



# SCHOOL CONTEXT STATEMENT

Updated: 03/06/2016

**School number:** 0927

**School name:** Glenunga International High School

## School Profile:

Glenunga International High School is a public school for approximately 1757 students from 75 different countries of birth which offers places to approximately 70 international fee-paying students, locally zoned students and students in our specialist programs. These include the IGNITE Program for students with high intellectual potential and the International Baccalaureate Diploma in Years 11-12. We live and breathe our community-developed Values of *excellence<sup>PB</sup>*, *opportunity<sup>U</sup>*, *international mindedness* and *harmony*. Our commitment to providing outstanding opportunities for every student to achieve their personal best is reflected in our well-deserved reputation for academic excellence combined with high levels of student engagement. Our cultural diversity, celebrations, Values and inclusion of global themes create a culturally rich learning environment.

We have been accredited by the International Baccalaureate Organisation and by the Council of International Schools (CIS) as delivering world class education and having an ongoing commitment to continuous improvement. We are on a journey from being a 'good' 20<sup>th</sup> century school to being a 'great' 21<sup>st</sup> century school defined in terms of student learning and well being outcomes.

We are very proud of our Student Life program involving 38 student-led clubs as well as our range of summer and winter sports teams that have a strong focus on student participation and leadership.

Our school is committed to meeting the needs of 21st century learners by personalising learning; delivering trans-disciplinary curriculum; developing critical thinking, literacy and numeracy skills; and using technology to enrich face to face teaching. As part of our commitment to creating a great 21st century school, our highly skilled teachers reflect on their practice in the context of regular student feedback and research findings about improved learning outcomes.

As part of this transformation of learning, new spaces have been constructed and others refurbished as part of our \$15.7m building program which is due for completion in July 2014.

Year 8-12 students are involved in the 1:1 Laptop Learning Program and senior students can bring their own devices. Teachers have needed to rethink pedagogy to harness the power of the laptop program. There are over 50 interactive whiteboards in all subject areas and each subject has its own Moodle site where course information, learning resources, assessment tasks and deadlines are stored and where collaborative learning occurs between students and staff. GoogleDocs and a range of other collaborative tools are also used to support student learning. Families have access to a Parent Portal that provides real time information about their student's progress as well as assessment tasks, deadlines, grades and attendance data.

Curriculum choices include: the South Australian Certificate of Education or the International Baccalaureate Diploma; vocational education and training programs in Years 10-12; and the Australian Curriculum in all classes in Middle School. Other specialist programs include: an intensive English course for international students; specialist Science, Maths and English courses in Year 10 to prepare for senior school; and the opportunity for all students to accelerate in different subject areas including Maths, Languages, Drama and Physical Education.

Throughout 2015 our students have been very successful in a range of state and national competitions eg 12 prizes in the prestigious Oliphant Science Awards with one student winning the

Oliphant Trophy; University of NSW Science Competition - 6 High Distinctions, 55 Distinctions and 111 Credits; University of NSW Mathematics - 3 medal winners, 14 High Distinctions, 51 Distinctions and 48 Credits; Australian Maths Competition - 4 prizes, 19 High Distinctions, 54 Distinctions and 52 Credits; School Mathematics Competition Junior Section - 3 prize winners, 5 High Distinctions, 7 Distinctions and 2 Credits; School Mathematics Competition Intermediate Section - 2 prize winners, 2 High Distinctions, 2 Distinctions and 6 Credits; School Mathematics Competition Senior Section - 4 prize winners, 3 High Distinctions, and 3 Credits; Australian History Competition Junior division - 14 High Distinctions, Senior division - 3 High Distinctions; three students were finalists in the Bond University Film and Television Awards; one student won 2<sup>nd</sup> prize in the International Youth Silent Film Festival. Our cohort of Old Scholars includes a Rhodes Scholar and four Hawker Scholars. Two of our recent graduates have been accepted at Oxford University.

#### 1. General information

- School Principal name: Ms Wendy Johnson
- Deputy Principal's name: Mr Jeremy Cogan
- Year of opening: 1898
- Postal Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
- Location Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
- DECD Region: Partnership of Greenhill Road South
- Geographical location – 4KMS from GPO
- Telephone number: 08 83795629
- Fax Number: 08 83382518
- School website address: [www.gihs.sa.edu.au](http://www.gihs.sa.edu.au)
- School e-mail address: [glenunga@gihs.sa.edu.au](mailto:glenunga@gihs.sa.edu.au)
- Child Parent Centre (CPC) attached: Not relevant
- Out of School Hours Care (OSHC) service: Not relevant
- February FTE student enrolment:

<b>FEBRUARY FTE Enrolment</b>		2012	2013	2014	2015	2016
Secondary	Special, N.A.P. Ungraded etc.	0	0	0	0	0
	Year 8	282	289	309	350	331
	Year 9	251	280	291	306	342
	Year 10	291	285	319	333	347
	Year 11	275	298	306	325.6	341
	Year 12	246	271.8	271	273.4	309.8
	Year 12plus	12.4	9	9	13.4	5.3
International Study Program (ISP)		72	89	77	71	75
<b>TOTAL</b>		<b>1424</b>	<b>1525.2</b>	<b>1582</b>	<b>1676.4</b>	<b>1751.1</b>

