



Golden Grove High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Golden Grove High School Number: 1834

Partnership: Golden Way

Name of School Principal:

Paul Wilson

Name of Governing Council Chair:

Martin Kusabs

Date of Endorsement:

School Context and Highlights

Golden Grove High school first opened to students in 1989, with 125 pupils. It has undergone rapid growth to accommodate 1399.5 full time equivalent students in 2016. It also has a Special Education Unit, which caters for 50 students who have an Intellectual Disability.

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 some curriculum.

The school 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 has a Special Entry Dance program commencing at Year 8 via an audition process. These students complete a Certificate II and III in Dance during the middle years.

We teach both Spanish and Japanese to Year 12 level. There are international student tours to both Spain and Japan biannually.

A special interest touch football and netball program are available in the middle years.

Highlights of the 2016 Stage 2 results

- Subject pass rate of 97% (C grade or better) a 1% improvement on 2015
- Keagan Lee (Dux), with an ATAR of 99.75 and merit awards in Modern History, English Studies and Research Project
- A total of 19 merits (up from 12 in 2015)
- 44 students received an ATAR above 80 (up from 33 in 2015)
- Those with an ATAR above 85 rose from 22 to 34 with 23 of these being above 90
- 110 of our students received 179 A grades
- 11 of the 110 students received 4 A's and 16 other students received either 2 or 3 A grades
- 19% of all grades were As. This is an increase of 2% from 2015.

A total of 282 students participated in Vocational Learning programs in 2016.

20 students combined their SACE studies with an Australian School Based Apprenticeship including Certificate III in Hospitality, Business Administration, Butchery, Warehousing and Retail. A total of 37 students undertook a NEVO (North East Vocational Opportunities) program in a range of industry areas.

120 students participated in the Excel Program in a range of activities.

Governing Council Report

On behalf of the Golden Grove High School Governing Council, I have pleasure in submitting the Chairperson's Report for 2016.

One of the major roles of Governing Council is to work with the school at developing, reviewing and monitoring site-learning priorities. During 2016 the School's Improvement priorities were:

- 1) High quality teaching and learning;
- 2) High achievement and success; and
- 3) Optimum student and staff well being.

Governing Council discussed these priorities regularly during the year to ensure that improvement is on track. The student achievements outlined in the Principal's reports presented at Governing Council meetings and contained in this annual report provide evidence that improvements are occurring. The leadership group and the staff of the school are to be commended on the improvements that have been made and for recognising and focusing on areas where further improvements need to be made.

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

- Appointment of Mr Peter Kuss as the school's Principal from January 2017.
 - Significant upgrades to school facilities, new teaching and learning resources, technology upgrades and new infrastructure.
 - Participation of Governing Council members on sub-committees to work with school staff to ensure the school runs efficiently and on budget, scrutinising policies, programs and strategies.
 - Governing Council actively pursuing issues on behalf of parents and caregivers on school policy, facilities and programs.
- Further, Governing Council is consulted by School leadership on important matters to do with the running of the school.

As Chairperson I would like to express my appreciation of the hard work under taken with dedication and enthusiasm by all members of the Governing Council and its sub-committees during 2016 and to Principal Paul Wilson and his staff, for the ongoing support provided to the Governing Council enabling it to fulfil its governance responsibilities.

Finally, on behalf of the whole school community I would like to pay special tribute to Mr Paul Wilson who retired at the end of 2016 after 40 years as an active teacher, educator and school Principal. Paul had been Principal of Golden Grove High School since 2011 and his dedication, hard work and passion has ensured the school has continued to be a great learning environment. The Governing Council wishes Paul a long, enjoyable and happy retirement.

Improvement Planning and Outcomes

Improvement Planning and Outcomes (Actions and progress toward SIP targets)

High Quality Teaching and Learning

The Learning and Curriculum Team worked through a Backward by Design process in 2016 to identify Golden Grove High School Graduate Qualities. This process involved staff, students and parents in identifying desired qualities in our learners. These desired qualities then informed the nature of explicit teaching and learning that would ensure students develop these attributes. The LCT directions for 2016 provided guidance on expectations to staff and curriculum leaders for developing curriculum for delivery in 2017.

High Achievement and Success

Through the Numeracy and Literacy Results Plus process we worked closely with partnership schools to develop a Numeracy and Literacy Improvement Plan for 2017. This gives direction to staff and leaders on areas for improvement providing a whole school focus around strategies and targets to be achieved.

