



## SCHOOL CONTEXT STATEMENT

Updated: 26/07/2023

**School number:** 0927  
**School name:** Glenunga International High School

### School Profile:

Glenunga International High School is a public school for approximately 2200 Year 7 to 12 students from 89 different cultural backgrounds. Our student cohort currently includes 31 international students and students in our special interest programs ie the IGNITE Program for students with high intellectual potential and the International Baccalaureate Diploma in Years 11-12.

We live and breathe our community-developed Values of *Excellence<sup>PB</sup>*, *Opportunity<sup>U</sup>*, *International Mindedness* and *Harmony*. Our commitment to outstanding opportunities for each student to achieve their personal best is reflected in our well-deserved reputation for 21st century high quality learning and academic excellence, combined with innovative approaches to wellbeing, a deep understanding of holistic education and high levels of student engagement. Our cultural diversity, Values and commitment to global themes create a culturally rich learning environment.

We have been accredited by the International Baccalaureate Organisation and by the Council of International Schools (CIS) as delivering world class education and having an ongoing commitment to continuous improvement. We are well underway on our journey from being a 'good' 20<sup>th</sup> century school where a handful of students achieved stellar results to being a 'great' 21<sup>st</sup> century school, defined in terms of improved student learning and wellbeing outcomes for each and every student.

We are very proud of our Student Life program involving 35 student-led clubs and 15 teacher-mentored student groups, as well as our range of summer and winter sports teams that have a strong focus on student participation and leadership. Our comprehensive sporting program operates within the state school and independent school programs providing students with many opportunities in knockout, after school and/or weekend competitions. Student Life also encompasses a comprehensive Peer Support program for our new Year 7 and 8 students with our Year 10 and 11 leaders.

Our school is committed to meeting the needs of 21st century learners by personalising learning; delivering trans-disciplinary curriculum; developing 21st century skills such as *Creative and Critical Thinking*, *Collaboration*, *Communication*, *Citizenship*, and *Character*; and using technology to enrich face to face teaching. As part of our commitment to creating a great 21st century school, our highly skilled teachers regularly reflect on their practice and fine-tune pedagogy based on student feedback and research findings about improved learning outcomes.

In 2020 a major Capital Works Project (\$32 million) delivered a three-story teaching complex for Science, Technologies and Learning (STL) and a new double court air conditioned gymnasium.

Each Year 7-12 student uses their laptop as part of blended learning supported by interactive whiteboards in all classrooms. Each subject has a Virtual Learning Environment where course information, learning resources, assessment tasks and deadlines are stored and where collaborative learning occurs between students and staff. Google docs and a range of other collaborative tools are used to support interactive learning. Families have access to a Parent Portal in Daymap that provides real time information about their student's progress as well as assessment tasks, deadlines, grades and attendance data.

Students undertake either the South Australian Certificate of Education (SACE) or the International Baccalaureate (IB) Diploma in Years 11-12 (with possibilities to accelerate earlier in SACE), along with the option of vocational education and training programs (VET) in Years 10-12; and the Australian Curriculum in all classes in Years 7 - 10. Other specialist programs include: an intensive English course (ISEC) for international students; specialist Science, Mathematics, Humanities and English courses in Year 10 to prepare for senior school; and the opportunity for all students (currently

246 outside of the IGNITE program) to accelerate in different subject areas including Mathematics, Languages, Drama and Physical Education.

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: 2022 Statewide Knockout Champions Senior Girls Badminton, Year 7-9 Girls Badminton, Senior Mixed Table Tennis and Year 7-9 Mixed Table Tennis; State Knockout Runners up in Year 7/8 Girls Indoor Soccer and Year 7-9 Boys Badminton; 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.

In 2022 our SACE students achieved 840 A grades and 62 SACE Stage 2 merits while our International Baccalaureate students achieved 108 Merits.

- General information
  - School Principal's name: Ms Wendy Johnson
  - Deputy Principal's names: Mr Tim Kloeden, Mr Nick Fowler (Director of Studies) & Ms Caterina Davis (Director of Holistic Education, Wellbeing & Culture)
  - Year of opening: 1898 at the North Terrace site as Adelaide Technical High School; 1963 at Glenunga site; 1974 renamed Glenunga High School; 1992 renamed Glenunga International High School
  - Postal Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
  - Location Address: 99 L'ESTRANGE STREET, GLENUNGA SA 5064
  - DfE Region: Partnership of Greenhill Road South
  - Geographical location – 4KMS from GPO
  - Telephone number: 08 83795629
  - School website address: [www.gihs.sa.edu.au](http://www.gihs.sa.edu.au)
  - School e-mail address: [glenunga@gihs.sa.edu.au](mailto:glenunga@gihs.sa.edu.au)
  - February FTE student enrolment:

FEBRUARY FTE Enrolment		2019	2020	2021	2022	2023
Secondary	Special, N.A.P. Ungraded etc.	0	0	0	0	0
	Year 7	0	0	0	381	403
	Year 8	377	395	369	377	382
	Year 9	312	347	368	346	349
	Year 10	365	350	358	386	365
	Year 11	322	338	330	361	378
	Year 12	340	334	346	321	347
	Year 12plus	11	13	6	4	9
International Study Program (ISP)		72	68	46	31	49
<b>TOTAL</b>		<b>1799</b>	<b>1827</b>	<b>1823</b>	<b>2207</b>	<b>2282</b>

