



2023 annual report to the Community

Goolwa Secondary College

Goolwa Secondary College number: 1915

Partnership: Fleurieu



School principal:

Rebecca Moore

Date of endorsement:

12/02/2024



Context Statement

In 2023 Goolwa Secondary College catered for students from 7-9. At the time of this report, the enrolment was 161. Goolwa Secondary College is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population included 7% Aboriginal students, 12% students with disabilities, 2% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Governing Council Report

Positions for 2023 were:

- Jess Roger - Chair
- Ellen Sanders - Deputy Chair
- Jodie Allsop - Secretary
- Deb Buchmann - Finance
- Mayor Keith Parkes - Community Rep
- Ben Evans - Staff Rep
- Rebecca Moore – Principal

We implemented a Governing Council email address which was used minimally but we will continue to encourage parents/caregivers to utilize it as a direct point of contact for Governing Council.

Jodie kindly shared with us the Acknowledgement of Country that she created with her reception class at Port Elliot and generously spoke and actioned it at each meeting.

Late arrivals – As Governing Council we were required to agree on late arrival time. We agreed that 8.55am was to be the school-wide time. After this time, students arriving are required to check in at student services.

Pedal Prix- this was discussed on a number of occasions, led by Deb. At this stage it appears that it will not be going ahead due to cost and volunteer commitment.

Pie Drive- Run in conjunction with Heritage Pies and Pastries. \$2-3 of each pie was donated to the college.

Quiz Night- Fundraiser for Operation Flinders year 9 girls. Year 9 girls were supported to host a Quiz Night which raised about \$2000 which went towards their fundraising requirements for their expedition. We sold 10 tables of 10 tickets. Held a silent auction which consisted of donations sourced from local businesses. Lots of fun was had and a good result with the funds raised.

Sustainability visioning workshop - Bec showed a PowerPoint on what was discussed at workshop. We talked about a community constructed vision and plan. An email was emailed out with details of where we are and where to now and a save the date for a site tour. This was a very energizing session.

In 2024, as Chair of Governing Council I would love to see a couple of social or fundraising events held, some ideas as follows:

- Bingo Night
- Amazing Race around Goolwa (Fleurieu)
- Paddock to Plate experience
- Giant Garage Sale/Car Boot Sale
- Movie Night

We are looking forward to the Sustainability working group meeting again and getting started on some working bees.

We started the new 2024 school year with a great turn out at the acquaintance night. Bec invited all teachers and support staff to the stage who then introduced themselves and provided a brief bio on their subjects. I spoke about the importance of Governing Council and explained how to get involved. At the event, I spoke to about half a dozens parents/caregivers on the night who expressed interest in joining GC or being involved some other ways. We created a skills and interests register which will hopefully assist with studios, social/fundraising events, working bees etc.

Jess Rogers - Chairperson

Principal Report

The 2023 school year was another successful one for our College community. We saw our eldest students progress into year 9, with a number of them commencing their SACE journeys, and an additional 58 students commence high school as year 7s.

In relation to teaching and learning, our community can feel proud of the growth of students in relation to site improvement plan (SIP) targets and also, more generally, growth in numeracy and reading across multiple data sets. Our staff worked diligently on the actions identified within the SIP. In particular, the impact of the numeracy and literacy block, has been identified by staff as being especially effective in improving disposition, skill and knowledge.

Our extensive, evidence-based intervention programs (such as MacquLit and QuickSmart) have also had a significant, positive impact on those students participating, with pleasing growth demonstrated from pre to post program assessments. These results were celebrated with students and parents at the end of the school year.

Our cross-curricular unit, involving all students across our three year levels, was another highlight of 2023. This student-driven design thinking initiative built on the learnings from the 2022 model. The showcase, in particular, was a wonderful opportunity for our students to share their ideas with the broader community.

In relation to wellbeing for learning, 2023 saw the commencement of a number of new partnerships with outside agencies designed to develop resilience and wellbeing in our students. Operation Flinders and Tumbelin were significant investments for the school, and we saw amazing outcomes for our young people involved. The same was true for the personal leadership program, Youth Opportunities.

In 2023, we continued to partner with HeadSpace and The Resilience Project to support the development of wellbeing for all our students. Further to this, the College continued to support the HR development of the Wellbeing and Inclusion team, which refined their focus on developing capacity within our young people to self-regulate through the use of individualised tools – reducing their dependency on the wellbeing space and increasing time in class.

In relation to HR matters, the College staff team grew, with additional ancillary and teaching staff, as well as a twelve-month appointment of a speech pathologist (0.2). Significant changes occurred within the administration team. The Executive Assistant (EA) to the Principal and the Business Manager (BM) role saw changes, with Leah Hanlon moving into the EA role and Jo Colbeck into the BM role; Jo in a temporary position. Further to this, Lexi Klæbe was appointed as School Promotions and Communications Officer, a new position for the College.

The College was fortunate to have a significant number of volunteers across the year, supporting a number of our teaching and learning programs (including Studios) as well as whole school initiatives (Greening Goolwa community consultation), lunchtime activities and out-of-school fundraising initiatives. Our College is certainly grounded within the local community.

There were numerous events across 2023 for students, parents and community. Highlights at a whole school level were the Greening Goolwa community consultation event. This has provided a terrific foundation to build upon in 2024 and beyond, as we strive to be a sustainable and environmentally innovative school. Course counselling and student-led learning conferences were well attended by our families. Although our community alcohol and other drug information session was not especially well attended, there was significant positive feedback from participants.

The College would like to acknowledge and thank the contribution that Governing Council makes in the decision making and shaping of the school. We appreciate the time commitment each member has made, and the way in which members are able to represent the views of the wider school community.

