



# SCHOOL CONTEXT STATEMENT

Updated: 3/2020

**School number:** 0928  
**School name:** Grant High School  
**School Profile:** Category 3

## Current Context:

Grant High School, located in Mount Gambier on the Limestone Coast, is a dynamic school recognised for its innovation, student agency and academic excellence. Our school's values of Respect, Commitment and Trust underpin the behaviours that are positively promoted at Grant High School. Our mission is to build future ready citizens. Future-ready citizens are resilient, creative, life-long learners. They approach all aspects of their lives with passion, enthusiasm and determination, in order to be meaningful contributors to their communities. Our staff are purposeful in endorsing these characteristics and our structures encourage meaningful engagement. The benefits of our Community model have become more evident as time progresses. The connections our Community Leaders and Managers have with their community members has led to much clearer decision-making around students' subject choices and career pathways.

Our Year 7 to 10 curriculum is comprehensive across a range of learning areas, providing students the opportunity to engage in authentic learning programs in six different subjects each semester. This includes the the opportunity for students to participate in a Personal Improvement Program and Targeted Intervention Programs based on individual their needs and interests. Students. We also provide all students with a pastoral care program, through Kunga, which focuses on the development of life skills and career development. In the senior school, students can choose from a broad curriculum, including access to a range of FIP programs, designed to support the multitude of career pathways available.

2023 saw the inclusion of the Independent Learning Center (ILC) at Grant High School. The ILC is a learning environment for students, who for various reasons, require a flexible learning program. Although on a separate campus, we have been quick to adapt a whole school approach through building on the capacity of staff, students, parents and wider communities to create collaborations in providing outstanding educational options and outcomes for all our students.

Nothing we do is meant to just fill time or tick a box – we are mindful that what we offer must be relevant and authentic in order not to waste anyone's time. Enhancing resiliency, creativity, student agency and engagement, and developing life-long learners are a feature of our curriculum and school culture. We believe relationships sit at the heart of learning and our commitment to this is evident in the work we are completing around Restorative Practices and Trauma Informed Practices.

Our staff is outstanding. The Principal spends time each week for the majority of the year observing classes and the quality of pedagogy. The evidence of learning and the positive relationships developing between staff and students has been a joy to witness.

## 1. General information

School Principal	Caroline Wakefield
Community Leaders:	Bekkie Houston, Matthew Kurzman, Sarah McCarthy, Jackie Poumako and David Thompson
ILC Leader:	Jamie Ryan
Year of opening:	1961
Postal Address:	PO Box 8221, Mount Gambier East, SA 5290
Location Address:	Hosking Avenue Mount Gambier SA 5290
DECD Region:	Mount Gambier 1
Telephone number:	08 87263100
Fax Number:	08 87250173
School website address:	<a href="http://web.granths.sa.edu.au/">http://web.granths.sa.edu.au/</a>
School e-mail address:	dl.0928.info@schools.sa.edu.au

### February FTE student enrolment:

Year	FTE	School Card Percentage	ATSI	Non English Speaking Background (EALD)
2023	1120	7.4	86	9
2022	1024.2	NA	75	7
2021	891.6	20.63%	49	1
2020	878.8	10.24%	47	Nil
2019	879	2.84%	49	1
2018	812.1	4.06%	45	Nil
2017	794.7	6.41%	40	2
2016	770.65	9.08%	39	Nil
2015	743.75	8.87%	32	Nil
2014	715.05	5.87%	30	Nil

### Staffing numbers (as at February census):

#### Leadership:

- Principal (Band A-8) – 1
- Community Leaders (Leader Band B4) – 5
- Curriculum Leaders (Leader Band B1) – 9
- Alternative Program Coordinators (Leader Band B-1) – 3

#### Teaching Staff:

- Teaching Staff (Full Time) – 62
- Teaching Staff (Part Time) – 19

#### Ancillary Staff:

- Admin Support Workers – 14
- Wellbeing Managers (Youth Workers) – 5
- Behaviour Support Workers (SSO-2) – 4
- Classroom Support Workers (SSO-1) – 18
- AEW (Level 3) – 3
- GSE – 3
- Trainees – 1
- PCW – 7.5hrs

### Public transport access:

Grant High School is a hub for several department buses and City buses pass the site regularly.