	2019	2020	2021	2022	2023
<b>JULY FTE Enrolment</b>	1751.6	1716.2	1705.7	1730.8	0
MALE FTE	945	960	1003	954	0
FEMALE FTE	814	845	887	830	0
School Card Approvals (Persons)	125	184	193	194	0
NESB Total (Persons)	1224	1306	1298	1305	0
Aboriginal FTE Enrolment	8	9	9	13	0

#### Student enrolment trends:

2015	1625 + 71 International Students
2016	1682 + 75 International Students
2017	1689 + 71 International Students
2018	1706 + 72 International Students
2019	1727 + 72 International Students
2020	1759 + 68 International Students
2021	1777 + 46 International Students
2022	2180 + 31 International Students
2023	2233 + 49 International Students

- Staffing numbers (as at 28 February 2023):

Contact person: Mr Nick Fowler Director of Studies

Teachers [FTE] 168.4

#### Number of staff

Permanent [FT]	119	
Permanent [PT]	30	
Contract [FT >1 Year]	10	
Contract [FT ≤1 Year]	32	
Contract [PT ≤1 Year]	19	
Step 9	41	
International Baccalaureate [RAP]		2
International Program [Classes]		2.0
Ancillary [Hrs + No]	1559.0 Hrs / Wk [37]	

#### Public transport access:

There are 4 city buses on the 870 route and 2 buses to the hills: the 873 to Mount Barker and the 872 to Carey Gully. The buses leave from the bus stop on Conyngham Street (western side of the school) at the end of the school day. Additional services also travel along the normal Glen Osmond Road route (the 861 in particular) from the city in the morning. Please check details with the Transit Plus Helpdesk at [adelaidemetro.com.au](http://adelaidemetro.com.au) or on 8339 7544. The Public Transport Information Info line is 8210 1000.

#### Special site arrangements:

Work with other regional secondary schools in VET cluster and also on a range of curriculum projects. Work with Aberfoyle Park High School and The Heights to deliver statewide IGNITE assessment and programs. Work with R – 7 schools and preschools as part of the Partnership of Greenhill Road South. Work with other Department for Education (DfE) and independent schools to deliver IB Diploma.

## 2. Students (and their wellbeing)

### General characteristics

The student body is very culturally diverse reflecting the international nature of the school with 72% of the students being from non-English speaking backgrounds and 77 different 'countries of birth'. As well as international fee paying and internationally mobile students, the IGNITE Program (for students with high intellectual potential) and International Baccalaureate Diploma enable enrolment from students across the metropolitan area and the Hills. The school is under capacity management and outside the specialist programs can only accept students who live in zone.

### Student Wellbeing

The wellbeing of our students is at the centre of everything we do. We develop the 'whole-person' and take pride in our values-based approach to personalising learning that fosters the strengths of each student. Our Learner Wellbeing Framework operates within the context of the DfE Wellbeing strategic impact focus. It links to the GIHS Pedagogical Framework for 21<sup>st</sup> Century Teaching and Learning, and it connects to our school values: *Excellence<sup>PB</sup>*, *Opportunity<sup>U</sup>*, *International Mindedness* and *Harmony*. The promotion of positive relationships; the development of each individual's identity; creating strong partnerships with the school; and nurturing deep engagement with learning are key to developing the wellbeing of our students.

The Wellbeing Team consists of the Assistant Principal (Student Wellbeing), two Student Wellbeing Leaders, a Pastoral Care Worker and a Wellbeing Support Officer. The team is strengthened through close collaboration with members of The POD (Learner Support), Sub School Teams, Mentor Teachers and external agencies to ensure our students' needs are met and that they are supported to thrive. The Deputy Principal (Holistic Education, Wellbeing and Culture) has oversight of this area of the school.

The POD is a centralised space which provides specialised learner and positive behavioural support for a range of students. The POD, in partnership with the Inclusive Education Team, provide personalised interventions for students with verified disabilities, those with additional learning needs and students requiring support with their emotional and social development. It plays a key role in connecting students to a variety of services including: The Wellbeing Team, Sub School Leaders and school leadership in relation to behaviour support, work completion, learning support, Inclusive Education needs and wellbeing programs. It is a flexible learning space utilised by a variety of personnel and support systems to accommodate individual student needs.

Glenunga is committed to preparing students to thrive in and out of school. The school provides opportunities for students to develop the skills to be life-long learners who succeed academically, and personally in an ever-changing challenging global context. We work within a holistic education model that provides students with knowledge and skills that extend beyond the learnings of the classroom.

Our school's commitment to holistic education is enacted through our values-based approach, developing our students' 21<sup>st</sup> century skills, delivering the LEAP<sup>PB</sup> curriculum, (Holistic Education Curriculum), student agency, partnerships, and our Student Life and Sports programs. Mentor Groups meet for 10 minutes at the start of the day on Monday, Wednesday and Friday as well as 50 minute lessons on Tuesday and Thursday.

