

SCHOOL CONTEXT STATEMENT

School Number: 1834

School Name: Golden Grove High School

1. General Information

Part A

School Name : GOLDEN GROVE HIGH SCHOOL School No. : 1834
Phone No. : (08) 8282 6400
Facsimile No. : (08) 8282 6499
Principal : Mr Peter Kuss
Postal Address : 1 Adey Place, Golden Grove 5125
Location Address : 1 Adey Place, Golden Grove 5125
DECD Local Partnership : Golden Way Partnership
District : Tea Tree Gully Council Area
Distance from GPO : 20 kms
CPC attached : NO
Website : www.goldengrovehs.sa.edu.au

February FTE Enrolment	2012	2013	2014	2015	2016	2017
Secondary Special, N.A.P. Ungraded etc	46	55	54	54	50	49
Year 8	275	258	269	263	276	265
Year 9	253	277	257	270	257	263
Year 10	250.2	296.14	278	266	272.1	261.81
Year 11	248.8	271	293.14	286	259.2	262.42
Year 12	189.2	227	248	272	258.1	224.28
Year 12 Plus	1.6	4	1.8	22	24	19
TOTAL	1263.8	1388.14	1400.94	1433	1396.4	1344.51

August Total FTE Enrolment	2010	2011	2013	2014	2015	2016
Male FTE	577	608	654	646.14	645.8	641
Female FTE	656	675	734	742.8	752.5	724.67
School Card Approvals (Persons)	288	283	283	297	316	259
EALD Total (persons)	147	128	156	126	73	81
Aboriginal FTE Enrolment	18	28	34	30	40	36
Unit	44	47	55	53	53	51

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

Deputy Principal: Toni Carellas

Assistant Principals: Meg Fay, Vikki Walkom, Mike Meredith, Greg Walkom

Business Manager: Sue Ruciack

Teaching Staff = 83.8 FTE (GGHS). 7.6 (GGHS Disability Unit)

Enrolment Trends

Golden Grove High school first opened to students in 1989, with 125 pupils. It has undergone rapid growth to accommodate its current student enrolment. A Special Education Unit, which caters for students with an intellectual disability (49 students) is onsite. Golden Grove High School introduced ceilings at all year levels from 2002 to maintain enrolments at sustainable numbers.

Special Arrangements

Golden Grove High School shares some facilities and resources with Pedare Christian College and Gleeson College. It also shares facilities with the community by arrangement with Tea Tree Gully Council, which manages the Golden Grove Recreation & Arts Centre on site. Golden Grove High School and Gleeson College share a multi-purpose facility (Dame Roma Mitchell Centre).

Public Transport Access

The school is well serviced by a number of Adelaide Metro bus routes. The school is approximately 25 minutes from Adelaide via the O-Bahn.

2. Students and their Welfare

GENERAL CHARACTERISTICS

Cluster Arrangements/Operations

Golden Grove High School is a comprehensive public co-educational secondary school sharing a campus with Pedare Christian College (Uniting Church/Anglican) and Gleeson College (Catholic). The three campus schools have their own philosophies, identities and buildings but share some specialist teaching spaces, sporting and cultural facilities, and some curriculum. Senior staff meet regularly to administer the shared arrangements.

Golden Grove High School has a Special Entry Dance program commencing at Year 8. Both Spanish and Japanese languages are taught to Year 12. A fully integrated Special Education Unit is onsite.

Most students come from the Golden Grove, Greenwith and Wynn Vale area which comprises approximately 93.6% general homes and 6.4% housing trust. Some students also come from Gulfview Heights, Hillbank, Modbury North, Modbury Heights, Redwood Park, Salisbury East, Salisbury Heights and Surrey Downs.

The school has a uniform policy fully supported by the Governing Council. The on-campus uniform shop gives the school better control over the quality, style, cut, materials and pricing.

A privately leased school canteen provides students and staff with a wide range of food and drinks. It is open for both breakfast and lunch. Students participate in the quality assurance process for the delivery of canteen services. The Canteen has adopted the Healthy Food requirements of DECD.

PASTORAL CARE PROGRAMS

Year 11 Peer Support Leaders are allocated to Year 8 homegroups to support the Year 7-8 Transition Program. A House system operates from Years 8-12.

SUPPORT OFFERED

Two student Counsellors (B1) support students with personal and career counselling, and are located in the "Wellbeing Hub". The Vocational Learning and Pathways Leader, Defence Transition Mentor and SACE Completion Mentor are co-located in 'Thiele'. The Aboriginal Community Education Officer supports and advises ATSI students and the Family and Youth Counsellor supports students and families with personal issues.

