



Our Strategy for Public
Education in South Australia

2024 Insights Report



Government
of South Australia
Department for Education





Acknowledgement of Country

We acknowledge that the work undertaken to develop Our Strategy for Public Education in South Australia took place on the traditional lands of South Australia's First Peoples and we respect their spiritual relationship with their country.

In delivering public education in South Australia, we acknowledge the importance of understanding Aboriginal knowledge, languages, cultures and voices which provide critical contributions and value across our workplaces, classrooms, partnerships and communities.

Note: The Department for Education uses the term 'Aboriginal' to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

“

I hope that in the future students will be excited to go to school every single day. I also hope especially Indigenous students feel as though they've finally found where they belong.

- Year 9 Aboriginal student

”

A message from the Minister

We have made significant strides strengthening public education in South Australia. Our strong education election platform, accelerated by Our Strategy for Public Education (Our Strategy) has been the foundation for delivering improvement, anchored in what our learners, families, educators and employers have told us they need.

Over the past 18 months we've delivered a lot – from a new Technical College at Findon aimed at skilling secondary students for careers in priority industries, to investment in new school infrastructure, to workforce reforms and improvements to mental health and wellbeing support for students. We have committed to 3-year-old preschool and rolling out a numeracy check for all year 1 students and, we've got a lot more planned.

Our vision is to create an education system that equips every child and student with the skills they need to thrive, regardless of their circumstances or postcode. Public education is a powerful lever for the future social and economic prosperity in our state. It is incumbent on us to ensure that our learners have the skills they need to thrive in their lives now and in the future.



Public education is a powerful lever for the future social and economic prosperity in our state.

Our Strategy gives us a way to achieve this. A year into implementation we're seeing good progress and I look forward to seeing positive growth as a result of the strong foundations we've laid.

This report provides insights into our progress at the site and system level. We want everyone to understand how we are going as a system, as well as shine a light on some of the brilliant work that happens every day between our educators and children in public education.



Hon Blair Boyer MP
Minister for Education, Training and Skills



A message from the CE

In late 2022, we embarked on a state wide conversation about the future of public education in South Australia, engaging over 12,000 people. They highlighted the equal importance of learning, academic performance, and creating conditions for students to succeed now and in the future. Our Strategy reflects these insights and acknowledges the rapid changes in our world, such as AI, labour transitions, and societal shifts, which are reshaping what students need to know, be and do.

Our Strategy is focussed on all children learning and thriving. This means that they develop the necessary foundational skills, the capabilities and dispositions for learning now and in the future, and the skills for future work, societal participation and life success. Our students have the right to both 'learn and achieve' and 'thrive and prosper'. The choices we've made in Our Strategy are designed to support this for all students in public education.

Education needs to strengthen the link between school and a productive positive future involving work and contribution to society.

*Industry participant,
purpose conversation*



In 2024, we launched key foundations for this ambition, including a new South Australian Curriculum for Public Education, a new approach to school improvement, and efforts to reduce administrative burden and support teacher practice.

System change takes time, and while we're seeing really positive signs a year into implementation, there's more to do. Schools and preschools are central to this strategy, and 2025 is about equipping them with the tools, professional learning, and conditions to deliver impact.



