

# GLENUNGA INTERNATIONAL HIGH SCHOOL Annual Report 2019



Department for Education T/A  
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Schools CRICOS Provider No.  
00018A



**Government of South Australia**  
Department for Education

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# SECTION 1                      CONTEXT

## 1.1      INTRODUCTION

Glenunga IHS has transformed from a good 20th century school where teacher-directed content dominated to a school where the focus is how students develop their 21st century skills to demonstrate what they can do with what they know. All students are coached to take co-ownership of their learning eg over 1500 students in Years 8-11 curating evidence of their developing 21st century skills and presenting their journeys to their families and mentor teachers.

Our transformation is demonstrated by: our increasing personalisation of learning; our collaborative staff professional learning every week; students sharing responsibility for learning; our faculty and cross-faculty teams focussed on pedagogical improvement; all students using Virtual Learning Environments and a range of digital platforms; and our Parent Portal delivering real time information about each student's attendance, assessment tasks, homework, achievements and progress.

The Pedagogical Framework for 21st Century Teaching and Learning has been re-imagined based on teachers' maturing understanding of learner needs. Our strategic directions also focussed on improving student wellbeing and developing global citizenship. An international focus and intellectual challenge permeate our culture, specialist programs, curriculum and Student Life programs.

We were accredited at world class level in 2018 by the Council of International School. Our 5 year IB Diploma Accreditation Review happens in 2020. Glenunga IHS has been nominated as one of the nation's leading schools for its values-based holistic education, academic achievements and 21st century technology enabled personalised learning.

Our enrolment was 1727 students from 67 countries with an additional 68 fee paying international students.

We have worked with Flinders University on 'unhelpful perfectionism' and Adelaide University on the E-challenge (2 awards). Our students have distinguished themselves in state and national competitions. In Science a student won the coveted Oliphant Medal; 15 prize winners; and the school prize for consistently high participation and achievement. ICAS Awards: Maths 4 medals and 123 awards; Science 1 medal and 108 awards; and Digital Technologies 1 medal and 18 awards. Aust Maths Competition 4 prizes and 152 awards; Aust History Competition; Premier's ANZAC Spirit School prize; 1st prize State Japanese Speech; Year 8 and 10 Debating Champions; Chess; Badminton; Soccer; Table Tennis.

## 1.2      GOVERNING COUNCIL'S REPORT

Governing Council members are characterised by a common commitment to the GIHS values and drive to be the best 21<sup>st</sup> century school we can be defined in terms of students' learning and wellbeing outcomes. The membership's diversity of skills, cultures, experience and talents provide a base to allow for rigorous analysis and robust debate.

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.

### 2019 Highlights

- Governance: The budget for the year was again on target and balanced.
- Student Wellbeing: the GC has supported Wellbeing Team initiatives to assist students, parents and teachers.
- Community Engagement: the GC held a successful quiz night, several in-school events supporting school activities, Year 8 parents' dinner, and supporting the value of international mindedness in particular through involvement with IM Glenunga.
- Year 7's into high school: GC supported the strategies being taken to prepare for the integration of Year 7's in 2022 including advocating for building works to address the current overcapacity of the school in addition to the projected enrolments.
- GC supported the Value of International Mindedness in particular through its involvement with I'M Glenunga Week.
- GC supported the evolution of Entrepreneurship at Glenunga with the establishment of a new subcommittee and support for the developing directions of the school in this area.

- 21st Century Teaching and Learning: this continues to be the top strategic priority for the GC for 2019 and into the future. This is continuing to show positive results: in academic performance as all students move closer to achieving their personal best, and in all aspects of school life including wellbeing. The GC has input in planning and continues to be regularly briefed by the Principal on progress with implementation.

### **Our People**

Governing Councils are not always cohesive or strategic, however at Glenunga we have been very fortunate to have a Council that is talented, selfless, hardworking, inquiring and committed to achieving the best results for Glenunga School and particularly students. We are well supported by the Community Engagement Committee under the leadership of Kay Johnson. This team has contributed to school functions including World Teachers' Day, Celebration Assemblies, Wellbeing Week, IM Glenunga Week, Sports Day, Information Nights, Year 8 Shared Dinner, and fundraising events. We thank everyone for being involved and encourage you to continue in 2020.

Our teachers and SSOs work in an environment of constant change providing personal and professional challenges. We congratulate GIHS staff for embracing the challenge and living the school values. The continued exceptional results by our students is a reflection on the quality and commitment of GIHS staff. In addition to the staff of the school, I would like to thank:

- the members of the Governing Council
- our Principal Wendy Johnson, Deputy Principal Jeremy Cogan, Business Leader Stephen Milliken and Director of Services Danette Oughton
- our staff representatives Gennaro Marino, Tim Kloeden and Nick Fowler

The Council would also like to thank Eleni Dalkos for her executive support and enduring patience.

The Governing Council enjoys rigorous debate which could not have taken place without the energy, insight and generosity of Jeanette Miller (Deputy Chairperson/Communications), Michael Ketses (past Treasurer), Christine Favre (Secretary), Stacy Pickett (Treasurer), Angela FitzHenry, Mark Pitcher, Bruce Lines, Dora Jain, Jo De Silva, Matt Bradley, Jeremy Chu, our staff reps, our Head Prefects Olivia Giameos and David Jung and participation by the many members of Executive Leadership who briefed Council throughout the year.

