Glenunga International High School

2017 Annual Report
to the School Community

Glenunga International High School Number: 927

Partnership: Greenhill South

Name of School Principal: Wendy Johnson

Name of Governing Council Chair: George Beltchev

Date of Endorsement: 5 March 2018

School Context and Highlights

Glenunga offers specialist programs for the International Baccalaureate Diploma and students with high intellectual potential (IGNITE). Our student enrolment was 1652 students from 70 different countries and 91 cultural backgrounds. An additional 70 fee paying students were involved in our international program.

Our international focus permeates our culture, curriculum and Student Life programs. In 2017 our school was involved in a very successful Council of International Schools (CIS) Preliminary Visit: the outcome was that we were approved for a full team visit in October 2018 including opportunities for addressing 'future aspirations'.

All teachers have agreed to implement in all classes the Glenunga Framework for 21st Century Teaching and Learning developed by leaders and teachers in 2015. This implementation continued to be a focus in 2017. Our commitment to 21st century learning can also be seen in our laptop learning program; collabrative 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.

Glenunga has been nominated as being one of the nation's leading schools in terms of using technology to deliver 21st century personalised learning. This continued growth in effective use of technology 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 have worked with our university partners and reported the findings to staff and Governing Council.

GIHS was the runner up in the SA Law Society Mock Trial competition. Our students also distinguished themselves in state and national competitions eg ICAS and Oliphant Science Awards; Australian Maths Competition and ICAS Mathematics; Australian History and Geography Competitions; ICAS Digital Technologies; and Bond University Film and Television Awards 2017. Our students have also won State finals in Interschool Athletics Division A2.

Governing Council Report

The current membership has brought together a diversity of life experience and cultures and a broad range of talents which are all coalesced by a common commitment to make GIHS the best school it can be.

The Governing Council (GC) and the subcommittee agendas are always interesting and ensure that regular tasks of financial oversight; school planning; monitoring compliance obligations; and monitoring the achievement of performance objectives and fundraising are carried out efficiently and in a timely manner. In addition time is set aside to address the strategic issues facing the school.

2017 Highlights
• Governance : a new reporting system has been added to the analysis of financial performance giving a snapshot of each budget line. The budget for the year was again on target and balanced.
• Student Wellbeing: the GC has been supporting initiatives introduced to assist students, parents and teachers.
• Community Engagement: the GC increased the number of community members that sit on the GC and has created a Community Engagement Committee.
• Project GRO: work on the redevelopment of the school grounds with the first project being the upgrade of the front of the school which includes the Sam Kellett Memorial.
• CIS Accreditation: 2017 saw the beginning of the re-accreditation process . The GC has been closely involved. The process will culminate in a visit by an evaluation team in October 2018.
• 21st Century Teaching and Learning: this continues to be the top strategic priority for the GC and will continue to be for the immediate future. This is already showing positive results: in academic performance as all students move closer to achieving their personal best, and in all aspects of school life including well being. The GC has input in planning and is regularly briefed by the Principal on implementation.

Improvement Planning and Outcomes

1. High Quality Teaching and Learning
The goal of improving pedagogy has been progressed through the following key actions:
• Implementation of the Teaching and Learning Cycles where teachers meet to collaboratively develop, assess and reflect on how to improve units of student learning.
• Review of Task Design to ensure that students are being challenged by including far transfer, higher order thinking, use of exemplars and applications to the real world.
• Development of an In and Out of Class Learning Policy through consultation with staff and students to better define how Flipped Learning can impact positively on student learning.
• Targeted support to achieve Personal Best for students identified in achievement data including high and low achieving students.
• Re-development and implementation of the Middle School Work Completion Policy to ensure that students develop the responsibility required to work independently.
• Implementation of the re-structure of the IB Diploma Extended Essay and the Research Project to enable students and teachers to better manage work flow; developed a plan for implementation in 2018 to redesign course delivery around the IB CORE.
• Review of data processes including Learner Management System, teacher access to data, production and distribution of data that is relevant.

2. Wellbeing and Learner Support
The goal of improving wellbeing and support has been progressed through the following key actions:
• Student led Wellbeing Council developed. Council managed Wellbeing Week. Increased range of activities and participation.
• Student Congress led by student leaders with a focus on increasing every student in the school's understanding of Wellbeing in the 21st Century - through peer-led learning.
• Program X Wellbeing Strand developed and implemented from Years 8-12. Data analysed to determine short term effectiveness and future directions.
• Implemented an effective integrated services approach to supporting students at risk.
• Communication strategy created in consultation with Governing Council to educate, empower and connect with community and families. (Family information session, School TV, Wellbeing Wednesday on Facebook). High number of 'hits' on SchoolTV.
• Consultation with IGNITE Team and Flinders University to conceptualise a program tailored to the needs of Year 8 IGNITE students ready for delivery in 2018.
• GIHS staff supported to implement the Wellbeing Framework including Student Free Day training, SACE teacher training, Non-Home Group Teacher training, Program X Wellbeing Strand curriculum training, and the How Emotion Works five-week course.

