

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) 82826400
 Facsimile No. : (08) 82826499
 Principal : Mr Paul Wilson
 Postal Address : 1 Adey Place, Golden Grove 5125
 Location Address : 1 Adey Place, Golden Grove 5125
 DECS Region : Northern Adelaide
 District : Tea Tree Gully Council Area
 Distance from GPO : 20 kms
 CPC attached : NO
 Website : www.goldengrovehs.sa.edu.au

February FTE Enrolment	2006	2007	2008	2009	2010	2011
Secondary Special, N.A.P. Ungraded etc.	50	52	48	47	49	46
Year 8	250	255	257	252	255	275
Year 9	263	254	256	271	255	253
Year 10	245.68	266	252.37	259.34	270.14	250.2
Year 11	221.6	231.85	240.68	226.54	239.51	248.8
Year 12	157	174.4	165.83	161.83	176.22	189.2
Year 12 Plus	8.6	2.0	5.6	3.4	1.0	1.6
TOTAL	1195.88	1235.25	1225.48	1221.11	1245.87	1263.8

593
256

August Total FTE Enrolment	2006	2007	2008	2009	2010
Male FTE	588	576	540	559	577
Female FTE	576	614	593	620	656
School Card Approvals (Persons)	319	310	256	285	288
NESB Total (persons)	133	133	153	116	147
Aboriginal FTE Enrolment	13	13	15	21	18
Unit	49	49	50	45	44
TOTAL	1678	1695	1607	1646	1730

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** : Keith Keller
- **Senior Leaders**: Toni Carellas, Vikki Walkom, Oryst Tkacz, Mike Meredith
- **Business Manager**: Sue Ruciack
- **Teaching Staff** = 80.85 FTE (GGHS). 7.28 (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 1,308 full time equivalent students in 2011. It also has a Special Education Unit, which caters for students who have an Intellectual Disability (46 students). Golden Grove High School introduced ceilings at all Year levels from 2002 to better manage the services and resources available to the local community. This process has reduced the school to a more manageable size.

- **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 Trans Adelaide 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 public comprehensive 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, buildings and management, but share some specialist buildings and sporting and cultural facilities. The schools work cooperatively in the sharing of facilities and senior staff members conduct regular meetings to administer their use.

Golden Grove High School is a Centre of Excellence in the Arts, and a Special Entry Dance program commences at Year 8 level. We have a special focus on the Spanish and Japanese languages and Technology. We also have a fully integrated Special Education Unit as a part of the whole school resources.

The Campus has implemented a major LAN project with a state-of-the art consistent IT infrastructure across all 3 schools.

Most students come from the Golden Grove development area. This area comprises 80% general homes, and 20% housing trust.

The school has a comprehensive school uniform policy, fully supported by the Governing Council. A uniform shop has been established on campus to give the school better control over the quality, style, cut, materials and pricing structure.

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 DECS.

- **PASTORAL CARE PROGRAMS**

Middle School approaches have been developed in Years 8 & 9 to reduce the number of teachers with whom students identify. A House system operates from Years 8-12, and a year level structure allows for an effective student voice input to decision making. Year 11 Peer Support Leaders are based with Year 8 Home Groups.

The “Student Voice” program ensures a well-informed student body participates at every level of decision-making.

- **SUPPORT OFFERED**

Two School Counsellors (coordinator status) support students and staff with personal, course and career counselling. The “Access Centre” is where the Counsellors and VET Coordinator are co-located and it is a “one stop shop” for students. A Defence Force Mentor and an Aboriginal Community Education Officer are also available to support and advise students.

A Student Services Team approach is in place and all key staff who provide counselling and learning support meet on a regular basis. Students are referred to the team and a Case Manager may be assigned to provide ongoing support to an individual student.

A Peer Support program operates, with Year 11 students accepting particular responsibility for Year 8 students. There is planned support and training, in particular to support the Year 7-8 Transition Program.

Students in Year 8, 9 10 and 11 are taken through specific seminars to address strategies related to bullying and harassment during the first half of each year. Emphasis is placed on the quality of relationships between students, teachers and parents.

The Governing Council has a number of sub-committees that involve students, teachers and parents. Parents are encouraged to become involved in the school in a variety of ways – eg committees, sports coaching, learning assistance programs, library assistance, financial advice etc.

- **STUDENT MANAGEMENT**

The school has a well-documented policy on the management of student behaviour. The Deputy Principal and Senior Leaders accept significant responsibility in administering the policy. They work closely with year level managers (two appointed at each year level).

A Time Out Room supports staff and students in managing inappropriate classroom behaviour. A school detention system operates to support the overall policy.

Program Re-Connect and the Flexible Learning Options (FLO) program are mentoring programs used to support small groups of students significantly at risk of leaving school early. The programs have a strong VET and Community service base.

