



# SCHOOL CONTEXT STATEMENT

Updated: 6/2018

**School number:** 0928  
**School name:** Grant High School  
**School Profile:** Category 4

## Mission

Our mission is to build future ready citizens

Our Definition of 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.

## Values:

Respect - Trust - Commitment

2017 was a year of growth. Our school continues to undergo significant change that we hope is going to make a great difference for students and how they are able to function in the world beyond school. We began this year having re-structured our school into Communities. By and large this process went smoothly, although trialling vertical homegroups at the same muddled the waters somewhat. The Leadership Executive, has enjoyed having another member of the group to share the load, and Community Managers have done an excellent job of adapting to the new structure, working hard from the outset to build community spirit. The SRC then decided on the names for the Communities, in conjunction with the student body, and thus: Kabir, Kurang, Kurra, Marma and Nunkula were born and established.

The re-vamping of the Resource Centre into the Hub has been a resounding success, as students access the space from 8am until 5pm each day. The popularity of the Homework Club, has taken us all by surprise and we congratulate Hub Manager, Paula Foote, on this excellent innovation. We have opened up our timetable, so students have been encouraged to choose subjects at a year level higher than their chronological one and the rules around compulsory subjects have been somewhat relaxed. By and large, the excitement around subject selections has felt better, although Course Counselling was rather more rushed than we would like to experience again. The need for re-counselling at the beginning of 2018, however, was reduced significantly. We spent some time this year discussing the possible benefits of a six line timetable, agreed that they outweighed the costs, but delayed implementation until 2019. The strides we have made around Aboriginal Education this year have been gratifying for our school community. Sarah McCarthy's leadership has resulted in greater staff confidence in delivering Aboriginal

Perspectives across the curriculum, with some incredible projects being undertaken, including one to revive the Bunganditj language. Sarah has also worked to establish a South Australian Sports Training Academy in the Limestone Coast, ready to start next year, which is very positive

## 1. General information

School Principal	Fleur Roachock
Community Leaders:	Kath Greene, Scott Cram, Caroline Davey, Josh Praolini, Donna Wild
Year of opening:	1961
Postal Address:	PO Box 8221, Mount Gamber Eastt, SA 5290
Location Address:	Hosking Avenue Mount Gambier SA 5290
DECD Region:	Mount Gambier 1
Geographical location –	441kms from the GPO
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:	<a href="mailto:dl.0928.info@schools.sa.edu.au">dl.0928.info@schools.sa.edu.au</a>

February FTE student enrolment:

Year	FTE	School Card Percentage Applied by February	ATSI	Non English Speaking Background (EALD)
2018	812.1	93	45	Nil
2017	794.7	51	40	2
2016	770.65	70	39	Nil
2015	743.75	66	32	Nil
2014	715.05	42	30	Nil

### Student enrolment trends:

The trend is upwards over the last 5 years.

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

Principal – 1  
Community Leaders - 4  
Teaching Staff: FTE – 49  
Teaching Staff Part Time - 6  
Wellbeing Coordinators – 2  
ASETO – 1 (21 hrs)  
SSO 37.5hrs - 6  
SSOs part time – 23  
GSE - 1.8 FTE

**Public transport access:**

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

## **2. Students (and their welfare)**

**General characteristics**

The school services students in years 8 - 12, with distinct year levels. School Card holders make up approximately 30% of the school's population. There are 40 Aboriginal students and 80 students on negotiated education plans.

**Student well-being 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.

**Student support offered**

Two Wellbeing Coordinators, an Intervention and Support Support Manager a Social Worker and a Chaplain provide the key personal and crisis counselling. Subject counselling key personnel include Community Leaders members and Community Managers. Homegroup teachers are also key players in both subject and personal counselling issues. 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 Aboriginal Secondary Education Transition Officer 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 Learning 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 health Student Representative Council, with two School Captains and 4 Community Captains.

#### **Special programmes**

Grant High School runs a successful Homework Club from 8.00 – 8.45am and 3.30 – 5.00 pm Monday to Thursday.

### **3. Key School Policies**

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

:See attached site Improvement Plan

#### **Recent key outcomes:**

### **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 HASS/ 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. 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 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.

### **Student 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 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, World Challenge, , School Musical, Japanese Sister School Exchange Programs, Eisteddfods, Public Speaking and Community based Music/Choir performances.

