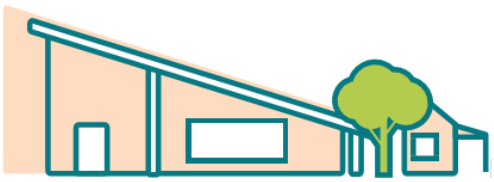


2025 annual report to the Community

Australian Science and Mathematics School

Aust Science and Mathematics School number: 1800

Partnership: Marion Inland

School principal: Kylie Eggers

Signature

Date of endorsement: 05/02/2026

Government of South Australia
Department for Education

Context Statement

Australian Science and Mathematics School caters for students from 10-12. At the time of this report, the enrolment in 2025 is 419. Australian Science and Mathematics School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 3% students with disabilities. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

The Australian Science and Mathematics School (ASMS) refuses to be ordinary. That is what makes it a “destination school”.

It is often said that you can recognise an Australian Science and Mathematics School (ASMS) student by the way they think: they are notably curious, analytical, and bold. In 2025, this reputation was further solidified as the school’s community continued to flourish, driven by its core values of Community, Agency, and Curiosity.

This year marked the second year of the Evidence of Learning (EOL) model. Students have shown incredible resilience and adaptability in embracing this system, which empowers them to take greater ownership of their educational journey. This successful transition is a testament to the passion and leadership of the school’s wonderful staff.

In 2025, the school balanced its commitment to internal excellence with a significant external impact through:

- Strategic Partnerships: furthering its collaboration with Flinders University and playing a pivotal role in the establishment of the Tonsley Technical College.
- Global Leadership: continuing to lead the International Science Schools Network and hosting a spectacular International Science Fair in September, welcoming bright minds from across the globe to its campus.
- Statewide Outreach: sharing STEM innovation and curriculum design expertise with educators throughout South Australia via its Professional Outreach program.

The role of the Governing Council is to help set and monitor the direction of the school. It plays a key role in a number of areas, including strategic direction, policy review and financial oversight. More importantly, it supports the interface between the school, the student carer group and the community.

In 2025, the Council focused on two primary themes: deepening the sense of community amongst school stakeholders; and enhancing communication between the school and the home.

By actively engaging in school events and ensuring that the voices of stakeholders were heard and valued, the Council worked to bridge the gap between classroom and community. The Council comprises a diverse mix of staff, parents, students, industry, and university representatives, which provides remarkable breadth of perspective. This diversity enables creativity and insight that feeds back into school strategy.

The staff of ASMS deserve the highest praise for their unwavering commitment. They consistently go above and beyond, offering their time and expertise well outside traditional hours to support students and families. Likewise, our students continue to inspire us with the passion and agency they demonstrate as they prepare to become the leaders of tomorrow.

The Governing Council is grateful for the support of all stakeholders who make the ASMS a world-class institution. We look forward to building on these successes in 2026.

Jamie Wright Chairperson, 2025 ASMS Governing Council

South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects

2022	2023	2024	2025
98%	99%	99%	98%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2022	2023	2024	2025
A+	3%	3%	3%	3.84%
A	8%	11%	9%	12.19%
A-	12%	18%	19%	15.21%
B+	20%	17%	17%	18.49%
B	17%	17%	14%	17.95%
B-	15%	13%	15%	12.88%
C+	10%	9%	11%	9.04%
C	8%	7%	7%	6.03%
C-	4%	3%	4%	3.29%
D+	2%	1%	1%	0.55%
D	1%	0%	0%	0.14%
D-	0%			0.14%
E+				0.27%
E				0%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

