

# Golden Grove High School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Golden Grove High School Number: 1834

Partnership: Golden Way

Name of school principal:

Name of governing council chairperson:

Date of endorsement:

Peter Kuss

Martin Kusabs

14/02/2020



## School context and highlights

Golden Grove High School first opened in 1989, with 125 students. In 2019, the enrolment was 1354 students. It has a Special Education Unit on site (called the Discovery Centre), which caters for up to 50 students who have an intellectual disability. We are a 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, facilities and management but share some specialist buildings and sporting and cultural facilities. The schools work cooperatively sharing facilities and some curriculum offerings through the One+ arrangements. The school also shares facilities with the Tea Tree Gully Council, which manages the Golden Grove Recreation and Arts Centre on site. The school has a Special Entry Dance program commencing at Year 8 via an audition and interview process, special interest Touch Football and Netball programs and the EXCEL program, which caters for students with high intellectual potential.

Highlights of the 2019 Stage 2 results:

- The subject pass rate was 96%.
- Alex Carey is the Dux, with an ATAR of 97.90 achieving 5 A grades which includes 1 A+ with Merit and an additional A+.
- Students received five merits in Biology (1), General Mathematics (1) and Psychology (3).
- 100% Modified SACE completion by Discovery Centre students
- 32 students received an ATAR above 80 and 8 students had an ATAR above 95.
- Students achieved a total of 190 A grades
- 21.5% of all grades were A's.

The newly refurbished Hub opened its doors to students in Term 2. The building project provided office spaces for the Assistant Principal (Wellbeing), the two Student Wellbeing Leaders, VET Coordinator, Defence School Mentor as well as two consulting rooms, a first aid area and workspace for the team of ancillary staff who support wellbeing and the vocational education program.

The concept plans for the \$15.5 million capital works program were approved in November. The construction will include a brand new performing arts centre for Drama and Dance, a Year 12 Study Centre, 30 additional staff carparks and a two-storey, middle school building containing 18 flexible learning spaces to accommodate the 300 Year 7 students set to join the school in January 2022.

## Governing council report

On behalf of the Golden Grove High School Governing Council, I have pleasure in submitting the Chairperson's Report for 2019. During the year, Governing Council received updates from the Principal in relation to the School Improvement Plan (SIP). The plan outlines the School Purpose, School Values, School Directions and Improvement Priorities for the years 2018 to 2020. It is pleasing that in the second year of the plan significant progress has already been made and that many of the targets in the plan have already been met.

Highlights of the achievements and activities involving input and support from Governing Council in 2019 include:

- On the 10th May the school celebrated the 30-year opening of the Thiele Library and the 30th Anniversary for Golden Grove High School. It was a wonderful occasion and it was great to see so many past and current students, Governing Council members and staff come together to mark this milestone.
- Significant upgrades to school facilities, new teaching and learning resources, technology upgrades and new infrastructure. The new STEM facilities were officially opened on the 22nd February and the Hub renovation was completed in 2019. Both facilities have significantly enhanced the student experience at the school. Extensive discussions and planning were held in relation to the year 7 transition in 2022. Ongoing work and support from the Governing Council will be required to ensure the transition is a success.
- Strong subcommittee support – Finance, ICT and Grounds, Facilities and Services.

As Chairperson I would like to express my sincere appreciation of the hard work under taken with dedication and enthusiasm by all members of the Governing Council and its sub-committees during 2019 and to Principal Peter Kuss and his staff, for the ongoing support provided to the Governing Council enabling it to fulfil its governance responsibilities.

For those who may not be aware, 2019 was my last year as Chairperson for the Governing Council. My youngest son Lachlan left the school at the end of last year and is moving on to University. I would like to publicly thank all the members of the Governing Council who have supported me while I have been Chairperson for the school. I could not have wished for better support and feel privileged to have been part of such a great team. I wish the school and those in the school community the very best for the future.