### LEAP<sup>PB</sup>

LEAP<sup>PB</sup> is the school's Holistic Education Curriculum and stands for *Learning Experiences Accelerating Potential (to the power of Personal Best)*. It recognises the potential each students has with LEAP<sup>PB</sup> being a platform for students to engage in experiences that will develop and accelerate the skills they need to thrive at school and beyond.

The curriculum focuses on school priorities including *21<sup>st</sup> Century Teaching and Learning*, *Wellbeing*, and *International Mindedness* and includes opportunities for students to develop skills in the areas of learning partnerships, respectful relationships, digital and global citizenship, emotional regulation and self management.

LEAP<sup>PB</sup> is delivered from Years 7 to 11 with the sophistication of learning increasing to match the developing needs and capabilities of students over time. In Year 12, LEAP<sup>PB</sup> morphs into an intensive mentoring program to prepare the student for life beyond school. Sub School Leaders take responsibility for the curriculum implementation in collaboration with their Sub School Teams. Mentor Teachers personalise and deliver the learning activities to meet the needs of their particular group of students.

Through the delivery of LEAP<sup>PB</sup>, students are provided with an opportunity to take responsibility for their learning, provide feedback to teachers and to develop 21<sup>st</sup> century skills to promote learning and knowledge acquisition; as well as opportunities to understand factors impacting on wellbeing; developing strategies to improve wellbeing both now and in the future; and reflecting on their role as global citizens, both locally and internationally.

### **Student Support**

Student Support Teams consisting of the Sub School Leader, Sub School Assistant Leader, a Wellbeing Team connector and an Executive Leader connector operate at each Sub School. They meet regularly to develop, coordinate and monitor personalised interventions for students at risk and those who are not delivering on their personal best. Achievement data, wellbeing, attendance, behaviour and progress are analysed as part of these team meetings, with partnerships with external providers established where required.

### **Proactive Wellbeing Programs**

Glenunga takes a proactive approach to holistic student education and wellbeing.

The Wellbeing Team, in partnership with teachers and para professional staff, provide specialised support in the form of one-on-one or small group counselling, psychological interventions, proactive programs, mentoring and specialised teaching. During these interventions, and through regular data collection, staff recognise additional needs for targeted interventions based on themes in the student population. Some recent themes have included managing anxiety, dealing with unhelpful perfectionism, and accelerating social skill development.

In response to these themes, a range of proactive wellbeing programs are delivered including staff professional learning on emotion regulation and self-care, student group anxiety-management program known as *Chilled*, a refined LEAP<sup>PB</sup> curriculum focussing on strategies for managing emotions, a targeted student-teacher mentoring program (*Elevate*) focusing on improving student connectedness, and a social skill development program for neurodivergent students, called *EQuip*. Future directions continue to be explored based on the needs of the cohort.

### **Student Life Programs**

Our Director: Student LIFE has responsibility for the extensive range of co-curricular program in partnership with Assistant Principal – Student Leadership and Engagement. Details of the program can be found on our website. Co-curricular options include Advocacy Clubs, Community Clubs, Interest Clubs, Interschool teams, Service clubs, Specialist Clubs as well as events, fundraisers, performances and celebrations. A Peer Support Leader program is in place for Year 11 students supporting Year 8 students and Year 10 students supporting Year 7 students with their induction to high school.

### **Student behaviour management**

Our students present themselves and represent their school in a positive manner through their behaviour, their appearance and their positive attitude towards learning and developing their personal best. Glenunga promotes a culture of mentoring and coaching students. Sub School Leaders, teachers and The POD team members, together with families and staff, promote positive behaviour and use a values-based approach to address any inappropriate student actions. This is achieved through a multi-faceted approach including: explicit teaching, coaching, modelling, counselling, mediation, conflict resolution, logical consequences and referrals to appropriate support services.

### Student government

Leadership roles are available to students across all Sub Schools and the whole school providing opportunities which extend far beyond the classroom. These experiences are invaluable in the development of our students as confident future leaders. Student leadership is built on a variety of opportunities for decision making and student initiated clubs and activities. Each leadership position involves a rigorous selection process and ongoing training

The School Prefects act as role models for other students and they represent the students at assemblies, functions and events. Student led Councils work with staff on various school priorities and strategic directions such as International Mindedness, Wellbeing, 21st Century Learning, Transition, Student Forum, Student Engagement; Leadership, and Communications and Promotions. The two Head Prefects are members of Governing Council. Student Leaders meet regularly with relevant Executive Leaders and Sub School Leader.

Student leaders also take on the roles of House Captains (5 per house with 20 in total) and Spirit Captains (8 in total assigned to Sub Schools) to promote student participation in School Carnivals and a House/Spirit Cup competition which runs through the academic year. There are also Leadership positions for students at each Sub School which then link strategically with Student Forum. Student leaders also lead key initiatives in the school with foci on areas such as School Tours, Events, Multimedia, Global Sustainability, The Arts, Sport and Clubs. In 2022 there were 64 students on the Senior Leadership Team, over 190 students involved in leadership at Sub School Level and over 70 student leaders supporting student led clubs.

## 3. Key School Policies

- Site Improvement Plan and other key statements or policies:  
:Refer to website
- Recent key outcomes:  
:Refer to the school's Annual Report on website.