Students have been engaged in a cycle where they have been required to set and review goals throughout the semester. Through discussions with home group and subject teachers they have identified improvement strategies and reflect on how well these have positively impacted their learning. This process will continue in 2017.

Optimum Student and Staff Wellbeing

Two InSchool Psychologists continued working with a selected number of students.

Mind Matters, a whole school mental health initiative, was conducted and encouraged through the Wellbeing Hub to develop awareness and knowledge on wellbeing issues for our students.

Continued membership of the Safe School Coalition - being inclusive and supporting diversity within our school and positive attitudes towards LGBTI students.

Appointment of a Family Youth Worker to support high need child protection cases.

13 students trained and completed the SACE Stage 1 Peer Support Program. These Year 11 students undertook high level training in preparation for the Peer Mentoring roles in 2016 where they were assigned to a Year 8 Home group and attended the Year 8 camp - implementing sessions on Cyber bullying and Group Dynamics. Their role supported Year 8 students with their transition into high school.

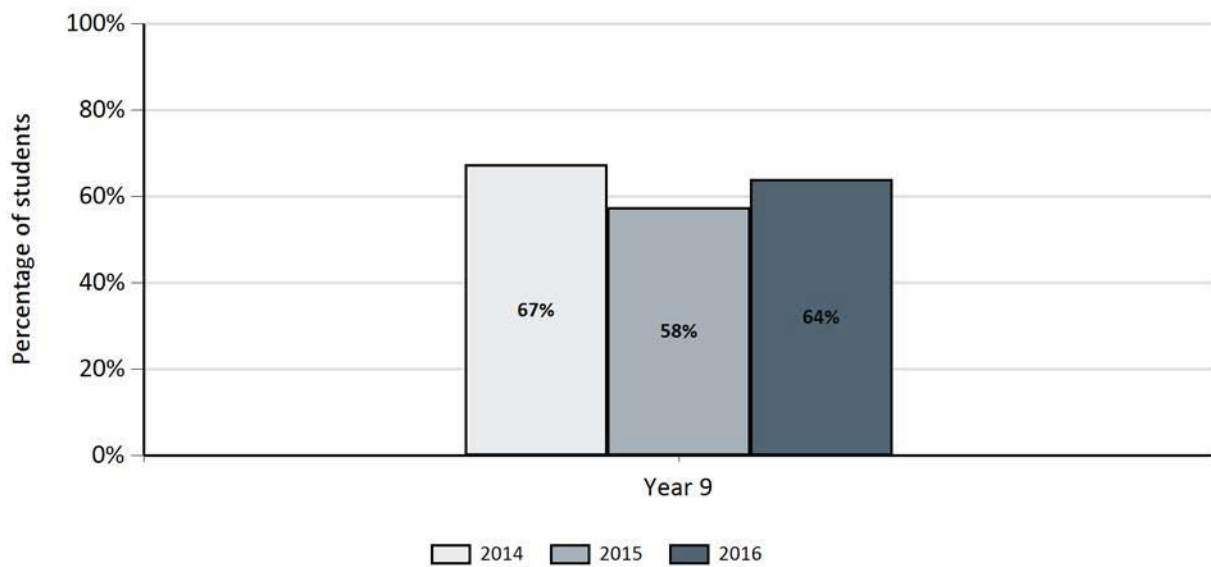
In 2016 Golden Grove High School expanded its International Program. There were two incoming student tours from Japan, from Koishikawa High School and Ritsumeikan High School. A third tour is being added in 2017 from Japan. There were two international tours. The New Zealand outdoor adventure expedition and a visit to our Sister School at SETO Junior High School in Japan. The International program also included a Thai Partnership Project Partner School in Bangkok.

