

# GLENUNGA INTERNATIONAL HIGH SCHOOL Annual Report 2020



Department for Education T/A  
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**Government of South Australia**  
Department for Education

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## SECTION 1      CONTEXT

### 1.1      INTRODUCTION

Glenunga IHS has transformed from a good 20th century school where teacher-directed content dominated to a school where the focus is how students develop their 21st century skills to demonstrate what they can do with what they know. All students are coached to take co-ownership of their learning eg over 1800 students in Years 8-12 curating evidence of their developing 21st century skills and presenting their journeys to their families and mentor teachers in Learning Conferences twice during 2020.

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

Our strategic directions focussed on holistic education including improving student wellbeing and developing global and digital citizenship. Our international focus and our commitment to intellectual challenge permeate our culture, specialist programs, 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 School. Our 5 year IB Diploma Accreditation Review happened in 2020 and our school received the highest accolades from the evaluators. Glenunga IHS has been nominated as one of the nation's leading schools for its values-based holistic education, academic achievements and 21st century technology enabled personalised learning.

Our enrolment was 1745 students from 71 countries with an additional 64 fee paying international students.

We have worked with Flinders Uni on 'unhelpful perfectionism; Uni SA on our 21<sup>st</sup> century skills and Adelaide Uni E-challenge. Our students have distinguished themselves in state and national competitions. Oliphant Science Trophy: 1<sup>st</sup> prize. Oliphant Science Awards: 13 prize winners. ICAS Awards: Maths 2 medals and 126 awards; Science 1 medal and 125 awards; and Digital Technologies: 2 Medals 49 awards. Aust Maths Competition 1 prize and 174 awards; Hamman Schools Maths Competition 26 Awards and 4 prizes. Debating SA: Year 10 Grand Finalists and Runners up, Year 9 and 10 Debaters of the Year; SADA Senior Grand Finalists and Runners up, Peter Barry Medal for Best Speaker; Chess; Badminton; 2 State Championships, 1 runner up. Table Tennis: State Champions. 2020 Australian Geography Competition, three 1<sup>st</sup> places. International Youth Silent Film Festival SA: best cinematography award and prestigious best film award.

### 1.2      GOVERNING COUNCIL'S REPORT

Governing Council members are characterised by a common commitment to GIHS values and the drive of the School's leadership team to ensure GIHS is the very best 21st century school it can be, defined in terms of students' learning and wellbeing outcomes. The members' diversity of skills, cultures, experience and talents provide a base to allow for rigorous analysis and robust debate.

The Governing Council and its subcommittee agendas are always interesting and ensure that regular tasks of financial oversight; school planning; monitoring compliance obligations; and monitoring the achievement of performance objectives and fundraising are carried out efficiently and in a timely manner. Time is set aside each meeting to address the strategic issues facing the School.

#### **2020 Highlights**

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 of 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.

### **Our People**

Governing Councils are not always cohesive or strategic, however at Glenunga we have been very fortunate to have a Council that is talented, hardworking, and committed to achieving the best results for GIHS and its students. We are well supported by the Finance Committee, Community Engagement Committee and Entrepreneurial Working Group. I would particularly like to thank the convenors and members of those sub-committees and the time they devote to ensuring the governance of the School is efficient and effective.

Our teachers and SSOs work in an environment of constant change providing personal and professional challenges; all the more so in the year of COVID-19 which required enormous energy and commitment to design virtual learning, only to then have to flip back to face-to-face teaching at short notice. We congratulate GIHS staff for embracing these challenges and so clearly embodying the School's values. The continued exceptional results by our students is a reflection of the quality and commitment of GIHS staff. In addition to the staff of the School, I would like to thank:

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

The council would also like to thank Eleni Dalkos for her executive support and exceptional diligence. The Governing Council enjoys rigorous debate which could not have taken place without the energy, insight and generosity of Bruce Lines (Chair), Stacy Pickett (Treasurer), Christine Favre (Secretary), Angela FitzHenry (Deputy Secretary), Mark Pitcher, Matt Bradley, Jeremy Chu, Dora Jain, Jo De Silva, Kenneth Ng, Sanjeeva Balasuriya, Jadwiga Savas, our staff reps, our Head Prefects Alexander Nancarrow and Lexi Martin and participation by the many Executive Leaders who briefed Council throughout the year.