Martin Westwell

Professor Martin Westwell
Chief Executive
Department for Education

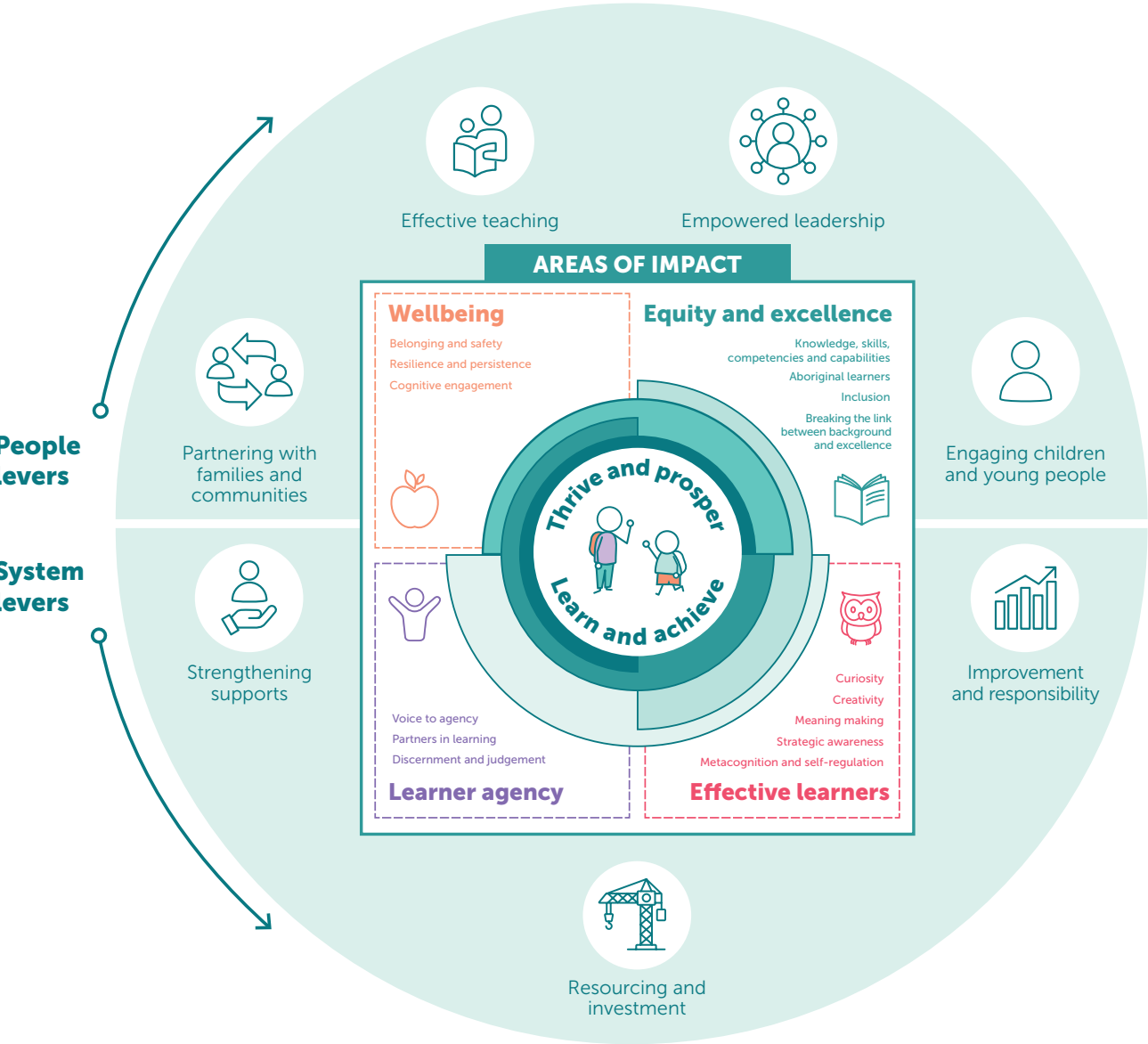
Our strategy

Our Strategy for Public Education focuses on 4 areas of impact that we prioritise and resource to successfully deliver on our ambition. These areas of impact are all interrelated and are underpinned by a series of domains – the outcomes we’re aiming for. We create change through our people and the ways we work together, as well as our system: illustrated by 7 levers for impact.

MEASURING SUCCESS



We will use success measures aligned to our areas of impact to guide our understanding of how our public education strategy is tracking.



GUIDING PRINCIPLES

Collective responsibility

Learning system

Evaluate for impact

Tight and flexible

Trust and verify

Our system



Student snapshot



More than
175,000 students
are enrolled in our schools and over
18,000 children
are enrolled in our preschools.

Around 50,000 or **28% of students are enrolled in country schools** and around 5,500 or almost **30% of children are enrolled in country preschools.**

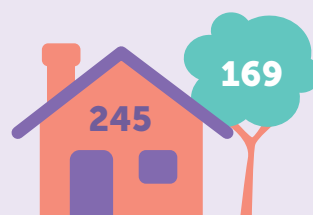
In South Australia, around 70% of children attend a **public preschool** and approximately 62% of school students are enrolled in **public schools.**

School snapshot

There are
941 public
schools, preschools
and children's centres in
South Australia.



Country areas have
245 of these public schools, and **169 of these preschools.**



We have **16 Aboriginal/Anangu Schools.**

Staff profile



The department has more than
32,935
staff working across all areas of South Australia making it one of the
largest
single employers in the state.

Over 19,357 are our teaching workforce, 11,255 are ancillary, and 3,063 are corporate employees.

The average age of the workforce is **44 years.**

877 or
2.7% identify as Aboriginal.



Supporting learning and teaching

At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.

We also want our learners to have agency. They are not passive recipients of teaching or passengers in their own lives; they have a role in making things happen for themselves. According to our Wellbeing and Engagement Collection 90% of students tell us they get more involved in learning when their teacher gives them a choice about what or how they learn.

In 2024, we made significant progress supporting learning and teaching in our system. We've established statewide student forums that promote agency, new programs to keep kids engaged in their schooling, and a new approach to school improvement which empowers preschools and schools to bring learning and teaching to life based on their own context.

We have seen great examples of learner agency throughout the system including at Mount Barker South Primary School, and a highlight of culturally inclusive learning at Willunga High School, among many others. We also saw a great example of effective learners in action at Roxby Downs.

