



**GLENUNGA
INTERNATIONAL
HIGH SCHOOL**

Excellence^{PB}
Opportunity^U
International Mindedness
Harmony

Annual Report 2022



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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 on holistic education and 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, curating evidence of their developing 21st century skills and presenting their journeys to their families and mentor teachers in Learning Conferences twice during 2021.

Our transformation is demonstrated by: our increasing personalisation of learning; our collaborative staff professional learning every week; students sharing responsibility for learning with their teachers; our faculty and cross-faculty teams focussed on the impact of their teaching on students' learning; all students using 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. Our other two strategic directions focussed on high quality teaching and learning, and welcoming Year 7s to high school.

We were accredited at world class level in 2018 by the Council of International School and are due for re-accreditation in 2023. 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: 2212 students from 75 countries with 46 fee paying international students; 9% (197) school card holders; 59% (1300) English As An Additional Language; 8% (176) Inclusive Education Support Program students; and 0.5% (11) ATSI students.

Our students have won: Oliphant Science - 4 first and 51 further places; International Chemistry Quiz - 8 High Distinctions, 6 Distinctions; CAT Competition - 112 Awards; UNSW Programming Competition - 16 Distinctions; ICAS Awards - Maths 1 medal 134 awards, Science 2 Winners, and Digital Technologies: 1 High Distinction Medals 43 awards; Aust Maths Competition - 2 prizes 185 awards; Maths Competition 29 Awards 4 places; Debating SA - Year 8 Debater of the Year; SADA - Champions Year 8 & Intermediate B grade; Sport - State Champions Open Girls KO Table Tennis, winners Year 9/10 Futsal, School Sport Swimming Championships; 32 Placings; Australian Geography Competition - 3 first and 3 further awards; School of Languages - 7 awards; Arts - Hadleys Art Prize 3 Winners; Generations in Jazz - Big Band third, Jazz Vocal fifth; ABODA Festival Competition Merit; Rostrum Voice of Youth 5 Semi Finalists.

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. While observing the GIHS Constitution Object and Functions, the Council is focussed on supporting the School's leadership team and providing feedback on strategic matters as representatives of the parent community.

In 2022 the Council comprised membership of diverse genders and ethnic backgrounds. Members' expertise was similarly diverse and relevant to the work of the Council, encompassing accounting and financial management, marketing and branding, health, and higher education.

The Governing Council and its subcommittee agendas 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.

2022 Highlights

Following loosening of COVID-19 related restrictions, Council members enjoyed the opportunity to participate in face-to-face meetings and to plan community engagement events. It was particularly pleasing to be able to arrange parent-student picnics, coffee mornings for Year 7 and 8 parents, pizza fundraising nights, and education seminars of interest to parents; all coordinated by the Governing Council's Community Engagement Committee (CEC).

In addition to community engagement, the highlights of the GIHS Governing Council 2022 activities were as follows:

- Reviewed 2021 SACE / IB results;
- Supported School leadership with preparations for commencing Year 7 students and the opening of new building facilities;
- Conducted the Annual General Meeting (AGM);
- Adopted the Department of Education's model Governing Council Constitution;
- Represented parents at Assemblies, Graduations and World Teacher's Day;
- Engaged with School leaders on the evolution of the School's "4 C's" framework;
- Actively monitored the 2022 budget which remained on target;
- Promoted the importance of the Materials & Services Charge to the School community via correspondence and social media video posts;
- Assessed feedback contained in the School *Parent Engagement Survey Report* and identified actions to address key themes;
- Considered the School's interim position on the *Department of Education's Student use of Mobile Phones and Personal Devices Policy*; and
- Engaged with the School's 21st Century Teaching and Learning agenda in a variety of ways, including through briefings on the University of Melbourne "New Metrics" initiative of which GIHS is a part.

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, student leadership, and the Learning Experiences Accelerating Potential (LEAP^{PB}) program.

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 and Community Engagement Committee. 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. 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 Tim Kloeden, Business Leader Stephen Milliken, and outgoing Director of Services, Danette Oughton
- our staff representatives Nick Fowler and Michael Homes.

The council would also like to thank Eleni Dalkos and Amanda Sherman for their executive support and exceptional diligence. The Governing Council enjoys rigorous debate which could not have taken place without the energy, insight and generosity of Kenneth Ng (Deputy Chairperson), Stacy Pickett (Treasurer), Angela FitzHenry (Secretary), Jo De Silva (CEC Chair), Dr Sanjeeva Balasuriya, Michelle Bell, Matt Bradley, Dr Pravin Hissaria, Cornelia Koch, Truphena Mahindu, Ian Shuttleworth, Lincy Varghese.

