



SCHOOL CONTEXT STATEMENT

Updated: 23/03/2018

School number: 0927

School name: Glenunga International High School

School Profile:

Glenunga International High School is a public school for approximately 1778 students from 95 cultural backgrounds which offers places to approximately 72 international fee-paying students as well as locally zoned students and students in our specialist programs ie 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^{PB}*, *opportunity^U*, *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 commitment to 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' 20th century school to being a 'great' 21st century school defined in terms of student learning and well being outcomes.

We are very proud of our Student Life program involving 42 student-led clubs, 18 teacher-mentored student groups, 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 21st century skills such as *Creativity Critical Thinking, Collaboration, and Communication*; 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 and finetune pedagogy based on 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 \$14.7m building program which was completed in July 2014. The grounds development project consisting of 9 stages has now had Stage 1 (L'Estrange Street entrance to the school) completed, which has added significantly to the visual aesthetic of the school. The next stage of redevelopment will be the Rod Pike and Gymnasium Quadrangles to deliver outdoor leisure and learning spaces. The remainder of the project will be scheduled over the next 3 to 5 years.

Year 8-12 students are involved in the 1:1 Laptop Learning Program. There are interactive whiteboards in all classrooms and each subject has virtual learning environments 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 used to support interactive 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 Years 8 - 10. Other specialist programs include: an intensive English course for international students; specialist Science, Maths, Humanities and English courses in Year 10 to prepare for senior school; girls only Physical Education courses; and the opportunity for

all students to accelerate in different subject areas including Maths, Languages, Drama and Physical Education.

In 2016 GIHS won and in 2017 was the runner up in the SA Law Society Mock Trial competition. In the 2017 ICAS awards GIHS had the highest number of medal winners of any school in Australia. Our students also distinguished themselves in state and national competitions eg Oliphant Science Awards; Australian Maths Competition; Australian History and Geography Competitions; and Bond University Film and Television Awards 2017.

Our students have also won State finals in Interschool Athletics Division A2 and have been promoted to A1 as well as winning State finals in Open Boys Badminton Year 8/9 Girls Badminton; Open Girls KO 5Aside Soccer; Interschool Athletics (A2) Girls and Overall. GIHS were also Runners Up in the State Finals of the Open Boys KO Indoor Soccer Competition.

In the 2017 ICAS Science Competition there were 3 Medal winners and 8 High Distinctions were gained along with 4 Distinctions and 9 Credits. At the prestigious 2017 Oliphant Science Awards our students achieved 2 prizes and 10 individual awards. In the 2017 Australian Maths Competition our students received 6 prizes, 26 High Distinctions, 42 Distinctions and 25 Credits. In the 2017 School Mathematics Competition Junior Section there were 4 prize winners, 7 High Distinctions, 5 Distinctions and 6 Credits. In the Intermediate Section there were 2 prize winners, 5 High Distinctions, 4 Distinctions and 4 Credits. In the Senior Section there were 5 High Distinctions, 2 Distinctions, and 3 Credits. In the 2016 ICAS for Mathematics there were 5 Merits, 16 High Distinctions, 38 Distinctions and 45 Credits. In the 2016 Australian History Competition our students received 2 Credits. In the Australian Geography Competition our students received 7 High Distinctions.

- **General information**

- School Principal name: Ms Wendy Johnson
- Deputy Principal's names: Mr Jeremy Cogan and Mr Ben Phillips
- Year of opening: 1898 at the North Terrace site as Adelaide Technical High School; 1963 at Glenunga site; 1974 it was renamed Glenunga High School; 1992 it was renamed Glenunga International High School
- Postal Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
- Location Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
- DfE 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
- School e-mail address: 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:

FEBRUARY FTE Enrolment		2014	2015	2016	2017	2018
Secondary	Special, N.A.P. Ungraded etc.	0	0	0	0	0
	Year 8	309	350	331	369	351
	Year 9	291	306	342	300	341
	Year 10	319	333	347	355	330
	Year 11	306	325.6	341	336	350
	Year 12	271	273.4	309.8	319	325

Year	12plus	9	13.4	5.3	10	9
International Study Program (ISP)		77	71	75	71	72
TOTAL		1582	1676.4	1751.1	1760	1778
		2014	2015	2016	2017	2018
JULY FTE Enrolment		1435.1	1637.4	1710.4	1751.6	
MALE FTE		767.25	900	932	945	
FEMALE FTE		667.85	832	817	814	
School Card Approvals (Persons)		158	162	173	125	
NESB Total (Persons)		967	1153	1260	1224	
Aboriginal FTE Enrolment		4	5	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
2017	1689 + 71 International Students
2018	1706 + 72 International Students

