



## SCHOOL CONTEXT STATEMENT

Updated: 22/03/2021

**School number:** 0927  
**School name:** Glenunga International High School

### School Profile:

Glenunga International High School is a public school for approximately 1823 students from 89 cultural backgrounds which offers places to up to 70 international 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<sup>PB</sup>*, *Opportunity<sup>U</sup>*, *International Mindedness* and *Harmony*. Our commitment to providing outstanding opportunities for each student to achieve their personal best is reflected in our well-deserved reputation for 21st century high quality learning and academic excellence, combined with innovative approaches to wellbeing, a deep understanding of holistic education and high levels of student engagement. Our cultural diversity, 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 well underway on our journey from being a 'good' 20<sup>th</sup> century school to being a 'great' 21<sup>st</sup> century school, defined in terms of improved student learning and wellbeing outcomes.

We are very proud of our Student Life program involving 35 student-led clubs and 15 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 comprehensive sporting program operates within the state school and independent school programs providing students with many opportunities to represent the school in knockout, after school and/or weekend competitions. Student Life also encompasses a comprehensive Peer Support program for our new Year 8 students with our Year 11 leaders.

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 fine-tune pedagogy based on student feedback and research findings about improved learning outcomes.

The school was involved in a significant building and refurbishment project (2012-2013) resulting in the Year 12 Centre with six new Senior School classrooms and a Learning Street; an International Student Centre; the Learning Hub; The POD; new areas for Student Services, Finance Services; IT Services; a new Wellbeing Centre; and the refurbishment of the current facilities for HPE, Drama, Music, Visual Art, Media Studies and Science. In 2014 and 2015 there were ongoing developments to improve other parts of the school to support staff and students such as the installation of the new lockers, continuation of the carpeting program in corridors and the addition of new toilets to the gymnasium and expansion of existing toilets outside Food Technology. 2016 and 2017 saw the completion of carpeting of corridors, additional blinds in classrooms to stop glare and a range of general improvements across the school.

2019 continued ongoing upgrades to classrooms [ blinds, painting, carpeting & furniture ] as per our master plan for refurbishing classrooms across the E-Wing building. The redevelopment of the old Physics Labs into Biology and Nutrition and Stage 2 & 4 [ Rod Pike / back of Gym ] of the Grounds Development Project have been put on hold until the building outcomes of the Capital Works Project have been confirmed.

In 2020 a major Capital Works Project (\$32 million) commenced with the building of a new gymnasium and a three-story teaching complex for Science, Technologies and Learning (STL). In 2022 the POD will shift from its current location into the STL Centre enabling The Learning Hub to expand and to create space for an Innovations Centre. This will support the school with the Year 7's to high school program in 2022.

Each Year 8-12 student uses their laptop as part of blended learning supported by interactive whiteboards in all classrooms. Each subject has a Virtual Learning Environment where course information, learning resources, assessment tasks and deadlines are stored and where collaborative learning occurs between students and staff. Google docs and a range of other collaborative tools are used to support interactive learning. Families have access to a Parent Portal in Daymap that provides real time information about their student's progress as well as assessment tasks, deadlines, grades and attendance data.

Students are able to choose to undertake either the South Australian Certificate of Education (SACE) or the International Baccalaureate (IB) Diploma in Years 11-12 (with possibilities to accelerate earlier in SACE), along with the option of vocational education and training programs (VET) in Years 10-12; and the Australian Curriculum in all classes in Years 8 - 10. Other specialist programs include: an intensive English course (ISEC) for international students; specialist Science, Mathematics, Humanities and English courses in Year 10 to prepare for senior school; girls only Physical Education courses; and the opportunity for all students (currently 160 outside of the IGNITE program) to accelerate in different subject areas including Mathematics, Languages, Drama and Physical Education.