<b>JULY FTE Enrolment</b>	1350.38	1417.5	1435.1	1637.4
MALE FTE	733.18	759.4	767.25	900
FEMALE FTE	617.2	658.1	667.85	832

School Card Approvals (Persons)	147	138	158	162
NESB Total (Persons)	698	838	967	1153
Aboriginal FTE Enrolment	2	4	4	5

- Student enrolment trends:

2004	1093 + 127 International students
2005	1134 + 104 International students
2006	1139 + 112 International students
2007	1137 + 126 International Students
2008	1112 + 136 International Students
2009	1158 + 113 International Students
2010	1197 + 134 International Students
2011	1239 + 87 International Students
2012	1352 + 72 International Students
2013	1441 + 102 International Students
2014	1505 + 77 International Students
2015	1625 + 71 International Students
2016	1682 + 75 International Students

- Staffing numbers (as at 24 February 2016):

Contact person: Mr Peter Kuss Director of Studies

Teachers [ FTE ]	124.2
Permanent [ FT ]	72
Permanent [ PT ]	11
Contract [ FT >1 Year ]	24
Contract [ FT <=1 Year ]	22
Contract [ PT <=1 Year ]	10
Step 9	55
International Baccalaureate [ RAP ]	2
International Program [ Classes + ISEC ]	3.7
Ancillary [ Hrs + No ]	1,010.5 Hrs / Wk [ 27 ]

- Public transport access:

There are 4 city buses and 3 Hills buses which leave from the bus stop on Conyngham Street (western side of the school) at the end of the school day. Additional services also travel along the normal Glen Osmond Road route (ie the 861 in particular) from the City in the morning. The three Hills buses go to Aldgate, Carey Gully, and Mt Barker (870, 873, 872). Please check details with the Transit Plus Helpdesk at <https://www.adelaidemetro.com.au> or by phone on 8339 7544. The Public Transport Information Info line can be reached at 8210 1000.

- Special site arrangements:

Work with other regional secondary schools in VET cluster and also on a range of curriculum projects. Work with Aberfoyle Park High School and The Heights to deliver statewide IGNITE assessment and programs. Work with R – 7 schools and preschools as part of the Partnership of Greenhill Road South.

## 2. Students (and their welfare)

- General characteristics

The student body is very culturally diverse reflecting the international nature of the school. Over 60% of the students are from non English speaking backgrounds and there are 74 different 'countries of birth'. As well as international fee paying and internationally mobile students, the IGNITE Program (for students with high intellectual potential) and International Baccalaureate Diploma attract students from across the metropolitan area and the Hills.

- Student well-being programs

Maintaining the physical, spiritual and emotional wellbeing of students, staff and families is the primary concern of the Wellbeing Team which consists of Assistant Principal Student Wellbeing, two Counsellors and our Pastoral Care Worker. Building protective strategies, developing resiliency and providing a framework of mentoring and coaching all combine to support adolescents to thrive. Fostering positive relationships, and collaborating with external support agencies ensures that our students have the flexible options that they require to succeed. This team connects with Sub School Student Support Teams to coordinate interventions and to monitor outcomes. At Glenunga we are committed to a curriculum that is personalised and differentiated to support every student to achieve their Personal Best. A personalised approach considers the whole person, which combines feeling good and functioning well. Educators have a pivotal role to play to provide learning experiences and opportunities that develop and shape the character of our students. Experiences that develop character by promoting mindfulness (self regulation and behaviour), curiosity, courage, resilience, and ethical behaviour and leadership opportunities benefit students as they grow and develop.

- Student support offered

The school has a commitment to a pastoral care program known as *Program X* for Years 8 – 11 and a Student Advisory Program in Year 12. Student Support Teams consisting of the Sub School Leader, Counsellor(s), and relevant member of the Executive Leadership Team operate at each Sub School. They meet every three weeks to develop, coordinate and monitor interventions for students at risk and those who are not delivering on their personal best. Attendance, behaviour, progress and achievement data (including improvement and regression) is analysed regularly as part of these team meetings. Student leadership, effort and achievement is recognised and celebrated through Sub School and whole school assemblies.

- Student management

Our students present themselves and represent their school in a positive manner through their behaviour, their appearance and their positive attitude towards learning and developing their personal best.

Sub School Leaders and The Pod team members, together with families and staff, promote positive behaviour and address any inappropriate student actions. This is achieved through a multi-faceted approach including explicit teaching, modelling, counselling, mediation, conflict resolution, logical consequences and referrals to appropriate support services.

- **Student government**

Leadership roles are available to students across all Sub Schools, providing opportunities which extend far beyond the classroom. These experiences are invaluable in the development of our students as confident future leaders.

Student leadership is built on a variety of opportunities for student voice and student initiated clubs and activities. Each leadership position involves a rigorous selection process and training.

The Student Forum consists of representatives from each Sub School who meet with the Student Forum Prefects to respond to student ideas and concerns as well as to work on whole school initiatives. School Representatives meet with representatives from Home Groups in their Sub School and the Sub School Team to progress items from the Student Forum and to attend to their own Sub School business.

