



SCHOOL CONTEXT STATEMENT

Mount Gambier High School | 0784



SCHOOL PROFILE

Mount Gambier High School is a school recognised for its innovation and excellence. The school motto is *“Nothing Without Effort”* which encapsulates our intent as a school, that is, an unrelenting commitment to continuous staff and student improvement, growing our practice and programs to meet the current and future needs of our students: We promote and value a spirit of Learning, Belonging and Responsibility, celebrating diversity and collaboration.

Students are able to access a comprehensive curriculum across a range of learning areas year 7 to 10 including language studies in Japanese and Italian. In the Senior Years, students can choose from a broad curriculum designed to support a wide variety of career and tertiary pathways. Four accredited Special Sports Programs, an Automotive Skills Centre on site, access to a range of Vocational Education and Training (VET) programs, a specialist performing and creative arts centre and sister schools in Italy, Japan and the United Kingdom involving an International Student Exchange program, encourage a diverse range of learning opportunities. Participation in public speaking, debating, sporting and maths and science competitions provides our students with the opportunities to experience success in the wider community arena.

We believe relationships are at the heart of learning and our commitment to this is evident in our School Code of Conduct and associated behaviour support processes which were developed in collaboration with the whole student body.

The school is organised as two sub-schools: Middle School (year 7 to 9) and Senior School (years 10 to 12) in recognition of the different learning requirements of these student cohorts, yet there is an absolute commitment to the effective integration of school operations and to the cohesion and continuity of curriculum across our sub-schools.

At Mount Gambier High School, we believe that all students should leave high school as literate, and numerate learners who have the regulatory and interpersonal skills to be successful in whatever pathway they choose. Some students may require more support than others to achieve this. Mount Gambier High Schools Special Options Class blends high school curriculum with individualised programming and planning that allows all students to succeed. With a focus on belonging within the school community our students cover age-appropriate content in developmentally appropriate ways allowing conversation and academic connection with peers in traditional classroom settings. Students within the Special Options Class are supported and encouraged to take risks with their learning. Their areas of passion and strength translate into opportunities for post-school pathways working with external providers, and TAFE to ensure our young people leave school with direction for the future.

Literacy improvement through a focus on reading comprehension across all year levels is our ongoing improvement priority along with Numeracy consistently being implemented in all classrooms. Our pedagogical framework guides the use of high impact teaching strategies in our practice to engage and extend students in their learning. Student wellbeing is a focus through positive education programs and a comprehensive support structure involving Youth Workers and Wellbeing Leaders.

Mount Gambier High School offers an onsite Tailored Learning program as an option for young people seeking to reengage with education in order to complete their SACE. The pathway aims to improve their social and emotional wellbeing with the added option of having a case manager and access to the school site and subjects offered. It enables students to manage work and study to achieve academic success in a pathway that caters to individual needs.

Our school also offers Flexible Industry Pathways (FIP) that includes SACE compulsory subjects and any SACE subjects relevant to the industry sector to ensure that students can complete VET qualifications and the SACE. VET provides young people access to quality industry specific VET programs that can lead to further education and employment.

School-based apprenticeships and traineeships give young people the chance to learn real skills in the workplace, earn a nationally recognised qualification and be paid a wage, which rises as they progress through training. They enter into a training contract with an employer and a registered training provider that allows them to combine hands-on training in the workplace with formal school study.

All students at Mount Gambier High School have access to a device and high speed internet which can be accessed wirelessly across the entire campus. The use of technology is incorporated into the majority of learning programs where appropriate.

The school continues to further improve its ICT infrastructure and services to cater for the ever changing needs of both our community and students.

Please see other sections of our website for more detailed information.



1. GENERAL INFORMATION

- School Principal: Kym Grant
- Deputy Principal: Kerran Wingard
- Year of opening: 1908
- Postal Address: Brownes Road, Mount Gambier SA 5290
- Department for Education region: Blue Lake Partnership
- Geographical location: 450km from Adelaide; midway between Adelaide and Melbourne
- Telephone number: 08 8721 0200
- Fax number: 08 8723 0441
- School website address: www.mghs.sa.edu.au
- School email address: dl.0784.info@schools.sa.edu.au
- Child Parent Centre (CPC): N/A
- Out of School Hours Care (OSCH) service: N/A
- February FTE student enrolment:

