Loxton High School is well known for the academic success of its students. Many past scholars have progressed to highly regarded academic, vocational and professional careers. Many of our students continue their studies at university as a result of high levels of achievement in their SACE studies.

**Vision**
Loxton High School is a school:
- A strong school culture, achieved by the consistent application of school values and a high level of wellbeing.
- Curriculum and learning that is differentiated to meet individual needs so students are equipped with skills for successful achievement and to excel in the workplace.
- A focus on critical and creative thinking, literacy, numeracy and problem solving, enhanced by the use of information and digital technologies.
- An inquiry based approach to learning that connects across subject areas and with the community.

**Core Values**
Students at Loxton High School receive a strong values-based education. The school’s five Core Values of Respect, Trust, Optimism, Commitment and Support underpin all aspects of school life and the positive culture that pervades the school.

**Code of Practice**
All members of the school community have a responsibility to:
- Treat everyone with respect.
- Act honestly, in good faith and in everyone’s best interest.
- Value whole school activities and support and promote these events.
- Contribute to the implementation of the school’s Site Improvement Plan.
- Look for the positives in people and value suggestions.
- Accompany constructive criticism with constructive solutions.
- Plan for quality learning and ensure that it is within DFE frameworks.
- Care for and maximise all resources: physical, human, financial and learning.
- Enact school and DFE policies and guidelines.
- Continually expand skills and knowledge in order to achieve their full potential.
- Contribute to developing and sustaining a productive teaching and learning environment that rewards and acknowledges success.
- Sustain and further develop links with the wider community.
- Promote our school.
- Maintain a school environment that is safe, orderly and harassment free.
- Wear attire and act in a manner which reflects school and community expectations.
- Work together harmoniously and collaboratively to achieve shared goals.
- Be punctual and meet all deadlines.
- Ensure people are warmly welcomed.
- Maintain a focus on continuous improvement.
1. GENERAL INFORMATION

School Name: Loxton High School
School No: 0895
Principal: Mr David Garrett
Postal Address: PO Box 446 Loxton 5333

Location Address: 1889 Bookpurnong Road Loxton 5333
District: Riverland
Distance from GPO: 250 kms
Phone No: 08 8584 7339
Fax No: 08 8584 7765
School e-mail address: dl.0895.info@schools.sa.edu.au
School website address: www.loxtonhs.sa.edu.au

<table>
<thead>
<tr>
<th>FEBRUARY FTE ENROLMENT</th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>112</td>
<td>106</td>
<td>108</td>
</tr>
<tr>
<td>Year 9</td>
<td>99</td>
<td>108</td>
<td>104</td>
</tr>
<tr>
<td>Year 10</td>
<td>108</td>
<td>99</td>
<td>121</td>
</tr>
<tr>
<td>Year 11</td>
<td>96</td>
<td>120</td>
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</tr>
<tr>
<td>Year 12</td>
<td>112</td>
<td>94</td>
<td>108</td>
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<tr>
<td>Year 12 plus</td>
<td>14</td>
<td>10</td>
<td>9.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>541</td>
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FEBRUARY TOTAL FTE ENROLMENT 2019

<table>
<thead>
<tr>
<th></th>
<th>Male FTE</th>
<th>Female FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male FTE</td>
<td>274</td>
<td>50.65%</td>
</tr>
<tr>
<td>Female FTE</td>
<td>267</td>
<td>49.35%</td>
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</table>

School Card Approvals

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NESB Total</td>
<td>15</td>
</tr>
<tr>
<td>Aboriginal FTE Enrolment</td>
<td>18</td>
</tr>
</tbody>
</table>

EXECUTIVE STAFF

Director of Systems and Senior School  Ms Leanne Priest
Director of Teaching and Learning  Mrs Tara Deren
Senior Leader Middle School, programs, Culture and Support  Ms Sheree Arnold

STAFFING NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
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<td>ESL</td>
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<td>Principal</td>
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<td>1.00</td>
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<td>Directors</td>
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<td>2.00</td>
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<tr>
<td>Senior Leader</td>
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<tr>
<td>Coordinators</td>
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<td>3.00</td>
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Total Number of Teaching Staff  36.50

Ancillary

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>SSO</td>
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<tr>
<td>Agriculture</td>
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<tr>
<td>Total Entitlement</td>
<td>405.00 hours</td>
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</tbody>
</table>

Profile

Principal (male)
Director of Systems and Senior School (female)
Director of Teaching and Learning (female)
Senior Leader Middle School, Programs, Culture and Support (female)
Co-ordinators (3 female, 4 male)
Pastoral Care Worker (female)
Enrolment trends
Enrolments are currently steady.

