GRANT HIGH SCHOOL
BUILDING FUTURE READY CITIZENS

2026 Strategic Plan

RESPECT I TRUST I COMMITMENT
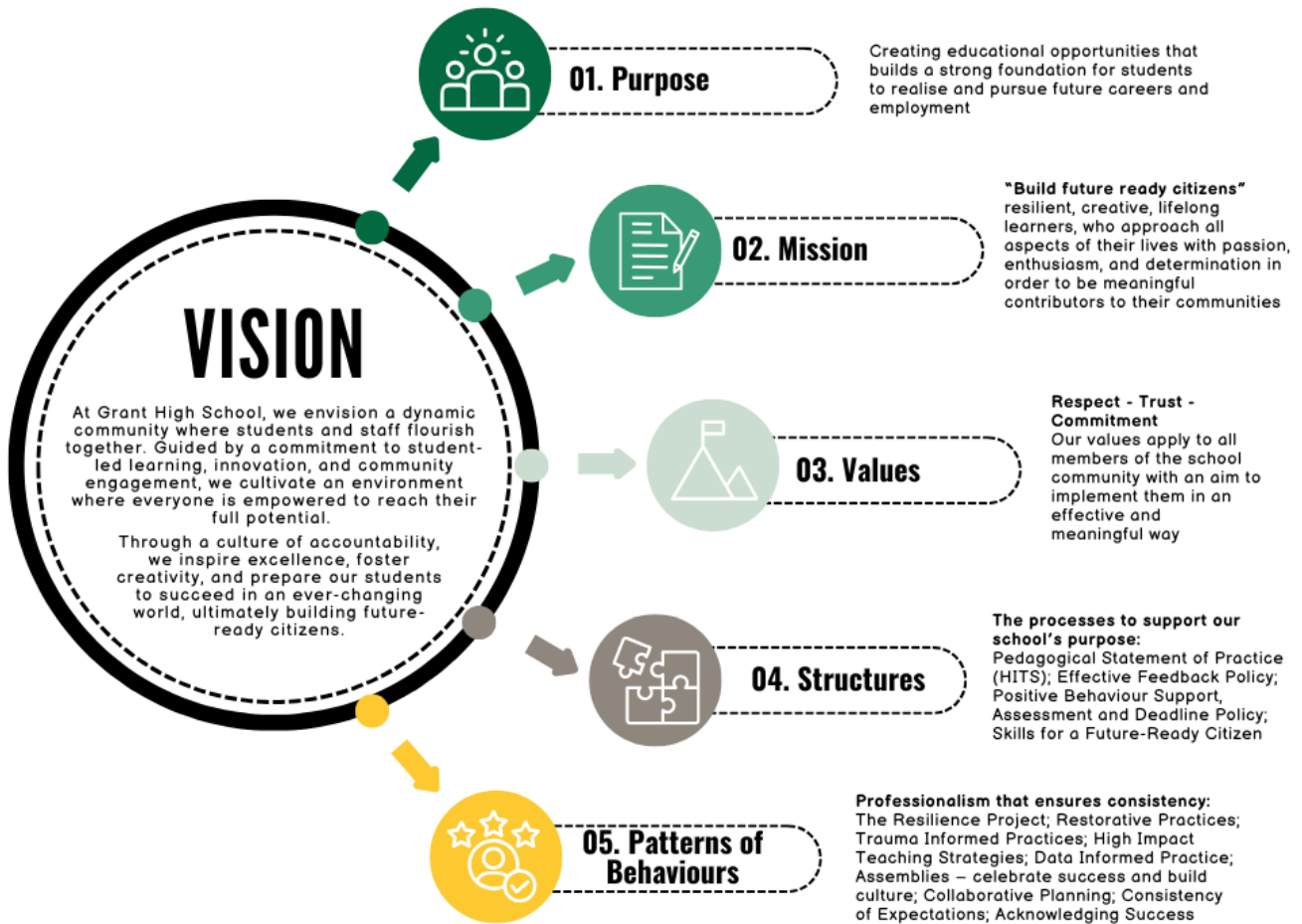
Government of South Australia
Department for Education

How do we establish an accountability rich culture, that supports a shared vision and dynamic community where students and staff flourish together?

