



Glenunga International High School

2020 annual report to the community

Glenunga International High School Number: 927

Partnership: Greenhill South

School principal:

Ms Wendy Johnson

Signature

Governing council chair:

Mr Bruce Lines

Date of endorsement:

11 March 2021



Government
of South Australia

Department for Education

Context and highlights

Glenunga IHS has transformed from a good 20th century school where teacher-directed content dominated to one where the focus is students developing their 21st century skills to demonstrate what they can do with what they know. 1800 students curated evidence of their 21st century skills and presented their journeys to their families and mentor teachers. Our transformation is demonstrated by: increasing personalisation of learning; collaborative 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 our Parent Portal delivering real time information about attendance, assessment tasks, achievements and progress.

Our holistic education focused on improving student wellbeing and developing global and digital citizenship. Our international focus and our commitment to intellectual challenge permeate our culture, curriculum and Student Life programs. The Framework for 21st Century Teaching and Learning has been re-imagined based on teachers' maturing understanding of learner needs.

We were accredited at world class level in 2018 by the Council of International Schools. Our 5 year IB Diploma Accreditation Review saw our school received the highest accolades. We have been nominated as a nation-leading school for our values-based holistic education, academic achievements and technology-enabled personalised learning. Our enrolment was: 1745 students from 71 countries with 68 fee paying international students; 10% (186) school card holders; 56% (1008) English As An Additional Language; 8.7% (157) Inclusive Education Support Program students; and 0.5% (9) ATSI students.

We have collaborated with Flinders Uni; Uni SA and Adelaide Uni. Our students have won: Oliphant Science Trophy: 1st prize. Science Awards: 13 prize winners. ICAS Awards: Maths 2 medals 126 awards; Science 1 medal 125 awards; and Digital Technologies: 2 Medals 49 awards. Aust Maths Competition 1 prize 174 awards; Maths Competition 26 Awards 4 prizes. Debating SA: Year 10 Grand Finalists, Year 9 and 10 Debaters of the Year; SADA Senior Grand Finalists; Medal for Best Speaker; State Champions Chess; Badminton; and Table Tennis. Australian Geography Competition, International Youth Silent Film Festival SA: best cinematography award and best film award.

Governing council report

COVID-19 impacted the work of Governing Council in a number of ways. Two meetings were deferred and members participated virtually on occasion. The work of the Community Engagement Committee was most affected and social distancing requirements meant that several parents' events and in-school activities could not proceed. Nonetheless, Governing Council was still able to make a significant contribution to the School, with the following being highlights:

- Provided advocacy with SA Government in securing additional public funding for the new building project to accommodate Year 7's transitioning to high school in 2022;
- Endorsed the raising of a loan through the Department of Education to secure the final funding required for the new building project;
- Actively monitored the 2020 budget which remained on target and balanced;
- Promoted the importance of the Materials and Services Charge to the School community via correspondence and social media video posts;
- Reviewed and confirmed the Governing Council Action Plan 2020-2021;
- Supported the School value of International Mindedness through its involvement with I'M Glenunga Week and contributions to the Humans of Glenunga video posts;
- Promoted the School and the role of Governing Council with the external reviewers of the School's International Baccalaureate accreditation.
- Held a number of forums with interested parents through the Community Engagement Committee;
- Cemented the role of the Entrepreneurial Working Group and supported the continued roll out of entrepreneurship activities and opportunities for students, including Innov8; and
- Engaged with the School's 21st Century Teaching and Learning agenda in a variety ways, including through providing endorsement of the 2021 timetable restructure, the e-portfolio and proposed Learner Profile.

The Governing Council continued to be regularly briefed by the Principal and other School Executive Leaders on all important aspects of the School, such as its Strategic Plan, wellbeing programs, and Program X.

Quality improvement planning

High Quality Teaching and Learning Outcomes

- The refined GIHS Pedagogical Framework implemented with all staff through professional learning focused on the Essential Practices. Teachers used Visible Thinking Routines to develop creative and critical thinking and to move students from surface to deep learning. Dylan William's Formative Assessment strategies evident in classroom observations and teacher reflections.
- The Learner E Portfolio expanded to enable students to include evidence of their 21st century skills in community activities. Family Conferences were adapted to include student improvement goals. Students provided evidence of their goals and reflections on their growth as learners.
- A new ten day timetable that better reflects the goals of our Pedagogical Framework, particularly the opportunity to develop deeper learning in our students.

Building Staff Capacity to Deliver High Quality Teaching and Learning

- A successful induction for new teachers, and continued success in the Early Career Teacher Program with 5 winning permanent roles.
- 10 participants in the LeadershipPB Aspiring Leaders Course, 8 of whom have won or continue in a teacher leader role for 2021.
- Successful PD&A met the needs of staff during COVID and culminated in teachers and ancillary staff vodcasting their end of year reflections.