## **SECTION 2 STRATEGIC DIRECTIONS**

### **IMPROVEMENT PLANNING AND OUTCOMES**

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

- The refined GIHS Pedagogical Framework has been implemented with all staff through an extensive professional learning program focused on the Essential Practices. Teachers are using Visible Thinking Routines to develop creative and critical thinking and to move students from surface to deep learning. Extensive use of Dylan Wiliam's Formative Assessment strategies have been evident in classroom observations and teacher reflections.
- The Learner E Portfolio was expanded to enable students to include evidence of their development of their 21<sup>st</sup> century skills from community activities. Family Conferences were adapted to include student improvement goals for their learning. At the Term 4 conferences, students provided evidence of the achievement of their goals

and incorporated reflections on their growth as learners.

- An extensive process was used to develop a new ten day timetable that better reflects the goals of our Pedagogical Framework, particularly the opportunity to develop deeper learning in our students.
- The Learner Profile will be implemented in Term 1 in 2021. It is a snapshot of a student's achievement, engagement with school, growth and attendance. The data will be used to support student reflection on their progress and to identify their improvement goals/actions.

### **Building Staff Capacity to Deliver High Quality Teaching and Learning**

- A successful induction for new teachers to GIHS, and continued success in the Early Career Teacher Program with 5 ECTs 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 completing their end of year reflections in vodcasts.

## **2. Holistic Education**

- Co-construction between the student-led Wellbeing and International Mindedness Councils for the whole school commUnity celebrations.
- Celebration of the school's pillars of International Mindedness captured in Year 8, staff and Governing Council *Humans of Glenunga* vodcasts.
- Development of two additional 21<sup>st</sup> century skills (+2Cs) of Character and Citizenship.
- Improved staff understanding of the Essence of Adolescence particularly the unique attributes of students at Year 7 to 9 level as well as using micro moments and mirror neurons.
- 500 students accessed one-on-one wellbeing support
- Proactive Wellbeing Programs were delivered to staff and students. These included:
  - Chilled: 10 students from Year 8-10 successfully engaged in psychology-informed program aimed at improving thinking and anxiety management strategies.
  - Mentoring: 30 students engaged in student staff partnerships with 1:1 and group activities to foster connection and positive decision-making.
  - UP: 10 students from Year 11-12 engaged in a psychology-informed program designed to support students to develop skills to regulate their emotions.
  - Program Y: 10 Year 8-9 students diagnosed with Autism Spectrum Disorder engaged in ongoing sessions based on Interoception.
  - How Emotions Work: personalised staff program providing information to support strategies to foster their personal wellbeing and managing their own emotions.
- Program X was personalised by Sub School Leaders and Mentor Teachers to meet the specific needs of their cohort including emotion regulation, social connections, positive risk-taking and exam wellbeing.
- The student-led Wellbeing Council engaged in a 'Youth Mental Health & Looking Out for your Peers' presentation, which empowered them in looking after themselves and others.
- Assistant Principal and psychologist delivered professional learning programs to all teachers on *the essence of adolescence and mentoring* designed for staff to learn more about the science behind adolescent development and to better understand their roles as mentors supporting students to reach their full potential.

