoc committees provide regular forums for all staff, students and families to discuss ideas/concerns.

Parents and caregivers are invited to be part of Governing Council which provides an opportunity for parent involvement in the decision making process.

The role of the Governing Council is to work with the Principal and staff to:

- Set broad directions of the school to improve student learning and facilities
- Initiate and approve recommendations to meet directions
- Monitor and report on progress.

Governing Councillors are elected for a period of two years at the Annual General Meeting held at the beginning of each year. Governing Council meets twice a term, usually in the early evening with times being negotiated based on the needs of the group.

At the beginning of each year a staff member is voted in as the staff representative on Governing Council.

### **Regular publications**

School Newsletters are sent home every Thursday in odd weeks and are also published on our Facebook page and website.

Class Newsletters are sent home to families at the beginning of each term.

A staff handbook is updated at the beginning of each year and distributed to staff.

The staff weekly bulletin is emailed to all staff every Friday. It is also displayed on the staff notice board.

A day book is used by staff to communicate daily notices and information.

The annual report is presented to Governing Council each year and is available on our website.

The school magazine is published each year and available for purchase at our end of year Family Night.

### **Other communication**

The school also communicates with families, students and staff through:

- Augusta Park Primary School Facebook page and website
- Home Visits, phone calls
- Family and Teacher interviews
- Family Information Handbook which is provided on student enrolment
- Family Afternoon Tea
- Student diaries/communication books

### **School financial position**

The school is in a sound financial position.

### **Special funding**

The school receives the following funding:

Rural and Isolated Index; Disadvantaged Schools Program; Early Years Assistance Grant; Early Years Component; Early Literacy Learning Strategy; Literacy and Numeracy First; Students with Learning Difficulties; Better Schools; First Language Maintenance and Development; Aboriginal Languages Program Initiatives; Aboriginal Programs Assistance Scheme; Primary Learners Improvement; English as an Additional Language and/or Dialect; Disability and Behaviour Supplementary Funding

## **11. Local Community**

### **General characteristics**

Port Augusta is uniquely located at the top of the Spencer Gulf, with the Flinders Ranges providing a spectacular backdrop. It has a population of 13,808 (*ABS Census 2016*).

Port Augusta is known as the “cross roads of Australia” because road and rail lead to points north, south, east and west.

It is a major shopping, government and commercial centre for the Far North.

The community is currently experiencing change in its economic, social and cultural composition due to changing employment conditions within the town and surrounding areas. Key employers include government agencies, tourism, renewable energy companies,

the Port Augusta Prison, Sundrop Tomato Farm and agriculture. Port Augusta is only a short drive from the Flinders Ranges.

### **Parent and community involvement**

A small group of volunteers help out in some classrooms and in the canteen. Governing Council members support the whole school planning of events such as sports day. Whole school events are well patronised by immediate and extended families.

### **Feeder or destination schools**

Augusta Park Primary School's main feeder Preschools are Flinders Children's Centre and Augusta Park Childhood Services Centre. On the completion of Year 7 most students transition to Port Augusta Secondary School.

### **Other local care and educational facilities**

There are three child care centres in Port Augusta: Bond Street Early Learning Centre, Stirling Rd Child Care Centre and Early Learning Centre. They provide a childcare and educational program for children from Birth - 5

There are a number of schools in Port Augusta which include:

- Port Augusta Secondary School (8 – 12 campus)
- Primary Schools: Willsden, Port Augusta West, Augusta Park, Flinders View, Stirling North and Carlton (R-9).
- Preschools: Augusta Park Childhood Services Centre, Flinders Children's Centre, Flinders View Primary School Preschool, Willsden Childhood Services Centre, Port Augusta West Childhood Services Centre and Stirling North Childhood Services Centre.
- Port Augusta Special School
- School of the Air (Located at Augusta Park Primary School)
- Port Augusta West Primary School and Stirling North Primary School offer an Out of School Hours Care (OSHC) Program that very few of our students use.
- Caritas College (R – 12 campus)

The Spencer Institute of TAFE and The University of Adelaide (Port Augusta Campus) provides adult educational opportunities as well as the UNI SA-Whyalla Campus, 85 kms south.

### **Commercial/industrial and shopping facilities**

Port Augusta has all the facilities associated with a reasonably large town/city. This includes: Big W, Target and a range of specialty shops.

There are three large supermarkets that provide 7 days a week, extended trading hours.

There is a range of accommodation and dining facilities.

Most Government departments are represented in the city centre, 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 Spencer Gulf, Flinders Ranges, Eyre Peninsula and Far North are within easy reach from the town. Service Clubs in Port Augusta 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 as well as an extensive book collection. Tourist attractions include the Arid Lands Botanic Park, Wadlata Tourist Centre, Curdnatta Art Gallery, and the Lea Memorial theatre and movie cinema. The hospital includes visiting specialist facilities. All other general medical services are available in Port Augusta e.g. 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. Sport is a popular recreational activity with many thriving sporting clubs in the community. Many sports including basketball and tennis are played all year round.

### **Availability of staff housing**

The 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**

Port Augusta is accessible from Adelaide by bus, air and road. Buses depart twice daily and flights are to (morning) and from (evening) Adelaide daily.

### **Local Government body**

Port Augusta City Council is located at the head of Spencer Gulf in South Australia and includes Stirling North and the seaside homes located at Commissariat Point, Blanche Harbour and Miranda and has a population of almost 14,000 people.