### Special site arrangements:

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## 2. Students (and their welfare)

### General characteristics

The school services students in Years 7 - 12, with distinct year levels. Our students are drawn from the city of Mount Gambier and surrounding areas of established farming communities, hobby farms and rural townships, including over the Victorian border. School Card holders make up approximately 18.35% of the school's population. There are 83 Aboriginal students and 174 students on One Plans with 90 of these being IESP funded.

### Student well-being programs – Homegroup

Each week at Grant High School time is devoted to the delivery Homegroup. Homegroup is designed to support the development of 'Future Ready Citizens' who:

- Are self-aware and responsible for themselves
- Are committed to life-long learning and improvement
- Are meaningful contributors to their communities

The course is delivered in Years 7-12 (using different modes depending on the year level), emphasising capability development and supporting students to achieve the compulsory SACE Stage 1 Personal Learning Plan (PLP) and up to 10 other SACE Credits in a developing and progressive manner as students move through their years of schooling. The curriculum of the Kunga Course is designed to be adaptive and responsive to the evolving needs of student cohorts at Grant High School, as identified and supported through the school's 'Community' Structures. As such the course incorporates a wide variety of concepts, including:

- Developing self-awareness and taking responsibility for yourself and your decisions
- Behaving in ways that contribute positively to a school and wider community
- Goal setting and life-long learning skills
- Career development and pathway planning
- Self-Care and management awareness and strategies
- Identifying and managing risks (to self and others)

Kunga Course teachers also take 'homegroup' or 'pastoral care' responsibility for their class and use Kunga Course and other opportunities to track and monitor student attendance, wellbeing and engagement.

### Student support offered

A Social Worker, five (FTE) Youth Workers and a PCW provide the key personal and crisis counselling. Subject counselling key personnel include Community Leaders members and Wellbeing Managers. Kunga teachers are also key players in both subject and personal counselling issues. A Specialised Education program focuses mainly on supporting students with special learning needs. A Careers/VET Coordinator, along with visiting Careers/Information officers, are also accessible to students.

An extensive Year 6 to 7 transition programme operates in the second half of the year. This includes a separate component for special needs students who begin spending time in the school in Term 3.

The school has two Aboriginal Secondary Education Transition Officers and two Aboriginal Education Teachers to support the needs of Aboriginal students.

## **Student management**

Student Behaviour Management is critical in maximizing teaching and learning outcomes. Clear and consistent adherence to our school code of conduct ensures effective teaching and learning remains a focus for everything we do.

Grant High School is well known as an orderly and well-managed school. Our Student Behaviour Management policy is acknowledged as an example of good practice.

We expect that all members of the school community will respect the individual rights of others and fulfil the social responsibilities outlined in our Student Behaviour Learning Policy. All activities and relationships at Grant High School are underpinned by an explicit focus on our school values of respect, trust and commitment.

## **Student government**

The school operates a healthy Student Led Development program in place of SRC, which is led by two School Captains. Subcommittees of this group have been formed to address various sectors of school life.

## **Special programmes**

Grant High School runs a successful Homework Club from 3.15pm – 5.00pm Monday to Thursday.

# **3. Key School Policies**

## **Site Improvement Plan and other key statements or policies:**

2022 saw the adoption of a new three-year Site Improvement Plan. There are two foci: the improvement of reading across the school and SACE achievement, with an emphasis on improved results in the higher bands. The consis

The Aboriginal Education Team has ensured that all goals in the Priority 1 have been achieved. The implementation of a SAASTA program in the Limestone Coast region has helped focus our work in this area to a large degree and we look forward to hosting the program again in 2021.

