Glenunga International High School

Strategic Plan 2017

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Principal
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A Special Interest School for Students with High Intellectual Potential

An International Baccalaureate World School

An Internationally Accredited School

Department for Education and Child Development T/A South Australian Government Schools
CRICOS Provider No. 00018A

Statement of Purpose

Glenunga International High School inspires every student to develop their potential as an internationally minded, creative thinking, responsible citizens.

Our Community Developed Values That Reflect This Purpose Are:

Excellence [PB]

Exceptional teaching and learning: striving for personal best; demonstrating persistence and integrity; celebrating achievements.

Opportunity [U]

Personalised learning: choices in subjects, pathways and Student Life activities; valuing creativity and flexibility; the opportunity to be you.

International Mindedness

A global perspective: learning in an international context; appreciating and celebrating cultural diversity; becoming active world citizens.

Harmony

A cooperative, vibrant community: respectful relationships; caring for the environment; people working together.

Strategic Directions **(Wendy Johnson)**

1. **High Quality Teaching and Learning**
   Jeremy Cogan & Innovative Pedagogies Team

2. **Learner Support & Student Wellbeing**
   Amanda Walsh & Wellbeing Team

3. **International Mindedness**
   Natasa Penna & International Team

1.0 HIGH QUALITY TEACHING & LEARNING	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	1. Continue to implement in every class the 4 Essential Practices* from *Glenunga Pedagogical Framework for 21st Century Teaching and Learning*.	• Support† teachers to understand and use the new task template, teaching and learning cycle, and 'great task' criteria to work collaboratively to design high quality challenging tasks that engage learners. • Support† teachers to understand, actively teach and provide practice opportunities for students to develop 21st century skills as part of task redesign. • Support† teachers to maximise the effective use of in/out of class learning time to increase opportunities for students to practise 21st Century skills* (ie 4 C's). • Support† teachers to refine and build on the Essential Practices and to understand links with The Australian Teaching Standards. • Develop a student-friendly document to support all students to understand the practices that deliver 21st century learning and their responsibility to partner with their teachers to maximise their learning. • Develop the capacity to use learning goals and 4 C's data from the new reporting system to capture progress with developing 21st century skills.	Deputy Principal Innovative Pedagogies Group School Leaders Student Leaders	Each teacher effectively uses personalised learning (particularly Flipped Learning and Informative Assessment strategies) to create time and space for targeted learning. Each teacher has used the collaborative teaching and learning cycle to redesign each assessment tasks onto the new template, then has trialled and refined the task. Approval process for assessment tasks developed and implemented in each Learning Area: all tasks approved using this process. Data from school reports is used effectively to monitor individual student progress.

* *Four Essential Practices are: Personalised Learning; Effective Task Design (Including 4 C's Critical Thinking, Communication, Creativity, Collaboration); Collaboration; Reflective Practice.*

† *Staff professional learning opportunities include: LT4; Student Free Days; How Language Works; Learning Area time; Performance Development and Accountability processes; teacher release time.*

1.0 HIGH QUALITY TEACHING & LEARNING	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	2. Continue improving high end SACE and IB results with a particular focus on increased A+ grades, number of students scoring 44 and 45 in IB and 99.00+ in SACE.	• Identify and implement effective strategies including working with individual students to increase high end results. • Use collaborative moderation within and beyond school to build staff confidence to Learning Area Leaders allocate high end results.	Deputy Principal SACE Leader IB Leader Learning Area Leaders	A grades continue to increase. A+ grades continue to increase. Students scoring 40+/45 in IB and 99.00+ in SACE continue to increase.
	3. Continue whole school focus on increasing A grades and reducing D / E grades across the school.	• Continue to refine Middle School Work Completion and Senior School Progress Markers and Deadline processes and ensure consistent implementation across the school. • Continue to implement SACE/IB improvement strategies.	Deputy Principal Learning Area Leaders SACE Leader IB Leader	A grades in Year 12 are 38 – 42%. D/E grades in Year 12 are 1% or less.
	4. Create space for teachers and leaders to focus energy on students who are achieving passing grades but not delivering their Personal Best.	• Develop a shared understanding of Personal Best concept. Investigate and deliver effective interventions to ensure all students are delivering it using data support from *Educational Analytics*. • Support all teachers to consistently implement 2017 Deadline, Work Completion and Progress Marker processes. • Teach workflow management strategies to students and ensure all students and families understand 2017 Deadlines, Progress Markers and Work Completion processes. • Engage student leaders to provide insights into effective ways of increasing boys' GPA's to better match girls' results. • Engage *Educational Analytics* to track each student's progress and predicted outcomes and intervene where data indicates the need.	Deputy Principal The Pod Leader Sub School Leaders Learning Area Leaders Student Leaders	Each student has achieved at least a year's progress in 4 terms. *Education Analytics* have enabled students to understand their projected Year 12 results: they have then been supported to consolidate or improve these outcomes.

