

## Literacy and Numeracy

The Department of Education has key performance targets around halving the gap in literacy and numeracy, improving attendance and halving the gap in attainment of Year 12 certification. Whilst there is baseline data provided in order to demonstrate improvement over the next three years, the performance targets should also target specific training and professional development of teachers that offers quality teaching leading to accelerated achievement and competency in literacy and numeracy.

## Leadership, Quality Teaching and Workforce Development

Education and training providers need to develop strategies that actively engage members of the Aboriginal community – including Aboriginal staff and students at various levels of education, that is, to build or enhance capacity. In terms of schools, it means developing strategies aimed at providing parents and carers with the necessary training and skills that can enable them to engage confidently in their children's education and training. For vocational education and training providers and universities it means developing strategies and possibly courses for Aboriginal staff, students and community to enhance

their capacity for involvement in the education processes within their institution. All providers seem to be providing a number of opportunities for AIEOs/ATA, principals and teachers. Perhaps more focus on leadership development of Aboriginal staff is needed for teachers, principals and managers.

## Pathways to Real Post-School Options

All education systems and sectors need to be strong advocates for Aboriginal and Torres Strait Islander students if we have any hope of closing the achievement gap in Aboriginal education. The cornerstone of advocacy is the acknowledgement that some individuals or groups in society require, from time to time, representation of their views and their interests by another. This function is a necessary recognition of the imbalance of power between an institution and an individual made more intense and problematic when individuals or groups from culturally different backgrounds from those who design and administer the intuitions/systems, attempt to interface with them to secure their own needs. It is imperative that educational and training providers and/or institutions engage more in advocacy in Aboriginal education, training and employment and that Aboriginal and Torres Strait Islander students are given appropriate support and counselling in their pursuit of post school options.



## Chapter 9

# South Australia Report on Activities and Outcomes

## Introduction

South Australia is a large, dry mainland state, with a relatively small population. It has an area of 983,482 square kilometres, and a population distribution of 1.67 per square kilometer. The population is concentrated in coastal urban areas, with approximately 87 per cent of the population living in urban areas.

The Aboriginal population of South Australia follows a similar distribution trend, with the majority of Aboriginal young people in South Australia living in metropolitan or rural areas. However, the Central Desert region in the far north of the State is home to significant Aboriginal communities in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands. Within the Aboriginal population, there is significant population movement between remote communities and regional and outer metropolitan locations.

When South Australia was colonised in 1836, it was home to more than 50 different Aboriginal language speaking groups.

The South Australian estimated resident population at the end of 2010 was 1,650,400 — around 7 per cent of the total Australian population. Projected population estimates indicate that the Aboriginal population in South Australia in 2011 is 31,005, 1.9 per cent of the State's total population. Relative to the national average, South Australia has a large proportion of Aboriginal people who live in remote areas, particularly in the APY Lands in the far north of the State. Aboriginal student enrolments are predominantly found in low SES areas of the State.

Aboriginal children make up 6.8 per cent (1,242 of 18,339) of all preschool enrolments in South Australia. In the schooling context, Aboriginal children and young people are 5.1 per cent (8,390 of 165,854) of all school enrolments in South Australia.

In 2010, there were 776 schools in South Australia, of which 75 per cent were government and 25 per cent were non-government schools. At term three of 2010, there were 165,854.8 student enrolments within government schools and 92,132.5 within non-government schools; 64 per cent of students were enrolled in government schools. There were 8,390.2 Aboriginal enrolments within government schools and 1,057.9 within non-government schools; 89 per cent of Aboriginal and Torres Strait Islander students were enrolled

in government schools. State Government policy is aimed at ensuring that a quality education is available to all young South Australians, including students in the remote Aboriginal lands. As a result, Department of Education and Children's Services (DECS) operates education and care facilities in remote locations in the Aboriginal Lands.

Of the 776 schools in South Australia in 2010:

- 520 (67 per cent) were primary schools
- 96 (12 per cent) were secondary schools
- 160 (21 per cent) were combined primary/secondary schools
- There are approximately 424 schools in the Adelaide capital city area.

It must be acknowledged that not all Aboriginal and Torres Strait Islander students are 'educationally disadvantaged' but may still have particular educational needs, such as a requirement for a culturally appropriate learning environment. It is also noted that there is a broad variation in outcomes for Aboriginal and Torres Strait Islander students across South Australia.

South Australia has identified the attendance of Aboriginal and Torres Strait Islander students as a major focus, and acknowledges the importance of community and school partnerships in addressing non-attendance through shared responsibility and creating high expectations for Aboriginal and Torres Strait Islander student learning outcomes. Attendance rates for Aboriginal and Torres Strait Islander preschool children has remained steady since 2003 and currently is at 83.4 per cent for term two 2010.

The gap between all children and Aboriginal and Torres Strait Islander children has fluctuated since 2003. In 2010, the gap was 6.9 percentage points. In the schooling sector, the attendance rate for Aboriginal and Torres Strait Islander students remained steady at around 81 per cent from 2004 to 2008, with a 2009 change in attendance measures resulting in a decrease to 78.4 per cent in 2009, to 78.6 per cent in 2010, with the gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students remaining the same at 12.1 percentage points.

The need to accelerate improved outcomes for Aboriginal and Torres Strait Islander children and students is a State priority and

is clearly articulated in South Australia's Strategic Plan (SASP) and the DECS Aboriginal Strategy. The DECS Aboriginal Strategy is the key policy instrument to drive improvement in Aboriginal and Torres Strait Islander child and student outcomes, and to embed sustainable systemic change across the government education sector.

In 2010, the gap between the percentage of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students at or above the national minimum standard for literacy and numeracy has decreased or remained the same from 2009 in 10 out of the 20 tests administered. The Strategy has a dual focus – improving education outcomes for Aboriginal and Torres Strait Islander young people; and enhancing employment opportunities for Aboriginal and Torres Strait Islander people working in the education sector.

## Profile of Focus Schools

There are 97 focus schools within South Australia, 83 in government, 3 in the Catholic sector and 11 independent schools. Of these schools 51 are primary, 18 are Aboriginal/Anangu, 12 are combined Reception to Year 12, 9 are secondary and 7 are area schools.

Focus schools had 4,436.1 Aboriginal and Torres Strait Islander students enrolled at the time of the 2010 Census, 14.6 per cent of the total enrolment in these schools. These students represent 47 per cent of all Aboriginal and Torres Strait Islander students enrolled in South Australia.

