



SCHOOL CONTEXT STATEMENT

Updated: June 2021

School number: 1834

School name: Golden Grove High School

School Profile:

Purpose:

- To create a school environment that inspires all learners to be innovative, independent and empowered global citizens who reach their full potential.
- Our school motto is Success for All.
- Our school values are respect, integrity, pride, equality and resilience.

Academic Success:

Golden Grove High School is proud of the improving academic success of its students. Many of our graduates progress to highly successful academic, vocational and professional careers. Teachers work in partnership with students and families to support all students to achieve their personal best.

Curriculum:

The comprehensive curriculum offers students increasing choice and diversity through Year 8 to 12. Senior students have additional access to curriculum offerings through our shared campus arrangements with Gleeson College and Pedare Christian College.

International Programs:

The school provides study opportunities to fee-paying international students through short-term visits, study abroad and high school programs. The school has biennial outgoing overseas tours to Europe, Japan and the United States.

Special Interest Programs:

The Special Entry Dance program offers 24 places to incoming Year 8 students through a written application, audition and interview process. The dance program has a formidable reputation across metropolitan Adelaide and is open for all students (i.e. it is not limited to students only within our school zone).

The Special Interest Touch Football program offers 24 places to incoming zoned Year 8 students through a selection trial process conducted in Term 3 of the preceding year in each of the feeder primary schools. The school has a long history of success in touch football and has won many state school titles and has produced many state and national representatives.

The Special Interest AFL for Girls program offers up to 24 places to incoming zoned Year 8 students through a selection trial process conducted in term 3 of the proceeding year in each of the feeder primary schools.

The school accepts out of zone enrolments for students of defence force families. The school understands the challenges faced by defence students who often experience dislocation when changing schools due to one or more parents being posted to a new location (often interstate). We have a dedicated Defence School Mentor available to support both students and families with the initial transition into the school and then with any ongoing personal, career and wellbeing concerns.

Student Wellbeing:

A dedicated Student Services Team assists students from the Hub with their individual health and wellbeing concerns, course and career counselling and specific study needs. Our Pastoral Care Worker (10.5 hours per week) supports a broad range of students to develop their resilience and connection to school life. A house and Sub School structure provides opportunities for all students to develop a sense of belonging, identity and connection.

Extra-curricular Activities:

Students are able to participate in a wide range of curriculum extension activities through the EXCEL program, overseas study tours and in a diverse range of physical activities through the school sport and Vista programs.

1. General information

- School Principal name: Peter Kuss
- Deputy Principal's name: Tania Duff-Tytler
- Year of opening: 1989
- Postal Address: 1 Adey Place, Golden Grove SA 5125
- Location Address: 1 Adey Place, Golden Grove SA 5125
- Education Department Partnership: Golden Way
- Geographical location – ie road distance from GPO: 20km
- Telephone number: 08 8282 6400
- Fax Number: 08 8282 6499
- School website address: www.goldengrovehs.sa.edu.au
- School e-mail address: dl.1834.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No

February FTE student enrolment:

Group	2017	2018	2019	2020	2021
8-12 FTE	1329	1336	1322	1338	1377
International	4	7	10	8	3
ATSI	44	50	48	50	50
FLO Students	111	105	91	85	85
Students with Disabilities (%)	9.56%	9.96%	9.46%	9.04%	15.25%
School Card (%)	18.21%	19.16%	24.81%	24.91%	22.73%
NESB Students (%)	5.42%	5.76%	6.51%	6.73%	7.26%

Student enrolment trends:

Enrolments have consistently sat around 1350 students over recent years. The school accepts enrolments from all students within our catchment zone. In addition, we accept enrolments for siblings of current students and out of zone enrolments for selected Special Entry Dance students and all defence family students. There are always many requests for out-of-zone entry into the school and these requests are kept on a waiting list should a vacancy arise. Our Year 8 ceiling is 305 students.

Staffing numbers (as at February census):

- Leadership: 28
- Teachers: 107 (including staff employed at the NESPN CLC)
- Ancillary: 56
- ASETO: 1 (35 hours per week)
- Pastoral Support Worker: 1 (10.5 hours per week)

Public transport access:

The school is easily accessible via public transport with a bus stop located directly opposite the school oval on The Grove Way and in The Grove Shopping Centre adjacent to the school.