At the prestigious 2020 SASTA Oliphant Science Awards, Glenunga won First Prize in the category of Defence Science & Technology Year 9 – 12 School Prize, four First Place winners, the Oliphant Trophy winner along with 9 other placings. Glenunga was highly successful at the ICAS Awards as follows:

- In Mathematics two students achieved a medal and 126 students were award winners.
- In Science one student won a medal and 108 students were award winners.
- In Digital Technologies two students won a medal and 49 students were award winners.
- Hamman Schools Mathematics Competition: four prizes, 26 Awards

Further outstanding results were achieved in: SA Debating Championship; Grand Finalists, Runners up and two Debaters of the year (year 9 and 10), SADA Debating; Grand Finalists, Semi-Finalists and medal for the Best Speaker. SA Junior Chess League; Year 8/9 Table Tennis, Year 8/9 Girls Badminton and Senior Badminton: State championship winners; Southern Premiers for Futsal Year 8/9 Boys and Open Boys; 2 Volleyball girls teams overall winners and Boys Tennis in the Southern Zone winners. Glenunga had two medal prizes at the ABODA Music competition as well as a first prize.

In the 2020 Australian Mathematics Competition, our students received 1 prize, 22 High Distinctions, 79 Distinctions and 70 Credits. In the Australian Geography Competition our students achieved three first places. In the Australian Science Olympiad Exams 2020, Glenunga received 3 High Distinctions, 6 Distinctions and 2 Credits. 2 LIONS Scholarships were won as well as 2 Prizes for language competitions.

In 2020 our SACE students achieved in 622 A grades and 55 SACE Stage 2 merits while our International Baccalaureate students achieved 90 Merits.

- General information
  - School Principal's name: Ms Wendy Johnson
  - Deputy Principal's names: Mr Jeremy Cogan and Mr Tim Kloeden (Director of Studies)
  - 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
  - School website address: [www.gihs.sa.edu.au](http://www.gihs.sa.edu.au)
  - School e-mail address: [glenunga@gihs.sa.edu.au](mailto:glenunga@gihs.sa.edu.au)
  - February FTE student enrolment:

<b>FEBRUARY FTE Enrolment</b>		<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Secondary	Special, N.A.P. Ungraded etc.	0	0	0	0	0
	Year 8	369	351	377	395	369
	Year 9	300	341	312	347	368
	Year 10	355	330	365	350	358
	Year 11	336	350	322	338	330
	Year 12	319	325	340	334	346
	Year 12plus	10	9	11	13	6
International Study Program (ISP)		71	72	72	68	46
<b>TOTAL</b>		<b>1760</b>	<b>1778</b>	<b>1799</b>	<b>1827</b>	<b>1823</b>

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>JULY FTE Enrolment</b>	1710.4	1751.6	1716.2	1705.7
MALE FTE	932	945	960	1003
FEMALE FTE	817	814	845	887
School Card Approvals (Persons)	173	125	184	193
NESB Total (Persons)	1260	1224	1306	1298
Aboriginal FTE Enrolment	4	5	8	9

#### 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
2019	1727 + 72 International Students
2020	1759 + 68 International Students
2021	1777 + 46 International Students

- Staffing numbers (as at 28 February 2021):

Contact person: Mr Tim Kloeden Director of Studies

Teachers [ FTE ] 119

#### Number of staff

Permanent [ FT ]	80	
Permanent [ PT ]	29	
Contract [ FT >1 Year ]	10	
Contract [ FT <=1 Year ]	5	
Contract [ PT <=1 Year ]	7	
Step 9	49	
International Baccalaureate [ RAP ]		2
International Program [ Classes ]		2.7
Ancillary [ Hrs + No ]	1263 Hrs / Wk [ 35 ]	

#### 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 wellbeing)

### 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 70 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 across the metropolitan area and the Hills.

### Student Wellbeing

The wellbeing of our students is at the centre of everything we do. We develop the 'whole-person' and take pride in our values-based approach to personalising learning that 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 21<sup>st</sup> Century Teaching and Learning, and it connects to our school values: *Excellence<sup>PB</sup>*, *Opportunity<sup>U</sup>*, *International Mindedness* and *Harmony*. The promotion of positive 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), one school Psychologist, two Student Wellbeing Leaders and a Pastoral Care Worker. The team is strengthened through close collaboration with members of The POD (Learner Support), Sub School Teams, Mentor Teachers and external agencies to ensure our students' needs are met and that they are supported to thrive.