Special arrangements
The school works closely with its feeder primary schools particularly in relation to Middle Schooling, Transition arrangements and Professional Learning activities. There are strong connections in relation to Vocational Education Training (VET) between the Riverland High Schools through and the Trade School for the Future.

Year of opening
The school was opened as Loxton Area High School in 1959 and in 1963 the word ‘Area’ was dropped from the school name. The school celebrated its fiftieth year in 2009.

Public transport access
Loxton is approximately 250 kilometres from the GPO and is serviced by a bus run to Adelaide.
Monday to Friday leave Loxton at 7.45am and arrive in Adelaide at 11:30am.
Sunday leave Loxton at 4.15pm and arrive in Adelaide at 8.00pm.
The School is 1.6 kilometres north of the town with most staff travelling by car to the school each day. Students either walk or take buses, drive or are driven to school.
There are 11 contract school buses for students living within the DFE bus areas. There are also privately run buses coming from Berri, Barmera and Renmark each day.

2. STUDENTS (AND THEIR WELFARE)

General characteristics
Loxton High School, as a country High School, consists of many students whose families are involved in either broad-acre agriculture or horticulture. Other students come from families who are involved in the professional and service sectors. The school is very well supported by families and the community in general.

(Pastoral) Care programs
The school operates a comprehensive Home Group program of 200 minutes a week for Year 8 to 10 students and 100 minutes for Year 11 and 12 students.
Three themes run through the Pastoral Care Program:
- Managing Well Being
- Managing Learning
- Life and Career Education

Outcome Statements
Year 8: By the end of Year 8 students will have: completed a successful transition to high school; will have strengthened their self-esteem and self-awareness; and will have goals in place for further success in Year 9.
Year 9: Through a strong focus on personal development, health, fitness and self-management, students will be better prepared to deal with both school and lifestyle issues in the future.

Year 10: On completing the Year 10 Home Group program, students will have studied and achieved a C grade or higher in the Personal Learning Plan (PLP), a compulsory subject which earns students 10 credits towards their South Australian Certificate of Education (SACE). Through the PLP students will have identified personal and learning goals and worked on strategies to achieve them. They will have identified and researched possible employment or career paths and successfully completed work placement. They will have taken part in a mock interview and reflected on the progress made toward achieving their goals. They will have also made informed choices in selecting subjects for years 11 and 12, and developed personal skills to support self-management in Senior School.

Year 11: On completing the Year 11 Home Class program, students will have developed their understanding of work and gained work seeking skills. They will have a plan in place to complete South Australian Certificate of Education or access work or further study options.

Year 12: By the end of Year 12, students will be prepared for the transition to life beyond High School. They will have developed independence and the ability to take a positive role in society.

Support offered
The school has two Student Wellbeing teachers (one male and one female) and a School Pastoral Care Worker.

The comprehensive Home Group program and the relationships between Home Group teachers and their students significantly enhances the support and care for students.

Student management
The Student Behaviour Learning Policy supports staff in providing a safe, productive, positive and orderly working environment.

The school regards student behaviour as an educative process with a focus on restorative principles and practices. The Student Behaviour Learning Policy has been developed in consultation with parents and students and is supportive of DFE guidelines. School Leadership teams have overall responsibility for managing student behaviour and follow procedures that include consultation and communication with relevant staff, students and parents, reporting of incidents and appropriate follow-up where necessary. A range of responses to inappropriate behaviour may be used and include: behaviour change plans, conferencing, notices of concern, withdrawal, suspension and exclusion.

A dedicated Student Services team assists students with their individual health and welfare concerns, course and career counselling and specific study needs.

Student government
Students are represented by two elected student bodies, the School Prefects (Year 11 and 12) and the Student Representative Council (Year 8, 9 and 10). There is liaison between the two groups. Student representatives serve on Governing Council and various other decision-making bodies in the school. They organise whole school assemblies, fundraising activities and special school activities.
Special programmes

Volleyball is a major focus within the school with teams competing in the annual Australian Schools National Volleyball Competition annually.