Learner agency in action at Mt Barker South Primary School

Students at **Mount Barker South Primary School** are becoming effective learners by taking ownership of their learning. By implementing levels of understanding—surface, deep, or transfer—students choose their learning path based on their comprehension, with teacher guidance for personalised learning.

This approach recognises that not all students learn at the same pace or in the same way, allowing them to choose their level and path for greater success. Empowering students in this way has led to improved engagement in their learning.



[I will] go into forums with confidence and student voice. Have a strong student voice. Be confident in what you have to say. Don't be afraid to join in, take risks'

Student, Student Forums 2024





Culturally inclusive learning at Willunga High School

Rebecca Price and Lorelle Hunter, the Yaityangka Team have greatly enhanced cultural responsiveness and student outcomes at **Willunga High School**. Their initiatives have fostered a strong sense of belonging among First Nations students. This is evidenced by increased attendance from 65% in 2022 to 79% in 2024. Their efforts include organising cultural events, supporting student participation in statewide activities, and facilitating on-Country learning experiences.

By supporting the integration of First Nation's perspectives into the curriculum by co presenting, in class, and providing training and advice for teaching staff, they've helped improve educator confidence, educational engagement and outcomes



Supporting learning and teaching

In 2024, we also rolled out the new South Australian Curriculum for Public Education. The SA Curriculum, adapted from the Australian Curriculum v9, focuses on developing student dispositions and capabilities essential for their learning and futures. It supports Our Strategy and our ambition to foster deep conceptual knowledge and skills for our students.

This curriculum provides clear guidance on what needs to be taught and learned, which supports effective teaching and the holistic development of learners.

We also launched 'CurriculumChat,' a platform integrating artificial intelligence with the SA Curriculum and established a new learning and teaching directorate to provide direct support into schools and teachers on the choices they make.

Schools in their communities

Our schools reflect their communities and meet their needs and expectations.

In 2024 we launched a new approach to school improvement centred around bringing Our Strategy to life in every site and driving growth. Under this approach, each preschool and school needs to consider their individual context to make decisions about what they think will have the greatest impact for their learners and their community. From this starting point every preschool and schools' improvement pathway will be different.

Leaders also have access to new resources and tools to explore and use data insights aligned to the strategy to support their thinking. Pulse check capability will help a site know whether it is on track with its improvement initiatives or needs to adjust its approach.



Each preschool and school's improvement
pathway
will be
different.



A large white opening quotation mark on a purple background.

I like how we can work at the levels that we are at and work with what we know, instead of being too hard or too easy.

Student, Mt Barker South Primary School

A large white closing quotation mark on a purple background.

Engaging students at Roxby Downs

In **Roxby Downs**, Principal Annette Williams noticed student disengagement due to lucrative mining jobs and a perception that formal education wasn't necessary for financial success. Local contractors highlighted a gap between school-taught skills and workplace needs, particularly in personal and social skills.

To address this, Annette shifted the focus to developing skills for being effective employees and colleagues. She engaged with local businesses to understand their needs, introduced a "learning to learn" program for personal and social skills, and fostered collaboration between schools, families, and businesses.

This initiative led to a cultural shift, with contractors now actively seeking local youth due to improved skills and attitudes. The community and school support students together, with families involved in meetings with employers. Students are completing education and securing apprenticeships, with job guarantees upon graduation.

The transformation has unified the community, bridging education and employment, enhancing student employability, and strengthening community ties, shifting from a school versus community mindset to a cohesive partnership.



Equity and excellence

We are committed to ensuring every learner builds strong reading, writing, numeracy, and digital skills. More than just passing school tests, our goal is to equip all learners with the practical skills they need to navigate future learning, careers, and daily life with confidence.

Our preschools are a critical first touchpoint for many learners and their families. Quality preschool programs are central to supporting all young children to build their language, cognitive, social and emotional skills, develop trusting and supportive relationships, and overall get the best start in life.

The South Australian Government has a long-term ambition to help South Australia's children thrive. It has committed to reducing the rate of children entering school developmentally vulnerable by delivering a wide-range of reforms, including 3-year-old preschool.

In 2024, we focused on planning for the roll-out of 3-year-old preschool, as well as maintaining our high quality 4-year-old preschool services.

96%
of our 385 preschools
**met or
exceeded**
the National
Quality Standard



Creating inclusive preschools for equity and excellence

The Inclusive Preschool Program at **Solomontown Kindergarten** is dedicated to ensuring that children with additional needs or complex communication requirements have equal access to early childhood education.

Mykayla, an educator at the kindergarten, has a remarkable ability to connect with children on a profound level. She uses music and other creative methods to communicate with children who arrive non-verbal. Through her efforts, many children have begun to sing and talk, showcasing significant progress in their communication skills.

By fostering strong relationships with external providers and collaborating extensively with colleagues across sites, Mykayla has significantly influenced practices and promoted inclusive education within the community. Her inspiring engagement is evident through her proactive efforts to welcome new families and her commitment to making the kindergarten environment accessible and supportive for all learners.