Special site arrangements:

Golden Grove High School shares a campus with Pedare Christian College (Uniting Church/Anglican) and Gleeson College (Catholic). The three campus schools make use of the shared facilities provided in the Trade Training Centre. These include design and technology workshops for wood and metal, clean technology labs (robotics and electronics), senior science laboratories (Physics, Chemistry and Biology), Home Economics kitchens, an industrial Art room, Music classrooms and tutorial rooms, Music Recording Studio and general classrooms. Typically, Golden Grove High School has access to these facilities 50% of the time and Pedare and Gleeson each have access for 25% of the time. Golden Grove High School is the lead school for the NESPN Community Learning Centre (a secondary school alliance between 8 schools in the north-eastern suburbs of Adelaide).

2. Students (and their welfare)

General characteristics:

Golden Grove High School is a Year 8 to 12 secondary school sharing a campus with Pedare Christian College and Gleeson College. The three campus schools have their own philosophies, identities and buildings but share some specialist teaching spaces, sporting and cultural facilities, and curriculum. Executive staff meet regularly to administer the shared arrangements.

Golden Grove High School's Special Entry Dance program commences in Year 8. Spanish and Japanese languages are taught to Year 12. A fully integrated Special Education Unit (Discovery Centre) caters for the needs of up to 50 students with intellectual disabilities.

The school has a uniform policy supported by the Governing Council and an on-site uniform shop.

A privately leased school canteen provides students and staff with a wide range of food and drinks. It is open for breakfast, recess and lunch. The Canteen is committed to the Healthy Food requirements as described by the Department for Education.

Student wellbeing programs:

All students have access to wellbeing and personal support via The Hub.

The school implemented a Pastoral Care Program (Program ID) in all year levels in 2021. This program is delivered by home group teachers and equips students with a dynamic set of skills and dispositions needed to successfully navigate the world of school and beyond.

The curriculum was designed based on feedback from staff, school leaders and students and centres around the strands of Wellbeing, Futures, Identity and Citizenship. These strands flow vertically throughout the year levels to develop and strengthen students' skills from one year to the next.

The 12-month Peer Support program is delivered by trained year 10/11 Peer Support leaders, allocated in pairs to each transitioning year 8 home group. Students are selected through an application process and receive comprehensive training.

The Ice Factor Program was introduced in 2018 to support student engagement for at-risk students. The program supports a maximum of 18 students across Years 8-11 and involves students learning to play ice hockey and developing teamwork and valuable personal and social skills. The program integrates elements of positive education with a specific focus on character strengths and how these can be used in learning.

Student support offered:

The Hub is managed by the Assistant Principal for Wellbeing. A range of leaders and ancillary staff support students with personal, educational and vocational counselling, enrolments and wellbeing referrals. The Wellbeing Team includes 2 Student Wellbeing Leaders (B1), VET Leader (B1), Defence School Mentor, Pastoral Support Worker and student mentor (SSO). Student wellbeing is monitored through referrals to the Wellbeing Team and through analysis of the annual Wellbeing and Engagement Collection (WEC) data.

Additional support is provided to students by two psychologists from Reaching Potential who are onsite 1 day per fortnight. Students require a mental health care plan to access these services.

Aboriginal students and their families are supported by the Aboriginal Education Teacher and Aboriginal Secondary Education Officer in the Mirnu Wirra room.

Student management:

Golden Grove High School provides a safe, respectful and values based learning environment where students engage in quality learning experiences and acquire skills and dispositions for lifelong learning and wellbeing.

The school's Student Behaviour Management (SBM) processes support positive student engagement as well as managing inappropriate classroom and yard behaviour and includes classroom based expectations, 'buddy' class, yard duty and Focus Room.

Executive Leaders have significant responsibility in administering SBM processes and work closely with their year level Sub School Leader (B1) and Sub School Manager (position of responsibility) to implement the SEE (Suspension, Exclusion and Expulsion) procedures as required.

Flexible Learning Options (FLO) provides mentoring and case management to support students significantly at risk of disengaging with their schooling. The program has a strong community and vocational training base. FLO at Years 8/9 operates on-site, whilst FLO in Years 10-12 operates at the Community Learning Centre (Tea Tree Gully TAFE building).

The school uses the **Daymap** learner management system.

Student government:

Student voice is active in all aspects of school life, fundraising and many social activities. The student voice home group comprises students across years 9-12. Students are represented by a 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). Student voice

students receive formal leadership training and are supported by active Year Level Councils.