3. International Mindedness:
The goal of deepening International Mindedness has been progressed through the following key actions:
• Three pillars of International Mindedness (Confident Cultural Identity, Empathetic Intercultural Understanding and Ethical Global Citizenship) developed and embedded into some curriculum areas in Years 8-11.
• Student leaders developed 16 provocations based on future, social, economic and environmental themes. Students then nominated a provocation which was explored through the design thinking process inspiring students to think globally, act locally and to change the world. These action-projects have been refined and will be used to stimulate the development of a strand of International Mindedness in the Program X curriculum.
• Program X Internation Mindedness strand redeveloped ready for implementation in 2018.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
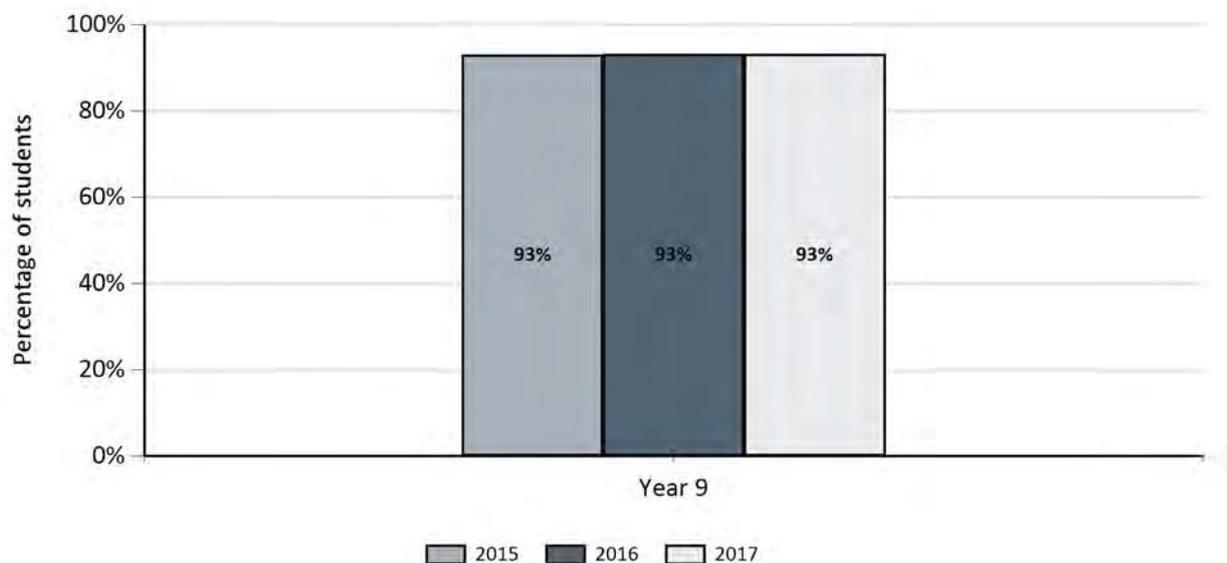
Reading
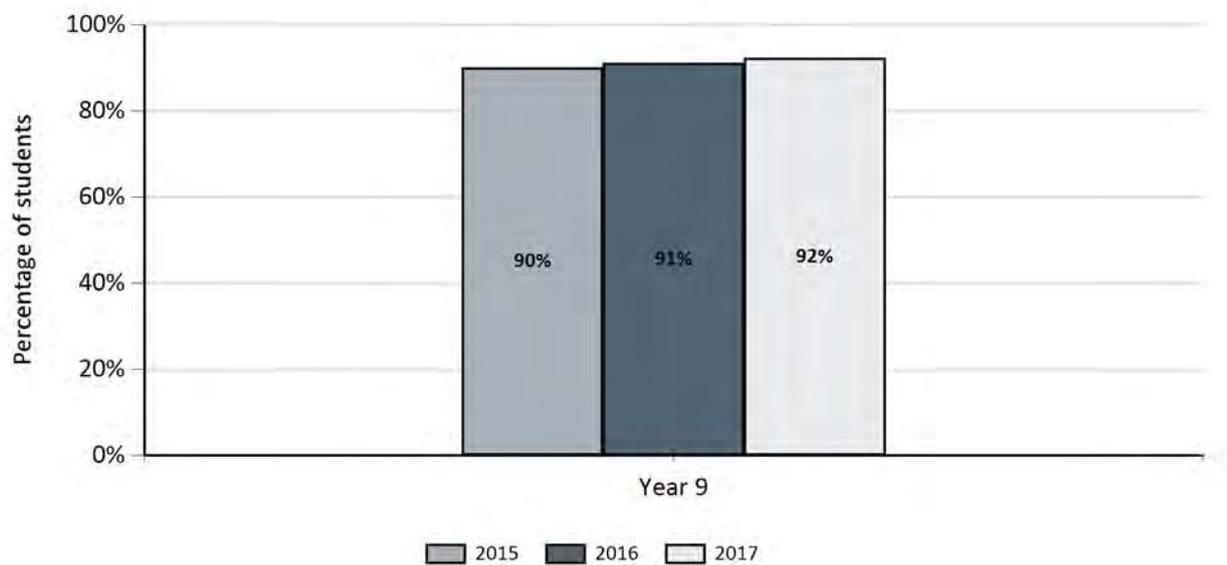
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	39%	25%
Middle progress group	50%	50%
Lower progress group	11%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	36%	25%
Middle progress group	47%	50%
Lower progress group	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	326	326	152	179	47%	55%
Year 9 2015-17 Average	343.7	343.7	168.7	192.0	49%	56%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**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	2017
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	3%	6%	7%	6%
A	11%	12%	16%	13%
A-	15%	14%	17%	16%
B+	19%	14%	16%	17%
B	17%	15%	15%	15%
B-	13%	15%	13%	13%
C+	11%	11%	9%	11%
C	7%	8%	4%	5%
C-	3%	2%	2%	3%
D+	1%	1%	1%	1%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.
*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	2017
100%	99%	100%	98%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	3.7%	4.1%	4.8%	11.1%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	3%	3.1%	3.5%	8.3%

