

School context statement



SCHOOL CONTEXT STATEMENT

Updated: April 2023

School number: 1915

School name: Goolwa Secondary College

School Profile:

Goolwa Secondary College's culture is characterised by energy, passion, and commitment; we provide an educational environment where all within it thrive. Goolwa Secondary College students, educators, and staff are supported to develop high expectations of themselves and of each other.

Through the College pillars of innovation, collaboration and excellence, together we challenge traditional models of education to reimagine secondary education. Our physical environment (fully refurbished contemporary learning spaces, nestled within a beautiful natural landscape) and our progressive approach to curriculum and teaching practice support the realisation of this.

At Goolwa Secondary College we not only partner with each other, but creatively find ways of authentically partnering with others across the local community, other schools, businesses, and industry near and far. Within these partnerships we develop dramatically different learning relationships that shift student voice, control and agency creating opportunities for authentic, deep learning.

Our graduates will leave the College deeply connected and invested in their communities – socially, emotionally, and ethically. They will have the knowledge, skills, dispositions, and competencies to positively shape their futures.

1. General information

- Principal: Rebecca Moore
- Year of opening: 2022
- Postal Address: 2-30 Glendale Grove, Goolwa SA 5214
- Location Address: 2-30 Glendale Grove, Goolwa SA 5214
- DECD Region: Fleurieu Partnership within the Noarlunga 4 Portfolio
- Geographical location: 81.2kms south of Adelaide CBD
- Telephone number: 7505 4027
- Fax Number: N/A
- School website address: <https://goolwasecondarycollege.sa.edu.au/>
- School e-mail address: dl.1915.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: N/A
- February FTE student enrolment: 167
- Student enrolment trends:
2022 – 117 (years 7 and 8)
2023 – 167 (years 7, 8 and 9)

The school was officially opened in 2022. As a new school, identifying enrolment trends is not appropriate because they would not be accurate.

- Staffing numbers (as at February census):

Deputy Principal

Travis Roach

Assistant Principal: Middle School

Paula King

Assistant Principal: Senior School

Ben Evans

Assistant Principal: Inclusion, Engagement and Wellbeing

Andrew Carter

Business Manager

Amanda Jackson

Staffing numbers: (2023)

19.4 Full time equivalent teacher: (including 5 leaders and 2 part-time teachers)

- 1 Aboriginal Education Worker (part-time)
- 18 School Support Officers (full and part-time)
- 1 Groundsperson (full time)

- Public transport access:

The College is accessible via a public bus route. LinkSA operate bus routes between Goolwa and Victor Harbor and Goolwa and Adelaide. LinkSA can be contacted on 8555 2500 or at www.linksa.com.au

- Other transport access:

In partnership with the Department for Education's Transport Services Unit and Willunga Charters Pty Ltd, Goolwa Secondary College provides two bus services for students who reside 5km or more from the College and who live within the catchment areas of Middleton, Hindmarsh Island and Currency Creek districts.

Extensive carparking is available around the College for staff and visitors, and for parents at drop off and pick up times.

- Special site arrangements:

The College utilises the Goolwa Sports Stadium for indoor PE lessons, situated immediately alongside the school. Many students participate in after-school sporting activities through the Stadium's programs.

The College has a number of partnerships with local environmental, recreational, artist and sporting organisations. Students regularly engage with community members in and out of the College learning environments.

2. Students (and their welfare)

- General characteristics:

In 2023 we have relatively equal numbers of students across years 7, 8 and 9.

Our students are valued for the unique individual characteristics they bring to the College. They are encouraged to develop their strengths and passions whilst being supported to develop learning dispositions and executive function skills which will ensure they are successful throughout their formal schooling journey and beyond.

- Student well-being programs:

The Assistant Principal: Inclusion, Engagement and Wellbeing has oversight of the Wellbeing Team, which includes a Manager of Wellbeing (SSO4), a Special Education teacher, an Aboriginal Education Transition Officer and a Pastoral Care worker. Together this team deliver a number of student wellbeing programs and strategies, including:

- 1:1 counselling service (students can book regular or once off appointments)
- regulation support, designed for individual students, aligned to One Plan accommodations
- breakfast club
- social skills workshops (boys and girls)

Further to this, The Resilience Project is being implemented by Connect (pastoral care) teachers.

- Student support offered:

Student learning support is offered through a variety of approaches.

Quality differentiated teaching practices within mainstream classes support the learning needs of all students by ensuring that students are able to access the curriculum and pedagogy in an inclusive manner. Individual and small group student support within classrooms is further provided through SSO deployment, under direction of the teacher.