- Staffing numbers (as at 24 February 2018):

Contact person: Mr Ben Phillips Director of Studies

Teachers [FTE]	118.6
Permanent [FT]	52
Permanent [PT]	20
Contract [FT >1 Year]	28
Contract [FT <=1 Year]	19
Contract [PT <=1 Year]	7
Step 9	51
International Baccalaureate [RAP]	2
International Program [Classes + ISEC]	3.8
Ancillary [Hrs + No]	1,025.5 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 with 72% of the students being from non English speaking backgrounds and 75 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 enable enrolment from students with these special needs from across the metropolitan area and the Hills.

- Student wellbeing programs

The wellbeing of our students is at the centre of everything we do. We strive to develop the 'whole-person' and take pride in our values-based approach to personalised learning that respects individual differences and fosters the strengths of each of our students. Our Learner Wellbeing Framework operates within the context of the DfE Learner Wellbeing Framework, it links to the GIHS Pedagogical Framework for 21st Century Teaching and Learning, and it connects to our school values: *Excellence^{PB} Opportunity^U International Mindedness and Harmony*. The promotion of relationships, the development of each individual's identity; strong connections with the school; and deep engagement with learning are key to developing the wellbeing of our students.

The Wellbeing Team consists of the Assistant Principal (Student Wellbeing), our school Psychologist, two Student Wellbeing Leaders and our Pastoral Care Worker. The team is strengthened through close collaboration with members of The Pod, Sub School Teams, Home Group Teachers and external agencies to ensure our students' needs are met and that they are supported to thrive. The Pod, located within the Learning Hub, is a welcoming place for students with any additional needs (including wellbeing, learning difficulties/disabilities, emotional regulation, flexible learning options (FLO), behavioural difficulties, work completion, uniform concerns), to work with the support of staff and tutors.

Glenunga is committed to preparing students to thrive in and out of school. As such it is essential to provide students with the knowledge, understandings and skills to be life-long learners who succeed academically, and personally in an ever-changing global context. We adhere to a holistic education model that provides students with knowledge and skills that extend beyond the learnings of the classroom.

GIHS fulfils the commitment to holistic education through the vehicle of Program X. Program X consists of 2 x 50 minute lessons per week, completed within Home Groups focussing on three curriculum strands *21st Century Teaching and Learning, Wellbeing, and International Mindedness*. The three strands connect with our strategic directions and priorities. The curriculum is delivered from years 8 to 12 with the sophistication of learning increasing to match the development of students and their specific needs over time.

Through the delivery of the three Program X strands, students are provided an opportunity to develop 21st century skills to promote learning and knowledge acquisition; opportunities to understand factors impacting on wellbeing and strategies to promote wellbeing both now and in the future; and to reflect on their role as global citizens both locally and internationally.

- 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. Achievement data, wellbeing, attendance, behaviour and progress (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 various school priorities such as *International Mindedness, Wellbeing, Student Forum, and Communications and Promotions*. 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, Student Leadership and Learner Support.

- 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 Assistant Leaders, and Student Counsellors.

The Director: Student Life has the responsibility for the extensive co-curricular program in partnership with Assistant Principal Student Wellbeing, Student Leadership and Learner Support. 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 committed to the four Cs (Communication, Creativity, Critical Thinking, and collaboration) to ensure that we develop the 21st 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 student's 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 focusses on developing the essential skills of creativity, collaboration, critical thinking and communication that enable students to thrive in the 21st Century.

Teaching programs are student centred and personalised 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 Action Project that provides valuable preparation for the SACE Research Project and/or IB Extended Essay completed in Year 11/12. Students work in teams to identify a problem and then collaboratively develop a solution or to use entrepreneurial skills to create something new.

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 GIHS 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, German

- **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.

On the basis of satisfactory completion of IB studies in Year 11 students may continue with IB or transfer to SACE in Year 12.

