



SCHOOL CONTEXT STATEMENT

Updated:05/2026

School number: 0928

School name: Grant High School

School Profile: Category 4

Current Context:

Grant High School, located in Mount Gambier on the Limestone Coast, is a dynamic school recognised for its innovation, student agency and academic excellence. Our school's values of "Respect, Commitment and Trust" underpin the behaviours that are positively promoted at Grant High School. 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. Our staff are purposeful in endorsing these characteristics and our structures encourage meaningful engagement. The benefits of our community model have become more evident as time progresses. The connections our Community Leaders and Wellbeing Managers have with their community members has led to much clearer decision-making around students' subject choices and career pathways.

Our Year 7 to 10 curriculum is comprehensive across a range of learning areas, providing students the opportunity to engage in authentic learning programs in six different subjects each semester. This includes the opportunity for students to participate in targeted intervention programs based on individual their needs and interests. We also provide all students with a pastoral care program through homegroup, which focuses on the development of life skills and career development. In the senior school, students can choose from a broad curriculum, including access to a range of FIP programs, designed to support the multitude of career pathways available.

2023 saw the inclusion of the Independent Learning Center (ILC) at Grant High School. The ILC is a learning environment for students, who for various reasons, require a flexible learning program. Although on a separate campus, we have been quick to adapt a whole school approach through building on the capacity of staff, students, parents and wider communities to create collaborations in providing outstanding educational options and outcomes for all our students.

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. Enhancing resiliency, creativity, empathy, collaboration, student agency and engagement, and developing life-long learners are a feature of our curriculum and school culture. We believe relationships sit at the heart of learning and our commitment to this is evident in the work we are completing around Restorative Practices and Trauma Informed Practices.

Our staff are outstanding. The principal spends time each week working with staff and students to continually improve pedagogy. The evidence of learning and the positive relationships developing between staff and students continues to improve as a result.

1. General information

School Principal	Caroline Davey
Community Leaders:	Laura Hunt, Matthew Kurzman, Sarah McCarthy, Jackie Poumako and David Thompson
ILC Leader:	Suze Ricketts
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
School website address:	http://web.granths.sa.edu.au/
School e-mail address:	dl.0928.info@schools.sa.edu.au

February FTE student enrolment:

Year	FTE	School Card Percentage	ATSI	Non English Speaking Background (EALD)
2026	941	21.67%	79	0.85
2025	1009	13.38%	81	0
2024	1060	20.8%	86	12
2023	1120	7.4	86	9
2022	1024.2	NA	75	7
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

Staffing numbers (as at February census):Leadership:

- Principal (SCO-05)
- Community Leaders (Leader Band B4) – 5
- Independent Learning Centre Manager (Leader Band 3) - 1
- Curriculum Leaders (Leader Band B2) – 9
- Alternative Program Coordinators (Leader Band B-1) – 7

Teaching Staff:

- Teaching Staff (Full Time) – 62
- Teaching Staff (Part Time) – 16

Ancillary Staff:

- Admin Support Workers – 16
- Social Worker - 1
- Wellbeing Managers (Youth Workers) – 10
- Classroom Support/Social and Emotional Support Workers (SSO-2) – 15
- Classroom Support Workers (SSO-1) – 11
- APAS Tutor - 1
- AEW (Level 3) – 1
- GSE – 1

Public transport access:

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

Special site arrangements:

2. Students (and their welfare)

General characteristics

The school services students in Years 7 - 12, with distinct year levels. Our students are drawn from the city of Mount Gambier and surrounding areas of established farming communities, hobby farms and rural townships, including over the Victorian border. School Card holders make up approximately 21.67% of the school's population. There are 79 Aboriginal and Torres Strait Islander students and 205 students on One Plans with 74 of these being IESP funded.

Student well-being programs – Homegroup

Each morning at Grant High School and an additional 2 lessons on Monday and Friday, time is devoted to the delivery of Homegroup. Homegroup is designed to support the development of '**Future Ready Citizens**' who display:

- **Self-Management:** are self-aware and responsible for themselves.
- **Critical Thinking:** can effectively analyse information and form educated judgements.
- **Empathy:** can recognise the perspectives of others and respect diversity.
- **Collaborate:** Positively engage with others and contribute respectfully in teams.
- **Creative Thinking:** Can interpret information and embrace challenges.
- **Resilience and Adaptability:** Respond positively to challenges and change.