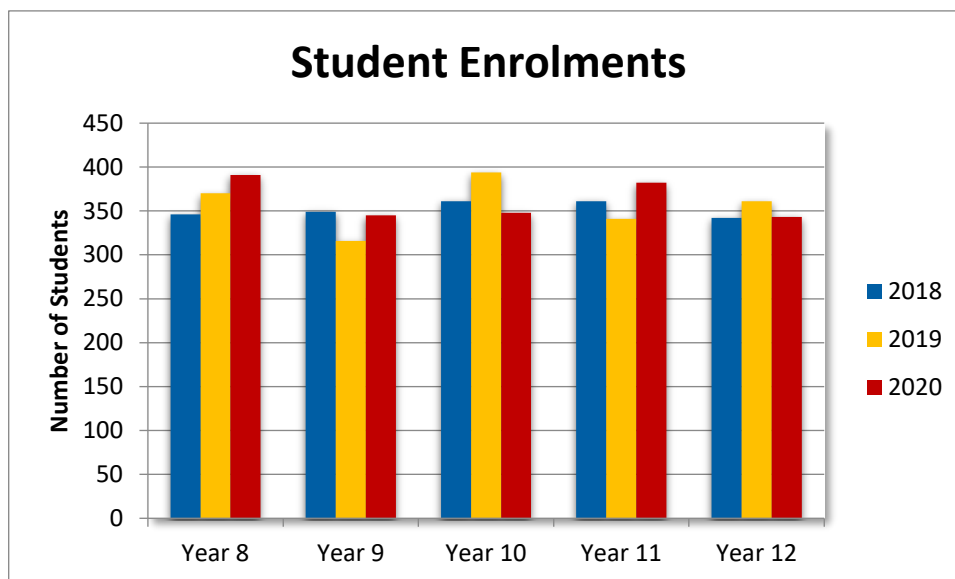
### **Year 7s to High School**

- 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.

## SECTION 3 REQUIRED DATA ANALYSIS

### 3.1 ENROLMENTS

#### Student Enrolments (FTE) by year level 2018 – 2020



Year Level	2018			2019			2020			Change	
	M	F	T	M	F	T	M	F	T	2018 - 2019	2019 - 2020
Year 8	182	164	346	194	176	370	200	191	391	24	21
Year 9	189	160	349	170	146	316	179	166	345	-33	29
Year 10	195	166	361	207	187	394	184	164	348	33	-46
Year 11	194	167	361	184	157	341	187	195	382	-20	41
Year 12	168	174	342	194	167	361	183	160	343	19	-18
<b>Total</b>	<b>928</b>	<b>831</b>	<b>1759</b>	<b>949</b>	<b>833</b>	<b>1782</b>	<b>933</b>	<b>876</b>	<b>1809</b>	<b>23</b>	<b>27</b>

#### Student Enrolment Specific Populations (FTE) 2018 – 2020

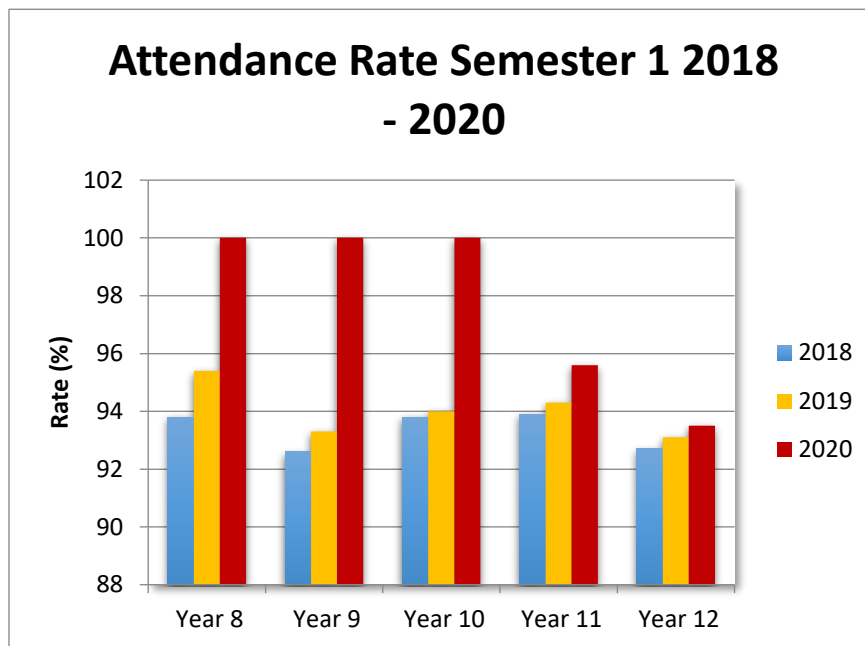
Student Group	2018			2019			2020			Change	
	M	F	T	M	F	T	M	F	T	2018-2019	2019-2020
ATSI	3	3	6	4	5	9	3	6	9	3	0
NESB	669	596	1265	677	614	1291	685	612	1297	26	6
EALD	574	504	1078	521	440	962	536	471	1007	116	45
Disabilities	25	9	34	75	77	152	101	58	159	118	7
School Card	102	103	205	109	89	198	103	93	196	-7	-2

#### 3.1.1 BEHAVIOUR MANAGEMENT

Significant time is spent inducting students into the Glenunga culture, values and expectations. Our focus on our value of Harmony ensures that behaviour incidents remain low. 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).