Our Head Prefects Flynn Schapel and Elena Scullen-Howe were critical contributors and impressive representatives of the student body.

SECTION 2 STRATEGIC DIRECTIONS

IMPROVEMENT PLANNING AND OUTCOMES

1. Holistic Education

The latest iteration of the Holistic Education curriculum was implemented through the newly developed LEAP^{PB} curriculum (Learning Experiences Accelerating Potential). This provided a framework to build resources and develop personalised pedagogy across all year levels to meet the needs of our students. Professional Learning focused on developing staff understanding of holistic education and mentoring. This enabled effective implementation of our holistic education curriculum (LEAP^{PB}) using targeted teaching and active learning strategies. A new model for Year 12 students was also implemented in 2022 to support individual success through coaching conversations.

The Glenunga Learner Journey was further developed in 2022 through focussing on the interconnected components including: the Learner Profile, ePortfolio and the Learner Conferences. All teachers supported students to understand the various components and to develop a coherent culture of learning across the school. The use of common language between staff and students helped describe learning partnerships and growth in learning throughout the journey.

Glenunga continued their partnership with the University of Melbourne in developing rubrics that enable the reliable and valid verification of evidence for each of the 21st century skills (5Cs - Critical/Creative Thinking, Collaboration, Communication, Citizenship & Character). 2022 saw significant development of these rubrics using an iterative process with all staff and student leaders of the three councils - 21st C Learning, Wellbeing, International Mindedness. Familiarisation with students around these rubrics will begin in 2023 and complement the implementation of the SACE THRIVE trial being undertaken in Year 12.

Future Focused Pathway planning was further developed in 2023 to focus on student passions aligned to future pathways as part of the learner journey. Students in Years 10 and 11 engaged in the inaugural Futures Fit Week, where they experienced a Career Expo, attended by industry professionals to engage students in varied opportunities. Learner Conferences continued to have a positive impact on the community's understanding of the nature of work, the future focused skills clusters and the opportunities in South Australia and beyond.

2. High Quality Teaching and Learning

Ongoing development of the Pedagogical Framework has created a more consistent understanding of high-quality teaching and learning. The key focus was on teachers knowing the impact of their teaching on student learning. Staff captured their professional growth as a podcast.

The new curriculum architecture was implemented with the Year 7 cohort and was refined ready for the 2023 cohort. 2023 Year 8 curriculum was refined based on learnings from 2022 Year 7. Work continued on the implementation of the IB Transformation and IB Review Recommendations. New IGNITE curriculum for the Year 7 cohort was implemented. All staff completed an online training package to refresh their knowledge, understanding and skills related to learners of high intellectual potential.