Some students, with specific learning needs best supported through intervention outside of the classroom, are withdrawn for evidence-based programs. The College currently implements MacqLit and QuickSmart (numeracy).

Students who require additional individualised support, have their accommodations and adjustments documented within their One Plans, which are regularly reviewed (termly) and re-written once a year.

Student support is overseen by the Assistant Principal: Inclusion, Engagement and Wellbeing, and in collaboration with the Assistant Principals of Middle School and Senior School. Regular review meetings with DfE Student Support Services provide the further support of an Educational Psychologist, Behaviour Coach, Speech Pathologist and Special Educator.

- Student management:

Students have a Connect (pastoral care) teacher who supports them throughout their middle school educational journey. The Connect teacher is the first point of contact between the school and the home and is responsible for supporting students to develop executive function skills that support them to be successful in secondary school.

Each year level cohort of students has a leader aligned to their academic, social and emotional wellbeing. The year level leader provides support and guidance when required and works in collaboration with the Connect teacher and the parents or caregivers of the student.

Students are expected to follow the Positive Behaviour for Learning (PBL) expectations within the classrooms and wider school grounds. A number of DfE behaviour management policies and guidelines are implemented at the school.

- Student government / leadership / voice:

We know that young people who find their own voice in supportive school environments are more likely to develop a confident voice, a capacity to act in the world, and a willingness to lead others. Further to this, research shows that amplifying student voice, student agency and student leadership contributes to improved student health, wellbeing and learning outcomes.

Student voice at Goolwa Secondary College is not just about giving students opportunities to share their opinions and ideas, it is about students having the power to influence change. Student agency is linked to student voice, where students have the ability and the power to take action to positively influence their own lives.

At Goolwa Secondary College, we believe that all students are leaders; leaders of their learning journey, leaders of the choices they make, and leaders in their communities.

We also believe that students should have real and authentic opportunities to demonstrate and develop their leadership skills, opportunities where they can make a difference in the world around them.

Consequently, our College has a number of avenues and opportunities for our students to have authentic voice and agency in shaping their learning and school. Formal opportunities include House Captain roles across three house teams and participation in Student Reps.

- Special programmes:

Other wellbeing and leadership programs, such as Tumblin, Operation Flinders and Youth Opportunities are delivered to targeted groups of students.

3. Key School Policies

- Site Improvement Plan:

Goal 1	Targets	Challenge of practice
Increase the number of students attaining SEA in mathematics.	61% of year 7 students (35 out of 57) to achieve SEA in PAT-M 77% of year 8 students (38 out of 54) to achieve SEA in PAT- M 77% of year 9 students (45 out of 58) to achieve SEA in PAT- M	If we develop an understanding of the importance of positive numeracy attitudes and dispositions within our school community, teach developmentally, explicitly teach and incorporate problem solving into learning design then we will increase the number of students achieving in mathematics.
		Success criteria
		When we look at student work samples together in our meetings, we will see evidence of students' ability to: <ul style="list-style-type: none"> • compare, order and use positive and negative numbers to solve everyday problems • solve complex problems by estimating and calculating using efficient mental, written and digital strategies • when we speak to students about their maths, they can explain what they are learning, why they are learning it and the reasoning they are using to solve problems using mathematical language

Goal 2	Targets	Challenge of practice
Increase the number of students attaining	Year 7 students achieve a minimum mean of 20 growth points between	If we design learning using the Derewianka teaching and learning cycle across all learning areas, supported through the use of model texts

SEA in writing.	assessment cycles on the BrightPath scale. Year 8 students achieve a minimum mean of 35 growth points between assessment cycles on the BrightPath scale. Year 9 students achieve a minimum mean of 25 growth points between assessment cycles on the BrightPath scale.	and explicit teaching of tiers of vocabulary, then we will increase student achievement in writing.
		Success criteria When we look at student writing samples in our meetings, we will see evidence of students increased ability to use Tier 2 and 3 language, and increased proficiency in the construction of independent writing, across persuasive and narrative genres.

- Other policies:

The following policies can be found on our website

<https://goolwasecondarycollege.sa.edu.au/policies/>

- Attendance
- Behaviour support
- Bullying prevention
- Dress Code

4. Curriculum

- Subject offerings:

A broad education is offered in years 7 to 9 covering the eight learning areas of the Australian Curriculum. Further to this, students can select from a range of term long Studios offered across the year. Studios are designed on the interests of students and teachers, and develop global competencies of:

- Character
- Communication
- Citizenship
- Community
- Critical thinking
- Creativity

Studio offerings change each year. A sample of Studio offerings in 2022/3 included:

- Paddock to Plate
- Me to Market
- Yoga
- Philosophy and Ethics
- Sew Amazing
- Sustainable Farming

Our language offering is Ngarrindjeri, the local Aboriginal language.