We have a specially designed Lesson Attendance Monitoring system called "STATS". All lesson attendance is recorded and monitored on a daily basis. Home Group teachers receive a daily print out of student lesson attendance for follow up.

- **STUDENT GOVERNMENT**

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

- **SPECIAL PROGRAMS**

High Order Thinking Skills and Habits of Mind are seen as the foundation for academic achievement, engagement and success and are taught in all classes at Year 8 and 9 level.

Golden Grove High School has established national and international partnerships in the Arts, particularly the Performing Arts. Students excel in Dance, Drama, Music, Music Technology and, gathering ever-increasing momentum, is Multi-Media integrated into the Visual and Performing Arts. The development of the Dame Roma Mitchell Centre provides an outstanding venue for students to showcase their excellence to the community. The Performing Arts Faculty have established a bi-annual performance-based exchange tour to Singapore & Malaysia.

The School implemented the first intake of Special Entry Dance students into Year 8 in 2004. These students are offered a place following an application, audition and interview process. They study 2 lines of dance at Years 8 and 9 and then access a breadth of Arts options from Year 10 onwards. Students selected may come from in or out of the zone.

The school currently runs two exchange programs for languages. Every second year Spanish students have the opportunity to travel to Spain.

Japanese students from Seto Junior High School come to Golden Grove High School in August each year, while Golden Grove High School Students visit Japan every second year.

A selected entry Physical Education Program is offered to students who have demonstrated both academic and sporting excellence. Special Interest Sports Programs in Touch Football and Netball are offered to selected Year 9 students, and there is a Year 10 Extended Physical Education for Students with Athletic Potential (SWAP) Program. Other sports may be offered in the future.

3. Key School Policies

Strategic Directions 2010 - 2012

1. Provide a challenging, dynamic and relevant curriculum for all students via the Middle School.
2. Provide a challenging, dynamic, relevant & coherent curriculum for all students via the Senior School.
3. To ensure that all School Operations facilitate student achievement and success.
4. To provide a caring whole school environment supporting student wellbeing and resilience

GOLDEN GROVE HIGH SCHOOL CHARTER

Our Purpose: Is to foster student commitment to ongoing learning and personal development and to produce self-reliant students with the skills to make informed decisions. To accomplish this, the school provides a safe and secure school environment where risk taking is part of the learning process. The school encourages students to accept differences, aspire to good citizenship and to vigorously pursue excellence in all endeavours.

MIDDLE SCHOOL CHARTER

We aspire to give every student who graduates from the Middle School at GGHS opportunities to maximise their potential for successful learning. Achieving this goal requires a partnership between the school, the parents, the learner and the wider community.

As a Middle School Community we value:

- responsibility and self-discipline
- community responsibility, Trusting and respectful relationships
- recognition of a range of achievements
- equality of opportunities to achieve the same learning outcomes
- diversity and inclusivity
- personal growth towards independence
- creative learning and flexible teaching styles

Middle Schooling at Golden Grove High School will demonstrate these values by:

- focusing on each student and his or her specific learning needs
- creating and maintaining a safe and productive learning environment
- acknowledging and celebrating achievements as part of a culture of success
- providing opportunities for students to be active participants in negotiating their own learning
- recognising and practising collaboration
- embracing innovative middle school methodologies
- providing an integrated, relevant, student-centered curriculum which challenges student learning
- integrating current I.C.T. across the curriculum
- acknowledging the need and plan for a diverse range of student learning styles
- involving students in negotiating their learning
- using current curriculum policy to determine learning outcomes, evaluation and reporting processes
- recognising the conclusion of middle school through a formal graduation process
- forming learning teams of teachers, students and community members as the partnership for improving student learning.

SENIOR SCHOOL CHARTER

This Charter has been developed jointly by students and staff after wide community consultation.

Our students in the senior years of schooling (year 10 semester 2 and years 11,12,13) are emerging young adults who have diverse needs and aspirations.

We are committed to providing a challenging, dynamic, relevant and coherent curriculum, which promotes lifelong learning and produces responsible, independent critical thinkers and learners who act ethically and confidently in their personal, career and community life.

The Senior School at Golden Grove High School is characterised by:

- Positive and mutually respectful relationships between all members of the school community
- A safe, secure and caring learning environment
- Increased acceptance of responsibility for behaviour and learning as students progress through the senior school
- Provision of explicit, diverse learning pathways to enable all students to achieve their personal best
- An inclusive curriculum which allows all students to achieve successful outcomes
- Flexible curriculum and timetable structures to allow for the diverse interests and lifestyles of students
- Contemporary teaching and learning methodologies which address a range of learning styles
- Access to efficient and effective “state of the art” facilities and resources which are technology rich (within available resourcing)
- Recognition of other learning in the community (links to the wider community/global community)
- Opportunities to provide a seamless transition to employment and further education and training
- Opportunities for authentic student voice in school decision-making processes.