		2020	2021	2022	2023	2024	2025
Secondary	Special, N.A.P. etc	7	11	12	12	12	12
	Year 7			128	112	104	143
	Year 8	114	134	140	127	113	103
	Year 9	154	117	145	136	125	113
	Year 10	158	157	119	121	117	117
	Year 11	149.6	161.25	149	87	112	102
	Year 12/12 plus	148.9	145.74	129.52	81	69	91
TOTAL		731.5	725.99	810.52	676	640	681
School Card percentage		34.3%		27.5%	41.7%	TBC	TBC
Aboriginal Enrolments		38	38	48	48	51	53
Tailored Learning Enrolments		81	76	83	70	83	91

Student enrolment trends

Enrolments in the Middle School show a decline in recent years; student retention in the Senior School is the greatest area of student decrease with destination data indicating a high level of students accessing apprenticeships or work prior to completion of Stage 2. 2024 again saw an increase in students gaining employment before

completing their SACE. Part of our catering for student needs involves alternative programs and higher than state average of students enrolled in VET courses.

Staffing numbers (as at February census)

- FTE teaching staff: 63.3
- The Leadership staffing component comprises a Principal, Deputy Principal, two Heads of School and 10 Coordinators. The leadership underwent a complete restructure in 2023.
- Teaching staff includes 15 Step 9 teachers, one Advanced Skills/HAT teachers and two Student Wellbeing Leaders.
- Non-teaching staff provide 1239 hours of support per week: SSOs (1096.75), GSE's (69), ASETO (30.75), a BSSO (bi-lingual support allocated on a term basis: 5).

Public transport access

The school is served by both department (country students) and city buses.

Special site arrangements

- Some students come to Mount Gambier High School for subject delivery in the Senior School and some of our students go to other sites within the town to receive curriculum delivery as a part of a secondary cluster arrangement.
- There is a secondary annex on site delivering an Intensive English Language Program (IELP) for new arrivals to Australia. The IELP is staffed by North Gambier Primary School.
- A Tailored Learning centre operates on site, supporting young people who may have difficulty remaining at school. The centre is managed by the FLO coordinator, staffed by mainstream teachers and four case managers (Youth Workers), with SSO support. Currently 80 young people are supported with a variety of community and school-based learning programs.

2. STUDENTS (and their welfare)

General characteristics

- Our students are drawn from the city of Mount Gambier and surrounding areas of long established farming communities, small hobby farms, rural townships and international students on exchange.
- There are eight feeder primary schools in our district, all of which are involved in a Year 6-7 Transition Program. The school operates as distinct year levels (7 to 12/13).
- A humanitarian settlement, comprising Karen families from refugee camps on the Thai border has been underway since 2008 and since 2010 there has been a resettlement of Congolese families in the region. 2019 saw the arrival of Yazidi refugees from northern Iraq. Mount Gambier North Primary School has gained status as the centre for an Intensive English Language Program. Close liaison exists between the schools for transition of secondary age students to Mount Gambier High School.

Student wellbeing programs

- Enhancing resiliency and student engagement are two themes which are a feature in both our curriculum and school culture. At the beginning of the school year and through term 1, homegroup teachers from years 7 to 9 deliver a Setting Up for Success program, to build a sense of connection to Mount Gambier High School, an understanding of or revisiting of the school's Code of Conduct 'CARE', and promoting our values of Learning, Belonging and Responsibility.

- In the Senior School, we focus on mentoring sessions that allow students to work on their study skills, as well as enhance organisation, planning, time management, note-taking, revision and memory retention strategies.
- Mount Gambier High School has a long-standing Peer Mentoring program through the Peer Support Leader Program. Year 9/10 students take up the opportunity to be mentors for year 7 students working across homegroup in semester 1, to facilitate getting to know you activities.
- Mount Gambier High School has a comprehensive Primary School Transition Program, offering a two day orientation for incoming year 7 students with additional activities for students with disabilities and our 'small schools'.
- Additional programs offered to support student wellbeing include; FLEX, What's the Buzz and Tumblin.

Student support offered

- Two Wellbeing Leaders, an Aboriginal Community Education Officer and five Youth Workers are available.
- A Peer Support program operates, with year 9/10 students accepting particular responsibility for the wellbeing of year 7 students. Students are trained to support the Year 6-7 Transition program.
- 'No Bullying' is explicit in the English and Health curriculum.
- A dedicated wellbeing space for identified students is provided on school grounds with access to specialist support, programs, breakfast club and food provision during the day.