Duke of Edinburgh is a Year 9 focus on building leadership capacity and community involvement.

Pedal Prix is the focus of the Technology program. When possible this is the focus of Year 10 Technology Studies class although students from other year levels are able to join the program.

Adelaide Show : Led Steer Competition

Learning Area based competitions
ICAS Science Competition
ICAS English Competition
ICAS Mathematics Competition
Science and Engineering Challenge
Geography Competition
RACI Chemical Quiz
RACI Chemical Analysis Competition
MASA Quiz night
Australian English Competition
Australian Mathematics Competition

Public Speaking Competitions
Loxton High School Public Speaking
Rostrum – Voice of Youth
Plain English Speaking Competition
Interschool Debating Competition
Legacy Public Speaking Competition
3. SITE IMPROVEMENT PLAN
The Site Improvement Plan is attached as a separate document.

Learner Wellbeing

Focus on Bullying A whole school Bullying Action Plan has been implemented. Included within this plan is the twice annual survey of students in relation to their safety and wellbeing. Students identified as bullies undergo extensive counselling and re-education.

Child Protection Curriculum This curriculum has been implemented throughout Years 8 to 12 through both the Health (HPE) and the Home Group Programs.

4. CURRICULUM
The school has a very strong academic focus with approximately sixty percent (twice the state average) of students choosing to study at university following Year 12. Of Year 12 students who gain an ATAR greater than 90% go to University.

Middle School Curriculum

Home Groups in Year 8 and 9 have 22 to 25 students. Home Group Teachers form close relationships with their students and are the first point of call for students and parents to discuss academic, emotional and social wellbeing. Year 8 to 10 students have two dedicated Home Group lessons per week with a focus upon developing foundation skills for learning including: organisation, getting along with others, confidence, perseverance and resilience. Year 8 and 9 Home Group Teachers also teach their Home Group for one of their curriculum subjects, strengthening the relationship between teacher and student.

The Middle School curriculum is closely aligned to the Australian Curriculum. The aim is to provide a broad and balanced range of learning experiences. This provides an opportunity for students to develop their interest and passion for pursuing specific subject choices in their senior years. In Year 8, students study a common curriculum. Year 9 students have a mix of common curriculum and elective choices. A real strength of the Middle School program is the development of close knit learning communities that are created by keeping Home Groups together for their common curriculum.

Student leadership development opportunities are provided through a vibrant and active Student Representative Council with membership from Years 8, 9 and 10.

Loxton High School prides itself on the many and varied extra-curricular activities offered to enhance student learning and personal development. These include but are not limited to, concert band, instrumental music tuition, musical, choir, subject academic competitions of which public speaking is a highlight, maths quiz night, knock out sport, volleyball and Pedal Prix programs and the Duke of Edinburgh Award.

Transition

Starting secondary school is an important stage in every child’s education. At Loxton High School we are committed to making the transition from primary to secondary schooling a positive and enjoyable experience.

We liaise closely with our local primary schools to ensure a smooth transition program. These schools include Department for Education and Child Development (DFE) sites including Loxton, Loxton North, Moorook and Kingston-on-Murray Primary Schools, as well as St. Albert’s Catholic Primary and Loxton Lutheran Primary Schools in Loxton.
receive their Loxton High School enrolment form and information about our transition program through their Year 7 Teacher. Students from other primary schools are also welcome to enrol at Loxton High. Parents are requested to contact Loxton High School and we then communicate enrolment and transition information directly with you to ensure a smooth transition for your child. School tours may be arranged by appointment to assist in deciding upon the high school of choice.

Key elements of the transition program are:

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Enrolment forms are distributed and returned by the end of the term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td>Year 8 students visit primary schools to talk to Year 7 students about their transition experience.</td>
</tr>
</tbody>
</table>
| Term 4 | - Orientation Day at Loxton High School for Year 7 students  
- Lesson Day at Loxton High School for Year 7 students  
- Year 7/8 Social hosted by the Student Representative Council in conjunction with a Parent Information Evening, including a school tour. |

We look forward to the opportunity of providing children with a supportive transition program and to supporting children’s secondary education through Years 8 to 12.

**Enrolment**

Loxton High School educates students from Years 8 to 12 and has a total enrolment of approximately 541 students. Students may be enrolled through the transition program into Year 8. These students commence their education at Loxton High School at the beginning of the school year.