There are 4 181.4 Aboriginal and Torres Strait Islander government students within the focus schools which make up 16.7 per cent of total enrolment in these schools and 50 per cent of all government Aboriginal and Torres Strait Islander students.

Of the 97 focus schools, 85 are part of the Smarter Schools National Partnership focus schools with seven involved with the Literacy/Numeracy National Partnership, 76 with the Low SES National Partnership, two schools involved in both National Partnerships and two Remote Service Delivery schools who are also involved in the Low SES National Partnership.

# South Australia Report on Indicators with National Data Sources

## Readiness for School

### Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territory measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection which will be available in 2011.

South Australia has committed to closing the gap on Aboriginal and Torres Strait Islander early childhood and schooling outcomes through the National Education Agreement. The Early Childhood Development Working Group (ECDWG) was formed by the Ministerial Council for Education and Early Childhood Development and Youth Affairs (MCEECDYA) to provide advice on early childhood development issues referred to it by the Council of Australian Governments (COAG).

South Australia provides the Secretariat for the ECDWG, and is taking a lead role in implementing two national partnerships: the National Quality Agenda for Early Childhood Education and Care, and the Early Childhood Education (Universal access). The ECDWG is chaired by the DECS Deputy Chief Executive, with membership drawn from all States and Territories as well as the Australian Government.

Figure SA1: Focus schools within the Adelaide metropolitan area

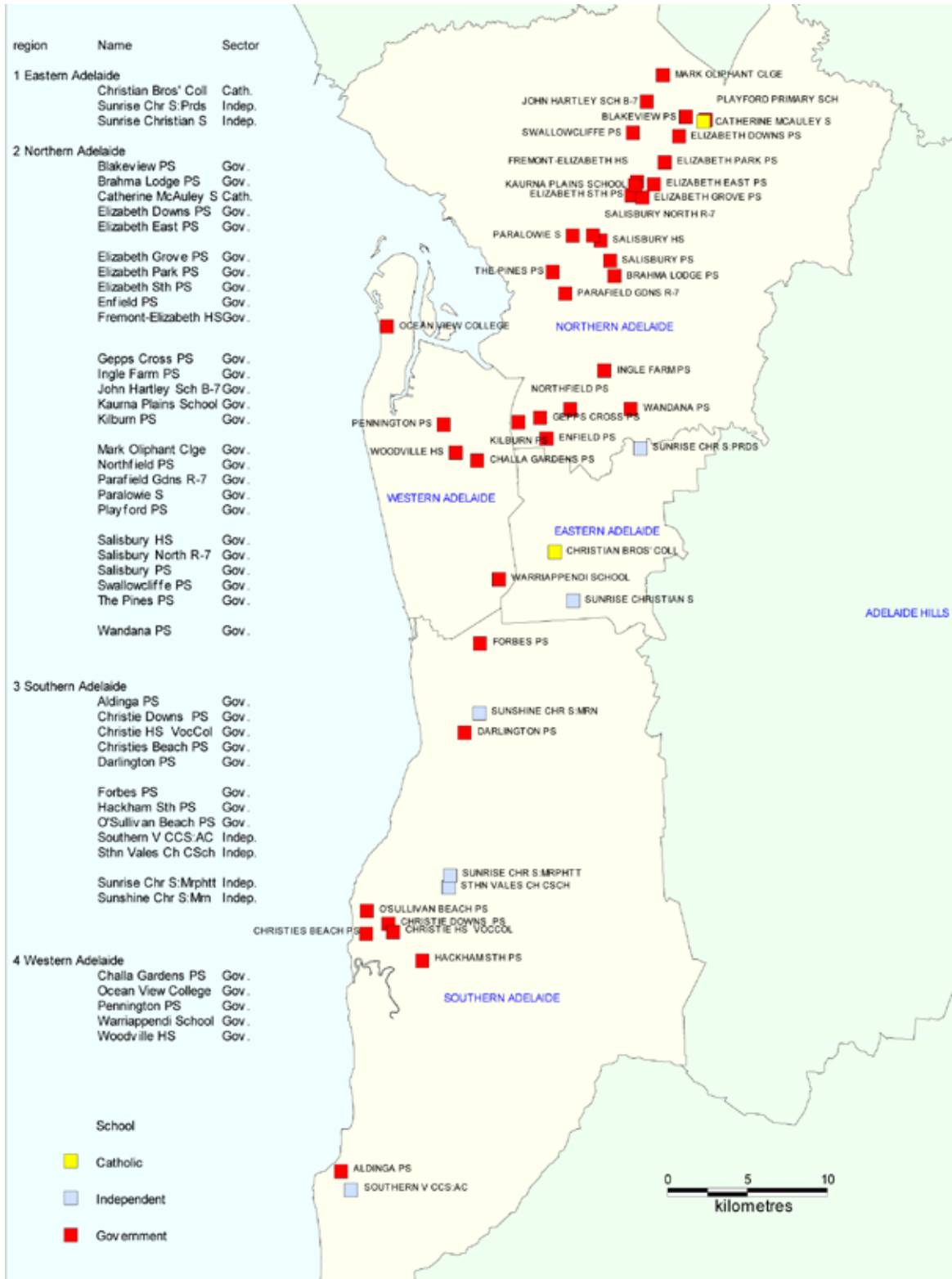


Figure SA2: Focus schools in country South Australia



The ECDWG also provides advice on the implementation of the National Early Childhood Development Strategy, which supports the development of a coordinated national approach to improving the learning, development, health and wellbeing of children. The ECDWG is a sub-committee of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC), through which it reports to MCEECDYA.

South Australia has the lead jurisdictional responsibility for national collaborative actions under the Plan: Domain 1 - Readiness for School.

All preschool educators in DECS are required to implement the Early Years Learning Framework. A significant component of this mandated curriculum is cultural competence.

