

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	2013	2014	2015	2016	2017	2018
Secondary Special, N.A.P. Ungraded etc.	55	54	54	50	49	50
Year 8	258	269	263	276	265	272
Year 9	277	257	270	257	263	262
Year 10	296.14	278	266	272.1	261.81	259
Year 11	271	293.14	286	259.2	262.42	259.45
Year 12	227	248	272	258.1	224.28	235.78
Year 12 Plus	4	1.8	22	24	19	14
TOTAL	1388.14	1400.94	1433	1396.4	1344.51	1352.23

August Total FTE Enrolment	2012	2013	2014	2015	2016	2017
Male FTE	608	654	646.14	645.8	641	633
Female FTE	675	734	742.8	752.5	724.67	689.8
School Card Approvals (Persons)	283	283	297	316	259	239
EALD Total (persons)	128	156	126	56	55.8	54
Aboriginal FTE Enrolment	28	34	30	40	36	43
Unit	47	55	53	53	51	49

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: Tania Duff-Tytler

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

Business Manager: Sue Ruciack

Teaching Staff = 80.2 FTE (GGHS). 8 FTE (GGHS Disability Unit)

Enrolment Trends

Golden Grove High school first opened to students in 1989, with 125 pupils. It has undergone steady growth to accommodate its current student enrolment. A Special Education Unit catering for students with an intellectual disability (50 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 and 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 several 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 curriculum. Senior staff meet regularly to administer the shared arrangements.

Golden Grove High School has a Special Entry Dance program commencing at Year 8. 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 full uniform policy supported by the Governing Council and an on-campus uniform shop.

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. The Canteen is committed to the Healthy Food requirements of DECD.

PASTORAL CARE PROGRAMS

Year 10/11 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

The Assistant Principal of Wellbeing and the two Student Wellbeing Leaders and Vocational Learning and Pathways Leader (B1) support students with personal and career counselling and are located in the “Wellbeing Hub”. The Defence Transition Mentor is located in ‘Thiele’. The Aboriginal Education Worker supports ATSI students.

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 well-documented Student Behaviour Management (SBM) procedures. The Deputy Principal and Assistant Principals have significant responsibility in administering the procedures and work closely with Sub School Leaders (one appointed at each year level).

The Focus Room supports staff and students in managing inappropriate classroom behavior and 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 active in all aspects of school life and manages a range of fundraising and social activities. Students are represented by the Student Executive on all decision-making committees within the school structure (e.g., 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

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 international 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 that culminates in a bi-annual adventure trip to New Zealand.

3. Key School Directions



2018-2020 School Improvement Plan

School Purpose

To create a school environment that inspires all learners to be innovative, independent and empowered global citizens who reach their full potential.

School Values

- Respect
- Equality
- Pride
- Integrity
- Resilience

School Directions

- Quality Teaching and Learning
- Wellbeing
- Citizenship

Improvement Priorities

1) Quality Teaching and Learning:

- Improve Literacy and Numeracy Outcomes
- Implement the GGHS Pedagogical Framework
- Implement innovative learning through ICT

2) Wellbeing:

- Include students as partners in their learning
- Grow student leadership
- Bring School Values to life

3) Citizenship:

- Broaden community connectedness
- Explore International Mindedness opportunities
- Embed sustainable and environmentally responsible practices

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.

The explicit integration of Higher Order Thinking Skills 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 (i.e. laptop or tablet) to support their learning anywhere, anytime.

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 students with additional learning needs. The school utilises 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 range of Vocational Education & Training (VET) programs (subject to student interest) including:

- Certificate II Information Technology
- Certificate II Dance
- Certificate II Electronics
- Certificate III Fitness

Seven secondary schools combine to develop a package of VET courses called North Eastern Vocational Opportunities (NEVO), available to all senior students in the North East Adelaide schools. They include: 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 many 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 106 FLO students in 2018 who receive mentoring support and can achieve SACE through a combined in-school and out-of-school learning program. As part of our FLO program we run an off-campus Community Learning Centre (CLC) at the Tea Tree Gully TAFE.

ASSESSMENT PROCEDURES AND REPORTING

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 can 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 demonstrate academic capacity.

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 2017, over 350 students participated across 35 different activities. 15 teams were entered in State-wide knockout events and 20 teams in Vista Zone carnivals. In 2017, 25 students were selected to represent South Australia across 13 different sports.

The HPE department oversees two specialist sport programs - Netball and Touch Football. The Special Interest Netball program operates in Year 9, whilst the Special Interest Touch program begins in Year 8 and students can continue the pathway as a SACE option at Stage 1.

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 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 regularly enter other competitions when opportunities arise.

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 a performance and development program focused on regular discussion and feedback of negotiated goals with each leader supporting a small group of staff. The School Improvement Plan priorities provide 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 this 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 (e.g. 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 Trade Training Centre consisting of 3 CAD rooms (for Computer Aided Design) and 4 Electronics laboratories focusing on 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 an established uniform shop in the shared facilities area.

All students are provided with lockers.

A canteen offers a wide range of food to staff and students.

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 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.