



Golden Grove High School

2022 annual report to the community

Golden Grove High School Number: 1834

Partnership: Golden Way

Signature

School principal:

Mr Peter Kuss

Governing council chair:

Mr Derren Halprin

Date of endorsement:

21 March 2023



Government
of South Australia
Department for Education

Context and highlights

Golden Grove High School is a category 5 school. In 2022 Yr 7 students joined for the first time and enrolments reached 1628 students. The student cohort comprises 3.13% ATSI, 13.14% students with disabilities and 9.15% students from a NESB. In addition, The Disability Unit caters for up to 56 students with disabilities (two special options classes and 4 disability unit classes). The Disability Unit facilities were upgraded in term 1 and now provide 6 dedicated teaching spaces, compliant toilet and changing facilities and a kitchenette. GGHS shares facilities with Pedare Christian College and Gleeson College. The schools work cooperatively to offer a broad range of senior school curriculum through the One arrangements. The school also shares facilities with the Tea Tree Gully Council, which manages the Golden Grove Recreation and Arts Centre. Golden Grove High School offers a Special Entry Dance program, and Special Focus Touch Football and AFL Girls. The EXCEL program caters for students with high intellectual potential.

In January, the brand-new facilities delivered through the \$15.5 million capital works project for used for the first time. Performing arts students accessed the new dance studio and two drama spaces. Yr 12 students enjoyed the senior study centre during their non-contact lessons. Yr 7 and 8 students made themselves at home in the middle school as 'groves and villages' came to life and the new Global Perspectives, STEM and Healthy Lifestyles curriculums were taught for the first time. The final piece of landscaping was completed in November and the buildings and grounds were officially opened at a formal ceremony conducted on Wednesday 14 December.

The High-Quality Teaching and Learning Cycle was launched in term 1. The SPIG provided staff with professional learning throughout the year. The focus of this work was on embedding learning intentions and success criteria, feedback, high impact teaching strategies and the GGHS learner dispositions in all classes in all year levels. Corwin delivered two full-day PL sessions to all teaching staff. The first day was on 'Feedback that Makes Learning Visible' and the second day was on 'Designing Learning Using the SOLO Taxonomy'.

The current student leadership model was reviewed during the year and a new model was conceptualised. Over 40 students across years 8 to 11 submitted a written application and participated in a group interview process resulting in offers to nearly 30 students across these year levels. In 2023, the student leadership program will be offered as a vertical subject enabling students to develop valuable leadership skills as part of their timetabled learning whilst earning SACE credits.

Industry partnerships were established with ASC and DXC Technology to provide direct employment opportunities for Golden Grove students across the full range of work types.

Highlights of the 2022 Stage 2 results

- 100% mainstream and modified SACE completion.
- Subject pass rate was 99.1%
- Alana Wilkinson was Dux with an ATAR of 98.95, with two A grades and three A grades
- 7 merits were achieved
- 37 students received an ATAR above 80, 27 above 85, 18 above 90, and 11 above 95
- 225 A grades (24.3%), including 22 A grades

Other Highlights

- Tovie Hallion (Year 10) won a Premiers Anzac Spirit Prize
- Eva Bobart and Shaylea Harker were selected to attend the National Schools Constitutional Convention in Canberra in March 2023.
- 122 students undertook vocational study
- 15 students engaged in school based apprenticeship
- 9 students engaged in a school based traineeship
- 190 students completed a vocational work placement during the year

Governing council report

As the representative of the Golden Grove High School Governing Council, I have the pleasure of submitting the 2022 Chairperson's Report. The Governing Council at Golden Grove High School collaborates closely with the school principal and the leadership team to set and monitor the direction of the school and provides an opportunity for parents, caregivers, and the school community to be actively involved in these decisions.

As we transitioned into a more covid normal society, the school still faced multiple challenges, which resulted in many staff and student absences throughout the year. Unfortunately, the school also was the target of unjustified press around the removal of the entrance doors to the toilets and a small minority of student fighting. School leadership and the Department for Education quickly and effectively worked to resolve these issues. Even though these difficulties caused disruptions to the students, the staff, school leadership, and Governing Council at Golden Grove High School were proactive in dealing with these challenges.

With the successful completion of the Year 7 and 8 building, the dance studio, performing arts, and the new Year 12 centre in 2021, these facilities opened and were appreciated by both new and existing staff and students, without any major problems.

