



SCHOOL CONTEXT STATEMENT

Updated: July 2015

School number: 0737

School name: Kingston Community School

School Profile:

We are a Reception to Year 12 School located in the Limestone Coast District.

While there have been schools in the district for over 125 years, the current Kingston Community School was opened in 1986 in the grounds of Gall Park, the focus of recreation for the local community.

Kingston Community School offers a diverse range of subject offerings consistent with the requirements of the Australian Curriculum and local needs. A range of Vocational and Tertiary study pathways are offered, preparing students well for post school life. South Australian Certificate of Education results consistently exceed state averages and there is a strong tradition of students gaining access to high demand university courses. In 2014, one student achieved an ATAR above 99.

Kingston Community School is an R-12 school providing students with access to specialist facilities and teachers from an early age. We run a Baby Bounce program and Playgroup in Schools for 0-3 year olds.

In recent years there has been considerable investment in information technology infrastructure with the acquisition of interactive whiteboards, data projectors and laptops for classroom use. Students in years 9-12 are issued with laptops. All students have access to dedicated IPP rooms in the Junior Primary computing area and the Middle School computing area.

A unique joint-use agreement has seen expansive recreation facilities established and maintained on the site. A 25 metre swimming pool has been added to our outstanding array of physical features. The community library has been refurbished and is an outstanding new facility available for the school and community.

1. General information

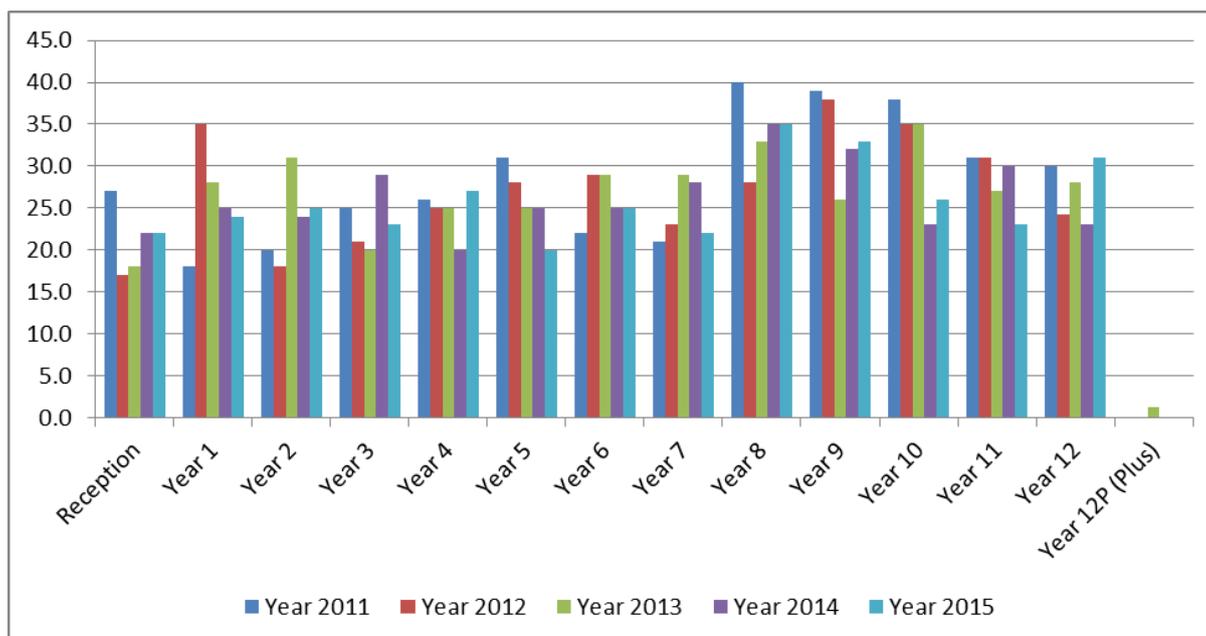
- School Principal name: **Martin Lippett**
- Deputy Principal's name, if applicable: **Jeanette Emery**
- Year of opening: **1986**
- Postal Address: **46 East Tce, Kingston SE SA, 5276**
- Location Address: **0737**
- DECD Region: **SECAV**
- Geographical location – ie road distance from GPO (km): **296Km**
- Telephone number: **08 8767 2677**
- Fax Number: **08 8767 2247**
- School website address: **www.kingstoncs.sa.edu.au**
- School e-mail address: **dl.0737.info@schools.sa.edu.au**
- Child Parent Centre (CPC) attached: **N/A**
- Out of School Hours Care (OSHC) service: **N/A**