The Student Services Team uses an integrated approach to provide counselling and learning support. Students are referred to the team and a Case Manager may be assigned to provide ongoing individual support.

Year 8 and 9 students attend seminars related to bullying and harassment during Semester 1. Emphasis is placed on the quality of relationships between students, teachers and parents.

STUDENT MANAGEMENT

The school has a well-documented Student Behaviour Management (SBM) policy. The Deputy Principal and Assistant Principals have significant responsibility in administering the policy and work closely with Year Level Leaders (one appointed at each year level).

The Focus Room supports staff and students in managing inappropriate classroom behaviour. An after school detention system operates to support the overall SBM policy.

Flexible Learning Options (FLO) provides mentoring and case management to support students significantly at risk of leaving school early. The program has a strong community and vocational training base.

The school uses "DayMap" to monitor daily lesson attendance.

STUDENT GOVERNMENT

Student Voice is an active group in all aspects of school life. Student Voice manages a range of fundraising and social activities. Students are represented by the student executive on all decision-making committees within the school structure (eg, Governing Council; Finance Advisory Committee; Grounds, Facilities and Services Committee; ICT Reference Group). Members of the executive are located in a vertical home group and receive formal leadership training. Active Year Level Councils support the Executive Team.

SPECIAL PROGRAMS

Positive learning dispositions are seen as a foundation for academic achievement and student engagement and success. The development of higher order thinking skills and positive habits of mind are integrated into all classes across the school.

Golden Grove High School is a Special Entry Dance school and students across the state can apply to enter this program at Year 8. Successful students are offered a place following an application, audition and interview process. They study two lines of Dance in Year 8 and 9 and access a breadth of Arts options from Year 10 onwards.

The Dame Roma Mitchell Centre provides an outstanding venue for students to showcase their excellence in the Performing Arts. The Arts Faculty has established a bi-annual learning based Arts tour. In previous years students and staff have travelled to the USA, specifically New York and Los Angeles, and to Asia (Singapore and Malaysia) to perform and showcase their talent.

The school currently runs two biannual international tours. One tour visits Europe including Spain, Germany and France and the other, Japan.

A Special Interest Sports Program is offered to students who have demonstrated both academic and sporting excellence in Touch Football (Year 8) and Netball (Year 9).

The school has a very vibrant and strong Outdoor Education program. In 2016 interested students undertook an adventure trip to New Zealand.

3. Key School Directions

Strategic Directions 2017

1. High Quality Teaching and Learning
2. High Achievement and Success
3. Optimum Student and Staff Wellbeing

School Improvement 2017

Quality Teaching: Quality Learning

WHAT DO
WE WANT
FOR OUR
SCHOOL?

Improvement Priority 1

High Quality Teaching and Learning

All students are actively engaged in
their learning
All teachers are leaders of learning

All students can achieve
their personal best

Improvement Priority 2

High Achievement and Success

Opportunities to flourish and
excel in learning are available
to all students

High achievement and excellence is
acknowledged and celebrated

Improvement Priority 3

Optimum Student and Staff Wellbeing

Staff, students and families know that
the school cares and that the school
provides a safe and supportive
environment

The challenge ... **To have a coherent improvement plan that aligns high student achievement and success with high quality teaching and learning and optimum student and staff wellbeing**

WHAT WILL
WE SEE
HAPPENING
IN OUR
STUDENTS
AS A
RESULT?

INTENTIONS & TARGETS

- 100% of staff have committed to the GGHS Teaching Charter / Quality Teaching & Learning Statement
- 100% of teachers upload learning & assessment plans into DayMap
- 100% of staff have a PDP and receive on-going feedback from their line manager with regard to their teaching and work practice
- 100% of teaching staff are involved in WaSLs and use this strategy to reflect on feedback from students and staff to improve teaching practice
- 100% of staff have engaged in professional learning to improve teaching and work practice
- The GGHS Careers Strategy has been implemented with 100% of Year 12 school leavers receiving a Graduate Qualities appraisal
- Improvement planning aligns HQT&L with high student achievement and success and the DECD Results Plus strategy

INTENTIONS & TARGETS

We want all students to achieve at a C level or higher. In 2016 our targets are:

- 93% of students Yrs 8-11 will achieve a C or better in the subjects they study
- 65% of grades received by students will be A or B

Specifically with regard to SACE:

- 98% of students who are eligible complete the SACE at the end of year 12
- 18% of SACE completers achieve an ATAR over 80
- 96% of grades obtained by Year 12 students will be A, B or C
- A SACE mentor has dedicated time to support SACE students complete work

With regard to NAPLAN we want:

- The number of Yr 9 students achieving Band 7 or above in all elements of NAPLAN to increase compared to 2015