An electronic curriculum handbook is located on our website, specifically on our education and curriculum page. Here information can be found about middle school pedagogy and curriculum, as well as senior school pathways and curriculum.

- Open Access/Distance Education provision:

Open Access may be used to support learning for students unable to access on-site learning due to illness or compromised mental health. Generally, Open Access is not offered as an alternative to face-to-face curriculum. As the progressive enrolment process progresses the school may consider supporting students to access Open Access for students to study subjects that are not offered by the Goolwa Secondary College, but which are pre-requisites for a university course.

- Special needs:

Students requiring additional support receive individualised curriculum and pedagogical support as determined by the Inclusive education team, under the leadership of the Assistant Principal: Inclusion, Engagement and Wellbeing.

Please refer to the information provided above (student wellbeing programs and student support offered).

- Special curriculum features:

Goolwa Secondary College is one of the first schools in the state to partner with Lumen. Lumen is Australia's leading innovator in education technology and immersive IT solutions. Our partnership is a recognition that technology is constantly evolving, redefining the way we teach and learn.

Together with their team of engineers, STEM educators, designers and software developers our teachers and students collaborate in future-focused problem solving with emerging technologies within a state-of-the-art learning space, we call the Innovation Hub.

- Teaching methodology:

Teaching and learning at Goolwa Secondary College is shaped by the vision and pillars of the College, Innovation, Collaboration and Excellence.

Innovation:

- Our learning design reflects not only proven practices, but also embraces emerging innovative practices.
- We use digital technologies to accelerate, amplify and add value to learning.

Collaboration:

- Our learning partnerships embrace student agency.
- Our collaborative practices connect learners to authentic and purposeful opportunities within and beyond the school.
- We provide multidimensional spaces that offer flexibility for curiosity and connected collaboration.

Excellence:

- We develop, with intentionality and precision, comprehensive and measurable competencies which empower our students to thrive.
- We strategically design practices that create a culture of learning that cultivates energy, creativity, curiosity, imagination and innovation in which rigor and stretch are embraced.

- Personal excellence is supported through feedback that deeply engages and motivates.
- We nurture in students the ability to develop a strong understanding of themselves as individuals and how they contribute to their communities.
- Student assessment procedures and reporting

Students receive formative feedback throughout each unit of learning. This feedback helps to shape next steps in learning and provides educators with information which assists them to reflect upon and adapt their day-to-day, week-to-week practice.

Teachers provide students and parents with assessment plans for all units of works. Assessment plans include key information, such as task requirements, due dates and assessment guidelines, often in the form of rubrics.

Assessments are published to students and parents via the digital learner management system, Frog.

Teachers track and monitor student learning through the school-based tracking system, titled GRATA. GRATA provides a summary of student attendance and achievement in subject areas as well as an overall grade point average – GPA – which is shared at the end of each term with students.

Formalised reports are sent home twice per year, at the conclusion of semester 1 and 2. Students, parents and caregivers and Connect teachers participate in student-led learning conferences in term 2 of each year. Teachers are able to meet with subject teachers in term 3 each year, although parents are encouraged to contact teachers at any time throughout the year should they wish to.
- Joint programmes:

Please refer to special programmes previously reported within this context statement. As the school grows, in line with our progressive enrolment strategy, the school will partner with a range of organisations to support university, VET and other pathways for senior secondary students.

5. Sporting Activities

- Our College has a strong sports program that is well supported by the school community. The program includes School Sport SA (SSSA) Knock Out and Carnival events across a broad range of sports which include basketball, netball, soccer, football and volleyball.
- The year 7 to 9 curriculum leads to student participation in a wide range of traditional athletic events and sports, as well as providing an opportunity in year 9 for students to participate in Outdoor Education.
- Studios provide students further opportunities to engage in sporting activities which are not usually offered at a school level – such as lawn bowls and yoga.

6. Other Co-Curricular Activities

- Other co-curricular activities include:
 - camps and excursions
 - Chess Club

- Instrumental Music instruction – brass, woodwind and strings programs
- LGBTIQ and Friends group
- Breakfast Club Team
- E-Sports Team

7. Staff (and their welfare)

- Staff profile:

As a new school, the College has been able to recruit and select staff. We conducted a rigorous select process to identify staff aligned to our vision and pillars.