The POD is a centralised space located next to The Learning Hub, which provides specialist support for students with additional needs, from wellbeing and academic support, through to learning and behavioural support. The POD plays a key role in connecting students to a variety of services within the school including: the Wellbeing Team, Sub School Leaders and School Leadership in relation behaviour management, work completion, student learning support, special needs and wellbeing programs. It is a flexible learning space utilised by a variety of personnel and support systems to accommodate individual student needs.

Glenunga is committed to preparing students to thrive in and out of school. The school provides opportunities for students to develop the skills to be life-long learners who succeed academically, and personally in an ever-changing global context. We work within a holistic education model that provides students with knowledge and skills that extend beyond the learnings of the classroom.

Glenunga International High School's commitment to holistic education is enacted through our values-based approach, mentoring the Program X curriculum, (Pastoral Care) and our Student Life program. Mentor Groups meet for 10 minutes at the start of the day on Monday and Friday as well as the 50 minute Program X lessons on Tuesday and Thursday each week. This longer time is used for the delivery of the Program X curriculum as well as Sub School specific requirements such as assemblies.

## Program X

Program X focusses on three curriculum priorities of *21<sup>st</sup> Century Teaching and Learning, Wellbeing, and International Mindedness*. The curriculum is delivered from Years 8 to 12 with the sophistication of learning increasing to match the development needs and capabilities of students over time. Sub School Leaders take responsibility for the curriculum design within their respective Sub School in collaboration with a team of thought leaders from each of the three priorities. Mentor Teachers personalise and deliver the learning activities to meet the needs of their particular group of students. Through the delivery of Program X, students are provided with an opportunity to take responsibility for their learning, provide feedback to teachers and to develop 21<sup>st</sup> century skills to promote learning and knowledge acquisition; opportunities to understand factors impacting on wellbeing and developing strategies to improve wellbeing both now and in the future; and to reflect on their role as global citizens, both locally and internationally.

## Student support offered

Student Support Teams consisting of the Sub School Leader, Sub School Assistant Leader, a Wellbeing Team connector and relevant member of the Executive Leadership Team operate at each Sub School. They meet every two to three weeks to develop, coordinate and monitor personalised 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) are analysed regularly as part of these team meetings.

## Proactive Wellbeing Programs

Glenunga takes on a proactive approach to holistic student education and wellbeing. Staff recognise students who will benefit from additional support outside the classroom environment to improve learning and wellbeing. The Wellbeing Team, in partnership with teachers and support staff, provide specialised support in the form of one-on-one or small group counselling, psychological interventions, proactive programs, mentoring and specialised teaching. During these interventions, and through regular data collection, staff recognised additional needs for targeted interventions based on themes in the student population. Some recent themes have included: unhelpful perfectionism, stress and anxiety, and social skill development. In response to these themes, a range of Proactive Wellbeing Programs are delivered including staff professional learning on emotion regulation, a refined Program X curriculum focussing on strategies for resilience, a program on unhelpful perfectionism (LIFE) in partnership with Flinders University, and a targeted student-teacher mentoring program. Future directions continue to be explored based on the needs of the cohort.

## Student Life Programs

Our Director: Student Life has responsibility for the extensive co-curricular program in partnership with Assistant Principal – Student Wellbeing, Holistic Education and Learner Support. Details of the program can be found on our website. Co-curricular options include: clubs, fundraisers and House Events. A Peer Support Leader program is in place for Year 11 students supporting Year 8 students with their induction to high school.

## Student behaviour 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. Glenunga promotes a culture of mentoring and coaching students. Sub School Leaders and The POD team members, together with families and staff, promote positive behaviour and use a values-based approach to address any inappropriate student actions. This is achieved through a multi-faceted approach including: explicit teaching, coaching, 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 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, 21st Century Learning, Transition, Student Forum, and Communications and Promotions. Student leaders also take on the roles of House Captains and Club Captains for Student Life Clubs. The two Head Prefects are members of Governing Council. Student Leaders meet regularly with the Principal, Deputy Principal, Assistant Principal and their relevant Sub School Leader.