### 3.1.2 ATTENDANCE / ABSENCES

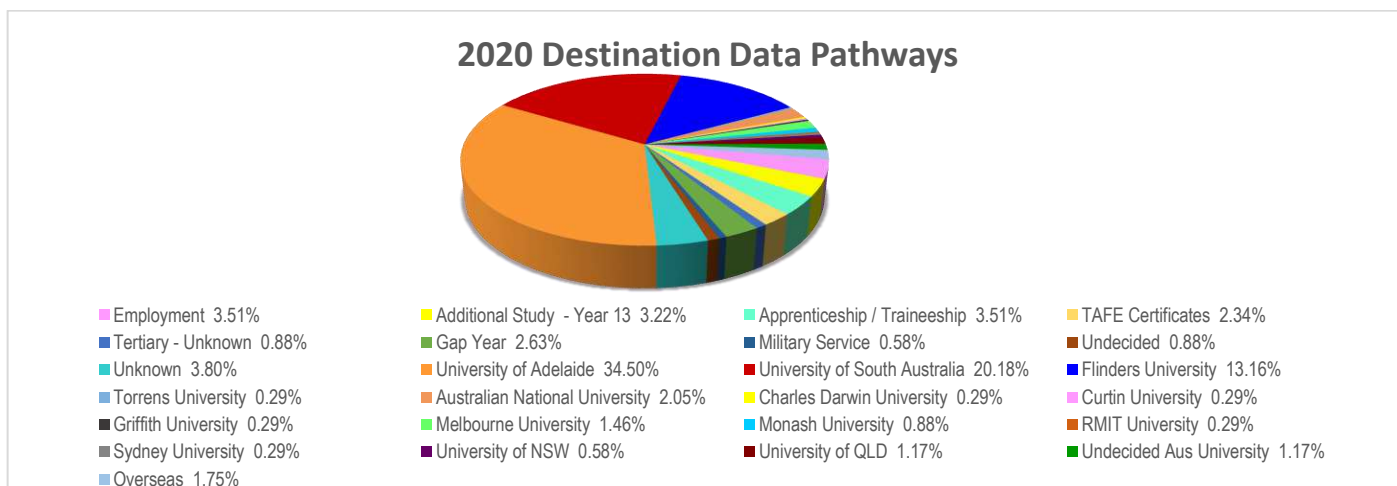
Year Level	2018	2019	2020	Change	
	School	School	School	2018-2019	2019-2020
Year 8	93.8	95.4	100.0	1.6	4.6
Year 9	92.6	93.3	100.0	0.7	6.7
Year 10	93.8	94	100.0	0.2	6
Year 11	93.9	94.3	95.6	0.4	1.3
Year 12	92.7	93.1	93.5	0.4	0.4
<b>Overall Rate</b>	93.4	94	97.8	0.6	3.8



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.

In 2020, students who undertook their learning via GLENUNGA@HOME during Terms 1 and 2 have been counted as present. Students' active engagement in their learning programs as per the school's timetable during this time is evidence of this.