Holistic Education

- Student-led Wellbeing and International Mindedness Councils delivered whole school community celebrations.
- Development of two additional 21st century skills (2Cs) of Character and Citizenship.
- Improved staff understanding of the Essence of Adolescence particularly the unique attributes of Year 7 to 9, micro moments and mirror neurons.
- 500 students accessed one-on-one wellbeing support
- Proactive Wellbeing Programs included:
 - o Chilled: 10 students from Year 8-10 successfully engaged in psychology-informed program aimed at improving anxiety management strategies.
 - o Mentoring: 30 students engaged in student staff partnerships to foster connection and positive decision-making.
 - o UP: 10 students from Year 11-12 engaged in a psychology-informed program to develop skills to regulate their emotions.
 - o Program Y: 10 Year 8-9 students diagnosed with Autism Spectrum Disorder engaged in interoception sessions.
 - o How Emotions Work: personalised staff program to foster their personal wellbeing and managing their own emotions.
- Program X personalised by Sub School Leaders and Mentor Teachers to meet the specific needs of their cohort.
- Student-led Wellbeing Council engaged in 'Youth Mental Health & Looking Out for your Peers', which empowered them looking after themselves and others.
- Assistant Principal and psychologist delivered professional learning to all teachers on the essence of adolescence and mentoring to learn more about the science behind adolescent development and to better understand their roles as mentors.

Year 7s to High School

- Strong connections made with primary teachers and leaders to share knowledge and understandings of curriculum delivery and student achievement prior to Year 7s move to high school. All staff read Donna Pendergast's research and used it to critique our preparations.
- Review of curriculum architecture and scope and sequence/learner progressions for Year 7 to 12.

Improvement: Aboriginal learners

Teachers, leaders and support staff worked collaboratively with key stakeholders in supporting our 9 ATSI students. Accurate and consistent data was collected throughout the year on students' achievement, attendance and wellbeing. Data was used to proactively develop and implement interventions to effectively support each student's learning and wellbeing. All students had access to additional support interventions through The Wellbeing Team and engaged in opportunities to better increase staff and/or student Aboriginal cultural awareness.

The following outcomes were achieved:

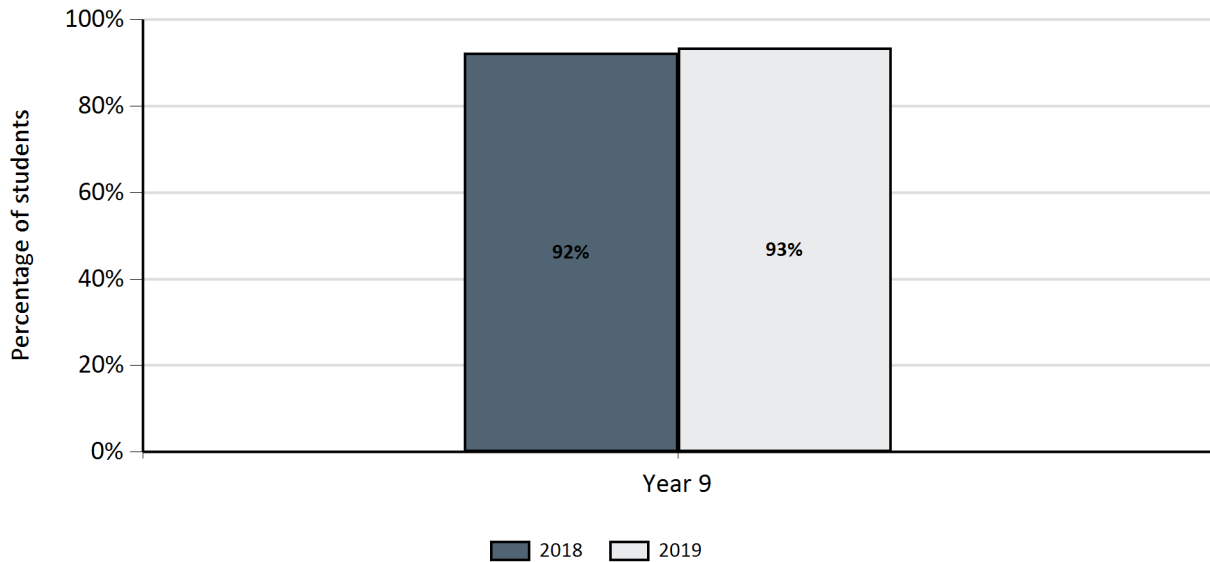
- All students had a personalised Individual Education Plan created and reviewed in Semester 1 and Semester 2.
- 100% of students achieved a C grade or higher for all subjects in their Semester 2 2021 report. Average GPA score 10.71.
- 3 x students maintained attendance between 98-100%.
- 4 x students maintained attendance above 80%.
- 2 x students received additional intervention via the Flexible Learning Options program (FLO).