Throughout the year we continued pursuing the possibility of a much-needed gym at Golden Grove High. Meetings were held with the Minister for Education Blair Boyer, Rhiannon Pearce MP Member for King and, the Tea Tree Gully Council for a possible partnership.

Other highlights of the achievements and activities of Golden Grove High School involving the Governing Council include:

- The introduction of the parent engagement committee
- Completion of the mural on the park and ride wall
- Landscaping and paving around the newly completed buildings
- Official opening of the Year 7/8, dance/performing arts, and year 12 buildings
- Upgrade of DRMC lighting to LED lights

As this is my final year as Governing Council Chairperson and, on the council, I would like to express my thanks and appreciation towards the Governing Council members, principal Peter Kuss, and Golden Grove High School staff for their dedication. It has been a pleasure to be your Chairperson for the last 3 years and to be part of the Golden Grove School council committees for the last 5 years.

Derren Halprin

Quality improvement planning

Goal 1 (Literacy): We did not achieve our goal of 15 % of Year 9 students achieving in the high bands for reading. 32 students out of 312 non-exempt Year 9 students achieved in the high bands, roughly 10%.

NAPLAN data shows a 2% decrease in the high band reading achievement from 2021 to 2022. Students meeting the SEA dropped from 60% in 2021 to 55% in 2022.

A high number of absent students (43) did contribute to a lower than expected SEA rate and possibly impacted high band achievement.

The school changed directions from a focus on writing (2019-2021) to reading in 2022. At the time of the NAPLAN testing in 2022, all staff had engaged in professional learning in reading instruction and were working towards implementation within their classrooms. Due to timing the school did not expect to see significant improvement in reading results for 2022. We look forward to our 2023 reading data.

The actions for improvement with the biggest impact on student learning were:

- Staff understanding the importance of reading opportunities and explicit instruction across all subject disciplines.
- Explicit reading strategies are increasingly a part of student learning experiences.
- Explicit use of subject specific vocabulary.
- Exemplars of staff 'before reading' preparations and the use of student 'during reading' scaffolds.

Our next steps are:

- A continued focus on reading for understanding across all subject areas.
- Analysing, interpreting and using student achievement data (NAPLAN and PAT) to plan differentiated teaching practices and assessment strategies.
- Embedding the use of before, during and after reading strategies.
- Documentation of opportunities for before, during and after reading strategies within unit plans.
- Evidence the impact on student work when using identified reading strategies.

Goal 2 (Numeracy): We did not achieve our goal of 10 % of Year 9 students achieving in the high bands for numeracy. 25 students out of 312 non-exempt Year 9 students achieved in the high bands, roughly 8%.

NAPLAN data shows we achieved 8% in the High Band for 2022, a decline of 1% from 2021. Students meeting the SEA target decreased from 67% in 2021 to 59% in 2022.

A high number of absent (65) students did contribute to a lower than expected SEA rate and negatively impacted high band achievement.

The actions for improvement with the biggest impact on student learning were:

- All Maths teachers completed PAT-M professional learning.
- Student journals and reflection sheets have provided some evidence as to how student mathematical thinking is evolving during a unit of work.
- Differentiated student data provided by Maths Pathway allowed teachers to work with Year 7 to Year 9 students to set individualized learning goals and further develop their Mathematical understanding and skills

Our next steps are:

- Maths teachers to develop processes for determining how PAT-M data will be used to inform practice and differentiate for students.
- Develop consistent strategies that support the retainment of high bands students in numeracy from Year 7 to Year 9.

Goal 3 (SACE): We did achieve our goal of increasing the numbers of 'A and B' grades for Year 12 students to 65%.

The actions for improvement with the biggest impact on student learning were:

- Exemplars for summative tasks provided students with examples of what is required to achieve in the A and B bands.
- The 'Know your Learners' strategy identified potential high band learners and targeted extension and stretch opportunities were provided.
- Feedback was actioned in all classes, with the continued focus on providing feedback for all students.
- Peer to peer feedback for formative tasks was introduced, providing students with a deeper understanding of tasks and the performance standards.