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

International Baccalaureate student numbers 2011 – 2018

Year Level	2011	2012	2013	2014	2015	2016	2017	2018
Year 12 Diploma	48	63	42	77	81	66	90	80
Year 11*	63 (82)	42 (65)	77 (97)	81(102)	80 (93)	(123)	(99)	100
Total*	111 (130)	105 (128)	119 (139)	158 (179)	174	(202)	(189)	180
Year 12 Course**	4	8	4	5	5	17	29	30

*Number of students in brackets are the number of students who were initially enrolled in the course

**SACE students undertaking one IB subject (course)

Year 11 SACE Stage 1 Subject Offerings	Year 12 SACE Stage 2 Subject Offerings
Art – Creative Arts Art – Design A & B Art – Visual Art A & B Biology A Biology B Business and Enterprise A & B Chemistry 1 & 2 Chinese – Background Speakers Chinese – Continuers Digitronics Dramatic Presentation A & B Economics – in combination with IB Electronics Technology English as an Additional Language Essential 1 & 2 English as an Additional Language Studies 1 & 2 English 1 & 2 English Essentials 1 & 2 English Literary Studies 1 & 2 Food & Hospitality French Continuers Geography – in combination with IB History – IB World History History- Modern History Innovation and Product Design Japanese Continuers Legal Studies Management of Physical Activity Materials Technology Mathematics – Maths 1, 2, 3 & 4 Mathematics – Essential Mathematics A & B Mathematics – General Mathematics 1 & 2 Media Studies A (Documentary) Media Studies B (Fiction) Music 1 & 2 (Advanced or Experienced) Nutrition A & B Physical Education Body in Action Physics 1 & 2 Psychology A & B Recreational PE VET - CERT III Design Fundamentals VET - IT Essentials VET - CERT III Media Studies VET - CERT III Sport & Fitness Workplace Practices	Biology Business and Enterprise Chemistry Chinese – Background Speakers Chinese – Continuers Creative Arts Drama English English as an Additional Language English as an Additional Language Studies English Essential English Literary Studies Food & Hospitality French Continuers Health Innovation and Product Design Japanese Continuers Legal Studies Materials Technology Mathematics – Essential Mathematics Mathematics – General Mathematics Mathematical Methods Mathematics – Specialist Mathematics Media Studies Modern History Music Nutrition Physical Education Physics Psychology Research Project Sport Studies Visual Art – Art Visual Art – Design Workplace Practices

- Open Access/Distance Education provision:
- Special needs:

Gifted Programs (IGNITE)

Glenunga is a special interest school for gifted and talented students. In 2018 there are 464 students identified as gifted in the IGNITE program from Years 8 to 12. Each year 100 students are selected for entry 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

By working in partnership with families, teachers and service providers school leaders ensure 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 through tutoring and mentoring programs
- 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 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. An Intensive Secondary English Course (ISEC) prepares students for SACE or IB studies. We also host several Study Tours each year which usually involve international students in our school activities for one or two weeks. An annual Language and Cultural Tour is also offered to students who travel a French, Japanese or Chinese speaking country. Whenever possible all Glenunga families are encouraged to take at least one home stay study tour student.

- **Teaching methodology:**

Teaching practices are guided by *The Glenunga Pedagogical Framework for 21st Century Teaching and Learning*. This framework was developed collaboratively by staff using the pedagogy of our best practitioners and also the best practices from research. It represents an agreed position on high quality teaching practices that we will use in all our classrooms. The framework is organised into four Essential Practices:

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

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 NESB students in our cohort.

Technology is used extensively to enrich face to face teaching and to personalise learning. All teachers use online learning environments to enrich face to face teaching and to enable students to access curriculum information, resources and to 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 (LT4) 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 have changed to accommodate the different approach to learning offered by the Laptop Program.

- **Student assessment procedures and reporting:**

Assessment and reporting practices support and extend student learning. Teachers complete Progress Reports in Term 1, 3 and 4. In Term 2 teachers complete written reports that indicate progress against the Australian Curriculum/SACE/IB assessment and design criteria, progress with the 21st Century learner skills Communication, Creativity, Critical Thinking, and Collaboration (4 Cs) and comments on how the student can improve their learning. 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.
- seek feedback from students on how well their teaching choices are matching student learning needs.
- use assessment rubrics that clearly articulate the success criteria.
- use SACE or IB assessment procedures in the Senior School and AC Achievement Standards in Middle 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 DfE.

5. Sporting Activities

The school has a strong sporting program led by our Director of Sport and HPE Leader. 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.

The sports program at is diverse and comprehensive, where the aim is to promote social inclusion and wellbeing among all students.

We also have a large number of teams competing in State Knockout competitions (Secondary equivalent of SAPSASA), where 3 of our teams won titles in 2017; Open Boys Badminton; Open

Girls 5-a-side Soccer (Outdoor); State Athletics Division A2. Separate to the after-school sports program, GIHS is involved in a number of carnivals throughout the year, including athletics, swimming, football, fencing, volleyball and touch football, among others.