School Performance Comment

314 students were eligible to obtain an ATAR (230 SACE and 84 IB Diploma).

SACE results
A grades (35%) were 5% below 2016 and 2% above 2015. The results were the second best over the past decade. D grades were 0.6% below the 2016 results and the same as 2015 (1.2%).
A+ grades were 1.3% (6%) less than 2016 (7.3%) and the same as 2015 (5.99%).
43 merits compared to 57 in 2016 and 42 in 2015.

ATAR Range SACE %				Combined IB & SACE % (Note 2017 change in ATAR conversion)		
	2015	2016	2017	2015	2016	2017
90 to 99.95	28%	37%	29%	44%	48%	38%
80 to 89.95	22%	20%	20%	17%	17%	22%
70 to 79.95	21%	15%	20%	16%	12%	17%
60 to 69.95	10%	14%	12%	7%	11%	9%
50 to 59.95	12%	9%	8%	8%	7%	6%
Below 50	9%	5%	10%	6%	4%	8%

SACE ATARs 90+ were 8% below 2016 and 1% above 2015.
While 2016 results were better than 2017, teachers reported that 2016 was an exceptional cohort. 2017 cohort started significantly behind 2016 in Year 8 but over the years have grown significantly.

IB Diploma: 1 student received a perfect IB score of 45 points which resulted in an ATAR of 99.95. 110 merits compared to 89 in 2016 and 85 in 2015. 62% of students scored an ATAR above 90. 90% of students scored above 80.

SACE and IB: ATARs above 90 were 38%, 10% below 2016 and 6% below 2015. 60% of students scored an ATAR above 80. This reflects change in ATAR conversion rate for IB.

NAPLAN
47% (49% 2015-17 average) of students achieved in upper two bands in Reading and 55% (56% 2015-17 average) in Numeracy. 20 students did not remain in the higher bands after Year 7. Students in the Higher Bands will be tracked to ensure appropriate challenge with intervention if slippage occurs. Maths 'readiness groups' (established in 2012) are being reviewed to ensure that all students are progressing.

Attendance

Year level	2014	2015	2016	2017
Year 8	95.8%	96.0%	95.4%	95.6%
Year 9	93.8%	94.5%	93.9%	93.5%
Year 10	93.7%	93.0%	93.3%	94.0%
Year 11	94.1%	93.8%	94.1%	95.1%
Year 12	94.2%	93.7%	93.3%	93.9%
Secondary Other	82.7%	89.4%	90.0%	81.4%
Total	94.3%	94.2%	94.0%	94.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Home Group Teachers, Sub School and Executive Leaders monitored student attendance, implementing intervention programs where required. Every three weeks data was reviewed by school leaders. Our Learner Management System (DayMap) monitored every student's attendance at every lesson. Parents viewed attendance and have sent an SMS when students were missing. Sub School Leaders and Home Group teachers focussed on reducing U attendance to 0%.