Student management

- The school community operates within a clear Code of Conduct which is the basis for all relationships and student behaviour management in the school. It helps create the general ethos of 'CARE' for individuals in our community.

	<h2>COMMUNICATION</h2> <ul style="list-style-type: none"> • Speak to each other positively and politely • Listen to each other • Use appropriate audience skills • Support all lines of communication between school and family • Mobile phones to be off and not visible for the school day
	<h2>ACHIEVEMENT</h2> <ul style="list-style-type: none"> • Strive to achieve personal best in learning • Stay on task and work productively • Set goals and challenge ourselves • Act on feedback provided by the teacher • Cooperate with teachers and classmates • Actively participate in programs developed to support your individual learning needs
	<h2>RESPECT</h2> <ul style="list-style-type: none"> • Respect the rights of students to learn and teachers to teach • Acknowledge, respect and tolerate each other's differences and views • Cooperating with all reasonable requests from a staff member • Use respectful behaviour and language towards peers, all staff and visitors • Take an active part in creating and maintaining a tidy environment, and well cared for facilities • Respect and support the school's Uniform Policy • Be respectful of people's personal belongings and space
	<h2>EMPOWERMENT</h2> <ul style="list-style-type: none"> • Arrive on time to all lessons and be fully prepared for productive learning • Use grievance procedures for unresolved issues • Seek and give assistance • Resolve conflict with fairness and dignity • Not accept bullying, harassment or racism from or towards others • Be responsible for your own safety

Student Government

- The Student Representative Council (SRC) comprises elected members from the Middle School and self-nominated members from the Senior School). The School Captains are elected by the student body. The council has staff mentors and representation on a number of standing committees within the school. Authentic student voice is sought on all aspects of school development and has shaped major decisions on facilities, curriculum and school ethos.
- Scholarships are available in areas as diverse as academic support, building trades, woodwind, fitness, mathematics – graphic calculators, sport and tutoring. These scholarships are provided by the District Council of Grant, individuals, business and service groups.

3. KEY SCHOOL POLICIES





School Learning Plan



Mount Gambier High School

2025-2026 School Learning Plan (SLP)

Our purpose is to ensure every student leaves MGHS as a better version of themselves.