Performance Summary

NAPLAN Proficiency

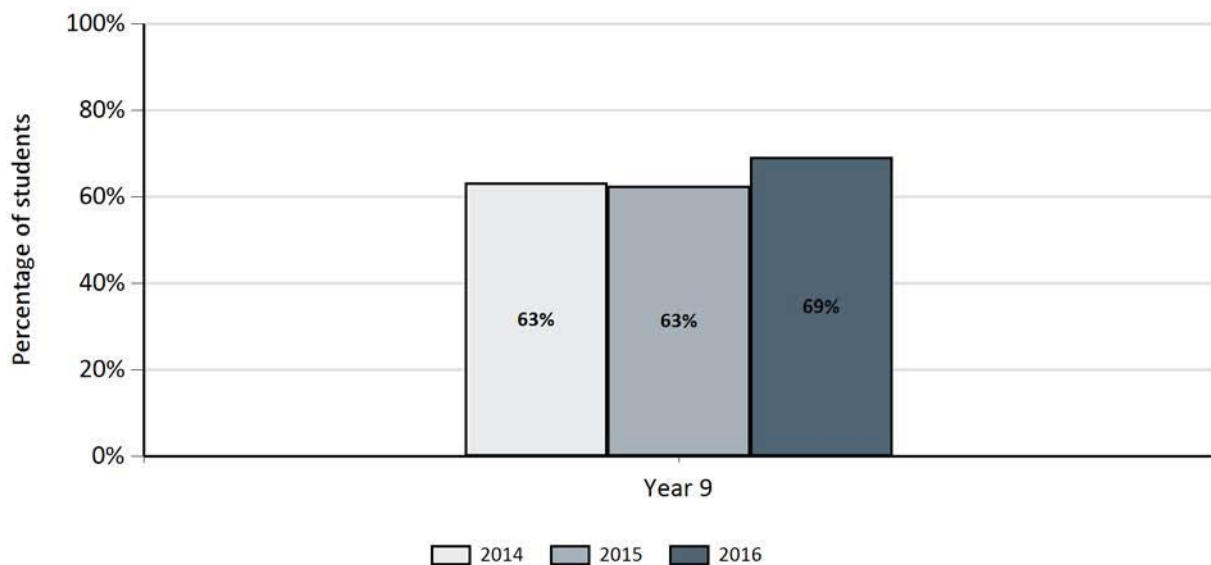
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	29%	25%
Middle progress group	49%	50%
Upper progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	23%	25%
Middle progress group	52%	50%
Upper progress group	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	269	269	31	21	12%	8%
Year 9 2014-16 Average	271.0	271.0	32.7	25.0	12%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
91%	96%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	1%	3%
A	4%	6%	7%
A-	9%	9%	9%
B+	12%	11%	15%
B	15%	15%	15%
B-	13%	17%	15%
C+	15%	17%	14%
C	15%	14%	12%
C-	8%	5%	6%
D+	3%	2%	2%
D	3%	1%	1%
D-	2%	0%	0%
E+	1%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
88%	97%	96%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	47%	53%	56%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	29%	25%	31%

School Performance Comment

NAPLAN results showed some improvement from 2015, a positive trend which we will build on with the implementation of the Numeracy and Literacy Improvement plan developed for 2017.

SACE results have shown continued improvements with the ongoing SACE Improvement Plan having beneficial results. These improvement interventions will be continued in 2017.

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

Principal's awards – the numbers awarded have remained steady over the previous 5 years with some improvement at years 11 and 12 in 2016.

Students at risk – identified from grade point averages, the numbers being identified as at risk (STAR) have gone down marginally with decreases at all year levels. This is a positive trend and demonstrates improved student engagement.

Achievement – the grades received by students in their term 3 reports indicates similar achievement to previous years. There have been marginal improvements in year 8/9 results and improvements to the number of A/B results in years 11 & 12. These are positive trends.

Progressive Assessment Testing and Standard of Academic Achievement - SEA

PAT MATHS

Year 8 - 90% achieved the SEA

Year 9 - 79% achieved the SEA

Year 10 - 88% achieved the SEA

PAT READING

Year 8 - 89% achieved the SEA

Year 9 - 76% achieved the SEA

Year 10 - 87% achieved the SEA

Attendance

Year level	2014	2015	2016
Year 08	91.9%	90.9%	91.1%
Year 09	90.8%	88.0%	88.2%
Year 10	89.1%	88.6%	88.1%
Year 11	89.5%	88.4%	89.4%
Year 12	88.7%	89.8%	89.0%
Secondary Other	81.9%	94.0%	97.0%
Total	89.9%	89.4%	89.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance at all year levels has been consistent with previous years over Semester 1, with an average of 89.4% (the same as 2015). A small number of chronic non-attenders affect overall rates negatively. There are also frequent non-attenders at all year levels. Absence letters are used at the end of each term for those with absences above 10 days. In addition Year Level Leaders analyse attendance each fortnight to identify trends or problematic attendance issues. A Family Youth Worker was appointed, who works with students and families identified as having significant attendance issues.

