



GRANT HIGH SCHOOL

ENGAGING EVERY STUDENT IN DYNAMIC LEARNING

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Dear Parents/Caregivers

As flagged in recent newsletters, we have been exploring the idea of streamlining our timetable to support improved outcomes for our students. We are particularly focused on improving our students' SACE completion rates as well as improving Year 12 results, so that the majority of students' grades are As and Bs, rather than Cs, as is the case at present. We are also quite concerned about the engagement of our Year 10s (as are many secondary schools) and believe that this timetable and related changes could make their learning much more relevant and engaging. Attendance rates at Year 10 are significantly lower than other year levels, which is an issue we need to address. To those ends we have carefully worked through a process that has resulted in the construction of a six-line timetable, in place of the seven-line timetable we currently have. This proposed timetable could look like this:

Grant High School – 2018 Line Structure

Commences	Lesson	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45	1	1	4	2	6	5
10.05	Recess					
10.25	2	Homegroup	5	3	1	4
11.45	Lunch					
12.15	3	2	6	4	3	Catch-up / Electives
1.35	Recess					
1.55	4	3	1	5	2	6
3.15	Dismissal					

The advantages of this timetable lie in:

- increased learning time of 15 minutes per week for each subject
- all student movement between lessons occurring during break times
- an earlier first break time allowing hunger pains to be attended to
- consolidated homegroup time where meaningful work can occur, rather than mostly "wasting" 15 minutes of potential learning time each morning
- Year 11 and 12 students catching up lessons missed due to Public Holidays, Student Free Days, Sports Days etc
- Students in Years 8-10 having the opportunity to pursue extra-curricular activities of particular interest
- extra- curricular activities occurring largely during Homegroup or Catch-Up/Electives lessons (assemblies, House Meetings, seminars, careers presentations etc), so not interrupting learning time
- students focusing on fewer subjects, with a view to improving results – doing better rather than more.



Government of South Australia
Department for Education and
Child Development

RESPECT TRUST COMMITMENT

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The main disadvantage is also that students at Year 10 and 11 would have fewer subjects to choose – six choices per semester at Year 10 instead of seven and five choices per semester at Year 11 instead of six (students could still choose six, but this would mean forgoing a study line). Our experience of Course Counselling over recent years, however, tells us that this would only be a disadvantage for a minority of students – for many of our students, those sixth and seventh choices have been very difficult to make and, therefore, those subjects a struggle to undertake.

In addition, to augment this reduction in choice, we are exploring the following:

- Complete Foundation subjects (Year 8) over 18 instead of 12 months to enable a more thorough “taste” of all subject areas and build strong skills that support greater success at later year levels.
- Complete the Stage 1 Personal Learning Plan subject during homegroup time in Years 8, 9 and 10, so that the skills learned in this subject are more relevant to students, having shown the development of a chosen pathway over an extended period of time. This actually means that the reduction of choices at Year 10 is one semester only
- Relax the rules around which subjects are compulsory at each level
- Encourage students to choose subject at higher levels than their chronological one according to skills, talent and interest
- Ensure the consolidation of skillsets before moving students to the next level
- Encourage students to undertake at least one Stage 1 subject prior to Year 11 – in addition to the PLP

The process we have undertaken to arrive at these decisions has involved a Working Party of staff and students as well as regular discussions with Governing Council. I have also met and gathered feedback from the SRC. Members of the Working Party have visited a number of other schools to get ideas to contribute to our discussions and decision-making. These include: Heathfield High School; the Australian Science and Mathematics School; Templestowe College; Warrnambool College and Woodleigh School amongst others – all of which are high-performing schools as a result of similar changes to the ones we are proposing.

Grant High School is a very good school and our students perform well in a range of areas; however, we believe that there is always room for improvement and that the proposals outlined in this letter can reap great rewards for our student community moving forward.

If you have any feedback about any of the information in this letter, please email to 0928.info@schools.sa.edu.au, as information in writing will be much easier for us to assess and address. Please note that those initiatives outlined in the second set of dot points will be occurring independently of timetable change and further information about these will form part of this year’s Course Counselling process.

Thank you for taking the time to read this letter and consider this proposal.

Kind regards,

Fleur Roachock
Principal



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