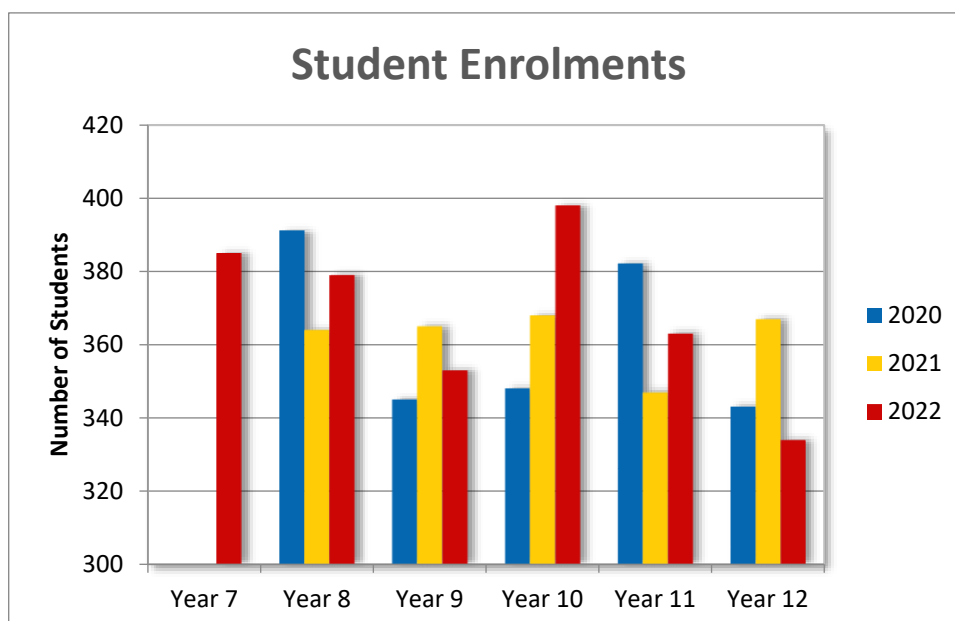
3. Year 7 into High School

Strong connections with primary schools were maintained in 2022. Our teachers observed primary teachers in classrooms (Year 6) to better understand the pedagogy and curriculum approaches. This partnership also allowed our leaders to understand where Year 6 students were at with their learning and how we could value add when they started in 2022. Glenunga student leaders spent time with incoming students to increase our understanding of what they need to transition effectively. Transition days were extremely successful in introducing the 2022 cohort to the school's values, culture and community. Learnings from Semester 1 of 2022 focused our attention on how to effectively communicate with Year 7 parents and strengthen the connection between teachers, parents and the community. This work will continue to be a priority in 2023.

SECTION 3 REQUIRED DATA ANALYSIS

3.1 ENROLMENTS

Student Enrolments (FTE) by year level 2019 – 2021



| Year Level | 2020 | | | 2021 | | | 2022 | | | Change | |
|--------------|------------|------------|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | M | F | T | M | F | T | M | F | T | 2020 - 2021 | 2021 - 2022 |
| Year 7 | N/A | N/A | N/A | N/A | N/A | N/A | 211 | 174 | 385 | N/A | N/A |
| Year 8 | 200 | 191 | 391 | 177 | 187 | 364 | 215 | 164 | 379 | -27 | 15 |
| Year 9 | 179 | 166 | 345 | 184 | 181 | 365 | 170 | 183 | 353 | 20 | -12 |
| Year 10 | 184 | 164 | 348 | 195 | 173 | 368 | 200 | 198 | 398 | 20 | 30 |
| Year 11 | 187 | 195 | 382 | 185 | 162 | 347 | 191 | 172 | 363 | -35 | 16 |
| Year 12 | 183 | 160 | 343 | 197 | 170 | 367 | 177 | 157 | 334 | 24 | -33 |
| Total | 933 | 876 | 1809 | 938 | 873 | 1811 | 1164 | 1048 | 2212 | 2 | 401 |

Student Enrolment Specific Populations (FTE) 2020 – 2022

| Student Group | 2020 | | | 2021 | | | 2022 | | | Change | |
|---------------|------|-----|------|------|-----|------|------|-----|------|-------------|-------------|
| | M | F | T | M | F | T | M | F | T | 2020 - 2021 | 2021 - 2022 |
| ATSI | 3 | 6 | 9 | 6 | 7 | 13 | 7 | 4 | 11 | 4 | -2 |
| NESB | 685 | 612 | 1297 | 663 | 641 | 1304 | 838 | 758 | 1596 | 7 | 292 |
| EALD | 536 | 471 | 1007 | 556 | 517 | 1073 | 690 | 610 | 1300 | 66 | 227 |
| Disabilities | 101 | 58 | 159 | 109 | 65 | 174 | 114 | 62 | 176 | 15 | 2 |
| School Card | 103 | 93 | 196 | 96 | 93 | 189 | 94 | 103 | 197 | -7 | 8 |

3.1.1 BEHAVIOUR MANAGEMENT

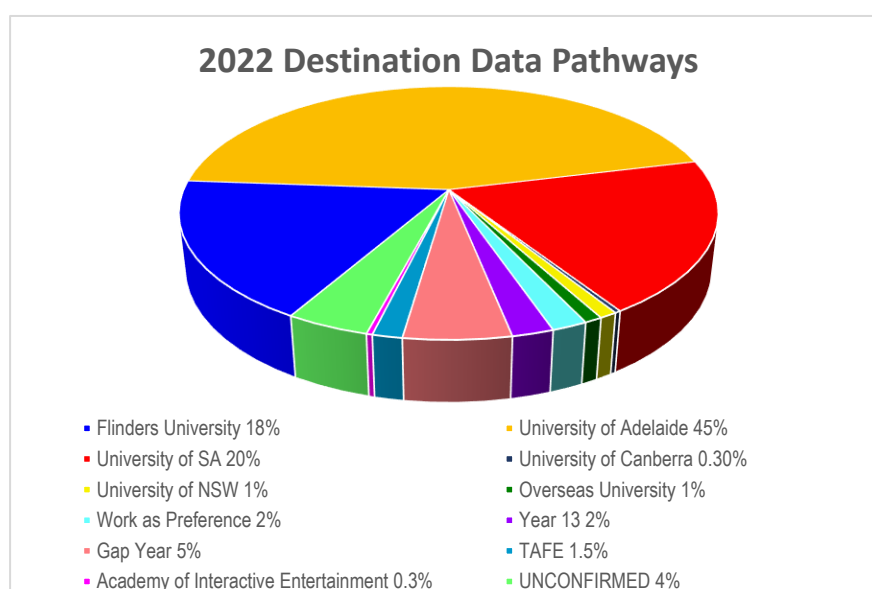
Significant time is spent inducting students into the Glenunga culture, values and expectations. Our focus on our value of Harmony ensures that behaviour incidents remain low. 44 individual students out of a total student population of 2212 were externally suspended for a total of 56 incidents related to not upholding our school values. The coaching model used to help students understand their choices has seen the number of incidents remain low. This is strong evidence that our model is highly effective. Students report experiencing minimal bullying or harassment via the annual DfE WEC survey which places our school in the lowest 4% across the nation.