The School Prefects act as role models for other students and they represent the students at assemblies, functions and events. They take on different portfolios related to our school Values and priorities such as *International, Wellbeing, Student Forum, Student Life* and *Environment*. Student leaders also take on the roles of House Captains and Club Captains for Student Life Clubs.

The Head Prefects are members of Governing Council. Student Leaders meet regularly with the Principal, Deputy Principal and Assistant Principal Student Wellbeing, Leadership and Events.

- **Special program**

Glenunga has a strong and effective Student Life Program which includes a Pastoral Care Program known as *Program X*. Home Groups meet for 10 minutes at the start of the day in small groups on Monday, Wednesday and Friday as well as 50 minutes on Tuesday and Thursday each week. This longer time is used for the delivery of *Program X* as well as Sub School specific activities and assemblies. The program is managed by Executive Leadership in partnership with Sub School Teams consisting of Home Group teachers, Sub School Leaders and support people, and Student Counsellors.

The Director: Student Life has the responsibility for the extensive co-curricular program in partnership with Assistant Principal Student Wellbeing, Leadership and Events. Details of the program can be found on our website. Co-curricular options include clubs, competitions and House events. A Peer Support program is in place for Year 11 students supporting transitioning Year 8 students.

### **3. Key School Policies**

- Site Improvement Plan and other key statements or policies:  
:Refer to website
- Recent key outcomes  
:Refer to the school's Annual Report on website.

## 4. Curriculum

The school has adopted the four Cs (Communication, Creativity, Critical Thinking, and Collaboration) to ensure that we develop the 21<sup>st</sup> Century skills in our students. The four Cs permeate our subject based learning and our Program X (Pastoral Care Program).

### • Subject offerings:

**Middle School** - Students have increasing choice of subjects from Year 8 to Year 10, enabling them to sample all Learning Areas, while selecting more of what they enjoy.

They study the eight Learning Areas:

- English or English as an Additional Language or Dialect (EALD)
- Mathematics
- Science
- Humanities - History and Geography
- Health and Physical Education
- Languages other than English - Chinese, French, Japanese
- Design and Technology, including Food Technology
- The Arts - Music, Art, Drama, Media Studies (Year 10 only)

### Years 8, 9 and 10

The Home Group teacher has daily contact with their Home Group class and is the person responsible for the continual monitoring of each students' wellbeing and academic progress. The Home Group teacher develops positive relationships with students and families and is the primary school contact for families when they have a concern about their son or daughter. The Home Group teacher delivers the Program X (pastoral care) curriculum each Tuesday and Thursday which focuses on developing the essential skills of creativity, collaboration, critical thinking and communication that enables students to thrive in the 21<sup>st</sup> Century.

Teaching programs are student centred and differentiated to allow the academic potential of all students to be met. Every student is supported to achieve their personal best. All students complete deep, rich assessment tasks set within the context of an internationally minded curriculum.

Year 10 students are introduced to the SACE when they undertake the Personal Learning Plan (PLP) during Program X. The PLP is a compulsory SACE subject where students evaluate their learning and plan their pathway through senior school to further study, training or employment. Students are introduced to mindfulness techniques to provide tools for building resilience and managing stress levels.

Year 10 students also undertake a semester subject called the Personal Project that provides valuable preparation for the SACE Research Project and/or IB Extended Essay completed in Year 11/12. Through pursuing an area of individual interest students develop important research skills, critical thinking skills and the ability to reflect and evaluate their own performance.

### • Senior School - Students choose either the SACE and IB Diploma.

#### • Vocational Education and Training (VET) Options

VET subjects are available to students within the school and regional cluster.

Students in Years 10, 11 and 12 have the opportunity to enrol in various VET courses that are offered either at Glenunga IHS or at other sites. VET courses enable students to earn credits toward a qualification that is recognised by industry across Australia, and they assist with the completion of the SACE. VET students can combine a vocational pathway with their



SACE studies as well as completing (or working towards) a Certificate I, II or III. This keeps their options open to pursue further vocational education (such as courses at TAFE), or move into higher education (such as undertaking courses at university). VET courses can complement student interests, regional and national skill shortage areas and provide experiences that lead to the development of transferable skills.

- **School of Languages (SOL) Options**

Students are supported to study language courses other than French, Chinese and Japanese through our partnership with the School of Languages. Spanish and Indonesian are delivered at the GHS campus after school on Tuesday and Wednesday night. Other languages are studied at local secondary schools normally from 5.00pm to 8.00pm one night per week.

- **Languages currently being studied at the SOL:**

**SACE:** Arabic, French, German, Hindi, Italian, Japanese, Korean, Vietnamese, Spanish, Indonesian, Bosnian

**IB:** Spanish, Indonesian, Japanese, Hindi, Italian, French

- **International Baccalaureate Year 11 and 12**

All IB students undertake six subjects including English (Language A), Mathematics, one Language B from Mandarin, French, Indonesian, German, Spanish or Japanese, at least one Science from Biology, Chemistry, Physics, Environmental Studies and Societies and one from Economics, Geography, History or Online Psychology. The sixth subject could be Theatre Arts, Visual Art, Film, Music or an extra subject from the Sciences. A study of Theory of Knowledge is also required.

