



SCHOOL CONTEXT STATEMENT

Updated: June 2021

School number: 0737

School name: Kingston Community School

School Profile:

Our site

Kingston Community School is a Reception - Year 12 school located in the Limestone Coast district. Whilst there have been schools in the area for over 125 years, the current site was opened in 1986 in the grounds of Gall Park; a focus area of recreation for the local community. A unique joint-use agreement between the school and local community has seen expansive recreation facilities established and maintained on the site, including a 25-metre swimming pool, football oval, cricket nets, tennis and netball courts, squash courts and gymnasium.

Our belief

Staff, students and caregivers at Kingston Community School are committed to continuously improving their actions to ensure personalised education for all. The school is committed to fostering partnerships between families, as they are key to supporting student learning. We recognise student voice is vital in this partnership along with disciplinary knowledge and challenging tasks.

We believe that all students are capable of success across the Early Years Learning Framework, Australian Curriculum and South Australian Certificate of Education, and that our learning programs will equip all students to engage in future employment and civic life both locally and globally.

All Educators at Kingston Community School have a responsibility to ensure that all young people have the level of literacy and numeracy that enables them to engage with, and succeed in, the world beyond the school gate.

At Kingston Community School we foster a STEM approach, critical thinking, problem solving, creativity & curiosity, communication, teamwork, innovation & entrepreneurship and adaptability.

We believe in success for all.

Our facilities

We prioritise small class sizes, particularly in Junior Primary and Senior Secondary areas, to ensure student success and provide students with access to a wide range of specialist facilities and teachers from an early age. Our specialist facilities include an expansive agricultural learning area, new STEM learning spaces including two makers spaces and a technology hub, a new senior science and science laboratories, drama and music suite, a refurbished technologies area with a laser cutter and 3D printers and a variety of physical education areas. In the past years there has been considerable investment in information technology infrastructure with the acquisition of new interactive SMART boards (STEM spaces) or data projectors in each classroom. Students in years 8-12 are issued with laptops to assist them with their learning, and all students have access to two dedicated technology areas, I pads and computers on wheels (COWS). A \$4M capital builds project is near completion and includes a new Home Economics cooking room and techtiles space and a building consisting of 6 classrooms, 2 meeting rooms or withdrawal room sand a large break out space in the middle.

Our pathways

Kingston Community School offers a diverse range of subject offerings consistent with the requirements of the Early Years Learning Framework, Australian Curriculum and South Australian Certificate of Education (SACE), as well as local needs. As such, a range of vocational and tertiary study pathways are offered to students, both on and offsite, in order to prepare them for post-school life. Our SACE results consistently exceed state averages and there is a strong tradition of students gaining access to high demand university courses across a wide range of learning areas. In 2020, 100% of Year 12 students achieved their SACE. Our senior secondary offerings include: Specialist Mathematics, Mathematical Methods, General Mathematics, Biology, Chemistry, Physics, Modern History, English Communication, Open Access German, Information Processing and Publishing, Workplace Practices, Technologies (Furniture), Technologies (welding), Agriculture, Food and Hospitality, Physical Education, Nutrition, Research Project A and B.

Our library

The library is an outstanding facility available to both the school and community, offering both printed and online resources and access to over 13 million items through the statewide OneCard system. The library promotes lifelong learning and is a friendly place for families to come and share their love of reading with each other. Through the library, Kingston Community School offers early childhood education through Baby Bounce and Playgroup in Schools programs for 0-5 year olds, which promote learning through play and learning in everyday activities. These programs foster literacy and numeracy development, creativity and fun, and encourage families to learn and play together.

Our staff

Staff at Kingston Community School utilise the teaching standards described in the Australian Professional Standards for Teachers as the benchmark for their performance and are committed to continued professional development, including Learning Design Assessment and Moderation (LDAM) processes and differentiation strategies to ensure students are provided with up-to-date and relevant learning opportunities to actively engage their interests and prepare them for their future career paths.

