

Site Improvement Plan

Grant High School is committed to building 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.

	Wellbeing	Teaching and Learning
S t u d e n t s	<ul style="list-style-type: none"> • Students have a strong sense of community through a culture that fosters student voice, celebrates diversity and focuses on their own wellbeing and that of others. • Students develop essential 'future ready' life skills through comprehensive individual support structures and curriculum that nurtures their personal and social capabilities. • Students feel safe and supported by both staff and peers so they are able to engage in rigorous learning and demonstrate resilience when faced with challenges. 	<ul style="list-style-type: none"> • Students begin to further develop growth mindset and resilience with staff support, through effective teaching practice and consistent language and messages. • Students are exposed to a wide range of ideas and tasks through effective teaching practice, that support them to challenge themselves and take greater ownership for their learning. • Student agency is further developed and encouraged through leadership and collaborative opportunities for students both in and outside the classroom.
S t a f f	<ul style="list-style-type: none"> • Staff have a clear understanding of their crucial role and levels of responsibility within their Community. • Staff engage in professional learning that builds their capacity and confidence to respond effectively in situations where student safety and wellbeing are at risk. • Policies, plans and structures that support the safety and wellbeing of all members of the school community are developed through clear communication and consultation processes. 	<ul style="list-style-type: none"> • Staff engage in professional learning around key current 'good practice' in teaching and learning, including: Growth Mindsets, Formative Assessment, Visible Learning, Transforming Tasks etc. • Staff develop a shared understanding of what makes an effective teacher through consultation with staff, students, parents/caregivers and the wider community. • Staff strive to further develop effective teaching practice through a focus on continuous improvement, using understanding gained from formal and informal training and development, discussions, feedback and observations.
S t r u c t u r e s	<ul style="list-style-type: none"> • Community structures are established to provide a strong focus on a supportive and connected school culture. • The implementation of a case management system across all Communities guides staff around their levels of responsibility when addressing student wellbeing, intervention and support. • A purpose designed and dedicated Wellbeing Centre space provides a range of services to address the wellbeing needs of students across all Communities. 	<ul style="list-style-type: none"> • Community structures are established on site for individual support purposes, supporting staff to track and monitor students and utilise interventions as appropriate for all learners. • Key transition points are identified/clarified in order to provide better transition and individual support structures for all students. • Distributed leadership is encouraged within site structures to nurture and develop leadership skills in both staff and students.