- February FTE student enrolment:

| Year Level | Year 2011 | Year 2012 | Year 2013 | Year 2014 | Year 2015 |
|---------------------------|--------------|--------------|--------------|--------------|--------------|
| Reception | 27.0 | 17.0 | 18.0 | 22.0 | 22.0 |
| Year 1 | 18.0 | 35.0 | 28.0 | 25.0 | 24.0 |
| Year 2 | 20.0 | 18.0 | 31.0 | 24.0 | 25.0 |
| Year 3 | 25.0 | 21.0 | 20.0 | 29.0 | 23.0 |
| Year 4 | 26.0 | 25.0 | 25.0 | 20.0 | 27.0 |
| Year 5 | 31.0 | 28.0 | 25.0 | 25.0 | 20.0 |
| Year 6 | 22.0 | 29.0 | 29.0 | 25.0 | 25.0 |
| Year 7 | 21.0 | 23.0 | 29.0 | 28.0 | 22.0 |
| Year 8 | 40.0 | 28.0 | 33.0 | 35.0 | 35.0 |
| Year 9 | 39.0 | 38.0 | 26.0 | 32.0 | 33.0 |
| Year 10 | 38.0 | 35.0 | 35.0 | 23.0 | 26.0 |
| Year 11 | 31.0 | 31.0 | 27.0 | 30.0 | 23.0 |
| Year 12 | 30.0 | 24.2 | 28.0 | 23.0 | 31.0 |
| Year 12P (Plus) | | | 1.2 | | |
| Total | 368.0 | 352.2 | 355.2 | 341.0 | 336.0 |
| Schoolcard | Year 2011 | Year 2012 | Year 2013 | Year 2014 | Year 2015 |
| School Card R-7 | 29.0 | 29.0 | 29.0 | 25.0 | 25.0 |
| School Card 8 - 12 | 22.0 | 22.0 | 22.0 | 25.0 | 25.0 |
| Total Schoolcard | 51.0 | 51.0 | 51.0 | 50.0 | 50.0 |
| Disabilities | Year 2011 | Year 2012 | Year 2013 | Year 2014 | Year 2015 |
| Mainstream A | 9.0 | 11.0 | 11.0 | 8.0 | 8.0 |
| Mainstream D | 4.0 | 3.0 | 4.0 | 3.0 | 3.0 |
| High Sustained | 2.0 | 1.0 | | | |
| Very High Sustained | 1.0 | 1.0 | 1.0 | | |
| Total Disabilities | 16.0 | 16.0 | 16.0 | 11.0 | 11.0 |

- **Student enrolment trends:**

Student numbers are gradually declining. This is most evident in the numbers of students commencing school at the Reception level. Indications are this trend will continue for the next few years. . Some families also make the choice to send their children to private colleges in Adelaide at the yr7-8 transition point, impacting secondary enrolments.



