



# Glenunga International High School

## 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Glenunga International High School Number: 927

Partnership: Greenhill South

**Name of School Principal:**

Wendy Johnson

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**Name of Governing Council Chair:**

Steve Wachtel

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**Date of Endorsement:**

27/2/2017

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## School Context and Highlights

Glenunga offers specialist programs for the International Baccalaureate Diploma and students with high intellectual potential (IGNITE). Our 2016 student enrolment was 1771 students from over 84 different countries of birth with 70 overseas fee paying students.

Our international focus permeates our culture, curriculum and Student Life programs as well as being explicit in the IB Diploma, International Student Program and our Council of International Schools accreditation (re-accreditation is scheduled for 2017).

In 2016 all teachers agreed to implement in all classes the Glenunga Framework for 21st Century Teaching and Learning developed by leaders and teachers in 2015. Our commitment to 21st century learning can also be seen in our late start for students on Wednesday; our laptop learning program: meaningful staff professional learning every week; faculty and cross-faculty teams focussed on pedagogical improvement; all students using Virtual Learning Environments; and our Parent Portal delivering real time information about attendance, assessment tasks, homework and grades.

In 2012 Glenunga was nominated as being one of the nation's leading schools in terms of using technology to deliver 21st century personalised learning. In 2015 the same group reassessed those top schools and found that Glenunga had defied the trend 'to plateau' demonstrated by other schools. This continued growth is a tribute to our staff, students, families and leaders.

An important improvement driver has been our ongoing work with our partners from Flinders University and UniSA using data from the annual Student Survey to continually improve classroom practice. Student leaders worked with our university partners to revamp the survey to focus on 21st century learning and reported the findings to staff and Governing Council.

For the first time in 16 years a public school won the Sir Howard Zelling trophy in the SA Law Society Mock Trial competition. Our students have also distinguished themselves in state and national competitions eg ICAS and Oliphant Science Awards; Australian Maths Competition and ICAS Mathematics; Australian History Competition; ICAS Digital Technologies; ATOM Best Secondary School Documentary and the International Youth Silent Film Festival. Our students have also won State finals in Open Girls Volleyball; Year 8/9 Girls Badminton; Year 8/9 Boys Table Tennis; Open Girls KO 5Aside; and Interschool Athletics (B1) Boys, Girls and Overall.

## Governing Council Report

The school has made significant progress in its pursuit of being a great school for the 21st century.

The past year was productive with excellent progress on the long term strategic initiatives of:

- Advocacy for 21st Century Learning
- Accountability for a Great School: delivering good governance for a high performing organisation
- Connectivity for an Engaged School Community
- Transformation of our Physical Environment.

The pressure on school enrolment continues with effective measures now in place and being monitored.

Our longer-term resourcing planning is well underway with upgrades to the outdoor areas planned over the next 2 - 5 years.

Community engagement activities eg Year 8 Dinner, International Day, Parent Information sessions have continued to grow in attendance over the last 12 months.

Our school continues to transfer some of our most successful practices to other public schools eg SACE Improvement Project.

To those who contributed to our school functions such as World Teachers' Day, Celebration Assemblies, Year 12 Graduation or International Day, thanks.

Our teachers are to be congratulated for maintaining a high level of performance and simultaneously embracing significant change.

I would like to thank: our Principal Wendy Johnson and Business Manager Stephen Milliken; our staff representatives Gennaro Marino, Joan McInnes, Steven Walsh and Casper Buisman; and our minute takers Eleni Dalkos, Helen Redmond and Mardi Juhasz.

The Governing Council has enjoyed rigorous debate which could not have taken place without the energy, insight and generosity of George Beltchev (Deputy Chairperson), Felicity Playford (Secretary), Michael Ketses (Treasurer), Jeanette Miller (Communications), Kay Johnston (Fundraising), Ravi Muthukrishnan, Christine Favre (Fundraising), Heather Webb and Veronica Soebarto (Project GRO) and our head prefects Sorrel Salb and Sean Claridge.

## Improvement Planning and Outcomes

### 1. High Quality Teaching and Learning

• A Pedagogical Framework has been developed representing our staff's agreed position on high quality teaching and learning. Based on current research (Hattie, Wiliam, Mazur, Fullan, TfEL) it clearly articulates the strengths and areas for development in our teaching practice. Teachers reported how they implemented the framework in their Performance Development and Accountability Plans. In 2016 the focus has been on:

- Using Flipped Learning to free up time to develop our students' 21st century skills.
  - Effective Task Design.
  - Collaboration between staff to develop curriculum and moderate student work.
- All teachers participated in collaborative Australian Curriculum moderation with other high schools.
- SACE Stage 2 courses in Maths and English were redeveloped as per Australian Curriculum. Preparations in place for the introduction of Stage 1 Science and Humanities.
- Introduced English Language Plus to provide additional intensive literacy development for students who were not at required levels.
- Implemented new reporting process to better describe 21st century student learning. Positive feedback from community.
- Focused on pedagogical improvements in the Research Project (16% increase in 'A' grades from 2015 to 2016).