3.1.2 ATTENDANCE / ABSENCES

| Year Level | 2020 | 2021 | 2022 | Change | |
|---------------------|-------------|-------------|-------------|-------------|-------------|
| | School | School | School | 2020-2021 | 2021-2022 |
| Year 7 | N/A | N/A | 92.0 | N/A | N/A |
| Year 8 | 100.0 | 94.2 | 90.5 | -5.8 | -3.7 |
| Year 9 | 100.0 | 90.5 | 89.0 | -9.5 | -1.5 |
| Year 10 | 100.0 | 93.4 | 90.2 | -6.6 | -3.2 |
| Year 11 | 95.6 | 92.1 | 90.0 | -3.5 | -2.1 |
| Year 12 | 93.5 | 93.1 | 90.0 | -0.4 | -3.1 |
| Overall Rate | 97.8 | 92.7 | 90.3 | -5.1 | -2.4 |

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 close to 0% through Student Services and mentor teacher follow up, which was carefully monitored by Sub School Leaders. Approved Exemptions are counted as absences, which skews the data.

3.1.3 DESTINATIONS



| University | 2020 | 2021 | 2022 |
|----------------------------|------|------|------|
| Adelaide University | 51% | 55% | 45% |
| University South Australia | 30% | 25% | 20% |
| Flinders University | 19% | 20% | 18% |

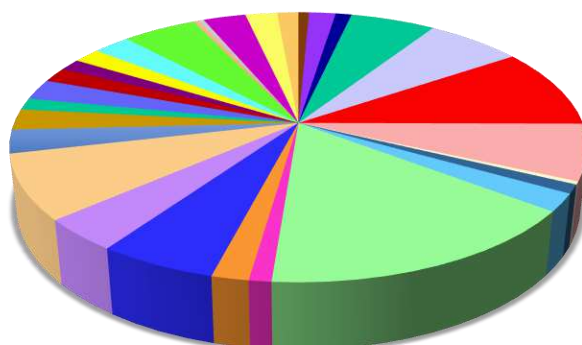
Note: The data only relates to students studying in South Australia

In 2022, 86.29% of Year 12 graduates have confirmed university enrolments in South Australia. Of the remaining, 1.5% have elected for further study with TAFE SA, 2% have opted for employment, 2% are returning to GIHS for Year 13 subjects and 5% have taken a Gap year. Employment shifted from 3.1% in 2017, increased to 3.43% in 2018 and 5.26% in 2019, increased to 6.5% in 2021 and has decreased to 2% in 2022. University enrolments included Engineering (15.9%), Sciences (5.30%), Business (12.01%), Psychology (4.94%), Medicine (3.83%), Medical Sciences (30.02%), and Creative Industries (6.71%).

The University of Adelaide remained the priority destination attracting 49.46% of Year 12 graduates, followed by University of South Australia (28.97%) and then Flinders University (16.97%).

In addition, this year we have been able to record the number of students offered their first preference of university course (67.84%). This has increased from 51.15% in the previous year.

2022 Destination Data by Course



| | | |
|--|---|--|
| ■ Agricultural Sciences 0.71% | ■ Architecture / Interior Design 1.77% | ■ Aviation 1.06% |
| ■ Business / Marketing 5.65% | ■ Commerce / Accounting / Economics / Finance / Banking 6.36% | ■ Computer Science / Information Science / Mathematics 9.54% |
| ■ Creative Arts / Industries 6.71% | ■ Criminology 0.35% | ■ Dental 1.06% |
| ■ Education 2.12% | ■ Engineering 15.9% | ■ Environmental Science 1.06% |
| ■ Health Science 1.77% | ■ Law 5.65% | ■ Medical Imaging 3.89% |
| ■ Medical Science 7.77% | ■ Medicine 2.83% | ■ Nursing 2.47% |
| ■ Nutrition / Dietetics / Sports Science 1.41% | ■ Occupational Therapy 2.47% | ■ Optometry 1.74% |
| ■ Paramedics 1.41% | ■ Pharmacy 1.74% | ■ Physiotherapy 2.44% |
| ■ Psychology 4.94% | ■ Science (Animal/Veterinary) 0.35% | ■ Science (Palaeontology) 0.35% |
| ■ Science 2.83% | ■ Social Worker 2.10% | ■ Speech Pathology 1.40% |