IB students may continue with IB in Year 12 or transfer to SACE in Year 12. This will be granted on the basis of satisfactory completion of IB studies in Year 11.

**Year 12** (Year 12 International Baccalaureate students continue the course of study begun in Year 11).

### International Baccalaureate student numbers 2011 – 2016

Year Level	2011	2012	2013	2014	2015	2016
Year 12 Diploma	48	63	42	77	81	66
Year 11	63 (82)	42 (65)	77 (97)	81 (102)	80 (93)	(123)
Total	111 (130)	105 (128)	119 (139)	158 (179)	174	(202)
Year 12 Course	4	8	4	5	5	17

Year 11 SACE Stage 1 Subject Offerings	Year 12 SACE Stage 2 Subject Offerings
Accounting A & B	Accounting
Art Design	Art Visual – Art
Art 3D	Art Visual – Design
Art 2D	Biology
Art Digital	Business and Enterprise
Biology A	Chemistry
Biology B	Chinese – Background Speakers
Business and Enterprise A & B	Chinese – Continuers
Chemistry 1 & 2	Creative Arts – Digital Art
Chinese – Background Speakers	Drama
Chinese – Continuers	English as a Second Language

<p>Creative Arts  CERT III Design Fundamentals VET  Dramatic Presentation A &amp; B  Economics – see IB Subjects  Electronics Technology  English as a Second Language Essential 1 &amp; 2  English as a Second Language Studies 1 &amp; 2  English 1 &amp; 2  English Essentials 1 &amp; 2  English Literary Studies 1 &amp; 2  Food &amp; Hospitality  French Continuers  Furniture Design  Geography – see IB subjects  History A &amp; B  IT Essentials VET  Japanese Continuers  Legal Studies  Management of Physical Activity  Metals Technology  Essential Maths A &amp; B  General Maths 1 &amp; 2  Media Studies A ( Documentary )  Media Studies B ( Fiction )  Music 1 &amp; 2 (Advanced or Experienced)  Nutrition A &amp; B  Physical Education Body in Action  Physics 1 &amp; 2  Product Design  Psychology A &amp; B  Pure Maths 1, 2, 3,4  Recreational PE</p>	<p>English as a Second Language Studies  English Communications  English Studies  Food &amp; Hospitality  French Continuers  Health  Japanese Continuers  Legal Studies  Materials Technology  Mathematical Methods  Mathematical Studies  Mathematical Applications  Media Studies  Modern History  Music  Nutrition  Product Design  Psychology  Physical Education  Physics  Research Project  Specialist Mathematics  Workplace Practices</p> <p><b>Please note that this information is correct as of May 2016</b></p>
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- Open Access/Distance Education provision:
- Special needs:

### **Gifted Programs (IGNITE)**

Glenunga is a special interest school for Gifted and Talented students. In 2016 there are approximately 500 students identified as gifted in the IGNITE program from Years 8 to 12. Each year 100 students are selected into the program through an ACER Assessment. IGNITE offers students several flexible pathways including compaction and acceleration. Gifted students in the Arts and HPE can access Advanced classes in Years 8 and 9. All teachers are expected to undertake professional development in IGNITE/HOTS to familiarise themselves with the strategies required to extend all students.

### **Negotiated Education Plan (NEP) and Learning Difficulties**

Young people with special needs or disabilities attending public preschools or schools may require additional support. A negotiated education plan (NEP) or learning plan is a learning support plan that describes the support that will be provided.

By working in partnership with families, teachers and service providers the school ensures that students gain a broad, balanced education that prepares them for effective participation in our society. These programs may involve:

- lesson support in the Pod
- modified programs and expectations negotiated between students, teachers, coordinators and parents
- access to outside school programs such as Prospect Centre and Vocational Education Programs.
- links with support agencies for post-school transition.



- **Special curriculum features:**

Glenunga was Australia's first International public high school. Specialist curriculum provision involves IGNITE courses and the International Baccalaureate a two year Diploma course taken in Years 11 and 12. There is also a focus on the study of Languages, ESL and ISEC (Intensive Secondary English) and strategies are in place to continuously improve the *internationalising* of our curriculum delivery.

Students in the IGNITE Program and in Sub School classes are able to accelerate according to their needs.

- **International Student Program (ISP)**

Glenunga has a large program with a maximum of 70 full fee-paying students at any given time. These students come from countries including China, Korea, Japan, Vietnam, Thailand and Germany. Most students study in the High School Program and graduate with either their SACE or the IB Diploma. Others enrol through the Study Abroad Program and study for 10, 20 or 40 weeks. We run an Intensive Secondary English Course (ISEC) which prepares students for SACE or IB studies. Whenever possible all Glenunga families are encouraged to take at least one home stay study tour student.

- **Teaching methodology:**

Support is provided for culturally inclusive methodologies including all staff undertaking professional learning in *How Language Works* (the modified course) and becoming proficient in this area given the proportion of our cohort made up by NESB students.

