



Glenunga International High School

Strategic Plan 2020



Government
of South Australia
Department for Education

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Principal
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A Special Interest School
for Students with High
Intellectual Potential

An International Baccalaureate
World School

An Internationally Accredited
School



Department for Education 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^{PB}

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

Opportunity^U

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. Holistic Education

Tim Kloeden Director of Studies, Cat Davis Assistant Principal, Natasa Penna Assistant Principal, and Sub School Leaders

2. High Quality Teaching and Learning

Jeremy Cogan Deputy Principal, Innovative Pedagogies Team, and Learning Area Leaders

3. Year 7 Into High School

Nick Fowler Assistant Principal and Tim Kloeden Deputy Principal/Director of Studies

1.0 HOLISTIC EDUCATION

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>1. To amalgamate aspects of our educational delivery into a concept of 21st century holistic education.</p>	<ul style="list-style-type: none"> • Identify the separate parts of our educational delivery, explore how interconnectivity can be developed across all learning, address missing aspects and then document and promote holistic education as what we stand for at Glenunga. • Involve all staff in professional learning to better understand holistic education, in particular the role of school adults as mentors, and how to deliver effective coaching conversations to help each student achieve their personal best. • Identify and implement the best ways to inculcate new students, families and staff into our holistic education and our Values-based Glenunga culture. (Note: Governing Council is revisiting our Values as part of CIS follow up See 3.2) • Decide on the timing for the inclusion of the two other 21st C skills – citizenship and character – and develop the appropriate continuums. • Refresh our co-curricular opportunities and ensure coherency. Coach students to document their involvement in Student Life, school sport and leadership as part of their e-portfolio. Develop a process for mentor teachers to track student involvement and connect uninvolved students into these opportunities. • Implement future focussed career pathways planning in the context of the new DfE VET policy at all year levels. 	<p>Deputy Principal</p> <p>Assistant Principal (WB) Sub School Leaders</p> <p>Executive Leaders</p> <p>Deputy Principal</p> <p>Director of Studies Assistant Principal (WB)</p> <p>Director of Studies</p>	<p>Students and staff understand and contribute to Glenunga IHS delivery of 'holistic education'.</p> <p>Families have been inducted into the concept of 'holistic education' at Glenunga IHS.</p>
<p>2. To continue to equip each student with effective strategies to thrive as a 'well being'.</p>	<ul style="list-style-type: none"> • Implement 2020 Program X; support mentor teachers to continue to develop their understanding of the mentor role and their coaching skills; and continue to co-design the program with students based on student and teacher experience and feedback. • Accelerate the development of whole school student problem-solving skills so students and teachers understand 'failure' and 'struggle' as part of learning and have strategies to use when they don't know what to do. 	<p>Assistant Principal (WB) Sub School Leaders</p> <p>Deputy Principal Inn Ped Group Learning Area Leaders</p>	<p>Explicit personalised monitoring demonstrates that each student is thriving or has strategies in place for improved wellbeing.</p>

1.0 HOLISTIC EDUCATION (continued)

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>3. To continue to develop each student's capacity as a confident global citizen.</p> <p>4. To partner with students to develop co-ownership of learning.</p>	<ul style="list-style-type: none"> Accelerate the Wellbeing Council's communication of the importance of wellbeing strategies to students and the ongoing provision of resources to assist all students to thrive and to know what to do when they are not thriving. Prepare for the arrival of the double cohort in 2022 and develop strategies to address their wellbeing needs. Accelerate the International Mindedness Council's ongoing development of the global citizen aspects of Program X, particularly developing I'M Glenunga as a challenging aspect of global citizenship. Challenge the International Mindedness Council and Governing Council to accelerate the curating of families' stories for 'Humans of Glenunga' and promote this resource to all community members. Develop and implement the co-constructed International Mindedness continuum to analyse global perspectives across Learning Areas, to celebrate effective inclusion of these perspectives, and to address areas where global perspectives are not explicit. Accelerate the work of the 21st Century Learner Council developing students' understanding of contemporary schooling; the need for students to take responsibility for their learning; the need for teachers to challenge student thinking routines; and how students give meaningful feedback to teachers to ensure choice in learning and that teaching approaches match student learning needs. Continue to develop student leadership programs and opportunities for students to take on meaningful leadership roles across all year levels as well as improved communication between year levels. Continue to support the activities of our three student-led Councils and Student Forum so that co-ownership of learning, wellbeing and citizenship is embedded in our school culture. 	<p>Assistant Principal (WB)</p> <p>Director of Studies Assistant Principals</p> <p>Assistant Principal (INM)</p> <p>Inn Ped Leader Deputy Principal</p> <p>Deputy Principal Assistant Principal (WB) Sub School Leaders</p> <p>Executive Leaders</p>	<p>Students agree that their Glenunga IHS experience has successfully contributed to their identities as 'confident global citizens'.</p> <p>Students understand and can articulate how they are developing co-ownership of learning.</p>

**1.0 HOLISTIC EDUCATION
(continued)**

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>5. To continue to develop each student's capacity as a responsible digital citizen.</p>	<ul style="list-style-type: none"> • Embed explicit strategies for each student developing their positive digital presence throughout Program X and in each Learning Area, then monitor the effectiveness of these strategies. • Familiarise all members of the community with the student-developed mobile device protocols and work with student leaders, Sub Schools, and Learning Areas to effectively implement them. Monitor the impact. • Continue to provide learning opportunities for families to increase their understanding of best practice device use. 	<p>Deputy Principal Director of Studies Assistant Principal (WB)</p> <p>Deputy Principal Assistant Principal (WB)</p> <p>Assistant Principal (WB) Psychologists</p>	<p>Each student has a positive digital presence due to operating as a responsible digital citizen.</p>