Supporting literacy early in life

'Language and cognitive skills' are a foundation of children's future school engagement and overall development. They are one of the domains measured by the Australian Early Development Census.

The Literacy Without Barriers project by **Kingston Community School** has enhanced early literacy among children aged 0 to 5 by creating an environment of learning together. Through partnering with families as a child's first teacher, parents and carers have been equipped with the tools they need to build their child's literacy skills at home by providing book packs with stories, activities, and guides. This approach addresses barriers like parental confidence and financial constraints. The initiative has led to increased engagement with the library and early literacy programs and has inspired similar efforts across the LibrariesSA network. By equipping families with the tools to foster a reading culture at home, the program's focus on equity and excellence supports children to thrive irrespective of their backgrounds.



Equity and excellence

Equity and excellence means that as a system we are addressing the diverse needs of learners and providing them with the necessary support to progress in their learning and thrive. It also means recognising that success may look different depending on individual needs and circumstances.

Taparra Primary School, as well as schools like Naracoorte High School are seeking to better understand what success means for their students.

We also advanced our efforts to support inclusion and students with disability. 23,001 of our students (13% of enrolments) had an identified disability in 2024. Autism is the largest group, with South Australia above the national average.

Over 400 primary schools now have Autism Inclusion Teachers. In 2024, we extended support to secondary schools, training 800 staff as part of a trial in 9 schools of 3 models of increasing intensity to build inclusive and neuro-affirming practices for autistic students transitioning to their sites.

23,001

of our students had an
identified disability
in 2024.

Redefining student success with Naracoorte High School

We know that students need more than foundational literacy and numeracy skills to thrive in their lives.

Naracoorte High School is at the forefront of equity and excellence through its involvement in the New Metrics Project, a collaboration with the University of Melbourne. This initiative seeks to redefine how student success is measured by focusing on a broader range of competencies beyond traditional academic achievements.

Teachers are encouraged to enrich traditional grades with a deeper understanding of each student's unique capabilities, including communication, collaboration, and agency in learning. The school fosters an environment where teachers are empowered to innovate and collaborate, creating a supportive space for educational experimentation. The school's governing council plays a vital role in advocating for these innovative practices, ensuring that the broader community recognises and supports the value of the project.

By integrating competencies that matter for students now and in the future, the school is preparing them to thrive in diverse environments, whether they remain in Naracoorte or venture further afield.





Equity, excellence and inclusion at Taparra Primary School

Equity means that as a system we are addressing the diverse needs of students and providing them with the necessary support to progress and thrive.

Taparra Primary School, located in Elizabeth Downs has a high proportion of students with disability.

Through the Strategy for Public Education, it has developed a strong focus on inclusivity, high expectations and the empowerment of every learner. Taparra tailors educational experiences to meet the individual needs of every student.

Taparra's relentless focus on equity and excellence has resulted in improved attendance rates and NAPLAN results. The school's Wellbeing and Engagement Collection (WEC) results show students feel a strong sense of belonging to the school. Since changing its approach, the school has also seen a significant decrease in suspensions.

The Government is investing \$8 million to replace outdated buildings with modern facilities.



Equity and excellence

Delivering equity and excellence in public education requires system-wide effort. We remain focused on how we are travelling together, so we know where to provide additional support.

NAPLAN is one important indicator of how we are going as a system. In 2024 our results remained steady and South Australia's achievement levels are unchanged compared to other states and territories. Reading scores decreased slightly compared to 2023 and writing scores increased. In 2024, overall NAPLAN participation rates held steady relative to 2023 and have increased.

The Year 1 Phonics Check and Literacy Guarantee Unit (which supports teachers to provide additional literacy support where needed) has continued to deliver good results. Our first longitudinal analysis shows that students who had positive results in Phonics in year 1 went on to have better NAPLAN reading results in year 3.

While not confined to public education, we can also see South Australia's science literacy has improved since 2018 with 58% of all participating year 6 students at or above the proficiency standard in 2023.

Increasing our focus on maths

In 2024, we trialled the Maths Assessment Interview with 7,000 students across 95 schools. Information gained from the assessment enables teachers to address the current gaps in their learners' knowledge and skills. We will implement numeracy checks for all year 1 students in 2026 with help for teachers to support progress, and identify and target gaps.

The new South Australian Curriculum for Public Education introduces a strong mathematics curriculum with more focus on financial literacy and real-world applications, strengthening our overall approach. We also continued a strong maths professional development program for teachers.





The skills that support equity and excellence

Our Strategy emphasises the skills that make students effective learners, such as curiosity, creativity and self-regulation. The evidence shows that in addition to being valuable skills themselves, these significantly impact on academic performance.

The 2022 Programme for International Student Assessment (PISA) showed that curious Australian students outperformed their peers by about 4 years of learning. Our Strategy focuses on fostering curiosity, encouraging students to think creatively, take chances, and use imagination.