Staff also undertake professional learning to enable them to include higher order thinking skills into their task design. An emphasis on higher level thinking, problem solving and open ended questions enables staff to differentiate the curriculum for learners while providing curriculum choices for all students.

Technology is used extensively to enrich face to face teaching and to personalise learning. All teachers use Moodle as an online learning environment to enrich face to face teaching where students can access curriculum information, resources and submit work electronically using Turnitin. It also offers an interactive medium for students to learn through use of collaborative tools. Teachers work in teams to develop engaging curriculum using ICT during Learning Technologies Teacher Time (LT3) sessions on Wednesday mornings. All rooms are equipped with interactive whiteboards.

The One to One Laptop Learning Program in Years 8 – 12 enables students to have access to technology in all their subjects and at home. Laptops are ordered on behalf of parents from a supplier in Term 4 for the following year. The payment schedule occurs over a three year period. Teachers' classroom practices are changing to accommodate the different approach to learning offered by the Laptop Program. Students in Year 11 and 12 can also use the portal to enable their personal devices to access their school files and software.

Teaching practices is guided by the Glenunga Pedagogical Framework. This framework was developed collaboratively by staff and represents an agreed position on high quality teaching practices that we will use in our classrooms in the 21<sup>st</sup> century. The framework is organised into four Essential Practices:

- Personalising Learning
- Task Design
- Collaboration
- Reflective Practice.

- **Student assessment procedures and reporting:**

Assessment and reporting practices support and extend student learning. Teachers' complete Progress Reports (grade only) in Term 1 and Term 3. In Term 2 teacher's complete written reports that indicate progress against the Australian Curriculum/SACE/IB assessment and design criteria, progress with the 21<sup>st</sup> Century Learner skills and comments on how the student can improve their learning. In Term 4 teachers complete a Summary Report that provides the semester 2 grade. All reports are completed using DayMap.

To support student learning, staff:

- devise and publish on their Virtual Learning Environments (VLEs) and on *DayMap* assessment schedules and homework tasks for all subjects based on the requirements of their Learning Area's Scope and Sequence
- publish assessment criteria to students as part of introducing the assessment task
- use assessment for learning strategies to guide teaching practice.
- use assessment rubrics that clearly articulate the success criteria
- use SACE or IB assessment procedures in the Senior School
- use a range of assessment practices / models including formative and summative assessment as well as self and peer assessment.

- **Parent Portal**

The DayMap Parent Portal enables families to obtain real time information online about the attendance of their student at every lesson, as well as assessment deadlines and grades for each subject. Homework is also published on the student portal by subject teachers.

- **Joint Program:**

GIHS partners with Aberfoyle Park High School and The Heights to offer the IGNITE Program on behalf of DECD.

## 5. Sporting Activities

The school has a strong sporting program led by our Director of Sport. There is an annual Sports Day (Years 8 to 12); Swimming Carnival (Years 8 to 10 plus House Captains and House Leaders); Interschool Athletics, Knockout (SAPSASA) and Come 'n' try Carnivals along with lunchtime Inter-House competitions.

The school participates both in SAAS (Sports Association For Adelaide Schools) Weekend and the Southern Zone Competitions. A sample of the Sports played include: cricket, volleyball, basketball, table tennis, tennis, AFL football, soccer, fencing, hockey, badminton, netball, orienteering, indoor soccer.

## 6. Other Co-Curricular Activities

The Director of Student Life and Community Service is responsible for supporting student leaders and developing co-curricular Clubs, events, programs and activities which include: Ambassadors Club; Amnesty International; Animal Welfare Awareness Club; Art Club; Australian Youth Climate Coalition; Camera Club; Cancer Council Club/Youth Ambassadors; Cards Group; Chess Club; Chinese Club; Christian Club; Cycling Club; Darts Group; Debating; Drama Club; Duke of Edinburgh Award; English Conversation Club; Environment Club; Feminism Club; Film Club; First Aid Club Games Tournament Club; French Conversation Club; K-Pop Club; Knitting Club; Indian Cultural Club; International Club; International Mindedness Committee; Language Construction Club; LEO Club; Learning Hub Committee; LBGTQIA Safe Club; Mahjong Gaming Group; Maths Study Group; Mock Trial Competition; Music Groups; Musical Theatre Club; Anime and Manga Club; Oaktree Club; Origami Club; Share Market Trading Game; Red 25 Club/Youth Ambassadors, Rostrum Voice of Youth; Study Groups; Table Tennis Club; The Sanctuary Club; Weight Lifting and Fitness Club; Vegan Club; Wellbeing Club; World Vision Club; World Wildlife Club

- **Competitions**

Learning Areas take responsibility for competition opportunities such as: Australian Computer Competition, Australian Maths Competition, Australian Science Competition, Australian History and Geography Competition, Oliphant Awards, South Australian School Mathematics Competition and Language Perfect.

- **Special**

- Special events include: Wellbeing Week; Live Below the Line; World Vision-40 Hour Famine; International Day; World Refugee Week; Harmony Day; Fairtrade Week; Study Tours; Glenunga's Got Talent; Year 8 and 9 Camps; Inter-house Lunchtime Competitions; Battle of the Bands; Theatre Sports Competition and International Study Tours.