## **SECTION 2 STRATEGIC DIRECTIONS**

### **IMPROVEMENT PLANNING AND OUTCOMES**

#### **1. High Quality Teaching and Learning Outcomes**

- The Pedagogical Framework, revised as part of a whole school collaboration, will provide the next level of challenge for both teachers delivering learning and students experiencing learning. The Framework's four Essential Practices have been reshaped to match the requirements of world class 21st century learning for the next 3-5 years. Personalising learning is the overarching aim with improved pedagogy focussing on; targeted teaching strategies, active learning, learning partnerships and reflective practice.
- New continuums to describe the 21st Century skills known as the 4C's – creativity, critical thinking, collaboration and communication – have been used in every Learning Area to intentionally signpost opportunities for students to self-assess their growth in learning. These skills enable students to demonstrate what they can do with what they know.
- Students have curated evidence of their 4C's growth in ePortfolios using Google G-Suite. These ePortfolios were presented by students to Mentors and families at a conference day in Term 4 celebrating student growth.
- Program X has undergone refinement ready for implementation in 2020.
- Early Career Teachers and Teacher New to GIHS received specific coaching to implement the Pedagogical Framework and to understand school culture and Values.
- Maths, English, Science and Humanities teachers monitored students in the NAPLAN Higher Bands from Year 7 to 9 and ensured their ongoing high level of success.
- Student partnered with Professor Jong Zhao on 'Transforming Schools' and established the student led 21st Century Learner Council.
- Ongoing professional learning has been provided for staff in Dylan William's Formative Assessment Strategies.
- New leaders were appointed in data-based improvement and Year 7 transition as well as developing Power BI skills.

## 2. Wellbeing and Learner Support Outcomes

- Continued to implement the Student Wellbeing Framework and refined Program X Wellbeing themes.
- 'How Emotion Works' – 20 staff participated, with over 80% reporting it had helped with their personal wellbeing. Over 50% of staff have now been involved.
- Communication strategy implemented including weekly social media updates and SchoolTV. Highest Australian user of SchoolTV.

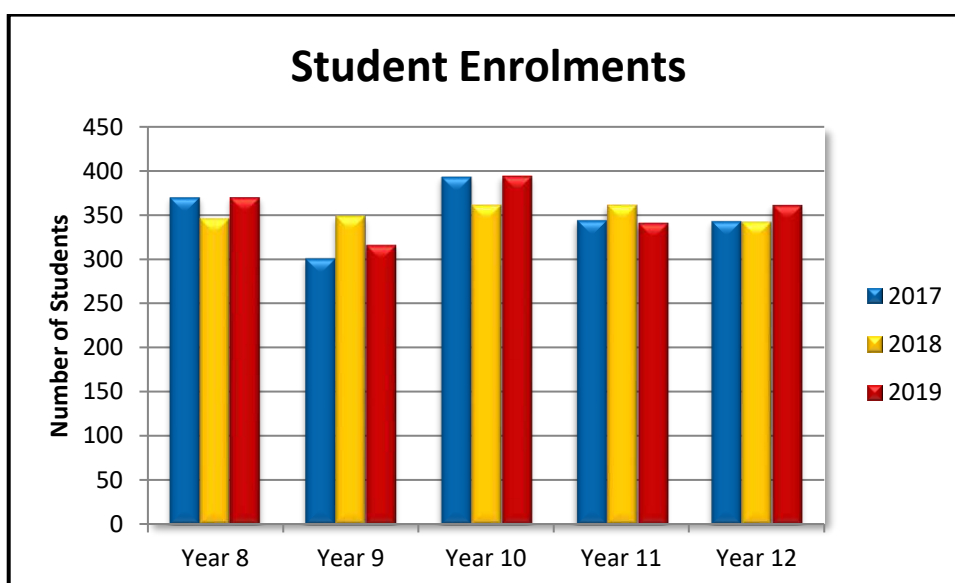
## 3. International Mindedness (IM) Outcomes

- Student-led IM Council provided rich feedback on IM in the curriculum and in Program X.
- I'M Glenunga Week activities were re-developed by the IM Council, with feedback from Sub School Leaders and student leaders.
- The school's THINK.ACT.CHANGE motto was used to further develop extra-curricular opportunities during I'M Glenunga Week with support from the school's Community Engagement Committee (CEC).
- The International Mindedness Pillars were observed in action when the school partnered with the Asia Education Foundation and the Department of Foreign Affairs and Trade to host the ASEAN youth forum, inviting 15 other schools from Australia to represent the ASEAN countries and reach mutually agreeable solutions on infrastructure trade, digital trade and skilled migration.
- The school established a partnership with Milaor National High School in the Philippines which led to the creation of the school's Community Garden
- The co-construction of learning activities by members of the IM Council led to increased engagement with the IM pillars evident in learning tasks, Transition Day activities and in the induction of new students and community members.

