

SCHOOL CONTEXT STATEMENT

Updated: 02/08

School Name: Grant High School

School Number: 0928

1. General Information

Part A

School name: GRANT HIGH SCHOOL
 School No.: 0928 Courier: Mt Gambier
 Principal: Mr Steven Phillips
 Postal Address: PO Box 8221, Mount Gambier East 5291
 Location Address: Hosking Avenue, Mount Gambier 5290
 District: Limestone Coast
 Distance from GPO: 441 kms Phone No.: 08 87263100
 CPC attached NO Fax No : 08 87250173

		2005	2006	2007	2008
February FTE Enrolment					
Secondary	Special, N.A.P. Ungraded etc.	12.0	15.0	11.0	12
	Year 8	165	155	167	130
	Year 9	160	140	155	152
	Year 10	153	151	155	153
	Year 11	159	148	129	123
	Year 12	99	120	99.6	101
	Year 12 plus	20.9	4.9	5.8	4
	TOTAL	727	726	684	673
July total FTE Enrolment	721.1	708.3	659		
Male FTE		324.8	342.6	324.3	
Female FTE		397.3	371.7	347.4	
School Card Approvals (Persons)		205			
NESB Total (Persons)				2	
Aboriginal FTE Enrolment		14	12	16.0	21

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web site.

Part B

- Deputy Principal

:Scott Cram

- Staffing numbers

:Tier 1 46.48

Tier 2 2.51

SSO's 24

LEADERSHIP POSITIONS Male Female

Principal	1	
Deputy Principal	1	
Assistant Principal	1	1
Coordinator	6	4
Counsellor	1	1
Teacher/Librarian	1	
TOTAL	11	6
Current Total Enrolment	320	353 (FTE)
TOTAL	673 (FTE)	

- Special arrangements
 - :The school is part of a Secondary School cooperation scheme with another state school and a private school within the city. This means that the Senior School students are able to access a greater range of subject offerings.
- Year of opening
 - :1961.
- Public transport access
 - :The school is serviced by the City of Mount Gambier Bus Service and a number of DECS and private contractor bus services that bring students from the outlying rural areas.

2. Students (and their welfare)

- General characteristics
 - :The school services students in years 8 - 12, with distinct year levels. School Card holders make up 30% of the school's population. There are 21 Aboriginal students and 68 students on negotiated education plans.
- (Pastoral) Care programs
 - :A Home group system is used to provide students with general school information on a daily basis. This system is also intended to provide a general schooling overview and support for students. A Peer Mentoring program has been a key strategy used for the transition program for students moving into year 8 from primary school.
- Support offered
 - A Junior and a Senior School Counsellor and a Chaplain provide the key personal and crisis counselling. Subject counselling key personnel are the Year Level Managers. Homegroup teachers are also key players in both subject and personal counselling issues. An Adaptive Education program focuses on assisting STAR students. A Special Education program focuses mainly on supporting students with special learning needs. A Careers/VET Counsellor, along with visiting Careers/Information officers, is also accessible to students.
 - An extensive Year 7 to 8 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 a part-time Aboriginal Education Worker (20 hours/week) 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. A new behaviour learning policy was adopted in later 2007.

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 Management Policy.

RIGHTS

Every member of the school community has the right to:

feel safe at all times

an orderly learning and working environment

be treated with respect

an harassment-free environment

RESPONSIBILITIES

Every member of the school community has a responsibility to:

help ensure that every other person in the school community feels safe

contribute towards an orderly learning and working environment

treat other members of the school community with respect

Every student has a responsibility :

for his/her own behaviour and learning to the best of his/her ability

to help maintain an attractive, clean and tidy school environment

to look after the school's facilities

Every teacher has a responsibility to:

be well organised and prepared in the learning environment

conduct himself/herself in a professional manner

use a variety of methods to facilitate learning

Every parent/caregiver has a responsibility to:

assist students in regular and punctual attendance and to provide them with appropriate learning materials as required

take the opportunities to be involved in school life and to communicate relevant information which will assist in the learning process

take a positive interest in the progress and well-being of their children

- **Student Government**
The Student Representative Council has representation across Years 8 – 12.
- **Special Programs**
:Programs for Students At Risk, starting at year 9 and including programs oriented towards the environment, construction, and hospitality and life skills
A wide range of VET offerings, including Building Trades, Tourism and Racing Industry pathways
Grant High School is the lead school for the Limestone Coast Trade School, which commenced in 2008
Involvement in a variety of community projects, including Meals on Wheels and Riding for the Disabled

3. Key School Policies

MISSION AND VALUES STATEMENT

OUR MISSION is to engage all students in dynamic learning. We base our school culture on our values of trust, respect and commitment.