### 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 (Creativity, Critical Thinking, Communication and Collaboration) to ensure that we develop 21<sup>st</sup> 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 (EAL)
- Mathematics
- Science
- Humanities - History and Geography
- Health and Physical Education
- Languages other than English - Chinese, French, Japanese or English Literacy Plus (ELP)
- Design and Technology, including Food Technology
- The Arts - Music, Art, Drama, Media Studies (Year 10 only)

#### Years 8, 9 and 10

The Mentor teacher has daily contact with their Mentor Group and is the person responsible for the continual monitoring of each student's wellbeing and academic progress. The Mentor teacher develops positive relationships with students and families and is the primary school contact for families when they have a concern about their student. The Mentor 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 21<sup>st</sup> Century. There are specific learning intentions for each Sub School based around the three key frameworks of the school; International Mindedness, Well-being and 21<sup>st</sup> Century Learning.

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.

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 to benefit our community or the wider society.

- **Senior School - Students** choose either the SACE or IB Diploma.
- **VET courses 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. IB Spanish Ab. and Indonesian Ab. 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 or on Saturday mornings.

- **Languages currently being studied at the SOL:**

**SACE:** Arabic, French, German, Hindi, Italian, Japanese, Korean, Vietnamese, Spanish, Indonesian, Bosnian, Polish, Croatian

**IB:** Spanish, Indonesian, Japanese, Hindi, Italian, German

- **International Baccalaureate Year 11 and 12**

All IB students undertake six subjects including: English or Chinese Literature (Language A); Mathematics; one Language B course from Mandarin, English, French, Indonesian, Spanish or Japanese; at least one Science from Biology, Chemistry, Physics, Environmental Systems and Societies and one humanities subject from Economics, Geography, History or Psychology. The sixth subject can be Visual Art, Music, Film or an extra subject from the Sciences, another Language B or another Humanities subject, depending on the timetable. All students also study the IB Core, which includes: developing the characteristics of the IB Learner Profile; Theory of Knowledge (TOK); Creativity, Activity, Service (CAS); and the Extended Essay (EE).

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

Glenunga is currently one of only two state secondary schools offering the International Baccalaureate Diploma Program to students in Year 11 and 12. DfE provides an additional 2.0 FTE [ \$ 224,518 ] and 10 Hrs/Week SS02 [ \$ 20,566 ] 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 Baccalaureate student numbers**

Year Level	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year 12 Diploma	63	42	77	81	66	90	80	74	61	57
Year 11*	65	97	102	93	123	99	100	77	75	72
Total*	128	139	179	174	202	189	180	151	136	129
Year 12 SACE Students Taking IB Subject	8	4	5	5	17	29	30	19	12	34

Year 11 SACE Stage 1 Subject Offerings	Year 12 SACE Stage 2 Subject Offerings
Active Lifestyles Aviation - Scientific Studies Biology A & Biology B Business Innovation A: Startup Enterprise Business Innovation B: Transforming Enterprise Chemistry 1 & Chemistry 2 Chinese Background Speakers Chinese Continuers Creative Arts A: Digital Photography Creative Arts B: Digital Art Design Design & Engineering Digital Technologies Drama A & Drama B English 1 & 2 English As An Additional Language Studies English Essential 1 & 2 English Literary Studies 1 & 2 Essential Maths A & B Food And Hospitality A & B French Continuers General Maths 1 & General Maths 2 Geography A Geography B Health And Wellbeing History - Modern History A History - Modern History B Japanese Continuers Legal Studies Maths Methods 1 & Maths Methods 2 Media Studies A (Documentary) Media Studies B (Fiction) Music Advanced Music Experience Nutrition A & Nutrition B Physical Education A & Physical Education B Physics 1 & Physics 2 Product Design Psychology A & Psychology B Specialist Maths 1 & Specialist Maths 2 Sports Studies (Integrated Learning) Visual Art A & Visual Art B Workplace Practices	Aviation - Scientific Studies 2 Biology Business Innovation Chemistry Chinese Background Chinese Continuers Creative Arts Design & Engineering Digital Technologies Drama English English As An Additional Language Studies English Essential English Literary Studies Essential Maths Fitness Certificate Iii Food & Hospitality French Continuers General Maths Health And Wellbeing Japanese Continuers Legal Studies Maths Methods Media Studies Modern History Music Explorations Music Performance Music Studies Nutrition Physical Education Physics Psychology Research Project Specialist Maths Sports Studies (Integrated Learning) Visual Arts - Art Visual Arts - Design Workplace Practices