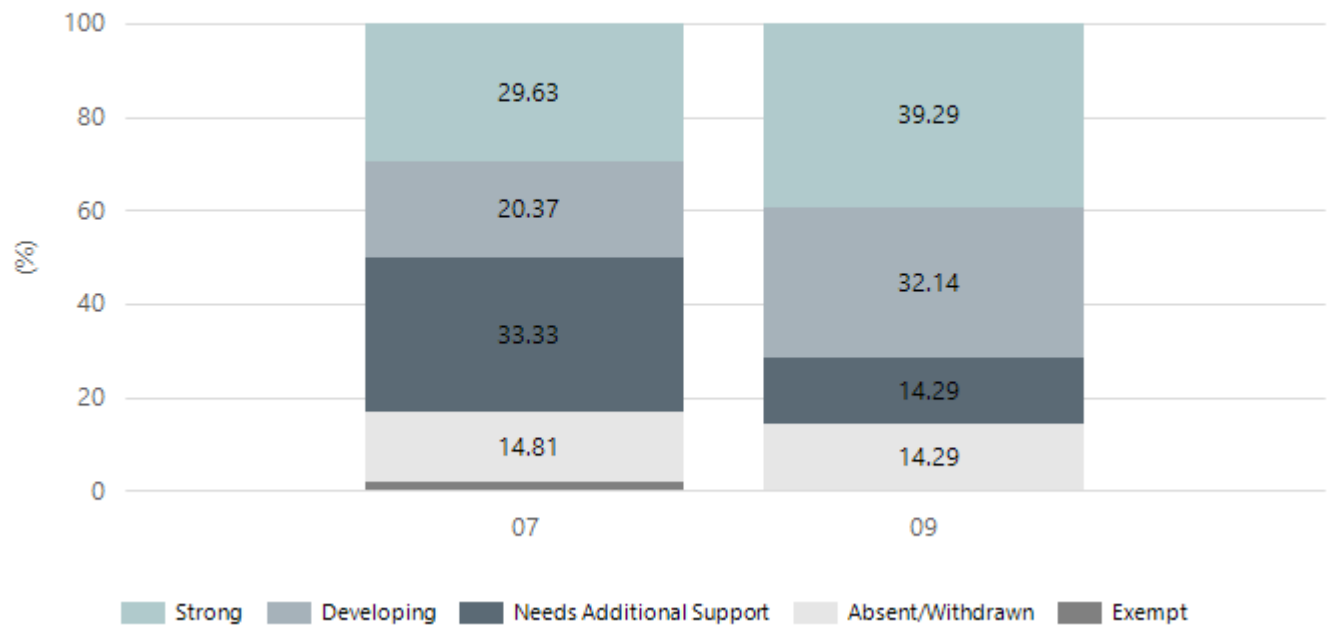
We look forward to our continuing partnership in 2024.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

