



SCHOOL CONTEXT STATEMENT

Updated: 3/2020

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

Mission

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.

Values:

Respect - Trust - Commitment

Current Context:

Grant High School is a dynamic site that has undergone significant structural change over the past five years.

2019 saw the adoption of a new timetable and all the adjustment that comes with such a significant change. We have enjoyed being able to eat at an earlier break time and the symmetry of the week, with each day being organized in the same fashion, helps with our routines.

We continue our work towards innovation and student agency adopting principles from working with Professor Yong Zhao, a world-class educator in the entrepreneurial realm which has afforded a group of our students the chance to effect significant change in our school in an ongoing way. They have so far developed the Personal Improvement Program, the Mobile Phone Policy and decided on a name for our new building.

The Homegroup program Kunga, has undergone a significant make-over, including a new name, so that it is much more responsive to the needs of individual students, their wellbeing and plans for the future. We anticipate parents and caregivers being more involved in their young people's decision-making with this new iteration of pastoral care. As has been the case for the past five years, every change we make is geared towards our mission of building future-ready citizens. 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.

Our staff is outstanding, which has resulted from a combination of excellent recruiting strategies and sheer luck. The Principal spends two days 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.

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. All eligible Aboriginal Learners completed their SACE in 2020, while SACE completion in our Flexible Learning Centre improved by 1500%. In addition, 36 students began apprenticeships in 2020.

1. General information

School Principal	Fleur Roachock
Community Leaders:	Cambell Baker, Caroline Davey, Scott McCulloch, David Thompson and Donna Wild
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:	http://web.granths.sa.edu.au/
School e-mail address:	dl.0928.info@schools.sa.edu.au

Geographical location:

Mount Gambier is the second most populated city in South Australia with an estimated urban population of 29,639. (3218.0 – Regional Population Growth, Australia, 2017-18: Population Estimates by Significant Urban Area, 2008 to 2018". Australian Bureau of Statistics. Australian Bureau of Statistics. 27 March 2019. Retrieved 25 October 2019. Estimated resident population, 30 June 2018) The city is located on the slopes of Mount Gambier, a volcano in the south east of the state, about 450 kilometres (280 mi) south-east of the capital Adelaide and just 17 kilometres (11 mi) from the Victorian border, it is the most important settlement in the Limestone Coast region and the seat of government for both the City of Mount Gambier and the District Council of Grant.

February FTE student enrolment:

Year	FTE	School Card Percentage Applied by February	ATSI	Non English Speaking Background (EALD)
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

Student enrolment trends:

The trend is upwards over the last 5 years.

Staffing numbers (as at February census):

Principal - 1

B3 Community Leaders – 4

B2 Coordinator Project Officer – Pilot Agriculture Program FIP

B1 Coordinators - 13

Teaching Staff: FTE - 48

Teaching Staff Part Time - 18

Wellbeing Coordinators – 5

Youth Workers - 5

ASETO - 2 (35 hrs)

SSO 37.5hrs - 6

SSOs part time - 23

GSE - 1.8 FTE

Trainees 37.5 hrs: - 2

PCW – 7.5hrs

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. 2022 will see the transition of Year 7 student to high school. School Card holders make up approximately 30% of the school's population. There are 50 Aboriginal students and 120 students on One Plans with 48 of these being IESP funded.

Student well-being programs – Homegroup Program Kunga Kanapinan Yerkalalpatawia Curriculum (Kunga Course)

One lesson a week at Grant High School is devoted to the delivery of the Kunga Kanapinan Yerkalalpatawia Curriculum, or Kunga Course for short. The course has a Boandik name and translates to 'Building Children to Lead the Way'.

The Kunga Course 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 8-12 (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 Wellbeing Coordinator, an Intervention and Support Support Manager, a Social Worker and a PCW provide the key personal and crisis counselling. Subject counselling key personnel include Community Leaders members and Community 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 Counsellor, along with visiting Careers/Information officers, are 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 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 8.00 – 8.45am and 3.15 – 5.00 pm Monday to Thursday.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

2019 saw the adoption of a new three year Site Improvement Plan. There are three foci: Aboriginal Learners and SACE achievement; Flexible Learning Centre students and SACE achievement and the improvement of student writing across the school.