| Course | No. of Students | Course | No. of Students | Course | No. of Students |
|---|-----------------|--|-----------------|-----------------------------------|-----------------|
| Agricultural Sciences 0.71% | 2 | Engineering 15.9% | 45 | Optometry 1.74% | 5 |
| Architecture / Interior Design 1.77% | 5 | Environmental Science 1.06% | 3 | Paramedics 1.41% | 4 |
| Aviation 1.06% | 3 | Health Science 1.77% | 5 | Pharmacy 1.74% | 5 |
| Business / Marketing 5.65% | 16 | Law 5.65% | 16 | Physiotherapy 2.44% | 7 |
| Commerce / Accounting / Economics / Finance / Banking 6.36% | 18 | Medical Imaging 3.89% | 11 | Psychology 4.94% | 14 |
| Computer Science / Information Science / Mathematics 9.54% | 27 | Medical Science 7.77% | 22 | Science (Animal/Veterinary) 0.35% | 1 |
| Creative Arts / Industries 6.71% | 19 | Medicine 2.83% | 8 | Science (Palaeontology) 0.35% | 1 |
| Criminology 0.35% | 1 | Nursing 2.47% | 7 | Science 2.83% | 8 |
| Dental 1.06% | 3 | Nutrition / Dietetics / Sports Science 1.41% | 4 | Social Worker 2.10% | 6 |
| Education 2.12% | 6 | Occupational Therapy 2.47% | 7 | Speech Pathology 1.40% | 4 |

3.2 PERFORMANCE SUMMARY

3.2.1 STAGES OF IMPROVEMENT – Literacy and Numeracy

NAPLAN data is used 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 the continued 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 analyse the data and devise strategies targeted to meet the needs of the individual students in their classes. These strategies are documented and regularly reviewed. Students attend extra support sessions with

tutors on Wednesday mornings 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.

- 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.

Achieving B or Better Results

| Achieving 'B' or better | Literacy | | | | | Target |
|-------------------------|----------|--------|-------|--------|--------|--------|
| | Year | Term 1 | Sem 1 | Term 3 | Term 4 | |
| | 7 | 85.7% | 95.0% | 97.0% | 99.2% | |
| | 8 | 98.9% | 97.7% | 97.0% | 100.0% | |
| | 9 | 94.5% | 95.9% | 91.3% | 94.9% | |
| | 10 | 88.5% | 92.6% | 92.6% | 93.2% | |
| | Overall | 90.8% | 95.0% | 94.4% | 96.7% | |
| 2021 | 91.5% | 94.0% | 91.9% | 92.8% | | |

| Achieving 'B' or better | Numeracy | | | | | Target |
|-------------------------|----------|--------|-------|--------|--------|--------|
| | Year | Term 1 | Sem 1 | Term 3 | Term 4 | |
| | 7 | 90.9% | 89.3% | 93.0% | 97.0% | |
| | 8 | 89.7% | 91.6% | 94.2% | 95.3% | |
| | 9 | 93.0% | 92.1% | 88.9% | 94.8% | |
| | 10 | 96.0% | 93.0% | 81.3% | 90.6% | |
| | Overall | 92.5% | 91.5% | 89.4% | 94.4% | |
| 2021 | 88.3% | 91.4% | 89.3% | 92.9% | | |

Numeracy includes 14 Students studying Specialist Maths at Year 10

Gender Breakdown

| Year | Literacy | | | | | | | | |
|------|----------|--------|--------|--------|--------|---------|--------|--------|--------|
| | Males | | | | Target | Females | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | | Term 1 | Term 2 | Term 3 | Term 4 |
| 7 | 76.1% | 94.4% | 94.1% | 98.5% | 91% | 95.7% | 95.7% | 100.0% | 100.0% |
| 8 | 98.0% | 96.0% | 94.2% | 100.0% | 91% | 100% | 100% | 100.0% | 100.0% |
| 9 | 90.6% | 93.8% | 90.6% | 92.2% | 91% | 97.6% | 95.9% | 91.9% | 97.3% |
| 10 | 83.6% | 85.5% | 87.1% | 87.1% | 91% | 92.5% | 98.5% | 97.4% | 98.7% |

| Year | Numeracy | | | | | | | | |
|------|----------|--------|--------|--------|--------|---------|--------|--------|--------|
| | Males | | | | Target | Females | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | | Term 1 | Term 2 | Term 3 | Term 4 |
| 7 | 88.3% | 88.5% | 91.3% | 97.4% | 90% | 94.4% | 90.3% | 95.2% | 96.43% |
| 8 | 87.5% | 92.7% | 93.0% | 94.8% | 90% | 92.9% | 90.0% | 96.0% | 96.00% |
| 9 | 93.1% | 90.3% | 89.0% | 93.9% | 90% | 92.9% | 94.5% | 88.7% | 95.8% |
| 10 | 93.1% | 89.1% | 77.0% | 88.9% | 90% | 99.0% | 96.9% | 85.9% | 92.4% |