- Special needs:

### Gifted Programs (IGNITE)

Glenunga is a special interest school for gifted and talented students. In 2021 there are 473 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 dependent on student needs. Gifted students in the Arts and HPE can access advanced classes in Years 8 and 9. All teachers are expected to undertake professional learning in gifted education to familiarise themselves with the strategies required to extend and challenge all students.

Each year more than 400 prospective students sit the IGNITE entry test in February for a place in the IGNITE Program. Of these 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 \$92,740 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 and Offsite Learning Experiences
- Supplementing the professional development of IGNITE teachers.
- Supporting administration of the IGNITE program.

### **Negotiated Education Plan (NEP) and Learning Difficulties**

By working in partnership with students and families our teachers, support personnel and 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, leaders, students 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 Diploma, 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 an International student program currently with 46 students. These students come from countries including China, Korea, Japan, Vietnam, Thailand and Brunei. Most students study in the High School Program and graduate with either their SACE or the IB Diploma. An Intensive Secondary English Course (ISEC funded at 1.0 FTE from International Student Fees) prepares students for SACE or IB studies. All students have access to tutors from Korean, Chinese and Japanese backgrounds to support them in their studies. In addition, International funding provides for a 0.6 FTE Assistant Principal who leads the International Program and 1 x 30 hours of SSO3 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. Post COVID we are hosting several Virtual Study Tours which involve international students from our partner schools participating in an online program with Language classes. An annual Language and Cultural Tour is also offered to students to travel to a French, Japanese or Chinese speaking country although this opportunity has been suspended in 2020 and 2021. Where travel is not possible, virtual partnerships are explored with our sister schools.

### **Performance Development and Accountability**

- A comprehensive Professional Development and Accountability (PD&A) process is undertaken by all staff that includes the identification of improvement goals related to the school's Strategic Directions, check-in meetings, regular meetings (at least three per year), observations, personal written and vodcast reflection and written feedback from performance managers (twice a year). Additional meetings take place for Early Career Teachers and Teachers New to Glenunga. All teaching staff are provided with a school issued laptop and 70 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 development and accountability 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 Holistic Education and improved student wellbeing including *Program X* (pastoral care program in Year 8 – 12 delivered by Mentor Group Teachers in three strands; 21C Learning, International Mindedness and Wellbeing).
  - 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 team works within year level classes with support provided by School Services 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 Literacy Plus. Students in Higher Band NAPLAN Numeracy and Reading are monitored to ensure they stay in the higher bands and achieve a B grade or better in English and Mathematics.

- Teaching methodology:

Teaching practices are guided by *The Glenunga Pedagogical Framework for 21<sup>st</sup> 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 every classroom every day. The framework is organised into four Essential Practices:

- Targetted Teaching
- Active Learning
- Learning Partnerships
- 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 virtual 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 the use of collaborative tools. Teachers work in teams to develop engaging curriculum using ICT during Teacher Team Time Together (T4) sessions on Wednesday mornings. All rooms are equipped with interactive whiteboards.

Students to have access to technology in all their subjects and at home. Laptops are ordered on behalf of families 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 each student having their own laptop.

- Student assessment procedures and reporting:

Assessment and reporting practices support and extend student learning. Teachers complete Progress Grade Summaries at the end of each term.