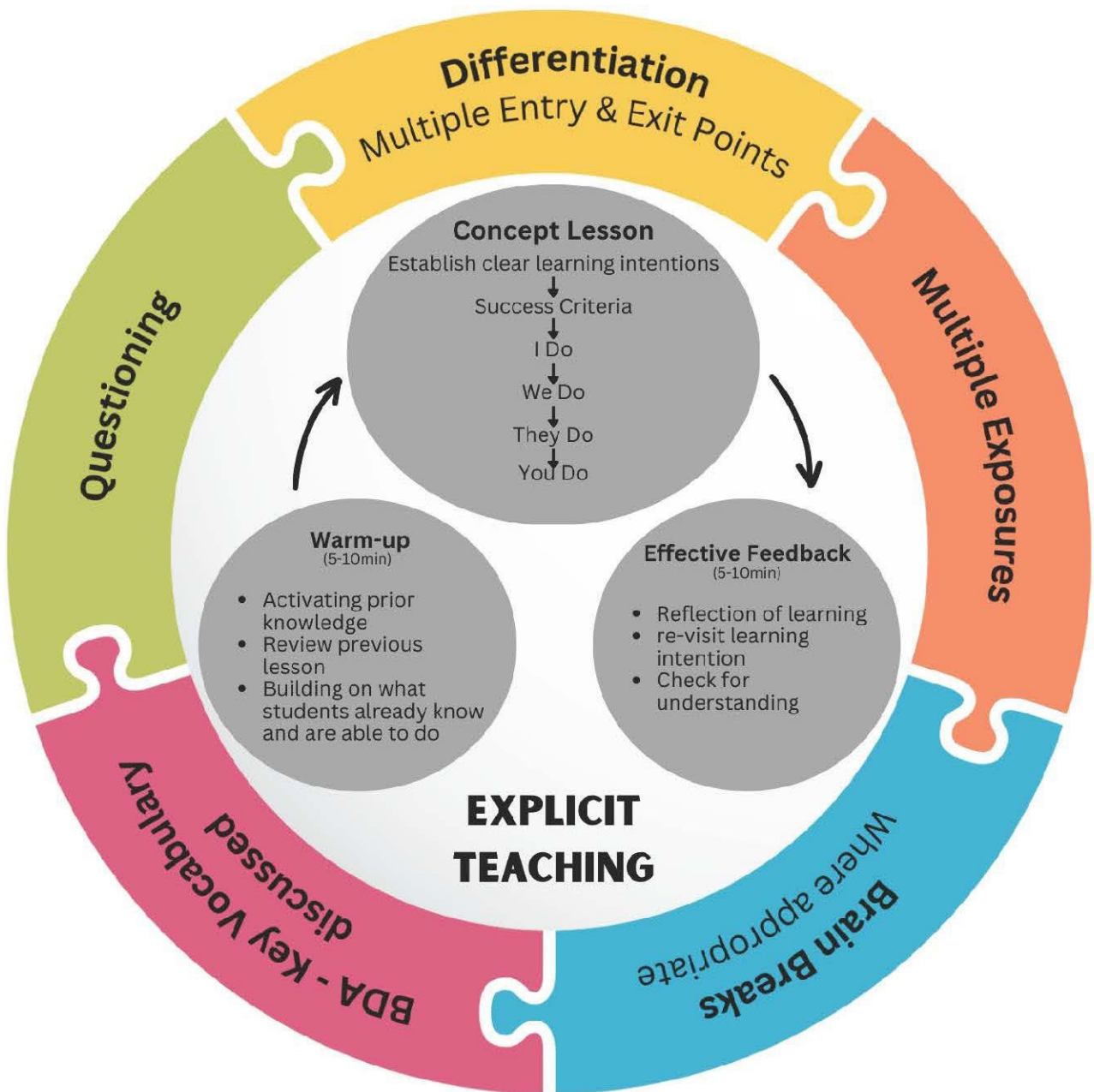
Our shared Challenges of Practice	Literacy: Consistently apply BDA reading strategies to increase the number of students reaching SEA in literacy testing.	 Make student success criteria, data and learning evidence accessible, visible to students and an active part of the learning cycle.
	Numeracy: Use targeted resources and student-centred problem-solving methods to retain and increase the number of students reaching SEA in numeracy testing.	 Develop, document, and promote a culture of high expectations for teaching and learning at the school.
		 Develop a whole school approach to differentiation to include stretch and challenge for students who are at or above standard.
		 Further refine the agreed whole-school pedagogical strategies to enhance the impact of teaching practice on learning and engagement.

We acknowledge High Impact Teaching and Wellbeing Strategies underpin student achievement and success.

Our Pedagogical Framework

All staff are expected to implement classroom practices that align with high impact strategies.

Our Pedagogical Framework



4. CURRICULUM

Subject offerings

- A comprehensive curriculum is offered in years 7 to 12. Students are able to access Italian and Japanese as their Language options. Classes are generally of mixed ability; 'extended' classes are conducted in Specialist Sports, Music, English and Maths.
- SACE Stage 1 prepares students for both academic career pathways and vocational education pathways. A comprehensive course counselling booklet is available on our website.

Open Access/Distance Education provision

Open Access can be applied for, for students who are unable to have their curriculum needs met on site.

Special needs

The Special Education Class is a learning space which facilitates development for all capabilities. The students each have individualised learning plans that are student focused, high interest, life skilled based and inclusive. The classroom is led by a specialised team including two teachers and a full time SSO. The teachers develop curriculum rich, goal focused lessons which enhance their skills in literacy, numeracy, science, history, health and entrepreneurial thinking at the appropriate level of understanding, whilst also providing them with skills essential to leading productive and fulfilling lives within the community.

Special curriculum features

- Special Sports Programs are a feature of our school and are available in years 9 to 11. Students can undertake the following as subjects: Athletics, Basketball, Football, Netball and Soccer.
- Students must apply to be involved in these programs, with students able to choose a maximum of two in one school year.
- Students in the Special Sports Programs have access to Level 1-3 coaches, with support from the state sporting bodies. Students engage with the wider community as umpires or officials at a range of events, including SAPSASA Football, Basketball and Netball, as well as a number of primary school sports days.
- The Basketball program incorporates a life skills program run through Xventure. The fully integrated program uses immersive classroom, practical and online-based activities that aims to equip young people with improved emotional intelligence, giving students important life skills for greater success and reduce growing levels of anxiety.
- The school boasts access to outstanding training facilities and equipment.
- Mount Gambier High School host the annual Lower South East SAPSASA Athletics Carnival on our site; our students undertake responsibilities as officials on the day as part of their Athletics program.
- Outdoor Education is offered at years 11 and 12, allowing students to pursue interests such as surfing, bushwalking, rock climbing, abseiling and lightweight camping.