4. Curriculum and Programs

• CURRICULUM

A comprehensive curriculum embracing all 8 curriculum areas is offered from Years 8 to 10. The principles of Middle Schooling guide all decision-making processes and curriculum development in Years 8, 9 and semester 1 of Year 10. Class sizes in Year 8 do not exceed 23 and two teachers teach a Home Group for nearly 50% of the curriculum. Year 10 is seen as a Transition year with semester 1 connecting more with Middle schooling and Semester 2 focussing more on a SACE type course selection and choice.

The explicit teaching of Higher Order Thinking Skills and Habits of Mind is a priority across all learning areas, particularly in the Middle Years. This is done using a planned and agreed model of curriculum design and delivery. All Learning areas accept a leadership role and a back up role in the explicit teaching process of higher order thinking skills within existing learning programs.

Programs such as technology and literacy are designed to exist across the curriculum at all year levels.

SACE Stage 1 prepares students for both academic career pathways, and vocational education pathways. A comprehensive Curriculum Course Book is online at the Golden Grove web site.

• SPECIAL NEEDS

Golden Grove High School supports specialised curriculum delivery. This is generally called negotiated curriculum, and is aimed to support students with identified learning needs. A coordinator has been appointed to manage this program. A volunteer group provides Learning Assistance Programs (LAP). The school has complete wheel-chair access, visiting specialist teachers and guidance services to support its programs where negotiated curriculum plans have been developed.

• SPECIAL CURRICULUM FEATURES

Golden Grove High School has a common line time-table allowing students to also access subjects at Pedare Christian College, or Gleeson College (eg., German, Italian). The ability to combine small groups of students into viable classes benefits each campus school. This happens in the Senior years, particularly Year 12.

Golden Grove High School offers a wide range of VET in schools programs including:

- Certificate 2 Information Technology.
- Stage 1 Certificate 2 Community Service Child Studies.
- Stage 1 Certificate 1 Hospitality
- Stage 1 Certificate 2 Electro-technology
- Certificate 1 IVEC (Adapted Education Unit)

The District's seven secondary schools have combined to develop a package of VET courses (called NEVO) available to students in our schools. This includes Hospitality, Skilled Metals, Automotive, Hairdressing, Construction, Business, Fitness, 3D Animation, Electrotechnology. Year 10 Personal Learning Plan (PLP) is run as an online semester unit, as is the Research Project.

The school also has a number of traineeships and school based apprenticeships. Most VET courses include structured work placement, and on the job assessment.

Program Re Connect – for Year 10 students at risk of leaving school – this has a strong VET focus with teachers acting as mentors to individual students. The students access a combined program at school and within business, industry and the community.

2010 saw the introduction of the DECS ICAN initiative: Flexible Learning Options (FLO) Program. In 2010 11 students were involved, in 2011 45 students are involved.

- **ASSESSMENT PROCEDURES AND REPORTING**

A wide variety of assessment procedures are in operation. Through continuous quality evaluation, they have been made to reflect both reporting outcomes and social justice. Reporting by computer now includes a greater focus on measurable outcomes of learning achieved.

Computer generated reports are sent home at the end of each term, and parent teacher interviews are conducted at the beginning of term two and term 4.

- **JOINT PROGRAMS**

Many cross campus general programs are in place. For example, Golden Grove High School and Gleeson College and Pedare Christian College share a program for students with high intellectual potential; called Ex-L.

5. Sporting Activities

Golden Grove High School participates regularly in a range of SASSSA activities, as well as in the local VISTA competition on Tuesday afternoons. Volunteer teachers (and parents) coach the school teams.

In excess of 800 students participated in extra curricula sporting activities in 2010. We entered 46 sporting teams in competitions.

Of the 15 teams that competed in the state-wide knockout competitions, seven made it to the state finals.

An elite Physical Education program at Year 10 is specifically designed for gifted and academically able sports students.

Special interest netball and touch football physical education classes operate in Year 9.

An annual Sports Assembly is held to recognise the diverse sporting achievements of our students

6. Other Co-Curricular Activities

The school provides a rich environment for the performing arts, with its own Dance studio, Drama workshops, Music suite and practice rooms, and theatre on campus. There is a biennial school production, as well as regular participation in the Rock Eisteddfod. Bands, ensembles, and groups perform 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 & CD facilities).

The school is active in debating, mathematics competitions, book readers' cup, science competitions and a wide range of interest activities.

The campus appoints a part-time Ex-L Coordinator (Extended learning), and all three schools have developed strategies for students with high intellectual potential. In particular it focuses on greater curriculum depth, further extension, and acceleration of learning.