### 3.1.3 DESTINATIONS

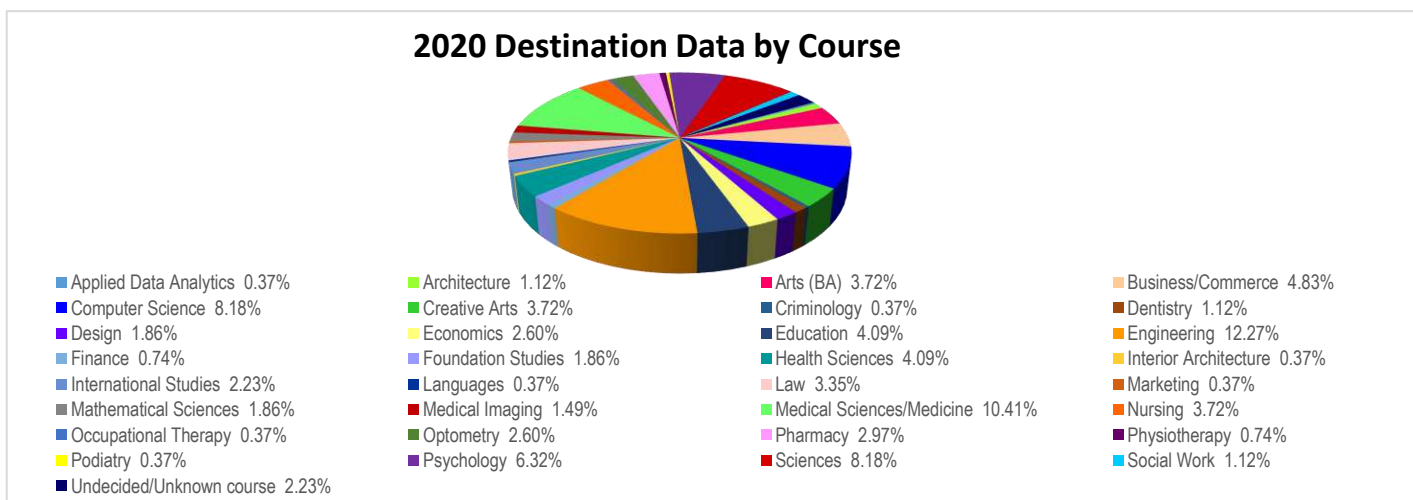


University	2018	2019	2020
Adelaide University	51%	51%	51%
University South Australia	29%	30%	30%
Flinders University	20%	19%	19%

Note: The data only relates to students studying in South Australia

68% of the Year 12 graduates have confirmed university enrolments in South Australia. Of the remaining 32%, 8.8% are studying at interstate universities (78.65% total university applicants) and 2.34% have enrolled in TAFE courses. Employment shifted from 3.1% in 2017, increased to 3.43% in 2018 and 5.26% in 2019 and decreased to 3.51% in 2020. 3.51% took up apprenticeships. The University of Adelaide remained the priority destination for our graduates. University applications in STEM related courses remain high including enrolments in Engineering (12.27%), Medical Sciences/Medicine (10.41%), Computer Science (8.18%), Science (8.18%) and Psychology (6.32).

In 2020 the University of Adelaide offered entry to some courses based on Year 11 results because of COVID. They attracted 50.6% and the University of South Australia and Flinders University course selections were 29.6% and 19.3% respectively.



Course	No. of Students	Course	No. of Students	Course	No. of Students
Applied Data Analytics 0.37%	1	Finance 0.74%	2	Medical Sciences/Medicine 10.41%	28
Architecture 1.12%	3	Foundation Studies 1.86%	5	Nursing 3.72%	10
Arts (BA) 3.72%	10	Health Sciences 4.09%	11	Occupational Therapy 0.37%	1
Business/Commerce 4.83%	13	Interior Architecture 0.37%	1	Optometry 2.60%	7
Computer Science 8.18%	22	Health Sciences 4.09%	11	Pharmacy 2.97%	8
Creative Arts 3.72%	10	Interior Architecture 0.37%	1	Physiotherapy 0.74%	2
Criminology 0.37%	1	International Studies 2.23%	6	Podiatry 0.37%	1
Dentistry 1.12%	3	Languages 0.37%	1	Psychology 6.32%	17
Design 1.86%	5	Law 3.35%	9	Sciences 8.18%	22
Economics 2.60%	7	Marketing 0.37%	1	Social Work 1.12%	3
Education 4.09%	11	Mathematical Sciences 1.86%	5	Undecided/Unknown course 2.23%	6
Engineering 12.27%	33	Medical Imaging 1.49%	4		



## 3.2 PERFORMANCE SUMMARY

### 3.2.1 STAGES OF IMPROVEMENT – Literacy and Numeracy

It is a DfE requirement that schools have a Stages of Improvement Plan (SIP) that focuses on the targeted improvement of literacy and numeracy in schools. This strategy uses NAPLAN data to identify students whose results indicate that they may need support for their literacy or numeracy, based on a DfE Standard of Educational Achievement (SEA). NAPLAN data is also used to focus on maintaining the development of students who achieved high band results.

Our strategy has been to use data (NAPLAN, Literacy Levels, PAT and achievement results) to identify and track students' progress. For SEA students this has meant supporting them to achieve at least a C grade in English and Maths. For High Bands students it is to ensure that they receive a B or better in English and Maths.

English and Maths teachers meet to analyse the data and to devise strategies targeted to meet the needs of the individual students in their classes. These discussions are documented and regularly reviewed. Students are required to attend extra support sessions with tutors if necessary. Their progress is tracked and support adjusted according to the need. Family meetings are held as part of our learning partnership commitment.