In 2022, 96.7% of students in the High Bands in Years 7 to 10 received a B or better in English or EAL. This was a 1.5% improvement on the previous year and 5.7% above the improvement target of 91%. Students' results in specialist English courses in Year 10 (particularly for boys) continues to be a challenge, although in the Senior Years, students are benefitting from this challenge. Similarly, in Maths 94.4% of students achieved a B or better which was 4.4% above the target of 90%. These targets are being adjusted for 2023 to reflect the lift in student achievement.

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

- 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.

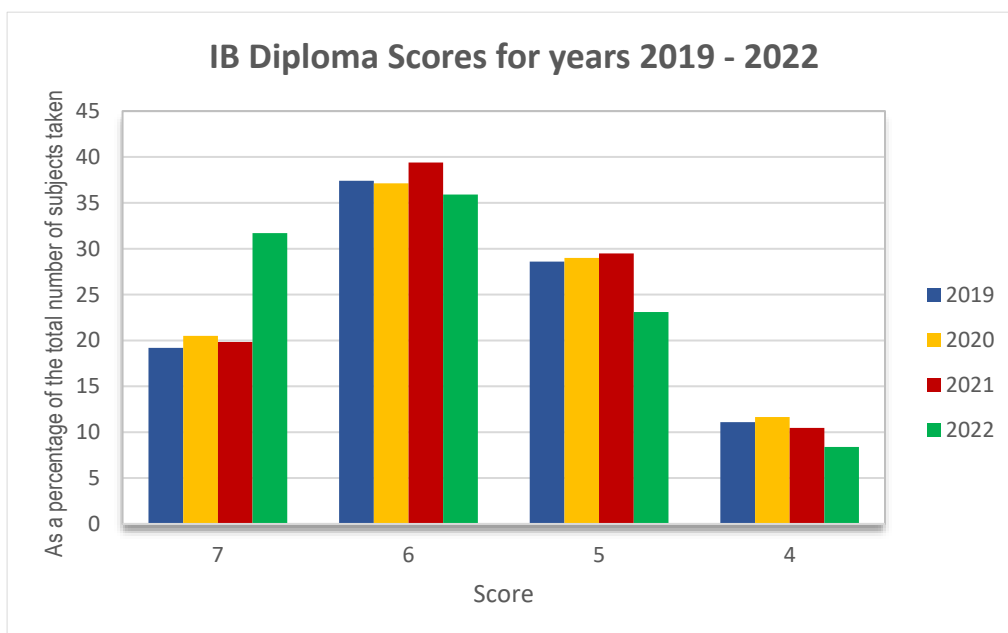
Below SEA Results

| Below SEA | Year | Literacy | Target | Numeracy | Target |
|-----------|---------|----------|--------|----------|--------|
| | 7 | 100% | 100% | 74% | 100% |
| | 8 | 100% | 100% | 50% | 100% |
| | 9 | 70% | 100% | 55% | 100% |
| | 10 | 85% | 100% | 100% | 100% |
| | 11 | 100% | 100% | 100% | 100% |
| | Overall | 90% | 100% | 71% | 100% |

Notes

- Although 10.0% of students below SEA for literacy did not achieve a passing grade, this only amounted to five students who had specific challenges that prevented them achieving success.
- 14 students who were below SEA did not achieve a passing Numeracy grade in Years 7 – 10, however all Below SEA students at Year 11 & 12 achieved a passing grade (and their SACE Credits).

3.2.2 INTERNATIONAL BACCALAUREATE (IB) ACHIEVEMENT DATA



| | 2019 | 2020 | 2021 | 2022 |
|------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|
| TOTAL CANDIDATES | 77 | 60 | 54 | 51 |
| DISTINCTIONS (40+/45) | 16 21% | 18 30% | 15 28% | 22 43% |
| MERITS (7/7) | 51 STUDENTS 90 MERITS | 39 STUDENTS 84 MERITS | 37 STUDENTS 73 MERITS | 42 STUDENTS 108 MERITS |
| AVERAGE ATAR | 92 | 93 | 93 | 95 |
| AVERAGE IB SCORE | 36 | 36 | 36 | 38 |

In 2022 IB results were the highest in terms of percentage of grade 7 (maximum possible grade). Two students scored a perfect 45 out of 45 points resulting in an ATAR of 99.95. The average score in the IB Diploma was 38 points. Nine students scored ATARs above 99. 24 SACE students sat for one IB subject with 58% scoring grades of 6 or 7.

