



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 2025:

		2021	2022	2023	2024	2025	2026
Secondary	Special, N.A.P. etc	11	12	12	12	12	12
	Year 7		128	112	104	143	115
	Year 8	134	140	127	113	103	136
	Year 9	117	145	136	125	113	99
	Year 10	157	119	121	117	117	111
	Year 11	161.25	149	87	112	102	111
	Year 12/12 plus	145.74	129.52	81	69	91	76
TOTAL		725.99	810.52	676	640	681	660
School Card percentage			27.5%	41.7%	TBC	TBC	TBC
Aboriginal Enrolments		38	48	48	51	53	58
Tailored Learning Enrolments		76	83	70	83	91	78

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. 2025 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: 54.3
- The Leadership staffing component comprises a Principal, Deputy Principal, two Heads of School and 12 B1/2 Coordinators. The leadership underwent a complete restructure in 2024.
- 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 Tailored Learning leader, staffed by mainstream teachers and three case managers (Youth Workers), with SSO support. Currently 78 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

- 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 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, a Youth Work Manager and five Youth Workers are available across both mainstream and Tailored learning.
- '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.
- Students with identified disabilities are supported through the strategic allocation of Inclusive Education Support Program (IESP) funds together with quality differentiated practice.

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.

	<h3>COMMUNICATION</h3> <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
	<h3>ACHIEVEMENT</h3> <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
	<h3>RESPECT</h3> <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
	<h3>EMPOWERMENT</h3> <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.

 PEDAGOGICAL FRAMEWORK TEACHING FOR IMPACT		<small>Supporting documents located in MS Teams > MGHS Staff > General > Pedagogical Framework – Teaching for Impact</small>	
VISION FOR LEARNING	At Mount Gambier High School we are equipping our students with the skills to be lifelong learners and active global citizens. We do this through the promotion of a culture of achievement that exists in a respectful and rigorous learning environment. We teach our students to consider and strive for the end goal <i>"Nihil Absque Labore."</i>		
OUR VALUES	LEARNING Pursuing excellence in every action and interaction.	BELONGING Individually we are unique but together we are strong.	RESPONSIBILITY We own our attitude. We are adaptable and responsible for our actions.
At Mount Gambier High School, we will:			
PLAN <ul style="list-style-type: none"> • Create safe environments • Foster student confidence and challenge • Partner with families, community and specialised services • Celebrate diversity and strengths • Analyse student data collaboratively • Differentiate learning including stretch and challenge • Support diverse learners through curriculum accessibility • Sequence lessons in structured steps • Align programs with school priorities • Apply key learning theories • Define clear learning outcomes 	TEACH <ul style="list-style-type: none"> • Set high expectations • Build upon student strengths • Foster positive behaviour • Encourage student voice and agency • Use culturally responsive practices • Activate prior knowledge • Explicitly communicate learning intentions and success criteria • Scaffold learning • Gradually release responsibility • Check for understanding • Provide discussion opportunities • Differentiate to meet student needs • Provide explicit feedback • Encourage collaboration & self-reflection • Empower creative and critical thinking 	ASSESS <ul style="list-style-type: none"> • Design formative, summative and self-assessment tasks • Ensure assessments are fair and reliable with multi-modal opportunities • Use explicit criteria for performance • Provide timely, meaningful feedback • Reflect on student outcomes to improve teaching • Make informed, professional judgements for reporting • Teach students to interpret assessment information • Moderate student achievement using evidence against rubrics • Demonstrate reflective practice in assessment 	