### 2. Our Environment

- Awarded first prize for KESAB "Greatest reduction in materials to landfill for a High School" and the NRM award for "Progress and achievement in education for sustainability".
- School leaders and students developed an Environmental Plan. Its implementation resulted in:
- Total volume of waste sent to landfill dropped from 978 litres/day to 653 litres/day.
  - Reduction in paper waste by 35%.
  - 7% reduction in the number of 10c recyclables going to landfill from 2015 to 2016.

### 3. International Mindedness

- Infographic developed based on staff and student feedback to define International Mindedness.
- Re-designed International Day around "Myths, Stories and Legends: Tell Me Your Story".

### 4. Student Wellbeing

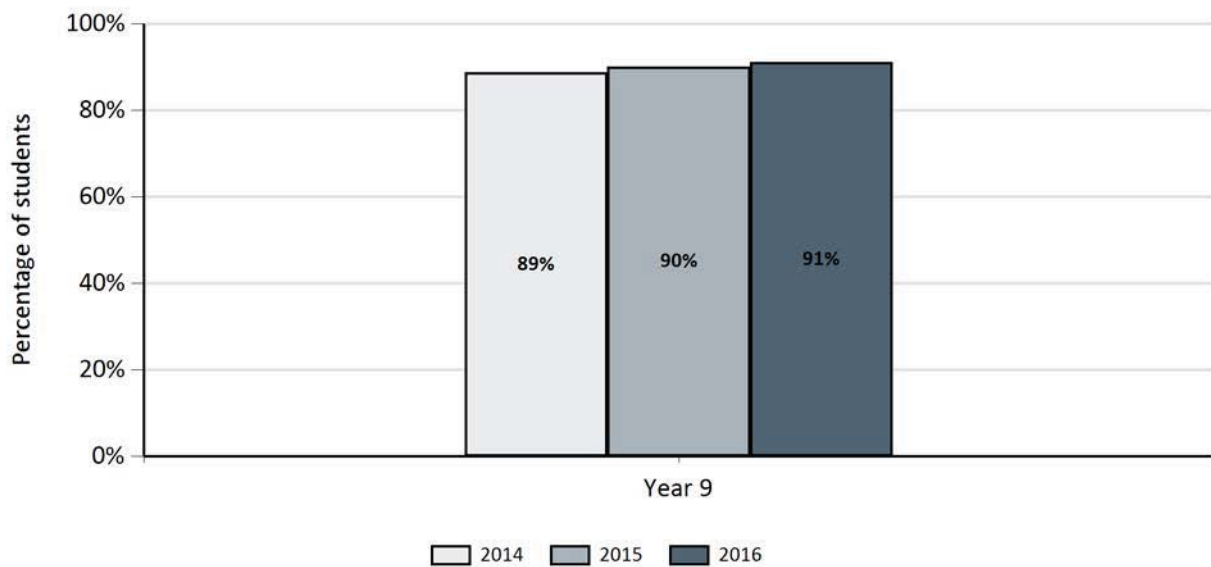
- Psychologist appointed to help develop a sophisticated Wellbeing Framework and implementation plan in response to MDI and Resilience Australia data.
- Wellbeing strand in Pastoral Care Program rewritten for five Sub Schools in context of new understandings.
- Staff inservicing in developments.
- Increased participation of staff and students in Wellbeing Week.
- Wellbeing Blog developed collaboratively with students.