Parents wishing to enrol their children into Loxton High School in other Year Levels are requested to contact the school and book an enrolment appointment. This appointment provides an opportunity for parents and their children to learn about the school values and expectations of students at Loxton High, the subjects and learning opportunities available and to see Loxton High in action.

Sometimes it is necessary for students to be enrolled at other times throughout the school year. For students who have relocated into the Loxton area, with Loxton being their closest DFE school, we will commence the enrolment immediately to maintain continuity of education. When a student is enrolled at another DFE school in our region and wishes to transfer their enrolment to Loxton High School, we will work closely with the family and current school of enrolment to ensure a transfer is in the best interest of the student’s education.

**SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION**

The SACE involves a pattern of requirements at Year 11 and Year 12, compulsory studies and assessments, a certificate of completion of secondary education and higher education entrance requirements (ATAR).
The SACE has been developed as an integrated, two-year pattern of studies. The certificate is awarded for the successful completion of a set of requirements. These requirements cover studies at two levels, Stage 1 and Stage 2, which students most commonly take and complete in Years 11 and 12 respectively. Subjects offered within the SACE program at Loxton High School include:

**STAGE 1**

<table>
<thead>
<tr>
<th>Stage 1 Subjects</th>
<th>Stage 1 Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Mathematics Methods</td>
</tr>
<tr>
<td>Biology</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Business Innovation</td>
<td>Music (various)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Child Studies</td>
<td>Office Administration</td>
</tr>
<tr>
<td>Computer Aided Design &amp; Drawing (CADD)</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Personal Learning Plan</td>
</tr>
<tr>
<td>Drama</td>
<td>Positive Psychology Education &amp; Peer Support</td>
</tr>
<tr>
<td>English</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Essential English</td>
<td>Physics</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>Applied Physics</td>
</tr>
<tr>
<td>Furniture Construction</td>
<td>Scientific Studies</td>
</tr>
<tr>
<td>Geography</td>
<td>Sports Studies</td>
</tr>
<tr>
<td>German Continuers</td>
<td>Visual Arts - Art</td>
</tr>
<tr>
<td>History</td>
<td>Visual Arts - Design</td>
</tr>
<tr>
<td>Independent Living</td>
<td>Visual Arts - Digital Design</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Welding and Fabrication - Metal</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

A Vocational Education and Training pathway is offered to students. These students gain dual accreditation (ie SACE and Certificate Level) and undertake significant blocks of work placement throughout the year.

**STAGE 2**

<table>
<thead>
<tr>
<th>Stage 2 Subjects</th>
<th>Stage 2 Subjects</th>
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</thead>
<tbody>
<tr>
<td>Agricultural Production</td>
<td>Essential Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Modern History</td>
</tr>
<tr>
<td>Child Studies</td>
<td>Music (various)</td>
</tr>
<tr>
<td>Community Studies* by negotiation only</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Physical Education</td>
</tr>
<tr>
<td>English</td>
<td>Physics</td>
</tr>
<tr>
<td>Essential English</td>
<td>Research Project - 10 credits</td>
</tr>
<tr>
<td>English: Literary Studies</td>
<td>Sports Studies</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>Visual Arts - Art</td>
</tr>
<tr>
<td>Furniture Construction - Wood</td>
<td>Visual Arts - Design</td>
</tr>
<tr>
<td>Geography</td>
<td>Welding and Fabrication - Metal</td>
</tr>
<tr>
<td>German</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td>Information Processing and Publishing</td>
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</tr>
</tbody>
</table>

The purpose of this approach to senior secondary education is to ensure that students undertake a coherent range and depth of study that is within the reach of all students. Students receive intensive counselling during Year 10 about the SACE requirements and their subject choices.
Learner Support

One Child One Plan documents are developed for students with verified learning disabilities and difficulties. The school has a Learner Support Coordinator responsible for Learner Support, and a Learner Support Teacher, and five School Services Officers (SSO’s). Learner Support is provided to students through inclass support or via a dedicated Learning Centre.