## Engagement and Connections

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

The Department of Education and Children’s Services is actively developing connections with communities and student engagement by strongly representing the interests of Aboriginal and Torres Strait Islander languages, and in particular has:

- established formal partnerships with five South Australian Aboriginal language groups in order to promote a community-led approach to the teaching of Aboriginal languages in government schools, including associated professional learning and materials development;
- contributed to the development of the *Draft Shape of the Australian Curriculum: Languages* (in which Aboriginal and Torres Strait Islander languages feature prominently); this is in the context of the development of the Australian

Curriculum: Languages lead by the Australian Curriculum, Assessment and Reporting Authority (ACARA);

- nominated an officer from its curriculum division to serve on ACARA’s advisory panel to guide the writing of the national Framework for Australian Languages (Aboriginal and Torres Strait Islander Languages).

## Attendance

### Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islanders students.*

### Attendance Rates

Attendance rates for Aboriginal and Torres Strait Islander students within government schools is at 81 per cent in Year 1 and 2, 84 per cent in Year 4 to 6 and at a low of 70 per cent in Year 9 and 10. The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students within government schools is at the highest in Year 9 at 18 percentage points and the lowest in Year 4 to 6 at 9 percentage points excluding ungraded year levels.

Of the sectors, Catholic schools have the highest Aboriginal and Torres Strait Islander attendance rates for the majority of the primary year levels, and the independent schools have the highest attendance rates for the majority of the secondary year levels. The gap in attendance rates between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students is less within Catholic and independent schools than government schools.

**Table SA1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector 2010 (per cent)**

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
<b>Government</b>												
Aboriginal and Torres Strait Islander	81	81	83	84	84	84	81	76	70	70	83	81
Non-Aboriginal and Torres Strait Islander	92	93	93	93	93	93	92	90	88	86	92	89
<b>Total</b>	92	92	92	93	92	92	92	89	87	85	92	89
<b>Catholic</b>												
Aboriginal and Torres Strait Islander	93	92	92	92	90	93	91	89	92	86	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	94	94	94	92	92	91	96
<b>Total</b>	94	94	95	95	95	94	94	94	92	92	91	96
<b>Independent</b>												
Aboriginal and Torres Strait Islander	86	80	89	88	91	90	95	94	92	92	90	95
Non-Aboriginal and Torres Strait Islander	94	94	94	94	94	94	94	94	93	93	88	91
<b>Total</b>	94	94	94	94	94	94	94	94	93	93	88	91

n/a not available

Source: ACARA data (unpublished)

**Table SA2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010**

Aboriginal and Torres Strait Islander children	South Australia	Australia
Number of children aged 6–15 years enrolled in school <sup>(a)</sup>	7,490	133,990
Total 6–15 year old population <sup>(b)(c)</sup>	7,006	129,308
Proportion of 6–15 year old population enrolled in school	106.9%	103.6%
<b>Non-Aboriginal and Torres Strait Islander children<sup>(d)</sup></b>		
Number of children aged 6–15 years enrolled in school	188,340	2,621,903
Total 6–15 year old population <sup>(c)(e)</sup>	189,487	2,657,227
Proportion of 6–15 year old population enrolled in school	99.4%	98.7%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. 'Other territory' enrolments are excluded
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat.No.3238.0).



## Enrolment to Population Ratio

The proportion of Aboriginal and Torres Strait Islander children enrolled in school in South Australia is at 106.9 per cent, which is greater than the Australia and the non-Aboriginal and Torres Strait Islander proportions.

The South Australia proportion is over 100 per cent due to differences in identification between the two collections.

## Apparent Retention Rates

South Australian schools have nearly a 100 per cent apparent retention rate from Year 8 to 10 for Aboriginal and Torres Strait Islander students. From Year 8 to 12 there is a 62.1 per cent apparent retention rate for Aboriginal and Torres Strait Islander students, a gap of 20.5 percentage points from non-Aboriginal and Torres Strait Islander students.

The reason for the over 100 per cent apparent retention rate from Year 8 to 10 for non-Aboriginal and Torres Strait Islander students is due to a higher number of students enrolled in Year 10 in 2010 compared to Year 8 two years earlier. As this measure is apparent it does not track individual students, therefore, the same students may not be included in 2008 to 2010. This means that more students have enrolled in 2010 from interstate or overseas than have left since 2008.

## Apparent Grade Progression Ratios

South Australia has nearly 100 per cent progression rate for Aboriginal and Torres Strait Islander students from Year 8 to 9, Year 9 to 10 and Year 10 to 11 but this decreases considerably from Year 11 to 12 to 77.1 per cent.

The reason for the over 100 per cent apparent grade progression ratios for non-Aboriginal and Torres Strait Islander students from Year 8 to 9, Year 9 to 10 and Year 10 to 11 is due to a higher number of students enrolled in 2010 compared to the previous year for these year levels. As this measure is apparent it does not track individual students and therefore the same students may not be included in 2009 to 2010 and more students have enrolled in these schools from interstate or overseas than have left.

**Table SA3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	99.2	103.0
Year 7/8 – Year 12	62.1	82.6

Notes:

- This data is for full-time students only.
- The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Ungraded students not included.
- Apparent retention rates for Aboriginal and Torres Strait Islander students can be inflated by an increased propensity to identify as Aboriginal and Torres Strait Islander over time.
- Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

Source: ABS, NSSC, Table 64a - Apparent Retention Rates (ARR). *Schools, Australia, 2010 (Cat.No.4221.0)*

**Table SA4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)**

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	99.7	100.8
Year 9 to Year 10	99.0	102.6
Year 10 to Year 11	98.3	102.7
Year 11 to Year 12	77.7	80.4

Notes:

- This data is for full-time students only.
- Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.
- Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems or States/Territories and net changes to a school or system's population. There is also the effect of ungraded students - they are not included in the calculations of rates.

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

## Literacy and Numeracy

### Performance Indicators

- Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in reading, writing and numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.
- Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.

### NAPLAN Outcomes

Year 3 Aboriginal and Torres Strait Islander students in South Australia have the highest percentage at or above national minimum standard in Writing at 80.1 per cent. This is also the case in Year 5 with 71.7 per cent. For Year 7 Aboriginal and

Torres Strait Islander students Reading has the highest percentage at 78.4 per cent and for Year 9 Numeracy is the highest with 66.1 per cent.

The gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in Writing continually increased through the year levels from 16.2 percentage points in Year 3 to 33.0 percentage points in Year 9. The gap in Reading and Numeracy domains both followed the same pattern of increasing from Year 3 to 5, decreasing in Year 7 and increasing to the largest gap in Year 9.

