



# **Glenunga International High School**

## **Strategic Plan 2023**

**January 2023**

## Statement of Purpose

Glenunga International High School inspires each student to develop their potential as an internationally minded, creative thinking, responsible citizen.

## Our Community Developed Values That Reflect This Purpose Are:

### ***Excellence***<sup>PB</sup>

**Exceptional teaching and learning:** striving for personal best; demonstrating persistence and integrity; celebrating achievements.

### ***Opportunity***<sup>U</sup>

**Personalised learning:** choices in subjects, pathways and Student Life activities; valuing creativity and flexibility; the opportunity to be you.

### ***International Mindedness***

**A global perspective:** learning in an international context; appreciating and celebrating cultural diversity; becoming active world citizens.

### ***Harmony***

**A cooperative, vibrant community:** respectful relationships; caring for each other and the environment; people working together.

## Strategic Directions (Wendy Johnson)

### **1. Holistic Education**

Cat Davis Director Holistic Education, Paul Mildren Assistant Principal, Jonathan Turland Assistant Principal and Sub School Leaders

### **2. High Quality Teaching and Learning**

Tim Kloeden Deputy Principal, Nick Fowler Director of Studies, Innovative Pedagogies Team, and Learning Area Leaders

### **3. Learning Partnerships**

Tim Kloeden Deputy Principal, Andrew Smith Assistant Principal, Rebecca Fuss Assistant Principal

Acronyms used with Leadership Roles in the Strategic Plan

WB = Wellbeing; INM = International Mindedness; Inn Ped = Innovative Pedagogies; PD = Professional Development; SLE = Student Leadership & Events; Inn Tech = Innovative Technologies Thinking; DBI Data Based Improvement; T = Transition; FLV = Flexible Learning and VET; HEC = Holistic Education & Culture; P&C = People & Culture; CLYA: Continuity of Learning/Younger Adolescents

# Strategies

## 1.0 Holistic Education

- 1.1 To consolidate the delivery of values based holistic education.
- 1.2 To implement the refined 21<sup>st</sup> Century skills (5C's) in Year 7 – 11 and the new SACE THRIVE capabilities in Year 12.
- 1.3 To prepare students to thrive in the world beyond school.
- 1.4 To equip each student with effective strategies to thrive as a 'well being', to manage learning challenges effectively, and to better understand striving to achieve personal best.
- 1.5 To equip each student to become a responsible digital citizen.

## 2.0 High Quality Teaching & Learning

- 2.1 To better understand personalised learning using the integrated delivery of the Essential Practices (EP) from the Glenunga Pedagogical Framework.
- 2.2 To build on the learnings from our experiences with Year 7s to refine our curriculum in Year 8 – 10.
- 2.3 To reconceptualise assessment and reporting to capture growth, learner readiness and 21<sup>st</sup> skills.
- 2.4 To continuously improve delivery of our specialist IB and IGNITE programs.

## 3.0 Learner Partnerships

- 3.1 To equip teachers and students with the skills to build effective learning partnerships and to better understand the concept of the learner journey.
- 3.2 To improve our partnerships with our families.
- 3.3 To build stronger partnerships with primary schools and outside agencies to improve our teaching and learning.