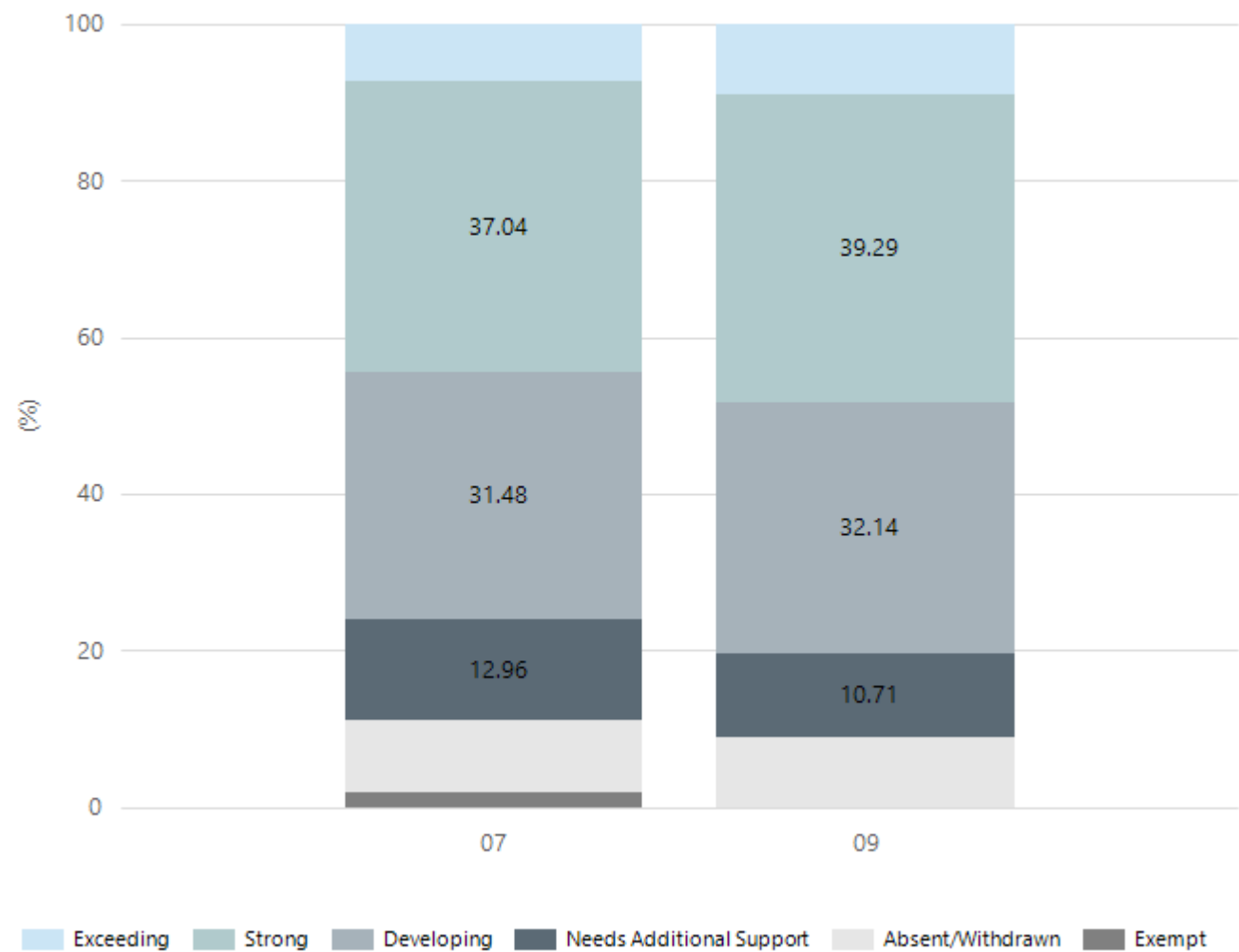
Numeracy



Year Level	07	09
Strong	16	22
Developing	11	18
Needs Additional Support	18	8
Absent/Withdrawn	8	8
Exempt	1	0
Total	54	56

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

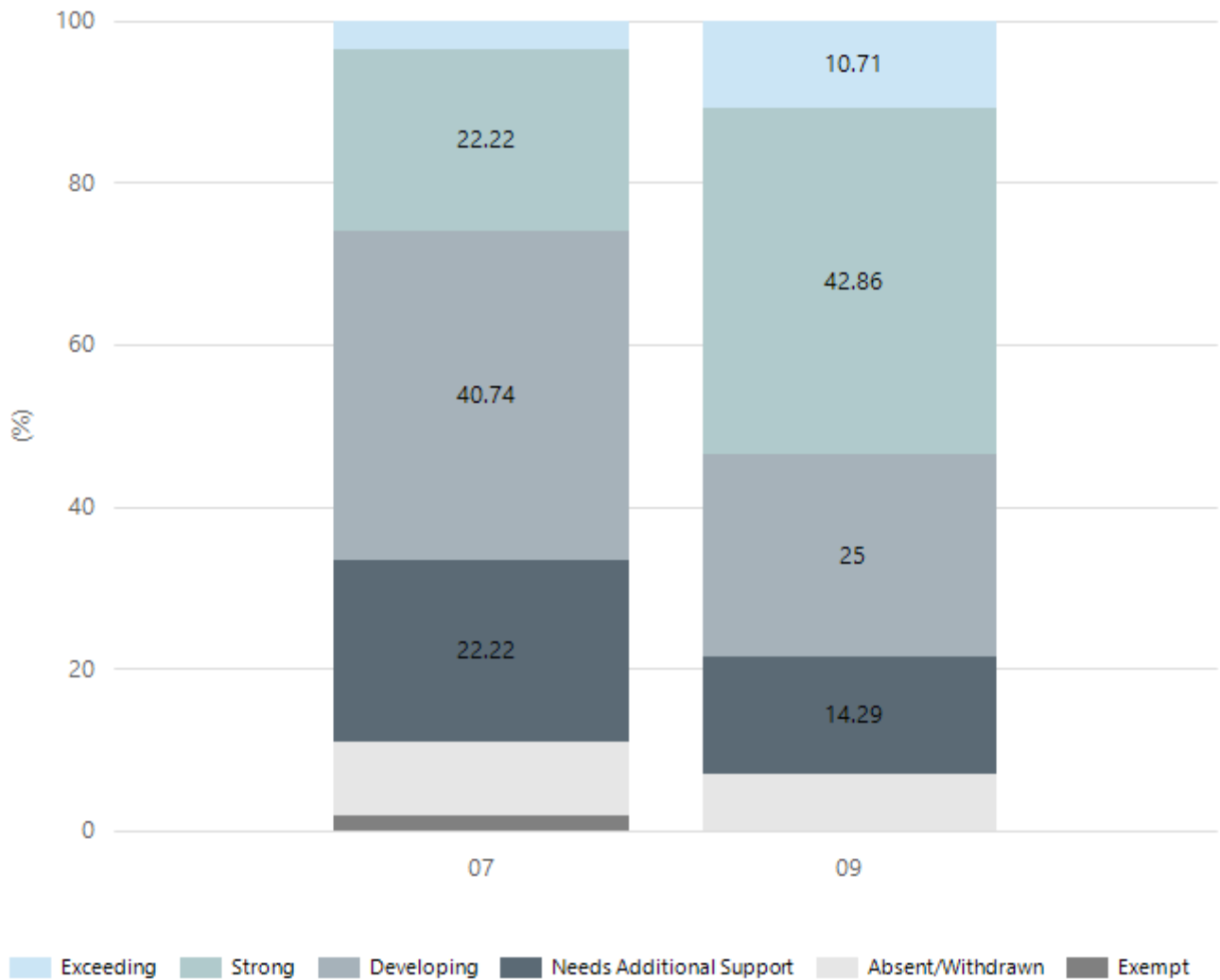
Reading



Year Level	07	09
Exceeding	4	5
Strong	20	22
Developing	17	18
Needs Additional Support	7	6
Absent/Withdrawn	5	5
Exempt	1	
Total	54	56