The following tables show the progress of students in the High Bands.

1. Ensure all Higher Band students in Year 7 and 9 NAPLAN achieve a 'B' grade or better in English, Maths, Science and Humanities in Year 8 -10.

Literacy						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Semester 2	Target
	8	84.0%	90.5%	89.5%	91.7%	91%
	9	89.8%	90.8%	91.3%	93.6%	91%
	10	90.6%	92.9%	81.5%	84.1%	91%
	Overall	87.8%	91.3%	87.8%	90.3%	91%
	2019	91%				

Numeracy						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Semester 2	Target
	8	84.0%	81.9%	84.8%	91.7%	88%
	9	88.1%	90.3%	89.1%	93.3%	88%
	10	77.3%	86.0%	84.3%	88.6%	88%
	Overall	83.1%	85.6%	85.5%	91.2%	88%
	2019	87%				

In 2020, 90.3% of students in the High Bands in Years 8 to 10 received a B or better in English or EAL. This was 0.7% below the improvement target of 91%. The shortfall related to students' results in specialist English courses in Year 10 particularly for boys. The response has been to reconsider the curriculum and pedagogy in Year 10 to better engage students to achieve their potential. Similarly, in Maths 91.2% of students achieved a B or better which was 3.2% above the target of 88%.

The following table shows the progress of students in the SEA category.

2. Ensure students not achieving SEA in Year 7 and 9 NAPLAN Reading and Numeracy are achieving a 'C' grade or better in English and Maths in Year 8 -10.

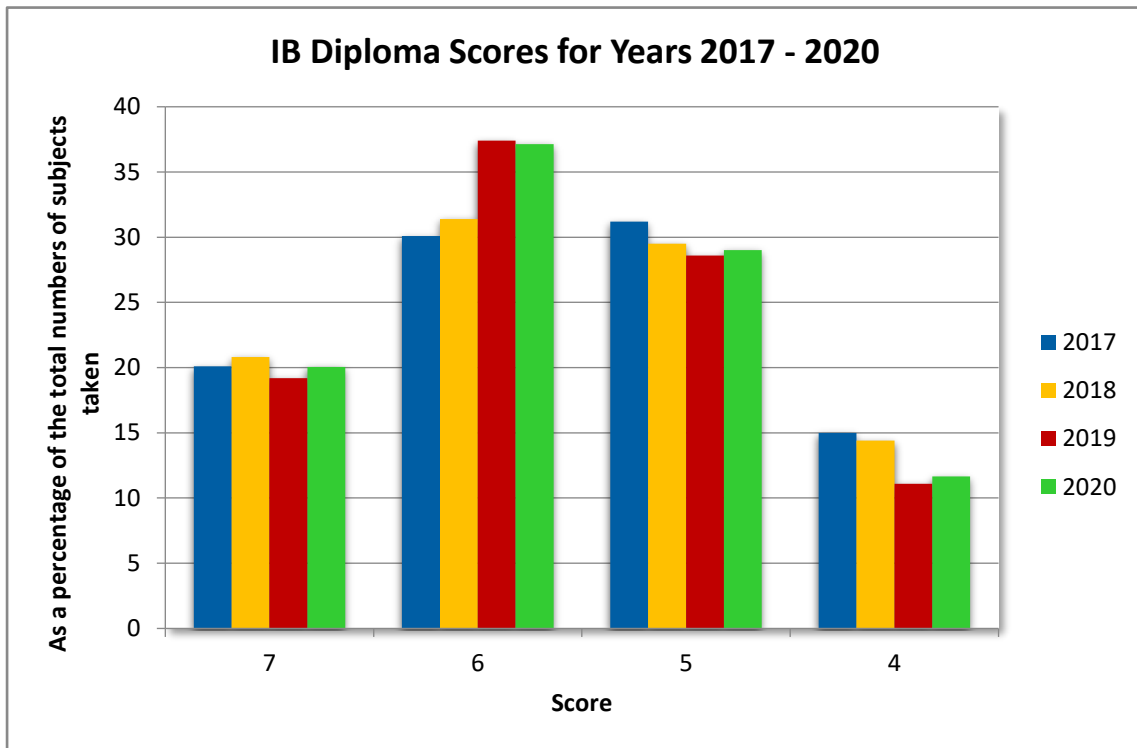
Below SEA	Year	Literacy	Target	Numeracy	Target
	8	100%	100%	100%	100%
	9	100%	100%	100%	100%
	10	92%	100%	67%	100%
	11	100%	100%	80%	100%
	12	N/A	100%	N/A	100%
Overall	98%	100%	88%	100%	

#### Notes

- Numeracy: Two students were below SEA at Year 10 and one at Year 11, and five at Year 10.
- Literacy: One student was below SEA at Year 10 (AG).

