



Glenunga International High School

2022 annual report to the community

Glenunga International High School Number: 927

Partnership: Greenhill South

School principal:

Ms Wendy Johnson

Signature

Governing council chair:

Bruce Lines

Date of endorsement:

24 April 2023



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 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.

Governing council report

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 (LEAPPB) program.

Quality improvement planning

Strategic Plan Priorities and Outcomes

Holistic Education

Professional Learning focused on developing teacher understanding of high-quality mentoring of students in both pastoral care and subject classes particularly in relation to the stages of adolescent development. A key focus question was, 'What are we learning from our younger adolescent learners?' (ie Double cohort students, Year 7 and 8). Student led councils – Wellbeing, Learner and International Mindedness – contributed to the strategic plan including the creation of a Student Learner Framework. Student leaders introduced this to their peers in LEAPPB so all students can understand how to be better learners in partnership with their teachers. The ePortfolio and the Learner Profile were refined to capture student growth in the 21st century skills, contributions to school community and student data for improvement. Students evaluated their goals, reflected and identified improvements in their learning. The concept of Futures-Focused Pathways Planning was built upon as part of the learner journey by inducing Future-Fit Week for Year 10 and 11 students and reimagining our Term 3 Student-Led Conferences. This work was pivotal in shifting the way the community understands the changing nature of work, the futures-focused skills clusters and the opportunities in South Australia and beyond. This concept will be refined in 2023. Glenunga partnered with the University of Melbourne to develop rubrics that enable the reliable and valid assessment of 21st century skills like Communication, Creative and Critical Thinking and Collaboration. It also explored dispositions such as Student Agency, Character and Citizenship. These were trialed and in 2023 will officially become the Glenunga 5C's.

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 vodcast.

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.

Year 7 into High School

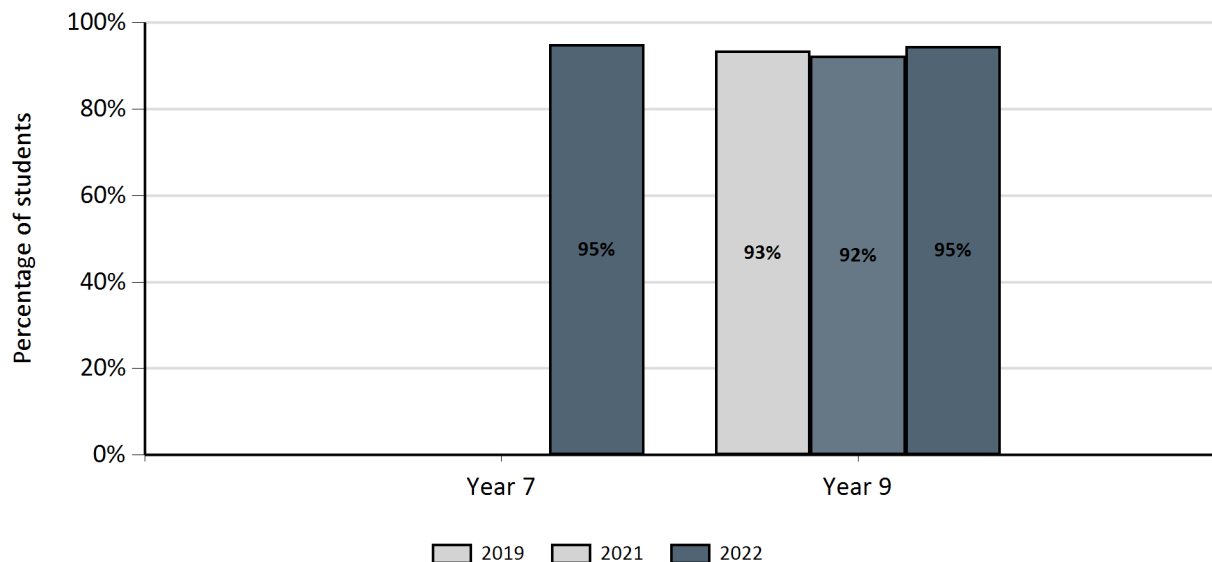
Strong connections with primary schools were maintained in 2022. Our teachers observed primary teachers in classrooms (Year 6) to better understand the pedagogy and curriculum approaches. This partnership also allowed our leaders to understand where Year 6 students were at with their learning and how 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.