We are committed to ensuring that our staff are provided excellence in professional learning and development. We are committed to a non-hierarchical structure as much as possible to demonstrate our core belief that no one person is more important than another and every role within the College is important.

Our staff team feel privileged to be working within such a supportive school culture. The collaborative nature of our work was certainly a highlight of 2022. Our Perspective survey results were testament to this, with 86% participation rate in the survey resulting in a 96% engagement rate. The engagement score is a measure of the commitment of staff to their work and workplace – an important driver of performance and improvement.

Not only have our staff have established positive working relationships with each other, they have strong connections with students and families

- Leadership structure:

The executive leadership team comprises of the Principal, Deputy Principal and Business Manager. The wider leadership team include the assistant principals.

Each leader has a portfolio of responsibilities including line-management of staff and oversight of student academic, social and emotional wellbeing.

- Staff support systems:

Staff work collaboratively across many groups, including site improvement teams (literacy and numeracy), pedagogically focussed PLCs, curriculum faculties and year level groups.

Training and development is inclusive of all staff.

- Performance and development:

Performance and development at the College is a set of everyday practices that enable employees to:

- continuously improve
- make sure their work is aligned to organisational purpose
- recognise and celebrate achievements.

These practices help employees realise their potential and focus their efforts on achieving outcomes and improvements that benefit children and young people.

The College follows the DfE policy and guidelines which makes sure that all employees are supported by ongoing performance planning, feedback and review. These provide best practice instructional guidelines on when and how best to implement performance and development processes.

Performance and development plans are developed with all staff members and are aligned

with the school improvement process and, for teachers, describe how the AITSL standards relate to our performance and development process.

Plans are formally reviewed twice per year.

- Staff utilisation policies:

The Personnel Advisory Committee, comprising of teaching and non-teaching staff, help to shape staff utilisation decisions.

- Access to special staff:

The College has access to a range of specialist providers including Instrumental Music teachers, educational psychologists, behaviour coaches, social workers, speech therapists and special educators.

8. Incentives, support and award conditions for Staff

- Complexity placement points: Not applicable
- Isolation placement points: Not applicable
- Shorter terms: Not applicable
- Travelling time: Not applicable
- Housing assistance: Not applicable
- Cash in lieu of removal allowance: Not applicable
- Additional increment allowance: Not applicable
- Designated schools benefits: Not applicable
- Aboriginal/Anangu schools: Not applicable
- Medical and dental treatment expenses: Not applicable
- Locality allowances: Not applicable
- Relocation assistance: Not applicable
- Principal's telephone costs: Not applicable

9. School Facilities

- Buildings and grounds:

Goolwa Secondary College opened in 2022 after an extensive \$10 million refurbishment and upgrade to a previous private school campus. As a result, Goolwa Secondary College has contemporary teaching and learning environments nestled within beautifully established grounds which provide calm and nurturing natural surrounds.

The contemporary teaching and learning environments include:

- specialist science laboratories
- visual art studios
- Ideation Hubs (for clean technology)
- Innovation Hub (for virtual/augmented/immersive technology) – see below
- a traditional technology studio

- a food technology space
- dynamic spaces for students and teachers to work in small groups and independently
- a bright and flexible knowledge hub (library)

Furthermore, the College offers a range of covered outdoor learning areas and environmental spaces such as the dams and agricultural areas which provide additional learning environments.

Our College partners with Alexandrina Council to share the amazing community gymnasium. Located on our College doorstep, the large and impressive gym is an amazing space for physical education lessons and whole school gatherings.

The College has an oval, basketball courts and a number of covered, hard surface areas for multidisciplinary teaching and learning.

- Heating and cooling:

The College has heating and cooling in all buildings.

- Student facilities:

The College has engaged *Goods to Go* to provide a lunch service for the school. The selection available for students is within the Right Bite healthy food and drink supply strategy. Lunches are ordered through the QKR app, available on all smart phones. Orders are placed by 8:45am of the delivery day and are delivered to the school for distribution to students at lunch time.

A Wellbeing Room is operational for most of each school day. Students utilise this space for scheduled counselling appointments and at other times for regulation time.

A welcoming Student Services space was established in 2023 for students who require support in relation to attendance (late arrivals and early departures) and illness.

- Staff facilities:

Staff have access to a newly refurbished, light and modern staff room. This social space has kitchen facilities including an oven, microwaves, coffee machine and fridges. Lounge nooks, and tables of varying heights, provide staff with flexibility when using this space.