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

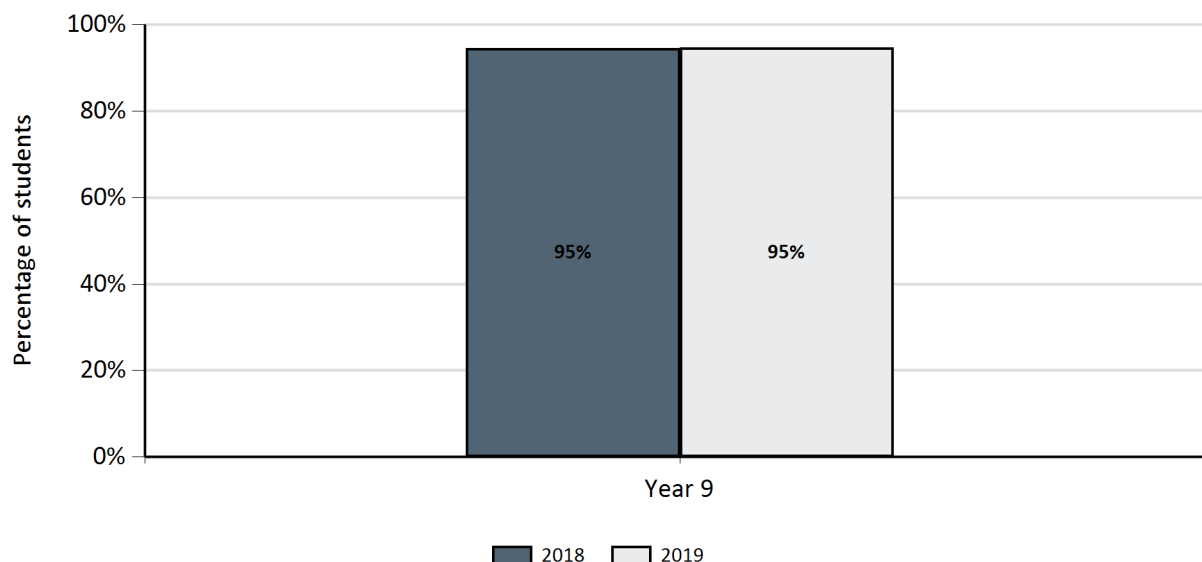


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	36%	25%
Middle progress group	50%	50%
Lower progress group	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	32%	25%
Middle progress group	52%	50%
Lower progress group	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	338	338	167	205	49%	61%
Year 9 2017-2019 Average	343.0	343.0	161.7	199.0	47%	58%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
99%	98%	99%	100%

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

Grade	2017	2018	2019	2020
A+	6%	7%	10%	11%
A	13%	14%	17%	18%
A-	16%	16%	17%	18%
B+	17%	14%	14%	17%
B	15%	16%	13%	13%
B-	14%	12%	11%	10%
C+	11%	9%	8%	7%
C	5%	7%	6%	5%
C-	2%	3%	2%	1%
D+	1%	1%	1%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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%.

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

2017	2018	2019	2020
99%	98%	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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	8%	12%	14%	16%
Percentage of year 12 students undertaking vocational training or trade training	11%	15%	16%	20%

School performance comment

The percentage of A grades was 47.56%, compared to 43.65% in 2019 and 37% in 2018. The percentage of D/E grades was 0.39% and continued the downward trend. The percentage of A+ grades was 11.01% compared to 9.53% in 2019 and 6.9% in 2018. There were 55 merits (4.2%) in a cohort of 267 students compared to 62 in a cohort of 275 students in 2019.

SACE ATARs by Percentage 2015 to 2020

ATAR	2015	2016	2017	2018	2019	2020
90 to 99.95	28%	37.4%	28%	29%	34%	38.09%
80 to 89.95	22%	20%	19%	23%	20%	21.21%
70 to 79.95	21%	15%	22%	15%	15%	20.35%
60 to 69.95	10%	14%	12%	11%	14%	8.66%
50 to 59.95	12%	9.0%	8%	11%	9%	9.52%
40 to 49.95	8%	3.6%	7%	7%	5%	1.73%
Below 40	1%	1.3%	4%	4%	1%	0.43%

SACE ATARs above 90 were 38.09% compared to 34% in 2019, and were the highest in the report period. The highest ATAR was 99.95. ATARs below 50 were 2.16% compared to 6% in 2019, and 11% in 2018.