The Flexible Learning Centre was phased out at the end of 2020, with the Intervention and Support team tailoring educational packages for individual students in the main school from Year 8 on. Mat Hubber (IAS Manager) and his team are already undertaking some great work in this area and we look forward to the formal trialing of several programs in 2021.

Learning Sprints as a foundation for improved writing across the school has been taken up in many faculty areas in the school and this has been largely successful in identifying areas for improvement and strategies to support this improvement. This strategy will continue to be rolled out over 2021.

## **Recent key outcomes:**

# **4. Curriculum**

## **Subject offerings:**

### **Middle School**

The curriculum offerings for years 7 to 9 offer students a snapshot of all subject areas, with more choice in year 9. In years 7 and 8 we focus on minimising the number of teachers with whom students come into contact. We develop a sense of team amongst those teachers so that the students' work can be integrated as far as possible. Year 10 is seen as a transition year between our Middle School and Senior School. Here students have more choice and a broad pattern for subject selection is developed. The Middle School curriculum is well supported by our Intervention and Support Program which includes special courses for students at risk.

### **Senior School**

The Senior School consists of young, maturing adults. The school's aim is to encourage all students to become independent adult learners, willing to take responsibility for their own actions. Toward this end, the school gives students privileges and responsibilities. Most students accept these freedoms and demonstrate a high level of responsibility. However, some students may prove they are not yet ready to accept responsibility and hence their privileges will be curtailed.

### **Special needs:**

Literacy and numeracy intervention occurs in the junior years. An Essentials Mathematics class operates at Year 11 & 12, as does an Essential English class to support those students with identified needs in these areas. The school has developed enterprise in Modified Programs and two Specialised Education classes have operated successfully for a number of years.

### **Student assessment procedures and reporting**

Formal reports to parents are completed at the end of each semester, with continuous assessment occurring throughout each semester. Teachers publish at least two summative tasks per term, per class, (subject to SACE requirements), allowing families to track how their young person is progressing. Parent teacher interview nights take place early Term 2.

## **5. Sporting Activities**

Grant High School has a long-standing reputation for its commitment to school sport and success achieved by its teams. We offer an extensive range of sports activities and strongly encourage students to involve themselves in these activities.

Interhouse swimming, athletics and cross-country competitions are a traditional part of the sports calendar, with all three events being followed with Interschool competitions against 6 other South-East secondary schools. In recent years teams have also gone on to participate in the S.A.S.S.S.A. Championships in Adelaide in these activities.

The school's commitment to S.A.S.S.S.A. Knockout Sport is also extensive. We enter approximately 20-30 teams in sports such as Baseball, Basketball, Cricket, Football, Hockey, Netball, Soccer, Softball, Tennis and Touch Football and achieve regular success in these competitions. Other regional sports carnivals such as 9-a-side football, Stableford golf and super 8's cricket are also popular events on the calendar.

The ability to offer an extensive sports program at Grant High is dependent on support from the whole school community. Staff are encouraged to be involved in any area of interest as

this is viewed as an excellent way in which to build positive student/teacher relationships and to promote school spirit.

## 6. Other Co-Curricular Activities

Grant High School actively participates in cultural and educational opportunities through participation in excursions such as the Outdoor Education Camps, Eisteddfods, Public Speaking, SAASTA Connect, Cultural Stories Program, Career Immersion Programs and Community based Music/Choir performances.