In 2024, we saw examples at **Para Hills School**, where Principal Erin Wilson engaged students and families in discussions about curiosity, and at **Woodend Primary School** where teachers initiated a school-wide conversation focussed on curiosity by introducing an unexplained, unusual object into the school environment.

As a system we actively support schools to focus on these areas in their planning and classroom practice. We're trialling new pulse check capability for schools, which provides a simple snapshot of local data for actionable insights on their improvement strategies.



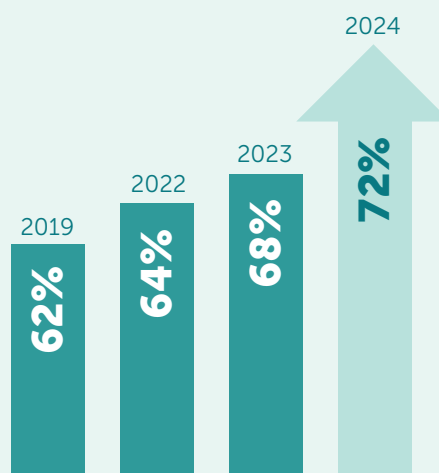
Equity and excellence

Equity and excellence also means setting learners up for success in their chosen life path. We pay particular attention to students attending, engaging and completing their education. We are also focused on helping them prepare for the jobs of the future here in South Australia, because their success is a powerful lever for the economic and social prosperity of our state.

Vocational Education and Training (VET) plays a vital role in supporting students to gain the skills and knowledge necessary for rewarding and successful careers in a diverse range of industries.

In 2024, over 5,100 students participated in quality, industry-endorsed VET in schools which supports them to complete SACE and transition to a vocational pathway. Over 1,000 students participated in Stackable VET (short courses for pre-vocational skills or pathway promotion).

Our industry partners tell us that they need graduates who not only have the right knowledge, but the personal and social skills necessary to participate and succeed in the workforce. These are also the skills that we know make students effective life long learners. For example, Resilience is crucial for future jobs and careers. It supports adaptability, problem solving, persistence through change, and positive mindsets for teamwork and leadership issues, persistence through workplace changes, and fostering positive mindsets for teamwork and leadership. Resilience is a key focus of the Our Strategy for Public Education and is integrated into the South Australian Curriculum across subjects like maths, health, and science.



More students in public education completing their SACE

Our SACE results are improving year on year. Year 12 SACE completion rates rose from 62% in 2019, to 64% in 2022 and then 68% in 2023, with early indications of stable growth in 2024 up to 72%. Aboriginal students and students with disability completion rates have also increased over the same period.

Advancing pathways with new technical colleges

Five new technical colleges are being established to partner with employers and skill secondary students for careers in priority industries like defence, construction, and health.

Findon Technical College opened in 2024, supporting 85 full-time and 150 part-time students. Among Year 11 students, 90% completed, with 71% entering apprenticeships or employment and 29% fast-tracking to university. Planning continues for additional technical colleges, with Port Augusta Technical College set to open in 2025.





Technical
College



Engagement and pathways at Berri Regional Secondary College

Our students tell us that they want more practical hands on learning, emphasising real world applications.

Berri Regional Secondary College

(BRSC) equips students for future success through community involvement and real-world experiences. With a diverse student body, including 20% Aboriginal students and 15% with disabilities, BRSC tailors its approach to meet varied needs.

Local environmental projects enhance critical thinking and teamwork, while the automotive construction program has improved attendance by 13%. Collaborating with over 30 local entities, BRSC fosters innovation through projects like the cultural garden and Kookaburra Cafe, increasing school-based apprenticeships by 33.3%.



Wellbeing and mental health

There are more challenges than ever to a positive childhood and adolescence. Our Strategy has an explicit focus on learner wellbeing, because it is important in its own right, as well as a powerful support for academic performance.

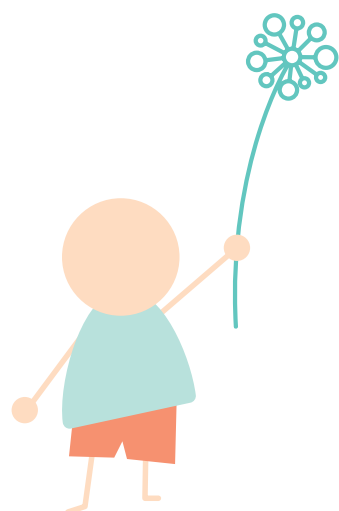
We want our learners to feel safe, included, and valued. They need to have access to support, experiences, teaching, and resources to build their resilience and social and emotional skills to positively and confidently engage in learning. In 2024, we saw many schools take on this challenge and make great progress, with some great initiatives such as Berri Regional Secondary College's volunteering program.