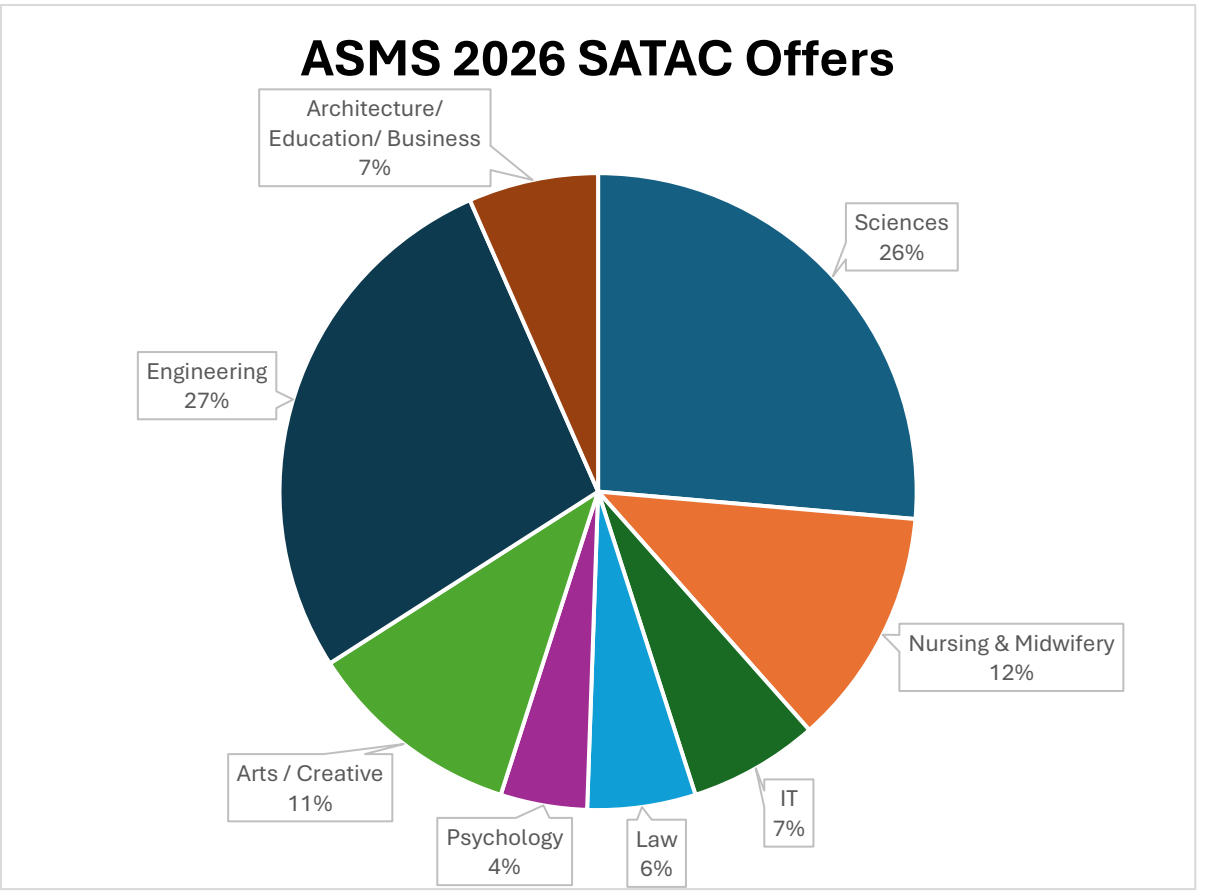
2022	2023	2024	2025
100%	98%	99%	98%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	8.04%	19.33%	20.66%
Percentage of Year 12 students attaining a Year 12 certificate **or** equivalent VET qualification	98%	99%	98%