7. Staff (and their Welfare)

- **STAFF PROFILE**

The rapid growth of student enrolments since 1989 has meant continual growth in the number of staff members. Hence a comprehensive staff handbook has been produced, and special support arrangements are standard practice for the induction of new staff. Each year a voluntary program is established before school commences, for new teachers to assist them in acquiring a knowledge of the school and its policies and practices, within a total package of induction and professional development.

- **PERFORMANCE MANAGEMENT**

The school has developed a collegial support program for teachers with a focus on regular discussion and feedback in terms of negotiated goals. Each line manager is personally responsible for approximately five staff members (ie the Deputy Principal and each Senior Leader is responsible for five Coordinators, etc.) The Strategic Directions provide the main resource for this reflective process.

8. School Facilities

• BUILDINGS AND GROUNDS

Golden Grove Campus has splendid grounds and functional 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 well landscaped and paved, providing 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:

Six science laboratories, four networked Computing laboratories, two CAD Rooms (for Computer Aided Design), two electronics laboratories, one multi-media Computer Room, a computerised keyboard laboratory for music composition, two music studios and fourteen associated practice rooms, Wood, Metal, Plastic and Auto teaching areas, two Food and two Fabric Craft laboratories, and a Senior School Library linked by the new library system to satellite libraries in each of the junior schools.

Currently a Trade Training Centre is being constructed, due for completion at the end of term 1, 2011. This will enable a focus for the teaching of Electrotechnology.

The Golden Grove Recreation and Arts Centre (owned by Tea Tree Gully Council) has areas shared by the three schools. This includes a Drama Workshop, large Theatre, two Gymnasiums, Weight Room, and a Commercial Kitchen with associated dining facilities for 114 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 important to school development and is based on consultation, negotiation and participation by those affected by a decision.

Those affected have a right to participate in decision-making processes at an appropriate level. The level of participation may include being consulted, providing feedback, giving input into decision, being kept informed, making a decision, implementation and review.

Those affected have a right to be informed of decisions that are made.

The Principal is ultimately accountable for all decisions made within the school.

Decision Making Process

Those affected are consulted and give feedback, ideas etc., to the person managing the decision making process.

Participation in the decision is as appropriate by those affected. Consensus is our goal in arriving at a decision.

Role statements for individuals and groups describe and determine the different levels of decisions to be made, the person(s) managing specific processes, those affected who need the opportunity to participate in the process and any non-negotiable issues which impact on a decision are made clear by the Principal or delegate at the outset of a decision making process.

Definition of Consensus

Those affected are comfortable with the decision.

Those affected can live with the decision.

Where consensus cannot be reached, the decision is taken by the person responsible for managing the process. When this occurs, this person is accountable to the Principal for ensuring processes outlined above are followed.

Reference Groups

The Governing Council works in partnership with the Principal.

The Student Voice provides ideas and feedback to the staff and Principal about issues affecting students. They also participate in identifying future school planning priorities and have members on Council and sub committees.

The PAC is an advisory committee to the Principal and can be consulted by staff about personnel issues.

Staff Grievance Procedure

The grievance procedure is used by a member of staff when he/she believes our decision making process has not been followed appropriately or she/he is unhappy with a decision.

A member of staff may choose to discuss an issue or concern with a neutral third person.

The third person may choose to listen or not to listen.

The third person maintains confidentiality about the issue.

Responsibility for any follow up action rests with the person who identifies the issue as a concern.

The person who identified the issue undertakes to speak directly with the person who is the source of the concern or who is responsible for managing a particular issue within 48 hours if the issue has not been resolved in some way.

Specific personnel issues can be followed up with the PAC or AEU. With PAC they are formalised in writing.

Where an issue is not related to personnel matters and remains unresolved after following the above process, the person who identified the issue informs the Principal. The Principal may or may not pursue the matter.

To action a grievance procedure on matters related specifically to the Principal, contact the Regional Director of Education.

Committees

A committee structure exists that receives or generates proposals for change, or to support the work of the school in the area designated. The following sub-committees of School Council exist at present, and have a membership of teachers, parents and students. All meet after hours.

Finance Advisory Committee.

Curriculum Reference Group.

Grounds, Facilities and Services Committee.

Information & Communication Technology Reference Group.

- **PUBLICATIONS**

The school produces a fortnightly newsletter to parents and students, and has a comprehensive handbook of all curriculum taught within the school. A high quality comprehensive school magazine is published, and communication in the form of daily notices goes to all staff and students. The Annual report is published at the end of the year and placed on our web site – www.goldengrovehs.sa.edu.au

10. Local Community

- **GENERAL CHARACTERISTICS**

Golden Grove High School is the only State High School in the Golden Grove Development area. The students come mainly from an Australian background, with approximately 10% coming from a non-English speaking background. School cardholders make up approximately 23% of the total school population.

- **FEEDER SCHOOLS**

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