Vocational Pathways (Flexible Industry Pathways)

Flexible Industry Pathways (FIP) is the new way Mount Gambier High School approaches the delivery of Vocational Pathways in our school. FIPs are designed to prepare students for the world of work as well as meeting industry and employer's needs.

Mount Gambier High School offers Flexible Industry Pathways in the following areas:

- Primary Industries and Agriculture
- Health and Community Services
- Tourism, Event Management, Hospitality and Cookery
- Automotive
- Building and Construction
- Engineering and Civil
- Education, Early Childhood and Child Care
- Information Technology
- Hair and Beauty

Mount Gambier High School is the host school for Hospitality, Health (Individual Support, Ageing and Disability), Automotive and Electrical.

The school offers the following Vocational Education and Training courses provided by registered RTOs:

- Certificate II in Construction Pathways
- Certificate II in Electrotechnology
- Certificate II in Plumbing
- Certificate III in Information Technology
- Certificate III in Early Childhood Education and Care
- Certificate III in Individual Support (Ageing)
- Certificate III in Individual Support (Disability)
- Certificate II Salon Assistant
- Certificate II in Hospitality
- Certificate II in Automotive
- Certificate II in Engineering Pathways
- Certificate II in Agriculture
- Certificate II in Animal Care

International Exchange programs

- Developing our international links has been a priority. Students have opportunities to participate in exchanges to and from:
 - Japan – Takarazuka Nishi Senior School in the Hyogo prefecture
 - Italy – Civadel, Convitto Nazionale “Paolo Diacono”

These programs were significantly disrupted due to the pandemic.

Student assessment procedures and reporting

- Subjects in years 7-11 are delivered as semester units.
- Reports are written each term; parent interviews follow the term 1 report.
- Progress checks on student achievement and level of participation occur regularly.

Joint programs

- Mount Gambier High School collaborates with other regional schools to allow students to access joint classes where numbers do not support their continuance in the individual sites.
- We are part of the cluster arrangement of South East schools that supports the delivery of a wide range of VET programs.
- Aboriginal students can enrol in the South Australian Aboriginal Sports Training Academy (SAASTA). SAASTA is a unique sporting and educational program that provides Aboriginal and Torres Strait Islander high school students with the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment and healthy living. SAASTA targets senior secondary students who are studying the South Australian Certificate of Education (SACE) and brings together students from across the Limestone Coast.

5. SPORTING ACTIVITIES

- Mount Gambier High School offers a wide range of sporting activities for students. Participation is encouraged through a traditional four house system with competitions in swimming and athletics.
- The school actively supports the School Sport SA (SSSA) – South East Zone Interschool competitions as well a wide variety of Statewide sports. Students will compete in the B1 division of the 2024 School Sport SA Championships in Track and Field Athletics.
- There is strong participation in SSSA Statewide sporting competitions.
- An athletics facility consisting of synthetic run-ups for all jumping events and a purpose built discus/hammer throwing cage constructed on site is used by schools and local athletics groups.
- Mount Gambier High School has a tradition dating from 1947 of a sporting exchange with Berri Regional Secondary College (previously Glossop High School); it is the longest continuous school exchange in Australia. 2024 marks the 78th Exchange.

6. OTHER CO-CURRICULAR ACTIVITIES

- Mount Gambier High School actively participates in public speaking and debating, with a proud history of achievement at state and national levels in Rostrum Voice of Youth.
- Uni SA connect the STEM Innovation Experience (STEMIE) and STEM girls program, and have been successful additions to our student offerings, with Mount Gambier High School becoming the National STEMIE winner for the past two years.
- The school is active in mathematics competitions, MASA Quiz nights, the Science and Engineering Challenge and a wide range of interest activities.
- First Tech Challenge – Team robotics and engineering challenge.

7. STAFF (and their welfare)

Staff Profile

- Mount Gambier High School is privileged to have a highly skilled, hard-working and professional team of teaching and support staff.
- Each faculty is supported by teachers with a range of complementary skills and abilities that ensure positive learning outcomes for students. Further to this, the school has outstanding Support Staff who play a vital role in supporting programs and teachers. Many staff have enjoyed the lifestyle of the town, their teaching at the school and have chosen to extend their tenure. Wellbeing is a major focus for all at our site.