Special curriculum features

<table>
<thead>
<tr>
<th>Home Group at Year 9:</th>
<th>Excursion to Monarto Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>History at Year 9:</td>
<td>Excursion to Sovereign Hill</td>
</tr>
<tr>
<td>Agriculture at Year 9:</td>
<td>1 compulsory semester</td>
</tr>
<tr>
<td>Outdoor Education at Year 10:</td>
<td>Canoeing</td>
</tr>
<tr>
<td>Personal Learning Plan at Year 10:</td>
<td>Careers Trip to Adelaide</td>
</tr>
<tr>
<td>Outdoor Education at Year 11:</td>
<td>Advanced Canoeing and Bushwalking</td>
</tr>
<tr>
<td>Community Studies at Stage 1 and Stage 2 by negotiation.</td>
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</tr>
</tbody>
</table>

Year 10, 11 and 12 students are able to select senior school Agriculture subjects that have close links with the local community.

Vocational Education and Training pathway that includes certificates in Child Care, Automotive, Hospitality, Agriculture and Horticulture, Carpentry, Retail, Construction, Hairdressing, Beauty Services, Electrical, Engineering, Individual Support, Disability Care, Business, Fitness, Information Technology, Screen and Media. The school has a number of students currently undertaking School Based Apprenticeships and Traineeships.

Teaching methodology

Loxton High School caters for all students as individuals and provides opportunities and pathways for them to succeed and become independent learners.

Classroom based SSO’s provide strong support for students with learning difficulties.

There is a strong commitment to retaining smaller class sizes in middle years.

Information Communication Technology (ICT) are integrated into the curriculum with each curriculum area taking responsibility. This process has been accelerated by the employment of an IT Technician and the adoption of a ‘Bring Your Own Device’ policy. DayMap is increasingly being used to support learning and assessment.

Staff are improving teaching practice through Professional Learning Communities focussed on improving differentiation and critical and creative thinking.

Assessment procedures and reporting

The school believes that assessment and reporting are integral to teaching and learning taking place within each class.

Loxton High School has a policy of graded assessment in Years 8 to 10 using rubrics that are consistent with the Australian Curriculum. We believe this allows students to develop to their full potential without the stigma of failure.

The school has related its assessment practices to the Australian Curriculum based on the use of Identified Learning Outcomes. It has also developed its own computerised reporting format.
Senior School reporting uses the grading systems of SACE. Additional information is provided through the use of continuums focusing on levels of effort and achievement.

As a school we believe that these forms of assessment have contributed greatly to retention and full involvement in the SACE.

As part of Loxton High’s commitment to track, monitor and respond to every learner’s growth we provide parents/caregivers feedback on their child’s progress every 4 to 5 weeks. Feedback is provided through mid-term, ‘Stop Light’ letters, parent/teacher/student interviews at the end of Terms 1 and 3, and a formal written report sent home at the end of Semester 1 and 2. Year 12 students receive a Term 3 written report to provide additional feedback on their progress before their final assessment tasks/exams.

5. SPORTING ACTIVITIES

Loxton High School values commitment and participation with all students actively encouraged to take part in a wide range of sporting activities. Loxton High School has a proud record of success and is acknowledged as one of the top athletics schools in the State. There is a very high level of student and staff commitment to and participation in athletics in Term 1. The school successfully competes in interschool carnivals in both swimming and athletics with other schools in the Riverland area during this term, as well as State Secondary Schools Sports Association events held in Adelaide.

Throughout the remainder of the year there is a strong commitment to triathlons and cross country events, Pedal Prix and Volleyball.

6. OTHER CO-CURRICULAR ACTIVITIES

General
The school has a long tradition of staging school musicals. These are professional productions and are staged biannually in Term 3.

The School Band rehearses weekly and performs at public events. Students are also invited to be members of the Riverland Stage Band. The band competes in the Eisteddfod.

The Pastoral Care Worker runs a breakfast program.

The school’s major fundraiser for the year is the annual Continental which is held in Week 5 of Term 1. This event enjoys widespread community support.

Community
The school is the focus of the community and frequently participates in such events including Anzac Day, Remembrance Day, Loxton Lights Up, and Loxton’s annual Mardi Gras.

The school has on two occasions been awarded a SA Great Award for its focus on Youth.
7. STAFF (AND THEIR WELFARE)

Staff profile
Staff are required to be flexible and multiskilled. All teaching staff are specialist subject teachers. Historically there is not a high level of staff turnover. Staff support is provided in line with the School’s Performance Development Policy. There is a strong focus on Professional Development. Further support for staff is provided through faculty and year level organisation with all coordinators having responsibilities for both a curriculum and whole school focus. Morale at the school is exceptionally high.