## SECTION 3 REQUIRED DATA ANALYSIS

### 3.1 ENROLMENTS

#### Student Enrolments (FTE) by year level 2017 – 2019



Year Level	2017			2018			2019			Change	
	F	M	T	M	F	T	M	F	T	2017 - 2018	2018 - 2019
Year 8	198	172	370	182	164	346	194	176	370	-24	24
Year 9	171	130	301	189	160	349	170	146	316	48	-33
Year 10	209	184	393	195	166	361	207	187	394	-32	33
Year 11	174	170	344	194	167	361	184	157	341	17	-20
Year 12	190	153	343	168	174	342	194	167	361	-1	19
<b>Total</b>	925.2	806	1751	928	831	1759	949	833	1782	8	23



## Student Enrolment Specific Populations (FTE) 2017 – 2019

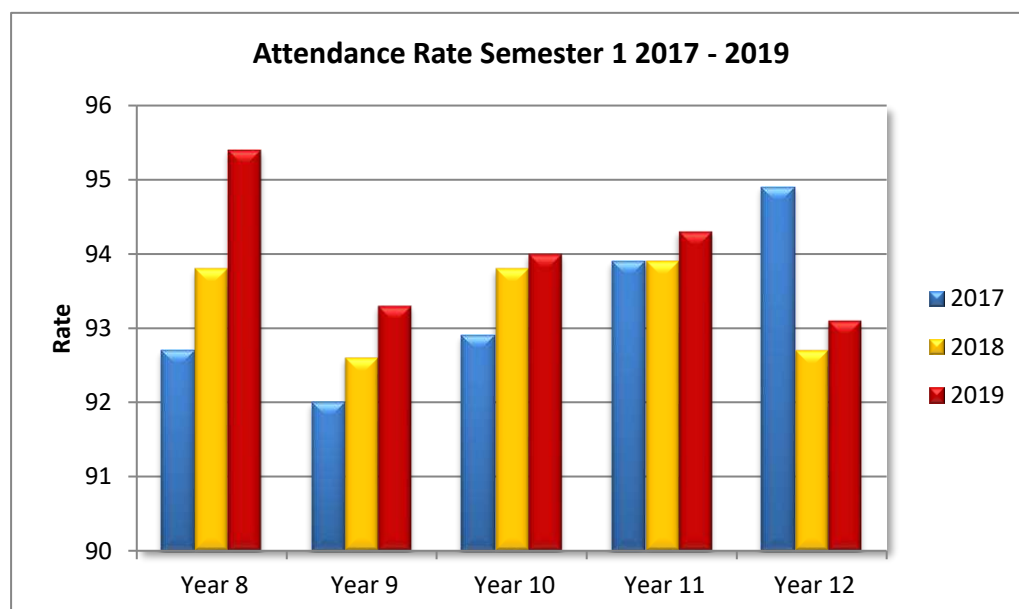
Student Group	2017			2018			2019			Change	
	M	F	T	M	F	T	M	F	T	2017-2018	2018-2019
ATSI	2	2	4	3	3	6	4	5	9	2	3
NESB	618.4	599.7	1218.1	669	596	1265	677	614	1291	46.9	26
EALD	541.8	486	1027.8	574	504	1078	521	440	962	50.2	116
Disabilities	23	4.6	27.6	25	9	34	75	77	152	6.4	118
School Card	76.8	69.55	146.35	102	103	205	109	89	198	58.65	-7

### 3.1.1 BEHAVIOUR MANAGEMENT

Significant time is spent inducting students into the Glenunga culture, values and expectations. Our focus on our value of Harmony ensures that behaviour incidents remain low. 37 (2.0%) individual students were externally suspended for a total of 51 incidents. The coaching model used to help students understand their choices has seen the number of incidents remain low. These results are strong evidence that our focus is highly effective across the school.

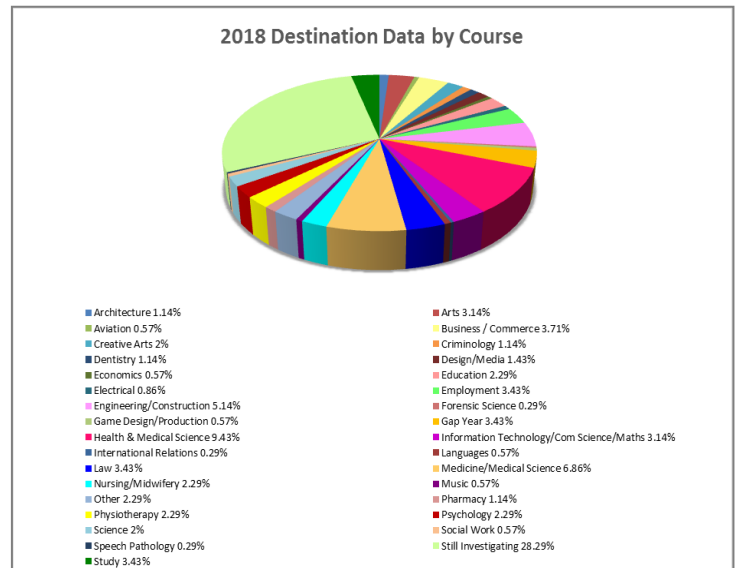
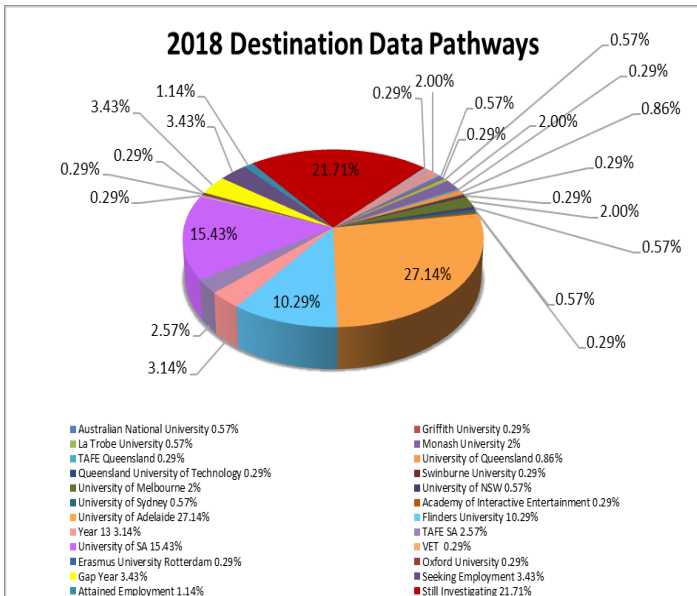
### 3.1.2 ATTENDANCE / ABSENCES

