

**School number:** 0895

Updated: February 2017

School name: LOXTON HIGH SCHOOL

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 SACE studies.

Vision

Loxton High School is committed to high quality teaching and learning. Every student has the opportunity to succeed and prepare for effective citizenship. Strong community partnerships are the foundation for all learning. Positive community partnerships underpin all achievement.

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 DECD frameworks.
- ◆ Care for and maximise all resources: physical, human, financial and learning.
- ◆ Enact school and DECD 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 - Part A

School Name **Loxton High School**

School No **0895**

Principal **Mr John Tiver**

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

February FTE Enrolment	2015	2016	2017
Secondary Year 8	129	107	108
Year 9	103	127	104
Year 10	124	102	121
Year 11	116	120	100
Year 12	94	110	108
Year 12 plus	1	6	9.6
TOTAL	567	572	550.6

February Total FTE Enrolment 2017		
Male FTE	281.8	51.18%
Female FTE	268.8	48.82%
School Card Approvals		
NESB Total	8	1.45%
Aboriginal FTE Enrolment	26	4.72%

Part B

- Director of Curriculum
Mrs Lorraine Dambergs
- Director of Wellbeing
Mr Grant Lawrence
Director of Teaching and Learning
Mrs Tara Deren
- School e-mail address
dl.0895.info@schools.sa.edu.au
- School website address:
www.loxtonhs.sa.edu.au

Staffing numbers

Teaching

FTE	40.4
Counselling	1.2
Library	1.0
Graduate	1.0
ESL	0.02
Aboriginal	0.20

Leadership

Principal	1.0
Director of Learning	1.0
Director of Wellbeing	1.0
Director of Teaching	1.0
Coordinators	9.0

Total number of teaching staff 47.0

Ancillary

SSO	344.75 hours
Agriculture	5.0 hours
Total Entitlement	349.75 hours

Profile

- Principal (male)
- Director of Curriculum (female)
- Director of Teaching and Learning (female)
- Director of Wellbeing (male)
- Co-ordinators (5 female, 4 male)
- Chaplain (male)

- **Enrolment trends**

The school enrolments have been steady in number over the past three years.

- **Special arrangements**

The school works closely with its feeder primary schools particularly in relation to Middle Schooling, Transition arrangements and Training & Development activities. There are strong connections in relation to VET between the Riverland High Schools through Futures Connect and the Riverland Trade School.

- **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 50th year in 2009.

- **Public transport access**

Loxton is approximately 250 kms from THE GPO and is serviced by a daily bus run to Adelaide. Buses leave Loxton at 7:45 am and arrive in Adelaide at 11:45 am. Buses leave Adelaide at 5:30 pm and arrive in Loxton at 9:15 pm.

The School is 1.6 kms 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 eleven contract school buses for students living within the DECD 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 Pastoral Care program of 200 minutes a week for year 8 to 10 and 100 minutes for year 11 and 12.

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 Class program, students have identified their own strengths and weaknesses and will have developed personal skills to support self management at Senior School. They will have identified and researched possible employment or career paths and successfully completed work placement. They will have made informed choices in selecting subjects for years 11 and 12.
- 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 SACE 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 Counsellors (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 Management 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 School Discipline Policy has been developed in consultation with parents and students and is supportive of DECD 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 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 a Year 10 Technology Studies class. Students from other year levels can also be a part of this program.

Adelaide Show : Led Steer Competition

Learning Area based competitions

ICAS Science Competition

ICAS English Competition

Science and Engineering Challenge

Geography Competition

RACI Chemical Quiz

RACI Chemical Analysis Competition

MASA Quiz night

Apex Teenage Fashion Awards

Australian English Competition

Rio Tinto Big Science Competition

Public Speaking Competitions

Loxton High School Public Speaking

Rostrum public Speaking

Plain English Speaking Competition

Interschool Debating 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 surveying 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 Pastoral Care 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.

MIDDLE SCHOOL CURRICULUM

Home Groups in Year 8 & 9 have approximately 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. 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. In year 8 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 (DECD) 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. Students 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 your High School of choice.

Key elements of the transition program are:

Term 2	Enrolment forms are distributed and returned by the end of the term.
Term 3	Year 8 students visit primary schools to talk to Year 7 students about their transition experience.
Term 4	<ul style="list-style-type: none"> - 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 your child with a supportive transition program and to supporting your child's secondary education in the years to come.