Our next steps are:

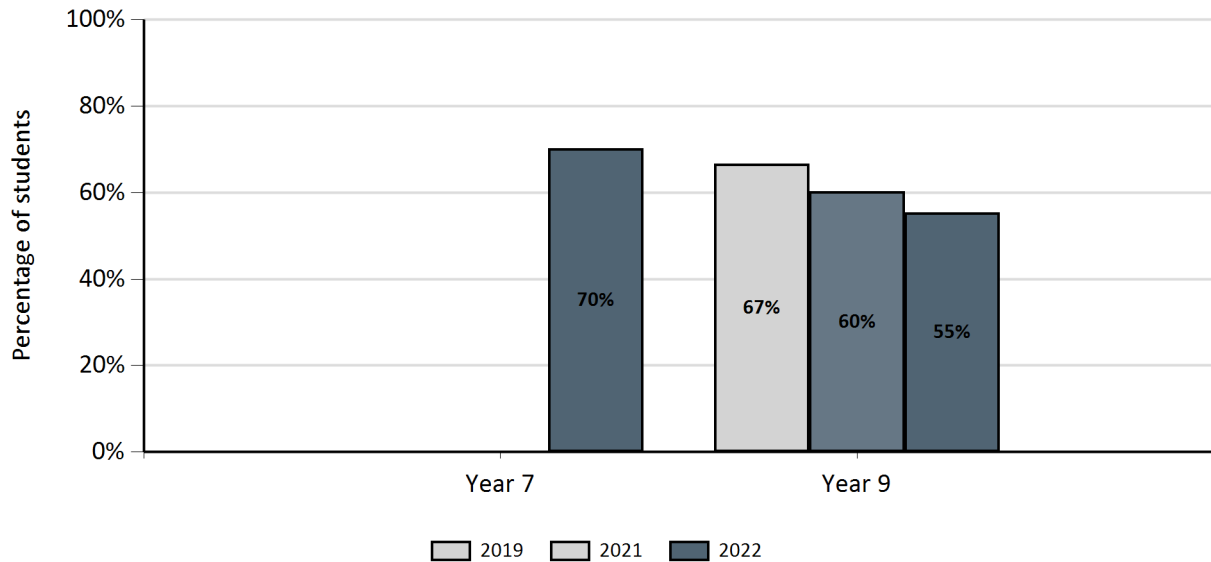
- Increase the range of exemplars in learning areas to include other grade bands
- Track high band learners and develop a range of strategies to engage and stretch identified students
- Introduce student to teacher feedback to guide improved teacher pedagogical practice.

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

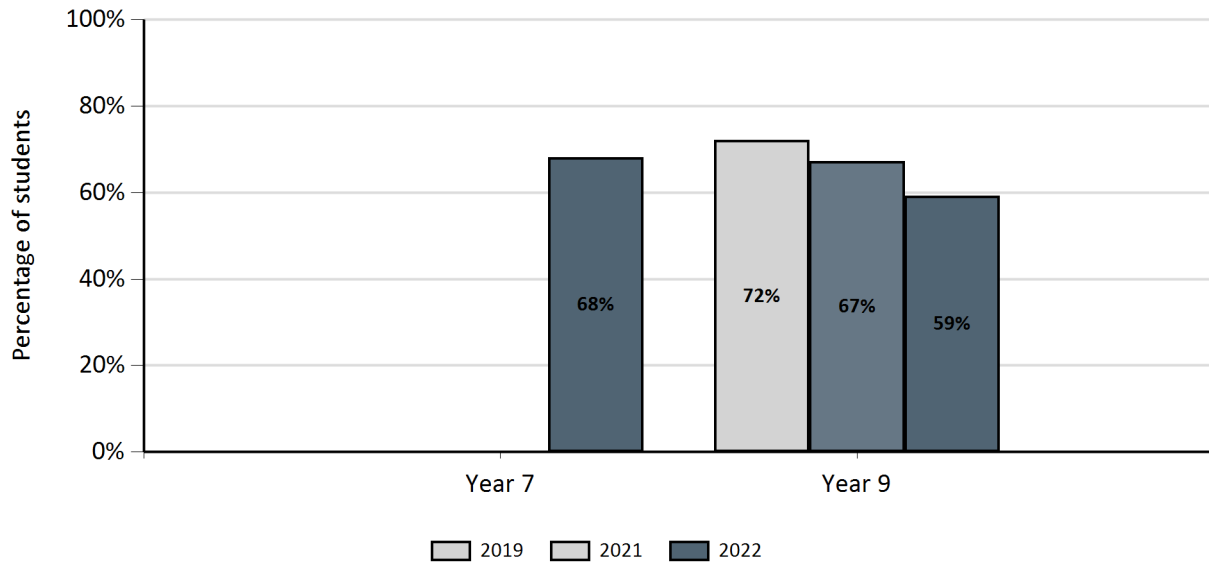


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 07 2022	276	276	42	60	15%	22%
Year 07 2021-2022 Average	276.0	276.0	42.0	60.0	15%	22%
Year 09 2022	312	312	32	25	10%	8%
Year 09 2021-2022 Average	299.5	299.5	33.5	25.0	11%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