Year Level	2017		2018		2019		Change	
	School	DfE	School	DfE	School	DfE	2017-2018	2018-2019
Year 8	92.7	88.9	93.8	DfE not provided by DfE in 2018	95.4	DfE not provided by DfE in 2019	1.1	1.6
Year 9	92.0	86.6	92.6		93.3		0.6	0.7
Year 10	92.9	86.6	93.8		94		0.9	0.2
Year 11	93.9	88.8	93.9		94.3		0	0.4
Year 12	94.9	90.3	92.7		93.1		-2.2	0.4
<b>Total All Year Levels</b>	<b>93.5</b>	<b>90.7</b>	<b>93.4</b>		<b>94</b>		<b>0.1</b>	<b>0.6</b>

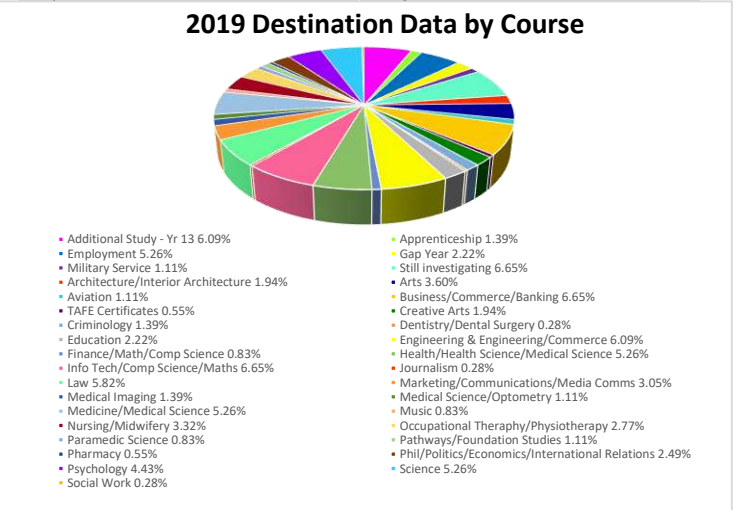
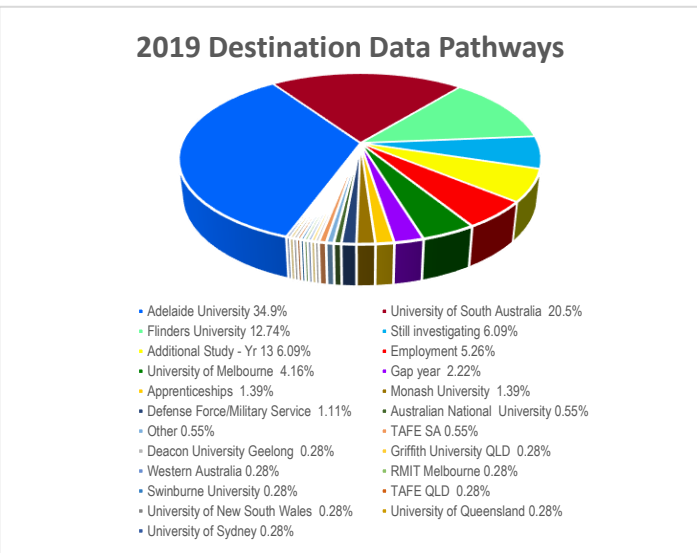


Mentors, Sub School Teams and Executive Leaders monitored attendance every three weeks. When interventions were required, leaders and mentors met with families to personalise strategies to allow each student to achieve their personal best. Parents accessed Daymap to view student attendance in real time. SMS were sent when students were absent. 'U' attendance were reduced to 0% through teacher follow-up and careful monitoring by Sub School Leaders. Approved Exemptions were counted as absences which skewed the data.