Behaviour Management Comment

School behaviour management and climate are measured through the number of the focus room referrals for significant classroom disruption and the number of suspensions for more serious incidents involving violence or bullying. Based on term 3 results there was a significant increase in the number of suspensions and focus room referrals. Almost double the number of students were suspended in 2016 compared to 2015 (34 – 63) an increase from 2.4% to 5% of total students. Similarly the number of focus room referrals rose from 182 to 233 incidents in 2016. These increases signify a more consistent and intensified approach to student behaviour management is required with matters of bullying and unacceptable behaviour being rigorously followed up.

Client Opinion Summary

STUDENT SURVEY

130 students from Years 8 to 11 responded to the Opinion Survey.

The responses from the survey indicate that 84% of students surveyed believed that their teachers expected them to do their best.

61% of students said that their teachers provided them with useful feedback about their school work.

48% of students feel safe at school, 33% neither agreed nor disagreed.

49% of students said that their teachers motivated them to learn, however 33% neither agreed or disagreed.

62% of students said that the school gives them opportunities to do interesting things.

PARENT SURVEY

95 parents responded to the Opinion Survey

86% of parents surveyed said that teachers at GGHS expect their child to do their best and 78% of parents said that teachers provide their child with useful feedback about their school work.

74% of parents said that the teachers provide their child with useful feedback about their school work and 74% of teachers treat students fairly.

85% of parents said that their child feels safe at school.

68% of parents said that the school motivates their child to learn.

Intended Destination

Leave Reason	School	
	Number	%
Employment	23	5.9%
Interstate/Overseas	36	9.2%
Other	0	NA
Seeking Employment	20	5.1%
Tertiary/TAFE/Training	73	18.7%
Transfer to Non-Govt School	24	6.1%
Transfer to SA Govt School	43	11.0%
Unknown	172	44.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All staff undertook the Responding to Abuse and Neglect and the Child Protection Curriculum training. All teaching staff produced their Teachers Registration Certificate prior to commencement of teaching. All voluntary staff undertook training prior to working at the school. Documentation is sighted and copies are stored both physically at school and with DECD. All Flexible Learning Options Caseworkers provided documentation prior to commencing their work and this was also documented with DECD.

Teacher Qualifications 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	184
Post Graduate Qualifications	50

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	103.5	0.8	36.9
Persons	0	113	1	45

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$15,500,981.22
Grants: Commonwealth	\$46,413.18
Parent Contributions	\$1,213,108.76
Fund Raising	NIL
Other	\$1,394,592.62

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	School Support Officers in classrooms working one on one with students. Improved information to teachers with NEP summary receipt on Daymap. Engagement of an ACEO.	Improvement in attendance of students. Decrease in number of suspensions.
	Improved Outcomes for Students with an Additional Language or Dialect	0.3 teacher time, as well as additional support in the classroom with School Support Officers.	All students achieved a C grade or better for all subjects.
	Improved Outcomes for Students with Disabilities	School Support Officers working one on one in classroom as well as small groups in the Learning Centre. Support in all targeted curriculum areas.	SEA for NEP students 79.2%. Engagement of an ACEO.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Additional DECD funding in Terms 3 and 4 of 30 hours, 15 hours devoted to Literacy improvement, 15 hours directed towards Numeracy improvement for those students identified as below NAPLAN benchmark and/or prioritized by English and Maths Learning Areas. Aboriginal Students • APAS funding has supported our participation in 2016 in the AIME program which has provided; after-school tutoring, well-being/ identity development, cultural activities & pathway planning • 0.6 Aboriginal Education Teacher- tutoring small groups and individual students. Aboriginal Students achieving SEA Year 8: 65%, Year 9: 80%, Year 10: 75% Year 11: 90%, Year 12: 82%	95% of targeted students have improved and experienced passing grades and achieving SEA Two student free days used to further develop Australian Curriculum.
Program Funding for all Students	Aboriginal Languages Programs Initiatives	NOT APPLICABLE	
Other Discretionary Funding	Better Schools Funding	12 hours SSO support to assist students with Literacy, placed in Year 10 English classrooms.	100% of all students achieved the SEA in Literacy.
	Specialist School Reporting (as required)	NOT APPLICABLE	
	Improved Outcomes for Gifted Students	NOT APPLICABLE	
	Primary School Counsellor (if applicable)	NOT APPLICABLE	