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

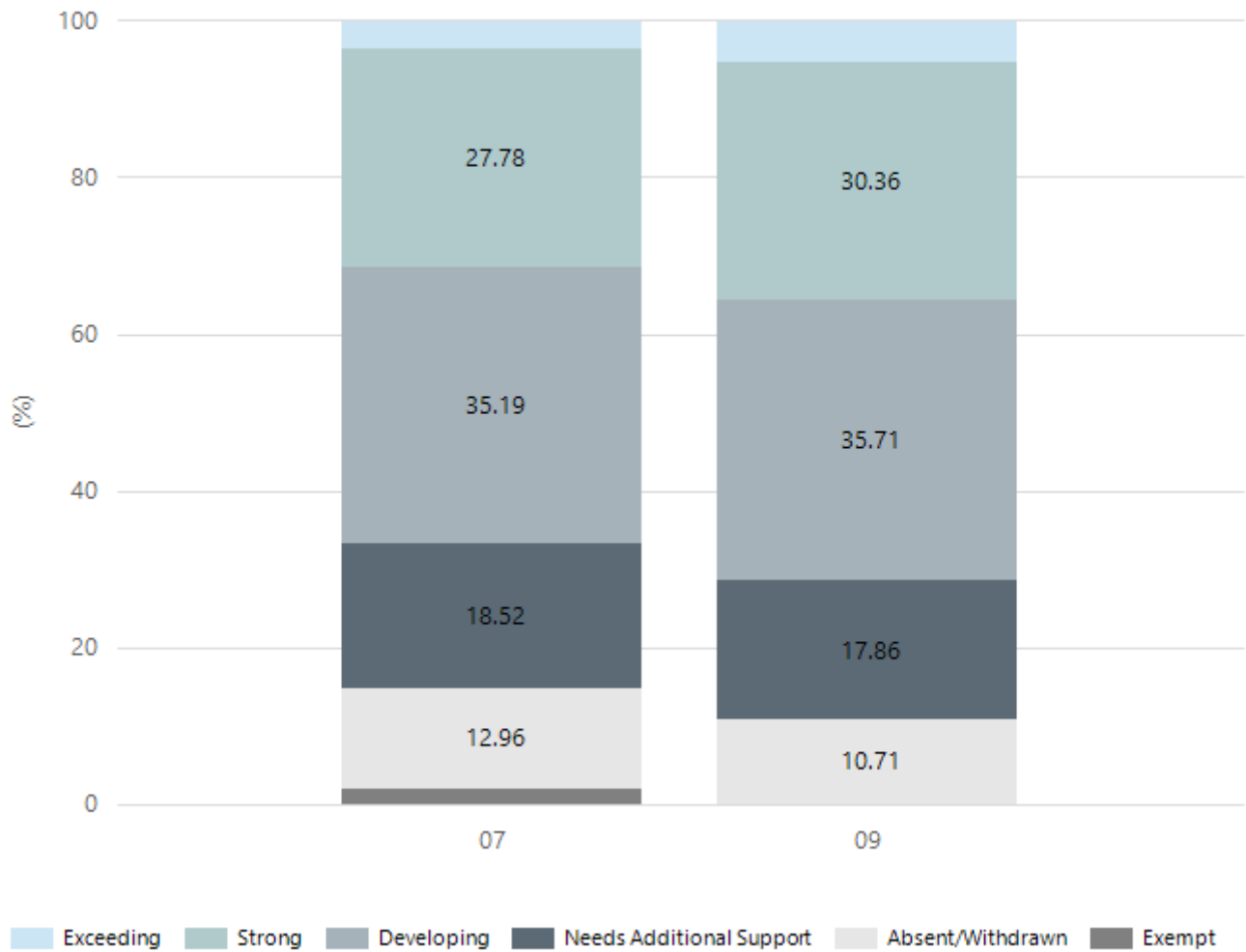
Writing



Year Level	07	09
Exceeding	2	6
Strong	12	24
Developing	22	14
Needs Additional Support	12	8
Absent/Withdrawn	5	4
Exempt	1	0
Total	54	56