### 3.1.3 DESTINATIONS



Course	No. of Students	Course	No. of Students
Architecture 1.14%	4	Information Technology/Computer Science/Maths 3.14%	11
Arts 3.14%	11	International Relations 0.29%	1
Aviation 0.57%	2	Languages 0.57%	2
Business / Commerce 3.71%	13	Law 3.43%	12
Creative Arts 2%	7	Medicine/Medical Science 6.86%	24
Criminology 1.14%	4	Nursing/Midwifery 2.29%	8
Dentistry 1.14%	4	Music 0.57%	2
Design/Media 1.43%	5	Other 2.29%	8
Economics 0.57%	2	Pharmacy 1.14%	4
Education 2.29%	8	Physiotherapy 2.29%	8
Electrical 0.86%	3	Psychology 2.29%	8
Employment 3.43%	12	Science 2%	7
Engineering/Construction 5.14%	18	Social Work 0.57%	2
Forensic Science 0.29%	1	Speech Pathology 0.29%	1
Game Design/Production 0.57%	2	Still Investigating 28.29%	99
Gap Year 3.43%	12	Study 3.43%	12



University	2017	2018	2019
Adelaide University	48%	51%	51%
University South Australia	22%	29%	30%
Flinders University	30%	20%	19%

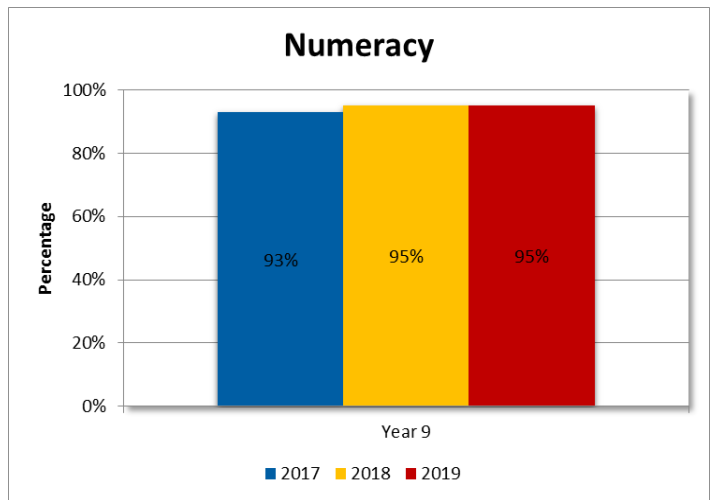
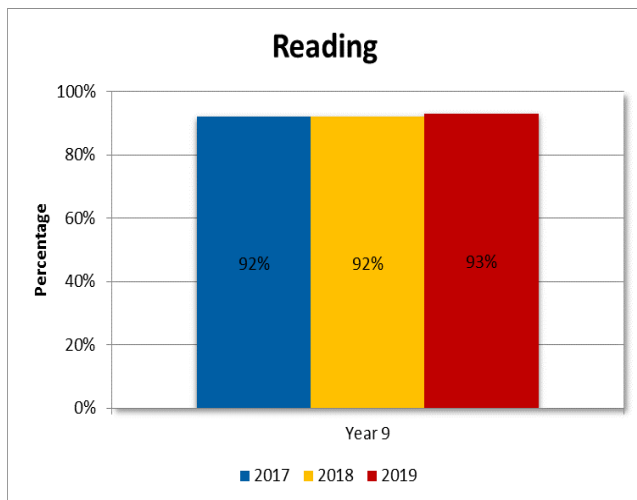
Course	No. of Students	Course	No. of Students
Additional Study - Yr 13 6.09%	22	Info Tech/Comp Science/Maths 6.65%	24
Apprenticeship 1.39%	5	Journalism 0.28%	1
Employment 5.26%	19	Law 5.82%	21
Gap Year 2.22%	8	Marketing/Communications/Media Comms 3.05%	11
Military Service 1.11%	4	Medical Imaging 1.39%	5
Still investigating 6.65%	24	Medical Science/Optomety 1.11%	4
Architecture/Interior Architecture 1.94%	7	Medicine/Medical Science 5.26%	19
Arts 3.60%	13	Music 0.83%	3
Aviation 1.11%	4	Nursing/Midwifery 3.32%	12
Business/Commerce/Banking 6.65%	24	Occupational Therapy/Physiotherapy 2.77%	10
TAFE Certificates 0.55%	2	Paramedic Science 0.83%	3
Creative Arts 1.94%	7	Pathways/Foundation Studies 1.11%	4
Criminology 1.39%	5	Pharmacy 0.55%	2
Dentistry/Dental Surgery 0.28%	1	Phil/Politics/Economics/International Relations 2.49%	9
Education 2.22%	8	Psychology 4.43%	16
Engineering & Engineering/Commerce 6.09%	22	Science 5.26%	19
Finance/Math/Comp Science 0.83%	3	Social Work 0.28%	1
Health/Health Science/Medical Science 5.26%	19		

69% of the Year 12 graduates have confirmed university enrolments in South Australia. Of the remaining 31%, a further 8% are studying at interstate universities (77% in total). 0.83% have enrolled in TAFE courses. Employment shifted from 3.1% in 2017 to 3.43% in 2018 and increased to 5.26% in 2019. 1.39% took up apprenticeships. Adelaide University remained the priority destination for our graduates. Overall, the percentage of students who selected a STEM related course was 46.17% including Medicine (5.26%), Engineering (6.09%) and IT (6.65).

In 2019 University of Adelaide attracted 51% compared to 51% in 2018. The University of South Australia and Flinders University course selections were 30% and 19% respectively.

## 3.2 PERFORMANCE SUMMARY

### 3.2.1 NAPLAN PROFICIENCY (National Assessment Program: Literacy and Numeracy)



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019. \*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.

338 Year 9 students (compared with 366 in 2018) sat for the NAPLAN Test and performed above state and national averages in all areas.