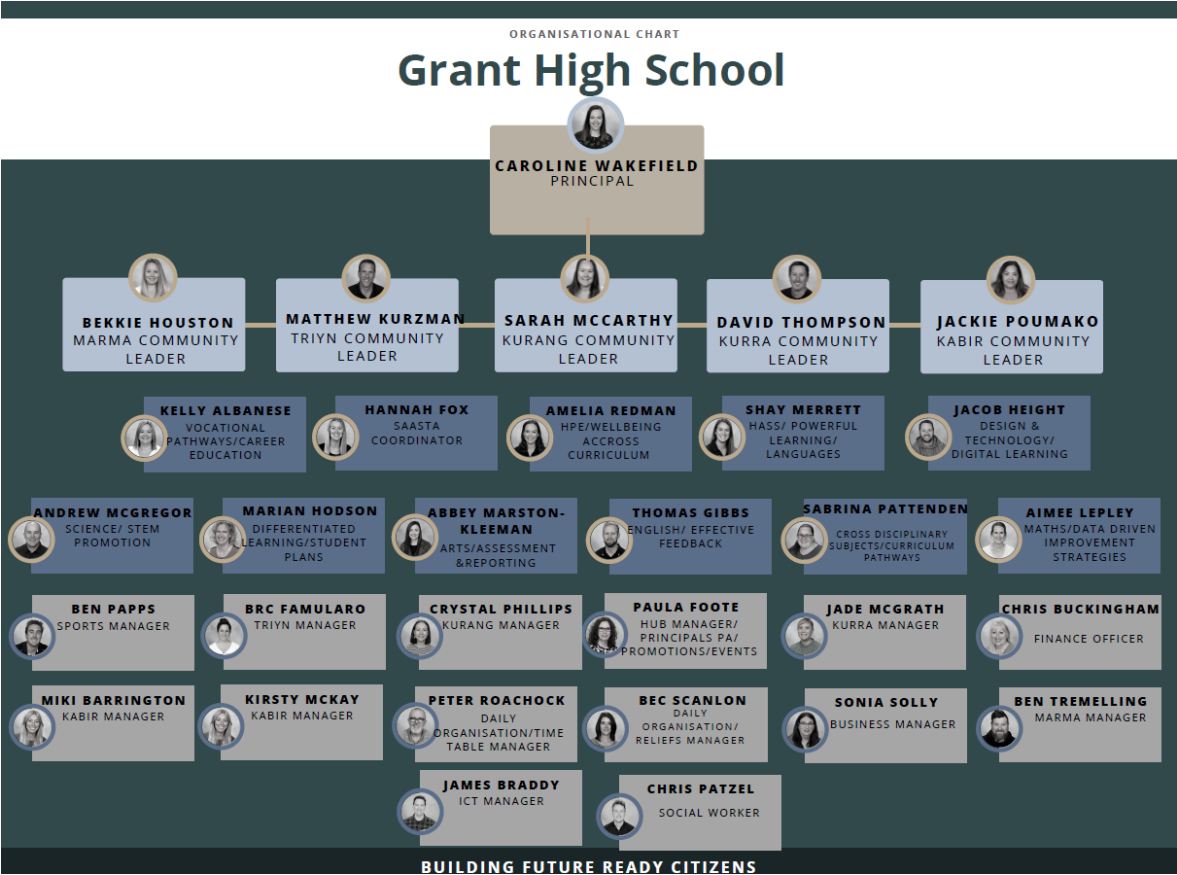
## 7. Staff (and their welfare)

### Staff profile

The staff consists of a highly skilled and dedicated team (approximately 81 teachers and 59 Student Services Officers). In recent years there has been an annual turnover of about 5-10%, resulting in a considerable level of stability

### Leadership structure

The Leadership Executive consists of: The Principal, 5 Community Leaders and a Business Manager. The Leadership Committee consists of the Principal, Community Leaders and Coordinators. This group meets approximately 4 times a term.



### **Staff support systems**

All staff are asked to actively participate in the school's Performance Development scheme, which affirms the right of every individual to be given constructive feedback on their work. Line Management Groups are established for this purpose, with designated leaders accountable for small groups of staff.

### **Performance Management**

Performance Management processes encourage reflection, development and contribution to school goals and access to feedback. The Leadership group observe each teacher once a term, giving feedback on practice.

Staff meeting structures include collaborative professional development opportunities which are built into the performance management structure.