To support student learning, staff:

- Devise and publish (on their virtual learning environments (VLEs) and on *Daymap*) assessment schedules and out of class learning 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 formative 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.
- Mentor students through their learner journey on a yearly cycle. Students have responsibility for mapping their progress from the previous year and then using their own academic and holistic data to set SMART goals for the coming year. Staff partner with students to coach them in presenting their goals at a Learner Conference, assist students in collecting and curating evidence for their ePortfolio (focused on growth in their 21<sup>st</sup> century skills) and regularly using their Learner Profile as a reflection tool to track how their SMART goals are progressing.

### **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, hockey, badminton, netball, orienteering, and indoor soccer.

The sports program 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 4 of our teams won titles in 2020; Yr 8/9 Girls Badminton, Open & Yr 8/9 Mixed Table Tennis and Yr 8/9 Girls Volleyball (Pool B). Our Open Girls Badminton team were runners up in their competition.

Separate to the after-school sports program, GIHS is involved in a number of carnivals throughout the year, including athletics, swimming, football, volleyball, 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, health benefits and skills which can be applied to their future endeavours.

## 6. Other Co-Curricular Activities

The Director: Student Life 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; Cancer Council Club; Chess Club; Chesslife Coaching; Chinese Club; Christian Club; Coffee Club; 29 Debating teams competing in Debating SA and SADA; Environment Club; French Club; French Support Group; The Glenunga Dispatch; Harry Potter Club (Dumbledore's Army); Hispanic Language and Culture Club; History Club; Horizons Club; HUB Club; K-Pop Club; LEO Club; LGBT+S.A.F.E Club; Marvel Club; Music Ensembles (including choir, concert band, flute ensemble, guitar ensemble, jazz vocal ensemble, percussion, ensemble and vocal ensemble, world music ensemble); Magic the Gathering Club; Musical Theatre Club; 5 Pedal Prix Teams; Raspberry Pi Club; Table Tennis Club; UCAT Training Club; UN Youth events; Weight Lifting and Fitness Club; Youth Parliament and Youth Ambassador programs associated with Australian Refugee Association, Cancer Council, Lions Club, Oaktree, Projects Abroad and World Vision. In addition to guiding students in their leadership development, the Director: Student Life offers opportunities for students to progress their own personal development, wellbeing and teamwork with events, excursions, fundraisers and activities. 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 Mathematics 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; Day of Silence; Live Below the Line; World Vision-40 Hour Famine; Harmony Day; Environment Week; International Mindedness Week; Language and Cultural Study Tours; Year 8 and 9 Camps; Inter-house Lunchtime Competitions; Infinite Echo Student Music Festival; World's Greatest Shave; Relay for Life; Daffodil Day; Cancer Council Biggest Morning Tea; City to Bay; Youth Parliament Week; Department for Education Christmas Appeal; Rostrum Voice of Youth; My First Speech Competition; Generation of Change workshops; Hutt St Centre-Walk a Mile; 6K for Water; Wear It Purple Day; Charities Day.



## 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 – Head of Senior School / Curriculum Development; Deputy Principal - Director of Studies: Head of Middle School / Curriculum Implementation; Assistant Principal - International Mindedness and People Development; Assistant Principal - Student Wellbeing / Holistic Education and Learner Support; Assistant Principal - Transition to High School / Data Driven Improvement; Assistant Principal – Students as Partners in Learning / Student Leadership; Senior Leader - Daily Management, Timetabling and Daily Operations; the Business Leader and the Director of Services. This Team meets weekly to discuss the organisation requirements and regularly 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 Leader, and Director of Services as well as a number of Leaders.

The School Leadership Team consists of the Executive Leadership Team and 20 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, SACE, The POD, VET and Flexible Pathways). In addition, there are two Student Wellbeing Leaders and two Psychologists [ each works three days ] to provide support and guidance to both students and staff. This teams meet 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 Leader has a line manager from the Executive Leadership Team. There are also teacher-leader positions to support specialist areas eg IGNITE, Research Project, International Baccalaureate and the larger faculties English, Mathematics/Technologies and Science.