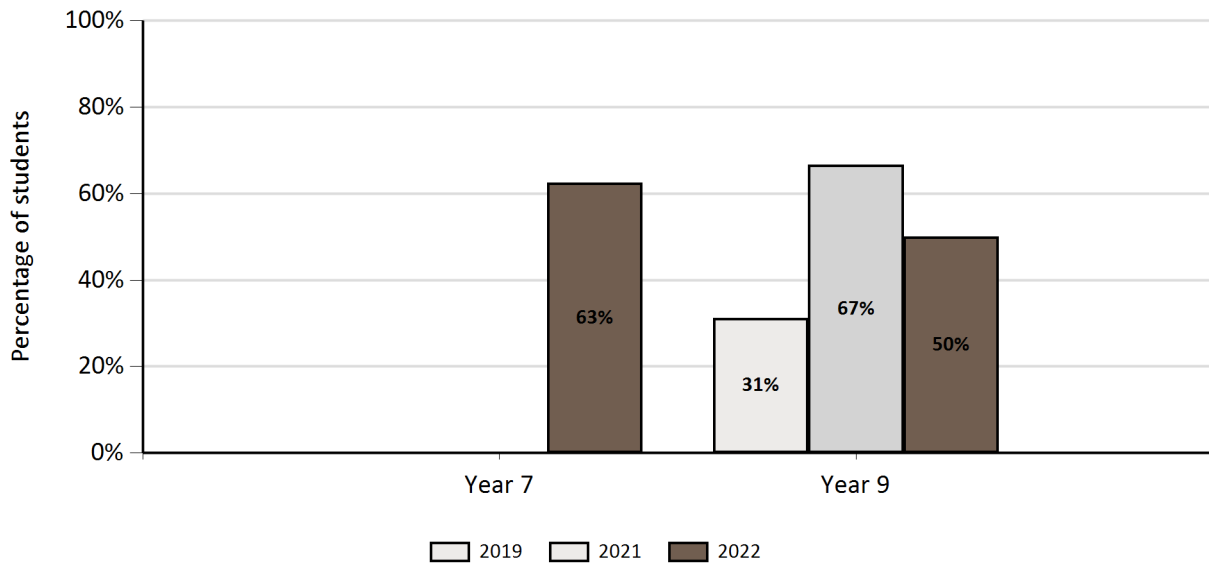
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



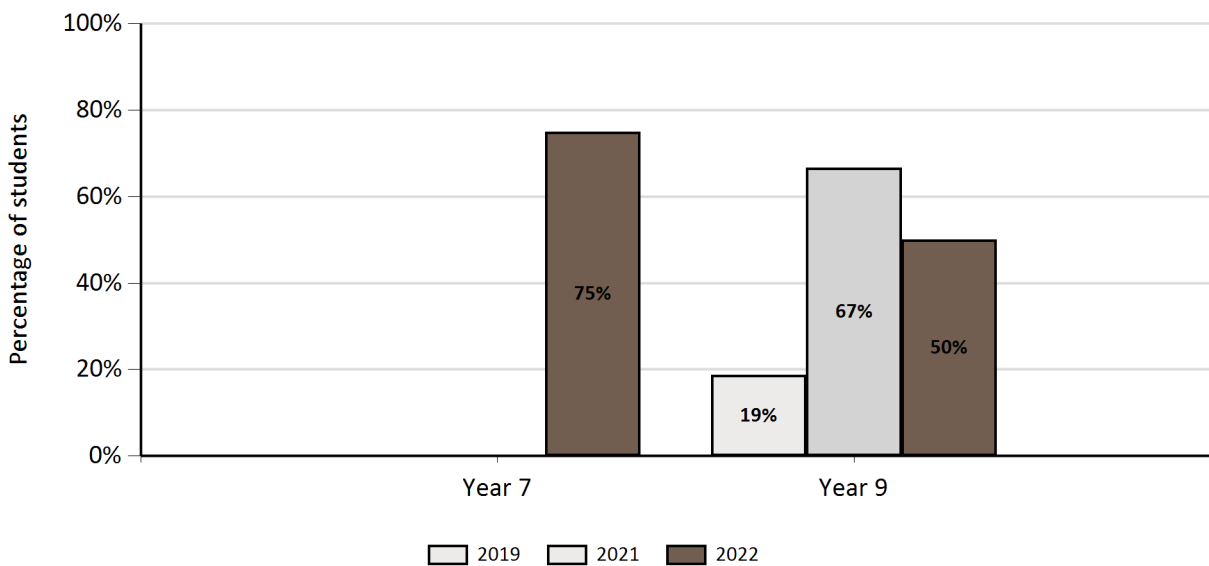
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2022	8	8	1	1	13%	13%
Year 07 2021-2022 Average	8.0	8.0	1.0	1.0	13%	13%
Year 09 2022	6	6	1	0	17%	0%
Year 09 2021-2022 Average	7.5	7.5	1.0	0.5	13%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 the ALALR focused on Data Informed Planning and Tracking and Monitoring Growth and Achievement. All teachers can easily identify ATSI students on their Daymap roles. All aboriginal learners have a One Plan developed in consultation with the student, family and teachers. The school is working on making the One Plans more user friendly and accessible for classroom teachers to inform best practice for the individual student. We continue to use Power BI to provide access to "live" ongoing assessment, wellbeing and engagement data for ATSI students to all staff including the ATSI Team. This allows the regular monitoring of ATSI student progress and appropriate interventions to be implemented in timely and targeted ways. The ATSI team use multiple data sets when engaging with families in pathways conversations.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