## 4. Curriculum

The school has committed to the Michael Fullan 5 C's (Creative & Critical Thinking, Communication, Collaboration, Citizenship and Character) to ensure that we develop 21<sup>st</sup> Century skills in our students. The five C's permeate our subject based learning and our LEAP<sup>PB</sup> (Pastoral Care Program). Mentor and subject teachers explicitly provide opportunities for students to develop their five C's. Students capture their growth in the five C's in their ePortfolios and reflect on their development in Learner Conferences.

### Subject offerings:

**Middle School** - Students have increasing choice of subjects from Year 7 to Year 10, enabling them to sample all Learning Areas, while selecting more of what they enjoy.

They study the eight Learning Areas:

- English or English as an Additional Language (EAL)
- Mathematics
- Science
- Humanities – Humanities (Year 7), History and Geography
- Health and Physical Education
- Languages other than English - Chinese, French, Japanese or English Literacy Plus (ELP)
- Design and Technology, including Food, Digital and Material Technology
- The Arts - Music, Art, Drama, Media Studies (Year 10 only)

## Years 7, 8, 9 and 10

The mentor teacher has daily contact with their Mentor Group and is the person responsible for the continual monitoring of each student's wellbeing and academic progress. They develop positive relationships with students and families and is the primary contact for families when they have a concern about their student. The mentor teacher delivers the LEAP<sup>PB</sup> (pastoral care) curriculum each Tuesday and Thursday which focusses on developing the five C's that enable students to thrive in the 21<sup>st</sup> Century. There are specific learning intentions for each Sub School based around the three key frameworks of the school; Holistic Education (includes International Mindedness, Well-being) 21<sup>st</sup> Century Learning and Partnerships.

Teaching programs are personalised to teach on from what students already know to allow the academic potential of all students to be met. Every student is supported to achieve their personal best. All students complete deep, rich assessment tasks set within the context of an internationally minded holistic curriculum.

Year 10 students are introduced to the SACE when they undertake the Exploring Identities and Futures (EIF) during LEAP<sup>PB</sup>. The EIF is a compulsory SACE subject where students evaluate their learning and plan their pathway through senior school to further study, training or employment.

Year 10 students also undertake a semester subject called the Action Project that provides valuable preparation for the SACE Activating Identities and Futures (AIF) and/or IB Extended Essay completed in Year 11/12. Students work in teams to identify a problem and then collaboratively develop a solution or use entrepreneurial skills to create something new to benefit our community or the wider society.

- **Year 11 and 12 Students** choose either the SACE or IB Diploma.
- **VET courses are available to students within the school and regional cluster.**

Students in Years 10, 11 and 12 have the opportunity to enrol in various VET Skills clusters that are offered either at Glenunga IHS or at other sites. VET Skills clusters enable students to earn credits toward a qualification that is recognised by industry across Australia, and they assist with the completion of the SACE. VET students can combine a vocational pathway with their SACE studies as well as completing (or working towards) a Certificate I, II or III. This keeps their options open to pursue further vocational education (such as courses at TAFE), or move into higher education (such as undertaking courses at university). VET can complement student interests, regional and national skill shortage areas and provide experiences that lead to the development of transferable skills.

- **School of Languages (SOL) Options**

Students are supported to study language courses other than French, Chinese and Japanese through our partnership with the School of Languages. IB Spanish Ab. and Japanese are delivered at Glenunga on Wednesday nights. Other languages are studied at local secondary schools normally from 5.00pm to 8.00pm one night per week or on Saturday mornings.

- **Languages currently being studied at the SOL**

**SACE:** Arabic, French, German, Hindi, Italian, Japanese, Korean, Vietnamese, Spanish, Indonesian, Bosnian, Polish, Croatian, Chinese Background

**IB:** Spanish, Japanese, Hindi, Italian, German

- **International Baccalaureate Year 11 and 12**

All IB students undertake six subjects including: English or Chinese Literature (Language A); Mathematics; one Language B course from Mandarin, English, French, Indonesian, Spanish or Japanese; at least one Science from Biology, Chemistry, Physics, Environmental Systems and Societies and one humanities subject from Economics, Geography, History or Psychology. The sixth subject can be Visual Art, Music, Film or an extra subject from the Sciences, another Language B or another Humanities subject, depending on the timetable. All students also study the IB Core, which includes: developing the characteristics of the IB Learner Profile; Theory of Knowledge (TOK); Creativity, Activity, Service (CAS); and the Extended Essay (EE).

Students may continue with IB or transfer to SACE in Year 12.

Glenunga is currently one of five state secondary schools offering the International Baccalaureate Diploma Program to students in Year 11 and 12. DfE provides an additional 2.0 FTE [\$224,518] and 10 Hrs/Week SS02 [\$20,566] time to support this program in addition to the per student funding. Students are required to pay their IB examination costs and an administrative fee in addition to the normal school Materials and Services fee.

