



# Glenunga International High School

## Strategic Plan 2018



Government  
of South Australia  
Department for Education  
and Child Development

L'Estrange Street  
Glenunga  
South Australia 5064

T +61 8 8379 5629  
F +61 8 8338 2518  
E [glenunga@gihs.sa.edu.au](mailto:glenunga@gihs.sa.edu.au)

[www.gihs.sa.edu.au](http://www.gihs.sa.edu.au)

Principal  
Ms Wendy Johnson

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 each student to develop their potential as an internationally minded, creative thinking, responsible citizen.

## Our Community Developed Values That Reflect This Purpose Are:

### *Excellence*<sup>PB</sup>

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

### *Opportunity*<sup>U</sup>

**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 each other and 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



Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	<ul style="list-style-type: none"> <li>Support teachers to use specific strategies to explicitly assess what students know before and during teaching a topic and to adapt teaching approaches accordingly as part of personalising learning.</li> <li>Work with each English/Maths teacher to identify each student who achieved Band 9/10 in NAPLAN Year 7 and 9 and so that their achievement of 'A' grades in Year 8 – 10 English/Maths can be monitored.</li> <li>Work with each English/Maths teacher to identify each student who achieved minimum standards in Year 7/9 NAPLAN so that their achievement of 'C' grades or better in Year 8 – 10 English/Maths can be monitored.</li> <li>Identify students who have the potential to achieve A/A+ or 6/7 grades and work with them to achieve this outcome.</li> <li>Implement and evaluate the new IB Core concept to assess its effect on developing students who demonstrate IB learner characteristics.</li> <li>Ensure all Year 8 – 10 EAL students (who are not at level 12 or better) improve at least two levels from February to November.</li> </ul>	<p>Director of Studies Maths Leader English Leader</p> <p>Director of Studies Maths Leader English Leader</p> <p>Deputy Principal Learning Area Leaders RP Leader IB Leader/Teacher Leader</p> <p>Deputy Principal IB Leader IB Teacher-Leader Deputy Principal EAL Leader</p>	<p>All students in Band 9/10 NAPLAN achieve A grades in English and Maths.</p> <p>'A' grades in Year 12 SACE are 36-40%. 'D/E' grades are 1% or less.</p> <p>6/7 grades in Year 12 IB are....</p> <p>IB Core Concept implemented.</p> <p>95% or more EAL students improve at least two levels.</p>
<p>3. Develop an understanding of the STEM requirements of Glenunga students to ensure they are well equipped for the world beyond school.</p>	<ul style="list-style-type: none"> <li>Identify the needs and develop a concept paper for consultation prior to implementation.</li> <li>Ensure assessment tasks and formative learning activities require students to demonstrate their 21<sup>st</sup> Century skills<sup>o</sup> and their problem solving particularly what to do when you don't know what to do.</li> </ul>	<p>Deputy Principal Maths/Technology Leader Science Leader</p> <p>Deputy Principal Learning Area Leaders</p>	<p>GIHS community has a shared understanding of STEM.</p> <p>Students identify that opportunities to practise 21<sup>st</sup> century skills have been provided in every class.</p>

<sup>o</sup> 4 Cs

**2.0 LEARNER SUPPORT & STUDENT WELLBEING**

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>1. Continue to implement the Student Wellbeing Framework.</p>	<ul style="list-style-type: none"> <li>• Support each staff member to actively coach students in their Home Group and subject classes to understand and actively implement strategies to effectively manage their wellbeing.</li> <li>• Continue to implement 2 year trial of how psychologist's skills can be used to improve staff understanding of their students' and own wellbeing in the context of improved learning outcomes.</li> <li>• Support families to know how to access wellbeing resources such as SchoolTV and workshops when they are needed.</li> <li>• Deliver proactive programs for students who are in need of better emotional regulation and those with unhelpful 'perfectionist' scripts.</li> <li>• Support all staff to take responsibility for their own wellbeing through actively implementing strategies that work for them.</li> </ul>	<p>Assistant Principal Student Wellbeing                      Psychologist                      Student Wellbeing Leaders                      Sub School Leaders                      The Pod Leader</p>	<p>Social and emotional data has been analysed to track students' development and to guide interventions.</p> <p>Staff report increased confidence in their stress management and emotional regulation.</p> <p>Students report increased confidence in their stress management and emotional regulation as part of positive relationships with peers and teachers.</p> <p>Families have accessed resources and workshops according to needs.</p>
<p>2. Implement and continue to refine the redeveloped Program X (Pastoral Care) strands.</p>	<ul style="list-style-type: none"> <li>• Actively develop student, staff and families' understanding of the important role of Program X in developing 21<sup>st</sup> century skills as part of a holistic education approach.</li> <li>• Support Home Group teachers to understand the significant responsibility they have as school-lifetime mentors for their students and to successfully implement the Wellbeing; Global Citizenship; and 21<sup>st</sup> Century Learning strands in Program X and subject classes.</li> </ul>	<p>Assistant Principal Student Wellbeing                      Assistant Principal International Mindedness                      Sub School Leaders                      Psychologist                      Innovative Pedagogies Leader</p>	<p>Students and staff have engaged in the delivery of the redeveloped strands.</p> <p>The GHS community understands the important role of Program X in students' holistic education.</p>