## 7. Staff (and their welfare)

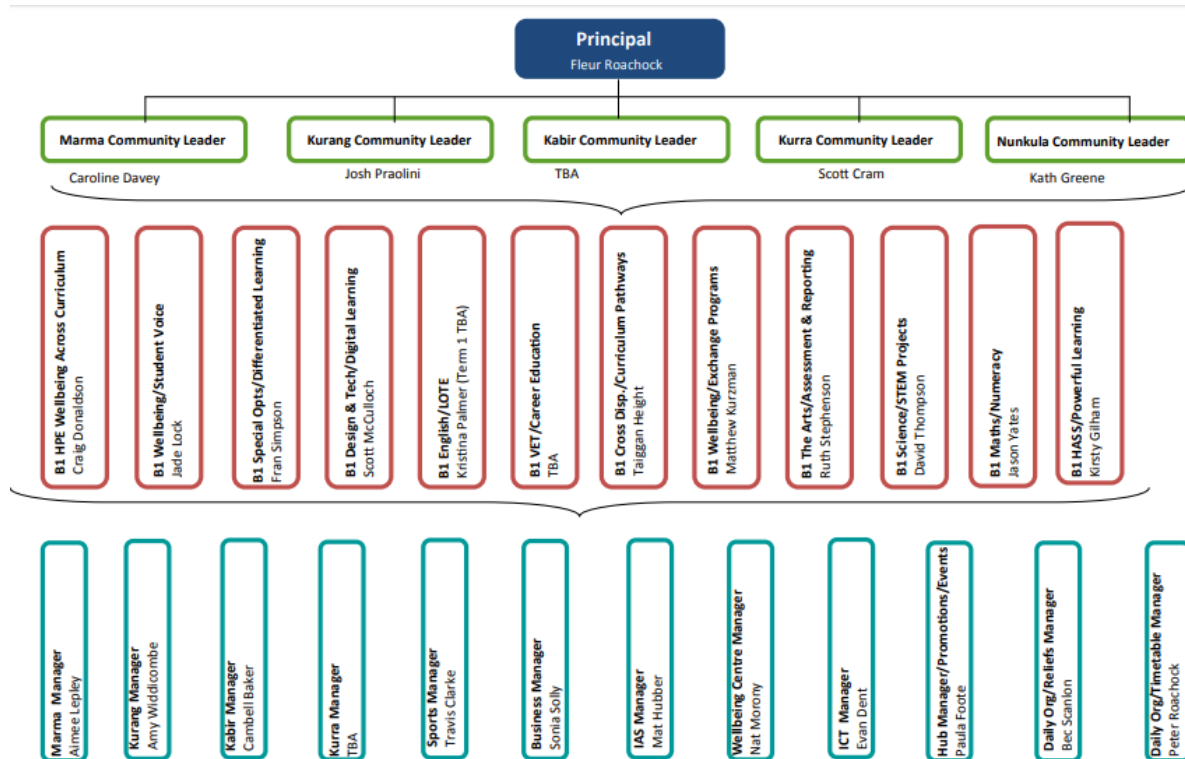
### Staff profile

The staff consists of a highly skilled and dedicated team (approximately 57 teachers and 46 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, Community Managers and Coordinators. The Leadership Committee consists of the Principal, Community Leaders, Coordinators and Community Managers. This group meets approximately 4 times a Term.

The Administration Team, consisting of the Principal, Community Leaders 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.

### Performance Management

Performance Management processes encourage reflection, development and contribution to school goals and access to feedback. Teaching staff support each other by observing each other during the year. Individuals ask colleagues to focus on a specific aspect of their work and use the feedback to build good 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.

Current projects include Government funded 2.5 million STEM Build and 7millionBuilding Better Schools funding.

### **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 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 and 9 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, Drama room, Language rooms, 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 soon to be redeveloped Resource Centre/Student Hub, complement these facilities.

## **10. School Operations**

### **Decision making structures**

The school recognises the valued partnership of parent, student and teacher 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 monthly and the Student Representative Council. 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 Sentral. A daily calendar is available on Sentral and the staffroom whiteboard. A fortnightly 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, Sentral Parent Portal, 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 [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 page is 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. Special funding

## **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. 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 – 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 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 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