1. General information

- School Principal name: **Samantha Murdock**
- Deputy Principal's name, if applicable: **Jane Lyon**
- Year of opening: **1986 (Current Site)**
- Postal Address: **46 East Tce, Kingston SE SA, 5276**
- Location Address: **46 East Tce, Kingston SE SA, 5276**
- 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: **NO**
- Out of School Hours Care (OSHC) service: **NO**

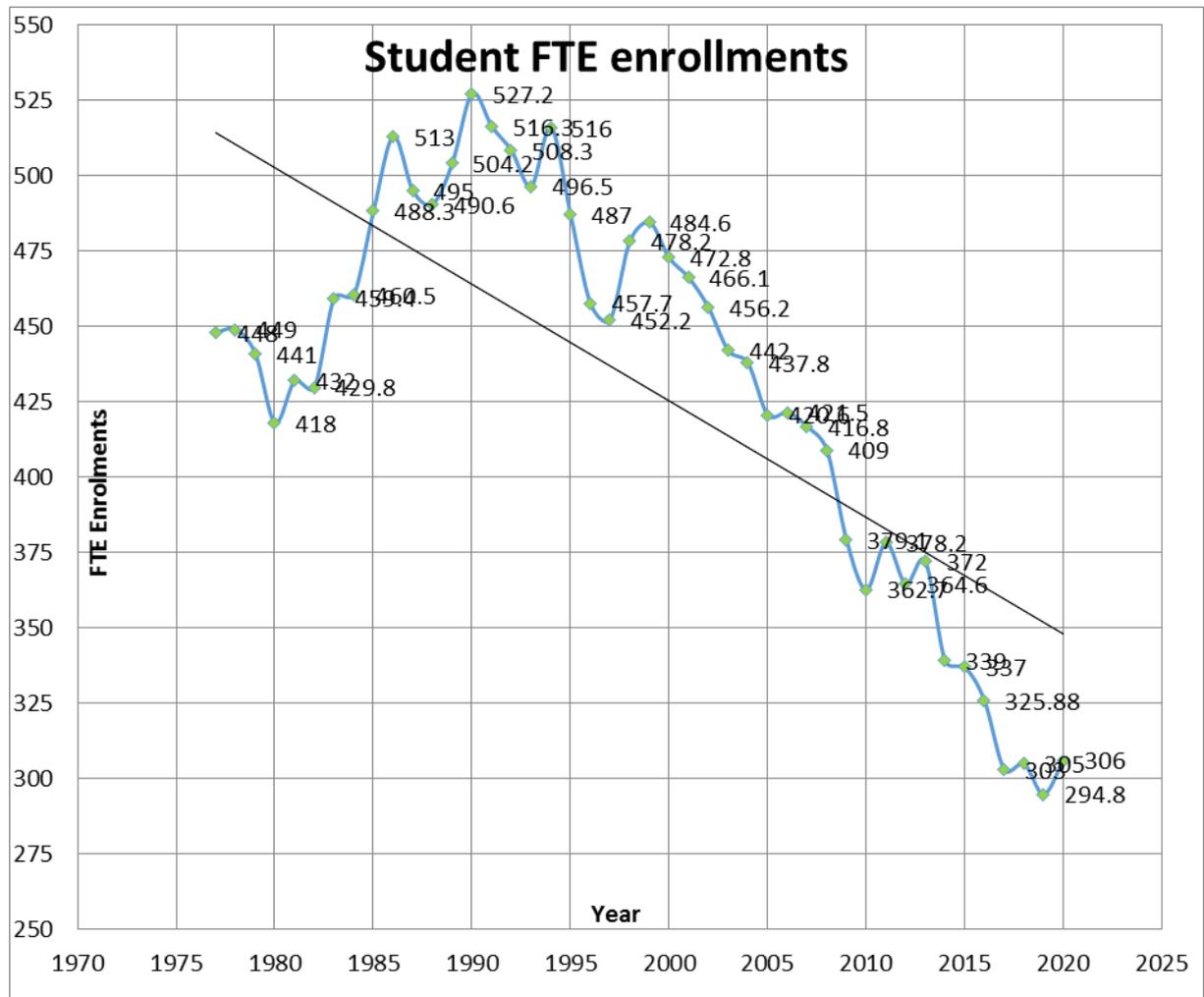
February FTE student enrolment:

| Year Level | Year 2017 | Year 2018 | Year 2019 | Year 2020 | Year 2021 |
|-----------------|------------|------------|------------|------------|------------|
| Reception | 16 | 23 | 21 | 21 | 21 |
| Year 1 | 19 | 16 | 24 | 18 | 20 |
| Year 2 | 17 | 20 | 14 | 25 | 19 |
| Year 3 | 26 | 16 | 18 | 17 | 26 |
| Year 4 | 23 | 28 | 17 | 18 | 19 |
| Year 5 | 25 | 22 | 28 | 16 | 17 |
| Year 6 | 30 | 26 | 20 | 26 | 16 |
| Year 7 | 18 | 30 | 26 | 22 | 25 |
| Year 8 | 23 | 21 | 44 | 37 | 36 |
| Year 9 | 33 | 25 | 18 | 41 | 35 |
| Year 10 | 26 | 31 | 24 | 18 | 36 |
| Year 11 | 21 | 26 | 26 | 24 | 15 |
| Year 12 | 26 | 21 | 15 | 23 | 20 |
| Year 12P (Plus) | | | | | |
| Total | 303 | 305 | 295 | 306 | 305 |

| Schoolcard | Year 2017 | Year 2018 | Year 2019 | Year 2020 | Year 2021 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| School Card R-7 | 25 | 35 | 23 | 29 | 17 |
| School Card 8 - 12 | 27 | 20 | 16 | 22 | 18 |
| Total Schoolcard | 52 | 55 | 39 | 51 | 35 |

| Disabilities | Year 2017 | Year 2018 | Year 2019 | Year 2020 | Year 2021 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Mainstream A | 6 | 6 | 4 | 4 | |
| Mainstream D | 5 | 4 | 3 | Cat 1 4 | 3 |
| High Sustained | 0 | 1 | 2 | Cat 3 2 | 4 |
| Very High Sustained | 0 | 0 | 0 | Cat 6 1 | 1 |
| | | | | Cat 7 2 | 2 |
| Total Disabilities | 11 | 11 | 9 | 13 | 10 |
| ATSI | 16 | 10 | 6 | 6 | 12 |

Student enrolment trends: Student numbers are gradually declining. Indications are this trend will increase in 2022 as we move Year 7 into High School and gain an extra class from Robe Primary School. We are also expecting a large intake of 24 reception students in 2022. Traditionally some families also make the choice to send their children to private colleges in Adelaide at the Yr 9-10 transition point; this is now impacting secondary enrolments.



Staffing numbers (as at February census):

| Teaching Staff | FTE |
|-----------------------------|-------|
| Principal – Band A-5 | 1 |
| Deputy Principal – Band B-3 | 1 |
| Deputy Principal – Band B-4 | 1 |
| Leader – Band B-1 | 2 |
| Counsellor – Band B-1 | 0.8 |
| Leader – Band B-3 | 1 |
| AST02 Leadership fallback | 3.2 |
| Teacher librarian | 0.8 |
| Teaching | 19.04 |

| Ancillary staff | FTE |
|-----------------------------|------|
| GSE – Level 5 | 1 |
| SSO – Level 1 | 6.56 |
| SSO – Level 2 | 0.92 |
| SSO – Level 3 | 1 |
| Community Library – Level 2 | 1 |

- Public transport access: 6 x School Bus services
Stateliner bus service – Adelaide to Mt Gambier
- 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: R-12 buddy classes, through PLP, home group and non-subject lessons 10-12. The school has transitioned into One Plans for students at risk. The progress of every student is monitored carefully by homegroup teachers and leaders through wellbeing meetings and the development of safety and risk support plans as required.

- **Student support offered:**

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

- a. **School Coordinator with Student Counsellor** focus– A counsellor can be accessed by students, staff and parents and the Leadership team take a very ‘hands on’ approach to student wellbeing.
- b. **SSO’s** provide administrative learning and engagement support.
- c. **Visiting professionals and agencies** provide 1:1 support as needed and strategies to classroom teachers, families and leadership.
- d. **Careers Counsellor** – The senior school Y8-9 and Y10-12 coordinators are available to support all students with career information and advice.
- e. **Christian Pastoral Support Workers** – Part-time PSW can be accessed by students, staff and parents.
- f. **Extensive** 1:1 support is provided to students with an identified disability, students in need of wellbeing support, Headspace, MIND, intensive learning programs such as Quicksmart, Minilit and Multilit and for students not meeting the SEA.

- **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:

- a. provide a safe environment that allows students to learn and teachers to teach
- b. promote the learning of socially acceptable behaviour
- c. support students to develop strategies to be able to co regulate and self regulate

We spent considerable time in 2016-17 reviewing our policies and guidelines. In 2018 we launched our new Code of Conduct based on extensive consultation. Students are guided by the code of conduct based on our school values of Personal Best, Respect, Honesty, Friendliness and Responsibility and our Student Behaviour Management Policy. The school subscribes to the philosophy of restorative justice. Consequences for not complying with agreed behaviour codes include Time Out of Class, Buddy Class Room, Yard service, Yard Isolation and Department Suspension and Exclusion Procedures. Staff manage students’ behaviour with the support of peers, leaders and families. The school has also started utilising the ideas and strategies being promoted within the new Department Behaviour Support Toolkit.