**2.0 LEARNER SUPPORT & STUDENT WELLBEING**

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	<ul style="list-style-type: none"> <li>Identify how non-Home Group teachers can understand Program X concepts and implement these in their subject classes.</li> <li>Develop a way of students curating evidence of the learning they have achieved.</li> </ul>	Principal  Humanities Leader  Assistant Principal Student Wellbeing/Assistant Principal International Mindedness  Sub School Leaders	Graduates have presentation portfolios that showcase their values, International Mindedness, 21 <sup>st</sup> century skills and their co-curricular achievements.
3. Reconceptualise Student Life, Sport and 'service learning' as dimensions of GIHS' holistic 21 <sup>st</sup> century education.	<ul style="list-style-type: none"> <li>Work with student leaders and other key stakeholders to examine existing programs and to identify changes, refinements, gaps.</li> <li>Work with student leaders and other key stakeholders to identify 'service learning' model for 21<sup>st</sup> century learners and the implementation steps.</li> </ul>	Director of Studies Student Life Director Sports Director  Assistant Principal Student Wellbeing/Assistant Principal International Mindedness Sub School Leaders IB Leader SACE Leader The Pod Leader	60% of students are involved in Student Life/Sport programs as part of their personal wellbeing program.  100% of students are involved in 21 <sup>st</sup> Century service learning in 2019.  This co-curricular engagement is captured as part of GIHS reporting processes.
4. Address IGNITE student needs so that they can thrive while engaged in a challenging curriculum.	<ul style="list-style-type: none"> <li>Partner with Flinders Uni to trial strategies for identifying and overcoming students' unhelpful perfectionistic scripts.</li> <li>Develop IGNITE teams of teachers in each Learning Area to take the lead with:               <ul style="list-style-type: none"> <li>reviewing curriculum and pedagogies</li> <li>reviewing the transition from Year 10 - 11</li> <li>establishing future innovations</li> <li>developing a whole school professional learning program on gifted learners and their needs.</li> </ul> </li> </ul>	Deputy Principal IGNITE Leader IGNITE Teacher Leader Assistant Principal Wellbeing Psychologist	Students confidently use effective strategies to diminish the negative impact of these scripts.  Whole school IGNITE professional learning program has been implemented.  IGNITE offerings have been refined in the context of gifted students' needs in 21 <sup>st</sup> century teaching and learning.

### 3.0 INTERNATIONAL MINDEDNESS

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>1. Continue to develop our whole school understanding of the <i>International Mindedness</i> pillars:</p> <ul style="list-style-type: none"> <li>• Confident Cultural Identity</li> <li>• Empathetic Intercultural Understanding</li> <li>• Ethical Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all community members understand Glenunga's concept of International Mindedness.</li> <li>• Implement the Pillars of International Mindedness more explicitly in all subjects, in our re-designed assessments tasks, and in Student Life clubs.</li> <li>• Implement the <i>International Mindedness</i> strands of <i>Program X</i>.</li> <li>• Consolidate and further develop the innovative aspects from 2017 International Day into 2018 International Mindedness Week.</li> </ul>	<p>Assistant Principal International Director of Studies Deputy Principal Student Leaders School Leaders</p>	<p>Students understand the concepts of individual and cultural identity, intercultural understanding and their responsibilities as ethical local and global citizens.</p> <p>Staff understand the three pillars of International Mindedness and explicitly reference the pillars in Program X and subject classes.</p> <p><i>International Mindedness</i> has been explicitly addressed within the redeveloped <i>Program X</i> and subject class.</p> <p>International Mindedness Week is innovative and sustainable within available resources.</p>
<p>2. Complete the CIS Self Study and prepare for the Full Team Evaluation Visit in October 2018.</p>	<ul style="list-style-type: none"> <li>• Enact the Preparatory Report recommendations.</li> <li>• Undertake newly released CIS student, staff and family satisfaction surveys.</li> <li>• Ensure all documentation reflects our 21<sup>st</sup> century teaching and learning practices.</li> <li>• Develop processes and timelines for effectively engaging students, parents and staff in developing the Self Study.</li> </ul>	<p>Deputy Principal Director of Studies Assistant Principal International School Leaders Governing Council Executive</p>	<p>School leaders are confident about their ability to deliver evaluation requirements.</p> <p>Students staff and Governing Council confidently engage with the evaluation requirements.</p> <p>Improvement strategies developed from CIS survey results.</p> <p>CIS Self Study deadlines delivered as required.</p>