We aim to cater for all skill levels in order to actively encourage engagement and participation in a social and non-threatening environment. The benefits of being involved in the sports program include widening social circles, being part of a team environment and along with the obvious health benefits, students can acquire and develop skills which can be applied to their future endeavours.

6. Other Co-Curricular Activities

The Director of Student Life and Community Service is responsible for coordinating and developing co-curricular student led Clubs and teacher mentored Groups which include: Ambassadors Club; Amnesty International; Anime & Manga Club; Art Club; Astronomy Club; Board Games Club; Book Club; Business Club; Chess Club; Chinese Club; Christian Club; Coffee Club; Comedy Club; Cycling Club; Darts Group; Disney Club; 14 Debating teams competing in Debating SA and SADA; Duke of Edinburgh Award; EDM Club; English Conversation Club; Environment Club; Film Club; Flight Club; French Club; French Support Group; K-Pop Club; Japanese Cultural Club; Harry Potter Club (Dumbledore's Army); History Club; Horizons Club; HUB Club; Indian Cultural Club; International Mindedness Committee; LEO Club; LGBT+ S.A.F.E Club; Maths Help Club; Media Club; Meditation Club; Mock Trial Competition; Music Ensembles including concert band, flute ensemble, guitar ensemble, jazz vocal ensemble, percussion, ensemble and vocal ensemble; Musical Theatre Club; MUN Club; Origami Club; Penpals Club; Raspberry Pi Club; Ruhi Club; Running Club; Sanctuary Club; Table Tennis Club; TED Talks Club; UN Youth events; Weight Lifting and Fitness Club; World Wildlife Club; Youth Parliament and Youth Ambassador programs associated with Australian Refugee Association, Cancer Council, Oaktree, Projects Abroad and World Vision. In addition to guiding students in their leadership development the Director of Student Life offers opportunities for students to progress their own personal development, wellbeing and teamwork with events, excursions, fundraisers and activities associated with over 60 meetings per week. Teachers support student clubs by providing supervision and guidance as required during their weekly lunchtime meetings.

Competitions

Learning Areas take responsibility for competition opportunities such as: Australian Computer Competition, Australian Maths Competition, Australian Science Competition, Australian History and Geography Competition, ICAS Awards, Oliphant Awards, South Australian School Mathematics Competition and Language Perfect. In addition to Learning Areas, the Student Life program offers students the opportunity to participate in: Debating, Mock Trial, UN Youth, Youth Parliament and Voice of Youth public speaking competitions.

Special Events

Special events include: Wellbeing Week; Reconciliation Week; Refugee Week; Live Below the Line; World Vision-40 Hour Famine; International Week; Harmony Day; Environment Week; Language and Cultural Study Tours; Talent Shows; Year 8 and 9 Camps; Inter-house Lunchtime Competitions; Infinite Echo Student Music Festival; World's Greatest Shave; Walk for Justice; Cancer Council Biggest Morning Tea; City to Bay; Youth Parliament Week

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 (Data Management, Timetabling and Daily Operations); Senior Leader (Maths and Technologies); 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 developing implementing and monitoring the strategic directions of the school ensuring continuous improvement 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 21 Leaders. Leaders are responsible for the leadership of Learning Areas, Sub Schools, Special Interest Programs (IGNITE, IB) and other Portfolio Areas (Innovative Pedagogies, Innovative Technologies, EAL Student Outcomes, SACE, The Learning Hub, The Pod, VET and Flexible Pathways). In addition there are two Student Wellbeing Leaders and a Psychologist to provide support and guidance to both students and staff. This team meets once a term. The Curriculum Leadership Team involves all Learning Area Leaders and Portfolio Leaders with Executive Leadership. It meets two or 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 eg IB, IGNITE, Research Project, and the larger faculties English, Maths and Technologies.

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 two or three times per term.

The School 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; Communications and Specialist Programs Support; 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 Officer; Director: Student Life; Director: School Sport; Property Manager; Laboratory Manager and Laboratory Technician; Student Support/Special Ed Team; Learning Hub Team (Learning Hub Support and Distribution Officers) and Design and Technology Workshop Support. SSO Leadership team meets two or three times a term and the whole SSO team also meets two 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 in three strands; 21C Learning, International Mindedness and Wellbeing) 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 three times a year individually or in collaborative teams to: develop professional goals documented in performance management plans; 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. Students who are at or below Literacy Level (Australian Curriculum) 12 in Years 8 – 10 also complete an additional subject known as English Language Plus.