- **Student government**

- **Senior Student Representative Council (SRC).**

The Student Representative Council is a student committee comprising students from the Secondary school. The aims of the Student Representative Council are:

- a. To provide students with the opportunity to participate in decision making and democratic representation in school and student issues.
- b. 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.
- c. To provide the students with a body through which they can present their ideas, point of view on issues affecting students.
- d. To provide staff and Governing Council with a student perspective on issues
- e. To raise money through various activities in order to purchase items the students decide will benefit the school.
- f. To help charitable organisations through their fund raising activities.
- g. To become involved in the community with local activities
- h. All decisions of the SRC are subject to ratification by the Principal.
- i. Students from the SRC are nominated 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 representatives. A President, Vice- President and Secretary are elected from the Year 6/7 students.

Students develop the following skills:

- a. an awareness of issues which affect them
- b. meeting procedures, including reporting back to classes, or bringing issues to meetings
- c. listening skills
- d. an awareness of how they can contribute to change within their school
- e. personal confidence

- **Special programmes**

Refer to Curriculum Handbook

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 300 students. One R – 7 feeder school is located at about 44 kms South.
- Kingston Community School is 110 kms from a major centre, 163 kms north of Mt Gambier and 300 kms 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, servicing, hospitality and retail sectors.
- There is a low turnover of staff but natural attrition through retirement. In 2021 we have a good mix of experience and youth. The Leadership Team are all on one-year tenure but have all had experience in Leadership. As a team there is shared leadership and often teachers with expertise assist with leadership and management across the school.

We have a commitment to ensure that:

- our school curriculum and teaching methodologies - pedagogies 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.

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 9 to the students' 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 Playgroups in Schools (PinS) program, using school spaces, school resources and school staff.

Kindy to Reception transition is facilitated by joint teacher, student and family activity. In 2021 the Kindy is run from the school every second week on a Friday morning. This allows curriculum information, ideas and pedagogies to be 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, which will bode well as Year 7 transitions to secondary schooling in 2022.

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 7-12.

In 2021 the Challenges of Practice in our site improvement plan are:

- To develop teacher knowledge of multiplicative thinking/pedagogy then we will improve student achievement.
- Educators to collaboratively develop and implement a differentiated pedagogical approach and commitment to teaching reading comprehension/instruction across R-12 in all curriculum areas
- For educators to explicitly teach writing conventions and authorial choices across all curriculum areas to improve student achievement

Teachers have ambitious goals and targets for student learning and growth.

Teachers will also continue to have focus on all the AC General Capabilities and cross curriculum priorities.

Opportunities exist for student learning experiences using a wide range of current teaching methodology, enhanced by ICT. 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 and sports facilities. The school works with other alliance schools to deliver a range of quality VET programs both on site and regionally. 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 Development Process. The school places great emphasis on teacher development, mentoring young staff and encouraging leadership the development of leadership in more experienced staff. 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 teacher quality frameworks (TfEL) and National Standards (APST).

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 and throughout the year to monitor progress and to direct teaching and learning. As staff become more agile in our response to student data this is reflected in changed teaching styles. They work collaboratively to document teaching strategies they will use at the class and individual level and then report back on their successes and what needs to change. Different waves of intervention address specific needs and One Plans are used for students in identified cohorts. The school is moving towards every child having an agile plan of improvement. 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 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 & PATm, Phonics testing (Year 1) and AECD data. 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 improvement.

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, 9 &10 camps, Year 10 Innovations Day activities, Pedal Prix, SE and Adelaide Music festival, Show teams - led steer and sheep programs, Instrumental Music, sports carnivals, community events, SRC leadership activities, Anzac Spirit and STEM ambassadors and STEM Uni connect programs.

School Priorities in 2021:

Quality teaching with a focus on site improvement goals that align with the Department Strategic Plan that are underpinned with sound strategies and action plans. Self-assessment, personal growth, Literacy and Numeracy, Differentiation and Brightpath.