### **Access to special staff**

Mount Gambier Education Office provides additional support through the Integrated Support Services, including access to behaviour coaches, speech pathologist, psychologists and social workers etc. Grant High School students also have access to the Department's IMS Service.

## **8. Incentives, support and award conditions for Staff**

### **Complexity placement points**

NA

### **Isolation placement points**

NA

### **Shorter terms**

NA

### **Travelling time**

4.5 hour from Adelaide

### **Housing assistance**

A range of government and private rental accommodation is available

### **Cash in lieu of removal allowance**

As per the Department's policy

### **Additional increment allowance**

As per the Department's policy

### **Designated schools benefits**

NA

### **Aboriginal/Anangu schools**

NA



### **Medical and dental treatment expenses**

As per the Department's policy

### **Locality allowances**

Grant High School does attract an additional Location Allowance, although this is minimal.

### **Relocation assistance**

As per the Department's policy

### **Principal's telephone costs**

As per the Department's policy

## **9. School Facilities**

### **Buildings and grounds**

Grant High School is located on expansive, well kept grounds, comprising soccer, hockey, football ovals and a working Agricultural Farm.

Grant High School owns a camp facility at Robe. Robe Campsite is situated on the outskirts of the Robe township, immediately adjacent to the Little Dip Conservation Park. The buildings are located on a 70 acre allotment, most of which is natural scrub land. The site is secluded, private and set well back from the main track.

Recent upgrades to building projects include, a recently completed Government funded 2.5 million STEM Build and 7 million Building Capital Works funded performing arts building that encompasses the school canteen and general learning classrooms.

### **Heating and cooling**

Classrooms throughout the school have been fitted with air conditioners or evaporative coolers, providing a comfortable working environment for everyone. Heating is provided by way of reverse-cycle air-conditioners in the main building and relatively new gas heaters elsewhere in the school.

### **Student facilities**

Well-maintained ovals, a refurbished canteen, outdoor eating areas, pergolas, bus shelters, under-cover eating areas and sports facilities such as basketball rings are provided for student enjoyment. The SLED, representing the interests of students across Years 8 - 12 plays a significant role in decision-making within the school. Its input has resulted in continual improvements to facilities around the campus. A car park across from the school provided by the City Council of Mt Gambier accommodates approximately 55 vehicles. The Senior School is characterised by an attractive physical environment. The Junior School floor is set up to accommodate the needs of Year 7 and 8 students in particular. Its atmosphere and physical appearance strongly reflect middle schooling philosophy.

### **Staff facilities**

Office areas are provided for designated leaders and staff are allocated work areas for individual preparation. A well-equipped staffroom provides a comfortable area for

everyone during recess and lunch breaks. Staff are able to park their vehicles in a parking allotment on the school grounds

### **Access for students and staff with disabilities**

Most areas of the school, including a refurbished front entrance, are equipped with ramps enabling disability access. In addition, a lift has been installed in the main building.

### **Access to bus transport**

The school is in charge of 4 bus runs – Tarpeena, Mingbool, Glenburnie and OB Flat/Yahl. One of these is a government bus and three are contract. The school is also serviced by several other buses which are controlled by private providers and the City Council.

### **Specialist Facilities**

Well appointed facilities such as: Agricultural Farm, Performing Arts Centre (Drama/Dance/Music), gymnasium, Design and Technology Facilities, Building Trades Centre and Home Economics facilities enable the school to provide a comprehensive curriculum for students. Well-equipped Mathematics and Science areas, including an Aquaculture Lab funded via a STEM Grant, along with a redeveloped open-spaced Resource Centre/Student Hub, complement these facilities.

## **10. School Operations**

### **Decision making structures**

The school recognises the valued partnership of parents, students and staff in the education process and believes that all groups must be consulted in the determination and implementation of the school's educational programmes and its practices. A number of formal groups exist to facilitate the consultation process, these include the Governing Council, which meets twice termly and the SLED team. Decisions are reached by consensus and any matters that affect the school in general will be made known at the staff meetings. Individual staff members make organisational day to day decisions in their areas of responsibility. Once the consultation process has been undertaken, it is the role of the leadership team to ensure that all parties are aware of the decisions and it is the responsibility of the staff to implement the agreed policies.