In 2022, 50% (3 out of 6) of our Year 9 aboriginal students achieved SEA for Numeracy and Reading. Whilst this is a decrease from 67% in 2021, all 3 students who sat the Year 9 Numeracy and Reading NAPLAN test demonstrated SEA achievement. 2 of the 6 students were absent and 1 student was withdrawn. The results include 100% of our Year 9 aboriginal students maintaining their NAPLAN Numeracy achievement band from Year 7 to 9 and 1 student decreasing in their expected NAPLAN Reading progress. The 2022 Numeracy and Reading results are an increase from our previous 5 year average achievement in both of these NAPLAN components.

Our ATSI students continue to access APAS funded tutoring and the Mirnu Wirra room to support their learning and connection to school. Many of our ATSI SACE students enrol into the SAASTA program and use this learning towards SACE completion and further study. Of the 5 Stage 2 students that commenced 2022, 4 completed their SACE (including 1 Modified SACE completor). The student who did not complete his SACE is now undertaking TAFE studies in 2023. Two of our SACE completors have gone onto Tertiary Study.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
96%	98%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	2%	2%	3%	2%
A	7%	6%	9%	9%
A-	12%	12%	10%	13%
B+	13%	11%	12%	13%
B	13%	16%	15%	13%
B-	14%	14%	14%	15%
C+	14%	15%	17%	15%
C	14%	15%	13%	14%
C-	7%	5%	5%	6%
D+	2%	1%	2%	1%
D	1%	1%	0%	0%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
99%	99%	95%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	25%	31%	9%	26%
Percentage of year 12 students undertaking vocational training or trade training	31%	58%	34%	38%

2021	2022
39%	47%
38%	47%

School performance comment

2022, saw the introduction of Year 7 students included in Golden Grove High School's NAPLAN testing data. Students across Year 7 and 9 undertook testing in the areas of Writing, Numeracy, Language Conventions and Reading. Across the two year levels we had 20 exemptions and 12 students withdrawn from all tests. There was a high absentee rate from testing, which impacted on the overall results. The absentee rate for each test was as follows:

Year	Writing	Language Conventions	Reading	Numeracy
7	5.9%	14.9%	10.4%	10.06%
9	12.8%	18.4%	13.5%	20.24%

10% of our Year 9 students achieved in the high bands and 55% achieved SEA in year 9 NAPLAN reading. 8% of our Year 9 students achieved in the high bands and 59% achieved SEA in year 9 NAPLAN numeracy. In 2022, we had a higher percentage of students absent from their NAPLAN tests, which impacted high band and SEA percentages.

15% of our Year 7 students achieved in the high bands and 70% achieved SEA in year 7 NAPLAN reading. 22% of our Year 7 students achieved in the high bands and 68% achieved SEA in year 7 NAPLAN numeracy. We look forward to working with our Year 7 students to maintain our high band achievement and progress others into meeting SEA achievement over the coming years.