## **7. Staff (and their welfare)**

- **Staff profile**

Staff members are highly professional and qualified for the subjects they teach. No staff teach outside of their areas of expertise. There is a blend of experienced Step 9 teachers and graduate and early career teachers.

- **Leadership structure**

The Executive Leadership Team consists of the Principal; Deputy Principal; Director of Studies; Assistant Principal (International Mindedness and People Development); Assistant Principal (Student Wellbeing, Student Leadership and Learner Support); Senior Leader (School Operations and Daily Management); the Business Manager and the Director of Services. It meets weekly to discuss the organisation requirements and every three weeks to discuss strategic aspects. The team's functions are implementing and monitoring the strategic directions of the school ensuring continuous improvement for all schools and the overall executive management of school operations and programs. The Principal is the line manager of the Deputy Principal, Director of Studies, Assistant Principals, Senior Leaders, Business Manager, and Director of Services as well as a number of Coordinators.

The School Leadership Team consists of the Executive Leadership Team and 16 Coordinators. Coordinators are responsible for the leadership of Learning Areas, Sub Schools (1 per Year Level), Special Interest Programs (Ignite, IB) and other Portfolio Areas (SACE, The Learning Hub, The Pod, VET and Flexible Pathways, Learning Technologies Across the School). In addition there are two Counsellor Coordinators to provide support and guidance to both students and staff. This team meets once a term. The Curriculum Leaders Team involves all Learning Area Leaders and Portfolio Leaders with Executive Leadership. It meets three times a term. Each Coordinator has a line manager from the Executive Leadership Team.

There are also teacher-leader positions to support specialist areas.

Each Learning Area Leader meets with their team every Wednesday as part of LT4 and in Curriculum Team meetings that occur three or four times per term. Each Sub School Leader meets with their team of teachers and Executive Leadership Team member three times per term.

The School Support Services Team consists of: Business Manager; Director of Services; Administration Team (Principal's Personal Assistant and Enrolment Officer; Daily Management and Director of Studies Support; IGNITE / IB Program Manager; and Receptionist); Student Services; Information Services (Network Manager and Technical Assistants); Finance/International Team (Director of Services; Finance Support Officer and International Programs Support Officer); Data Manager; Director: Student Life; Director: School Sport; Property Manager; Laboratory Manager and Laboratory Technician; Student Support/Special Ed Team; Learning Hub (Learning Hub Support and Distribution Officers) and Design and Technology Workshop Support. SSO Leadership team meets three times a term and the whole SSO team also meets either twice or three times a term.

- **Staff support systems**

A comprehensive Professional Development and Accountability process is undertaken by all staff that includes the identification of improvement goals related to the school's Strategic Directions, regular meetings (at least once per term), observations, personal reflection and written feedback from performance managers (twice a year). All staff are provided with a school issued laptop and 75

minutes of professional learning time each week on Wednesday mornings to collaboratively develop their teaching practice and their skill in implementing technology to improve learning.

- **Performance Management (known as Performance Development and Accountability)**

Performance Management involves all staff working together in a culture of continuous improvement and feedback. It has the following outcomes:

- a shared understanding of each person's individual and collective responsibility for the school's strategic directions which focus on the achievement of individual, school and organisational goals
- the delivery of high quality teaching and learning or high quality service delivery, and improved learning outcomes based on analysis of data and student feedback
- the delivery of improved student wellbeing including the *Habits of Mind, Program X* (pastoral care program in Year 8 – 11) or the Student Advisory Program in Year 12
- recognition of employee contributions and improved employee well-being.

Each person has a performance manager and meets at least four times a year individually and in group settings to develop professional goals documented in performance management plans, to discuss operational matters, to provide evidence of progress against goals and to receive informal and formal written feedback twice a year from their performance manager.

- **Staff utilisation policies – Special Programs**

Students with Disabilities work within year level classes with support provided by School Service Officers. Students requiring Literacy and Numeracy support are provided with additional coaching through The Pod. Students from NESB are supported by all staff through the whole school approach to developing literacy through the use of scaffolds, success criteria and rubrics.

### **IGNITE Program**

Each year more than 500 prospective students sit the IGNITE entry test in February for a place in the IGNITE Program. Of these approximately 100 students are selected and offered a place in the GIHS IGNITE Program in Year 8. In addition to the per student funding a grant of \$85,000 per year is used to support the IGNITE program in the following ways:

- 20 Hours / Week SSO2 clerical support.
- 0.2 FTE teacher release for a Teacher - Leader.
- Supporting the IGNITE Enrichment Programs (i.e. Roxby Downs excursion, Science and Mathematics competitions, etc)
- Supplementing the professional development of IGNITE teachers.
- Supporting administration of the IGNITE program.

### **International Baccalaureate Diploma**

Glenunga is the only state secondary school offering the International Baccalaureate Diploma Program to students in Year 11 and 12. Students study six and a half subjects and undertake 150 hours of Creativity Action Service [ CAS ] and a supervised 4000 word Extended Essay. ECD provides an additional 2.0 FTE [ \$ 214,680 ] and 10 Hrs/Week SS02 [ \$ 18,990.40 ] time to support this program in addition to the per student funding. Students are required to pay their IB examination costs and an administrative fee in addition to the normal school Materials and Services fee.