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

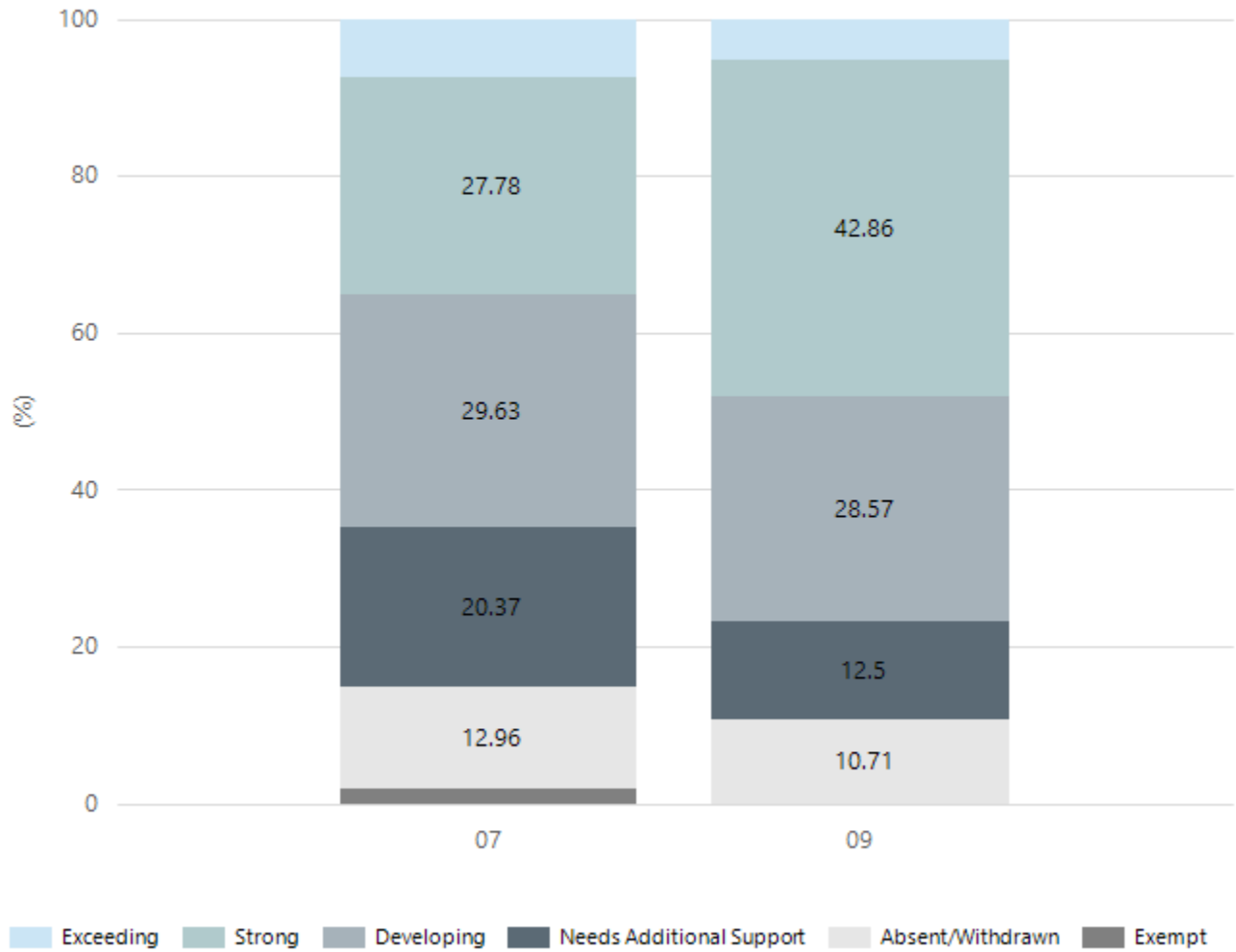
Grammar



Year Level	07	09
Exceeding	2	3
Strong	15	17
Developing	19	20
Needs Additional Support	10	10
Absent/Withdrawn	7	6
Exempt	1	
Total	54	56

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling

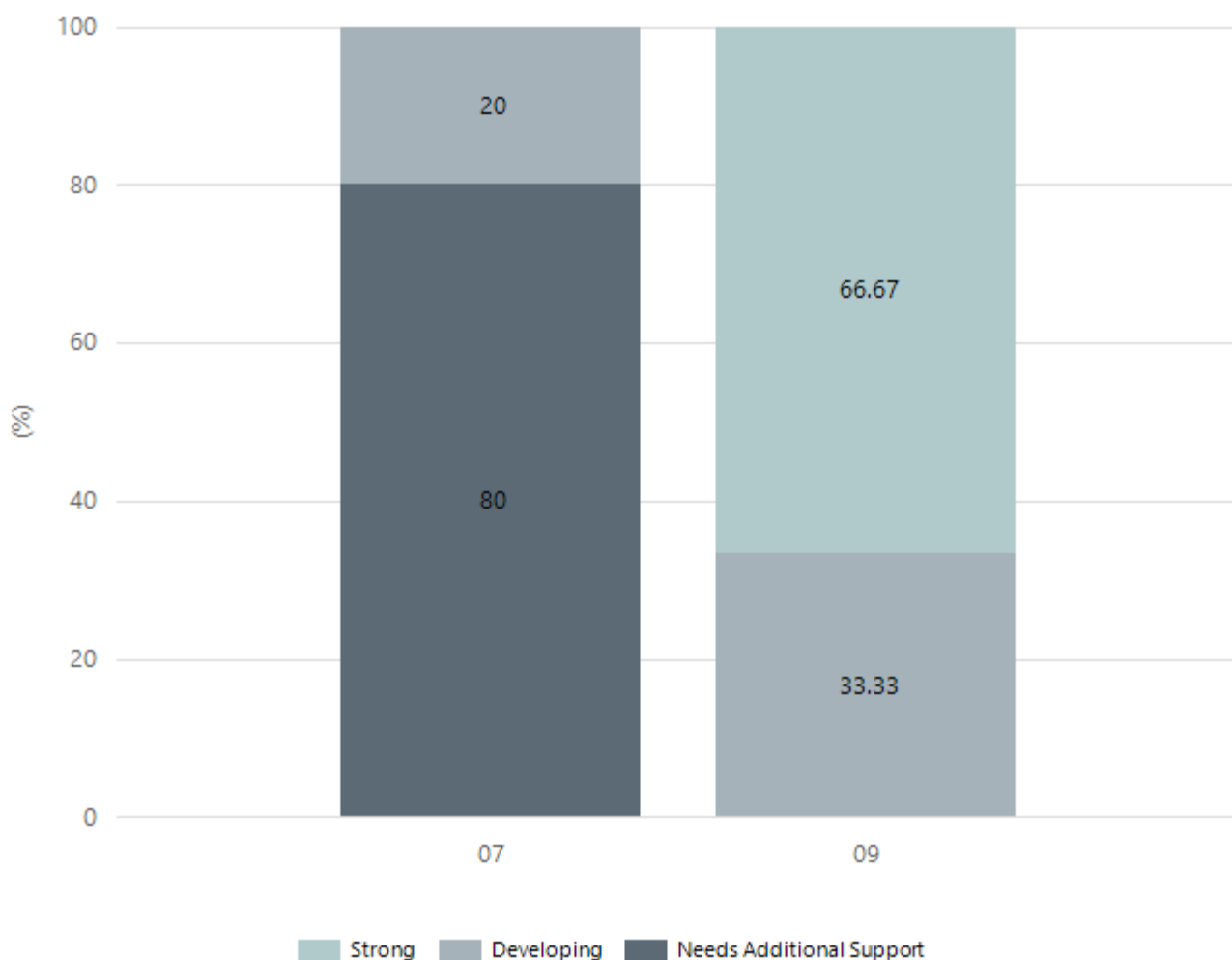


Year Level	07	09
Exceeding	4	3
Strong	15	24
Developing	16	16
Needs Additional Support	11	7
Absent/Withdrawn	7	6
Exempt	1	0
Total	54	56