The course is delivered in Years 7-10 (using different modes depending on the year level), emphasising capability development through The Wellio Program and supporting students to achieve the compulsory SACE, Stage 1 Exploring Identities and Futures in a developing and progressive manner as students move through their years of schooling. The curriculum of Homegroup 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)

Home group teachers also take 'pastoral care' responsibility for their class and use Homegroup and other opportunities to track and monitor student attendance, wellbeing and engagement.

Student support offered

A Social Worker, five (FTE) Youth Workers and a Wellbeing Triage staff member provide key personal and crisis counselling.

Subject counselling key personnel include Community Leaders, Community Managers and Wellbeing Managers. Home group teachers are also key players in both subject and personal counselling issues. A Specialised Education program offered also focuses mainly on supporting students with special learning needs. A Careers/Pathway Coordinator and Careers/Pathways Administration Officer, along with visiting Careers/Information officers, are also accessible to students.

An extensive Year 6 to 7 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 one 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 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 Positive Behavior 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 (SLED) 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

SAASTA's Mt Gambier Academy is based at Grant High School and provides a unique educational program to support secondary Aboriginal learners.

Grant High School runs a successful Homework Club from 3:15pm – 4:30pm Monday to Thursday along with a Breakfast Club programme.

The school also produces a bi-annual musical that is attended by the wider Mount Gambier community and neighboring schools.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Following feedback from staff, students and families, 2024 saw the implementation of the Grant High School Strategic Focus, identifying four core areas for the school to focus on across the year; data informed practice, positive behaviour support; continuous assessment and moderation, and high impact teaching strategies. Staff identified clear actions and expected outcomes for each area with supporting evidence that could be gathered to track improvements. The associated key outcomes include:

- The implementation of Dibels at Years 7 and 8 in which all students were completed assessments three times across the year. This data provided valuable information on students reading fluency and comprehension skills.
- The construction and implementation of Grata, a digital data platform, that culminates all relevant school data allowing for improved use of data to inform practice.
- A greater emphasis on data informed practice, with all faculty leaders using data with their relevant staff to review student performance and drive improvements in pedagogy within the learning area.
- A clearly defined Positive Behaviour Policy, with a newly improved leadership support structure to support staff in addressing behaviours using a restorative approach.
- An updated policy for Continuous Assessment and Moderation, which includes a collaborative approach to moderation and a greater emphasis on supporting students to meet deadlines.
- Improved use of the Pedagogical Statement of Practice, ensuring teachers are implementing high impact teaching strategies and students are accessing Tier 1 interventions.

Building on the success of 2024, staff worked collaboratively to create our current Strategic Plan. The plan includes three goals which were formed based on feedback from staff, students and families, and focus on the following:

- Fostering Accountability and Collective Responsibility for Teaching and Learning;
- Promoting Real-World Engagement, Capabilities and Dispositions for life-long learning;
- Creating a Culture of High Expectations, Engagement, Equity and Excellence

These three goals link with the Department for Education's Strategy for Public Education through the Learner Agency and Equity and Excellence Areas of Impact, focusing specifically on:

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

Staff have again identified clear actions and expected outcomes, including roles and responsibilities for different stakeholders, providing a strong plan for working towards each of the goals created.

4. Curriculum

Subject offerings:

Middle School

The curriculum offerings for Years 7 to 9 offer students a snapshot of all subject areas, with more choice in Year 9. In Years 7 and 8 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 and numeracy 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 two Specialised Education classes have operated successfully for a number of years.

ADD VET

Student assessment procedures and reporting

Formal reports to parents are completed at the end of each semester, with continuous assessment occurring throughout each semester. Teachers publish at least two summative tasks per term, per class, (subject to SACE requirements), allowing families to track how their young person is progressing. 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.A. Championships in Adelaide in these activities.

The school's commitment to S.A.S.S.A. Knockout Sport is also extensive. We enter approximately 20-30 teams in sports such as Basketball, Cricket, Football, Hockey, Netball, Soccer, 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. We are also fortunate to have a community of parents that volunteer their time to assist in sporting activities when travel to metropolitan areas is required.

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, public speaking, SAASTA Connect, Cultural Stories Program, Career Immersion Programs and community-based music/choir performances. Grant High School also presents a musical biannually that is performed at Sir Robert Helpmann Theatre.