Special programmes

The school offers students the opportunity to participate in a range of biannual international tours. These include:

- European Tour travelling through Spain and Germany
- Japanese Tour
- Arts Tour to the USA

3. Key School Policies

Site Improvement Plan and other key statements or policies

School Directions:

- 1) Quality Teaching and Learning
- 2) Wellbeing
- 3) Citizenship

1) Quality Teaching and Learning:

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

2) Wellbeing:

- Wellbeing Strategic Plan
- Pastoral Care Program

3) Citizenship:

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

Key Outcomes:

- Development and implementation of the school's Pedagogical Framework based on the three pillars of Personalisation, Collaboration and Purposeful Design.

- Development of the after-school Staff Professional Learning Program to support the implementation of the school's Pedagogical Framework.
- Implementation of the School Values – Respect, Equality, Pride, Integrity and Resilience.
- Implementation of the new Literacy Support strategy.
- Completion of the \$2.5 million STEM Works Project involving the refurbishment of 5 middle school Science Laboratories and the construction of a flexible, collaboration space and covered outdoor learning area.
- Establishment of the Golden Grove Titans – our ice skating team, developed through our involvement with the Ice Factor Program.
- The renaming of the Disability Unit to the Discovery Centre.
- Amalgamation of the two school libraries into one space through the Thiele library redevelopment.
- Refurbishment and upgrade of the Thiele Library.
- Construction of the refurbished Hub space.
- Partnership established with Corwin Australia to provide professional development in Visible Learning (2020-2022) to improve the engagement and learning for all students, including the development of the GGHS Learner Dispositions and the implementation of learning intentions and success criteria.
- Completion of the ICT infrastructure upgrade, including upgrades to ensure seamless wireless access across the entire school and cloud based storage and back-up services.
- Implementation of the Pastoral Care Program in 2021.
- Completion of the \$15.5 million capital works project providing additional classroom spaces in preparation for Year 7 into high school in 2022 as well as three performing arts studios (dance and drama), Year 12 study centre and 30 additional staff carparks.

4. Curriculum

Subject offerings:

Golden Grove High School engages Year 8-10 students in a broad curriculum based on the Australian Curriculum learning areas. Students must study a language in Year 8 (Spanish or Japanese), but can choose whether to continue with the language in Year 9 and beyond. Students are provided with increasing subject choice as they progress through the year levels. SACE students (Year 11 and 12) choose from a wide range of subjects and can access additional subject offerings through cross-campus study (i.e. accessing SACE subjects offered at Pedare or Gleeson that are

not offered at Golden Grove High School). Senior students have access to a wide variety of accredited VET courses through cross-campus offerings and via NEVO.

For the full range of subject offerings available at Golden Grove High School refer to the latest version of the Curriculum Handbook available on the school website.

Open Access/Distance Education provision:

Not applicable to Golden Grove High School.

Special needs:

The Senior Leader (B2) has responsibility for students with additional learning needs within mainstream classes. The school utilises specialist teachers and guidance services to differentiate learning programs based on student needs. Students on One Plans receive specialist support through the Learning Centre.

Disability Unit (Discovery Centre):

The school has a disability unit onsite that caters for up to 50 students with mild to severe intellectual disabilities. The Disability Unit is led by two B1 Leaders and is supported by a large team of teaching and non-teaching staff.

Special curriculum features:

The special entry dance program is available to students from within and outside of our school zone. Students apply for a position during year 7 and places are offered to students through an audition, interview and written application process. Students can continue with Dance through to year 12.

Special focus touch football and AFL for Girls programs are available to students from year 8-11 and allow participants to develop deep knowledge of the respective games and the required skills and strategies to be a successful competitor.

Golden Grove High School has a small number of non-English speaking background students, who receive EALD support from a specialist teacher.

Students with high intellectual potential are identified and able to access the vertically integrated EXCEL (extra-curricular extension learning) program. The course provides students with the opportunity to achieve SACE credits and all students take part in the World Scholar's Cup. Year 9 students prepare for the Da Vinci Decathlon and year 10-11 students learn public speaking, debating, ethics and philosophy.

The school has a strong Outdoor Education program for year 11 and 12 students which provides them with opportunities to develop practical skills in surfing, kayaking, bushwalking and rockclimbing as well as minimum impact camping.