2.0 HIGH QUALITY TEACHING & LEARNING

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>1. To further refine and implement each teacher's understanding and practice of Targetted Teaching. (EP1 & EP4)</p>	<ul style="list-style-type: none"> • Continue to build each teacher's ability to choose specific strategies to target their teaching intentionally to each student's learning needs and to know how to challenge each student to extend their learning. • Continue to build each teacher's skills in using formative assessment to 'check for understanding' as they progress through a topic and to adjust their teaching based on this student feedback. • Enable teachers to evaluate the impact of their teaching as part of reflective practice using qualitative and quantitative data as well as moderation of student work. 	<p>Deputy Principal Inn Ped Leader Learning Area Leaders</p>	<p>Each teacher skilfully uses formative assessment strategies and understands how to target their teaching to student learning needs.</p> <p>Students report that their teachers explicitly target teaching to their learning needs.</p>
<p>2. To further refine and implement each teacher's understanding and practice of Active Learning. (EP2 & EP4)</p>	<ul style="list-style-type: none"> • Use 'out of class' and 'in class' learning skilfully to enable students to demonstrate what they can do with what they know and to enable teachers to actively interact with every student, either individually or in groups, every lesson. • Develop each teacher's ability to explicitly teach and use 'thinking routines' and higher order questioning to challenge students to demonstrate what they can do with what they know. • Continue to develop student and teachers' understanding, and skilled use, of the 'learning' and 'performing' modes. Reflect on impact. • Develop a school wide understanding of 'surface' and 'deep' learning and the appropriate use of each type of learning. Implement this understanding into learning design/teaching and learning cycles. Reflect on impact. 	<p>Deputy Principal Inn Ped Leader Learning Area Leaders</p>	<p>'Active Learning' is visibly demonstrated in each classroom by each teacher.</p> <p>Students report being challenged and equipped to stretch their thinking and engage in deep learning.</p>

3.0 YEAR 7 INTO HIGH SCHOOL

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
<p>1. To familiarise all staff with the opportunities that are unleashed when learning flows uninterrupted from Year 7 to 12.</p>	<ul style="list-style-type: none"> Observe the work of Year 6 and 7 teachers and students in our key feeder primary schools then incorporate the learnings from these observations into our planning, and our teachers' understandings. Develop scope and sequence for subjects from Year 7 to 12 and include the appropriate pedagogies and opportunities for growth that exceed year level limits. Familiarise all staff with the Stages of Development from early adolescence to young adulthood and support staff to use these understandings to guide their work from Year 7 to 12. Redesign learning structures to allow for innovation, growth and challenge. Consider off site learning experiences; compacted curriculum; interdisciplinary opportunities; strategies for accelerating learning in Year 7-9; and strategies for combining Year 10 and 11 into Senior School Stage 1. 	<p>Assistant Principal (Trans) Director of Studies Deputy Principal Learning Area Leaders</p> <p>Assistant Principal (WB)</p> <p>Executive Leaders</p>	<p>Strategies have been developed to address the dip in learning outcomes in the early years of high school.</p>
<p>2. To develop effective communication strategies to induct the incoming Year 7s & 8s into our Glenunga culture and to provide opportunities for them to value-add from their own experiences to its ongoing development.</p>	<ul style="list-style-type: none"> Redesign all the school induction processes: Year 6/7 to secondary school; Year 9 to Senior School. Undertake a community reaffirmation of our school Values in collaboration with Governing Council and seek feedback on what could be done 'even better' to ensure every community member understands and practises our Values. Engage student leaders to plan, implement and then evaluate effective induction strategies for incoming students. 	<p>Assistant Principal (Trans) Director of Studies Principal</p> <p>Assistant Principal (Trans) Assistant Principal (WB) Director of Studies</p>	<p>Students successfully transition from primary to secondary school.</p>
<p>3. To equip all Year 7 students with the technology devices and skills to participate fully in 21st century learning.</p>	<ul style="list-style-type: none"> Investigate what Year 6 & 7s know and can do with technology and build our Year 7 & 8 program based on this knowledge. Develop a financial strategy for equipping all incoming students with appropriate devices and an induction strategy to ensure students understand how to use their devices to create an active positive digital presence. 	<p>Assistant Principal (Trans) Deputy Principal Inn Tech Leader</p> <p>Deputy Principal Business Leader</p>	<p>Incoming primary students have been appropriately equipped with skills and devices for successfully navigating technology-based high school learning.</p>

3.0 YEAR 7 INTO HIGH SCHOOL(continued)	Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
	<p>4. To plan staffing and budgeting requirements for the double intake in 2022 and beyond.</p>	<ul style="list-style-type: none"> • Identify vacancies that will occur in 2020 and 2021 as well as additional vacancies to address increased numbers and advertise these positions with sufficient lead time to induct teachers into Glenunga’s culture and practices. • Actively seek staff who can work effectively with Year 7s and 8s and who can also be coached to build their subject and pedagogical expertise into the Senior School. • Ensure all staff are familiar with the Year 7s to High School Guide and Middle Years research so that they understand learning and wellbeing requirements from Year 7 -12. • Identify budget requirements for a double intake year. • Identify specialist program (IGNITE) arrangements for a double intake year. 	<p>Director of Studies</p> <p>Assistant Principal (Trans) Director of Studies</p> <p>Business Leader Director of Services Deputy Principal IGNITE Leader</p>	<p>Preparations have been completed for the successful transition of Year 7s to High School.</p> <p>Staff effectively work with students from Year 7 – 12.</p>