VISION

At Grant High School, we envision a dynamic community where students and staff flourish together. Guided by a commitment to student-led learning, innovation, and community engagement, we cultivate an environment where everyone is empowered to reach their full potential.

Through a culture of accountability, we inspire excellence, foster creativity, and prepare our students to succeed in an ever-changing world, ultimately building future-ready citizens.

01. Purpose — Creating educational opportunities that builds a strong foundation for students to realise and pursue future careers and employment

02. Mission — "Build future ready citizens" resilient, creative, lifelong learners, who approach all aspects of their lives with passion, enthusiasm, and determination in order to be meaningful contributors to their communities

03. Values — Respect - Trust - Commitment Our values apply to all members of the school community with an aim to implement them in an effective and meaningful way

04. Structures — The processes to support our school's purpose: Pedagogical Statement of Practice (HITS); Effective Feedback Policy; Positive Behaviour Support, Assessment and Deadline Policy; Skills for a Future-Ready Citizen

05. Patterns of Behaviours — Professionalism that ensures consistency: The Resilience Project; Restorative Practices; Trauma Informed Practices; High Impact Teaching Strategies; Data Informed Practice; Assemblies – celebrate success and build culture; Collaborative Planning; Consistency of Expectations; Acknowledging Success

MISSION / VALUES:

Our mission is to build future ready citizens who are resilient, creative, lifelong learners, who approach all aspects of their lives with passion, enthusiasm, and determination in order to be meaningful contributors to their communities.

Our values apply to all members of the school community with an aim to implement them in an effective and meaningful way.

Respect	We value and support one another, treating each other with dignity and kindness to build respectful relationships.
Trust	We collaborate and positively engage to achieve our shared vision, with honesty and optimism.
Commitment	We demonstrate growth, persistence and a personal commitment to teaching, learning and positive behaviours.

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STRATEGIC STRUCTURES:

The following documents and programs provide structure and support in meeting the school's purpose and vision, as well as the directions and goals set out in the External Review and SIP:

- Pedagogical Statement of Practice – High Impact Teaching Strategies (HITS)
- Positive Behaviour Support
- Restorative Practices / Trauma Informed Practice (Berry Street Education Model)
- Effective Feedback Policy
- Assessment and Deadline Policy
- Data Informed Practice
- Skills for a Future-Ready Citizen
- Collaborative Planning
- Assemblies – celebrate success and build culture
- Consistency of Expectations
- Acknowledging Successes

DfE STRATEGY FOR PUBLIC EDUCATION LINKS

Learner Agency

- Learners taking responsibility for their own improvement journey (Voice to agency)

Equity and Excellence

- Learners are exposed to more than just content in their learning (Knowledge, skills, competencies and capabilities)
- Learners have foundational capabilities, including: literacy, numeracy and digital literacy (Knowledge, skills, competencies and capabilities)
- Learners have high expectations for themselves and others (Breaking the link between background and excellence)

GOAL 1:

Fostering Accountability and Collective Responsibility for Teaching and Learning

Goal: By the end of Terms 2 and 4, 80% of students will demonstrate accountability for their learning by meeting deadlines, as evidenced by completing all of their assigned tasks on time and utilising feedback to improve work.

Actions:

- Develop and implement a clear assessment and submission policy for all students.
- Implement strategies, structures and processes to support students' taking responsibility for completing and submitting work on time (e.g. using DayMap for tracking).
- Encourage learner agency by allowing students to co-design learning intentions and success criteria, set personal goals and engage with feedback to improve their skills. (Pedagogical Statement of Practice and Skills for a Future-Ready Citizen)

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Evidence:

- **Assignment Submission Data:** Track completion rates for all assignments, with a focus on whether 80% of students are meeting deadlines.
- **Student Feedback Engagement:** Collect evidence of students using feedback to improve their work. This could include:
    - Comparison between drafts and final assignments.
    - Student reflections or responses to feedback (e.g., through digital platforms or written notes).
- **Teacher Observations:** Regularly track how students demonstrate responsibility in class through their participation, work habits, and time management (e.g., map against the Skills for a Future-Ready Citizen).