2.0 LEARNER SUPPORT & STUDENT WELLBEING	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	1. Implement the Student Wellbeing Framework.	• Provide professional learning opportunities and support for each staff member to understand the importance of positive relationships and modelling wellbeing (in particular stress management and emotional regulation). • Provide opportunities and coaching for students to improve their stress management and emotional regulation. • Implement 2 year trial of how psychologist's skills can be used to improve staff understanding of student and their own wellbeing in the context of improved learning outcomes. • Support each teacher to understand the reconceptualised *Wellbeing* strand in *Program X*; Sub School teams to implement the strand; and subject teachers to implement within their classes. • Support families with workshops on aspects of Wellbeing. • Redevelop other strands of *Program X* - Responsible Citizenship - Future Skills Thinking - Learning in the context of 4 C's and new thinking about international mindedness.	Assistant Principal Student Wellbeing Psychologist Sub School Leaders Learning Area Leaders	Social and emotional data has been collected and analysed to track each student's growth and to drive interventions. Staff report increased confidence in their understanding of stress management and emotional regulation as part of improved relationships with students. Parameters for trial established and data collected. Redeveloped *Program X* ready for implementation in 2018. Families have been involved in Wellbeing workshops. Students report increased understanding of stress management and emotional regulation.
	2. Ensure all EAL students (who are not at level 12 or better) improve at least two EAL levels from February to November.	• Refine and document *English Language Plus* in Year 8, 9 and 10. • Actively monitor progress of all EAL students, identify students who aren't making required progress and intervene.	Deputy Principal EAL Leader	All EAL students have achieved EAL Level 12 or better.

2.0 LEARNER SUPPORT & STUDENT WELLBEING	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	3. Improve NAPLAN results: • Writing • Higher Band Progress / Maintenance • Numeracy.	• Support all Year 8 and 9 English teachers to implement *How Language Works* strategies to improve student writing. • Monitor progress of students in high bands in Year 7, 8 and 9 and intervene where necessary to ensure they maintain HB results. • Investigate and implement improvements in Year 8 and 9 Maths curriculum delivery including links with Year 7 Maths teachers.	Deputy Principal English Leaders Maths Leaders	NAPLAN writing results are 620 or better. At least 95% of current students in HB in Year 7 have been maintained in HB in Year 9 and additional students have been added into the HB. NAPLAN Numeracy results are 650 or better.

3.0 INTERNATIONAL MINDEDNESS	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	1. Continue to develop our whole school understanding of the different dimensions of *International Mindedness*.	• Identify and deliver on opportunities for implementing our shared understanding more explicitly in all subjects, in our re-designed tasks, in student clubs and International Day. • Work collaboratively to redevelop the *International Mindedness* aspects of *Program X*.	Assistant Principal International Deputy Principal Student Leaders Sub School Leaders	Glenunga students feel confident about their ability to understand and thrive in a global environment. *International Mindedness* has been explicitly addressed within redeveloped *Program X* curriculum.
	2. Prepare for CIS new International Accreditation in 2017.	• Ensure curriculum documentation reflects our 21st century teaching and learning practices across all Learning Areas. • Familiarise school leaders with new CIS evaluation requirements. • Undertake newly released CIS student, staff and family satisfaction surveys.	Deputy Principal Assistant Principal International School Leaders	School leaders are confident about their ability to deliver evaluation requirements. CIS Surveys have been undertaken, results analysed and improvement strategies developed.