Wellbeing for learning

Research shows that students who feel personally accepted, respected, included, and supported in their school environment tend to perform better academically. They also show more favourable motivational outcomes, such as mastery goal orientations, and improved social-emotional aspects like self-concept and self-efficacy. These students also demonstrate greater engagement, both cognitively and generally. Programme for International Student Assessment (PISA) results also highlight a correlation between feeling connection, belonging and safety at school and achieving better academic outcomes.

Volunteering among students

Berri Regional Secondary College has developed a program to encourage volunteering among its students, with more than 400 students in 2023 involved with 30 local organisations. The initiative started as a way to improve sustainable mental wellbeing outcomes for the school and wider regional community – connecting them with one another. Volunteering activities link back to the school curriculum, including year 11 and 12 students earning SACE credits.

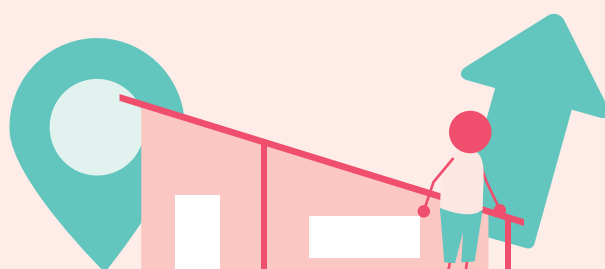




Attendance and engagement – positive signs

Student attendance and engagement are crucial in our system. South Australia's attendance rate improved to 87% in 2024, meeting the national average for public education. Although still below pre-COVID rates, this gradual improvement is positive. Behaviour incidents increased after the COVID-19 pandemic and have not yet returned to pre-pandemic levels. While most students tell us they feel safe and supported, there has been an increase in reported violent incidents. Early indications suggest a decline in 2024.

The mobile phone ban, introduced in early 2023, is positively impacting schools. Data from terms 1 and 2 of 2024 show a 63% decline in critical incidents involving social media and a 54% decrease in behaviour issues involving phones, such as filming fights to post online.



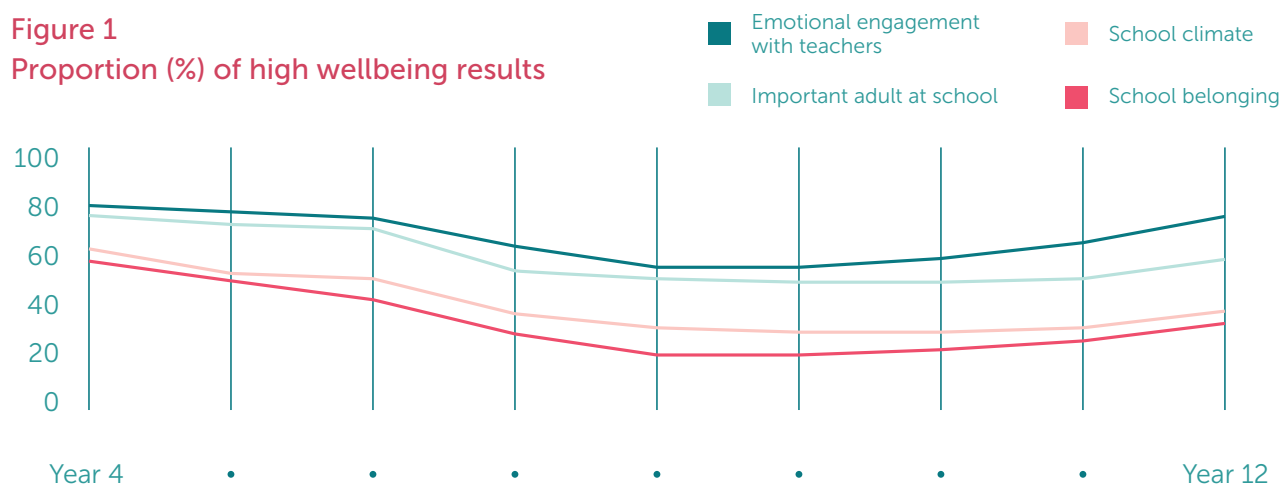
Wellbeing and mental health

At a system level, our students tell us through the Wellbeing and Engagement Collection (WEC) that they have reasonably good levels of wellbeing. But we know mental health issues like anxiety and depression are rising, influenced by social media, motivation, body image, relationships and school pressures.

We are seeing that high wellbeing is declining slowly over time, with COVID-19 likely exacerbating existing factors for students. As shown by Figure 1, we see a dip in particular areas around years 6-8 which requires attention.



Figure 1
Proportion (%) of high wellbeing results





Supporting student wellbeing and mental health

The School Mental Health Service, launched in 2023, provides early intervention for students with mild to moderate mental health concerns. 54 Secondary schools had a School Mental Health Practitioner on site during 2024. Over 9848 sessions were delivered to over 1591 students.