Excellence in achievement

- At least 10% of students in Years 8-11 are involved in EXCEL activities
- 30% of Middle School students receive a Principal's Award for high achievement

INTENTIONS & TARGETS

- 95% **attendance** rate across the school
- Decrease unexplained absences across the school
- 100% of SWD, ATSI, GOM & FLO students are case managed and have a documented Pathway Plan
- More than 20% of students are involved in leadership activities
- Less than 5% of 8-10 students are referred to the Focus Room
- 100% of students have access to on-going programs around bullying and harassment
- 100% of school leavers leave GGHS with a sustainable pathway
- Deepen student understanding about the global world and active citizenship
 - develop a better understanding of cultural perspectives and differences
 - build our international tours and visits program
 - actively participate in sustainable practices
- The code of conduct for students is reviewed and the public service staff code of practice is contextualised to GGHS

4. Curriculum and Programs

CURRICULUM

A comprehensive curriculum embracing the full Australian Curriculum is offered in Year 8 to 10. Class sizes in Year 8 are capped at 25 and we endeavour to minimize the number of different teachers Year 8 students have across their subjects.

The explicit integration of Higher Order Thinking Skills and Habits of Mind into learning programs is a priority across all learning areas, particularly in the middle years. This is achieved using a planned and agreed model of curriculum design and delivery.

The integration of information and communication technology is a key learning strategy across all learning areas. All students are expected to have a portable mobile learning device (ie. laptop or tablet) to support the “learning anywhere, anytime” policy.

Literacy and numeracy is the foundation for effective learning, therefore all teachers in all learning areas are responsible for literacy and numeracy skills development in all students.

A comprehensive Curriculum Handbook is available online via the Golden Grove High School website.

SPECIAL NEEDS

Golden Grove High School provides learning support for students with identified learning needs. An Assistant Principal manages the Disability Unit and a Coordinator (B2) has responsibility for the management of support provided to students with additional learning needs. The school has visiting specialist teachers and guidance services to support learning programs. Students on Negotiated Education Plans receive specialist support through the Learning Centre.

SPECIAL CURRICULUM FEATURES

Golden Grove High School has a common line timetable allowing Year 11 and 12 students to also access subjects at Pedare Christian College and/or Gleeson College. The ability to combine small groups of students into viable classes benefits each campus school. This happens most significantly in the senior years, particularly at Year 12.

Golden Grove High School offers a wide range of Vocational Education & Training (VET) programs (subject to student interest) including:

- Certificate II Information Technology.
- Certificate II Community Service (Child Studies).
- Certificate II Electronics
- Certificate II Business
- Certificate II Conservation and Land Management
- Certificate II Dance
- Certificate III Fitness

The District’s seven secondary schools have combined to develop a package of VET courses called North Eastern Vocational Opportunities (NEVO), available to all senior students in the district (Adelaide North East) schools. This includes Hospitality, Skilled Metals, Automotive, Hairdressing, Construction, Business, Fitness, 3D Animation, Electrotechnology, Aged Care, Plumbing and many others.

Students at Golden Grove High School are supported to undertake vocational education and training at other Registered Training Organisations including TAFESA.

The SACE subject Personal Learning Plan (PLP) is conducted as a semester unit in Year 10. The Research Project is delivered in Year 11.

The school has a number of students undertaking school based traineeships and apprenticeships. These students combine their schooling with on-the-job training through a registered training organisation. They also undertake work placement and on-the-job assessment.

Golden Grove High School provides Flexible Learning Options (FLO) to students at risk of not completing mainstream school. There are 122 FLO students in 2017 who receive mentoring support and are able to achieve SACE through a combined in-school and out-of-school learning program. As part of our FLO program we also run an off-campus Community Learning Centre (CLC) at the Tea Tree Gully TAFE.

ASSESSMENT PROCEDURES AND REPORTING

A wide variety of assessment practices are used at Golden Grove High School.

Personalised computer generated reports are sent home at the end of each term, and parent teacher interviews are conducted at the beginning of Term 2 and Term 4.

STUDENTS WITH HIGH INTELLECTUAL POTENTIAL

Golden Grove High School extends students with high intellectual potential through the EXCEL program. Identified students are able to access a special camps program and a range of enrichment and extension activities to support higher order learning and achievement. Golden Grove High School also provides accelerated learning programs for students who show the intellectual capability.

5. Sporting Activities

Golden Grove High School offers a wide range of sporting opportunities and has a track record of success within the Vista competition and SSSSA knockout competitions.

In 2016, over 420 students participated across 42 different activities. 13 teams were entered in State-wide knockout events and 29 teams in Vista Zone carnivals. In 2016, 24 students were selected to represent South Australia across 12 different sports.