IGNITE Program

Each year more than 400 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 \$90,478 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
- 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. DfE provides an additional 2.0 FTE [\$ 224,518] and 10 Hrs/Week SS02 [\$ 20,566.00] 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 70 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 SSO2 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

36 students receive some level of support in the classroom provided by the team of Special Education SSO's. Special Education is managed by The Pod Leader in collaboration with the Special Education teacher and SSOs.

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 1.7 FTE in 2018. 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 English Language Plus classes.

In addition to this funding the school also receives bilingual support hours for students with particular language needs. The funding amounted to 8.44 Hours / week [40 weeks] SS02 in 2018.

- Access to special staff

The Music Program is supported by Instrumental Tuition Program. International students are able to access tutors as appropriate.

Students with wellbeing needs are supported by Education Office (Felixstow) 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 and there is an Enrolment Capacity Management Plan in place. 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 professional skills.

- 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 temporary 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 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. The two story building consists of the Learning Hub [combined IT & Information resources]; The Pod [student learning support]; Student Services [Finances, Student Services, Wellbeing, Counsellors & Learning Pathways], Year 12 Centre and International Centre.

Additionally, we have a sports complex facilitating badminton, 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:

- Three specialised computer laboratories (two MAC for Visual Arts, and one PC for Design and Technology 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 as well as databases and online learning
- 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; Wellbeing Team; 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 in Section 1.

10. School Operations

- Decision making structures
[For example details of Governing Council and relevant committees].
- Regular publications
The Curriculum Guide is published on line in July and is available on the website for all students prior to course counselling. Student and Staff notices and absentee list are published daily on DayMap. The school website is updated regularly. It includes: upcoming events; curriculum information; an eNews feed; school sport; committees; International Programs; school policies; media presentations; student and staff intranet. Student-managed LED Screens highlight daily events. Facebook was introduced in July 2017 and is used to keep the community informed of key school events, student achievements, announcements and to promote wellbeing and international mindedness within the community.
- 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 Procedures; IB Guide; New Students Handbook; and Curriculum Guide.

Telephone or email is the expected means of communication between home and school for students and contact is also encouraged (a School Contacts Directory and calendar is published each term). There are student-parent-teacher conferences and subject teacher interviews held in Semester 1, Parent Information Evenings and course counselling days in Semester 2. Other regular events include: Open Day; International Week; Wellbeing Week; 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 need level]
 - EAL Students [based on literacy 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 70 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 2017					
Header & Description	2017 - Period 13	Ref	2016 - Period 13		
Current Assets					
CASH CURRENT	\$ 320,738	[1]	\$	162,547	
INVESTMENTS : CURRENT	\$ 2,278,681	[2]	\$	1,625,817	
RECEIVABLES : CURRENT	\$ 375,254	[3]	\$	446,395	
INVENTORY					
ACCRUED REVENUE	\$ 73,928	[4]	\$	288,479	
Total Current Assets	\$ 3,048,601		\$	2,523,238	
Non-Current Assets					
RECEIVABLES : NON-CURRENT	\$ 368,142		\$	829,552	
FURNITURE AND EQUIPMENT	\$ 532,705	[5]	\$	430,072	
COMPUTING AND COMMUNICATIONS	\$ 200,016		\$	344,383	
GENERAL ASSETS : NON-CURRENT	\$ 29,242		\$	25,869	
Total Non-Current Assets	\$ 1,130,105		\$	1,629,876	
TOTAL ASSETS	\$ 4,178,706		\$	4,153,114	
Current Liabilities					
BORROWINGS : CURRENT	\$ 85,823	[6]	\$	59,488	
PAYABLES : CURRENT	\$ 255,147	[7]	\$	237,314	
GENERAL LIABILITIES : CURRENT	\$ 562,506	[8]	\$	1,021,682	
LEASE LIABILITIES : CURRENT					
Total Current Liabilities	\$ 903,476		\$	1,318,484	
Non-Current Liabilities					
BORROWINGS : NON-CURRENT	\$ 3,193	[9]	\$	47,509	
GENERAL LIABILITIES : NON-CURRENT					
LEASE LIABILITIES : NON-CURRENT					
Total Non-Current Liabilities	\$ 3,193		\$	47,509	
TOTAL LIABILITIES	\$ 906,669		\$	1,365,993	
NET ASSETS	\$ 3,272,037		\$	2,787,121	
Equity					
ACCUMULATED SURPLUS	\$ 2,787,121		\$	2,049,266	
NET INCOME YEAR TO DATE	\$ 484,916	[10]	\$	737,855	
Total Equity	\$ 3,272,037		\$	2,787,121	
TOTAL EQUITY	\$ 3,272,037		\$	2,787,121	