OUR VISION

- Positive relationships which enable all students to achieve their personal best
- A flexible curriculum which meets the present and future needs of all students
- An attractive, nurturing and safe school environment where difference is valued
- Resources and facilities which are accessible and valued by the whole school community
- A proud and responsible school community which contributes to our region

OUR VALUES

Respect
Trust
Commitment

THREE-YEAR STRATEGIC DIRECTIONS PLAN 2008 – 2010

The major initiatives for the 3 years period are:

DYNAMIC TEACHING AND LEARNING

TEACHING WITH THE BRAIN IN MIND

HIGHER ORDER THINKING

INDIVIDUAL LEARNING PLANS

MOVING FORWARD WITH SACSA

STUDY SKILLS

STUDENT WELL BEING

4. Curriculum

SUBJECT OFFERINGS

Middle School

The curriculum offerings for years 8 and 9 offer students a snapshot of all subject areas, with more choice in year 9. In years 8 and 9 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. We have a two-person team deliver Maths/Science and Society and Environment/ English to each class.

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. Students need to complete a study skills program and a literacy program similar to WBLA in the Senior School. The Middle School curriculum is well supported by our Adaptive Education Program which includes special courses for students at risk.

We have introduced Dance as part of the curriculum at Year 9 and 10 level. This has expanded into the Senior School. A Specialist Dance teacher was appointed specifically to implement this initiative.

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.

Privileges are **conditional** upon supporting the school.

1. Uncommitted lessons

Year 12 students have responsibilities given to them in recognition that they are developing adults. One of these privileges is the availability of uncommitted lessons.

It is expected that during this time students will undertake private study so that they can maximise their chances of success. They can do this either at school or home.

Year 12 students are offered the privilege of leaving the school grounds when they are not required at lessons or compulsory meetings/assemblies *provided parental approval is given*. It would normally be expected that students who leave the school grounds go home to study.

Year 11 students are given the opportunity to come to school when their formal lessons commence and to leave at their conclusion for the day. Students access this opportunity by obtaining a Home Study Pass, which is available after parental permission has been given.

During lesson times the Senior Floor is a **work area**. If students need to relax, but wish to stay at the school, they can do so in the *recreational area* situated near the canteen. In general, other school areas are out of bounds.

Facilities

The school is a learning institution and hence the focus of its facilities is to enhance and facilitate the process of learning.

The Senior Floor is available for use from 8.00 a.m. – 5.00 p.m.

The Resource Centre is to be used for research and private study.

During recess and lunch, the Senior Floor can be used as a communal area except SA3 (silent work).

Students are responsible for ensuring the Senior Floor is tidy and the kitchen area clean.

The Senior School offers a wide variety of SACE and VET programs.

The school offers over 100 SACE units from which students may choose. These range from the traditional English, Mathematics, Science, Technology, Society and Environment, Health Education, Arts and Language options to Vocational Education and Training (VET) units, e.g. Tourism, Business Certificate I and II, Trade areas, Hair Dressing, Retail, Hospitality, Fishing Industry Pathways, Racing Industry Pathways and many more. Through the VET programmes students also gain “work skills” through on-the-job training within Industry.

- **Open Access**

The school has facilities so that students can avail themselves of subjects offered by the Open Access College. This further extends the subject choices available.

- **Special needs**

Literacy classes are offered in years 8 to 10.

A practical mathematics class operates at year 11, as does a Practical English class to support those students with identified needs in these areas.

Environmental focus classes for STAR students are offered for year 9 and 10 students.

A Work Related Studies class (construction oriented) and a Health and Community Studies class operate for year 10 students.

- Special curriculum features
 - A Special Education class, serving district needs, is based in the school, catering for up to 12 students.
 - A VET Building Trades program is available to students from a variety of schools in the district.
- Teaching methodology
 - All students are encouraged and supported to take responsibility for their own learning. To this end, courses are delivered in a variety of ways including the traditional classroom, flexible delivery, self-paced units, and 'on-the-job' training.
- Assessment procedures and reporting
 - Formal reports to parents are completed at the end of each term, with end of term reports very detailed, whilst end of semester reports summarise learning in a succinct way. 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 and achieve regular success in these competitions. In recent years we have won state titles in Hockey, Netball, Tennis and Basketball.

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 school offers a specialist soccer, netball and baseball course. The aim of this course is to allow students with an interest in this area to develop their skill level and knowledge of all aspects of the game to a high level.

In addition, it fosters leadership skills and organisational abilities, enabling individuals to use their learning at club level in the wider community.

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

- General
 - Japanese Exchange
 - Eisteddfods
 - Community based Music/Choir performances

7. Staff (and their welfare)

- Staff profile

The staff consists of a highly skilled and dedicated team (approximately 50 teachers and 24 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 School's Leadership Committee consists of Principal, Deputy Principal, two Assistant Principals and ten Coordinators. This group meets approximately 5 times per term.