Behaviour Management Comment

The school's focus on Values (particularly Harmony) coupled with a coaching model has seen behaviour incidents remain low. 38 (2.1%) individual students were externally suspended in 2017 representing 44 incidents in total. 18 incidents were where behaviour did not adhere to the school Values. These numbers indicated that only a small proportion of students acted in a manner that led to significant behavioural consequences. These results are strong evidence that our focus is highly effective across the school.

Client Opinion Summary

Parent surveys were not conducted as we will undertake Council of International Schools (CIS) surveys in Term 1 2018 which will be benchmarked against world-wide CIS schools.

147 staff responded to DECD Organisational Climate Survey. Our school achieved positive results across all areas. We exceeded state average in all areas except work-life balance. Throughout 2017 the Organisational Climate Committee used DECD processes to identify strengths and positive trends, and implemented improvement priorities.

Our whole school student survey has been conducted from 2008 – 2017. Student leaders took 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 asked students for feedback on how their teaching was impacting on students' learning so that they could adjust their teaching to personalise the learning as the learning was occurring. Student responses changed significantly from 2014 when 35% of students said being asked for feedback "never happened" to only 5% not having this experience in 2016 and 2017. In 2017 72% of students indicated that teachers asked for feedback: 30% said 'half the time'; 34% said 'most of the time' and 8% 'all of the time'. Teachers telling students what will change as a result of their feedback – in 2014 27% of students said they "never" experienced this compared to 21% in 2016 and 2017. In 2017 47% experienced it "half" or "most" of the time compared to 42% in 2014 and 23% in 2016.

Intended Destination

	School	
Leave Reason	Number	%
Employment	2	5%
Interstate/Overseas	13	32.5%
Other	3	7.5%
Seeking Employment	2	5%
Tertiary/TAFE/Training	3	7.5%
Transfer to Non-Govt School	6	15%
Transfer to SA Govt School	9	22.5%
Unknown	2	5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

GIHS maintains criminal history screenings as per DECD requirements. The colour coordinated records are maintained and reviewed both electronically in the secure GIHS drive and are also in secure files for access by the relevant personnel. Volunteers have been added to the confidential record system and are supported by a structured induction process. The new online process engages both the requesting organisation and the applicant to complete documentation online with an average turn around of 3 weeks.

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	245
Post Graduate Qualifications	123

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	117.2	0.0	26.3
Persons	0	126	0	27

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$ 16,649,667.36
Grants: Commonwealth	$ 123,336.75
Parent Contributions	$ 3,518,471.42
Fund Raising	$ 149,998.90
Other	$ 116,585.23

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	EALD Funding($ 310,345.23) enabled the following classes 6 x ELP, 3 x EALD, 2 x Line 0 support and 1 x Research Project.	• 67% of Year 8-10 students in ELP increased 2 bands at least.
	Improved Outcomes for Students with Disabilities	$112,986.00 to support 1.0 FTE Special Education teacher and three ancillary staff.	• 10 students completed SACE • Ongoing support for 30 students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy		
	First Language Maintenance & Development		
	Students taking Alternative Pathways	FLO Funding ($127 542) supported 16 students (HYPA, Connected Self or Youth Space East), and courses (TAFE, Excellence in Education and Training (EET), Flexi Centre, Prospect Centre and Relationships Australia)	• 2 students completed SACE • 3 students completed Cert 3 • Remaining students continuing
	Students with Learning Difficulties Grant	Learning Difficulties grant ($35,796.16) provided 18 tutors and 1 x SSO support for students in The Pod.	69 students supported 70% increased GPA
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	BTS Funding ($85,088.78) supported 3 x 0.2 Teachers and 1 x 0.25 Coordinator support for students through The Pod.	78% students increased GPAs. 88% improved attendance, wellbeing and behaviour.
Other Discretionary Funding	Specialist School Reporting (as required)	2.0 FTE and 10 SSO hours students complete IB subjects supported provision of required subjects for 190 IB and 15 SACE/IB.	84 out of 86 students achieved IB Diploma. 29 SACE students achieved IB subject.
	Improved Outcomes for Gifted Students	$89053 funded ACER testing to select students. Developed wellbeing program with Flinders Uni. Audited tasks to ensure high quality learning. Introduced lead teacher team.	61% students scored ATARs of 90 or above. 85% above 80.
	Primary School Counsellor (if applicable)	N/A	