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
1. To consolidate the delivery of values based holistic education.	<ul style="list-style-type: none"> <li>Accelerate staff, students and families understandings of holistic education and their practising of our school values. <i>(Semester 1 2023)</i></li> </ul>	Director: HEC	The recommendations from the Holistic Education 2023 Statement have been implemented.
	<ul style="list-style-type: none"> <li>Develop a shared concept of a 'learning culture'. Support each teacher to develop a high quality learning culture in each of their classrooms and to be confident conducting conversations about learning with each student. <i>(Semester 1 2023)</i></li> </ul>	DP Director: HEC AP: P&C	The holistic education curriculum has been implemented in a personalised manner in each Year 7 – 11 mentor group.
	<ul style="list-style-type: none"> <li>Equip all teachers to continuously improve their role as effective mentors, in the context of the <i>Essence of Adolescence</i> and using <i>micro moments</i>, mirror neurons and coaching conversations. <i>(Ongoing)</i></li> </ul>	Director: HEC SSLs LALs	Teachers and students understand how to build the 'learning culture' in each class.
	<ul style="list-style-type: none"> <li>Support student leaders to model and promote our Values to strengthen school culture, and implement our 21<sup>st</sup> C skills (5 Cs). <i>(Ongoing)</i></li> </ul>	Director: HEC AP: P&C AP: SLE	Students experience conversations about learning with their teachers.
	<ul style="list-style-type: none"> <li>Challenge each Year 7-11 mentor teacher to use their expertise and student feedback to effectively implement a personalised LEAP<sup>PB</sup> curriculum, particularly using active learning. <i>(Semester 1 2023)</i></li> </ul>	Director: HEC SSLs	School values permeate our community.
	<ul style="list-style-type: none"> <li>Recognise students' contributions to the positive culture of Glenunga and their local community as part of the 'citizenship' dimension of holistic learning. <i>(Ongoing)</i></li> </ul>	Director: HEC	The new Year 12 SACE THRIVE model has been implemented.
	<ul style="list-style-type: none"> <li>Support mentor teachers to refine Year 12 mentoring programs, to support students to trial SACE THRIVE capabilities, and to validate their evidence of growth. <i>(Term 1 – 3 2023)</i></li> </ul>	SSLs (12) SACE Leader	70% of students are engaged in holistic opportunities in/outside school.

	<ul style="list-style-type: none"> <li>Support mentor teachers to celebrate the holistic opportunities in which each student is engaged, either at school or beyond, and to motivate students who have little or no connections with non-academic activities. (<a href="#">Semester 1 2023</a>)</li> </ul>	Director: HEC SSLs AP: SLE	
2. To implement the refined 21 <sup>st</sup> Century skills (5C's) in Year 7 – 11 and the new SACE THRIVE capabilities in Year 12.	<ul style="list-style-type: none"> <li>Implement <i>citizenship</i> as one of the new Cs. Explicitly coach students to develop their citizenship activities at school and local community level. (<a href="#">Semester 1 2023</a>)</li> </ul>	Director: HEC SSLs	<p>The new 21<sup>st</sup> century skills of Citizenship and Character are understood by teachers and students.</p> <p>Students practise their citizenship skills.</p> <p>Each student's verified growth in the 5 Cs has been visually displayed in their Learner Profile and supported by evidence in their ePortfolio.</p> <p>Learner agency rubric ready for implementation in 2024.</p>
	<ul style="list-style-type: none"> <li>Implement <i>character</i> as one of the new Cs. Explicitly coach and provide opportunities for students to understand the concept of <i>character</i>, their strengths and areas of development. (<a href="#">Semester 1 2023</a>)</li> </ul>	Director: HEC SSLs	
	<ul style="list-style-type: none"> <li>Explore how teachers can validate students' curated evidence of the growth in their 21<sup>st</sup> C skills and THRIVE capabilities. (<a href="#">Semester 1 2023</a>)</li> </ul>	DP D of St SSLs	
	<ul style="list-style-type: none"> <li>Capture this validated growth for Year 7 – 11 students in the Learner Profile supported by the curated evidence in the ePortfolio. (<a href="#">Semester 2 2023</a>)</li> </ul>	DP D of St SSLs	
	<ul style="list-style-type: none"> <li>Capture the validated growth of Year 12 students in the THRIVE capabilities and trial translating this into the SACE Learner Profile. (<a href="#">Semester 2 2023</a>)</li> </ul>	D of St SSLs (12)	
	<ul style="list-style-type: none"> <li>Explore the development of a rubric for student agency to enable recognition of students taking responsibility for their learning. (<a href="#">Semester 2 2023</a>)</li> </ul>	DP AP: SLE	
3. To prepare students to thrive in the world beyond school.	<ul style="list-style-type: none"> <li>Strengthen the implementation of future focussed pathways across all year levels and help staff, students and families to better understand the concept of skills clusters and linking future pathways to student passions and skills. (<a href="#">Term 2 &amp; 3 2023</a>)</li> </ul>	DP SSLs	Students and families look beyond traditional pathways to the concept of employable skills clusters.