The department funds schools to appoint Student Wellbeing Leaders who are qualified teachers who collaborate with students, parents, educators, and the community to promote student wellbeing and optimise learning. These leaders receive professional development to enhance their skills in supporting student wellbeing.



System support

As a system we have a strategic advantage in that we have teams and inputs that can support our preschools and schools to deliver impact for all learners in every community in South Australia.

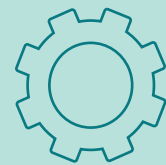
Our workforce is our greatest asset, and the relationship between teacher and learner is where the impact happens. To deliver on Our Strategy, we need to support and empower our teachers as they hone their craft, celebrate and showcase their professional identity and support the critical role they play in supporting our learners.

Conversions to permanency

In 2024, we converted over 600 teachers on temporary contracts to permanent positions, taking the overall conversions since 2022 to 1,800. This equates to a 230% increase in the rate of conversion since prior to 2022.

Nearly 50% were young teachers, supporting our intent to create greater job security amongst this cohort.





Supporting early career teachers

Rose Nyaramba has been instrumental in supporting early career teachers in the APY lands since 2021, positively impacting both staff and students. She offers continuous guidance, leveraging her own experiences to enhance English as an additional language or dialect (EAL/D) teaching among a cohort with typically little experience in this area. Her intensive training and ongoing support in the use of LEAP teaching strategies have significantly developed levels of early career teachers expertise.

Rose's efforts have influenced bilingual education, fostering collaboration among Anangu educators and early career teaching staff. Her resource creation and curriculum guidance have improved student assessments and learning outcomes. Rose engages effectively with all stakeholders, building strong relationships and fostering a culture of professional growth through EAL/D modules and professional learning communities

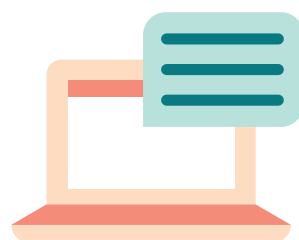


Supporting the system

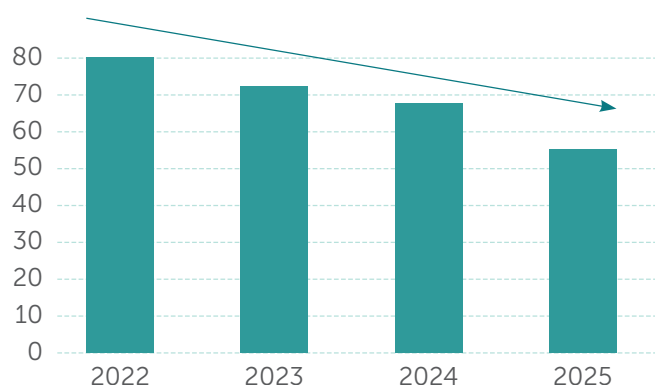
In 2024, the national teacher shortages persisted, especially in rural areas and subjects like science, maths, design & technology and languages. The Australian Teacher Workforce Data report shows a decline in new teacher graduates, with demand outpacing supply. Our system is performing well in this context, with the number of unfilled teacher positions dropping by one third since 2022.

In 2024 we continued our strong focus on teaching supply, retention and initial teacher education. We worked hard to convert more teachers to permanent roles or positions, and address workload and work intensification. We also saw some fantastic examples of schools supporting early career educators to develop, such as Rose Nyaramba's efforts on the APY lands.

In 2023, the Department trialled **EdChat**, with over **10,000** students and **1,500** educators.



Number of unfilled teacher positions

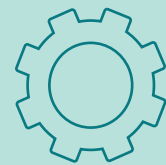


Number of unfilled positions as at term 1 each year.

Our teaching workforce pipeline

In 2024, we accelerated multiple state level activities to drive teacher supply, retention and initial teacher education. We progressed employment-based initial teacher education pathways, enabling pre-service teachers to learn on the job, supporting our teacher supply pipelines as well the effective preparation of our future teachers. We continued support to attract pre-service teachers early to the areas they are most needed like our country regions, offered scholarships, tours and placement opportunities. We focused on hard-to-fill placements and a strong approach to recruitment services to match candidates with vacancies.





Addressing workloads and work intensification

High workloads and work intensification are concerns for educators and leaders, impacting their wellbeing, job satisfaction, and retention.

We are focused on reducing burdens on teachers by introducing additional non-instruction time (NIT), committing to legislative reform for managing unacceptable parent behaviour, investing in country education to increase teacher numbers, streamlining camp and excursion processes, centralising preschool finance and school playground audits, and streamlining HR practices.



Empowering educators with EdChat

Generative artificial intelligence is rapidly impacting on the way we live, learn and work. It has significant potential in education, transforming learning, automating administrative tasks, and offering an innovative teaching tool. But it also comes with challenges and risks.