Leadership structure
The leadership configuration includes the Principal, Director of Systems and Middle School, Director of Teaching and Learning, Senior Leader Middle School, Programs, Culture and Support, 7 Coordinators and a Business Manager.

Staff support systems
The school has a well developed induction program. New teachers are paired with a buddy to allow a smooth transition to Loxton High. Faculty heads provide high level support via faculty meetings and through one on one support.

Staff utilisation policies
Staff recruited to the school are required to have the knowledge and skills necessary to teach from Years 8 to 12. Staff are supported through Performance Development to undertake the teaching of classes at both Senior and Middle School.
Staff are encouraged to be multiskilled and ongoing in their acquisition of both knowledge and skills.

Access to special staff
The school works closely with the Riverland Student Support Services Team in support of students with learning and/or social/emotional difficulties.
There is a close working relationship with local doctors aimed at supporting students with social and emotional needs.
Instrumental Music Service Teachers conduct lessons at the school on a weekly basis.

8. SCHOOL FACILITIES

Buildings and grounds
The school is recognised as being one of the most attractive in the state, having undergone an eight million dollar redevelopment and set in highly aesthetic grounds.
The school has 7.78 hectares of property with the main school complex being on the south side of Bookpurnong Road and the Agriculture block on the northern side.
The school has an extensive and well maintained school oval, synthetic grass tennis and netball courts, a new gymnasium and beach volleyball courts. The Loxton Community Theatre is on site and provides an assembly area and Drama facility.
The redevelopment project provided the school with new Science Laboratories, Art classrooms, Resource Centre, Staffroom and Administration area. Technology Studies and Drama have also being upgraded within this project.
The school received government funding to create a specialised STEM centre within the school grounds which was completed in 2018.
The Resource Centre has also been expanded to accommodate a Senior study area along with smaller individual study areas.

The school community is highly supportive, keeping the environment positive.

Cooling
All classrooms are air conditioned.
The Riverland experiences significant extremes of summer and winter temperatures and air conditioning is vital for effective learning.

Specialist facilities
Specialist facilities include a modern Resource Centre, and four computer suites. Other specialist facilities include: Technology Studies, Advanced Manufacturing Centre, Home Economics, Drama, Music, Gymnasium, Beach Volleyball Courts and a Theatre. The school oval is extensive and underpins a strong athletics program.

Staff have extensive access to ICT.

Student facilities
The school Canteen provides a wide range of nutritious and economically priced food.
Year 12 students have access to private study facilities.

Staff facilities
Apart from a comfortably appointed staffroom, all teachers have modern office areas for preparation and marking.

Access to computers is available.

There is access for students and staff with disabilities
All teaching areas and classrooms have ramps to allow wheel chair access.

Access to bus transport
Students who live more than 5 kilometres from school are eligible to DFE bus transport.
Staff have access to buses for excursions from a local contractor.

9. School Operations

Decision making structures
Opportunities for staff participation in decision making are provided through general staff meetings and a committee structure. The school has a Leaders Committee comprising of all leadership positions and any staff member who is interested. The committee meets fortnightly. On policy decisions, the staff reach a consensus. Staff can choose to contribute to the many and various school activities according to their interest with the understanding that all staff will be members of at least one committee.

Governing Council and its sub-committees, have parent, staff and student membership and play a role in policy development, decision making and school management.

Regular publications
Daily online bulletins are produced for both staff and students using DayMap. Minutes and agendas of all meetings are published. Staff memos are published as and when the need arises.
Newsletters are produced regularly for parents and community members. The local media, including print, TV and radio place a high focus on school events often filming, photographing and interviewing participants.

A committee of staff and students publish an annual school magazine.

**Other communication**

Staff meetings are held weekly and rotate between general meetings, Year Level meetings and Professional Learning Community meetings.

Faculty and standing committees meet regularly.

Numerous well attended parent information sessions are held throughout the year.

School policy and procedures are updated annually and are accessible on the administration network. Senior and middle school course booklets are produced and outline curriculum offerings and pathways.

Email is an accepted practice for communications, both within the school and between school and the wider community.

The school has a Facebook page which is used to advise on school activities, and our website has recently been redeveloped and is highly informative.

**School financial position**

The school is in a sound financial position. Curriculum budgets are managed by faculty leaders using a system of three year rolling budgets. This has allowed the long term planning of acquisitions and astute decision making.