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

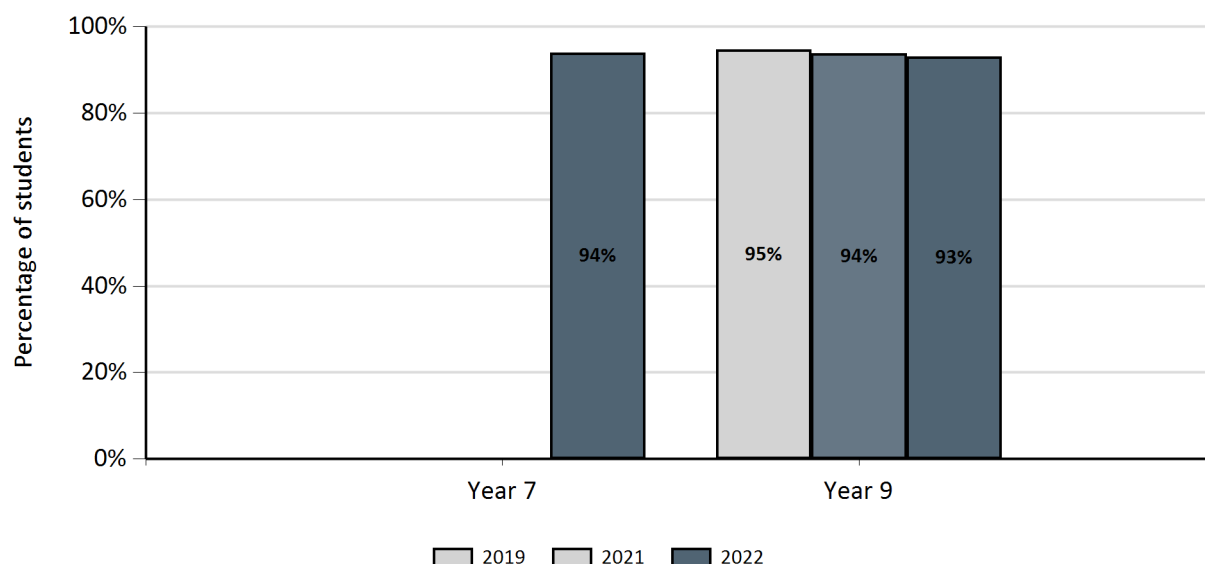


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 07 2022	382	382	235	254	62%	67%
Year 07 2021-2022 Average	382.0	382.0	235.0	254.0	62%	66%
Year 09 2022	365	365	202	213	55%	58%
Year 09 2021-2022 Average	377.5	377.5	195.5	213.0	52%	56%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

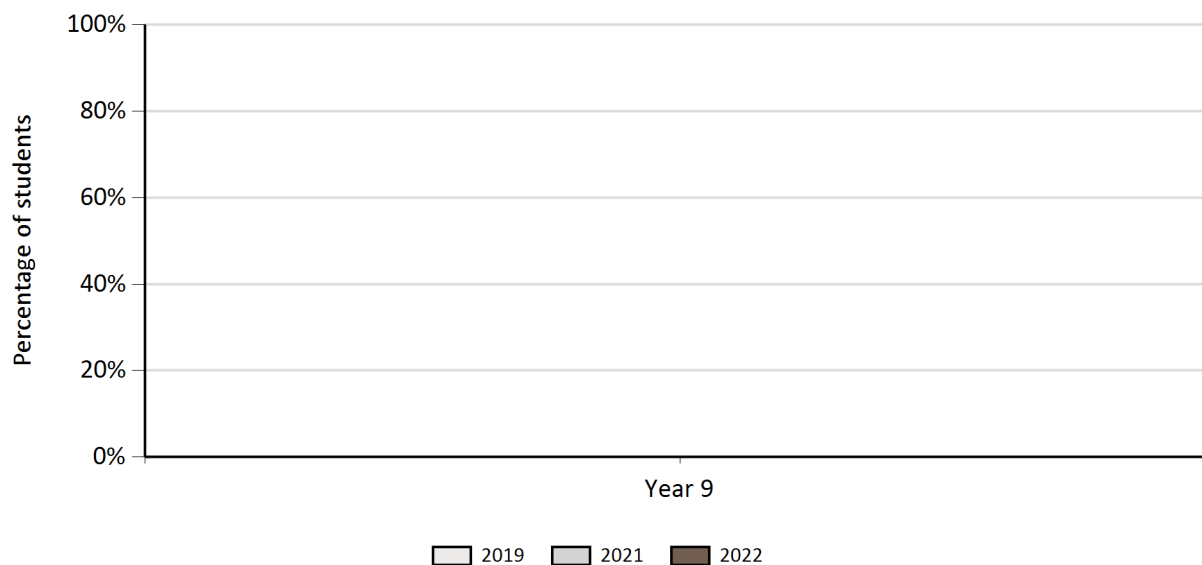
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