#### International Baccalaureate student numbers

Year Level	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Year 12 Diploma	77	81	66	90	80	74	61	57	54	51
Year 11*	102	93	123	99	100	77	75	72	61	47
Total*	179	174	202	189	180	151	136	129	111	98
Year 12 SACE Students Taking IB Subject	5	5	17	29	30	19	12	34	24	22

Year 11 SACE Stage 1 Subject Offerings	Year 12 SACE Stage 2 Subject Offerings
Active Lifestyles	Activating Identities & Futures
Aviation - Scientific Studies	Aviation - Scientific Studies 2
Biology A & Biology B	Biology
Business Innovation A: Startup Enterprise	Business Innovation
Business Innovation B: Transforming Enterprise	Chemistry
Chemistry 1 & Chemistry 2	Chinese Background
Chinese Background Speakers	Chinese Continuers
Chinese Continuers	Creative Arts
Creative Arts A: Digital Photography	Design & Engineering
Creative Arts B: Digital Art	Digital & Material Technologies
Design & Engineering	Digital Technologies
Digital Technologies	Drama
Drama A & Drama B	English
English 1 & 2	English As An Additional Language Studies
English As An Additional Language 1 & 2	English Essential
English Essential 1 & 2	English Literary Studies
English Literary Studies 1 & 2	Essential Maths
Essential Maths A & B	Food Technologies
Food Technologies A & B	French Continuers
French Continuers 1 & 2	General Maths
General Maths 1 & 2	Health & Wellbeing
Geography A & B	Japanese Continuers
Health & Wellbeing	Legal Studies
History - Modern History A & B	Maths Methods
Japanese Continuers 1 & 2	Media Studies
Legal Studies	Modern History
Maths Methods 1 & 2	Music
Media Studies A (Documentary)	Music Studies
Media Studies B (Fiction)	Nutrition
Music Advanced 1 & 2	Physical Education
Music Experience 1 & 2	Physics
Nutrition A & B	Psychology
Physical Education A & B	Research Project
Physics 1 & 2	Specialist Maths
Product Design - Materials	Sports Studies (Integrated Learning)
Psychology A & B	Visual Arts - Art
Specialist Maths 1 & 2	Visual Arts - Design

Sports Studies (Integrated Learning) Visual Art - Design Visual Art A & B Workplace Practices A & B	Workplace Practices
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## • Special needs

### **Gifted Programs (Ignite)**

Ignite is a special interest program offered for gifted and talented learners. In 2023 there are 537 students identified as requiring gifted support from Years 7 to 12. Each year 100 students are selected for entry into the Ignite program. Ignite is able to offer flexibility and personalisation to students, and provide compaction and acceleration dependent on each individual student's needs. Students have access to advanced classes between Years 7-10, including Mathematics, Humanities, Science, English, The Arts and HPE. The curriculum is designed on the principle of learner readiness, and the Ignite team is able to work with students, families and teachers to best support gifted learners. We offer opportunities for vertical acceleration and horizontal based on this learner readiness. All teachers undertake professional learning in gifted education to familiarise themselves with the strategies required to extend and challenge these students.

Each year more than 600 prospective students sit the Ignite entry test in February. 100 students are offered a place in the GIHS Ignite Program each year in Year 7. In addition to the per student funding, a grant of \$94,038 per year is used to support the Ignite program in the following ways:

- 20 Hours / Week SSO2 clerical support.
- 0.2 FTE teacher release for a Teacher - Leader.
- Supporting the Ignite Enrichment Programs and Offsite Learning Experiences
- Supplementing the professional development of Ignite teachers.
- Supporting administration of the Ignite program.
- Supporting between schools collaboration.

### **Negotiated Education Plan (NEP) and Learning Difficulties**

By working in partnership with students and families, our teachers, support personnel and school leaders ensure that students with identified disabilities gain a broad, balanced education that prepares them for effective participation in our society. These programs may involve:

- Lesson support in The POD through tutoring and mentoring programs.
- Modified programs and expectations negotiated between students, teachers, leaders, students and parents.
- Access to outside school programs such as Prospect Centre and Vocational Education programs.
- Links with support agencies for post-school transition.

### **Special curriculum features**

Glenunga was Australia's first International public high school. Specialist curriculum provision involves Ignite program and the International Baccalaureate Diploma, a two year Diploma course taken in Years 11 and 12. There is also a focus on the study of Languages, EALD and ISEC (Intensive Secondary English) and strategies are in place to continuously improve the *internationalising* of our curriculum delivery.

Students are able to accelerate according to their needs.

### **International Student Program (ISP)**

Our International Student Program currently involves 49 students from countries including China, Hong Kong, Iran, Japan, Korea, Thailand and Vietnam. All students study in the High School Program and graduate with SACE or the IB Diploma. An Intensive Secondary English Course (ISEC funded at 1.0 FTE from International Student Fees for 1 Semester per year) prepares students for SACE or IB studies. All students have access to a tutor to support them in their studies. In addition, funding provides for a 30 hours SSO3 who leads the International Program. In 2023, short-term study tours resumed after being suspended due

to COVID. A group of 20 students and their teachers from Koishikawa Secondary Education School in Tokyo visited for a 2 week education program. Twenty Glenunga families were formally accredited to host Japanese students. Students experienced Australian culture through personalised lessons, offsite learning, building connections with Glenunga buddies and homestay experiences while making lifelong memories and friendships. An annual Language and Cultural Tour is also offered to students to travel to a French, Japanese or Chinese speaking country although this opportunity has been suspended due to COVID. Where travel is not possible, virtual partnerships are explored with our partnering schools.