Enrolment

Loxton High School educates students from Years 8 to 12 and has a total enrolment of approximately 560 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 DECD school, we will commence the enrolment immediately to maintain continuity of education. When a student is enrolled at another DECD 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 S.A. Certificate of Education (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 will most commonly take and complete in Years 11 and 12 respectively. Subjects offered within the SACE program at Loxton High School are:

STAGE 1

Agriculture Visual Arts - Art Biology Business and Enterprise Chemistry Child Studies Creative Arts Visual Arts - Design Drama English Essential English Food and Hospitality Furniture Construction Geography	Modern History Independent Living General Mathematics Mathematics Methods Specialist Mathematics Music Experience Outdoor Education Personal Learning Plan Physical Education Physics Scientific Studies Sports Studies Welding and Fabrication
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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

Agricultural & Horticultural Studies Biology Business and Enterprise Chemistry Child Studies Community Studies * by negotiation only English Essential English English: Literary Studies Food and Hospitality Furniture Construction – Wood Geography Information Processing and Publishing Mathematical Methods	Essential Mathematics Specialist Mathematics Modern History Music – Ensemble Performance Music – Solo Performance Musicianship Physical Education Physics Research Project – 10 credits Sports Studies Visual Arts - Art Visual Arts – Design Welding and Fabrication – Metal Workplace Practices
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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.

Special Needs

Learning Support Plans are developed for those with special needs. The school has a Coordinator and five SSOs working specifically with students with learning difficulties. We also have a full-time Learning Centre (TLC) staffed by the Learning Support Coordinator and SSO's, which students can access for extra support with their learning and wellbeing needs.

Special curriculum features

Home Group at Year 9: Excursion to Monarto Zoo
History at Year 9: Excursion to Sovereign Hill
Outdoor Education at Year 10: Canoeing
Personal Learning Plan at Year : Careers Trip to Adelaide
Outdoor Education at Year 11: Advanced Canoeing & Bushwalking
Community Studies at Stage 1 & Stage 2 by negotiation.
Agriculture at Year 9: 1 compulsory semester. Yr 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: This includes Child Care, Automotive, Hospitality, Agriculture and Horticulture, Carpentry, Retail, Construction, Hairdressing, Electrical, Aged Care, Disability Care, Business, Fitness, Information Technology. The school has a number of students currently undertaking School Based Apprenticeships and Traineeships.

Teaching methodology

The basic aim is to cater for all students as individuals and to provide opportunities and pathways for them to succeed and become independent learners. Classroom School Service Officers provide strong support for students with learning difficulties.

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

ICT is integrated into the curriculum with each curriculum area taking responsibility. This process has been accelerated by the employment of an IT Technician.

Assessment procedures and reporting

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

Loxton High School has a policy of continuous non-graded descriptive assessment in Years 8-10 using rubrics. We believe this allows students to develop to their full potential without the stigma of failure.

The school has related to the Australian Curriculum its assessment practices based on the use of Identified Learning Outcomes. It has also developed its own computerised reporting format.

Senior School reporting utilises the grading systems of SACE. Additional information is provided through the use of continuums focussing 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 aim to provide parents / caregivers feedback on their child's progress every 4-5 weeks. Feedback is provided through mid-term 'Stop Light' letters, parent/teacher 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 of each year.

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 Chaplain 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 the 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 Management 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 of both a curriculum and whole school focus. Morale at the school is exceptionally high.

Leadership structure

The leadership configuration includes the Principal, Director of Wellbeing, Director of Curriculum, Director of Teaching and Learning, 9 Coordinators (4 male, 5 female) and an Administration Officer.

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 year 8-12. Staff are supported through Performance Development to undertake the teaching of classes at both senior and junior levels.

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 Interagency Referral 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 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 has 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 is the recipient of government funding to create a specialised STEM centre within the school grounds which will be completed over 2017/2018.

The Resource Centre will also be 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 hence 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 a private study room.

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 >5 kms from school are eligible to DECD 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 bulletins are produced for both staff and students. 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 Development 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 and are 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 approx \$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 town and 40% of the students travel to school by bus. The school coordinates the 13 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 a fairly traditional one and has high expectations in the area of 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 provide parents with the opportunity of being involved actively with their school. These groups meet monthly and student representatives are included.

Sub-Committees of Governing Council include: Grounds, Finance, Curriculum, Fundraising, and Canteen with parent involvement actively encouraged.

Each year a Continental is held mid 1st term 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 kms and west to Wunkar, Moorook and Kingston-On-Murray. Many of these students travel to school by bus or private car.

Loxton High School works in close cooperation with other local schools. The secondary cluster consists of Glossop, Loxton, Renmark and Waikerie High Schools. In the Feeder School cluster a close liaison has been developed with the 4 Government and 2 Non-government primary schools in particular, in relation to Year 7 to 8 transition; staff work collaboratively in the areas of curriculum development, in training and development and in the sharing of resources. The Year 7 to 8 Transition Program has developed into a Middle Schooling Focus Group.

Other local care and educational facilities

Within Loxton there exists a Government funded Childcare facility, 2 Preschools, 2 Primary DECD 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 sporting 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 (internet access).

Availability of staff housing

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

Local Government body

Loxton Waikerie District Council 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.