98% of SEA students received a C or better in English, while 88% achieved a C or better in Maths. The Numeracy results of 67% in Year 10 and 80% in Year 11 reflect the specialist Maths courses in these years and will be investigated further.

### 3.2.2 INTERNATIONAL BACCALAUREATE (IB) ACHIEVEMENT DATA



	2017	2018	2019	2020
<b>TOTAL CANDIDATES</b>	84	75	77	60
<b>DISTINCTIONS (40+/45)</b>	20 24%	18 24%	16 21%	18 30%
<b>MERITS (7/7)</b>	48 STUDENTS 105 MERITS	38 STUDENTS 91 MERITS	51 STUDENTS 90 MERITS	39 STUDENTS 84 MERITS
<b>AVERAGE ATAR</b>	93	92	92	93
<b>AVERAGE IB SCORE</b>	35	35	36	36

Two students achieved 44 out of 45 points resulting in an ATAR of 99.75. The average score in the IB Diploma was 36 points. Nine students scored ATARS above 99. 18 SACE students sat for one IB subject with 63% scoring grades of 6 or 7 out of 7.

### 3.2.3 SACE ACHIEVEMENT DATA

267 SACE students and 60 IB Diploma students were enrolled in Year 12. Our 2020 SACE results were the best in the period 2018 – 2020 with 47.56% at 'A' grade and 40% at 'B' grade. 38% of SACE students scored ATARs of 90 or above with 16 students scoring 99 or above and one student scoring a perfect ATAR of 99.95. There were also 55 Merits.

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

2018	2019	2020
98%	98%	99%

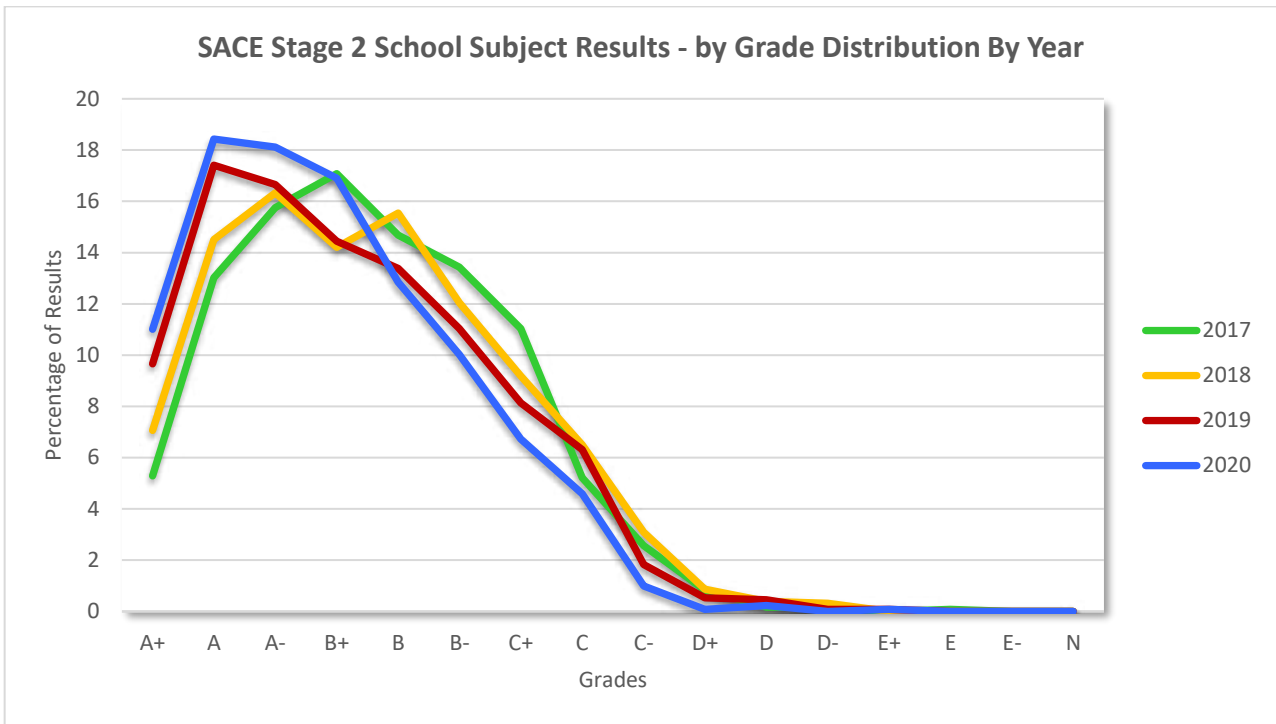
Data Source: SACE Schools Data reports, extracted February 2021. \*NOTE: Reporting of data not provided when less than six students in the respective cohort.