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

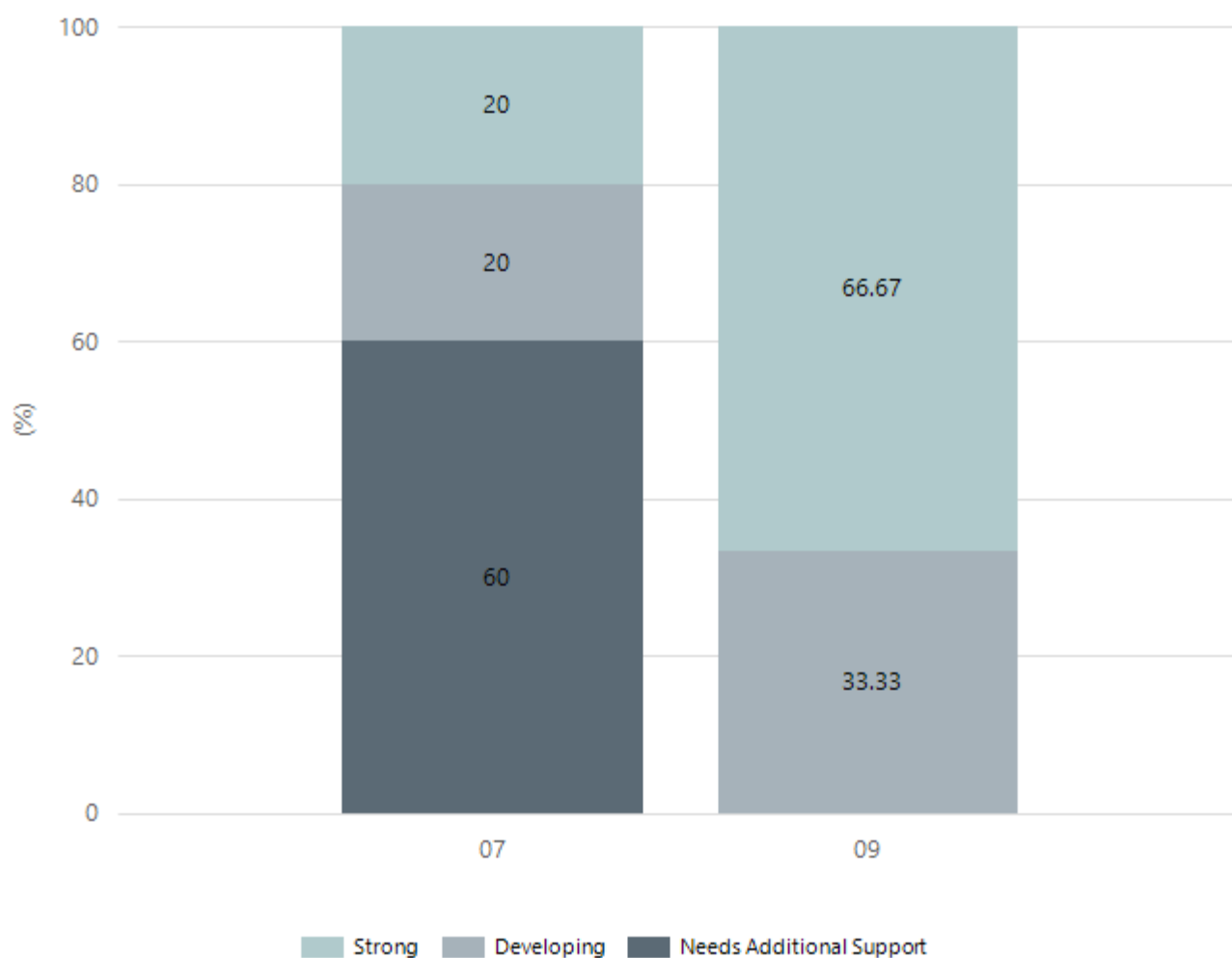
Numeracy



Year Level	07	09
Strong		2
Developing	1	1
Needs Additional Support	4	
Total	5	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