Each Learning Area Leader meets with their team every Wednesday as part of T4 and in Curriculum Team meetings that occur three times per term. Each Sub School Leader meets with their team of teachers and Executive Leadership Team member three times per term.

The School Services Team consists of: Business Leader; Director of Services; Administration Team (Principal’s Personal Assistant and Enrolment Officer; Major Events and school operations / IGNITE; IB Program Manager; Communications and Publications Officer; Data Manager and Personal Assistant to the Director of Studies; and Receptionist); Student Services; Information Services (Network Manager and Technical Assistants); Finance/International Team (Director of Services; Finance and Service Manager; Finance Support Officer and International Programs Support Officer); Director: Student Life; Director: School Sport; Property Manager; Laboratory Manager and Laboratory Technician; Student Support/Special Ed Team; Learning Hub Team (Learning Hub Operations Manager and Distribution Officers) and Technologies Workshop Support. SSO Leadership team meets three times a term and the SSO full team meets two times a term.

### **TIER 2 – Inclusive Education Support Program**

84 students receive some level of support in the classroom provided by the team of Special Education SSO’s. Inclusive Education is managed by The POD Leader in collaboration with the Special Education teachers 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 0.8 FTE in 2020. 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 Literacy Plus classes.

- Access to special staff  
The Music Program is supported by the Instrumental Tuition Program. International students are able to access tutors as appropriate.  
Students with wellbeing needs are supported by the 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 Mentor Group, and hours towards the Professional Development requirement.

There is a 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 and one two storey building. The main building consists of: Home Economics wing; Languages wing; Science wing; Humanities & Science wing; Mathematics 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. The two story building consists of The Learning Hub [ combined IT & information services ]; The POD [ student learning support ]; Student Services [ Finances, Student Services, Wellbeing, Counsellors & Learning Pathways ], Year 12 Centre and International Centre.

Additionally, we have a gym facilitating badminton, basketball, netball and volleyball which is used by the school and the community.

- Heating and cooling:

All classrooms and learning spaces have both heating and cooling.

- Specialist facilities and equipment

The following specialist facilities exist:

- 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.

- **Future Developments**

The school is currently undergoing a \$32M building program to be completed by the start of the 2022 school year which will accommodate the school's expansion due to the transition of Year 7 student from primary to secondary school.

- Building one – gymnasium consisting of an international standard two basketball court construction that will allow for volleyball, netball, badminton; an ergonomics room and associated change rooms for students in addition to four multipurpose/function classrooms.
- Building two – Science, Technology and Learning over three levels will provide the following:
  - Level one - Dedicated space for students needing additional learning support; a technologies space incorporating workshops, manufacturing centre, innovation centre and flexible learning.
  - Level two – Suite of multipurpose classrooms that support other learning areas e.g. English, Mathematics, Languages etc.
  - Level three - DaVinci Science labs, senior nutrition and two flexible art rooms.

Both buildings will be equipped with heating and cooling, student and staff amenities and high level technology to support 21<sup>st</sup> century teaching and learning.

- **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. There are small kitchenettes throughout the school to provide staff with drink making, food heating and cold storage facilities.

- **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

- Regular publications

The Curriculum Guide is published on the website and is made accessible for all students prior to course counselling. The course counselling process is supported with a dedicated Google Site and additional supporting resources including student and staff videos giving a greater insight into undertaking specific subjects.

Student absences are updated on Daymap daily while staff absences are updated to General Access. The school's website is a comprehensive resource for upcoming events; curriculum information; an eNews feed; school sport; committees; International Programs; school policies; media presentations; and enrolment policies along with being an access point for both the student and staff intranet.

Two dedicated Google Sites known as the Staff Information Page and Student Information Page for obtaining information are available on the computer network as well as Behaviour Management Policy and Procedures; IB Guide; Transition Handbook; and Curriculum Guide.