## 1.0 HOLISTIC EDUCATION (continued)

4. To equip each student with effective strategies to thrive as a 'well being', to manage learning challenges effectively, and to better understand striving to achieve personal best.	<ul style="list-style-type: none"> <li>Implement the SACE THRIVE trial of Exploring Identities and Futures (EIF) with all Year 10s and Activating Identities and Futures (AIF) with all Year 11s. <i>(Semester 1 2023)</i></li> </ul>	DP D of St	EIF and AIF have been successfully trialled.
	<ul style="list-style-type: none"> <li>Continue to refine the delivery of Futures Fit Week for Year 10 and 11 students and their families and seek to increase the uptake of apprenticeships, traineeships and Work Experience opportunities. <i>(Semester 1 2023)</i></li> </ul>	DP SSLs (10/11)	
	<ul style="list-style-type: none"> <li>Support each teacher to equip students to navigate setbacks as part of <i>productive struggle</i>; to understand the differences between <i>learning</i> and <i>performing</i> modes; and to embrace opportunities for intellectual stretch and challenge. <i>(Ongoing)</i></li> </ul>	DP SL: Inn Ped	Students have the skills to thrive in an uncertain environment.  Students have increased confidence and strategies when they encounter challenges in their learning.
	<ul style="list-style-type: none"> <li>Implement the next iteration of the <i>Wellbeing Framework</i> within the context of holistic education and identify opportunities for students to practise strategies to thrive. <i>(Semester 1 2023)</i></li> </ul>	Director: HEC AP: WB	
	<ul style="list-style-type: none"> <li>Support all staff to model positive problem solving and actively coach students to practise their wellbeing strategies when they are feeling anxious or stressed. <i>(Ongoing)</i></li> </ul>	Director: HEC AP: WB LALs/SSLs	
5. To equip each student to become a responsible digital citizen.	<ul style="list-style-type: none"> <li>Support all staff to explicitly teach and model responsible digital citizenship in LEAP<sup>PB</sup> and in each Learning Area. <i>(Semester 1 2023)</i></li> </ul>	Director: HEC SL: Inn Tech SSLs/LALs	Each student has a positive digital presence and understands their role as a responsible digital citizen.  Students understand how to address cyber bullying.  Mobile devices have been used responsibly by all students and staff.
	<ul style="list-style-type: none"> <li>Implement a digital literacy program as part of LEAP<sup>PB</sup> to ensure students understand how to use their devices to create an active positive digital presence. Develop and implement a digital literacy continuum for Year 7-12 students. <i>(Semester 1 2023)</i></li> </ul>	Director: HEC SL: Inn Tech SSLs	
	<ul style="list-style-type: none"> <li>Refine the student-developed mobile device protocols with Years 8-12 as part of student behaviour processes. <i>(Term 1 2023)</i></li> </ul>	DP	