### 2010 NAPLAN Data by Geolocation

For all year levels and domains the metropolitan Aboriginal and Torres Strait Islander students in South Australia have the highest percentage at or above national minimum standard across geolocations but below the metropolitan percentage for Australia except for Year 7.

**Table SA5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, South Australia, 2010 (per cent)**

	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>				
Aboriginal and Torres Strait Islander	74.9	66.3	78.4	58.6
Non-Aboriginal and Torres Strait Islander	93.9	91.0	95.9	90.9
Gap	19.0	24.7	17.5	32.3
Aboriginal and Torres Strait Islander confidence intervals	± 4.6	± 4.8	± 4.9	± 6.0
<b>Writing</b>				
Aboriginal and Torres Strait Islander	80.1	71.7	70.9	55.0
Non-Aboriginal and Torres Strait Islander	96.3	93.5	94.4	88.0
Gap	16.2	21.8	23.5	33.0
Aboriginal and Torres Strait Islander confidence intervals	± 4.6	± 5.2	± 5.6	± 5.9
<b>Numeracy</b>				
Aboriginal and Torres Strait Islander	75.8	68.6	77.9	66.1
Non-Aboriginal and Torres Strait Islander	93.9	93.2	95.9	93.0
Gap	18.1	24.6	18.0	26.9
Aboriginal and Torres Strait Islander confidence intervals	± 4.8	± 5.0	± 4.5	± 6.2

Note: The confidence intervals for 2010 in this table are specifically for South Australia.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table SA6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)**

Geolocation	South Australia		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
<b>Reading</b>				
<b>Year 3</b>				
Metropolitan	81.7	94.1	83.1	95.3
Provincial	70.6	93.6	81.5	94.1
Remote	n.p.	92.0	65.6	92.6
Very Remote	61.3	83.7	43.9	90.1
<b>Year 5</b>				
Metropolitan	76.2	91.5	77.0	93.2
Provincial	64.5	90.2	72.8	91.5
Remote	73.5	87.8	51.2	87.8
Very Remote	29.7	86.3	26.5	88.3
<b>Year 7</b>				
Metropolitan	87.1	95.9	85.0	96.0
Provincial	77.9	95.8	82.3	95.7
Remote	n.p.	97.1	65.9	95.7
Very Remote	38.5	93.8	38.6	94.7
<b>Year 9</b>				
Metropolitan	64.7	91.2	71.2	92.5
Provincial	58.9	90.4	68.1	91.6
Remote	n.p.	87.2	50.9	88.4
Very Remote	33.7	90.9	24.2	85.2
<b>Writing</b>				
<b>Year 3</b>				
Metropolitan	86.9	96.3	87.4	96.7
Provincial	81.0	96.6	87.1	96.2
Remote	n.p.	96.2	71.9	96.3
Very Remote	49.0	94.4	41.2	94.3
<b>Year 5</b>				
Metropolitan	81.4	94.0	81.9	94.8
Provincial	69.6	92.7	77.6	93.3
Remote	71.0	87.8	55.4	89.9
Very Remote	40.6	89.4	28.2	90.0
<b>Year 7</b>				
Metropolitan	83.4	94.9	79.9	94.4
Provincial	66.7	93.1	75.5	92.3
Remote	n.p.	93.9	55.6	92.4
Very Remote	26.2	85.5	28.3	90.8
<b>Year 9</b>				
Metropolitan	62.7	88.9	67.5	89.6
Provincial	54.2	85.5	61.9	86.1
Remote	n.p.	86.4	44.4	82.4
Very Remote	26.1	79.4	18.7	80.6
<b>Numeracy</b>				
<b>Year 3</b>				
Metropolitan	82.0	94.1	84.1	95.5
Provincial	71.4	93.6	82.5	94.8
Remote	n.p.	92.7	71.7	94.8
Very Remote	63.1	88.6	45.2	92.6
<b>Year 5</b>				
Metropolitan	78.1	93.5	81.7	95.3
Provincial	68.2	92.7	78.0	94.3
Remote	65.0	91.0	57.9	92.1
Very Remote	34.7	87.1	32.5	92.1
<b>Year 7</b>				
Metropolitan	85.1	95.7	85.0	96.3
Provincial	77.1	96.1	82.3	95.6
Remote	n.p.	97.1	64.1	95.8
Very Remote	48.4	95.4	41.9	95.1
<b>Year 9</b>				
Metropolitan	70.9	93.1	77.4	94.6
Provincial	65.6	92.5	74.2	93.7
Remote	n.p.	92.8	56.6	91.8
Very Remote	46.1	93.1	32.7	90.0

Note: 'n.p.' indicates data not published as there were no students tested or the number of students was less than 30.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Aboriginal and Torres Strait Islander students in very remote geolocations in South Australia have a percentage at or above national minimum standard higher than the Australian Aboriginal and Torres Strait Islander remote percentage across all year levels and aspects except in Year 7 Reading and Writing.

The smallest gap between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in South Australia occurred for metropolitan students in Year 7 Reading at 8.8 percentage points and the largest gap occurred for very remote students in Year 7 Writing at 59.3 percentage points. Except for Year 3 Reading Aboriginal and Torres Strait Islander students within the very remote geolocation have the greatest

gap for each year level and domain which vary from 22.4 to 59.3 percentage points.

## 2010 NAPLAN Data and 2010 Progress Points for South Australia

One of the COAG 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in reading, writing and numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed. The progress points for South Australia are provided in Table SA7.

**Table SA7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)**

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	71.9	61.2	70.1	63.1	82.8	69.5	68.0	58.1	79.5	69.0	76.3	69.2
Target 2018	82.4	76.6	82.5	78.6	89.4	81.4	81.0	73.8	87.2	80.6	86.0	81.7

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

**Table SA8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students, in South Australia and Australia, 2010 (per cent)**

	Year 3		Year 5		Year 7		Year 9	
	SA	Aust.	SA	Aust.	SA	Aust.	SA	Aust.
<b>Reading</b>								
Aboriginal and Torres Strait Islander	82.9	89.9	86.5	91.2	85.9	89.1	67.9	79.7
Non-Aboriginal and Torres Strait Islander	94.2	96.1	95.2	96.6	95.3	96.5	91.2	93.7
<b>Writing</b>								
Aboriginal and Torres Strait Islander	81.1	90.3	85.1	91.0	83.4	89.5	66.6	80.2
Non-Aboriginal and Torres Strait Islander	93.9	96.0	95.1	96.5	95.3	96.5	91.1	94.0
<b>Numeracy</b>								
Aboriginal and Torres Strait Islander	82.2	89.1	86.3	90.0	84.1	88.6	65.5	78.8
Non-Aboriginal and Torres Strait Islander	94.0	95.8	95.0	96.3	94.9	96.2	90.3	93.3

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

For 2010, Aboriginal and Torres Strait Islander students in South Australia met 6 out of the 12 progress points along the trajectories. The trajectories met were for the following:

- Year 3 Reading
- Year 5 Reading and Writing
- All domains in Year 7.