## Performance Summary

### NAPLAN Proficiency

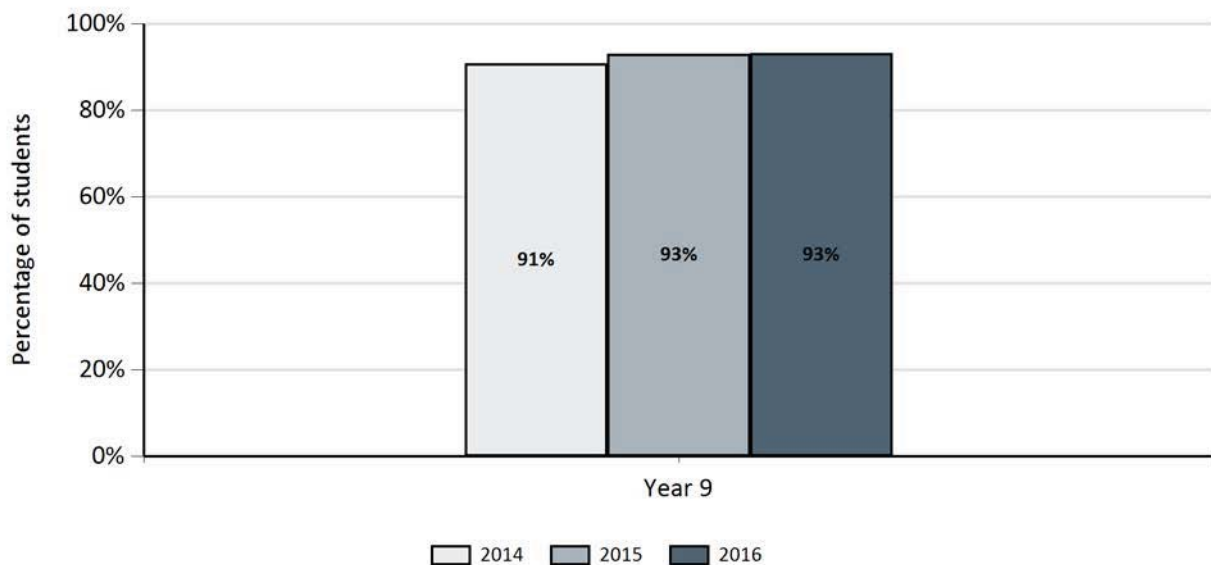
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	12%	25%
Middle progress group	50%	50%
Upper progress group	38%	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	13%	25%
Middle progress group	46%	50%
Upper progress group	41%	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	371	371	189	214	51%	58%
Year 9 2014-16 Average	341.3	341.3	174.3	188.3	51%	55%

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
99%	99%	98%

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+	3%	6%	7%
A	11%	12%	16%
A-	15%	14%	17%
B+	19%	14%	16%
B	17%	15%	15%
B-	13%	15%	13%
C+	11%	11%	9%
C	7%	8%	4%
C-	3%	2%	2%
D+	1%	1%	1%
D	0%	0%	0.42%
D-	0%	0%	0.08%
E+	0%	0%	0.17%
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
98%	98%	100%

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	3.7%	4.1%	4.8%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	2%	3.1%	3.5%

## School Performance Comment

299 students were eligible to obtain an ATAR (235 SACE and 64 IB Diploma).

SACE results improved: A grades by 7% from 2015 and by 16% from 2012. D and E grades remained low at 1.43%.

SACE Results by Grade and Percentage 2008 to 2016

2012 2013 2014 2015 2016

A 24% 25% 29% 33% 40%

B 48% 47% 49% 45% 44%

C 25% 24% 22% 21% 15%

D 2% 3% 1% 1.2% 1.26%

E 1% 0% 0% 0.3% 0.17%

SACE ATARs above 90 improved by 9.4% from 2015 to reach 37.4%. ATARs below 50 decreased by 5% compared to 2015. 1 SACE student achieved a perfect ATAR of 99.95 and receiving a Governor's Award. A+ results increased by 1% to 7% and Merits rose to 57 from 42 in 2015.

ATARs in the 90+ range increased by 2.2% to 89%.

1 IB student achieved a perfect score of 45 out of 45 and 4 students achieved a perfect ATAR of 99.95. 2 students were not awarded the Diploma. There were no ATARs below 80.

48% of students scored an ATAR of 90 or above. 65% scored above 80.

Comparison of Combined SACE and IB ATARs 2011 to 2016

ATAR 2011 2012 2013 2014 2015 2016

95 and above 22.8% 27.5% 21.1% 26.8% 31.7 28%

90 to 99.95 33.8% 39% 32% 42.5% 44.2% 48%

80 to 89 19.4% 16.2% 20.7% 24.26% 17.3% 17%

70 to 79 14.7% 17.2% 19.1% 13.85 15.8% 12%

60 to 69 10% 8.8% 12.6% 5.97% 7.3% 11%

50 to 59 8.57% 10.2% 8.9% 4.85% 8.4% 7%

Below 50 12.29% 8.2% 2.26% 7.46% 5.5% 4%

No ATAR 0.9% 1.8% 0.7%

The data indicates improvement from 2011 in the above 90 ATARs of 14.2% and a decrease in ATARs below 50 of 7.71%.