- **Staffing numbers (as at February census):**

| Teaching Staff | FTE |
|--------------------|------|
| Principal | 1 |
| Deputy Principal | 1 |
| Assitant Principal | 1 |
| Teaching | 21.8 |
| Co-ordinators | 2 |
| Student Counsellor | 1 |
| Teacher Librarian | 1 |

| SSO | Hours per week |
|------------------------------------|----------------------|
| Christian Pastoral support Worker | 18 Hours per week |
| School Services Officers | 188.5 Hours per week |
| School Community Library Assistant | 65.5 Hours per week |

| | |
|-------------------------|-------------------|
| Grounds and Maintenance | 38 Hours per week |
|-------------------------|-------------------|

- **Public transport access:** School Bus services
- **Special site arrangements:** Country Incentives allowances exist for staff

2. Students (and their welfare)

- **General characteristics**

Kingston Community School's student population is relatively homogeneous in terms of cultural background. There are an increasing number of families with a lower socio economic background. Almost half of our students travel to school each day on school buses, either from farming areas or the townships of Robe and Cape Jaffa. Robe Primary School is the only feeder school.

- **Student well-being programs**

Pastoral Care: Daily R-7, 1 lesson per week 8-9, through PLP, home group and non subject lessons 10-12. The school is moving towards Individual Education Plans. Yr 8-9s have a camp, career development and well being program. The progress of every student is monitored.

- **Student support offered:**

In addition to classroom teacher, the school offers further support to students, staff and parents through:

- I. **Student Counsellor** – A counsellor can be accessed by students, staff and parents and the Leadership team take a very 'hands on' approach to student well being. There is an Aboriginal students support group.
- II. **SSO's** provide administrative and learning support
- III. **Visiting professionals and agencies** provide 1:1 support as needed.
- IV. **Careers Counsellor** – The senior school 8-9 and 10-12 co-ordinators also are available to support all students with career information and advice.
- V. **Christian Pastoral Support Workers** – Part-time CPSWs can be accessed by students, staff and parents.
- VI. Extensive 1:1 support is provided to students with an identified disability, students in need well being support and for students not meeting DECD SEAs

- **Student management**

Kingston Community School is a safe, caring and orderly learning environment. We believe it is important that students learn to manage their own behaviour. Therefore we aim to:

- I. provide a safe environment that allows students to learn and teachers to teach
- II. promote the learning of socially acceptable behaviour.

Students are guided by our Students Behaviour Management Policy and the school values of personal Best, Respect, Honesty, Friendliness and responsibility. The school subscribes to the philosophy of restorative justice. Consequences for not complying with agreed behaviour codes include Time Out of Class, Focus Room, Yard service, Yard Isolation and DECS Suspension and Exclusion Procedures. Staff manage students' behaviour with the support of peers, leaders and families.

- **Student government**

- Senior Student Representative Council (SRC).**

- The Student Representative Council is an elected student committee comprising students from each year level of the Secondary school. The aims of the Student Representative Council are:

- To provide students with the opportunity to participate in decision making and democratic representation in school and student issues.
 - To provide students with the means to develop their leadership skills and broaden their knowledge of meeting procedure and running of our school through student participation.
 - To provide the students with a body through which they can present their ideas, point of view on issues affecting students.
 - To provide staff and Governing Council with a student perspective on issues
 - To raise money through various activities in order to purchase items the students decide will benefit the school.
 - To help charitable organisations through their fund raising activities.
 - To become involved in the community with local activities on request or of their choice.
 - All decisions of the SRC are subject to ratification by the Principal. Students from the SRC are elected to serve on committees and representatives are chosen to participate on a range of whole school committees

- Junior Student Representative Council (SRC)**

- Junior Student Representative Council is a group of R-7 Students who meet and look at issues raised as a result of class meetings. Each class elects a male and female representative. A President, Vice- President and Secretary are elected from the Year 6/7 students.

- Students develop the following skills:

- an awareness of issues which affect them
 - meeting procedures, including reporting back to their class, or bringing issues to J.SRC meetings
 - listening skills
 - an awareness of how they can contribute to change within their school
 - personal confidence

- **Special programmes**

- Refer to Curriculum.

3. Key School Policies

- **Contextual Influences:**

- Kingston Community School is a geographically isolated school.