The annual Continental is our major fundraiser and generates approximately $25,000 per year.

**Special funding**

Special funding comes under the auspices of the Global Budget. Included within this is funding through the Australian Government’s Country Areas Program which is targeting isolation.

In kind support through local organisations is a further aspect of the school’s budgetary processes.

10. **Local Community**

**General characteristics**

The school is located on the northern outskirts of the Loxton town and 40% of the students travel to school by bus. The school coordinates the 11 buses which service the various schools. The community maintains strong traditions underpinned by its German and Soldier Settler heritage.

**Parent and community involvement**

The school is seen as the hub of community life and is both well supported and perceived to be credible. There is a high level of cooperation between local schools.

The community is well served by numerous sporting bodies, churches, and other community interest groups and service clubs. These activities exist across the wider Riverland.

The community is characterised by traditional values and has high expectations in regards school uniform, sporting involvement, student leadership, general behaviour, and involvement in community activities. The school fosters in its students a spirit of generosity and a sense of belonging.
Governing Council provides parents with the opportunity of being involved actively with their school. The group meets monthly and student representatives are included.

Sub-Committees of Governing Council include: Grounds, Finance, Uniform, Theatre Management and Canteen, with parent involvement actively encouraged.

Each year a Continental is held Term 1 Week 5 as the school’s main fundraiser and enjoys wonderful support from the community.

**Feeder schools**

The school services students who live north of the school to Berri, east to Taplan, south to 60 kilometres and west to Wunkar, Moorook and Kingston-On-Murray. Students from these towns travel to school by bus or private car.

Loxton High School works in close cooperation with other local schools. The Riverland Secondary School Alliance consists of Glossop, Loxton, Renmark and Waikerie High Schools and Swan Reach Area School. In the feeder school cluster a close liaison has been developed with the 4 Government and 2 Non-government primary schools in relation to Year 7 to 8 transition.

**Other local care and educational facilities**

Within Loxton there exists a Government funded Childcare facility, 2 Preschools, 2 Primary DFE schools, 2 Non-government Primary Schools (Lutheran and Catholic), Playgroups and a Kindergym.

**Commercial/industrial and shopping facilities**

The economy of the region is dependent on fruit growing, vines, almonds, citrus and stone fruits, as well as dry land cereal crops, with some mixed farming. Loxton is experiencing some growth in private house building with a corresponding diminishing availability of rental accommodation, either government or private.

**Other local facilities**

Loxton has excellent facilities for sports such as: tennis, football, golf, indoor and outdoor cricket, hockey, netball, basketball, bowls, squash and badminton. The river provides many other recreational activities to the town.

There are 10 doctors practising in the town, dental and physiotherapy services and an accredited hospital. Special Health carers visit regularly.

Social activities centre on sports clubs, the Loxton Hotel and the Loxton Community Club. There exists a very strong Christian community with 2 Lutheran churches, Catholic, Anglican, Uniting and Church of Christ.

The town boasts an Historical Village, a well equipped library and a telecentre with internet access.

**Availability of staff housing**

Housing is arranged through SA Government Housing with both furnished and unfurnished accommodation available. There is also some private leasing.

**Local Government body**

District Council of Loxton Waikerie phone 8584 8000.

A close working relationship exists between the school and the District Council.

Several books about Loxton are available for extra details. These were written to commemorate the Centenary celebrated in 1995 and can be obtained through the Council or Tourist Office.

Additional information on Loxton is available through the Internet or by visiting Loxton.
11. Further Comments

Loxton is a particularly attractive town and community in which to live. It has been South Australia’s KESAB’s Tidiest Town on two occasions and the winner for 2001 of the Environmental Award in the National Tidy Town competition.

The school has a culture built on respect and focussed on continuous improvement. Our students are hardworking and motivated to succeed. This in turn provides a professionally rewarding situation in which to work.

The townspeople are very proud of the town, its schools and its heritage. The excellent sporting and social facilities the beautiful River Murray and the associated variety of leisure activities provides a relaxing life style.

In summary, Loxton is well located in the Riverland tourist area being close to other major Riverland towns and facilities. It is 3 hours by road from Adelaide and 2 hours from Mildura. Loxton High School is recognised as one of South Australia’s and Australia’s highest performing schools.