In 2023, the department partnered with Microsoft to create a safe AI platform for education, launching EdChat's proof of concept with over 10,000 students and 1,500 educators. Hosted securely, EdChat ensures controlled responses, fostering innovation in a safe environment. The proof of concept focused on collaborative learning with generative AI, allowing students and teachers to explore its possibilities responsibly. An external evaluation in mid-2024 confirmed EdChat's value, leading to its rollout to nearly 30,000 staff in November 2024.



Improving infrastructure

Investing in new infrastructure and maintaining existing facilities and assets is a fundamental part of the department's improvement processes. High-quality, fit-for-purpose infrastructure supports effective teaching, enhances student wellbeing, and improves learning outcomes, ultimately leading to better employment prospects.

In 2024, we launched 'Every School a Great School' a 20-year infrastructure plan for South Australian public education and care to help guide and optimise investment around timely and fair improvements. While planning for and maintaining our infrastructure remains a significant challenge, the Every School a Great School will help us to: target infrastructure spending to support new enrolment demand, prioritise investment and support where it is needed most, introduce specialist support where it makes sense, and help to rebuild school brands within their communities.

The 2024-25 State Budget announced 7 new projects costing \$254.5 million. In addition to the projects above, a program of works to support the government's reform in the introduction of 3-year-olds into preschool has been announced for \$9.494 million. The 2024-25 budgeted investment includes work on 40 major projects as well as various other smaller projects.

We've also increased our 2024-25 maintenance funding to around \$115 million to undertake a range of minor works covering upgrades, repairs and maintaining critical infrastructure. Among recently invested projects are schools such as Fregon Anangu School, Tapparra Primary School and Cummins Area School, all of which showcased our renewed approach to investment in infrastructure where it is most needed.



The department holds a substantial infrastructure portfolio, managing over 900 public schools, preschools, and children's centres.



“

Good infrastructure makes kids
want to be there.

Parent choice focus group attendee

”

Improvement on the APY lands

There are 10 Anangu Lands schools with around 670 students. Education is provided on the Anangu Lands through a formal partnership between the Pitjantjatjara Yankunytjatjara Education Committee (PYEC). Consistent with our focus on Aboriginal learners in Our Strategy, we have worked consistently with PYEC to make improvements to education on the APY lands. In 2024 we:

- rolled-out highspeed satellite internet (through StarLink) to all educator homes to support attraction and retention
- worked to open schools' pools up for community use with appropriate staffing and rescue and safety equipment
- commenced a \$33m complete redevelopment of Fregon Anangu School, which supports over 60 students and is a vital hub within the remote community
- signed a new agreement with PYEC to signify a new era of partnership and collaboration for education
- commenced development of a new policy establishing Anangu schools as bilingual schools – a pedagogical approach which draws on students' full language to achieve their full potential



What's next



Building on our progress in 2024, we are set to accelerate our Strategy for Public Education in 2025. We will focus on empowering and supporting schools to deliver impactful outcomes.

Our [Strategy Roadmap](#) outlines where we are headed in more detail, with a particular focus on the work the department is doing to support our schools and preschools in their ambitions for every learner.

Our commitment to excellence in academic achievements remains steadfast, with a particular emphasis on literacy, numeracy, and digital skills. We are supporting schools in implementing the new South Australian Curriculum for Maths and rolling out the numeracy check for all year 1 students, complemented by professional learning support for teachers.

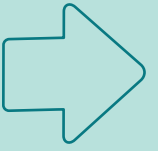
To enhance children's learning and thriving, we are prioritising improved facilities in schools that need it most, creating safe and welcoming environments that support wellbeing and development. New learning methods are being introduced to foster curiosity and creativity, as well as giving learners more agency in their education. We are partnering with experts from around the world to research and implement innovative approaches to help our students learn how to plan, execute, and adapt strategies for greater academic and personal success.

Students will benefit from personalised support and modifications to facilitate their participation and progress, along with opportunities to engage in civics and citizenship issues. Plans for new schools in Mount Barker and the Northern Suburbs continue to advance.

Port Augusta Technical College is set to offer alternative pathways with direct links to in-demand jobs through industry partnerships, providing students with practical and relevant career opportunities. A greater focus on safe and responsible AI use in secondary schools will teach students how AI works and how to use it to support learning. To support our staff, we are implementing strategies to improve conditions for educators, developing guidance and teaching supports aligned with the SA Curriculum, and providing tools for schools to identify and implement improvements. We are also developing measures to understand growth and progress, focusing on literacy, numeracy, and broader metrics.

We are targeting schools that need additional support including infrastructure investment and opportunities for specialisation. Our Digital Strategy is being refreshed to enhance digitally enabled teaching and learning, with professional development activities aligning with our strategy to contribute to the development of knowledge, skills, and capabilities.

The strength of us collectively as Public Education in South Australia, is evolving by learning from what works, embracing challenges, and collaborating across the system. In this way, we will continue our journey to be a world-leading education system, where all learners can succeed. Because when they do, so does South Australia.





Government
of South Australia

Department for Education