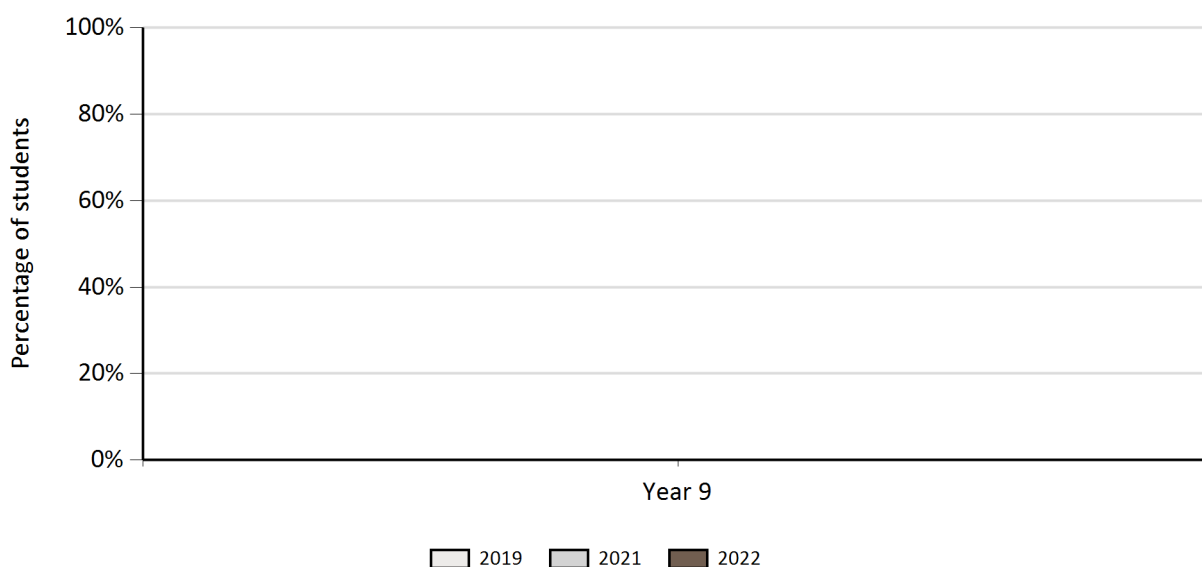
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

NA

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Tracking and Monitoring was the key focus for 2022. All ATSI students have an IEP, developed by the Student Wellbeing Leader in partnership with the student and family. IEP includes academic and personal goals and is formally reviewed twice a year. Data collected (grades, attendance, behaviour, and wellbeing) guided our intervention pathways. These include, POD lines (intensive one on one or small group learner support), English Language Plus (literacy support) and subject adjustments. All students had access to ongoing wellbeing counselling or school based Proactive Wellbeing Programs. Through ongoing monitoring of students, we have been able to achieve at or above standard grades for the majority of the ATSI cohort.

Year level	GPA (Max 15)	Attendance	English	Maths	Additional Information
8	9.60	84%	B-	C	POD line, ELP & Inclusive Education ILP
8	9.33	100%	C+	B-	ELP
9	10.00	99%	C+	B+	POD line & Elevate Mentoring Program
9	7.00	86%	B-	C+	POD line, ELP & Elevate Mentoring Program
10	10.60	76%	C+	B	POD line & ELP
10	9.50	89%	C+	C-	ELP. Student enrolled in higher level maths
11	12.25	70%	A-	B-	
11	9.80	88%	B-	B	
12	7.40 (Term 3)	90%	N/A	A-	Student enrolled in Year 13 for SACE completion.
12	11.75 (Term 3)	88%	A	N/A	Stage 1 SACE Maths achieved.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
99%	100%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
A+	10%	11%	10%	12%
A	17%	18%	18%	23%
A-	17%	18%	19%	21%
B+	14%	17%	17%	16%
B	13%	13%	13%	12%
B-	11%	10%	10%	8%
C+	8%	7%	7%	5%
C	6%	5%	3%	2%
C-	2%	1%	1%	1%
D+	1%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	14%	16%	18%	100%
Percentage of year 12 students undertaking vocational training or trade training	16%	20%	18%	25%

School performance comment

ATAR Comments

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. 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.

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.

SACE A Results 2011 – 2022 (%)

Grade	2011	2013	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
A	1.69	2.22	3.18	2.81	5.99	7.29	6	6.9	9.53	11.01	10.5	11.7

GRADE (%)	2015	2016	2017	2018	2019	2020	2021	2022
A	33	40	35	37	43.65	47.56	47.5	55.3
B	45	44	45	42	38.11	39.76	40.6	36.0
C	21	15	19	20	17.13	12.31	11.4	8.3
D	1.2	1.26	1.17	1.6	1.03	0.31	0.49	0.4
E	0.3	0.17	0.08	0	0.07	0.08	0.07	0.1

SACE ATAR by Percentage 2017 – 2022 (%)

ATAR	2017	2018	2019	2020	2021	2022
90 to 99.95	28	29	34	38.25	41.64	41.2
80 to 89.95	19	23	20	20.27	15.24	26.4
70 to 79.95	22	15	15	19.82	20.07	13.6
60 to 69.95	12	11	14	9.22	12.27	9.6
50 to 59.95	8	11	9	10.14	6.32	7.2
40 to 49.95	7	7	5	1.84	4.09	2.0
Below 40	4	4	1	0.46	0.37	