- It is an R – 12 school in a rural area with an enrolment of approximately 340 students. One R – 7 feeder school is located at about 50 kms South.
 - Kingston Community School is 110 kms from a major centre, 163 kms north of Mt Gambier and 300kms south of Adelaide

- Many Year 12 school leavers continue with tertiary education or seek employment outside the town. Other students choose careers in local fishing, farming, vineyard, construction, serviceing, hospitality and retail sectors.
- There is a low turn over of staff and an experienced leadership team.

We have a commitment to ensure that:

- our school curriculum and teaching methodologies are current and engaging
- our students have the skills to gain employment in a wide range of career areas and participate fully in community life.our student achievement levels meet parent's expectations.

Our policies place emphasis on:

- catering for the educational, social and emotional needs of all students
- continuous pedagogical improvement
- monitoring student progress
- quality school resources and facilities
- community, industry, and family involvement with school programs.

- **Core Business**

Kingston Community School seeks to provide a balanced and challenging curriculum to all students supported with a range of extra curricula activities.

Students at Kingston Community School are required to undertake the areas of study prescribed in the Australian Curriculum, increasingly tailored from year 8 to the student's interests, contexts and available resources

We seek to develop every child's potential to the full, through the provision of expert teaching, an engaging and relevant curriculum, harnessing the resources of the community and ensuring students are on a pathway to rewarding employment and meaningful civic life.

- **School Curriculum**

Kingston Community school encourages young parents and grandparents, to bring their babies into school to join our Baby Bounce program. From there, children transition into our new Playgroups in Schools program, using school spaces, school resources and school staff.

Kindy to Reception transition is facilitated by joint teacher, student and family activity. Curriculum information is exchanged between staff.

The school organisation reflects two broad stages of student development; Year R-6, and Year 7-12, with yr 7 students undertaking a mostly secondary timetable

AC courses are offered at R-10 and pathways through 10-12 are based on the South Australian Certificate of Education (SACE) . German is offered R-12 and an Agriculture program compliments Science and HASS education 8-12.

Teachers focus on the AC Capability of 'Literacy', with an emerging focus on the numeracy and Critical & Creative thinking AC Capabilities

Opportunities exist for student learning experiences using a wide range of current teaching methodology, enhanced by ICTs. Students are grouped together in classes largely based on age, but also according to a range of needs and interests, with links being made between home groups and lesson groups.

Specialist teaching areas, specialist teachers and resourceful budgeting facilitate learning right from Reception, with student access to Science, Agriculture, specialist Arts % PE teachers and rooms, Aquaculture and sports facilities. The school works with other SE schools to deliver a range of quality VET programs both on site and at Millicent. In addition, visiting music teachers and use of distance education technology, ensure student access to a diverse, engaging and personalised curriculum.

Improved curriculum development and improved pedagogical practice is promoted and facilitated through a Performance Growth and Development process. The school places great emphasis on teacher development, mentors young staff in leadership and takes a leading role in Partnership initiatives aimed at building teacher effectiveness. Staff have opportunities to meet in small teams and in section of school groups, to prepare units of work, analyse results and monitor progress. Teachers self assess against agreed teacher quality frameworks (TfEL) and National Standards (APST). In 2015, student feedback and peer observation processes, will be finalised into a site agreement, to further improve our work.

- **Student Achievement**

The learning needs of students are addressed through teacher's specific knowledge of the students. Teachers analyse data at the commencement of the school year, prior to students starting classes. They collaboratively document teaching strategies they will use at the class and individual level. Different waves of intervention address specific needs and ILPs and NEPs are used for students in identified cohorts. The school is moving towards an education plan for every child. In our community setting, students are well known to the teachers and many students meet the same teacher in various years of schooling. Home group teachers monitor student progress and engagement. A 'traffic light' system in senior school is used to monitor student's achievement.

Student achievement at our school is verified and confirmed through AC achievement moderation, Literacy and Numeracy testing at Years 3, 5, 7 and 9, Running Records (Year 1 and 2 reading), PM Benchmarks, SACE results, PATr &, School Entry Assessment. Many other forms of assessment are also used by teachers and students, both formal and informal. Teachers encourage goal setting and self assessment to involve students in ongoing self assessment..