3.2.3 SACE ACHIEVEMENT DATA

In 2022 SACE results were the highest in terms of percentage of A grades. 16 students scored an ATAR 99 or above and one student achieved a perfect ATAR of 99.95. There were also 62 Merits. SACE Completion remained high with 100% in 2022, up from 99.7% in 2021. 41.64% of SACE students achieved an ATAR of 90 or above, an increase of 3.39% from 2020 and 13.64% from 2015.

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

| 2020 | 2021 | 2022 |
|------|--------|------|
| 99% | 99.67% | 100% |

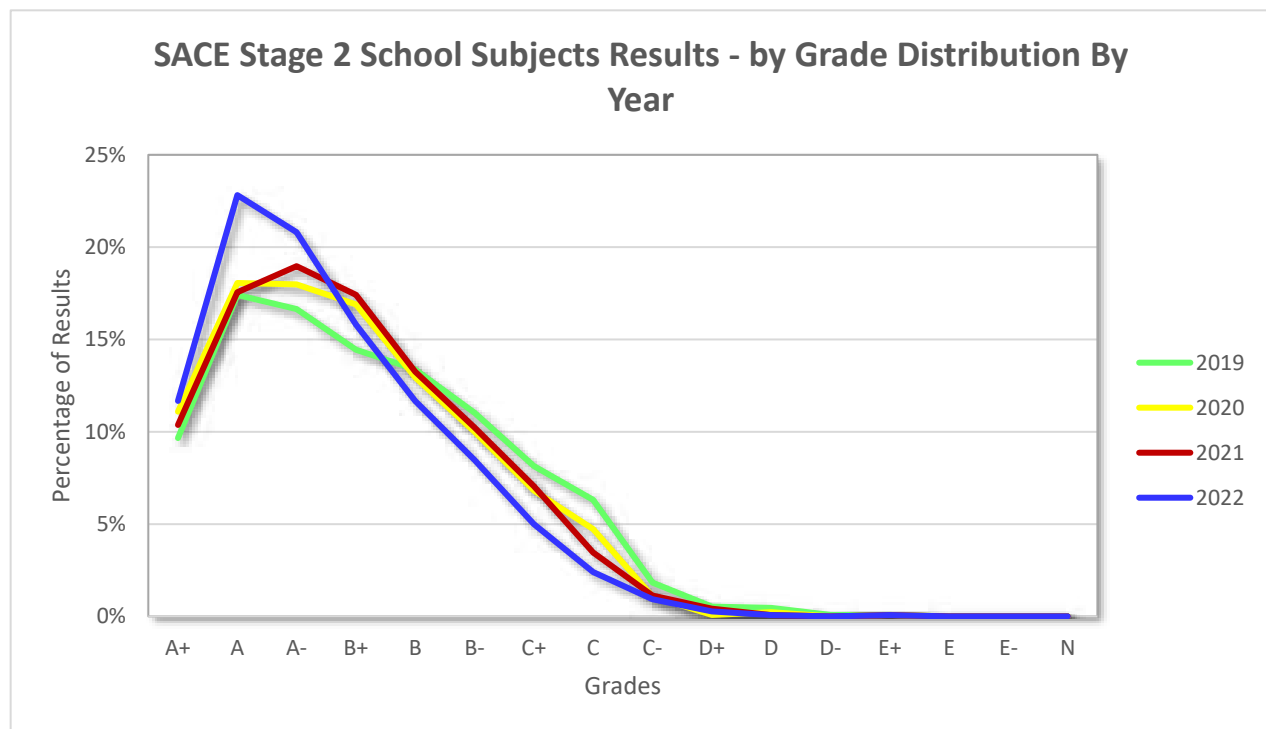
Data Source: SACE Schools Data reports, extracted February 2023. *NOTE: Reporting of data not provided when less than six students in the respective cohort.