## Overall NAPLAN Outcomes

The outcomes for Aboriginal and Torres Strait Islander students in South Australia show there is a greater gap in the percentage at or above national minimum standard compared with non-Aboriginal and Torres Strait Islander students in Year 9 than in Year 3. In Year 3 the gap ranged from 16.2 percentage points in Writing to 19.0 percentage points in Reading and in Year 9 the gap ranged from 26.9 percentage points in Numeracy to 33.0 percentage points in Writing.

When breaking down the percentage at or above national minimum standard by geolocation 'very remote' students in South Australia have higher outcomes than similar students across Australia in all domains except Year 7 Reading and Writing.

Aboriginal and Torres Strait Islander students in South Australia have met 50 per cent of the progress points along the trajectories in 2010.

## NAPLAN Participation

Participation rates for Aboriginal and Torres Strait Islander students in South Australia are below the Australian rate for all year levels and domains and below the non-Aboriginal and Torres Strait Islander rate. Participation rates in Year 9 are well below the other year levels for Aboriginal and Torres Strait Islander students ranging from 65.5 per cent for Numeracy to 67.9 per cent for Reading.

Absent rates are higher in South Australia for Aboriginal and Torres Strait Islander students than for Australia across all year levels and domains. Absent rates for Aboriginal and Torres Strait Islander students in South Australia range from:

- 10.6 to 12.6 per cent in Year 3
- 8.8 to 11.1 per cent in Year 5

- 10.3 to 12.6 per cent in Year 7
- 28.2 to 32.1 per cent in Year 9.

## Leadership, Quality Teaching and Workforce Development

### Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*
- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

Although the performance indicator for this domain cites a national data source, there is no publicly available national level data for 2010.

DECS has developed a Memorandum of Understanding with the Stronger Smarter Institute to implement Stronger Smarter Learning Communities in South Australia. The DECS Learning Communities project aims to build a critical mass of Stronger Smarter schools and communities by supporting and developing hub schools to support, develop and challenge other schools (affiliates).

## Pathways to Real Post-School Options

### Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)]

in their chapters. Therefore, South Australia will report on this domain in the 2011 Annual Report.

## Good Practice

### Aboriginal Community Engagement at Fraser Park Primary School – What Makes School and Community Partnerships Work?

The current *Aboriginal and Torres Strait Islander Education Action Plan* encourages 'non-Indigenous school leaders and staff [to] go beyond the classroom and school in seeking to engage with communities' (2010, p.9). Michelle Kamma, the Principal at Fraser Park Primary School in Murray Bridge has done just that; she actively sought out external facilitation from What Works and respected Aboriginal community members to start the conversation about partnerships. These conversations have occurred in and outside of the school grounds.

Fraser Park Primary School is situated in the outer edges of Murray Bridge, approximately an hour's drive from Adelaide. While there were five Aboriginal parents on the governing council, Aboriginal students comprised 60 per cent of the student body. One of Michelle Kamma's first conversations was with Aunty Trish, the Aboriginal Community Education Officer at the school; Michelle Brown, Aboriginal Community Education Manager for the Murray-Mallee region; and Di Grigg (the What Works facilitator). Michelle Kamma, Aunty Trish, Michelle Brown and Di Grigg worked together with a group of Aboriginal parents and carers to form bonds and trusting relationships that were not just based on historical conversations about student behaviour management. Prior to forming the partnership, the school had a history of looking backwards, instead of looking forward to the future with hope. For the concept to have meaning for all at the school it was embedded in the site learning plan which is connected to all activities at the school. Michelle reports that all Aboriginal students have made improvements in Reading, as measured by a number of standardised literacy measurement tools in South Australia.

Community forums were held with barbeques to encourage community members to come, kids were told they could only attend the barbeque if an adult came with them, which increased attendance dramatically. Parents who did not attend were kept in the partnership loop by Aunty Trish, who travelled to homes to talk to them and get information to help in developing the partnership. Some of these parents now come to the school regularly. The school has a Child Parent Centre (CPC), which provides Birth to Reception services for the local community. Children move seamlessly from the CPC to the school (and back if they have siblings attending) and the participation of Aboriginal parents in the Centre is evident. The site is very welcoming to Aboriginal parents with a welcome gate with flags and murals made as part of a Reconciliation event.

While family–school–community partnerships are known to be effective across the schooling spectrum, it is worth noting that studies have recognised the significant impact that partnerships can have in early childhood settings (McBride, Bae and Blatchford, 2003; Sacks and Watnick, 2001). This has been reflected in the range of Australian Government programs that have both early childhood development and community partnerships as a focus. It is recognised that 'if successfully implemented, the current suite of early childhood health and education reforms has the potential to have a significant and lasting impact on reducing Indigenous disadvantage.' (Miller, 2009, p.6). While enrolment and attendance of Aboriginal children at preschools is increasing, a significant effort is required to close the gap between attendance/enrolment of Aboriginal and non-Aboriginal children. Critically, parents need to be involved in their child's education from an early age to ensure that they play an active part in preparing their child for school. Readiness for School is the first domain in the *Aboriginal and Torres Strait Islander Education Action Plan*. Other Council of Australian Government (COAG) programs also reflect the commitment to parental engagement in priority reform areas – the National Partnership Agreement on Indigenous Early Childhood Development (NPAIECD). Sacks and Watnick (2001, p.188) note that 'the significant effect of parental involvement reaches far beyond the first three years of life; the school community needs to expand outreach activities that empower parents as the child's first educator'.