GOAL 2:

Promoting Real-World Engagement, Capabilities and Dispositions for life-long learning

Goal: By the end of the 2026 school year, 90% of students will participate in at least one real-world scenario and demonstrate the application of key skills in their assessments.

Actions:

- Increase real-world engagement by exposing students to real-life scenario.
- Implement skill-focused learning strategies that go beyond content delivery, such as explorative learning and hands-on tasks.
- Develop collaborative planning to support student-centred learning and incorporate real-world skills and knowledge.

Evidence:

- **Participation Records:** Document student attendance to real-world activities – include specific resource for mapping
- **Skills Application:** Use assessments where students explicitly demonstrate the application of skills developed through real-world engagement (use the skills for a future-ready citizen as a guide).
- **Learning and Assessment Plans:** Document in LAP's evidence of real-world engagement activities, identifying the intended learning and skills gained.

GOAL 3:

Creating a Culture of High Expectations, Engagement, Equity and Excellence

Goal: By the end of Semester 1 and 2, 80% of students will achieve a C grade or higher, demonstrating their readiness to progress to the next stage of learning. This will reflect a shared culture of high expectations, equity, and engagement, measured through academic data (semester reports) and teacher evaluations.

Actions:

- Teachers will regularly assess and adjust their teaching practices to meet student learning needs and aspirations, ensuring all students are supported to achieve success.
- Implement a consistent whole-school approach to behaviour and engagement, including clear expectations for conduct, language, and participation.

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- Teachers will identify and refer students requiring Tier 2 and 3 interventions in literacy or numeracy to ensure targeted, evidence-based support.
- Promote responsibility, respect, and achievement through regular assemblies, year-level activities, and celebrations of student success.
- Reinforce shared values and high standards that connect academic excellence with positive participation and belonging.
- Provide guided support for students to create and understand their Ready to Learn Plans and associated goals, including regular collaborative review opportunities.

Evidence:
- **Student Achievement Data:** Analyse formative and summative assessment data, including semester reports, to track the percentage of students achieving a C grade or higher across learning areas.
- **Teacher Evaluations:** Use teacher assessments, rubrics, and observational notes to monitor student engagement, classroom participation and progress toward learning goals and identify those requiring additional support.
- **Tier 2 and 3 Intervention Referrals:** Track the number and outcomes of students referred for Tier 3 literacy and numeracy interventions, ensuring targeted support is improving learning outcomes.
- **Ready to Learn Plan Progress:** Monitor progress for students Ready to Learning Plans to ensure equitable access to curriculum and appropriate differentiation.
- **Student Voice:** Use surveys or focus groups to gather student perspectives on their sense of belonging, motivation, and readiness for the next stage of learning.

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Goal 1: Fostering Accountability and Collective Responsibility for Teaching and Learning

GOAL: By the end of Terms 2 and 4, 80% of students will demonstrate accountability for their learning by meeting deadlines, as evidenced by completing all of their assigned tasks on time and utilising feedback to improve work.

Actions	Roles & Responsibilities	Timelines	PL/Resources/ External Support
Develop and implement a clear assessment and submission policy for all students	**Community Leaders will…** Lead the development, in collaboration with leadership staff, of a assessment and submission policy for GHS Communicate expectations in relation to implementation of the policy including how fidelity of implementation will be monitored, over time **Faculty Leaders will…** Collate and analyse DayMap completion rates data, by subject area/teacher Follow up with teachers regarding submission data for their classes, where required **Teachers will…** Use DayMap to track task completion Implement the assessment and submission policy, following up with students, where deadlines are not being met, providing targeted and individualised support, where necessary **SSOs will…** Assist students in navigating DayMap (e.g., locating assignments, checking deadlines) Provide organisational support to individual students (e.g., helping them break tasks into steps, checking planners, prompting completion) **Students will…** Use DayMap to identify and submit assignments on time and in line with assessment and submission policy		Clear understanding of Assessment and Submission Policy – share with students and families Visual display of goals Staff professional learning on DayMap assessment features