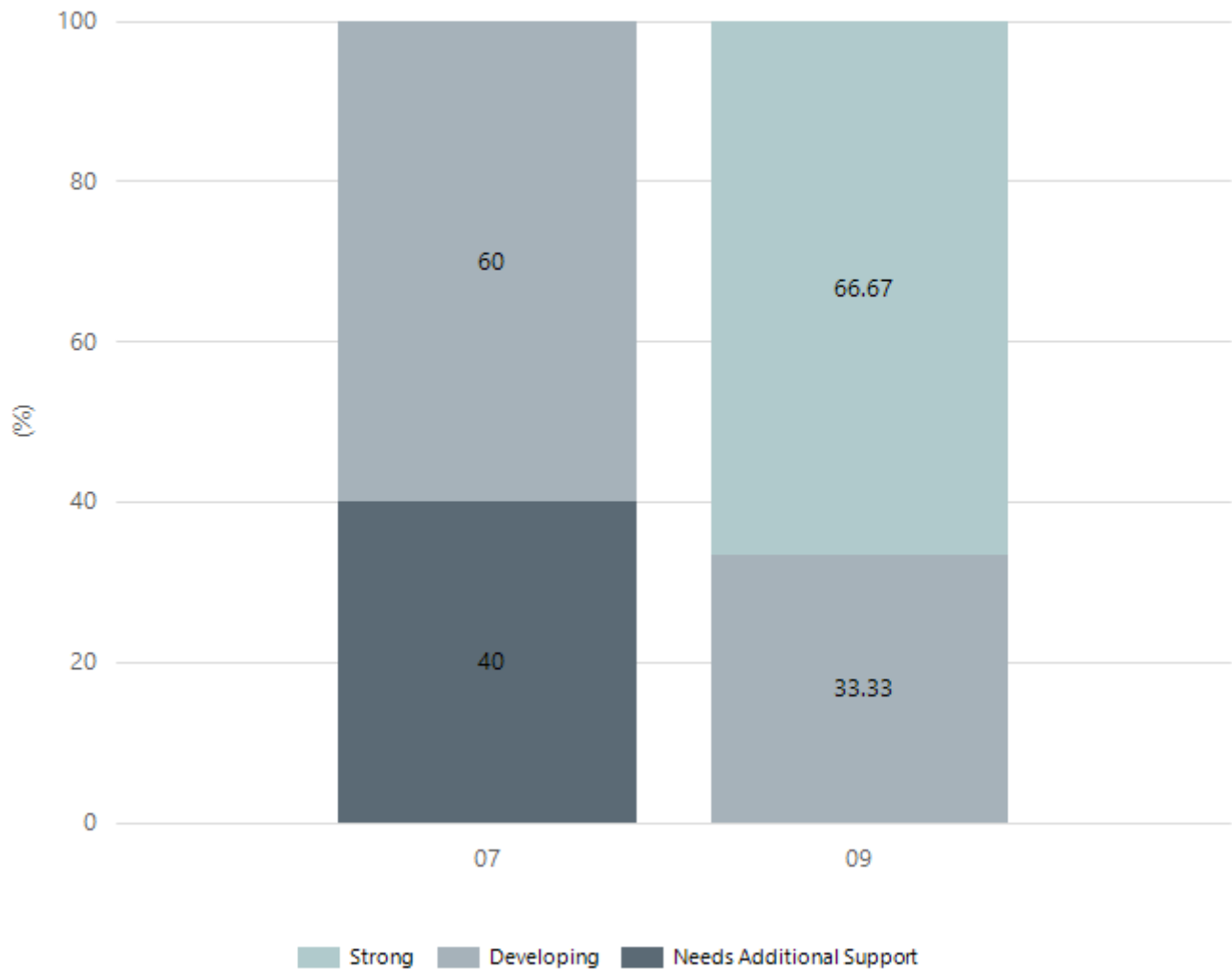
Reading



Year Level	07	09
Strong	1	2
Developing	1	1
Needs Additional Support	3	0
Total	5	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