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 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. 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. The school has developed enterprise in Modified Programs and a Specialised Education class has operated successfully for many years.

Student assessment procedures and reporting

Formal reports to parents are completed at the end of each semester, with progress reports published every 5 weeks. 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, SAATA Connect, Cultural Stories Program and Community based Music/Choir performances.

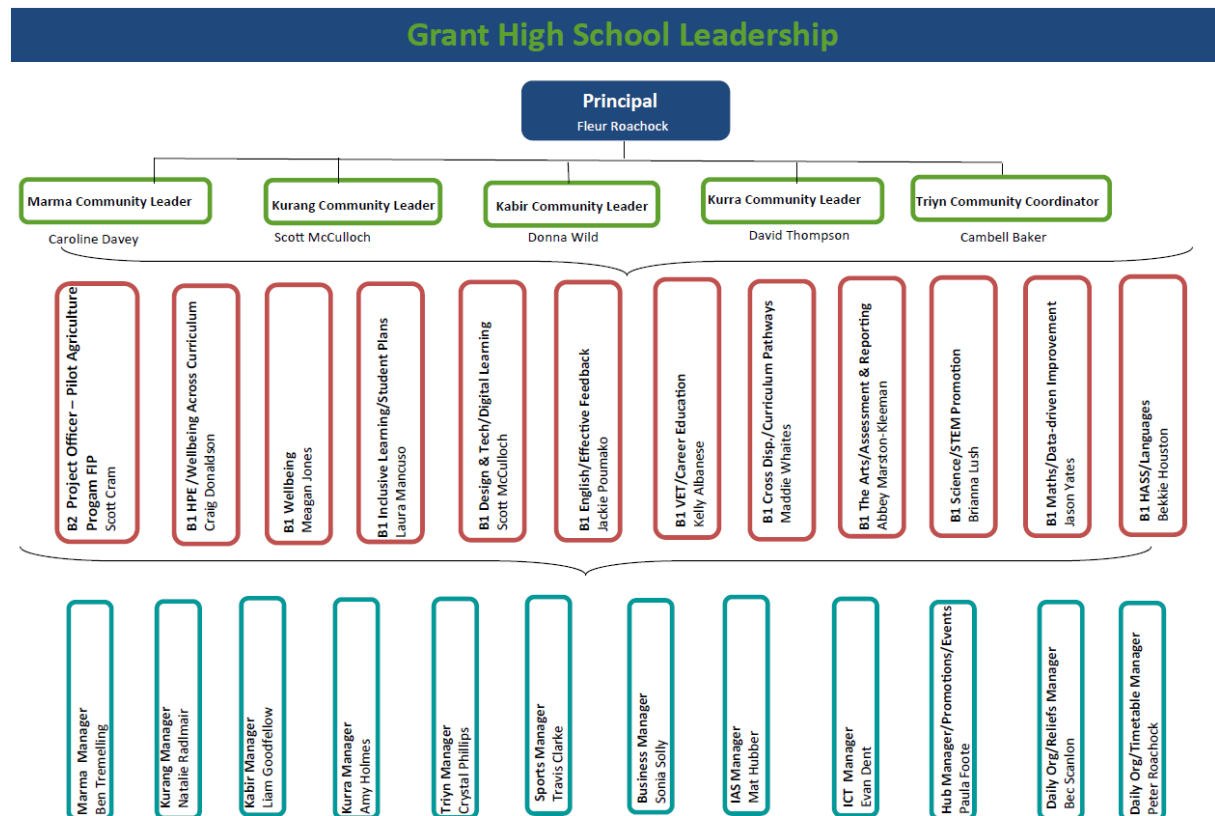
7. Staff (and their welfare)

Staff profile

The staff consists of a highly skilled and dedicated team (approximately 65 teachers and 40 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, 4 Community Leaders and a Business Manager. The Leadership Committee consists of the Principal, Community Leaders, Coordinators and Community Managers. 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 Principal observes each teacher once a term, giving feedback on practice.

Staff meeting structures include collaborative professional development opportunities which are in 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 funding which will be completed in June 2021.

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 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, 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 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 monthly 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, 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

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. 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