## 2.0 HIGH QUALITY TEACHING & LEARNING

<p>1. To better understand personalised learning using the integrated delivery of the Essential Practices (EP) from the Glenunga Pedagogical Framework.</p>	<ul style="list-style-type: none"> <li>Support teachers to personalise learning by continuously adjusting their teaching based on what they establish students know. <i>(Ongoing)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	<p>Students report that each teacher targets teaching to their learning needs and actively engages them in learning.</p> <p>Teachers continuously seek to improve the positive impact of their pedagogical choices on student learning outcomes.</p> <p>Each teacher has successfully documented their intentional use of Active Learning in their Teaching and Learning Cycles to engage their students in deeper learning.</p> <p>Students report being challenged by a variety of strategies to stretch their thinking and engage in deep learning.</p> <p>Students report that each teacher's feedback enables them to understand the next steps in improving their learning outcomes.</p> <p>Staff have been familiarised with Student Survey findings and use this information to continuously improve practice.</p>
	<ul style="list-style-type: none"> <li>Support teachers to use evidence-based reflection about the impact of their teaching (particularly the Pedagogical Framework cycle) to continuously improve their practice. <i>(Ongoing)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	
	<ul style="list-style-type: none"> <li>Ensure teacher talk (particularly to powerpoints) is minimalised to enable active learning where students demonstrate what they can do with what they know, and teachers actively interact with students, either individually or in groups. <i>(Semester 1 2023)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	
	<ul style="list-style-type: none"> <li>Support teachers to feel confident about managing dynamic learning environments to promote more active learning in LEAP<sup>PB</sup> and subject lessons. <i>(Semester 1 2023)</i></li> </ul>	<p>DP SL: Inn Ped LALs SSLs</p>	
	<ul style="list-style-type: none"> <li>Coach teachers on how to effectively move students from <i>surface</i> to <i>deep</i> learning by intentionally using the 5C's or THRIVE capabilities, visible thinking routines and SOLO taxonomy. <i>(Ongoing)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	
	<ul style="list-style-type: none"> <li>Support teachers to challenge student thinking, to help students develop their reflection skills, and have strategies for knowing what to do when they don't know what to do as part of expanding each student's metacognitive tool box. <i>(Ongoing)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	
	<ul style="list-style-type: none"> <li>Continue to develop teachers' effective use of feedback to explicitly stretch or support students in the next stage of their learning. <i>(Ongoing)</i></li> </ul>	<p>DP SL: Inn Ped LALs</p>	
	<ul style="list-style-type: none"> <li>Use the findings from the 2022 Student Survey to continuously improve the learner experience for all students. <i>(Semester 1 2023)</i></li> </ul>	<p>DP SL: Inn Ped</p>	

2. To build on the learnings from our experiences with Year 7s to refine our curriculum in Year 8 – 10.	<ul style="list-style-type: none"> <li>Ensure our pedagogy and curriculum offer continuity of learning as students transition from primary school to secondary school. <i>(Term 1 - 3 2023)</i></li> </ul>	DP AP: CLYA LALs	<p>Stronger professional relationships have been developed with primary school teachers to assist our understanding of continuity of learning.</p> <p>Our Curriculum Architecture hypothesis has been monitored as 2022 Year 7s complete Year 8 in 2023 and improvements addressed.</p> <p>Offsite learning experiences for 2025 are in development.</p>
	<ul style="list-style-type: none"> <li>Based on 2022 learnings, refine Year 7 curriculum; reconceptualise Year 8 and 9 curriculum; and reimagine Year 10 curriculum. <i>(Term 1 - 3 2023)</i></li> </ul>	DP AP: CLYA LALs	
	<ul style="list-style-type: none"> <li>Explore the Australian Curriculum Version 9.0 and our Glenunga version of the Australian Curriculum and adjust as required. <i>(Semester 2 2023)</i></li> </ul>	DP D of St LALs	
	<ul style="list-style-type: none"> <li>Re-imagine curriculum architecture to include offsite learning experiences that enable students to practise innovative problem solving in different contexts. <i>(Semester 2 2023)</i></li> </ul>	DP D of St	
3. To reconceptualise assessment and reporting to capture growth, learner readiness and 21 <sup>st</sup> skills.	<ul style="list-style-type: none"> <li>Develop a shared understanding of <i>learner readiness</i> and one year's growth each year for every student. <i>(Term 2 &amp; 3 2023)</i></li> </ul>	DP	<p>A shared understanding of Learner Readiness has been developed.</p> <p>Learner Progressions complement Scope and Sequences in all Learning Areas.</p> <p>Assessment and Reporting processes have been re-imagined to accommodate our newly developed understanding of Learner Readiness.</p>
	<ul style="list-style-type: none"> <li>Explore the implications for assessment of the <i>learner readiness</i> concept. <i>(Term 2 &amp; 3 2023)</i></li> </ul>	DP D of St	
	<ul style="list-style-type: none"> <li>Develop <i>learner progressions</i> in each discipline to complement year level Scope and Sequences. <i>(Term 2 &amp; 3 2023)</i></li> </ul>	DP LALs	
	<ul style="list-style-type: none"> <li>Explore how to effectively report growth and <i>learner readiness</i> outcomes to students and families. <i>(Term 2 &amp; 3 2023)</i></li> </ul>	D of St	