Stage 2 SACE results were strong in 2022. Golden Grove High School achieved 100% SACE completion with growth in the number of A's achieved in 2022 compared to previous years. The results included 7 Merits across 4 subjects, 22 A results and 24% of all grades in the A band compared to 22.2% in 2021 and 20.6% in 2020. This increase has also coincided with a decrease in the failing grades to 1.0% in 2022 compared to 2.2% in 2021 and 2.3% in 2020. A range of flexibilities within the SACE were used throughout the year including Community Connections, Integrated Learning, and alternate LAPs to support students to be successful. 72 (38.50%) students used VET to complete their SACE. 107 (57%) students applied for a university pathway post school with 70 receiving a first-round offer. The stage 2 subject pass rate was 99.1%. With our high pass and SACE completion rates the focus for 2023 will be moving more students into the A and B grade bands.

SACE results in the compulsory subjects for Literacy and Research Project remain above state average completion rates, setting our students up for success in their final year of schooling.

School achievement data was slightly down from 2021 with students achieving the following grade percentages AB – 55%, ABC – 84% and DE – 15%. Interestingly the Year 7 cohort performed below the Year 8 cohort, which was not expected. The school will look to determine what factors contributed to this including the moderation of work samples across year 7 classes. Girls continue to outperform boys in the percentage of higher grades despite incremental improvements from boys over the last few years. In response to non-submitted work, the school has revised the work submission policies in Middle and Senior School to ensure students are not able to opt out of learning.

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	86.0%
Year 8	90.0%	86.8%	88.1%	86.5%
Year 9	87.3%	86.6%	83.9%	78.8%
Year 10	86.8%	87.1%	85.5%	81.0%
Year 11	88.6%	87.4%	87.5%	82.3%
Year 12	91.8%	89.6%	88.7%	86.6%
Secondary Other	88.8%	87.2%	83.4%	84.5%
Total	88.8%	87.4%	86.5%	83.4%

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

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

Attendance comment

The attendance rate for 2022 was 83.4%, down from 86.5% in 2021. Our Year 9 cohort had the lowest attendance rate of 78.8% whilst our Year 7, 8 and 12 cohorts were all above 86%.

This attendance rate is a noticeable drop from previous year and signals complex attendance patterns that include COVID absence and behavioural incidents at the site that received significant attention. We have seen some patterns of school refusal this year due to anxiety and social issues. Sub-school leaders work diligently with families and support services to provide strategies for students to engage positively and productively with school. DfE support services and the added assistance of a behaviour coach this year has been a proactive approach by the site to re-engage non-attenders. A shift in focus in 2023 with restorative practices and Positive Behaviour for Learning being adopted by the site, along with establishing group norms on attendance follow up by the class teacher, sub-school leader and site level we hope to see attendance rates improve.

Year level attendance breakdown:

Year 7 – 86.0%

Year 8 – 86.5%

Year 9 – 78.8%

Year 10 – 81.0%

Year 11 – 82.3%

Year 12 – 86.6%

Behaviour support comment

2022 was the third year of our current behaviour management policy. An extensive review of the “I” grade process and Focus Room visits led to the development of a new Work Completion policy and a new Work Completion B1 Leadership position for 2022. The Integrity and Resilience (IR) Room (formally the Focus Room) was developed in response to an increase of Focus Room referrals from 352 in 2020 to 565 in 2021. The IR Room has a restorative practice focus, working on changing the behaviour of the students regularly being referred to the space. Across 2022, it was made evident that the IR Room was not as effective as it could have been. This resulted in the continued focus on building leadership understanding of restorative practices and introducing it to teachers, students, and parents over the next three years.

There was an increase in suspensions with 303 suspensions – and due to the increase of threatened/perpetrated violence moving up from 37 incidents in 2021 to 79 incidents in 2022, we have made the decision to move towards a restorative practice focus for 2022 in conjunction with the Positive Behaviour for Learning trial that we have been accepted into.

Parent opinion survey summary

345 parents responded to the survey. Responses indicated clear strengths and areas for improvement.