IB Results – 2 students scored 44 out of 45 points with an ATAR of 99.75. There were 84 merits for 39 students compared to 90 for 51 students in 2019. 83.05% of students scored an ATAR of 90 or above compared to 68% in 2019.

COMBINED SACE and IB ATARs

ATAR	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
95 and above	22.8%	27.5%	21.1%	26.8%	31.7%	28%	22%	23%	27%	29.66%
90 to 99.95	33.8%	39%	32%	42.5%	44.2%	48%	38%	39%	42%	47.25%
80 to 89	19.4%	16.2%	20.7%	24.26%	17.3%	17%	22%	22%	21%	19.3%
70 to 79	14.7%	17.2%	19.1%	13.85%	15.8%	12%	17%	13%	15%	17.24%
60 to 69	10%	8.8%	12.6%	5.97%	7.3%	11%	9%	10%	10%	6.9%
50 to 59	8.57%	10.2%	8.9%	4.85%	8.4%	7%	6%	8%	7%	7.59%
Below 50	12.29%	8.2%	2.26%	7.46%	5.5%	4%	5%	8%	5%	1.72%

Combined SACE and IB ATARs – The percentage of ATARs above 90 was 47.65% compared to 42% in 2019 and 39% in 2018. 66.5% of students achieved an ATAR of 80 or above.

Attendance

Year level	2017	2018	2019	2020
Year 8	95.6%	97.0%	95.4%	90.2%
Year 9	93.5%	96.5%	93.3%	87.8%
Year 10	94.0%	95.3%	94.0%	87.8%
Year 11	95.1%	95.5%	94.3%	88.7%
Year 12	93.9%	94.7%	93.1%	89.6%
Secondary Other	81.4%	86.0%	85.6%	84.9%
Total	94.4%	95.8%	94.0%	88.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

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 messages 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 are counted as absences, which skews the data.

Behaviour support comment

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. 33 individual students out of a total of 1745 were externally suspended for a total of 42 incidents related to not upholding our school values. 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. There has been minimal bullying or harassment (student data from DfE WEC survey).

Client opinion summary

The focus for 2020 was the Perspectives Survey which is a DfE instrument for gauging the organisational climate within schools and the education system. As this survey occurred late in the year, we are currently analysing the data, to establish the key areas for improvement. A process has been designed to work with staff on this information.

Intended destination

Leave Reason	Number	%
Employment	1	0.3%
Interstate/Overseas	13	3.3%
Other	0	NA
Seeking Employment	3	0.8%
Tertiary/TAFE/Training	3	0.8%
Transfer to Non-Govt School	17	4.3%
Transfer to SA Govt School	20	5.1%
Unknown	336	85.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

GIHS maintains 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 are maintained electronically in the secure GIHS Drive. In 2020, over 20 teachers have been required to renew their teacher registration and have been supported to do so.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	199
Post Graduate Qualifications	118

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	118.6	0.0	31.3
Persons	0	131	0	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$18,192,542
Grants: Commonwealth	\$249,711
Parent Contributions	\$3,231,944
Fund Raising	\$0
Other	\$92,433

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	N/A	N/A
	Improved outcomes for students with an additional language or dialect	EAL \$68,814.77 Creation of 7 English Language Plus and 1 EAL tutoring classes to support intensive development of Literacy skills.	100% SEA students C grade or better. 94% Stage 1 SACE & 100% Stage 2 SACE.
	Inclusive Education Support Program	\$434,895.00 to support 0.7 FTE Special Education teacher and five ancillary staff and one specialist teacher for Category 9 student.	21 students completed SACE. Ongoing support for 158 students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	FLO funding (\$249,710.75) supported 33 students. - All students but 1 engaged in accredited learning - 100% of students had access to ongoing case management - 6 Year 12 FLO students successfully completed SACE - 22 students exited FLO transitioning to further education or employment.	N/A
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	BTS Funding (\$89,139.00) has been allocated for The Pod facility which provides intensive support to students in a range of ways through teaching staff and tutors. Literacy and Numeracy is a key component.	100% SEA students C or better in English and Maths. 99.71% grades C- or better
	Specialist school reporting (as required)	2.0 FTE and 10 SSO hours enabled provision of required subjects for 140 IB and 18 SACE students taking 1 IB subject.	59/60 students achieved the IB Diploma. 83% ATAR of 90+.
	Improved outcomes for gifted students	\$92,740.00 funded ACER testing to select students. Developed and provided professional learning program for teachers based on Flinders University model. Curriculum model re-developed.	65.45% scored ATARs of 90 . 85.45% ATARs of 80 .