NAPLAN

The data shows improvement in all areas of Literacy from 2015. Numeracy also increased. School strategies to improve literacy and numeracy are having a positive effect. The growth data shows the percentage of students in the Upper Progress Group is consistently higher than State.

## Attendance

Year level	2014	2015	2016
Year 08	95.8%	96.0%	95.4%
Year 09	93.8%	94.5%	93.9%
Year 10	93.7%	93.0%	93.3%
Year 11	94.1%	93.8%	94.1%
Year 12	94.2%	93.7%	93.3%
Secondary Other	82.7%	90.5%	90.0%
Total	94.3%	94.2%	94.0%

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

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

## Attendance Comment

The school closely monitors student attendance using our Learner Management System DayMap which monitors every student's attendance at every lesson and sends SMS when students are missing. Parents can view their student's attendance through Parent Portal. Attendance concerns are reduced by whole school planning for increased student engagement and by early identification and intervention. Every three weeks attendance data is provided to Sub School and Executive Leaders and any concerns are followed up.

## Behaviour Management Comment

46 (3%) individual students were externally suspended in 2016 representing 51 incidents in total. 29 of the suspensions were incidents where behaviour did not adhere to the school Values. 11 suspensions were for Violence – Threatened or Actual and 5 suspensions were for Threat to Safety or Wellbeing. These suspension numbers indicate that only a small proportion of students act in a manner that leads to significant behavioural consequences. These results are strong evidence that the focus on coaching students about school Values and associated behaviour is highly effective across the school.

## Client Opinion Summary

Parent surveys were not conducted in 2016 as we will undertake in 2017 Council of International Schools surveys which will be benchmarked against world-wide CIS schools.

In May 147 staff responded to DECD Organisational Climate Survey. Our school achieved positive results across all areas according to DECD Adviser. We improved on 2014 results exceeding state average except in areas of work-life balance. In Semester 1 2017 staff will use DECD processes to identify strengths, positive trends, and improvement priorities.

Our whole school student survey has been conducted from 2008 – 2016. Student leaders have taken on the challenge of working with our university partners to better match the survey to current 21st century learning (eg adding questions about collaborative tools like Google classroom and teachers seeking feedback from students to adjust their teaching to better match students' learning needs).

Students agreed that 'effort', 'confidence', 'understanding' and 'collaboration with peers' helped improve learning. The two most important characteristics for students in terms of teachers' contributions to their learning were 'walking around the room and helping individuals' and 'providing useful feedback when needed'. Other characteristics rate highly every year eg 'explaining things well' and 'getting students interested in lesson material'. Students perceived that amongst the less frequently observed teacher strategies were 'teaching specific strategies for learning', 'checking for understanding', 'walking around the room and helping small groups' and 'providing useful feedback when needed'.

As part of the 'Glenunga Pedagogical Framework for 21st Century Teaching and Learning' teachers ask students for feedback on how their teaching is impacting on students' learning so that they can adjust teaching in real time as the learning is occurring. Student responses changed from 2014 when 35% of students said this 'never happened' to 5% in 2016; 33% in 2014 said 'some of the time' compared with 23% in 2016. Teachers telling students what will change as a result of their feedback - 27% of students in 2014 'never' experienced this compared with 21% in 2016; 27% (25%) experienced it 'some of the time'; and 42% (23%) experienced it 'half or most of the time'.

In 2017 student leaders will work with our university partners, staff and students to use the data to progress implementation of 21st century learning.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	0.5%
Interstate/Overseas	38	10.2%
Other	1	0.3%
Seeking Employment	1	0.3%
Tertiary/TAFE/Training	7	1.9%
Transfer to Non-Govt School	16	4.3%
Transfer to SA Govt School	13	3.5%
Unknown	294	79.0%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

GIHS maintains criminal history screenings as per DECD requirements. The colour coordinated records are maintained and reviewed in the secure GIHS drive and are in secure files for access by the relevant personnel. Volunteers have been added to the system and are supported by a structured induction process. The new online application process engages both the requesting organisation and the applicant to complete documentation online. The school has experienced an average turnaround of three weeks for completed screenings.

## 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	225
Post Graduate Qualifications	113

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	112.3	0.0	27.3
Persons	0	120	0	28

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

## Financial Statement

Funding Source	Amount
Grants: State	0
Grants: Commonwealth	\$173 461
Parent Contributions	\$1 382 448
Fund Raising	\$3 376
Other	\$132 075

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