 PEDAGOGICAL FRAMEWORK TEACHING FOR IMPACT		<small>Supporting documents located in MS Teams > MGHS Staff > General > Pedagogical Framework – Teaching for Impact</small>		
PLAN	Effective teachers place students firmly at the centre of quality teaching and learning. <ul style="list-style-type: none"> • plan to create a culturally responsive, safe, inclusive, and supportive learning environment • build a classroom culture where students feel confident and challenged and are able to take risks in their learning • partner with parents/carers, community and specialised services in shared approaches to teaching and learning • respect and celebrate student diversity and personal strengths • independently and collaboratively analyse student data • cater for individual learning needs through differentiated learning and a tiered approach 	<ul style="list-style-type: none"> • respond to the needs of culturally and linguistically diverse learners • develop lessons that are structured and sequenced appropriately in small steps • design programs consistent with whole-school approaches and priorities • plan content with an awareness and practical understanding of major learning theories e.g. Cognitive Load Theory • clearly understand what students should know and do at the end of the learning sequence 		
TEACH	ENGAGE Effective teachers focus on creating the preconditions for positive learning. <ul style="list-style-type: none"> • clearly communicate a positive culture of high expectations for the achievement of all students • identify and integrate student strengths, interests, abilities and experiences • create a child safe environment where students develop a positive identity with learning and school • have visible systems to promote positive behaviour, classroom management and restorative approaches • provide opportunities for student agency and voice • use culturally responsive pedagogies that build on the strengths of Aboriginal students • use strong relational skills to build positive connections with students, families and the community 	INSTRUCT Effective teachers differentiate to ensure students understanding content and expected learning. <ul style="list-style-type: none"> • clearly communicate learning intentions and success criteria • activate students' prior knowledge • provide opportunities to review previous learning • explicitly teach concepts, ideas, skills and strategies for learning • demonstrate to students the steps required to understand new content and skills • use scaffolds and frameworks to support learning • implement a gradual release of responsibility • use questioning to enable frequent checks for understanding, opportunities for discussion and to extend student learning 	PRACTISE Effective teachers enable students to consolidate the content and skills. <ul style="list-style-type: none"> • foster opportunities for students to develop personal and social capability • provide opportunities and time for students to achieve mastery of content, skills and concepts • utilise multiple methods of learning to review, practise and consolidate skills and processes • provide students with explicit feedback to scaffold and plan the next steps in their learning • employ metacognitive strategies that enable students to understand themselves as learners • give students the opportunity to review, reflect and set goals for future learning 	APPLY Effective teachers enable students to apply their knowledge and skills. <ul style="list-style-type: none"> • empower student agency and voice to build self efficacy and autonomy, and to be partners in their learning-eficacy and autonomy, and to be partners in their learning • develop students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning • use problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative and innovative thinkers • equip students with work capabilities • expertly select and apply technologies to maximise every student's learning and progress • support students to transfer their learning to new and original contexts and communicate their knowledge and understanding
ASSESS	Effective teachers assess student learning and teacher impact. <ul style="list-style-type: none"> • design assessments for learning (diagnostic and formative), of learning (summative) and as learning (self assessment)-assessment) • design assessments that are educative, fair and reliable • design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students • assess student performance using explicit criteria • provide meaningful and timely feedback to students 	<ul style="list-style-type: none"> • reflect on student outcomes to monitor impact • make professional judgements about student learning to accurately report against the relevant achievement standards • teach students how to interpret information from assessments • moderate student achievement and progress with colleagues within and across schools, using data and other evidence • demonstrate self-awareness and problem solving capabilities through self reflective practices-solving capabilities through self-reflective practices 		

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.

Pathways (Vocational Education and Training)

At Mount Gambier High School, we are committed to providing all students with access to a broad range of pathway opportunities that support them to explore their interests and plan for their future.

Our Pathways program is designed to expose students to a variety of industries while developing the skills, knowledge and confidence needed to become highly employable and capable members of the workforce and community. Through these experiences, students are supported to make informed decisions about their post-school pathways.

Pathway opportunities are available for students across all year levels (Years 7–12), with targeted pathway development embedded within the Year 10 program. Students benefit from increased industry exposure, the development of work readiness skills, and support to identify clear and meaningful future directions.

Mount Gambier High School works in partnership with the Limestone Coast Technical College, TAFE SA, and a range of other Registered Training Organisations (RTOs) to deliver high-quality Vocational Education and Training (VET) programs. These programs are delivered off-site and provide students with access to industry-standard facilities and expertise.

Students may engage in a variety of pathway options, including VET courses, school-based apprenticeships and traineeships, and opportunities that support transition into further training, employment, or other post-school pathways.

Students at Mount Gambier High School are currently engaging in a wide range of VET courses across multiple industries. Examples include qualifications in Construction, Electrotechnology, Early Childhood Education and Care, Individual Support, and Automotive. A broader range of courses is available, and offerings may vary from year to year. Families and students are encouraged to contact the Pathways team for up-to-date information about available programs and opportunities.

Through our Pathways approach, we aim to empower students to build confidence, develop practical skills, and pursue futures that align with their strengths, interests and aspirations.

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 and relationships were significantly disrupted due to the pandemic.

A number of students travelled to Japan last year and as a site we are committed to expanding our overseas experiences for our students.

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 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. 2026 marks the 80th 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 Learning Area 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
- Marapina room provided as a centre for Aboriginal and Torres Strait Islander 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 have a Finance Advisory sub-committee.

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 primary 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.
- Mount Gambier also has one of 5 technical colleges in the state. The technical colleges support students in years 10-12 to complete their SACE while undertaking vocational education training (VET) in specialist state-of-the-art facilities.

Commercial/industrial and shopping facilities

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