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

2018	2019	2020
98%	99%	99.61%

Data Source: SACE Schools Data reports, extracted February 2021. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 Grade Distribution



Grades	2017	2018	2019	2020
A+	5.97%	7.06%	9.53%	11.01%
A	13.02%	14.51%	17.43%	18.43%
A-	15.75%	16.33%	16.69%	18.12%
B+	17.08%	14.12%	14.25%	16.90%
B	14.68%	15.54%	13.22%	12.84%
B-	13.43%	12.05%	10.64%	10.02%
C+	11.03%	9.19%	8.12%	6.73%
C	5.22%	6.5%	7.31%	4.59%
C-	2.57%	3.09%	1.70%	0.99%
D+	0.83%	0.87%	0.52%	0.08%
D	0.17%	0.39%	0.44%	0.23%
D-	0.17%	0.32%	0.07%	0.00%
E+	0%	0%	0.07%	0.08%
E	0.08%	0%	0.00%	0.00%
E-	0%	0%	0.00%	0.00%
N	0%	0%	0.00%	0.00%

Data Source: SACE Schools Data extracted February 2021 and IB results released in January 2021. Note- 18 SACE students studied one IB subject. This results in the variation in the SACE data published in December and the release of the IB results in January. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%. \*\*

## COMPARISON OF THE NUMBER AND PERCENTAGE OF SACE GRADES 'A' TO 'E' RESULTS 2017 to 2020

GRADES	SCHOOL 2017		SCHOOL 2018		SCHOOL 2019		SCHOOL 2020	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
A	419	35%	478	38%	591	43.7%	622	47.56%
B	545	45%	526	42%	516	38.1%	520	39.76%
C	227	19%	237	19%	232	17.13%	161	12.31%
D	14	1.2%	20	1.6%	14	1.03%	4	0.31%
E	1	0.1%	0	0%	1	.07%	1	0.08%
<b>TOTAL</b>		1206		1261		1354		1308

The percentage of SACE 'A' grades increased from 43.7% in 2019 to 47.56% in 2020. This was the highest percentage of 'A' grades for the period 2016 to 2020. 'B' grades rose in 2020 to 39.76% from 38% in 2019. 'C' grades decreased to our lowest level of 12.31%. 'D' and 'E' grades were also our lowest levels at 0.39% of total grades. 38% of SACE students achieved an ATAR of 90 or above, a 12% increase from 2019.

## VOCATIONAL EDUCATION AND TRAINING (VET)

	2018	2019	2020
Percentage of Year 12 students undertaking Vocational Training or Trade Training	15%	16%	23%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	12%	14%	17%

## SECTION 4 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.

## SECTION 5 STAFF INFORMATION

### 5.1 TEACHER QUALIFICATIONS

All teaching staff are registered teachers with the SA Teachers Registration Board, and have met all mandatory requirements. Recently the school has been seeking high quality early career teachers to diversify its workforce. No teacher is teaching outside their area of expertise. Qualifications are summarised as follows:

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	459
Post Graduate Qualifications	43

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 4 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.

### 5.2 TEACHING STAFF COMPOSITION AND RETENTION

#### Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
FTE	0	117.0	0	31
Persons	0	129	0	34

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 4 2020.

### 5.3 DfE 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.