#### Glenunga Mean Scores Compared to National, DfE and Index Schools Mean Scores (2019)

	Spelling	Grammar	Writing	Reading	Numeracy
<b>Glenunga</b>	637.3	637.6	613.4	632.8	654.4
<b>National</b>	582.3	573.2	548.9	580.4	592.0
<b>DfE</b>	567.6	541.3	541.3	567.2	575.0
<b>Index School</b>	600.7	598.4	589.4	602.5	613.5

#### Mean Scores (2012 – 2019)

Mean scores are the average *raw scores* achieved by cohorts of Year 9 students over the last six years. Mean scores provide a way of comparing successive cohorts over time and can be used as benchmarks to be achieved.

Year	Spelling	Grammar	Writing	Reading	Numeracy
GIHS 2012	627.3	639.1	625.1	633.9	662.4
GIHS 2013	633.3	647.9	612.3	634.5	666.1
GIHS 2014	640.2	638.6	614.0	638.0	648.3
GIHS 2015	636.6	628.5	598.4	632.0	656.0
GIHS 2016	639.9	640.2	600.3	636.9	658
GIHS 2017	637.3	646.4	606.4	630.6	646.5
GIHS 2018	625.8	643.6	608.4	627.5	659.3
<b>GIHS 2019</b>	<b>637.7</b>	<b>637.6</b>	<b>613.4</b>	<b>632.8</b>	<b>654.4</b>

#### NAPLAN Progression

##### Growth Rate of Students from Year 7 to Year 9:

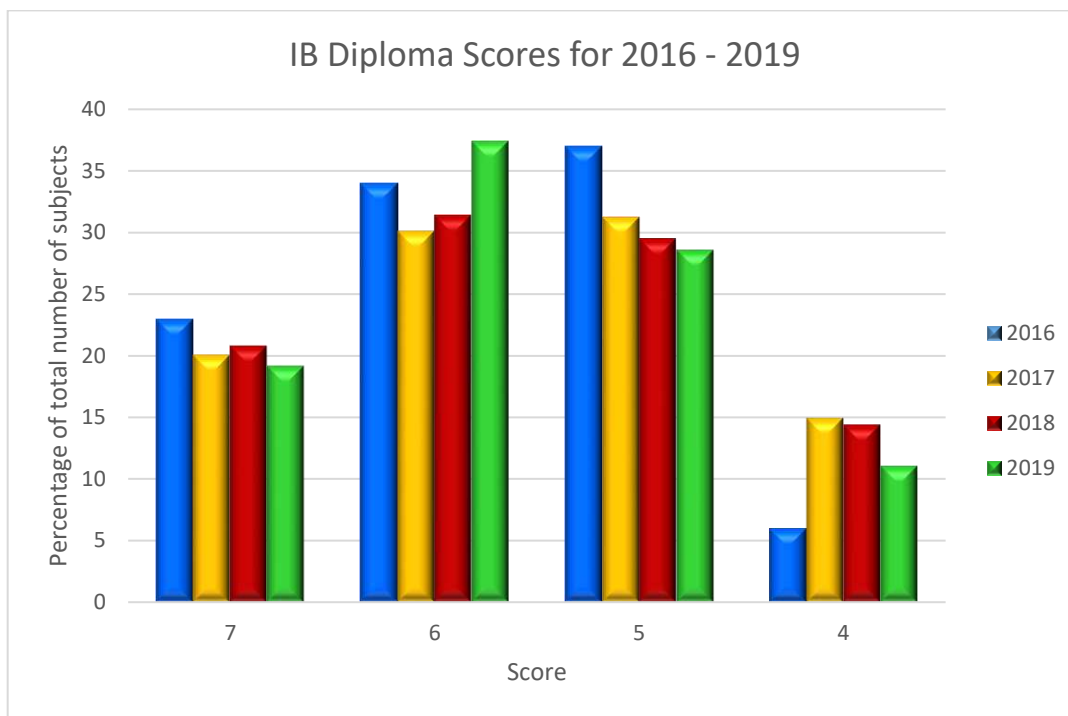
The following table shows the growth rate that students have made in reading and numeracy since their NAPLAN assessment in Year 7. Typically, schools expect cohorts to have 25% of students at a lower rate of progress than normal, 50% of students at the expected rate and 25% of students at a higher rate than normal i.e. schools expect an approximate 25–50–25 split. Our school is value-adding which is demonstrated by a 14-50-36 split in Reading and 16-52-32 in Numeracy.

Grouping	Reading 2019	Reading 2018	Reading 2017	Reading 2016	Reading 2015	Numeracy 2019	Numeracy 2018	Numeracy 2017	Numeracy 2016	Numeracy 2015
Lower 25%	14%	13%	11%	12%	12%	16%	19%	17%	13%	12%
Middle 50%	50%	51%	49%	50%	50%	52%	43%	47%	46%	50%
Upper 25%	36%	36%	40%	38%	38%	32%	38%	36%	41%	38%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019. \*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.



### 3.2.2 INTERNATIONAL BACCALAUREATE (IB) ACHIEVEMENT DATA



	2016	2017	2018	2019
<b>TOTAL CANDIDATES</b>	64	84	75	77
<b>DISTINCTIONS (40+/45)</b>	14 22%	20 24%	18 24%	16 21%
<b>MERITS (7/7)</b>	40 STUDENTS 86 MERITS	48 STUDENTS 105 MERITS	38 STUDENTS 91 MERITS	51 STUDENTS 90 MERITS
<b>AVERAGE ATAR</b>	96	93	92	92
<b>AVERAGE IB SCORE</b>	36	35	35	36

One student achieved 45 out of 45 points which is an ATAR of 99.95 while two students scored 44 out of 45. The average score in the IB Diploma was 36 points in 2019. Nine students scored ATARs above 99. 19 SACE students sat for one IB subject and acquitted themselves well with 38% scoring 6 or 7 out of 7.