The Administration team, consisting of Principal, Deputy Principal, two Assistant Principals and Business manager meets weekly throughout the year.
- 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.

Faculty and Committee meetings, teacher teams in the Middle School and a buddy system to assist newly-appointed staff contribute positively to a culture which values team work and trust.
- Deployment of Staff

Each area of learning is supported by the appointment of a Co-ordinator.

Leadership positions are also designated to Timetabling/School Operations, Student Counselling, Career Education, Information Systems and areas of management such as the Senior and Middle School.

Year Level Managers assist with organisational, counselling and student behaviour management issues.

An experienced ancillary staff team is deployed in various ways including grounds, Student Services Office, information systems and classroom support.

A district Special Class has been established at Grant High School to support up to 12 students in their learning.

Approximately 10 hours per week of ancillary staff time complements the role of the Special Class teacher.

Further Student Services Officer support is used to help about 60 students on Negotiated Education Plans.

The school fosters the growth and development of staff by embracing concepts such as continuous improvement, job rotation and professional renewal.

- Access to special staff
The Limestone Coast District Office provides a range of support services and specialist expertise.

8. Incentives, support and award conditions for Staff

- Complexity placement points
:1950 – 1994 = 0.0
1995 = 1.0
- Isolation placement points
:1950 – 1994 = 2.0
1995 = 4.5
- Travelling time
:4.5 hours from Adelaide.
- Housing assistance
:A range of government and private rental accommodation is available.
- Cooling for school buildings
:Refer to School Facilities section below.
- Cash in lieu of removal allowance
:Teachers are able to claim this allowance.
- Medical and dental treatment expenses
:Staff are eligible for reimbursement of certain fees incurred when obtaining medical or dental assistance under Non Metro Award.
- Locality allowances
:Grant High School does attract an additional Location Allowance, although this is minimal.

9. School Facilities

- The school enjoys an excellent reputation because of its expansive, well-kept grounds, comprising soccer, hockey and football ovals with and recently upgraded tennis courts.
- Buildings and Grounds
Over many years the school community has placed an emphasis on providing good facilities for students and staff – a characteristic of the campus for which Grant is renowned.
- Cooling/Heating
Most classrooms in 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.

- **Specialist Facilities**
Computer laboratories, Agricultural classroom block, Performing Arts Centre (Drama/Dance/Music), gymnasium, Drama room, LOTE rooms, Technology Studies, Building Trades Centre and Home Economics facilities enable the school to provide a comprehensive curriculum for students. Well-equipped Mathematics and Science areas, along with an attractive Resource Centre, complement these facilities.
- **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 S.R.C. 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 Middle School floor is set up to accommodate the needs of Year 8's. 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 new 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.

10. School Operations

- **Decision Making Structures**
A decision-making booklet provides a brief overview statement about decision making within the school. Attached to this is an appendix which outlines the role, membership and name of convener of every group and committee which contribute to the school's ongoing development.
The Governing Council, Leadership Committee and staff meeting forums, S.R.C. and Parent Club fulfil specific functions which are clearly set out. Underpinning the school's decision-making processes is a strong sense of collegiality, shared vision and teamwork.

- **Regular Publications**
A Grant High School prospectus and other documents are available. All students are provided with a comprehensive course-counselling booklet. A school newsletter is published fortnightly.
Staff receive a Handbook and a Senior School Handbook if teaching in the Senior School. Printed daily is a bulletin for staff and student notices.
Detailed information about Grant High School can be found on our website www.granths.sa.edu.au
- **Other Communication**
We maintain regular and effective communication with parents/caregivers through subject reports, diary notes and information evenings. School activities and student achievements are regularly reported in the local newspaper, television and radio.
The school is also accessible through ghs@granths.sa.edu.au and www.granths.sa.edu.au
- **School Financial Position**
Our finance committee are 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.

11. Local Community

- **General Characteristics**
Mt 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 all committees. As well, the parents and community have supported, through donations and labour, the development of the school's facilities and grounds.
Governing Council and Parent Club each have 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 the Science laboratories, Resource Centre and Canteen. Parent and community support enhances the learning opportunities available to students.
- **Feeder Schools**
Grant High School has 8 main feeder schools. These include Melaleuca Park, McDonald Park, Tarpeena, Yahl, Reidy Park, Mil Lel, Glenburnie and St. Martin's Lutheran Schools.

Grant High staff are involved in a middle schooling hub group with Year 6/7 teachers from the feeder schools. We promote close liaison.

- 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 – 9 school. There are approximately 17 primary schools, whose students attend the two state government schools, in accordance with the local zoning policy. The South East Institute of TAFE campus offers a wide range of courses.

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. Two airlines connect 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 supermarket 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

- Availability of Staff Housing

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

- 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

I certify that this is a true and accurate statement.

Principal: Steven Phillips

Date: 26 February 2008