Martin Kusabs, Chairperson, GGHS Governing Council



## Improvement planning - review and evaluate

**QUALITY TEACHING AND LEARNING:** GGHS professional learning program supports our pedagogical framework and SIP with a focus on formative assessment and collaborative practice to develop strategies that support our SIP. We achieved our 2019 Literacy target of 15% in the higher bands for writing. Step 4 review actions for improvement include: teachers explicitly stating the text type in the task; explicitly teaching the components of the text type; focus on subject specific vocabulary and the introduction of timed writing with Yr 9 students. 9.2% achieved higher bands in Numeracy, therefore we did not meet our 2019 target of 12% in the higher bands. The target was too high but we believe it is aspirational and achievable. Yr 8 and 9 teachers used the Maths Pathway program with fidelity, and rich learning tasks saw the average growth rate of the cohorts at 1.37 Yrs of Maths learning per Yr. Semester 1 data indicated 95% of students are learning at a faster rate than before using the program. SACE Improvement: Increase the number of A grades for Yr 11 boys in Stage 1. Our strategies included offering a wider range of assessment submission formats, activating student voice and teachers supplying moderated and annotated exemplars at an A grade level. Teachers also provided relevant and targeted formative feedback to students to improve their learning and achievement, commensurate with our Professional Learning strategy and foundation work for Visible Learning.

**WELLBEING:** 15 Students trained and completed the Peer Support Program in preparation for their Peer Mentoring role, including supporting their allocated Homegroup students with their transition to high school, participation in the Yr 8 camp and facilitating sessions on Cyber bullying and Group Dynamics. Grow Wellbeing supported 15 students with their mental health. Positive growth Mindset Day with dynamic and interactive activities, that harnessed Positive Psychology and Growth Mindset Pedagogies. 8-11 Yr level councils organised Positive Relationships lunchtime activities to promote positive interactions and staff student relationships. 14 Yr 8 students and 10 Peer Support Leaders hosted Yr 7 students from local primary schools to support transition, sharing their experiences and familiarising them with the facilities and our programs. 50+ students from Yrs 8-11 attended our student congress to sharpen our understanding of our Wellbeing data by focussing on specific data, sharing of assumptions, determining next steps and committing to change. Term 3 launched the annual Wellbeing Week including activities themed to educate both staff and students about benefits of positive wellbeing. The Term 4 Staff Forum focussed on the Wellbeing data and explored ways to further immerse wellbeing into our culture and to build greater connections with our students. Beginning of a whole school Wellbeing Strategic Plan. Development of Pastoral Care program working party formed in readiness for implementation in 2021.

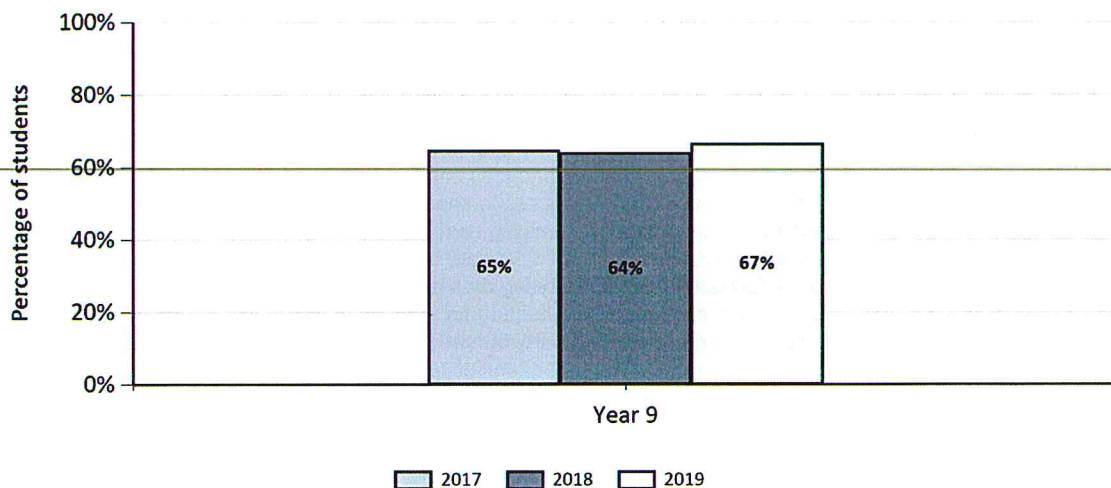
**CITIZENSHIP:** International Education provides students with opportunities to develop relationships, language skills and global cultural connections. GGHS hosted 16 International study abroad or graduate students and welcomed 53 Japanese students and their teachers from Chuo University, Koishikawa and Ritsumeikan High Schools. Outbound study tours included the Arts around the World (USA), European/Spanish language tour and the Japanese language tour to Seto, Japan. A teacher exchange to Seto Junior High School included a visit by the GGHS Principal Mr Kuss. One student won a scholarship to study in Tokyo for 2 weeks and two students joined a World Challenge tour to Vietnam.

## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

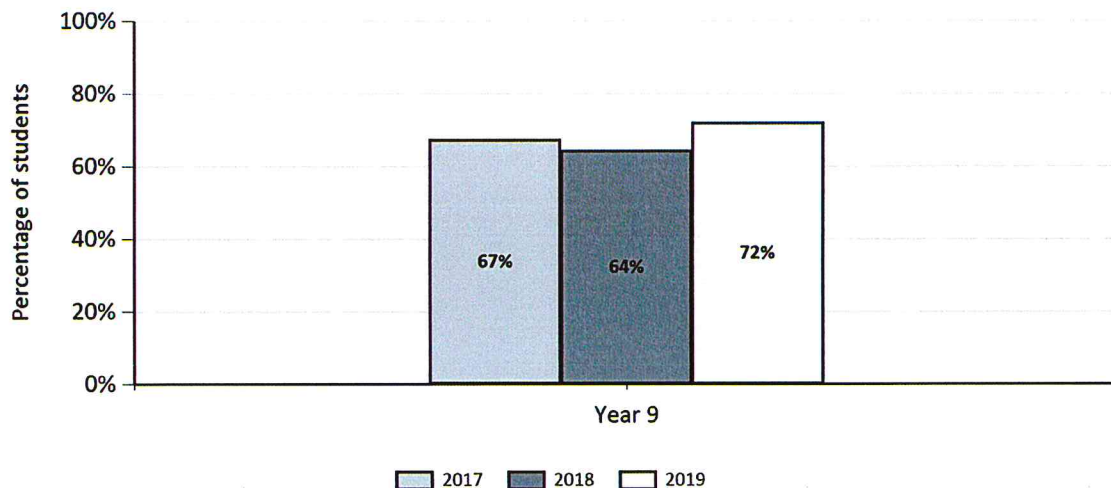
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.



## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	22%	25%
Middle progress group	51%	50%
Lower progress group	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	14%	25%
Middle progress group	56%	50%
Lower progress group	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	273	273	36	25	13%	9%
Year 9 2017-19 average	272.0	272.0	34.3	24.7	13%	9%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2016	2017	2018	2019
97%	98%	98%	95.7

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdraw Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	2%	2%	2%	2%
A	7%	6%	7%	7%
A-	9%	14%	12%	12%
B+	15%	13%	13%	13%
B	15%	16%	16%	13%
B-	16%	17%	14%	14%
C+	14%	13%	14%	14%
C	12%	10%	14%	14%
C-	6%	6%	6%	7%
D+	2%	1%	1%	2%
D	1%	0%	0%	1%
D-	0%	0%	0%	1%
E+	0%	0%	0%	1%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
96%	96%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	56%	31%	57.59%	34%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	49%	25%	30.89%	9%



## School performance comment

NAPLAN results in 2019 showed some improvement from 2018. This trend is expected to continue with further implementation of the SIP strategies and the Numeracy and Literacy Improvement plans. Specific improvement goals have been developed for Literacy and Numeracy to support student achievement, growth and stretch and are included in all Learning Area [LA] improvement plans. Literacy action plan - develop LA genre templates to improve writing. Numeracy Plan - Maths Pathways at year 8/9 and LA explicit teaching of numeracy strategies.