### 3.2.3 SACE ACHIEVEMENT DATA

352 Year 12 students comprised 275 SACE and 77 IB Diploma. These were our best SACE results in living memory with 44% at 'A' grade and 38% at 'B' grade. 34% of SACE students scored ATARs of 90 or above with 20 students scoring 99 or above. There were 62 Merits including one student who achieved five Merits.

**SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.**

2017	2018	2019
98%	98%	98%

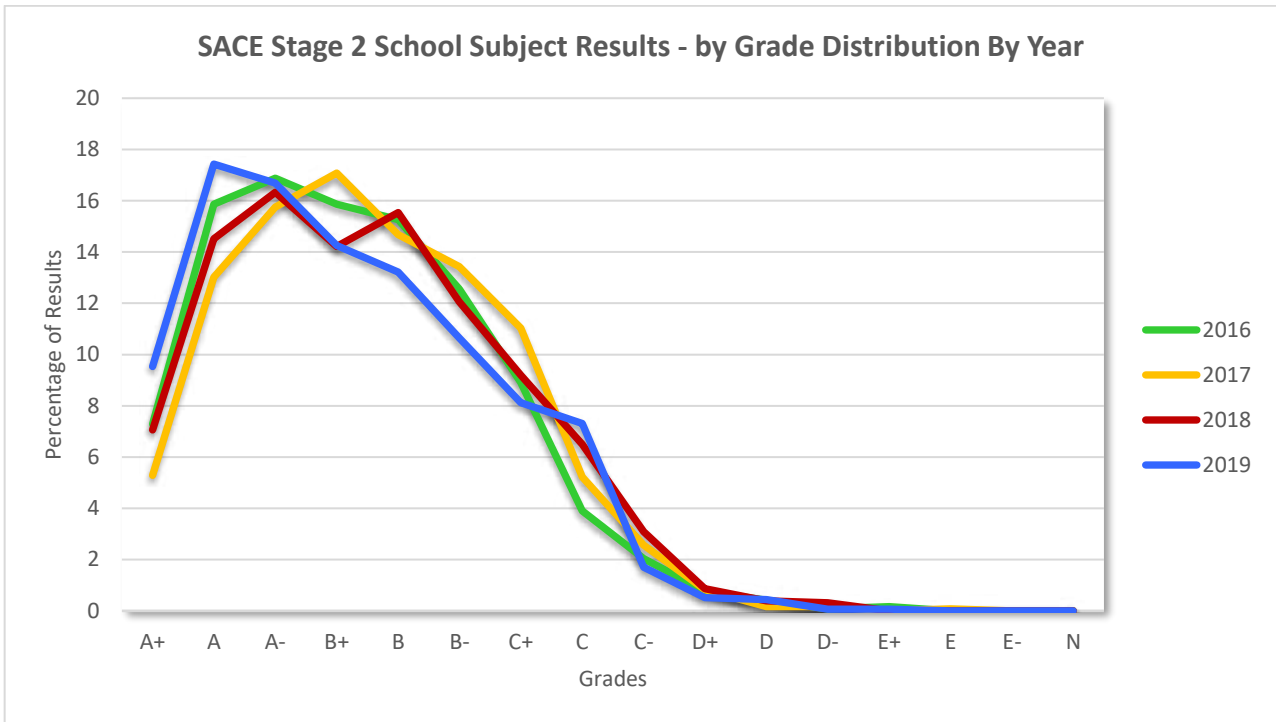
Data Source: SACE Schools Data reports, extracted February 2020. \*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).**

2017	2018	2019
99%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2020. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 Grade Distribution



Grades	2016	2017	2018	2019
A+	7.29%	5.97%	7.06%	9.53%
A	15.86%	13.02%	14.51%	17.43%
A-	16.88%	15.75%	16.33%	16.69%
B+	15.86%	17.08%	14.12%	14.25%
B	15.27%	14.68%	15.54%	13.22%
B-	12.55%	13.43%	12.05%	10.64%
C+	8.91%	11.03%	9.19%	8.12%
C	3.9%	5.22%	6.5%	7.31%
C-	2.04%	2.57%	3.09%	1.70%
D+	0.76%	0.83%	0.87%	0.52%
D	0.42%	0.17%	0.39%	0.44%
D-	0.08%	0.17%	0.32%	0.07%
E+	0.17%	0%	0%	0.07%
E	0%	0.08%	0%	0.00%
E-	0%	0%	0%	0.00%
N	0%	0%	0%	0.00%

Data Source: SACE Schools Data extracted February 2020 and IB results released in January 2020. Note- 19 SACE students studied one IB subject. This results in the variation in the SACE data published in December and the release of the IB results in January. \*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%. \*\*