Strengths:

- I think education at school is important to my child's future (96% positive)
- I receive enough communication from the school (76% positive or neutral)
- I feel like my child is important to the school (77% positive or neutral)
- The school communicates effectively with me (75% positive or neutral)
- Teachers at the school provide my child with useful feedback (76% positive or neutral)

Areas for Improvement:

- The school provides me with useful tips on how to help students learn at home (35% negative)
- I have useful discussions with the school about my child's learning (33% negative)
- The school provides an opportunity for me to have input about my child's learning (33% negative)
- Teachers and students respect each other at the school (30% negative)

Summary of Parent Comments:

Several parents commented they continue to feel disconnected from the school and they are urging us to reach out more and provide opportunities for them to become more involved in their child's education experience. Parents also indicated inconsistencies in the behaviour management policy and want to see the school be more proactive on addressing the poor behaviour of the anti-social students that are making their children feel unsafe at school. Parents also raised concerns about the increase in the number of students allegedly vaping in the toilets. Parents report preferring to receive more communication from subject teachers, rather than less, especially when their child has failed a task or is starting to fall behind in their learning. Parents also want to be contacted more proactively, particularly when their child is struggling with their learning or at risk of failing a task/subject. Parents feel frustrated when they attempt to contact a teacher and do not hear back from them. They also want more timely communication, and the school has responded to this by implementing a twice a term electronic school newsletter and employing a part time parent liaison officer in term 4. There were mixed comments about the usefulness of Daymap and several families commented on the inconsistent use of Daymap by some of their child's teachers.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	38	27.7%
NS - LEFT SA FOR NSW	2	1.5%
OV - LEFT SA FOR OVERSEAS	12	8.8%
PA - PARENTING/CARER	2	1.5%
PE - PAID EMPLOYMENT IN SA	28	20.4%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	5	3.6%
QL - LEFT SA FOR QLD	2	1.5%
SM - SEEKING EMPLOYMENT IN SA	5	3.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	35	25.5%
U - UNKNOWN	1	0.7%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	2.9%
VI - LEFT SA FOR VIC	1	0.7%
WA - LEFT SA FOR WA	2	1.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

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.

As required teachers, SSO's and students have undertaken the online Working with Children Check process.

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	188
Post Graduate Qualifications	79

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	105.1	1.1	41.3
Persons	0	116	2	52

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$22,218,807
Grants: Commonwealth	\$70,500
Parent Contributions	\$1,484,035
Fund Raising	\$0
Other	\$2,216,912

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

2022 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 2022 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 wellbeing and engagement	Not applicable.	Not applicable.
	Improved outcomes for students with an additional language or dialect	Students with an additional language or dialect can access one of two EALD classes (Year 7-9 and Year 10-12) over five lessons per week. The focus is engagement through small group intervention and the building of English language skills linked to curriculum needs.	Increased literacy proficiency and vocabulary achieved by all students. All students 7-12 in the EALD class achieved passing grades including a B grade at Stage 2 with SACE completion.
	Inclusive Education Support Program	RAAP, CB and DSF funding used for teacher and SSO support for individuals focusing on classroom engagement, social development, student achievement and post school pathways. Nine students were supported with 1:1 SSO time when needed.	Positive outcomes in classroom engagement, social development, student achievement and post school pathways captured in One Plans. All Ten, Stage 2 students with OCOPs completed their SACE in 2022.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>All ATSI students have a OnePlan. APAS funded tutoring was accessed by most of our senior students resulting in improved student outcomes. Only 1 failing grade at Stage 2 was received for all enrolled Stage 2 ATSI students. 86% of all Stage 1 grades were at a C or better.</p> <p>All 88 FLO students have an Individual Education Plan through the Flexible Learning Transition Plan and Term Review (FLTP Report) generated by their Case Managers and FLO Leader. 100 % of FLO students are prioritized for intensive review of their FLTP's and FLO status due to family trauma or involvement with psych support.</p>	<p>Only 1 failing grade at Stage 2 was received for all enrolled Stage 2 ATSI students. 86% of all Stage 1 grades were at a C or better.</p> <p>FLO students are attending school and transitioning to work, further study, VET qualification attainment or FLON/CLC. Wellbeing of FLO students at GGHS is positive.</p>
Program funding for all students	Australian Curriculum	Not applicable	Not applicable
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Data is used to identify students below SEA and NAPLAN benchmarks. Smaller class sizes in Literacy and Numeracy accommodate the needs of identified students, providing extra support, including SSO support. The curriculum is able to be better tailored to meet the learning needs of these students.	Students GPA's have been maintained or improved. Achievement is greater within these classes and more engaged learning is reported.
	Specialist school reporting (as required)	Not applicable	Not applicable

	Improved outcomes for gifted students	Not applicable	Not applicable
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