### **Performance Development and Accountability**

A comprehensive Professional Development and Accountability (PD&A) process is undertaken by all staff that includes the identification of improvement goals related to the school's strategic directions, check-in meetings, regular meetings (at least three per year), observations, optional personal vodcast reflection and written feedback from performance managers (twice a year). A special program is provided to support Early Career Teachers and Teachers New to Glenunga. All teaching staff are provided with a school issued laptop and 70 minutes of professional learning time each week on Wednesday mornings to collaboratively develop their teaching practice and their skill in implementing technology to improve learning. Curriculum and Sub School teams meet two or three times per term to enable collaborative planning, moderation, reflection and improvement.

Performance development and accountability involves all staff working together in a culture of continuous improvement and feedback. It has the following outcomes:

- A shared understanding of each person's individual and collective responsibility for the school's strategic directions which focus on the achievement of individual, school and organisational goals.
  - The delivery of high quality teaching and learning and improved learning outcomes based on analysis of data and student feedback, or high quality service delivery.
  - The delivery of Holistic Education and improved student wellbeing including LEAP<sup>PB</sup> (pastoral care program in Year 8 – 12 delivered by mentor teachers in three strands; 21C Learning, International Mindedness and Wellbeing).
  - Recognition of employee contributions and improved employee well-being.
- Each person has a performance manager and meets at least three times a year individually or in collaborative teams to: develop professional goals documented in performance management plans; to provide evidence of progress against goals; and to receive informal and formal written feedback twice a year from their performance manager.

- **Staff utilisation policies – Special Programs**

Inclusive Education team works within year level classes with support provided by School Services Officers. Students requiring Literacy and Numeracy support are provided with additional coaching through The POD or ELP classes. Students from NESB are supported by all staff through the whole school approach to developing literacy through the use of scaffolds, success criteria and rubrics. Students who are at or below Literacy Level (Australian Curriculum) 12 in Years 7 – 10 also complete an additional subject known as English Literacy Plus. Students in Higher Band NAPLAN Numeracy and Reading are monitored to ensure they stay in the higher bands and achieve a B grade or better in English and Mathematics.

- **Teaching methodology:**

Teaching practices are guided by *The Glenunga Pedagogical Framework for 21<sup>st</sup> Century Teaching and Learning*. This framework was developed collaboratively by staff using the pedagogy of our best practitioners and also the best practices from research. It represents an agreed position on high quality teaching practices that we will use in every classroom every day. The framework is organised into four Essential Practices:

- Targeted Teaching
- Active Learning
- Learning Partnerships
- Reflective Practice.

Technology is used extensively to personalise learning. All teachers use online virtual learning environments to enrich face to face teaching and to enable students to access curriculum information, resources and to submit work electronically using *Turnitin*. It also offers an interactive medium for students to learn through the use of collaborative tools. Teachers work in teams to develop engaging curriculum using ICT during Teacher Team Time Together (T4) sessions on Wednesday mornings. All rooms are equipped with interactive whiteboards. Currently teachers and students are exploring the challenges and advantages of artificial intelligence such as CHAT GPT.

Students have access to technology in all their subjects and at home. Laptops are ordered on behalf of families from a supplier in Term 4 for the following year. The payment schedule occurs over a three year period. Teachers' classroom practices have changed over the past decade to accommodate the different approach to learning offered by each student having their own laptop.

- **Student assessment procedures and reporting:**

Assessment and reporting practices support and extend student learning. Teachers complete Progress Grade Summaries at the end of each term.

To support student learning, staff:

- Devise and publish (on their virtual learning environments (VLEs) and on *Daymap*) assessment schedules and out of class learning tasks for all subjects based on the requirements of their Learning Area's Scope and Sequence.
- Publish assessment criteria to students as part of introducing the assessment task.
- Use assessment for learning strategies to guide teaching practice.
- Seek feedback from students on how well their teaching choices are matching student learning needs.
- Use formative assessment rubrics that clearly articulate the success criteria.
- Use SACE or IB assessment procedures in the Senior School and AC Achievement Standards in Middle School.
- Use a range of assessment practices/models including self and peer assessment.
- Mentor students through their learner journey on a yearly cycle. Students have responsibility for mapping their progress using data from their Learner Profile from the previous year and then using their data to set SMART goals for the coming year. Staff partner with students to coach them in presenting their goals at a Learner Conference, assist students in collecting and curating evidence for their ePortfolio (focused on growth in their 21<sup>st</sup> century skills) and regularly using their Learner Profile as a reflection tool to track how their SMART goals are progressing.

#### **Parent Portal**

The Daymap Parent Portal enables families to obtain real time information online about the attendance of their student at every lesson, as well as assessment deadlines and grades for each subject. Out of class learning is also published on the student portal by subject teachers.

#### **Joint Program**

GIHS partners with Aberfoyle Park High School, and The Heights to coordinate the Ignite ACER test, and offer a unique Ignite program tailored for our individual site context.

## **5. Sporting Activities**

The school has a strong sporting program led by our Director of Sport and HPE Leader. There is an annual Sports Carnival (Years 7 and 8); Sports Day (Years 9 to 12); Splash Carnival (Years 7 to 8); Swimming Carnival (Elite

swimmers); Interschool Athletics and Swimming, Knockout (SAPSASA) and Come 'n' try Carnivals along with lunchtime Inter-House competitions.