7. Staff (and their welfare)

Staff profile

The staff consists of a highly skilled and dedicated team (approximately 78 teachers and 53 Student Services Officers). In recent years there has been an annual turnover of approximately 5%, resulting in a considerable level of stability.

Leadership structure

The Leadership Executive consists of: The Principal, 5 Community Leaders, the ILC Campus Manager, School Social Worker and the Business Manager, that meet weekly.

The Leadership Committee consists of the Principal, Community Leaders, ILC Campus Manager, Community Managers, Faculty Leaders and Alternative Program Coordinators that meet fortnightly.

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 Leadership group observe each teacher once a term, giving feedback on 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 hours from Adelaide, 4.5 hours from Melbourne

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, basketball courts, a Ninja playground and a working Agricultural Farm.

Grant High School runs 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 funded Performing Arts building that encompasses the school canteen and general learning classrooms.

In 2023, we saw the construction of the Hosking Buildings to accommodate the growing number of students at our school. With rising enrolments, it became challenging to provide sufficient learning spaces for all of our classes. The Department for Education funded this project to ensure we had adequate facilities, with the new building offering four additional general learning classrooms. These spaces are primarily used by our junior school classes.

The upgrade of our Gymnasium, Home Economics, Technical Study areas and staff and student amenities remain an ongoing priority for the school. We are committed to fundraising and actively seeking relevant grants to secure the necessary funding for the rebuild of these outdated facilities. The new gymnasium will not only offer improved spaces for staff and students during whole-school events but will also provide enhanced facilities for community use, fostering a stronger connection between the school and the wider community.

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, Ninja playground, outdoor eating areas, pergolas, bus shelters, under-cover eating areas and sports facilities such as basketball rings are provided for student enjoyment. The SLED program represents the interests of students and 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 Junior School floor is set up to accommodate the needs of Year 7 and 8 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 2 parking allotments 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.

Specialist Facilities

Well-appointed facilities such as: Agricultural Farm, Performing Arts Centre (Drama/Dance/Music), Gymnasium, Design and Technology Facilities, 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 redeveloped open-spaced Resource Centre/Student Hub, complement these facilities.

10. School Operations

Decision making structures

The school recognises the valued partnership of parents, students and staff 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 twice termly, the SLED team and a number of committees comprising of staff members, parents and students. 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 are available via DayMap. A daily calendar is also available on DayMap. A twice termly newsletter is published promoting school/community events and student achievement. The Staff Induction Handbook, Course Counselling Booklet, Strategic Plan, 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, information evenings and parent teacher interviews. School activities and student achievements are reported in the local newspaper and radio. The school is also accessible through dl.0928.info@schools.sa.edu.au

The school website is <http://web.granths.sa.edu.au/> Grant High School has an active presence on social media and use the tool to showcase day to day activities within the school, student achievement and important 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, with the renowned Coonawarra wine region a short 40-minute drive away. Popular beachside holiday towns such as Robe and Beachport are located close by.

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 assist voluntarily in the canteen. Parent and community support enhances the learning opportunities available to students.

Feeder or destination schools

Grant High School has 7 main feeder schools. These include Melaleuca Park, McDonald Park Primary School, Tarpeena Primary School, Yahl Primary School, Reidy Park Primary School, Mil Lel Primary School and Glenburnie Primary School.

Other local care and educational facilities

The city has 10 childcare centres, 1 other state high school, a Catholic R – 12 school and a Lutheran R – 12 school and a Special Education Centre. There are approximately 17 primary schools, whose students attend the two state government schools. The South East Institute of TAFE and 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.

In addition, Mount Gambier Technical College opened in 2026. Grant High School currently has 50 Year 10 students and 20 Year 11 students combining their studies with the Tech College.

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

Mount Gambier is a hub for recreational activities boasting many sporting venues and codes. The recently opened Wulanda Recreation and Convention Centre provides a host of opportunity and activity including gymnasium, stadium facilities and pools. Tennis courts, quality outdoor sporting parks incorporating football and netball, cricket, velodrome, baseball and softball pitches, grass hockey fields and turf hockey field are also of a good standard.

Mount Gambier has many medical centres, a 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 or Melbourne takes approximately 5 hours. Regional Express also operate flights from Mt Gambier to and from Melbourne and Adelaide.

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