School reporting procedures ensure that parents receive detailed formal information about student achievement at specific times during the year, and are also given the opportunity to provide parent feedback. (see Assessment Policy). Students receive equivalent grades from Reception to Year 7 (Excellent, Good, Satisfactory, Partial, Minimal) and A-E grades in Years 8 to 12.

Visiting specialist school support services can assist with the identification of some specific educational needs of students, and Special Programs enable particular groups of students to consolidate skills at individual levels.

- **Vocational and skills taught and consolidated through:**

VET in SACE.

Some senior students are involved in Australian School Based Apprenticeships

- **Extra Curricular Activities include:**

SAPSASA and SASSA sport, yr 7,8,10 camps camps, Community School Week activities, Pedal Prix., School Choir, Adelaide Show led steer, Dairy Ind show Mt Gambier, Jump Rope, Instrumental Music, sports carnivals, community events, SRC leadership activities, Environment programs.

- **School Priorities in 2015:**

- Quality teaching with a focus on feedback, observation, self assessment, personal growth, Literacy and Numeracy. Recent key outcomes:

4. Curriculum

- **Subject offerings:**

R-7 Curriculum

Kingston Community School curriculum covers the broad areas as follows:

- English, (Reading, Writing, Spelling, Listening and Speaking) Handwriting.
- Language other than English, (German).
- Mathematics.
- Science.
- Health and Physical Education, (Physical Education, Health Education, Home Economics at Year 6/7).
- Humanities and Social Sciences
- The Arts (Art, Craft, Music, Drama).
- Technology
- Special Education support is available for identified students in mainstream classes.
- Special programs for small student groups with special needs are offered when possible.

Joint programmes:

Robe Year 7 students participate in a transition programme during Week 7 of Term IV.

Kindergarten students participate in a school visiting programme over several months.

Senior students join regional VET programs.

Open Access students join statewide classes.

The school works with many community groups and agencies.

Middle Schooling (Years 6-9)

The curriculum and organisation of years 6-9 aims to develop academic knowledge, social skills and a healthy lifestyle.

Students in this pre and early-adolescent phase have particular needs and characteristics. Classroom organisation and methods aim to address these needs by having:-

Mixed ability classes that generally stay together for most of their time.

A small number of "core" teachers responsible for a significant amount of individual students class time to provide consistency and support.

A safe, caring environment for students to consolidate organisational and interpersonal skills.

8-12 Subjects

All students study English, Mathematics, Science, HASS, Physical Education, Home Economics, Technology Studies, Art, Agriculture, German and Music.

Year 9

Students study English, Mathematics, Science, HASS, Physical Education, Technology (inc Hm Economics, ICT and workshop Tech) , , Art, Agriculture, optional German and Music.

Year 10

Students study English, Mathematics, Science, HASS and two other subjects from a number on offer, eg Information Processing, Art/Design, Agriculture, Physical Education, Home Economics, , Music, German, workshop Technology. Students in Year 10 also undertake the Personal Learning Plan (PLP) as part of SACE.

Year 11

The following subjects are offered and run dependent on student choices each year. Art/Design, , German, , Modern History, Work Education, Child Studies, Food and Hospitality, Independent Living Agriculture, Biology, Chemistry, Furniture Construction, Mathematics, Physics, Welding and Fabricating, Concreting, Digital Publishing, Personal Publishing, Physical Education, Aquaculture. A range of VET pathways are offered

Year 12

The following subjects are offered and run dependent on student choices each year. Art Practical, Visual Arts Studies, Australian History, English Communications, English Studies, , , , Early Childhood Studies, Food and Hospitality, German, Community Studies , Agriculture, Biology, Maths Applications, Chemistry, Furniture Construction, Physical Education, Physics, Mathematical Studies, Welding, Vocational Studies, Business Documents, Desk Top Publishing, Community Studies. A range of VET pathways are offered

Open Access:

Senior secondary students are able to supplement a face to face curriculum with Open Access subjects, supported by school tutors.