Epstein (2007, p.16) notes that many 'teachers report that the only time they contact families is when students are in trouble'. This is the personal experience of one parent at Fraser Park Primary School, who was initially reticent to get involved in her son's schooling, as she was tired of being told about his poor behaviour in class. The teacher persisted in inviting the parent into the classroom until the mother relented. The teacher spent time talking about the student's progress and his positive behaviours demonstrated during that day or week. The teacher also provided positive ways of talking about school, so that the parent changed from asking when her son came home: 'Did you get into trouble today?' to 'What did you learn at school today?' This relationship has evolved to the point where the parent is completing her education at the school to become an early childhood worker and is now in paid employment at the school. She reported that her peers are curious about her work and her parenting style when she meets with them during social occasions.

Transition to school is an important time for all children, but more so for young Aboriginal children who may have had limited attendance in an early learning program. 'Effective transition programs do not just occur: they are the product of much collaboration, planning evaluation and revision' (Dockett, Mason and Perry, 2006). Dockett, Mason and Perry also emphasise the importance of developing best practice transition programs for Aboriginal children, families and communities to assist transition from early childhood settings to schools that embrace and reflect students' cultural backgrounds (p.141). Effective transition processes should be embedded in school practices to facilitate the smooth transition from an early childhood setting or home to the more formalised school setting.

The What Works package developed by the Department of Education, Employment and Workplace Relations (DEEWR) clearly states that the school leadership needs to be supportive of establishing a partnership for the activity to be successful (Core Issues 1). In effect, this means that the principal has to be actively involved, if not leading the development, implementation and maintenance of a partnership with Aboriginal parents and community members. At Fraser Park Primary School in Murray Bridge, the principal was clearly committed to supporting the development of the partnership. Michelle Kamma drove this partnership, ensuring that all staff were capable of supporting its implementation. The concept of partnership is built into performance conversations with staff.

Principals are responsible for the allocation of resources, they can encourage community support and provide non-contact time for teachers and other staff to meet, plan and support school-community partnership activities. They hold the key to the school-community-partnership door. Michelle Kamma's passion for the school-community partnership happening in the school was not only the key, she also ensured that resources were made available to enable meetings with parents, community members and the What Works facilitator. Funding was provided through a grant to assist in the development of the partnership. There were costs associated with transporting parents to meetings, catering to entice families to attend and payment for an experienced facilitator to manage the process (which ran over a year).

Van Voorhis and Sheldon (2004) acknowledge that while a principal is key to starting the process, a network of willing enablers are required to share the responsibility for planning, supporting and conducting 'family and community involvement activities to support student learning and development' (p.66). Michelle Kamma reported that she encourages all teachers at Fraser Park to participate in the What Works partnerships. New teachers are invited to parent meetings and forums to meet members of the local communities. They are asked to talk about themselves, discuss their journey through life, how they came to Fraser Park and how they see their role with the students. Some staff have found this challenging, however parents have said knowing more about the staff has helped them feel more confident in approaching staff members to discuss issues and ask for assistance.

Epstein has noted in a number of papers, particularly those focused on teacher education that:

*"although most educators agree that family involvement is important, few enter the profession knowing how to develop excellent partnership programs. Most educators still leave it up to parents to become involved, or conduct limited programs with a few active parents."* (2005, p.126).

Fraser Park has been fortunate to have funding to enable a What Works facilitator to support the development of a partnership agreement, however this is not available to all South Australian schools, or even all Focus Schools identified in the national *Aboriginal and Torres Strait Islander Education Action Plan*. At Fraser Park, a significant investment was made by the What Works facilitator to mentor staff to support the school community partnership.

What Works advocates for a 'planned and consistent approach' to be developed and operating in a school. Michelle Kamma insists that having a plan greatly assisted the group of staff and parents at Fraser Park PS in developing the partnership agreement.

Critical to the success of school-community partnerships is the recognition that once parents and community are on board, it is only the start of the partnership. Ongoing review of the effectiveness of the program will enable it to increase results over a number of years. Van Voorhis' (*et al*, 2004) research found that it was critical to evaluate activities from year to year. Programs that had a self-reflection element improved regardless of the previous year's success. This clearly links with the DECS' Principles of Improvement & Effectiveness: Principle 9 – Continuously Improve.

The Department of Education and Children's Services' Improvement and Accountability Framework (DIAF) provides schools and preschools with a systematic way to review their practices and processes so that continual improvement can occur. The involvement of parents, families, communities and other stakeholders is referred to in almost all of the Principles of Improvement & Effectiveness (2007). Parents at schools are asked questions regarding their level of involvement and the questions are qualitative and along the lines of: 'How welcome do you feel?'; 'Do you know the school values?'; and 'What input did you have in the school plan?'. One of the key questions asked of parents is: 'What is good about this school and what could be done to improve literacy outcomes?'

Fraser Park has developed a partnership agreement for the school and the community, and at the end of 2010 the partnership has reached its first anniversary. The school aims to evaluate the partnership in 2011 and will develop a partnership approach to undertake a review of how well the partnership worked and what they can do to make further improvements. The review will be based on the significant body of work and data collected by the What Works Facilitator.

It is clear from the literature available that school-community partnerships will continue to increase in number and also in the diversity of what they look like. It is hoped that good practice examples like Fraser Park Primary School's partnership will inspire other schools to step outside of the classroom to engage with the local Aboriginal community. What is critical for the success of these partnerships is committed leadership from the principal.

Without this commitment the risk of failure is substantial. The principal is the school leader and must lead the partnership process in an authentic manner. The experience at Fraser Park has also provided evidence of the funding required to establish and maintain partnerships, something that will need to be built into school and regional budgets. The capacity of educators to be active participants in this process is another critical factor. There is little training in establishing school partnerships in preservice education, and none known for established teachers and principals. The current South Australian government school experience has Aboriginal Community Education Managers (& Officers) responsible for establishing, developing and maintaining partnerships with parents and community. This is a precarious position and leaves Aboriginal business with Aboriginal people, clearly not a preferred option and not the position advocated in the *Aboriginal and Torres Strait Islander Education Action Plan*. The national *Aboriginal and Torres Strait Islander Education Action Plan* will be a catalyst for change in schools with significant enrolments of Aboriginal students. The future holds out hope for greater involvement of parents, carers and the wider community in local schools.