The school also participates both in the seasonal SAAS (Sports Association For Adelaide Schools) Weekend and the Southern Zone Mid-Week Sporting Competitions. A sample of the sports played include: cricket, volleyball, basketball, table tennis, AFL football, soccer, hockey, badminton and netball.

The sports program is diverse and comprehensive, where the aim is to promote social inclusion and wellbeing. We also have a large number of teams competing in Statewide Knockout competitions (Secondary equivalent of SAPSASA), where 4 of our teams won titles in 2022; Open Girls Badminton, Year 7-9 Girls Badminton, Open Mixed Table Tennis and Year 7-9 Mixed Table Tennis. Our Year 7-9 Boys Badminton and Year 7/8 Girls Indoor Soccer teams were runners up in their competition.

GIHS is involved in a number of carnivals throughout the year, including athletics, swimming, triathlon, orienteering and tennis, among others.

We aim to cater for all skill levels in order to actively encourage engagement and participation in a social and non-threatening environment. The benefits of being involved in the sports program include: widening social circles, being part of a team environment, health benefits and skills which can be applied to their future endeavours.

## 6. Other Co-Curricular Activities

The Director: Student LIFE is responsible for leading, coordinating and developing a wide range of co-curricular activity: Advocacy Clubs - Amnesty International; LEO Club; Community Clubs- Chinese Club; Christian Club; Queer Club; Interest Clubs - Anime & Manga Club, Art Club; Cards and Boards Game Club - Chess Club; Gaming Plus; as well as other types of clubs - Gym Club; History Club; K-Pop Club; Kpop Dance Club; Crochet Club; War Hammer 40 000 Club; Dungeon and Dragon Club; Coding Club. Interschool teams – Debating SA and South Australia Debating Association (58 teams); Chess (16 teams), Rostrum – youth public speaking. Service clubs - The Glenunga Dispatch; HUB Club. Specialist Clubs - French Support Group; Music Ensembles (including choir, concert band, flute ensemble, guitar ensemble, jazz vocal ensemble, percussion, ensemble and vocal ensemble, world music ensemble); Musical Theatre Club; Track and Field Club. There are also Chinese New Year events, Diwali Festival, Holi Festival, Eid al-Fitr, Eid al-Adha, Easter Celebrations, Christmas celebrations, Youth Parliament and Youth Ambassador Programs associated with Australian Refugee Association, Lions Club, Oaktree, Projects Abroad and World Vision. In addition to guiding students in their leadership development, the Director: Student LIFE offers opportunities for students to progress their own personal development, wellbeing and teamwork with events, excursions, fundraisers and activities. Staff support student run clubs by providing supervision and guidance as required. Many of the clubs run weekly lunchtime meetings while others meet at varying times.

### Competitions

Learning Areas take responsibility for competition opportunities such as: Australian Computer Competition, Australian Mathematics Competition, Australian Science Competition, Australian History and Geography Competition, ICAS Awards, Oliphant Awards, South Australian School Mathematics Competition and Language Perfect. In addition to Learning Areas, the Student Life program offers students the opportunity to participate in: Debating, Chess, Mock Trial, Pedal Prix, UN Youth, Youth Parliament and Voice of Youth public speaking competitions.

### Special Events

Special events include: Wellbeing Week; Reconciliation Week; Refugee Week; Day of Silence; Live Below the Line; World Vision-40 Hour Famine; Harmony Day; Environment Week; International Mindedness Week; Language and Cultural Study Tours; Year 7, 8 and 9 Camps; Inter-house Lunchtime Competitions; Infinite Echo Student Music Festival; Cancer Council Biggest Morning Tea; Youth Parliament Week;

## 7. Staff (and their welfare)

- **Staff profile**

Staff members are highly professional and qualified for the subjects they teach. No staff teach outside of their areas of expertise. There is a blend of experienced Step 9, graduate and early career teachers.

- **Leadership structure**

The Executive Leadership Team consists of the Principal; Deputy Principal; Deputy Principal - Director of Studies; Deputy Principal - Director of Holistic Education, Wellbeing & Culture; Assistant Principal - People Development & Culture; Assistant Principal - Student Wellbeing and Learner Support; Assistant Principal – Young Adolescents: Continuity of Learning; Assistant Principal – Student Leadership and Events; the Business Leader and the Director of Services. This team meets weekly to discuss the organisational logistics and several times a term to discuss strategic aspects. The team's functions are developing, implementing, monitoring, evaluating and then recalibrating the strategic directions of the school ensuring continuous improvement as well as high quality management of school operations. The Principal is the line manager of the Deputy Principal, Director of Studies, Director of Holistic Education, Assistant Principals, Business Leader, and Director of Services as well as a number of Leaders.

The School Leadership Team consists of the Executive Leadership Team and 21 Leaders. Leaders are responsible for the change leadership and people development of Learning Areas, Sub Schools, Special Interest Programs (Ignite, IB) and other Portfolio Areas (Innovative Pedagogies, Innovative Technologies, SACE, The POD, VET and Flexible Pathways). In addition, there are two Student Wellbeing Leaders and one Psychologist to provide support and guidance to both students and staff. This team meets once or twice a term.