Special needs:

Special Education support is available for eligible students. Life Skills education can lead to a career with Kingston Supported Employment Services. Funded in class support is used extensively to better enable student access and success in classroom learning. Student learning support is discussed with parents and documented in personal learning plans. Doorways to Construction is currently offered to year 11 students.

Teaching methodology:

Teachers combine pedagogical content with pedagogical knowledge with the aim of ensuring every child can achieve a C grade or better. Teachers use triangulated feedback against an agreed TfEL framework describing effective practice in SA school

and they benchmark against the Australian Professional Standards for Teachers at their appropriate career stage. Emphasis is given to the explicit teaching of Literacy.

Assessment procedures and reporting:

R-12 Reporting procedures include formal reports and Parent Interviews consistent with DECD policy. Formal reports are provided twice per year and interviews are also offered twice yearly. In addition parents can request interviews or performance updates at any time. Teachers use formative assessment to support student understanding, so that assessment is not merely 'of learning' but for learning.

Joint programmes:

Refer to Curriculum.

5. Sporting Activities

The school has outstanding sporting facilities, including pool, gym, squash courts, netball courts and tennis courts. (see School Facilities). The school also uses community archery facilities, t, the golf course and the town bowling greens for some activities.

- **Co-Curriculum:**

The following special activities are offered to students throughout the year:

Jump Rope for Heart.

South Australian Primary Schools Amateur Sports Association (SAPSASA).

South Australia Secondary School Sports Association. (SASSSA)

Knock Out Competitions /Athletics Competitions.

School Sports Day.

Interschool Sports Day.

Cross Country Run.

Aquatics.

Swimming carnival

- **Other Sports:**

Students and staff are able to participate in tennis, cricket, football, hockey, netball, golf, bowls, table tennis, basketball, triathlon, callisthenics, aquatics, swimming, fishing and athletics training, both at social and competitive levels.

6. Other Co-Curricular Activities

General

The following special activities are offered to students throughout the year.

⇒ Agriculture Led Steer Competition

⇒ Pedal Prix

⇒ Lunchtime sports in the gym

⇒ Debating

⇒ German Exchange Programme

⇒ Music - Choir, Concert Band, Instrumental Music, Vocal Groups

⇒ Musical Production

- ⇒ Work Experience
- ⇒ Interschool athletics carnival

School Camps:

The following camps occur each year:

Aquatics and Environment, Mannum – 2 year cycle.

Year 8

Canvas Camp (Rendelsham)

Year 10

Work Experience Camp (Adelaide)

Special:

Links between the community and the school are emphasised at Kingston.

School assemblies are held several times a term to celebrate School Achievements.

Special Assemblies include community members and are held to recognise days of local or historical significance.

The Annual Presentation Night is well supported by families and the wider community.

Visiting artists and visiting performing groups are often linked to community projects involving the school.

7. Staff (and their welfare)

• **Staff profile**

Kingston has a mix of experienced and graduate staff. The annual turnover of staff is relatively low. All staff are qualified in the subjects and sections of school in which they teach. There are extensive opportunities to engage in professional learning activities. Performance Growth and Development of all staff is a high priority and is linked to feedback processes, the schools goals and personal priorities. Staff welfare is monitored through line management meetings and through formal surveys.

• **Leadership structure:**

The school has a Principal, Deputy Principal, an Assistant principal and 3 Coordinators. The Leadership team meets weekly. Staff provide leadership to various committees, welfare programs and school activities

• **Staff support systems:**

The school has induction procedures for all new staff. Staff teams work together to assist students. Staff are actively encouraged to participate widely in professional learning activities. Staff are encouraged to participate in school change and decision making at levels they feel comfortable with. Curriculum support is provided by Curriculum Area Teams (CATS), faculty and section of school meetings. Staff are encouraged to network beyond the school. In addition DECD provides staff counsellors should the need arise.