Leadership Structure

The school has a Senior Leadership team consisting of Principal, Deputy Principal, two Heads of School, Business Manager and 10 B1/B2 Coordinators.

Staff support systems

- An induction program has been developed to assist new staff; a mentor or buddy system is an essential part of the process.
- Teacher observation is a vehicle for professional growth based on the assumption that 'improvement in teaching is a collective rather than individual experience, and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve'. (Rosenholtz).
- Middle and Senior School Management Teams (MST, SESMAT) are responsible for coordination and initiatives across years 7 to 9, 10 to 12, under the leadership of the Heads of School. Year Level Learning and Engagement Leaders provide support to allocated year levels in organisational matters, student and staff wellbeing.
- DAYMAP is the electronic learner management system which allows staff to monitor student attendance, provide online course information and communicate with parents through a SMS messaging system. Assessment and reporting processes are also linked to this system.
- Early Career Teachers are mentored by experienced teachers and are provided with numerous opportunities for their professional development.

Performance Management

- The staff has adopted a collegial approach and support program for all staff with a focus on regular discussion and feedback in terms of negotiated goals. Our processes empower each staff member to develop as a professional as they devise a Performance Development Plan (in line with the Australian Professional Standards for Teachers) which the school supports and resources.
- Line managers meet regularly with the four to six staff for whom they take direct responsibility. Gaining regularly structured feedback from students is a feature of the process for teachers.
- Clear role statements for a number of positions – Homegroup Teachers, Learning and Engagement Leaders, Coordinators and all support staff, have been developed to ensure clarity of responsibility.
- Support staff function as a multi-skilled, optimistic and highly productive team. Several offer classroom support for identified students.
- Access to special staff: We hire specialist HPI staff in sports and Music Tuition and have included Artists in Residence in Art/Design/Multi-media and Dance classes.
- Professional Learning Communities (PLC) play a central role in staff driven professional development and reflection. This approach is embedded in the 'Learning Sprints' approach and includes an expectation that peer observation and feedback is a tool to support best practice classroom management and learning programs.

8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

- Complexity placement point: 1.5
- Isolation placement points: 4.5
- Shorter terms: No
- Travelling time: No
- Housing assistance: A range of Government and private rental accommodation is available
- Cash in lieu of removal allowance: Teachers are able to claim this allowance
- Additional increment allowance: No
- Designated schools benefits: No
- Aboriginal/Anangu schools: No
- Medical and dental treatment expenses: Staff are eligible for reimbursement of certain fees incurred when obtaining medical or dental assistance under Non Metro Award.
- Locality allowances: Mount Gambier High School does attract an additional Location allowance, although this is minimal.
- Relocation assistance: Yes

9. SCHOOL FACILITIES

Buildings and grounds

- Mount Gambier High School has seen significant improvements in both buildings and grounds in recent years, the most recent being the construction of two new buildings (to accommodate our year 7 cohort and enable the removal of three transportable buildings), upgrade to six science laboratories and construction of a cafe area to complement our existing canteen service. These works were funded through the State Government's Capital Works.
- The Garry Costello Centre for Creative Arts is an architecturally designed complex which includes four visual arts classrooms, one computer suite, ceramics area complete with kiln and a Performing Arts Theatre which can seat 144 people, and also doubles as practical space for our Dance classes.
- The multi-purpose hall doubles as an indoor cricket area with special flooring and nets installed.
- Grounds developments include full-size football oval and a fully paved quadrangle (with chessboard, handball courts and half basketball court), courts for tennis and netball, a hitting wall, amphitheatre, extensive shelters and a specialist athletics facility equal to AIS standard.

Heating and cooling

All classrooms and office spaces have heating and cooling.

Specialist facilities and equipment

- Innovations include a professional standard digital recording studio, a multi-media suite and an Automotive Skills Centre.
- Other facilities include: gymnasium, weights room, music and drama suites, science laboratories, and technical studies workshops including woodwork, photography, plastics, metalwork and STEM spaces.

- A fully equipped commercial grade kitchen is available for students studying Food and Hospitality at Certificate II level.
- Our recently refurbished Collaborative Learning Centre (CLC) is a renovated resource centre/library which now houses a conference room (complete with green screen), meeting 'bubbles', break out spaces, booths and a STEM classroom.