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

| 2020 | 2021 | 2022 |
|--------|-------|-------|
| 99.61% | 99.4% | 99.6% |

Data Source: SACE Schools Data reports, extracted February 2023. *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 | 2019 | 2020 | 2021 | 2022 |
|--------|--------|--------|--------|--------|
| A+ | 9.66% | 11.09% | 10.37% | 11.67% |
| A | 17.41% | 18.06% | 17.56% | 22.82% |
| A- | 16.65% | 17.98% | 18.97% | 20.81% |
| B+ | 14.45% | 16.90% | 17.42% | 15.81% |
| B | 13.38% | 12.95% | 13.26% | 11.67% |
| B- | 11.03% | 10.00% | 10.23% | 8.47% |
| C+ | 8.14% | 6.82% | 7.05% | 5.00% |
| C | 6.31% | 4.73% | 3.46% | 2.40% |
| C- | 1.83% | 1.09% | 1.13% | 0.93% |
| D+ | 0.53% | 0.08% | 0.42% | 0.27% |
| D | 0.46% | 0.23% | 0.07% | 0.07% |
| D- | 0.08% | 0.00% | 0.00% | 0.00% |
| E+ | 0.08% | 0.08% | 0.07% | 0.07% |
| E | 0.00% | 0.00% | 0.00% | 0.00% |
| E- | 0.00% | 0.00% | 0.00% | 0.00% |
| N | 0.00% | 0.00% | 0.00% | 0.00% |

Data Source: SACE Schools Data reports, extracted February 2023.

COMPARISON OF THE NUMBER AND PERCENTAGE OF SACE GRADES 'A' TO 'E' RESULTS 2019 to 2022

| GRADES | SCHOOL 2019 | | SCHOOL 2020 | | SCHOOL 2021 | | SCHOOL 2022 | |
|--------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | NUMBER | PERCENTAGE | NUMBER | PERCENTAGE | NUMBER | PERCENTAGE | NUMBER | PERCENTAGE |
| A | 591 | 43.7% | 622 | 47.56% | 678 | 47.44% | 840 | 55.62% |
| B | 516 | 38.1% | 520 | 39.76% | 580 | 40.59% | 540 | 35.76% |
| C | 232 | 17.13% | 161 | 12.31% | 163 | 11.41% | 124 | 8.21% |
| D | 14 | 1.03% | 4 | 0.31% | 7 | 0.49% | 5 | 0.33% |
| E | 1 | .07% | 1 | 0.08% | 1 | 0.07% | 1 | 0.07% |
| TOTAL | 1354 | | 1308 | | 1429 | | 1510 | |

Data Source: SACE Schools Data extracted February 2023 and IB results released in January 2023. Note- 24 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. Due to rounding of percentages, data may not add up to 100%.

The 2022 percentage of SACE 'A' grades recorded the highest on record, surpassing the 2020 achievement (47.56%). 'B' grades dropped to their lowest in 5 years as a result of the shift into the A Band. 'C' grades decreased by 3.2% in 2022 and this was a decrease of 10.79% from 2018. 'D' and 'E' grades remained low, only six D/E grades out of a total of 1510.

VOCATIONAL EDUCATION AND TRAINING (VET)

| | 2020 | 2021 | 2022 |
|--|------|------|------|
| Percentage of Year 12 students undertaking Vocational Training or Trade Training | 23% | 18% | 25% |
| Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification | 17% | 18% | 22% |

SECTION 4 CLIENT OPINION SUMMARY

Late last year the Department for Education distributed a School Parent Engagement survey and over 1000 Glenunga families responded. This was an amazing response rate. School leaders and Governing Council have analysed the data, celebrated successes and identified improvements. In almost every category of the survey, Glenunga families' level of agreeing or strongly agreeing was 20% above the results for secondary schools across the state. This indicates that our families have a very high level of satisfaction. Families also identified improvements that school leaders are committed to delivering, monitored by Governing Council, including:

- Communication
 - Earlier notification of events.
 - More streamlined communication processes.
 - More timely responses to parent emails from teachers and leaders.
 - All important communications to parents accessible in one section of Daymap.
 - Website up to date and consistent.
- Teaching and Learning
 - Daymap assessment schedules need to be uploaded at start of term, consistently presented and kept up to date.
 - Teachers' feedback to students needs to include how to improve.
 - Tests need to be returned promptly and worked through so students can learn.
 - Comments added to grade summaries to provide more information about whether the grade achieved matches the student's predicted ability.

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 | 465 |
| Post Graduate Qualifications | 68 |

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 4 2021.

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 | 143 | 0 | 36 |
| Persons | 0 | 156 | 0 | 38 |

Data Source: Data Source: Dept. for Education HR Management Reporting System, extracted Term 4 2021.

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 2022, a number of teachers have been required to renew their teacher registration and have been supported to do so.

This year, all staff have been required to update their Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) certification. A copy of the certificates has been stored electronically onsite.



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