Teaching methodology:

Teaching methodology is underpinned by the school's pedagogical framework, developed in 2017 and first implemented in 2018. The pedagogical framework has been adapted from the TfEL (Teaching for Effective Learning) framework, LDAM (Learning Design, Assessment and Moderation) and the practices of our most highly accomplished practitioners. Since 2020 the pedagogical framework has been supplemented with whole school professional learning on Visible Learning, including the learner dispositions, learning intentions and success criteria.

All staff are provided with a school-issued laptop and all learning spaces have either a smartboard, projector or interactive screen to support student learning.

The school has operated a BYOD (bring your own device) strategy for student devices since 2017. The school partners with ASI to provide appropriate and affordable student laptops for purchase.

Daymap is the learner management system and is used by teachers to:

- Upload course outlines,
- Provide class notes containing learning intention for the lesson, clear instructions, the activities to be undertaken and links to any required learning resources (i.e. videos, powerpoints, exemplars, etc),
- Record homework activities,
- Upload task sheets, assessment rubrics, scaffolds (if used) and due dates for draft submission and final work submission,
- Publish summative results and grades.

Students who attract additional support through IESP funding may have an SSO allocated to them for one-to-one support or they will access the Learning Centre for small group support.

Student assessment procedures and reporting:

Ongoing reporting of all summative assessment tasks occurs via Daymap and can be viewed by parents and carers through the Parent Portal.

Formal reports are published via Daymap in term 2 and term 4 for students in year's 8-11. Formal reports are published via Daymap in term 1, 2 and 3 for students in year 12.

Student led learning conversations occur during week 4 of term 2. Teachers and/or parents can also initiate a subject interview at any time during the school year as the need arises.

Joint programmes:

Golden Grove High School is a member of NESPN secondary alliance and is the lead school for the Community Learning Centre (CLC) located at the Tea Tree Gully TAFE campus. It provides access to SACE learning, VET courses and personalised case management for at-risk FLO students. The school is also a member of NEVO and offers a range of vocational and certificate courses to meet the needs of students within the alliance.

5. Sporting Activities

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

The HPE department oversees two specialist sport programs - Touch Football and AFL for Girls. Both programs begin in year 8 and students can continue the pathway as a SACE option into Stage 1 (year 11).

6. Other Co-Curricular Activities

Students are able to participate in a wide range of curriculum extension activities through the EXCEL program, overseas study tours, annual snow trip (year 10 and 11) and Canberra trip (year 9), student voice, year level councils, peer support and STEM excursions.

7. Staff (and their welfare)

Staff profile:

There are currently 103 teachers and 56 ancillary staff servicing both Golden Grove High School and the Discovery Centre (Disability Unit). The staff includes an ASETO (35 hours per week), a Pastoral Care Worker (10.5 hours per week), 2 groundsmen and 1 maintenance GSE.

Leadership structure:

28 Leaders in total made up of: Principal, Deputy Principal, Director of Studies, 4 Assistant Principals, B2 Leader (FLO and Learner Support), B2 Leader (Pedagogy Coach), 8 Learning Area Leaders, 5 Sub School Leaders, 2 Wellbeing Leaders, 2 Discovery Centre Leaders, VET Leader and NESPN CLC Leader.

Leadership composition is 54% female and 46% male.

Staff support systems:

Staff who are new to the school receive a thorough induction program and are allocated an 'office' buddy in addition to their official line manager to support them with their day-to-day questions.

The school has an active PAC, overseeing the welfare of teaching and ancillary staff and ensuring working conditions meet the requirements of the current enterprise agreement. The school also has an active AEU sub-branch.

Performance Management:

All staff members have a line manager and an annual performance development plan aligned to the School Improvement Plan and other relevant personal goals. PDP meetings are held once per term and staff receive formal written feedback at 6 month and 12 month intervals.

Access to special staff:

Special Staff include: ASETO, Pastoral Care Worker, Defence School Mentor, visiting Psychologists and instrumental music teachers

8. Incentives, support and award conditions for Staff

- Complexity placement points: NA
- Isolation placement points: NA

9. School Facilities

Buildings and grounds:

The school received \$15.5 million capital works funding to remove all transportable buildings from the site and increase classroom capacity for the arrival of Year 7 students in 2022. This work includes the construction of 18 new classrooms in the two storey Middle School building, together with office spaces for 24 teachers and leaders. Three performing arts spaces (dance and drama) will be built on the ground floor of a separate two storey building with a Year 12 Study Centre on the top floor. This building

will contain office space for up to 18 teachers and leaders. The school will also receive an upgrade to its carpark with the addition of 30 extra spaces and landscaping around the two double storey buildings. The completion date for the capital works is November 7, 2021.