Student Facilities

- Café
- Study floor for Senior School students
- Murapena room provided as a centre for ATSI students
- Multiple staff and student car parks
- Student Office support for timetables/sick room/first aid
- Student Representative Council
- Access to two Student Wellbeing Leaders and five Youth Workers
- ICT allocation and support of student laptop/device

Staff Facilities

- Café
- Large modern staff room
- Outdoor patio area
- Staff offices (group facility based on curriculum areas) complete with access to telephones 1:2
- ICT allocation and support of staff laptop/device

Access for students and staff with disabilities

- Ramps are installed enabling access to all buildings. A lift provides access to the upstairs floor of the Carthew and Science buildings. Disabled toilet facilities are available for all staff and students.
- Access to bus transport
- Mount Gambier High School has two school-owned buses: a 25 seater and a 12 seater, which are used for excursions.
- The school is serviced by Department for Education school buses (rural students) and the City of Mount Gambier bus service (city students).

10. SCHOOL OPERATIONS

Decision making structures

Mount Gambier High School is committed to a collaborative decision making process in which all staff, students and parents are actively involved in policy development and approval. The decision making process is documented and reviewed regularly in our Decision Making Guidelines. Governing Council sub-committees are Canteen, Finance Advisory, Facilities, Uniform, and Parent Participation and Fundraising.

Regular Publications

- Daily staff and student bulletins are a key element of our communications. Individuals and faculties have access to Daymap to maintain the school calendar of events and post announcements.
- A newsletter is published three times per term, promoting achievements and school community activities and events. It is also available by email.
- Staff handbooks, Course Counselling books and information brochures are published annually. Copies of

informational brochures are distributed to feeder primary schools.

- An annual school magazine is produced.
- The school website www.mghs.sa.edu.au and social media pages (Facebook and Instagram) share regular information and news from the school.

School financial position

The school is in a sound financial position and has a very active Finance Advisory Committee.

Special funding

The school actively and successfully pursues Government and non-Government funding to resource its priorities. The school receives Rural and Isolated and Better Schools funding, but also has an established philosophy of self-help (fundraising and grant applications), which has allowed for much more extensive and imaginative development than would otherwise have been possible.

11. LOCAL COMMUNITY

General characteristics

Mount Gambier is located 450kms south east of Adelaide with a population of approximately 30,000. Mount Gambier is strategically close to the southern coast and western Victoria. Within the city the major employment sectors are retail, health care and social assistance, manufacturing, education and training. Major employment in the Limestone Coast is related to forestry as well as farming and fishing; with subsequent development of transport and engineering industries. There is a wine region and tourist industry within 50kms.

Parent and community involvement

The Governing Council consists of elected representatives of parents, community members, staff and students who meet twice a term. The school gains major support from local business and industry in the form of donations of cash, labour, materials and expertise.

Feeder or destination schools

There are 8 feeder schools in the area connected to Mount Gambier High School

Other local care and educational facilities

- The City of Mount Gambier has 10 Child Care Facilities, one other department Secondary School, one R-12 Catholic College and one R-12 Lutheran College. There are 16 primary schools which are feeder schools to the two public high schools.
- TAFE SA, Mount Gambier Campus offers a range of courses.
- Flinders University and Uni SA both have campuses at the Educational Precinct.

Commercial/industrial and shopping facilities

Mount Gambier has excellent shopping facilities, with major supermarket chains and shopping centres open 7 days a week.

Other local facilities

- The city has a hospital and a range of medical services including resident and visiting specialists.
- Most church denominations are represented in the city.
- Mount Gambier has two excellent golf courses and offers a wide range of sporting and recreational facilities. There are a range of coffee shops and restaurants, cinemas and an outstanding performance theatre.
- Further details about Mount Gambier and surrounding areas can be found at www.mountgambier.sa.gov.au.

Availability of staff housing

There is a range of Government Employee Housing and private rental accommodation in the city.

Accessibility

A regular bus and air (1 hour flight) service operates daily and car travel from Adelaide or Melbourne takes approximately 5 hours. There are two routes to Adelaide, one along the coast through the Coorong and the other inland through Keith.

Local Government bodies

City of Mount Gambier – phone: 08 8721 2555

District Council of Grant – phone: 08 8721 0444

A range of complementary information and publications describing the local area are available from the Lady Nelson Visitor and Discovery Centre.

Phone: 08 8724 9750 or 1800 087 187