2.0 HIGH QUALITY TEACHING & LEARNING (continued)	<p>4. To continuously improve delivery of our specialist IB and IGNITE programs.</p>	<ul style="list-style-type: none"> <li>Implement research-based improvements in the delivery of the International Baccalaureate Diploma Program:               <ul style="list-style-type: none"> <li>Develop strategies to dispel myths and increase enrolments. <i>(Semester 1 2023)</i></li> <li>Explore focussed subject offerings. <i>(Semester 2 2023)</i></li> <li>Ensure deadline policy and work completion procedures are adhered to across all subjects. <i>(Term 1 - 3 2023)</i></li> <li>Support teachers to collect feedback from students to improve their pedagogy. <i>(Term 1 - 3 2023)</i></li> </ul> </li> <li>Translate Glenunga's Pedagogical Framework into the IB Approaches to Teaching and Learning. <i>(Semester 1 2023)</i></li> <li>Challenge teachers to implement their learnings from the online professional development program into their pedagogical practice with all IGNITE students. <i>(Semester 1 2023)</i></li> <li>Evaluate IGNITE curriculum and pedagogy to ensure all students achieve their potential. <i>(Term 2 - 3 2023)</i></li> </ul>	Principal	<p>The enrolment numbers and learning outcomes of IB students continue to improve.</p> <p>Teachers use the IGNITE learning model to deliver challenging learning for all IGNITE students.</p> <p>IGNITE students achieve their personal best and thrive in the Glenunga environment.</p>
3.0 LEARNING PARTNERSHIPS	<p>1. To equip teachers and students with the skills to build effective learning partnerships and to better understand the concept of the learner journey.</p>	<ul style="list-style-type: none"> <li>Support students and teachers to understand what 'authentic' partnerships look like and the components of the partnership that each one is responsible for. <i>(Semester 1 2023)</i></li> <li>Support mentor teachers to explicitly develop students' understanding of taking responsibility for learning and the Learner Journey. Support students to successfully curate evidence of growth in their ePortfolio, reflect on their growth with families in Learner Conferences, and have their progress validated for their Learner Profile. <i>(Term 1 - 4 2023)</i></li> <li>Support subject teachers to coach students taking responsibility for their learning. <i>(Term 1 - 3 2023)</i></li> </ul>	<p>DP SL: Inn Ped</p> <p>D: HEC SSLs</p> <p>DP LALs</p>	<p>Students articulate their learning journey and the concept of co-ownership of learning.</p> <p>Each teacher operates as a 'learning coach' and understands the interconnected aspects of students' learning journeys.</p> <p>Each student's growth has been documented in their ePortfolios, Learner Conferences and Learner Profile.</p>