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Implement strategies, structures and processes to support students' taking responsibility for completion and submission of work on time (e.g. using DayMap for tracking)	**Leadership will…** Support teachers in providing adjustments and Tier 2 support for students, where needed **Faculty leaders will…** Monitor staff implementation of DayMap professional learning **Teachers will…** Give students time to engage in peer and self-assessment Provide students with targeted learning at the start of every term in relation to use of DayMap to improve personal organisation and ensure consistency of understanding in relation to how the system can support adherence to the policy Collect evidence of students' use of feedback to improve their work. This could include: Comparison between drafts and final assignments; or student reflections or responses to feedback (e.g., through digital platforms or written notes). Use the GHS student skills to reflect on how students demonstrate responsibility in class through their participation, work habits, and time management **SSOs will…** Assist students during class or support sessions to organise drafts, feedback and final submissions Support students to understand and apply teacher feedback to improve their work Monitor and report observed barriers (e.g., literacy, organisation, wellbeing) to teachers and leaders for further intervention **Students will…** Use DayMap to support submission of assessments, on time		DayMap and digital etiquette refreshers in Homegroup Effective Feedback Leader to provide Google Form they created – possible spotlight session on use

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Encourage learner agency by allowing students to co-design learning intentions and success criteria, set personal goals and engage with feedback to improve their skills.	**Faculty Leaders will…** Provide mentoring and coaching support in the development of learning intentions and success criteria, and feedback Monitor quality of learning intentions and success criteria, planning and class feedback being provided, using observations, including feedback from students **Teachers will…** Co-design with students clear learning intentions and success criteria/goals that articulate the skills that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit/learning task. This will give a shared understanding of the concept of quality and what they are aiming for. Class feedback will be provided to move students towards this concept Teachers will provide students with specific formative feedback to help them see what they need to do to improve and how to make those improvements **SSOs will…** Help students engage in self-assessment and peer-assessment activities Reinforce feedback given by teachers by helping students action next steps. **Students will…** Engage in peer assessment and self-assessment to refine learning and achieve stated goals Reflect on and utilise the feedback received to improve their work		Role model in staff/faculty meetings – spotlights of practice Observations – include in template Clear understanding of Pedagogical Statement of Practice – share with students and families Use of formative assessment tools / HITS (Pedagogical Statement of Practice)

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Goal 2: Promoting Real-World Engagement, Capabilities and Dispositions for life-long learning

Goal: By the end of the 2026 school year, 90% of students will participate in at least one real-world scenario and demonstrate the application of key skills in their assessments.

Actions	Roles & Responsibilities	Timelines	PL/Resources/ External Support
Increase real-world engagement by exposing students to real-life scenario	**Community Connections Leader and Career Education and Pathway Coordinator will…** Meet with industry experts/local businesses to facilitate opportunities for learning experiences. Post these conversations, present opportunities to Faculty Leaders to promote and organise opportunities within their learning areas **Faculty Leaders will…** Work with the Community Connections Leader and Career Education and Pathway Coordinator to develop and then implement real-world learning opportunities. **Teachers will…** Document in LAP's evidence of real-world engagement activities, identifying the intended learning and skills, capabilities and dispositions being developed **SSOs will…** Assist students to complete preparation tasks (e.g., forms, resumes, reflection sheets) Support students with additional needs during workplace visits or inquiry tasks **Students will…** Gain feedback from employers or provide evidence of the skills learned during real-world experiences in their coursework or assessments		Schedule for tracking real-world engagement Clear understanding of Skills for a Future-ready Citizen and SA curriculum dispositions and capabilities – share with students and families