Telephone, or email is the expected means of communication between home and school for students. The school's calendar is available on our website or SchoolStream mobile app. SchoolStream app is a communication channel to families that provides push notifications to families and form submissions for daily absences and enquiries from families. It is regularly updated with push notification alerts regarding upcoming school events. There are Learner Conferences in Term 1 and 4 and Subject Teacher Conferences in Term 2, Parent Information Evenings and course counselling days in Semester 2. Other regular events include: Open Day; commUnity Week; Athletics and Swimming Carnivals; and Year 7/Year 6 Transition 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 12 students.

Student-managed television screens highlight daily events and updates. A LED board is located at the front of the school that informs the extended community of events and celebrations. A dedicated Facebook page is used to keep the community informed of key school events, student achievements, announcements and to promote wellbeing and international mindedness within the community. This is further supported with a Google Business Page that provides for business hours, reviews, and location address through search engine optimisation practices.

- Special funding

The school receives additional funding for the following programs:

- International Baccalaureate Program
- IGNITE Program
- Inclusive Education Support Program [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.
- Feeder or destination schools  
There are over 100 feeder schools, with local feeder schools including Glen Osmond, Linden Park, Unley, and Parkside.
- 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  
: Burnside Shopping Centre

## 12. Further Comments

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2020			
Header & Description	2020 - Period 13	Ref	2019 - Period 13
<b>Current Assets</b>			
CASH CURRENT	\$ 84,310	[ 1 ]	\$ 193,731
INVESTMENTS : CURRENT	\$ 2,650,566	[ 2 ]	\$ 1,845,244
RECEIVABLES : CURRENT	\$ 263,282	[ 3 ]	\$ 254,027
INVENTORY			
ACCRUED REVENUE	\$ 465,014	[ 4 ]	\$ 855,178
<b>Total Current Assets</b>	<b>\$ 3,463,173</b>		<b>\$ 3,148,180</b>
<b>Non-Current Assets</b>			
RECEIVABLES : NON-CURRENT	\$ 61,706	[ 5 ]	\$ 89,696
FURNITURE AND EQUIPMENT	\$ 335,394	[ 5 ]	\$ 363,158
COMPUTING AND COMMUNICATIONS	\$ 222,107	[ 5 ]	\$ 174,363
BUS & MOTOR VEHICLES	\$ 28,079	[ 5 ]	\$ 26,038
GENERAL ASSETS : NON-CURRENT	\$ 122,356	[ 5 ]	\$ 124,996
<b>Total Non-Current Assets</b>	<b>\$ 769,642</b>		<b>\$ 778,250</b>
<b>TOTAL ASSETS</b>	<b>\$ 4,232,815</b>		<b>\$ 3,926,430</b>
<b>Current Liabilities</b>			
BORROWINGS : CURRENT		[ 6 ]	
PAYABLES : CURRENT	\$ 30,526	[ 7 ]	\$ 186,608
GENERAL LIABILITIES : CURRENT	\$ 261,001	[ 8 ]	\$ 274,233
LEASE LIABILITIES : CURRENT			
<b>Total Current Liabilities</b>	<b>\$ 291,527</b>		<b>\$ 460,841</b>
<b>Non-Current Liabilities</b>			
BORROWINGS : NON-CURRENT		[ 9 ]	
GENERAL LIABILITIES : NON-CURRENT			
LEASE LIABILITIES : NON-CURRENT			
<b>Total Non-Current Liabilities</b>	<b>\$ -</b>		<b>\$ -</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 291,527</b>		<b>\$ 460,841</b>
<b>NET ASSETS</b>	<b>\$ 3,941,288</b>		<b>\$ 3,465,589</b>
<b>Equity</b>			
ACCUMULATED SURPLUS	\$ 3,465,589		\$ 3,090,284
NET INCOME YEAR TO DATE	\$ 475,699	[ 10 ]	\$ 375,305
<b>Total Equity</b>	<b>\$ 3,941,288</b>		<b>\$ 3,465,589</b>
<b>TOTAL EQUITY</b>	<b>\$ 3,941,288</b>		<b>\$ 3,465,589</b>