## COMPARISON OF THE NUMBER AND PERCENTAGE OF SACE GRADES 'A' TO 'E' RESULTS 2016 to 2019

GRADE S	SCHOOL 2016		SCHOOL 2017		SCHOOL 2018		SCHOOL 2019	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
A	488	40%	419	35%	478	38%	591	43.7%
B	525	44%	545	45%	526	42%	516	38.1%
C	195	15%	227	19%	237	19%	232	17.13%
D	16	1.26%	14	1.2%	20	1.6%	14	1.03%%
E	2	0.17%	1	0.1%	0	0%	1	.07%
<b>TOTAL</b>		1226		1206		1261		1354

The percentage of SACE 'A' grades increased from 38% in 2018 to 44% in 2019. This was the highest percentage of 'A' grades for the period 2016 to 2019. 'B' grades dropped in 2019 (38%) from 42% in 2018. 'C' grades were lower than 2018 but higher than in 2016. 'D' and 'E' grades remained low at 1.1% of total grades. 34% of SACE students achieved an ATAR of 90 or above, which is 5% higher than in 2018.

### VOCATIONAL EDUCATION AND TRAINING (VET)

	2017	2018	2019
Percentage of Year 12 students undertaking Vocational Training or Trade Training	11.1%	15%	16%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	8.3%	12.3%	13.6%

### 3.2.4 ENGLISH LANGUAGE PLUS OUTCOMES

2019 Level Growth	Year 8 Students: 20 Classes: 1	Year 9 Students: 28 Classes: 2	Year 10 Students: 25 Classes: 1	8-10 ELP Students: 73 Classes: 4
-1	1 (5%)	0	1 (5%)	2 (3%)
±0	1 (5%)	3 (11%)	2 (10%)	6 (8%)
+1	10 (50%)	10 (36%)	12 (57%)	32 (44%)
+2	7 (35%)	14 (50%)	7 (33%)	28 (38%)
+3	1 (5%)	1 (4%)	3 (14%)	5 (7%)

In Year 8 50% of students improved by one Australian Curriculum Literacy Level, 35% improved by 2 levels, and 5% by 3 levels. Year 9 improvement showed 36% improved one level, 55% by 2 levels and 4% by 3 levels. In Year 10, 57% improved by 1 level, 33% by 2 levels and 14% by 3 levels. Overall, across Year 8 to 10, 44% improved by 1 level, 38% by 2 and 7% by 3 levels. The goal of increasing students' literacy levels is being steadily progressed.

## SECTION 4. CLIENT OPINION SUMMARY

In 2019, the school was able to access the annual Council of International Schools Community survey with following response rates: Teachers 100%; Ancillary 100%; Governing Council 100%; Students 50%; Parents 7.6% and Alumni 12%.

Students responded positively to opportunities to develop and practise the 4Cs (Creativity, Critical Thinking, Collaboration and Communication) and affirmed the 21C teaching and learning practice in their classes. Teachers positively identified that, feedback from students on the effectiveness of their teaching strategies, enabled them to modify their practice accordingly. They also prioritised collaboration with colleagues to produce and reflect on high quality learning activities and tasks. The outcomes of the survey reinforce the commitment of all constituents to High Quality Teaching and Learning and to progressing the school's 2020 Strategic Priorities.

Perception data collected from students, teachers, Governing Council, families, ancillary staff and alumni in the CIS community survey celebrate the school's continued transformation.

Families 'strongly/agreed':

- 98.8%: the school's Mission includes attention to the development of global understanding and respect for diversity.

- 99%: the school uses information technology to enhance learning.
- 92.3%: my child is appropriately challenged.
- 86%: my child's learning needs are adequately supported by the school.
- 94.7%: the school promotes a supportive environment for students' learning and well-being.

Students 'strongly/agreed':

- 92.8%: my classes challenge me.
- 88%: my learning needs are adequately supported by the school.
- 91.7%: Information Technology is used to enhance my learning.
- 90.9%: the school promotes a supportive environment for students' learning and well-being.

Governing Council 'strongly/agreed':

- 100%: the school's Guiding Statements (Mission, Vision, Values & strategic intent) are used by the Governing Body/Board in making decisions about school programmes and practises.

91.9% of students 'strongly/agree' that teachers deliver 21C teaching and learning in their classes and 94.8% agreed that there are opportunities for them to participate in Sport and Student Life activities at school. 91.8% parents 'strongly/agree' that they understand who to approach if they have a concern and 81.4% understand the work of Governing Council 96.4% ancillary staff 'strongly/agree' that the school has a focus on providing high quality service to students, staff and families and that they feel supported to develop 21C work practices.

## SECTION 5 STAFF INFORMATION

### 5.1 TEACHER QUALIFICATIONS

All teaching staff are registered teachers with the SA Teachers Registration Board, and have met all mandatory requirements. Recently the school has been seeking high quality early career teachers to diversify its workforce. Qualifications are summarised as follows:

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	348
Post Graduate Qualifications	43

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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.

### 5.2 TEACHING STAFF COMPOSITION AND RETENTION

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
FTE	0	117.0	0	37.9
Persons	0	130	0	38

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

### 5.3 DfE RELEVANT HISTORY SCREENING

GIHS maintained criminal history screenings as per DfE requirements. DCSI checks were replaced by Working With Children Clearance (WWCC). The school has undertaken applications on behalf of sports coaches, short-term language and cultural study tour homestays, guest speakers and Pod tutors. Records were maintained electronically in the secure GIHS drive and also in secure files for access by the relevant personnel. Teachers required to renew their teacher registration have been supported.