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Implement skill-focused learning strategies that go beyond content delivery, such as explorative learning and hands-on tasks	**Community Leader Curriculum Implementation & Professional Learning will…** Provide targeted professional learning in the SA Curriculum for Faculty Leads, to enable development of capacity and expertise at the mid-level leader level **Faculty leaders will…** Provide faculty teams with professional learning in the SA Curriculum, so that teachers are equipped with the knowledge and skills to engage in pedagogical practice change (designing learning that includes the agreed capabilities and dispositions) **Teachers will…** Identify in assessments where students explicitly demonstrate the application of capabilities, dispositions and skills developed (using the skills for a future-ready citizen and SA Curriculum as a guide) **SSOs will…** Work alongside teachers during hands-on tasks to support safety, access and engagement Prompt students' use of dispositions and capabilities (collaboration, organisation, persistence) **Students will…** Work with teachers to co-design how they can measure skill development in the agreed capabilities and dispositions. Students will use these to self-assess at the beginning and end of a project/term.		Professional learning on the SA Curriculum with specific focus on the dispositions and capabilities Faculty focus on mapping SA Curriculum and skills for future-ready citizens
Develop collaborative planning to support student-centred learning and incorporate real-world skills and knowledge	**Faculty Leaders will…** Provide scheduled and quarantined time in faculty meetings for teachers to engage in collaborative learning design that is project-based and includes identified/agreed capabilities and dispositions **Teachers will…** Provide real world learning opportunities through learning and task design that include the agreed skills, capabilities and dispositions **SSOs will…** Provide small-group or individual re-teaching of skills needed for projects Supervise or assist groups during collaborative learning tasks		

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Goal 3: Creating a Culture of High Expectations, Engagement, Equity and Excellence

Goal: By the end of Semester 1 and 2, 80% of students will achieve a C grade or higher, demonstrating their readiness to progress to the next stage of learning. This will reflect a shared culture of high expectations, equity, and engagement, measured through academic data (semester reports) and teacher evaluations.

Actions	Roles & Responsibilities	Timelines	PD/Resources/ External Support
Teachers regularly assess and adjust teaching practice to meet student learning needs and aspirations	**Leaders will…** Conduct classroom observations focusing on differentiation, learning design, and evidence of adjustments aligned to student progress. Monitor academic data (including semester reports) to track progress toward the 80% C-grade target.		Observation schedule and common observation template
	Data Informed Practice Leader & Community Leader of SACE will… Provide professional learning in GRATA and other formative assessment tools. Support teachers to analyse data and evaluate the impact of their teaching adjustments.		Professional Learning on use of GRATA for formative assessment and data informed practice
	Community Leader of Curriculum Engagement & Inclusive Education Leader will… Lead professional learning on effective differentiation, including the use of technology to support instructional planning. Review planning documentation and observe practice to ensure teaching is responsive to student needs.		Professional Learning on use of technology for differentiation (e.g., adjusting texts, creating levelled tasks, generating exemplars)
	Teachers will… Use formative assessment, GRATA data, and student voice to tailor instruction and provide targeted support. Monitor individual student progress in their classes, which could include rubrics or observational notes. Track progress for students with Ready to Learn Plans and update adjustments termly.		Use of Formative assessment strategies – may require some PD
	SSOs will… Implement teacher-designed adjustments for students needing support in literacy, numeracy or organisation Record observations about student learning behaviours and progress		

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	Reinforce learning intentions, success criteria and feedback during support sessions **Students will…** Use learning intentions, success criteria, and feedback to monitor their own progress and identify learning needs.		
Implement a consistent whole-school approach to behaviour and engagement	**Community Leaders and Managers will…** Provide professional learning on Restorative Practices and Trauma-Informed Practice. Analyse behaviour data (including leadership callouts) to identify trends and support intervention. **Faculty Leaders will…** Provide professional learning opportunities on Restorative Practices and Trauma Informed Practices to support positive pedagogical practice and classroom management Coach staff in consistent implementation of the behaviour and engagement expectations. Observe classroom practice where behaviour concerns exist and support teachers to improve routines and expectations. **Teachers will…** Engage in professional learning on Restorative Practices and Trauma Informed Practices and implement the strategies gained through the PD opportunities Uphold and explicitly teach the school's agreed behaviour and engagement expectations, including language, conduct, and participation. Manage behaviours at levels 0–2 and follow school processes for higher-level behaviours. **Students will…** Actively learn and follow the school's behavioural policy, including understanding the expectations on language and conduct, and leading by example in their daily interactions Demonstrate respectful interactions through modelling appropriate language, positive behaviour, and active engagement in all learning environments **SSO's will…** Model appropriate behaviour and language in all settings		Understanding of Restorative Practices and Berry Street Education Model strategies Clear understanding of Positive Behaviour Policy – share with students and families