The HPE department oversees two specialist sport programs - Netball and Touch Football. The Special Interest Netball program operates in Year 9 and 10, whilst the Special Interest Touch program begins in Year 8 and students can continue the pathway as a SACE option in Year 11/12.

6. Other Co-Curricular Activities

The school provides a rich environment for the Performing Arts with a Dance studio, Drama workshops, Music suite and practice rooms, and theatre on campus. There is regular participation in Music and Dance competitions, bands and ensembles, with groups performing regularly within the school and community.

The campus is well equipped in the area of Music Technology and Multi-Media (computerised Music laboratory, state-of-the-art keyboard laboratory, sound recording studio).

The school is active in Debating, Mathematics competitions, Premier's Reading Challenge, Book Cup and various learning area based competitions. We readily enter into other competitions when opportunities present.

7. Staff (and their Welfare)

STAFF PROFILE

Golden Grove High School has a stable staff profile. The comprehensive staff handbook is used for staff induction and provides an overview of all school policies and procedures.

PERFORMANCE & DEVELOPMENT

The school has developed a collegial support program for teachers with a focus on regular discussion and feedback in terms of negotiated goals. Each leader is responsible to support the performance and development of a small group of staff. The school's Improvement Plan priorities provide the direction to guide staff performance and development.

8. School Facilities

BUILDINGS AND GROUNDS

Golden Grove Campus has well maintained grounds and facilities spread over 48 hectares of landscaped property. Golden Grove High School forms part of a larger complex, and shares centralised specialist facilities with Pedare Christian College and Gleeson College, as well as Arts and Recreation Facilities with the Tea Tree Gully Council. Pedare is the oldest school, commencing in 1987, while Golden Grove High School and Gleeson College began in 1989.

The grounds are paved and provide wheelchair access to all relevant parts of the campus. Each school has its own oval and quadrangle area, but have many shared arrangements (eg Recreation and Arts Centre). Gleeson College, Golden Grove High School, and Tea Tree Gully Council share a synthetic hockey and tennis facility. Golden Grove High School and Gleeson College share the Dame Roma Mitchell Centre for the Performing Arts.

SPECIALIST FACILITIES

The campus shares the following specialist facilities:

6 Science laboratories, 2 networked Computing laboratories, 2 computerised keyboard laboratories for Music, 2 Music studios, 6 practical rooms for Music tutoring, a Design and Technology Area consisting of 2 Woodwork areas, 1 Metalwork area, 1 Plastics area, 1 welding area, 1 automotive area, 1 multi-material area, a Home Economics area consisting of 2 food laboratories and 2 fabric/craft laboratories, and 1 Art studio.

The campus also has a state of the art Trade Training Centre consisting of 3 CAD rooms (for Computer Aided Design) and 4 Electronics laboratories that has a focus on the teaching of Electronics and Robotics.

The Campus Schools have a signed agreement with Tea Tree Gully Council to use the following areas within the Golden Grove Recreation and Arts Centre between the hours of 8.00am–5.00pm during school terms – a Drama workshop, a performing arts theatre, 3 gymnasiums, 1 weights room, and a commercial kitchen and dining facilities for 100 people.

The campus has established a uniform shop in the shared facilities area.

All students are provided with lockers.

A canteen offers a wide range of goods to the school population.

9. School Operations

DECISION MAKING STRUCTURES

Beliefs about Decision Making

Effective decision making is essential for continuous school improvement and is based on consultation, negotiation and participation with those affected by the decision.

Those affected by the decision have a right to participate in the decision making processes at an appropriate level. The level of participation includes being consulted and having input on proposals, providing feedback, being kept informed, voting on decisions, implementing decisions and participating in review processes.

Consensus is the goal for arriving at a decision. Consensus is achieved when a clear majority of staff indicate they are comfortable and can support the decision.

The Principal is ultimately accountable to DECD and the school community to ensure that all decisions made are financially sustainable and result in improved learning outcomes for students.

PUBLICATIONS

The school produces three newsletters per term for parents and students. The school has a comprehensive curriculum handbook of all curriculum taught within the school. A high quality school magazine is published each year. An Annual Report is produced at the end of the year and placed on our web site – www.goldengrovehs.sa.edu.au by the middle of Term 1 in the following year.

10. Local Community

GENERAL CHARACTERISTICS

Golden Grove High School is the only state high school in the Golden Grove area. Students mainly come from an Anglo background, with approximately 10% from a non-English speaking background. School cardholders make up approximately 20% of the total school population.

ZONED SCHOOLS

The major zoned primary schools to Golden Grove High School are Golden Grove Primary School, Wynn Vale Primary School, Keithcot Farm Primary School and Greenwith Primary School.