SACE: Results have remained strong with a 98% completion (up 1%). Ongoing SACE improvement planning is continuing to deliver sound results, with improvement actions to continue in 2020.

Other indicators of school performance based on term 3 and 4 results include:

Principals Awards i.e. achieving a Grade Point Average >6.3 based on average grade score in the assessment period for Term 4 and term 3 (Year 12) have remained high. Year 8 30% Year 9 23% Year 10 21% Year 11 26% and Year 12 25% Students at risk – identified from grade point averages, the numbers being identified as at risk (STAR) in term 4 have gone up marginally with slight increases in years 9, 10 and 12. Suspensions (an indicator of engagement) increased by 63% and will be addressed in 2020 with a continued focus on Visible Learning and more intensive work by Sub School leaders and teams in collaboration with the new B4 SBM Leader with identified students.

ACHIEVEMENT: The grades received by students in their term 4 reports indicates consistent achievement to previous years. Overall pass rates remain steady with a focus in 2019 on Positive Learning which has resulted in slight improvements in the % of ABC grades and reduction in D/E results particularly in years 8 and 9.

STUDENT GRADES: A-E Grades for Years 8 – 12 combined (School) have remained consistent with A-23%, B-38%, C-28%, D-78% & E-4%. A/B/C-88%, A/B-60% and D/E-12%

Progressive Assessment Testing and Standard of Academic Achievement - SEA

PAT MATHS 2019 (those sitting test) Year 8 - 84% achieved the SEA (84% in 2018) Year 9 - 78% achieved the SEA (86% in 2018) Year 10 - 79% achieved the SEA (87% in 2018). These results indicate a decline in year 9 and 10 which will be addressed in 2020.

PAT READING 2019 - Results not available for external use. These were new test types in 2019 and will form the benchmark for future testing and result analysis.

Implementation of actions from Numeracy and Literacy improvement plan will assist in improving PAT M & R results and directing targeted interventions to improve students below SEA in 2020.

EXCEL (Extension Learning) continues to support gifted and talented students across all LA's to develop 21C soft skills and capabilities. The EXCEL programs includes 9 clubs, 5 academic competitions, 6 events, 6 excursions and 4 camps / interstate trips.

## Attendance

Year level	2016	2017	2018	2019
Year 8	91.1%	91.7%	91.2%	90.0%
Year 9	88.2%	88.8%	88.5%	87.3%
Year 10	88.1%	88.3%	87.7%	86.8%
Year 11	89.4%	91.1%	89.4%	88.6%
Year 12	89.0%	92.0%	92.8%	91.8%
Secondary other	92.9%	90.6%	88.2%	88.8%
Total	89.4%	90.3%	89.8%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance is lower by 1% overall compared to 2018 with small drops across all year levels. Chronic non-attenders affect overall rates significantly. Sub School Leaders regularly analyse data in teams to enact timely intervention and support strategies with students and parents/caregivers. RAS is entered in EDSAS and DfE Support Services staff assist with attendance issues. A B4 Wellbeing Leader has been appointed and 2020 Sub-School leaders will have an extra release line to support students. It is hoped our new Wellbeing strategy will promote improved attendance through increased engagement.



## Behaviour support comment

Analysing qualitative and quantitative data, led to a review and redevelopment of behaviour management processes in 2018. Percentages of violent incidents and bullying dropped by 11% from 2018 to 2019 in relation to EDSAS behaviour records. Male students continue to be overrepresented in the data 80% to 20% for suspensions and 83% to 17% for Focus Room. Our cohort is increasingly complex with many students experiencing traumatic family lives and this cohort makes up the majority of the Focus Room referrals and EDSAS behaviour data. Client opinion surveys show 51% of students, 77% of parents and 60% of teachers believe students feel safe at school. A B4 Assistant Principal has been appointed for 2020 to lead whole school SBM processes and PD.