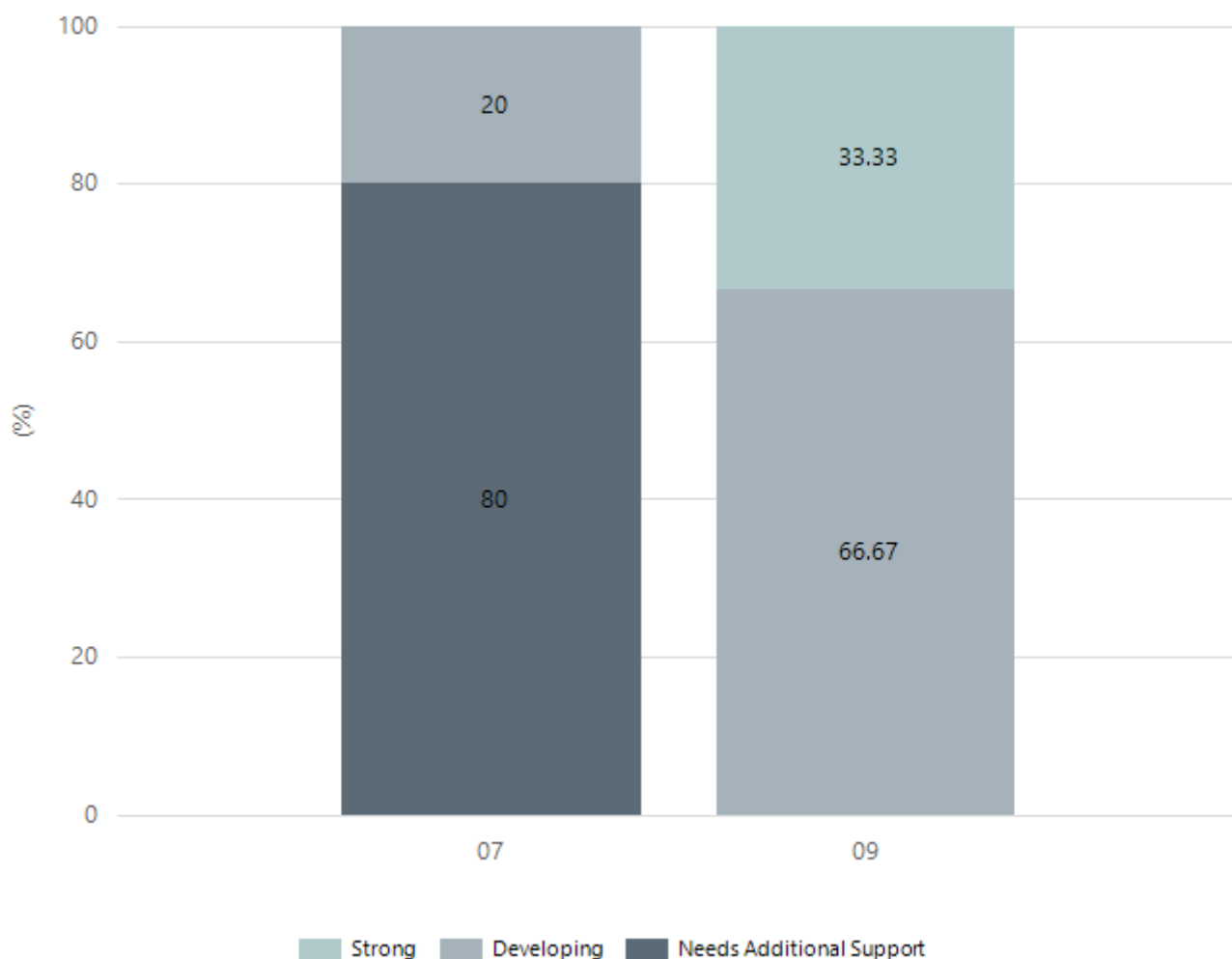
Writing



Year Level	07	09
Strong		2
Developing	3	1
Needs Additional Support	2	0
Total	5	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

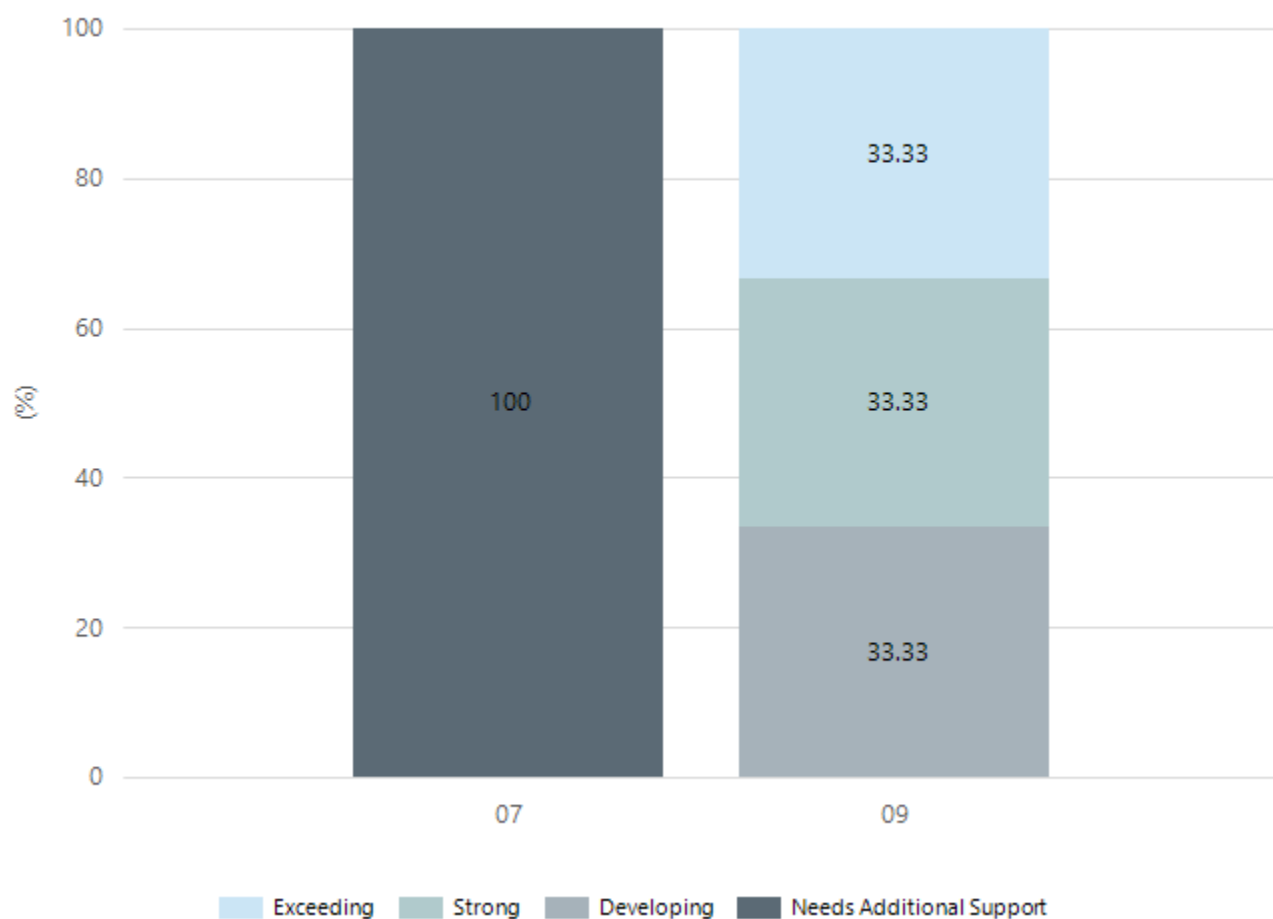
Grammar



Year Level	07	09
Strong	0	1
Developing	1	2
Needs Additional Support	4	0
Total	5	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Exceeding	0	1
Strong	0	1
Developing	0	1
Needs Additional Support	5	0
Total	5	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	N/A	N/A	N/A
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	N/A	N/A	N/A

Data Source: School supplied data

School Attendance

Year Level	2022	2023
Year 07	82.2%	79.4%
Year 08	81.8%	83.3%
Year 09	N/A	84.0%
Total	82.0%	82.2%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
EX - EXEMPTION	1	5.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	18.0%
QL - LEFT SA FOR QLD	2	9.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	64.0%
U - UNKNOWN	1	5.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	13
Postgraduate Qualifications	7

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.5	0.0	12.2
Persons	0.0	20.0	0.0	17.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	4 156 949.50
Grants: Commonwealth	20 000.00
Parent Contributions	65 575.75
Fund Raising	15 627.93
Other	96 698.37

Data Source: School supplied data.