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	Support teachers to implement routines, expectations and restorative approaches Assist with proactive regulation strategies (movement breaks, sensory tools, check-ins) Use consistent language aligned with PBS, Berry Street and restorative practices Support small-group social or emotional regulation activities where trained		
Identify and refer students requiring Tier 2 and 3 literacy or numeracy interventions	**Community Leader Curriculum Engagement and the Mathematics and English Leaders will…** Lead professional learning on universal screeners and diagnostic assessments. Communicate processes for referral, progress monitoring, and movement between tiers. **Literacy Leader will…** Review DIBELS and related data to recommend Tier 2/3 placements and adjustments to Tier 1 instruction. **Teachers will…** Administer universal screeners (e.g., DIBELS ORF, MAZE, Booker) and follow up with diagnostic assessments as required. Adjust Tier 1 instruction based on data and provide Tier 2 supports within classrooms. Monitor student progress and communicate outcomes for review. **SSOs will…** Assist with universal screeners where trained (e.g., DIBELS, MAZE, ORF) Provide targeted in-class support aligned with Tier 2 intervention goals		Professional Learning in administering universal screeners (DIBELS ORF, MAZE, PAT, Booker) Understanding of Tier 1 and 2 in class strategies Professional Learning for SSOs in testing and intervention delivery

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Promote responsibility, respect, and achievement through regular assemblies, year-level activities, and celebrations of student success	**Site Leader will…** Schedule whole-school assemblies (in person or livestream) once per term. Schedule award ceremonies once per term. **Community Leaders and Managers will…** Plan and implement community-based and year-level activities that celebrate achievement and reinforce belonging. **Teachers will…** Reinforce the values of responsibility, respect, and achievement in classes and nominate students for awards. **SSOs will…** Support supervision and student engagement during assemblies Encourage and praise students displaying school values Assist with year-level activities that build culture and belonging **Students will…** Contribute positively to assemblies, community activities, and celebrations of learning.		Assembly schedule, Award certificates and digital nomination process

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Reinforce shared values and high standards that connect academic excellence with participation and belonging	**Community Leaders will…** Consistently communicate expectations for participation, effort, and engagement across all year levels. Monitor student engagement patterns and support interventions where required. **Teachers will…** Model high expectations and align classroom routines with whole-school values. Celebrate student improvement, persistence, and positive participation. **SSOs will…** Model high expectations through consistent routines, punctuality and language Provide positive reinforcement for student effort, persistence and respectful behaviour Prompt students when expectations are not being met, using consistent school vocabulary **Students will…** Engage in learning, demonstrate the school's shared values, and contribute to a positive learning environment.		Visual displays of school values and expectations

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Provide guided support for students to create and understand their Ready to Learn Plans and associated goals	**Community Leader Curriculum Engagement will…** Track achievement of students requiring additional support, share data with staff and support with the completion of IESP applications and allocation of SSO's required to provide support. **Homegroup Teachers will…** Co-design Ready to Learn Plans with students. Provide feedback, review progress, and support collaborative updates of plans. **Teachers will…** Reinforce Ready to Learn Plans in class and support students to reflect on their progress. **SSOs will…** Support students to understand, practise and monitor their Ready to Learn strategies. Reinforce agreed adjustments and routines in class. Assist students during moments of dysregulation using agreed strategies. **Students will…** Participate actively in co-designing their plans and reviewing their progress.		Clear understanding of process and requirements for IESP applications Creation of Ready to Learn Plan templates Professional Learning for homegroup and classroom teachers on implementing and monitoring Ready to Learn plans

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