### 3.0 LEARNING PARTNERSHIPS (continued)

<ul style="list-style-type: none"> <li>Support Year 7 – 11 subject teachers to build 21<sup>st</sup> century skills into their formative work and to explicitly support students to capture evidence of growth in their ePortfolios. <i>(Term 1 – 3 2023)</i></li> </ul>	DP SL: Inn Ped LALs	<p>Students use the Learner Framework to better understand their responsibilities within the learning process and how to provide effective feedback to teachers.</p> <p>Each teacher regularly seeks feedback from students about how well their teaching is matching their learner needs. They adjust their practice based on student feedback.</p>
<ul style="list-style-type: none"> <li>Support SACE Stage 2 teachers to build THRIVE capabilities into their formative and summative work and to explicitly support students to capture evidence of growth in their ePortfolios. <i>(Semester 1 2023)</i></li> </ul>	D of St LALs	
<ul style="list-style-type: none"> <li>Coach teachers and students to use the Learner Journey language to describe learning partnerships, personalised learning and growth. <i>(Ongoing)</i></li> </ul>	DP	
<ul style="list-style-type: none"> <li>Reconceptualise Learner Conferences to focus on new rubrics for 21<sup>st</sup> century skills in Year 7 – 11 and THRIVE capabilities in Year 12. <i>(Term 1 – 3 2023)</i></li> </ul>	DP	
<ul style="list-style-type: none"> <li>Support student leaders to implement their <i>Learner Framework</i> with all students. Support teachers to reference the framework in their conversations with students about learning. <i>(Semester 1 2023)</i></li> </ul>	DP SL: Inn Ped AP: SLE	
<ul style="list-style-type: none"> <li>Support mentor and subject teachers to better understand the difference between informal student feedback that checks for understanding and formal feedback about the learner experience ie how the teacher's pedagogical choices match student learning needs. <i>(Semester 1 2023)</i></li> </ul>	DP SL: Inn Ped LALs	
<ul style="list-style-type: none"> <li>Support teachers to use student feedback to improve their pedagogy by:               <ul style="list-style-type: none"> <li>seeking (and documenting on Learning Area Google drive) formal feedback from each student in each class several times a term</li> <li>discussing the feedback and its impact on their practice with students</li> <li>reflecting on changes to their practice with colleagues.</li> </ul> <i>(Ongoing)</i> </li> </ul>	DP SL: Inn Ped LALs	

### 3.0 LEARNING PARTNERSHIPS (continued)

2. To improve our partnerships with our families.	<ul style="list-style-type: none"> <li>Analyse the feedback from our community in the School Parent Engagement survey and implement the actions derived from this analysis. (<i>Semester 1 2023</i>)</li> </ul>	Principal	<p>Improvement commitments have been shared with the community and are being implemented.</p> <p>Families report more personalised, prompt communications with teachers.</p> <p>Families understand the changes Glenunga is making to deliver 21<sup>st</sup> century learning to their children.</p>
	<ul style="list-style-type: none"> <li>Help teachers to improve communications with families by phoning first to talk through situations prior to sending emails and responding within 24 business hours to emails. (<i>Ongoing</i>)</li> </ul>	AP: P&C	
	<ul style="list-style-type: none"> <li>Support subject and mentor teachers to communicate regularly with families about the learning that students are undertaking as well as assessment tasks, due dates, behaviour or work completion concerns. (<i>Ongoing</i>)</li> </ul>	LALs	
	<ul style="list-style-type: none"> <li>Review current communication channels, trial improvements, and seek feedback from families. (<i>Term 1 2023</i>)</li> </ul>	AP: P&C	
	<ul style="list-style-type: none"> <li>Develop strategies for helping families to better understand how 21<sup>st</sup> century learning works eg in key messages to families, Learner Conferences, FFPP Conversations, mini lessons, teacher and leader conversations, and emails. (<i>Semester 1 2023</i>)</li> </ul>	AP: P&C SL: Inn Ped	
3. To build strong partnerships with primary schools and outside agencies to improve our teaching and learning.	<ul style="list-style-type: none"> <li>Continue to collaborate with primary schools to develop continuity of learning from Year 6 to high school, incorporate these learnings into our teachers' practice, and monitor the impact of these changes. (<i>Term 1 – 3 2023</i>)</li> </ul>	AP: CLYA	<p>Teachers have undertaken observations in primary schools, reflected on implications for their practice and made appropriate changes.</p> <p>High quality Preparatory Report delivered to CIS on time.</p> <p>New Metrics project requirements have been delivered.</p>
	<ul style="list-style-type: none"> <li>Complete the required reporting for the Preparatory Visit for Council of International Schools re-accreditation. (<i>Semester 1 2023</i>)</li> </ul>	AP: P&C DP D of St	
	<ul style="list-style-type: none"> <li>Continue the <i>New Metrics</i> trial with the University of Melbourne to develop and promote valid reliable rubrics for capturing each student's growth in their 21<sup>st</sup> century skills. (<i>Ongoing</i>)</li> </ul>	DP D of St SL: Inn Ped	