## Client opinion summary

### Student Survey 2019

181 students responded online to the survey with approval rating indicated.  
83% indicated teachers expect them to do their best  
61% indicated their teachers provide useful feedback  
46% indicated their teachers treat them fairly  
51% indicated they were safe at school  
18% indicated that SBM was well managed  
52% indicated that their teachers motivate them to learn  
63% indicated that the school gives them opportunities to do interesting things

### Parent survey 2019

53 parents responded to the online survey with approval rating indicated.  
91% indicated teachers expect their child to do their best  
68% indicated that teachers provided useful feedback to students  
61% indicated that staff treated their child fairly  
77% indicated their child felt safe at school  
44% indicated that SBM was well managed  
64% indicated that the teachers motivate their child to learn

### Staff survey 2019

113 staff responded to the online survey with approval rating indicated.  
91% indicated that teachers expect students to do their best  
85% indicated that teachers provide useful feedback  
83% indicated that students were treated fairly  
60% indicated that students feel safe at school  
42% indicated that SBM was well managed  
82% indicated that teachers motivate students to learn

Results from all three client groups indicates how SBM is managed in the school remains an issue. Consequently, the school advertised and filled a new Assistant Principal position for 2020 that includes whole school SBM improvement as one of its core functions. The school has also engaged the services of an outside training provider to work with teachers over the next three years to focus on the implementation of evidence based high impact teaching strategies that improve student learning.

## Intended destination

Leave Reason	School	
	Number	%
Employment	18	5.3%
Interstate/Overseas	18	5.3%
Other	1	0.3%
Seeking Employment	11	3.2%
Tertiary/TAFE/Training	6	1.8%
Transfer to Non-Govt School	25	7.3%
Transfer to SA Govt School	36	10.6%
Unknown	226	66.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

GGHS is compliant with relevant History Screening DfE regulations for all staff, external agencies, contractors and other volunteers who attend the school. Records are maintained and reviewed periodically to ensure compliance. All home-stay parents and families that support Golden Grove High School's co-curricular programs by hosting students from overseas are compliant with Relevant History Screening DfE policies, including current working with children checks. Many teachers and SSO's have undertaken the online working with children check process with an typical turnaround of 2-8 weeks.



## Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	160
Post Graduate Qualifications	52

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	98.9	1.0	38.1
Persons	0	109	1	50

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	15,748,282.03
Grants: Commonwealth	65,800.00
Parent Contributions	1,503,773.39
Fund Raising	
Other	1,795,370.09

Data Source: Education Department School Administration System (EDSAS).

## 2019 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Literacy/Numeracy allocation from DfE funded a 30 hour SSO position to support targeted students below Naplan benchmark in Literacy/Numeracy.	Improvements in literacy or numeracy, less referrals for behavioural issues
	Improved outcomes for students with an additional language or dialect	EALD- Provision of 0.2 time for teacher of EALD teaching five lessons per week. The focus is engagement through small group intervention and the building of English language skills linked to cross-curriculum needs.	Increased literacy proficiency, vocabulary and SACE uptake of EALD
	Improved outcomes for students with disabilities	RAPP, CB and DSF funding used for teaching and SSO support to support student achievement and post school pathways. Two students were supported with 1:1 SSO time. Nine Year 12 students attained their Modified SACE.	Consistency and positive outcomes through OCOP, Behaviour & Health/ Safety plans
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	APAS funding for ATSI students supported individual tutors and course fee support enabling engagement for learning. SAASTA supported 11 students to gain 20 SACE credits. 4 students successfully completed Cert 3 qualifications, 4 students qualified for sport academies. FLO students have an Individual Education Plan, Flexible Learning Transition Plan and Term Review (EP/ Report) generated by their Case Managers and FLO Leader. 2% of FLO students are prioritised for intensive review of their FLTP's and FLO status due to family trauma or involvement with psych support.	All 9 Year 12 students their Modified SACE  FLO Students are moving to training or employment 9 5% of students engaged in learning/well-being
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Literacy/Numeracy allocation funded an SSO position to support targeted students below NAPLAN benchmark in Literacy/Numeracy in the Learning Centre as well as targeted support in small Modified Maths and English.	All students have made improvements in literacy/numeracy and NAPLAN achievement
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	