- Recent key outcomes:

Refer to schools annual report

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)
- Humanities and Social Sciences (See AC for Details)
- The Arts (Visual Art –Year7, Music Year 7 specialist subject, Drama, Media Arts).
- Technologies (Design and Digital)
- 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 6/7 students participate in a transition programme during Week 7 of Term 4.
- In 2021 they will participate in an over night camp based in Robe which will support the transition to High School program.
- Kindergarten students participate in a school visiting programme over several months and continue to do this even though the Kindy is on site every second week.
- Senior students join regional VET programs.
- Open Access students join state wide classes.
- Year 10 students join with other schools in the Region for career innovation days.
- 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 number of “core” teachers responsible for a significant amount of individual student class time to provide consistency and support where possible.
- A safe, caring environment for students to consolidate organisational and interpersonal skills.
- Recent curriculum changes have seen less choice at Year 9 so students have more time to make better informed decisions.

Year 8/9- All Areas of Australian Curriculum

English, Mathematics, Science, HASS, Physical Education and Health, Technology, Languages - German, the ARTS- music and visual art and they additionally study Agriculture.

Year 10

Students study English, Mathematics, Science, HASS, PE&H, PLP and two other subjects from a number on offer, eg Information Processing and Publishing, Art/Design, Agriculture, Home Economics, Music, German, and Design Technology.

Personal Learning Plan (PLP) is a compulsory introductory subject to the SACE.

Year 11

The following subjects are offered and run dependent on student choices each year.

Art/Design, German, Modern History, Workplace Practices, Child Studies, Food and Hospitality, Agriculture, Biology, Chemistry, Furniture Construction, Range of Mathematics, Physics, Welding and Fabricating, Information Processing and Publishing, Physical Education and English, a range of VET pathways are offered.

Year 12

The following subjects are offered and run dependent on student choices each year.

Visual Arts Studies/and Design, Modern History, English Communications, English Studies, Child Studies, Food and Hospitality, German, Community Studies, Agriculture, Biology, General Maths, Chemistry, Furniture Construction, Physical Education, Physics, Mathematical Methods, Specialist Mathematics, Welding, Workplace Practices, Information Processing and 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 if possible.

Special needs

SWD 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 One Plans.

Special curriculum features:

Doorways to Construction is currently offered to year 11/12 students.

Teaching methodology

Teachers combine pedagogical content with pedagogical knowledge with the aim of ensuring every child can achieve a C grade or better (Standard of Educational Achievement-SEA). Teachers use formative feedback to respond to student needs and design learning using the TfEL framework. They use peer observation and feedback from students to be able to benchmark against the Australian Professional Standards for Teachers at their appropriate career stage. Emphasis is given to the explicit teaching of Literacy and Numeracy. Kingston Community School has Literacy (under review), Quality Teaching (under review) and Numeracy agreements.

Assessment procedures and reporting

R-12 reporting procedures include formal reports and parent interviews consistent with Department policy and guidelines. 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 has access to community facilities such as the golf course and the town bowling greens for some activities.

Co-Curriculum:

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

- 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 and Distance Day

- Aquatics
- Swimming Carnival

Other Sports

Students and staff are able to participate in tennis, cricket, football, hockey, netball, golf, bowls, table tennis, basketball, triathlon, dance, 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
- Lions Youth of the Year
- Music - Choir, Concert Band, Instrumental Music, Vocal Groups
- Musical Variety Show
- Work Experience
- Interschool athletics carnival
- STEM opportunities
- Anzac Spirit

School Camps

The following camps occur each year:

- **Year 4 and 5**
HASS and Environment, Monato experience camp (Murray Bridge)
- **Year 6 and 7**
HASS and Environment, Swan Reach – 2-year cycle.
- **Year 8**
Canvas Camp – Noorla Yo-long (Rendelsham)
- **Year 9**
Aquatics- Murraylands Aquatics (Murray Bridge)
- **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 year 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 school priorities and curriculum.

7. Staff (and their welfare)

- **Staff profile**

Kingston has a mix of experienced and graduate staff. The annual turnover of staff is relatively low and we have a very high number of permanent staff, although many work at a part time level due to current work/life arrangements. 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 2 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 section of school teams. Staff are encouraged to network beyond the school. In addition the Department provides an Employee Assistance Program should the need arise.

- **Performance Management:**

Performance Management is inclusive of all sectors and individuals within the Department and regular meetings to set staff PDP's are part of the meeting cycle. It is about employees being clear about the school's improvement plan and what their job entails and having a shared and documented understanding of what represents quality and effectiveness in their position.