Data Source: School supplied data



School Attendance

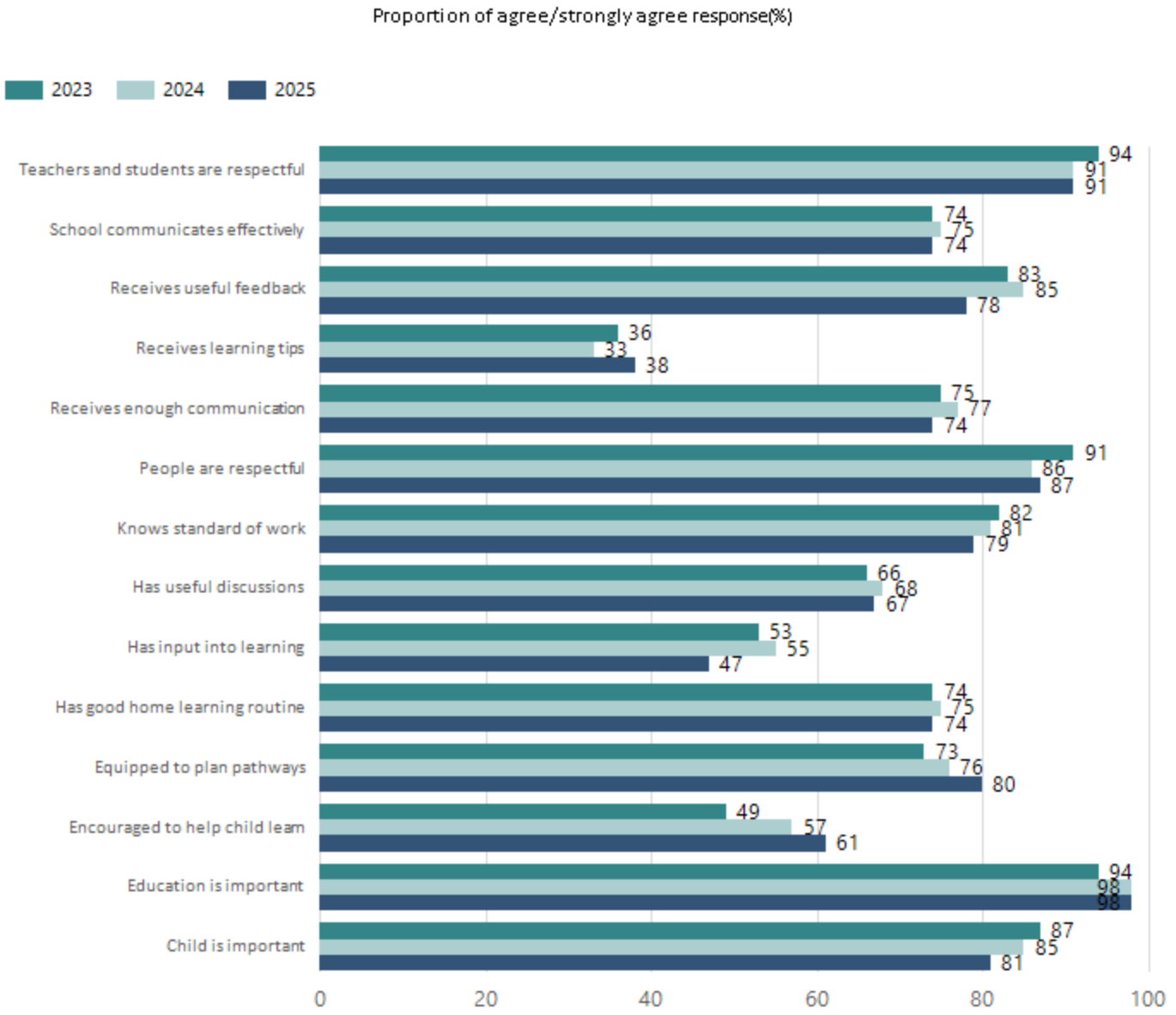
Year Level	2023	2024	2025
Year 10	87.9%	89.6%	87.4%
Year 11	85.9%	87.1%	84.1%
Year 12	88.6%	85.3%	81.7%
Total	87.4%	87.5%	84.6%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IL - ILLNESS	1	4.0%
IS - INTERSTATE	5	19.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	27.0%
U - UNKNOWN	13	50.0%

Highest Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	10
Postgraduate Qualifications	29

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	36.3	0.8	13.8
Persons	0.0	39.0	1.0	16.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave.
Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	$7,693,937.25
Grants: Commonwealth	$0
Parent Contributions	$311,489.76
Fund Raising	$4,919.00
Other	$0

Data Source: School supplied data.