All staff have their own work space, with an adjustable height desk, one or two screens, and set of lockable drawers.

All staff are provided with a laptop that can be connected (wirelessly or via a cord) to the College screens – both desktop and wall mounted in classrooms. IT support is available to staff throughout each day.

- Access for students and staff with disabilities:

The site is fully accessible for students and staff with disabilities.

- Access to bus transport

The College utilises local bus companies to provide transportation for excursions and camps.

As detailed above, bus services to assist students coming to and from the College are also accessible.

10. School Operations

- Decision making structures:

The College works collaboratively with all stakeholders in decision making. Formalised structures include;

- Personnel Advisory Committee
- Site Improvement Plan Teams (literacy and numeracy)
- Governing Council
- Financial Advisory Committee (subcommittee of Governing Council)

- Regular publications:

The College publishes a newsletter three times per term. The newsletter link is emailed directly to parents but is also available to the wider community on the website.

An electronic curriculum handbook is located on the website, allowing students and their families to access the information easily at home and at school. The electronic handbook is also regularly updated by staff and is aligned to our vision of being a sustainable school.

Staff, students and parents have access to Frog, our Learner Management System. This portal provides each cohort with daily information about College operations, as well as access to current units of work, assessment tasks, and assessment results.

- Other communication:

Parents have access to Civica – Community Portal and EdSmart. These applications allow parents to communicate with the College, and vice versa, regarding attendance, permissions, and also allow them to update key health and contact details.

The College uses Facebook and Instagram to communicate with families, community members and other individuals or organisations interested in the teaching and learning, and activities of the school.

Assemblies occur at least twice a term.

Acquaintance Nights and Open Nights occur once a year.

- School financial position:

The College is in a sound financial position. The Finance Officer, Business Manager and Principal meet twice a term with the Financial Advisory Committee (FAC) to review the school's financial position (against the budget). The FAC report directly to the Governing Council. An audit in early 2023 had no findings.

- Special funding:

As a new school in 2022, the College received additional establishment and supplementation funding and will do so until 2026.

The school received special funding to support students with disabilities (IESP) and learning difficulties. Complexity funding is received to support student learning outcomes across the College through strategies to support teachers.

11. Local Community

- General characteristics:

Goolwa is a diverse community of young families and retirees. The areas surrounding the township can be characterised as farming and recreational (the River Murray, the Coorong and local beaches).

Employment within the township is predominantly based on tourism and aged care, with some small to medium businesses largely based on farming and water-based industry (boating, aquaculture).

Local residents travel to the hills and southern suburbs for employment, with some commuting as far as Adelaide.

The surrounding area is undergoing significant change with a number of housing developments being considered in the near future.

- **Parent and community involvement:**

Parent and community involvement is encouraged at the College.

The school has a growing and committed group of volunteers who support the College through working with students and staff in various roles, including the co-construction of Studios delivered both within the College and within the community.

- **Feeder or destination schools:**

The primary school located within the College catchment area is Goolwa Primary School.

Students also enrol from other public and private primary and secondary schools including Port Elliot Primary School, Victor Harbor Primary School, Eastern Fleurieu School, Investigator College, and Encounter Lutheran College.

- **Other local care and educational facilities:**

The College is situated across the road from Goolwa Primary School (and OSHC service) and a short distance from the Goolwa Children's Centre.

There are a number of childcare services within the local and surrounding area.

- **Commercial/industrial and shopping facilities:**

There is a light industrial estate located within the Goolwa township in which small to medium businesses operate.

The main street of Goolwa is home to a small number of commercial businesses, including some retail, arts and dining / takeaway.

There are two shopping centres within Goolwa, providing residents and visitors with access to a range of outlets.

- **Other local facilities:**

A range of local facilities are available in the proximity of the College, including the Council Chambers, the Goolwa Library, and arts and cultural facilities such as Centenary Hall, Signal Point, and the South Coast Regional Art Centre.

Medical centres and allied health professionals, such as dentists and physiotherapists service the township.

Recreational facilities include the Goolwa Sports Stadium, the skate park, local bush walks and trails.

Tourism within the town is supported by a number of local organisations and festivals, including the South Australian Wooden Boat Festival.

- **Availability of staff housing:**

Not applicable.

- Accessibility:

It is approximately 80kms from Goolwa to Adelaide. By car, travel takes one and a half hours on bitumen roads. Public transport services are provided by LinkSA with four departures from Goolwa daily.

- Local Government body:

Alexandrina Council

(08) 8555 7000

alex@alexandrina.sa.gov.au