Through discussion and feedback processes staff identify both school and their own priorities for professional development 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
 - Implementation of school and system priorities
 - Links professional development to improving skills based on SIP work
 - Employee wellbeing
 - Leads to improved student learning outcomes and service delivery
 - Promotion of a culture of continuous improvement and feedback
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- **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, workloads and responsibilities. Many staff are part time.
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- **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, CAMHS Consultants, headspace, MIND, Aboriginal District Workers, Disability Services Coordinators, and Attendance Officers.
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- **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 some types of leave.
- **Housing assistance:**
Government housing available.
- **Cash in lieu of removal allowance:**
No.
- **Additional increment allowance:**
Yes.
- **Designated schools benefits:**
Yes.
- **Aboriginal/Anangu schools:**
N/A
- **Medical and dental treatment expenses:**
No.
- **Locality allowances:**
No.

- **Relocation assistance:**
Yes.
- **Principal's telephone costs:**
Yes.

9. School Facilities

- **Buildings and grounds:**

Since 1985, Kingston Community School has been developed at Gall Park, on 10 hectares of land, in a park like setting with a 25 metre swimming pool. The school, although geographically isolated, is an extensive complex, with excellent facilities including a recent \$3.5 million STEM redevelopment and to be completed in July 2021 a \$4 million capital works build. They include state of the art home economics space, science laboratories, makers spaces, green room and 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 space and technology hub, business studies area, administration centre and an Agriculture Learning Centre. Additionally, the school has an Aquaculture facility in a purpose-built facility that is currently unused and requires a redevelopment. The school owns a small bus and leases a government vehicle due to distances travelled. Joint use of the school and community facilities are encouraged. A large oval and 5 netball/basketball/tennis courts, cricket nets and recreational areas are within the school grounds.

- **Heating and Cooling:**

Air conditioning exists in all areas of the main buildings of the school.

- **Specialist facilities (see above):**

Other facilities not included above include a school farm. New toilets were also opened in 2019 and were a result of strong student voice to upgrade facilities.

- **Student facilities:**

Student facilities include a canteen, a well-equipped playground, nature play space, Aboriginal garden, large loose parts area and Nature Play, a cultural garden and many lawn areas with shade trees and covered walkways with seating facilities. Outdoor spaces provide shelter from both the sun and rain. Senior students have 2 shaded pergolas with tables and chairs. Booths are located in the science corridor. Yr 12s have a common room.

- **Staff facilities:**

Some of the staff have an office space while others share breakout spaces that are designed for flexible use by staff and students. The staffroom area has reverse cycle air conditioning and kitchen facilities. The Community School Library, administration computers and office computers allow all staff to use EDSAS and the Internet. Staff can be issued with a school computer if requested.

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

Most areas of the school have ramp access. A toilet for disabled people is located in the library. Five areas have sound field systems. Car parking is available for disabled drivers and passengers at the front of the school and in the teacher car park.

- **Access to bus transport:**

The school owns a 2020 Higer bus. The school have 6 departmental bus runs. The school has access to several private buses if required for hire.

10. School Operations

- **Decision making structures**

The Governing Council meets twice per term. There are a range of whole school committees which report back to the Governing Council. They include: Finance, Assets, Canteen, Parents and Friends, and Agriculture. The Governing Council also has representatives on other committees including Gall Park Management.

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

There are also a range of staff committees including WHS, PAC, Transition to school and High School 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 and have WHS as a standing agenda item. 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, SENTRAL daily notices for students and SENTRAL broadcasts for staff, email communication for all highly sensitive information, student reports and Facebook for the school community. The school also has an Instagram account.

- **Other communication**
Local radio, local newspaper, Parent Information Handbook, parent interviews, annual acquaintance evenings and Open Nights, information sessions, individual subject counselling, class communication systems such as Dojo, diary notes and phone calls.
- **School financial position:**
See annual report
- **Special funding:**
See annual report

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 operation, attend organised assemblies and presentation nights, to assist with the range of informal and formal activities that require volunteer help or to assist with general classroom 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 and excursion 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.

- **Accessibility**
Access to Adelaide via 3 hour car trip or air via Mt Gambier

- **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, vineyards, ensure a great lifestyle.

I certify that this is a true and accurate statement:

Samantha Murdock
Principal
June 2021