Note: This is an excerpt from the research paper titled, *What Makes School Community Partnerships Work?* commissioned by the South Australia Aboriginal Education Training and Consultative Body (2011), investigating the Fraser Park Local School Community Partnership. The complete paper is available at: <http://www.saaetcb.org.au/>

## Indigenous Education Consultative Body's (IECB) Feedback

### South Australian Aboriginal Education Training and Consultative Body's (SAAETCB) Feedback

The South Australian Aboriginal Education and Training Advisory Committee was established in 1977 under Section 10 of the Education Act. It was administered by DECS until 1992, when it



was transferred to the Aboriginal Affairs Portfolio. Responsibility to re-establish an Aboriginal Education and Training Advisory Consultative Body SA was agreed to by the Minister of Aboriginal Affairs, Minister of Education and Children Services and Minister of Employment and Training in late 2004.

As a Ministerial Advisory Committee, the SAAETCB is well positioned to assist educational authorities, school, TAFE, Higher Education and others, families, children, students and community to develop and implement appropriate responses to their needs.

## Readiness for Schooling

The Committee commends the Early Childhood Development work occurring in South Australia, and in particular, the development of the Aboriginal Children and Family Centres. However, the SAAETCB seeks an increased focus on community engagement strategies used by DECS in the early years to further strengthen a two-way flow of information to support community engagement and consultation. It is important that the communication strategy supports a two-way flow of information in a timely manner and has the opportunity to maximise community consultation processes.

The SAAETCB would also welcome the opportunity to work closely with education providers around the involvement of fathers in early years education and care.

## Engagement and Connections

The SAAETCB supports and commends the work of education providers in relation to the engagement of Aboriginal parents, caregivers and families at the local and regional level. The Committee has raised the issue that education providers must remain flexible and open in their thinking around opportunities for engaging and progressing Aboriginal community voice and perspectives. Many venues and opportunities present themselves for this to occur and should not always be during school hours and held at school locations. Opportunities also exist for weekend and evening meetings to occur, or at local sporting functions and venues. The funding provided through the Communities Making a Difference (Low SES) National Partnership Aboriginal Community Voice initiative should be used flexibly for maximum parent engagement.

## Attendance

The SAAETCB commends DECS for its work in relation to the Integrated Student Support System (ISSS) – Indigenous database. It is an innovative and useful resource that supports the tracking and monitoring of Aboriginal students attendance, retention and achievement. The Committee also acknowledges that the ISSS is to be made available to school principals. However, the Committee would like to see a greater use of the system to monitor student outcomes, and in particular to support the provision of resources to support early intervention in relation to attendance and behavior management, and to enable the provision of a 'wrap around' support service for an individual student. The Committee looks forward to receiving feedback from principals about their perceptions of the system's use in monitoring, tracking and providing the catalyst for intervention strategies to support individual students.

## Literacy and Numeracy

The Committee raises their concerns about the number of exempt and withdrawn students from NAPLAN in South Australia, and emphasizes the need to have as many students as possible involved in NAPLAN testing. Participation in the tests must be promoted with schools to maximize Aboriginal student participation. It should also be promoted to the community as a positive way of raising parent awareness of their child's performance at school. While the Committee acknowledges that for some students it may be applicable and appropriate to be exempted from NAPLAN testing, all opportunities to engage students to participate should be explored. The Committee recommends that parents be part of the process, and suggests a series of parent trials and workshops to assist their understanding of what NAPLAN testing involves.

The Committee also acknowledges the work of education providers in developing and implementing Individual Learning Plans (ILPs) for all Aboriginal students. However, more awareness with parents about the purpose of an ILP, the process, and the engagement of Aboriginal parents, caregivers and families in the process must be considered. The Committee supports the work that is underway to provide greater consistency to the ILP process and expectations across the State. This will assist better transition from school to school and the understanding and involvement of parents will improve the process.

The Committee also acknowledges the work of DECS in developing and implementing the Enter for Success program; and comments that parent awareness and use of the initiative in local communities is working well and has resulted in parents accessing the secondary school of choice for their children in the Year 7 to 8 transition.

## General comments

DECS has many innovative and effective programs but parents are not as informed as they could or should be. The Committee suggests that DECS communication strategies need to be structured to provide better information about programs to parents; a greater awareness of what is available would support parents advocating for their children at the school and regional level. The Committee acknowledges that local and regional parent voice forums would be the place to discuss this further but comments that parents who do not attend these forums often miss out on valuable information and opportunities. Parents must be informed at every opportunity and the program or approach should be marketed by education providers to have the greatest coverage for Aboriginal parents, caregivers and families. Parents need to be aware of the programs; the process for accessing the programs; who they speak to at the school level; and what is available to support their children.

The Committee also comments that school accountability back to parents, (for example in relation to attendance) is not always effective. Often the issue is viewed as a parent's responsibility. Schools must also accept greater responsibility for

non-attendance and be transparent about what the school is doing to support parents in getting their children to school; and the curriculum support available to get student engagement and participation in wanting to attend. Cross-agency interventions that are needed to support improved engagement also need to be improved.

The accountability of school principals about the use of resources provided to schools to support Aboriginal students should be made more transparent, both to the department and to parents. There must be a consistency of accountability processes for resources built into school reporting structures across the State. This information must be made more accessible to parents – it should not be left to the discretion of a principal to divulge information to a parent about possible resources based upon the relationship between an individual parent and the school principal. This information should be embedded in accountability processes and communication strategies back to parents.

Building the confidence of both schools and educators to work together to be able to have open lines of communication to support community engagement is critical to improving education outcomes for Aboriginal students. Parent And Community Engagement (PACE) Program has been useful for this and should be considered as an ongoing approach to community engagement. This would also support consistency across the State. Embedding Aboriginal community engagement into school processes through the development of ongoing local school community partnership agreements is also an important and essential consideration for the future.

## Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD
Aldinga Beach R-7 School	Government	Metropolitan	595.0	27.0	X		
Amata Anangu School	Government	Very remote	86.0	86.0		X	X
Augusta Park Primary School	Government	Provincial	273.0	140.0		X	
Barmera Primary School	Government	Provincial	241.0	35.0		X	
Blakeview Primary School	Government	Metropolitan	478.0	28.0	X		
Brahma Lodge Primary School	Government	Metropolitan	192.0	17.0		X	
Caritas College	Catholic	Provincial	642.5	38.7	X		
Carlton School	Government	Provincial	60.0	60.0		X	
Catherine McAuley School	Catholic	Metropolitan	380.0	9.0	X		
Ceduna Area School	Government	Very remote	530.0	128.8		X	
Challa Gardens Primary School	Government	Metropolitan	364.0	46.0		X	
Christian Brothers College	Catholic	Metropolitan	929.3	13.0			
Christie Downs Primary School	Government	Metropolitan	234.4	32.5		X	
Christies Beach HS & Southern Vocational College	Government	Metropolitan	1,228.1	104.7		X	
Christies Beach Primary School	Government	Metropolitan	456.0	49.0		X	
Cooper Pedy Area School	Government	Very remote	213.6	71.8		X	
Crossways Lutheran School	Independent	Very remote	92.0	89.0	X		
Darlington Primary School	Government	Metropolitan	254.0	35.0	X	X	
Elizabeth Downs Primary School	Government	Metropolitan	223.0	15.0		X	
Elizabeth East Primary School	Government	Metropolitan	289.0	27.0		X	
Elizabeth Grove Primary School	Government	Metropolitan	289.0	32.0		X	
Elizabeth Park Primary School	Government	Metropolitan	303.0	49.0		X	
Elizabeth South Primary School	Government	Metropolitan	227.0	37.0		X	
Enfield Primary School	Government	Metropolitan	231.0	29.0		X	
Ernabella Anangu School	Government	Very remote	142.0	142.0		X	
Fisk Street Primary School	Government	Provincial	141.0	52.0		X	
Flinders View Primary School	Government	Provincial	174.0	101.0		X	
Forbes Primary School	Government	Metropolitan	297.0	28.0		X	
Fraser Park Primary School	Government	Provincial	71.0	35.0		X	
Fregon Anangu School	Government	Very remote	55.0	54.0		X	
Fremont-Elizabeth City High School	Government	Metropolitan	909.4	81.7		X	
Gepps Cross Primary School	Government	Metropolitan	132.0	13.0		X	
Hincks Avenue Primary School	Government	Provincial	197.0	39.0		X	
Huntfield Heights Primary School	Government	Metropolitan	95.0	11.0		X	
Indulkana Anangu School	Government	Very remote	82.0	82.0		X	
Ingle Farm Primary School	Government	Metropolitan	422.0	28.0		X	
John Hartley School (B-7)	Government	Metropolitan	327.0	55.0		X	
Kaurna Plains School	Government	Metropolitan	89.7	81.8		X	
Kenmore Park Anangu School	Government	Very remote	12.0	12.0		X	
Kilburn Primary School	Government	Metropolitan	106.0	21.0		X	
Kirton Point Primary School	Government	Remote	342.0	65.0		X	
Koonibba Aboriginal School	Government	Very remote	25.0	25.0		X	
Leigh Creek Area School	Government	Remote	141.0	40.0			
Lincoln Gardens Primary School	Government	Remote	83.0	52.0		X	
Long Street Primary School	Government	Provincial	291.0	27.0		X	
Maitland Area School	Government	Provincial	263.3	73.0		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/Num NP	Low SES NP	RSD
Mark Oliphant College (B-12)	Government	Metropolitan	827.0	88.0		X	
Marree Aboriginal School	Government	Very remote	25.2	19.2		X	
Meningie Area School	Government	Provincial	191.7	57.0		X	
Mimili Anangu School	Government	Very remote	66.0	66.0		X	X
Moonta Area School	Government	Provincial	486.1	36.8		X	
Murputja Anangu School	Government	Very remote	29.0	28.0		X	
Murray Bridge High School	Government	Provincial	938.6	103.0		X	
Ocean View P-12 College	Government	Metropolitan	313.1	21.0		X	
Oodnadatta Aboriginal School	Government	Very remote	282.0	49.0		X	
O'Sullivan Beach Primary School	Government	Metropolitan	96.0	24.0		X	
Parafield Gardens R-7 School	Government	Metropolitan	309.6	48.0		X	
Paralowie School	Government	Metropolitan	20.0	20.0		X	
Pennington Primary School	Government	Metropolitan	780.4	104.0		X	
Pipalyatjara Anangu School	Government	Very remote	42.1	38.1		X	
Playford Primary School	Government	Metropolitan	179.0	16.0			
Point Pearce Aboriginal School	Government	Provincial	452.0	29.0		X	
Port Augusta Secondary School	Government	Provincial	1260.5	59.0		X	
Port Augusta West Primary School	Government	Provincial	300.0	32.0		X	
Port Lincoln High School	Government	Remote	758.6	108.2			
Quorn Area School	Government	Provincial	257.9	51.0		X	
Raukkan Aboriginal School	Government	Provincial	16.0	16.0		X	
Renmark Primary School	Government	Provincial	285.0	14.0		X	
Salisbury High School	Government	Metropolitan	927.5	75.0		X	
Salisbury North R-7 School	Government	Metropolitan	360.0	41.0		X	
Salisbury Primary School	Government	Metropolitan	297.0	15.0		X	
Solomontown Primary School	Government	Provincial	264.4	24.0		X	
Southern Vales Christian College	Independent	Metropolitan	659.0	25.0	X		
Southern Vales Christian College - Aldinga Campus	Independent	Metropolitan					
St Martins Lutheran College	Independent	Provincial	510.4	15.0			
Stirling North Primary School	Government	Provincial	264.0	44.0			
Stuart High School	Government	Provincial	339.0	58.0		X	
Sunrise Christian School	Independent	Metropolitan	976.0	9.0			
Sunrise Christian School - Marion Campus	Independent	Metropolitan					
Sunrise Christian School - Morphett Vale Campus	Independent	Metropolitan					
Sunrise Christian School - Naracoorte Campus	Independent	Metropolitan					
Sunrise Christian School - Paradise Campus	Independent	Metropolitan					
Swallowcliffe Primary School	Government	Metropolitan	208.0	11.0		X	
The Pines Primary School	Government	Metropolitan	309.0	20.0		X	
Unity College Inc	Independent	Provincial	984.0	32.0	X		
Wandana Primary School	Government	Metropolitan	195.0	37.0		X	
Warriappendi School	Government	Metropolitan	45.0	44.0		X	
Watarru Anangu School	Government	Very remote	13.0	13.0		X	
Whyalla Stuart Campus R-7	Government	Provincial	119.0	32.0		X	
Willsden Primary School	Government	Provincial	165.0	100.0		X	
Woodville High School	Government	Metropolitan	1021.9	146.3		X	
Yalata Anangu School	Government	Very remote	59.0	59.0		X	