• **Performance Management:**

Performance Management is inclusive of all sectors and individuals within the Department for Education and Children's Services. It is about employees being clear about what their job entails, having a shared and documented understanding of what represents quality and effectiveness in their position. Through discussion and feedback

processes staff identifies priorities for professional growth and learning. This is inclusive of both personal goals and system and school priorities. It is a collaborative process between staff, their peers and their line manager and emphasizes mutual obligation and accountability. The purpose of performance development is:

- Clarification of work expectations
- Recognition of employee contribution
 - Links training and professional development to improving skills/knowledge
 - Employee well-being
 - Improved student learning outcomes and service delivery
 - Promotion of a culture of continuous improvement and feedback
 - Implementation of system and school priorities

Performance Management processes at Kingston Community School are interactive and collaborative, and both staff and line managers share the responsibility for performance development.

At the beginning of each year all staff members select line manager.

Meeting times between staff and line managers are to be at mutually agreed times, but must occur at least three times a year. Staff new to the school may meet more often. Agendas and documentation of meetings use school agreed processes.

At the end of each year, all staff will obtain a written performance feedback statement, acknowledging their achievements and highlighting priorities for the forthcoming year.

- **Staff utilisation policies:**

Specialist staff work in all section of the school. All staff are expected to teach Literacy and Numeracy within their curriculum areas. Tier 2 staffing is allocated to eligible students. Ancillary staff work in the administration area, science laboratory, community library, grounds, and classroom support. Opportunities exist for all staff to negotiate their teaching fields, work loads and responsibilities. Several staff are part time.

- **Access to special staff:**

Staff can refer students to a range of district and regional specialists to assist with student needs. These include Speech Pathologists, Guidance Officers, Social Workers, ISBM Consultants, Aboriginal Education Workers, Disability Services Coordinators, and Attendance Officers.

- **Other:**

The Parent Information Handbook, Staff Induction Package and School Policies and Procedures Package are available to assist staff, parents and school visitors.

8. Incentives, support and award conditions for Staff

- **Complexity placement points:**

No.

- **Isolation placement points:**

No.

- **Shorter terms:**
No.
- **Travelling time:**
For many types of leave.
- **Housing assistance:**
Government housing available.
- **Cooling for school buildings:**
All rooms are air conditioned.
- **Cash in lieu of removal allowance:**
Yes.
- **Additional increment allowance:**
Yes.
- **Designated schools benefits:**
Yes.
- **Aboriginal/Anangu schools:**

- **Medical and dental treatment expenses:**
Yes.
- **Locality allowances:**
No.
- **Relocation assistance:**
Yes.
- **Principal's telephone costs:**
Yes.

9. School Facilities

- **Buildings and grounds:**
Since 1985, Kingston Community School has developed at Gall Park, on 10 hectares of land, in a park like setting. The school, although geographically isolated, is a modern complex, with excellent facilities. They include a comprehensive array of buildings, agricultural land and sporting facilities many of which are shared with the community. Included in the building complex are: spacious well lit class rooms, a community library, full sized gymnasium, 4 squash courts, drama room, technology workshops, computing centre, business studies area, administration centre and an Agriculture Learning Centre. Additionally, the school has recently established an Aquaculture facility in a purpose built modern complex and a 25 metre swimming pool. The school owns a small bus. The school is serviced by a private dental service Joint use of the school and community facilities are encouraged. A large oval and 6 tennis/netball/basketball courts, cricket nets and recreational areas are within the school grounds.
- **Heating and Cooling:**
Air conditioning in exists in most areas of the main building of the school.
- **Specialist facilities (see above):**
Other facilities not included above include a Home Economics Centre, Science laboratories, LOTE class room and a school farm.

- **Student facilities:**

Student facilities include a canteen, a new and very well equipped playground, many lawned areas with shade trees and covered walkways with seating facilities. A covered pergola area in the transportable area of the school provides shelter from both the sun and rain. Senior students have 2 shaded pergolas with tables and chairs. Yr 12s have a common room and outside courtyard with sun umbrellas and furniture.