### **International Student Program**

A number of International students [usually around 80 per year] attend the school. These students are enrolled in either Sub School or Intensive Secondary English Course [ISEC] classes funded (1.0 FTE) from International Student Fees. In addition, International funding provides for a 0.6FTE Assistant Principal who leads the International Program and 1 x 30 hours of SSO3 Ancillary time. The remaining

funding (2.7 FTE) is allocated to Sub School staffing and is used to provide a broad range of curriculum options to both local and international students in Sub School classes.

### **TIER 2 – Students with Disabilities**

21 students receive some level of support in the classroom provided by the team of Special Education SSO's. Special Education is managed by one of the school's Student Counsellors and is overseen by the Wellbeing Team.

### **TIER 2 – Non-English Speaking Background Student Funding Allocation (NESB)**

To support NESB students to develop the language skills needed to access the whole curriculum the school received a grant equivalent to 2.337 FTE [ \$ 257,213 ] in 2016. The funding is used to provide additional support to Senior School NESB students through the Senior School Tutorials and targeted in-class support in the Research Project and to Middle School students through targeted in-class support.

In addition to this funding the school also receives bilingual support hours for students with particular language needs. The funding amounted to 8.98 Hours / week SS02 [ \$ 21,677.92 ] in 2016.

- Access to special staff

The Music Program is support by Music Branch teachers. International students are able to access tutors as appropriate. Students with wellbeing needs are supported by Regional Office personnel through the single referral process.

- Other

:

## **8. Incentives, support and award conditions for Staff**

Incentives are provided for staff to contribute to leadership and management of school activities, programs, sport and clubs. These incentives include *relief from reliefs*, reduced teaching loads, no home group, and hours towards the Professional Development requirement.

There is great demand for enrolments in the school from the local area. Students come from a wide variety of backgrounds and cultures. The parent community is very supportive of the school and its Values. Teachers report being supported by all members of the community to develop and improve their teaching craft.

- Complexity placement points

:

- Isolation placement points

:

- Shorter terms

:

- Travelling time

:

- Housing assistance

:

- Cash in lieu of removal allowance

:

- Additional increment allowance  
:
- Designated schools benefits  
:
- Aboriginal/Anangu schools  
:
- Medical and dental treatment expenses  
:
- Locality allowances  
:
- Relocation assistance  
:
- Principal's telephone costs  
:

## 9. School Facilities

- Buildings and grounds

The school consists of one main building of three storeys, one two storey building and one single storey classroom block. The main building consists of: Design and Technology wing; Home Economics wing; Languages wing; Science wing; Humanities wing; Maths wing; English wing; Drama / Music wing; purpose built Visual Arts and Media Studios; Performing Arts Centre; Gymnasium / Health and Physical Education complex. The two story building consists of the Learning Hub [ combined IT & Information resources ]; The Pod [ student learning support ]; Student Services [ Finances, Students Services Wellbeing, Counsellors & Learning Pathways ], Year 12 Centre and International Centre.

The new two storey building was designed to be a service centre for students and families: a place where we could bring together the services that were located all over the school and make them more easily accessible for students and families. In 2013 one of our school Prefects led a group of student leaders who were responsible for the design and furnishings chosen for the The Pod and the Learning Hub.

Additionally, we have a sports complex facilitating tennis, basketball, netball and volleyball which is used by the school and the community.

The school is currently developing a master plan for improvements to the school grounds and building facades.

- Heating and cooling

:All classrooms and learning spaces have both heating and cooling.

- Specialist facilities and equipment

The following specialist facilities exist :

- Two computer laboratories (one MAC and one PC for high end programs)
- Chemistry, Physics, Biology and general science laboratories making a total of nine laboratories
- Learning Hub containing ICT services and an extensive selection of resource and fiction books
- Gymnasium



- Purpose built Visual Art and Media Studios as well as refurbished Drama and Music Studios.
- Design & Technology workshops.
- Student facilities
 

Student facilities include a cafeteria which serves a wide range of Asian, European and Australian foods; Year 12 Centre; Year 11/12 Senior Tutorial; school counsellors; Student Services; and The Pod Student Support Centre.
- Staff facilities
 

Besides the main staff room, there are refurbished preparation areas with phone and computer facilities located throughout the school for staff.

  - Access for students and staff with disabilities
  - There is a lift serving all 3 levels.
  - Access to bus transport
  - See public transport access above.

## 10. School Operations

- Decision making structures

*[For example details of Governing Council and relevant committees].*

- Regular publications

The Newsletter is published twice per term. The Curriculum Guide is published on line in July and is available on the website for all students prior to course counselling. The Year Book is published in December. Student and Staff notices and absentee list are published daily on DayMap. The school website is updated regularly. It includes: upcoming events; curriculum information; newsletters; school sport; committees; International Programs; school policies; media presentations; student and staff intranet. LED Screens highlight daily events.