IB Results 2017 - 2022

	2017	2018	2019	2020	2021	2022
Total Candidates	84	75	77	60	54	51
Distinctions (40 to 45)	20 24%	18 24%	15 19.5%	18 30%	15 27.7%	22 43.1%
Merit (students) (Merits)	48 105	20 90	41 91	39 84	37 73	42 107

IB Results 2017 to 2022 By ATAR (%)

ATAR	IB 2017	IB 2018	IB 2019	IB 2020	IB 2021	IB 2022
95 to 99.95	41	42	42	45.76	51.92	66.7
90 to 99.95	63	69	68	83.05	71.15	82.4
80 to 89.95	27	19	21	11.86	25	15.7
70 to 79.95	9	8	8	5.08	3.85	2.0
60 to 69.95	1	3	1	0	0	0
50 to 59.95	0	0	0	0	0	0
40 to 49.95	0	0	0	0	0	0
Below 40	0	0	0	0	0	0
Total IB	3.8% no ATAR					

COMBINED SACE and IB 2015 – 2022 by ATAR (%)

ATAR	2015	2016	2017	2018	2019	2020	2021	2022
95 and above	31.7	28	22	23	27	31.16	27.86	31.56
90 to 99.95	44.2	48	38	39	42	47.83	46.44	48.17
80 to 89	17.3	17	22	22	21	18.2	16.72	24.59
70 to 79	15.8	12	17	13	15	16.67	17.34	11.63
60 to 69	7.3	11	9	10	10	7.25	10.53	7.97
50 to 59	8.4	7	6	8	7	7.97	5.26	5.98
Below 50	5.5	4	5	8	5	1.81	3.72	1.66

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	92.5%
Year 8	95.4%	90.2%	95.6%	91.7%
Year 9	93.3%	87.8%	92.0%	90.1%
Year 10	94.0%	87.8%	93.1%	89.7%
Year 11	94.3%	88.7%	92.9%	90.6%
Year 12	93.1%	89.6%	92.1%	89.0%
Secondary Other	85.6%	84.9%	89.8%	82.1%
Total	94.0%	88.8%	93.1%	90.6%

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 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.

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. 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.

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

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	15.2%
NS - LEFT SA FOR NSW	2	6.1%
OV - LEFT SA FOR OVERSEAS	11	33.3%
SM - SEEKING EMPLOYMENT IN SA	5	15.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	12.1%
U - UNKNOWN	3	9.1%
VI - LEFT SA FOR VIC	2	6.1%
WA - LEFT SA FOR WA	1	3.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

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.

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	212
Post Graduate Qualifications	128

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	122.6	0.0	30.5
Persons	0	136	0	32

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$24,881,348
Grants: Commonwealth	\$213,615
Parent Contributions	\$4,094,972
Fund Raising	\$0
Other	\$281,436

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

2022 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 2022 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	FLO funding \$213,615 supported 7 students. Case management: Baptist Care SA, Employment Options or Relationships Australia. Learning opportunities through GIHS or VET or other RTOs.	3 Year 12 students. 1 completed SACE. Other students continuing FLO program connected with employment and/or completing SACE in Year 13. 1 student returned to a full timetable at GIHS.
	Improved outcomes for students with an additional language or dialect	\$99,052. Creation of 10 English Language Plus classes to support intensive development of Literacy skills.	100% SEA Literacy C- or better. 100% SACE Literacy Completion.
	Inclusive Education Support Program	\$754,261 funding supported 1x1.0 FTE Inclusive Education Teacher, 2 x 0.5 FTE Inclusive Education Teacher, 11 SSO Staff. 176 students (53 NET & 141 IESP grant students).	All students had an Individual Learning Plan. 19 Year 12 students SACE completion.
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	\$58,363. 11 students enrolled. Funding supported students accessing additional literacy and numeracy support through school's Learner Support space. Tutoring for senior ATSI students.	Each student had an individual personalized ILP. One student was selected for a whole school student leader role in 2023.
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	\$119,599 BTS funding 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.	90% Below SEA Above C- (Yr8– 11 English) 71% Below SEA Above C- (Yr8– 11 Maths)
	Specialist school reporting (as required)	2.0 FTE and 10 SSO hours enabled provision of required subjects for 104 IB and 74 SACE students taking 1 IB subject.	52/53 students achieved the IB Diploma. 83% students ATAR 90 .
	Improved outcomes for gifted students	\$95,927 funded ACER testing to select students. Developed and provided professional learning program for teachers based on Flinders University model. Curriculum model redeveloped.	69% scored ATAR 90 . 91% scored ATAR 80 .