- **Staff facilities:**

Most of the staff have an office space equipped with phones. The staffroom area has reverse cycle air conditioning and kitchen facilities. The Community School Library, administration computers, staff room computers and office computers allow all staff to use EDSAS and the Internet. Staff are issued with a computer.

- **Access for students and staff with disabilities:**

Most areas of the school have ramp access. Toilets for disabled people are located in the gymnasium. Three class rooms have been acoustically sound proofed. Car parking is available for disabled drivers and passengers at the front of the school.

- **Access to bus transport:**

The school owns a 2002 Mitsubishi Rosa bus and has shared access to a 1998 Toyota Coaster. The school has access to several private buses.

10. School Operations

- **Decision making structures**

The Governing Council meets on a monthly basis. There are a range of whole school committees which report back to the Governing Council. They include: Finance, Assets, Curriculum, Canteen, Fundraising, and Agriculture. The Governing Council also has representatives on other committees including Gall Park Management, Pool Management, Library Board, etc.

Additionally, the school has central to its decision making processes a leadership team which meets weekly, a site improvement planning group, curriculum, ICT and Literacy committees. Staff meetings are held weekly.

There are also a range of staff committees including OHS&W, Child Protection, Social and presentation night committee.

The two SRCs meet regularly and some issues arising in those forums are reported back to leadership, staff and Governing Council meetings.

All school committees have terms of reference, with a focus on improvement. School committees undertake analysis of data, research, consult and build consensus around major change, prior to taking recommendations to staff. This model ensures that decisions are made with a focus on improved learner outcomes.

- **Regular publications:**

School Newsletter, Curriculum Handbooks, Annual Magazine, daily notices for staff and students, The Lighthouse (admin info for staff) and student reports

- **Other communication:**
Local radio, local newspaper, Parent Information Handbook, parent interviews, annual acquaintance evening, annual open night for Year 7 students and parents, information sessions, individual subject counselling, diary notes and phone calls
- **School financial position:**
See annual report
- **Special funding:**
NIL

11. Local Community

- **General characteristics:**
Small country town of 1500 people in a wider rural setting of 2000.
Farming, fishing, tourism, viticulture, retail and government services are main areas of employment.
- **Parent and community involvement:**
Parents and friends are most welcome to visit the school to observe classes in operation, to assist with the range of informal and formal activities that require volunteer help or to assist with general class room lessons. Parents are encouraged to become active members of the Governing Council and School Committees.

The school appreciates and values voluntary help. Some areas where voluntary help is needed include; school library, canteen assistance, sports day, class room support, camp supervision, swimming supervision, working bees.
- **Feeder schools:**
Robe Primary School
- **Other local care and educational facilities:**
Kingston Kindergarten – pre-school and rural care available.
- **Commercial/industrial and shopping facilities:**
Shopping facilities provide a range of goods, along with banks and the post office. A light industrial complex exists. Motels, hotels, Caravan Park and service stations provide accommodation and meals. ATMs available in the town.
- **Other local facilities:**
The town has an 18-hole golf course with greens, bowling greens and tennis courts. There is access to beach, jetty and foreshore.
There is a medical clinic and modern hospital with a Community Health Centre, with physiotherapist, chiropractor, masseuse, dentist, podiatrist and other health professionals.
There are a range of service and community groups.
There are visiting accountants, financial advisors and solicitors.
- **Availability of staff housing;**
Well maintained Government houses available.
- **Local Government body:**
Kingston District Council 8767 2033.

12. Further Comments

A record of good learning outcomes, low incidence of behavioural issues, modern well equipped facilities coupled with an improvement culture and ongoing staff learning, ensure Kingston Community School is a vibrant, innovative school. The pleasant seaside towns of Kingston and Robe, national parks, vineyardshobby farms, ensure a great life style.

I certify that this is a true and accurate statement:

Martin Lippett
Principal
July 2015