## **Regular publications**

Daily staff and student bulletins are a vital form of communication, which is available via DayMap. A daily calendar is available on DayMap. A termly newsletter is published promoting school/community events and student achievement. The Staff Handbook, Curriculum Booklet, School Magazine and Grant High School High brochures are other sources of information regarding the school.

## **Other communication**

We maintain regular and effective communication with parents/caregivers through subject reports, DayMap Parent Portal and information evenings. School activities and student achievements are reported in the local newspaper, television and radio. The school is also accessible through [dl.0928.info@schools.sa.edu.au](mailto:dl.0928.info@schools.sa.edu.au)

The school website <http://web.granths.sa.edu.au/>, and Facebook and Instagram pages are regularly updated with information.

## **School financial position**

Our Finance Advisory Committee is highly committed to optimising our financial resources. In many cases we use our own resources to make improvements to the working and learning environment for all members of the school community and to provide a quality education which is equal to that of any city school. We are in a very secure financial position.

# **11. Local Community**

## **General characteristics**

Mount Gambier, voted several times as South Australia's Tidiest Town and once as Australia's Tidiest Town, offers many attractions, not the least of which is the world-famous Blue Lake. It is located 450 km from both Adelaide and Melbourne and approximately 25 km from the Victorian border. The local area is based largely on the timber industry, as well as farming and fishing. There is an expanding wine and tourism industry.

## **Parent and community involvement**

Parents are encouraged to play an active role in the decision-making processes of the school and have membership on most committees. As well, the parents and community have supported, through donations and labour, the development of the school's facilities and grounds. Governing Council has elected members on the school's decision-making committees. Attendance at school meetings is positive; and parent teacher nights, open nights, curriculum information days/nights are all well attended. Many parents also work voluntarily in Canteen. Parent and community support enhances the learning opportunities available to students.

### **Feeder or destination schools**

Grant High School has 8 main feeder schools. These include Melaleuca Park, McDonald Park, Tarpeena, Yahl, Reidy Park, Mil Lel and Glenburnie schools.

### **Other local care and educational facilities**

The city has 6 childcare centres, 1 other state high school, a Catholic R –12 school and a Lutheran R – 12 school. There are approximately 17 primary schools, whose students attend the two state government schools. The South East Institute of TAFE campus offers a wide range of courses. The University of South Australia has a local campus offering a number of popular courses for tertiary students. The city has a modern, well-equipped hospital and a range of medical services including visiting specialists. A scheduled bus service operates between Adelaide and Mt Gambier. A regional airline connects Mt Gambier to Adelaide and Melbourne. Most church denominations are represented in the city. Mt Gambier has two excellent golf courses and offers a wide range of sporting and recreational facilities.

### **Commercial/industrial and shopping facilities**

Mt Gambier has excellent shopping facilities, with major supermarkets and retail chains.

Shopping centres are open 7 days per week.

### **Other local facilities**

Outdoor Aquatic centre, indoor swimming pools, indoor and outdoor tennis courts, indoor cricket facilities quality outdoor sporting park incorporating cricket fields, velodrome, baseball and softball pitches, grass hockey fields and turf hockey field.

Mount Gambier has many medical centres, quality public and private hospital, TAFE, UniSA campus and a Cultural Theatre.

### **Availability of staff housing**

There is a range of Government Employee Housing and private rental accommodation in the city.

### **Accessibility**

A regular bus service operates daily and car travel to Adelaide takes approximately 4.5 hours.

### **Local Government body**

The Corporation of the City of Mt Gambier - Telephone 8721 2555, Fax 8724 9791  
The District Council of Grant - Telephone 8721 0444, Fax 8721 0410