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.

The grounds are paved and provide disability access to all areas 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 Performing Arts.

Heating and cooling:

All classroom and staff office spaces have reverse cycle heating and cooling.

Specialist facilities and equipment:

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, 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.

Student facilities:

The school has an independent canteen (Metropolitan Canteens) that provides students with a wide selection of hot and cold food, prepared daily, as well as cold drinks and pre-packaged food.

Year 12 students have their own study centre which provides spaces for individual and small group study and some kitchen facilities such as a microwave, kettle, toastie maker and sink.

ATSI students have access to the Mirnu Wirra room during recess and lunch times.

The Hub provides a safe space for students experiencing wellbeing/personal issues as well as services for first aid, sign-in and sign-out, international education, defence school mentor and VET.

The Learning Centre provides support for mainstream students who have a one plan.

Staff facilities:

All staff have access to an office space arranged in learning area/work teams. Most staff offices have additional facilities such as a small fridge, kettle and toaster to provide staff with convenience and comfort. All teaching staff are provided with a laptop. The staff room is centrally located in the administration building and provides access to a large range of kitchen facilities

Access for students and staff with disabilities:

The school grounds are paved or have concrete paths and provide easy access to all areas of the site for students with disabilities. A lift provides additional access to ground, first and second floor facilities.

Access to bus transport:

The school is easily accessible via public transport with bus stops located directly opposite the school oval on The Grove Way and also at the The Grove Shopping Centre adjacent to the school.

The school uses a range of local bus contractors for camps and excursions as well as public transport when it is appropriate.

10. School Operations

Decision making structures:

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 DfE and the school community to ensure that all decisions made are financially sustainable and result in improved learning outcomes for students.

Student Leadership is led by 4 peer elected year 12 student leaders who are responsible for dedicated portfolios.

Student Leadership Councils actively lead the social, cultural and sustainability events for each year level.

The Golden Grove High School Governing Council with parent, staff, student and local community representatives is a strong and supportive voice in the school community. Governing Council has a number of Sub Committees including: Finance, Grounds Facilities and Services, and the ICT Reference Group.

Regular publications:

There are a range of regular publications used to promote communication and dissemination of information amongst the school community. These include student and staff bulletins produced each day, regular Principal updates on the school website, school facebook page, Daymap parent portal, school stream app, curriculum handbooks, school magazine and staff handbook.

Other communication:

Other forms of communication include:

- Open Day – held in term 1
- Parent information nights such as: Acquaintance, SACE, year 7 to 8 Transition, etc
- Student led learning conversations – held in week 4 of term 2
- A range of brochures and school publications
- Individual year level and subject facebook pages

School financial position:

The school is in a sound financial position with reserves in the school SASIF account. The annual budget is developed by the Finance Committee and approved by the Governing Council.

Special funding:

Not applicable

11. Local Community

General characteristics:

Golden Grove High School is the only public school in the Golden Grove area. The surrounding area is predominantly residential with local community and commercial facilities in close proximity. The school has a predominantly anglo-saxon student population.

Parent and community involvement:

The Governing Council is regularly overscribed with interested parents, resulting in elections often being required. The Council includes student leaders and representatives from the local Tea Tree Gully Council and representatives for the King and Wright electorates. The Governing Council has a number of sub-committees, including: Finance, ICT Reference Group and Grounds, Facilities and Services.

Feeder or destination schools:

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

Other local care and educational facilities:

There are three child care centres located on the same block as the school. The closest state secondary schools are The Heights School and Banksia Park International High School. The school is co-located with Gleeson College and Pedare Christian College.

Commercial/industrial and shopping facilities:

The Grove Shopping Centre is directly across the road from the school and contains a range of retail, health, café and supermarket businesses. Westfield Tea Tree Plaza is approximately 7km from the school.

Other local facilities:

The Golden Grove Recreation and Arts Centre is located adjacent to the school and includes 3 gymnasium courts, theatre and weights room. A local hockey club has a full-sized pitch next to the Recreation and Arts Centre. Helping Hand (residential

care), Golden Grove Medical Centre and an indoor 25m pool is also located close by. Cobbler Creek Recreation Park is within walking distance of the school.

Accessibility:

The school is easily accessible by car or public transport.

Local Government body:

The school sits within the Tea Tree Gully Council and is located within the state electorate of King. Many students also reside in the neighbouring Wright electorate.