- Other communication

A staff handbook and Easy Reference Guide for obtaining information is available on the computer network as well as Behaviour Management Policy and Procedure Book; Prospectus; IB Guide; New Students Handbook, School Diary and Curriculum Guide.

Telephone or email is the expected means of communication between home and school for Middle School students and contact is also encouraged (a School Contacts Directory and calendar is published each term). There are interview evenings held in Semester 1, Parent Information Evenings and course counselling days. Other regular events include: Open Day; International Day; Athletics and Swimming Carnivals; Year 7 Transition; and IGNITE Enrichment Days. Full school assemblies are held once each term; Sub School assemblies several times per term; and there is an annual Farewell Assembly and Graduation Ceremony for Year 12s.

- Special funding

The school receives additional funding for the following programs :

- International Baccalaureate Program
- IGNITE Program
- Student with Disabilities [ based on level ]

## 11. Local Community

- General characteristics

The Glenunga zone lies in a narrow strip between Greenhill Road and a line just north of Cross Road; to the east it is bounded by the Hills face zone and to the west by the Glenelg tramline. However, a number of Glenunga students enrolled in the IGNITE and IB programs live outside the zone. The school provides Homestay accommodation for up to 90 International fee paying students each year.

- Parent and community involvement

:

- Feeder or destination schools

There are over 100 feeder schools, with local feeder schools including Glen Osmond, Linden Park, Unley, Parkside, and Burnside.

- Other local care and educational facilities

The nearest pre-school is the JB Cleland Kindergarten, 1 Gulfview Avenue, St Georges 5064.

- Commercial/industrial and shopping facilities

:

- Other local facilities

*[For example, medical, sporting, social, cultural, recreational facilities]*

- Availability of staff housing

*[Including availability of Government Employee Housing, or availability of homes to rent or purchase].*

- Accessibility

*[Accessibility to Adelaide and relevant major centres, including details such as public transport and its availability, frequency and cost of air travel (if appropriate) and road quality].*

- Local Government body

:

## 12. Further Comments

- *[Any key features not explained previously which would make the school and community professionally rewarding to prospective staff or any significant history of the school and/or community]*

- School financial position

### STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2015

Header & Description	2015 - Period 13	Ref	2014 - Period 13
<b>Current Assets</b>			
CASH CURRENT	\$ 131,465.48	[ 1 ]	\$ 81,823.02
INVESTMENTS : CURRENT	\$ 370,033.15	[ 2 ]	\$ 918,570.78
RECEIVABLES : CURRENT	\$ 434,016.44	[ 3 ]	\$ 292,231.36
INVENTORY			
ACCRUED REVENUE	\$ 687,618.65	[ 4 ]	\$ 230,592.86
<b>Total Current Assets</b>	<b>\$ 1,623,133.72</b>		<b>\$ 1,523,218.02</b>
<b>Non-Current Assets</b>			
RECEIVABLES : NON-CURRENT	\$ 782,719.15		\$ 238,125.85
FURNITURE AND EQUIPMENT	\$ 550,178.60	[ 5 ]	\$ 393,611.32
COMPUTING AND COMMUNICATIONS	\$ 407,421.08		\$ 302,990.44
GENERAL ASSETS : NON-CURRENT	\$ 42,136.67		\$ 48,412.67
<b>Total Non-Current Assets</b>	<b>\$ 1,782,455.50</b>		<b>\$ 745,014.43</b>
<b>TOTAL ASSETS</b>	<b>\$ 3,405,589.22</b>		<b>\$ 2,268,232.45</b>
<b>Current Liabilities</b>			
BORROWINGS : CURRENT	\$ 52,667.12	[ 6 ]	\$ 44,127.91
PAYABLES : CURRENT	\$ 260,835.06	[ 7 ]	\$ 291,475.30
GENERAL LIABILITIES : CURRENT	\$ 946,433.42	[ 8 ]	\$ 359,784.62
LEASE LIABILITIES : CURRENT			
<b>Total Current Liabilities</b>	<b>\$ 1,259,935.60</b>		<b>\$ 695,387.83</b>
<b>Non-Current Liabilities</b>			
BORROWINGS : NON-CURRENT	\$ 149,054.65	[ 9 ]	\$ 138,213.05
GENERAL LIABILITIES : NON-CURRENT			
LEASE LIABILITIES : NON-CURRENT			
<b>Total Non-Current Liabilities</b>	<b>\$ 149,054.65</b>		<b>\$ 138,213.05</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 1,408,990.25</b>		<b>\$ 833,600.88</b>
<b>NET ASSETS</b>	<b>\$ 1,996,598.97</b>		<b>\$ 1,434,631.57</b>
<b>Equity</b>			
ACCUMULATED SURPLUS	\$ 1,672,757.42		\$ 2,294,313.24
NET INCOME YEAR TO DATE	\$ 376,508.67	[ 10 ]	\$ (621,555.82)
<b>Total Equity</b>	<b>\$ 2,049,266.09</b>		<b>\$ 1,672,757.42</b>
<b>TOTAL EQUITY</b>	<b>\$ 2,049,266.09</b>		<b>\$ 1,672,757.42</b>