The Curriculum Leadership Team involves all Learning Area Leaders, Portfolio Leaders, teacher leaders and Executive Leaders. It meets two or three times a term. Each Leader has a line manager from the Executive Leadership Team. There are also teacher-leader positions to support specialist areas eg Innovative Pedagogies, IGNITE, Research Project, SACE, International Baccalaureate and the larger faculties English, Maths and Science.

Each Learning Area Leader meets with their team on Wednesday as part of T4 and in Curriculum Team meetings that occur usually three times per term. Each Sub School Leader meets with their team of teachers and Executive Leadership Team connector usually three times per term.

The School Services Team consists of: Business Leader; Director of Services; Administration Team (Principal's Executive Officer; Enrolment Officer and Principal's Diary Manager; IGNITE Manager and IB Program Manager; Communications and Publications Officer; Data Manager; Personal Assistant to the Director of Studies; Receptionist and PA to Business Leader); Student Services; Information Services (Network Manager and Technical Assistants); Finance/International Team (Director of Services; Finance and Service Manager; Finance Support Officer and International Programs Support Officer); Daily Organisation Manager; Daily Organisation Officer; Director: Student Life; Director: School Sport; Property Manager; Laboratory Manager; Laboratory Technician; Student Support/Special Ed Team; Learning Hub Team (Learning Hub Operations Manager and Distribution Officers); Wellbeing Officer and Personal Assistant to Assistant Principal – Wellbeing; Technologies/The Arts Support Officer; and Facilities Support Officer. SSO Leadership team meets three times a term, SSO full team meet two times a term.

### **TIER 2 – Inclusive Education Support Program**

84 students receive some level of support in the classroom provided by the team of SSO's. Inclusive Education is managed by The POD Leader in collaboration with the teachers and SSOs.

### **TIER 2 – Non-English Speaking Background Student Funding Allocation (NESB)**

To support NESB students to develop the language skills needed to access the whole curriculum the school received a grant equivalent to 1.2 FTE in 2023. The funding is used to provide additional support to Senior School NESB students through the Senior School Tutorials and targeted in-class support in the Research Project and to Middle School students through English Literacy Plus classes.

- **Access to special staff**

The Music Program is supported by the Instrumental Tuition Program. International students are able to access tutors as appropriate.

Students with wellbeing needs are supported by the Education Office (Felixstow) personnel through the single referral process.

- **Other**

## **8. Incentives, support and award conditions for Staff**

Incentives are provided for staff to contribute to leadership and management of school activities, programs, sport and clubs. These incentives include *relief from* *reliefs*, reduced teaching loads, no Mentor Group, and hours towards the Professional Development requirement.

There is a great demand for enrolments in the school from the local area and there is an Enrolment Capacity Management Plan in place. Students come from a wide variety of backgrounds and cultures. The parent community is very supportive of the school and its Values. Teachers report being supported by all members of the community to develop and improve their professional skills.

## 9. School Facilities

- **Buildings and grounds**

The school consists of the following buildings:

- The main building is a combination of three & two storey wings united by a central spine. These wings are: Languages; Science; Humanities & Science; Mathematics; English; Music; Visual Arts and Media Studios; Performing Arts Centre; Gymnasium / Health and Physical Education complex.
- A two storey building designed to be a service centre for students and families: a place where we bring together the services that were located all over the school and make them more easily accessible for students and families. This consists of The Learning Hub [combined IT & information]; Student Services [Finances, Student Services]; Wellbeing Centre [Counsellors, Psychologist and withdrawal space]; Year 12 Centre and International Centre.
- New gymnasium consists of an international standard two basketball court for volleyball, netball, badminton; an ergonomics room and associated change rooms for students. A second storey annex consists of four multipurpose/function classrooms and a viewing walkway for the courts.
- New Science, Technology and Learning [STL Building] over three levels provides the following:
  - Level one - Dedicated space for students needing additional learning support; a technologies space incorporating workshops, manufacturing centre, innovation centre and flexible learning.
  - Level two – Suite of multipurpose classrooms that support other learning areas e.g. English, Mathematics, Languages etc.
  - Level three - DaVinci Science labs, senior nutrition kitchen, two flexible art rooms and classrooms.

- **Heating and cooling**

All learning spaces have both heating and cooling including the new gymnasium.

- **Specialist facilities and equipment**

The following specialist facilities exist:

- Chemistry, Physics, Biology and general Science laboratories making a total of eleven laboratories. The two Arts spaces in the STL building can also be used as laboratories when needed.
- Learning Hub containing ICT services and an extensive selection of resource and fiction books as well as databases and online learning.
- Two gymnasiums.
- Purpose built Visual Art and Media Studios as well as refurbished Drama and Music Studios.

- **Future Developments**

A Stage 2 building program has been identified to address the old gymnasium, Performing Arts Centre, Arts classrooms and a new canteen. These are subject to future Capital Works funds from the Department for Education.

- **Student facilities**

Student facilities include a cafeteria which serves a wide range of Asian, European and Australian foods; Year 12 Centre; Year 11/12 Senior Tutorial; Wellbeing Team; Student Services; and The POD Student Support Centre.

- **Staff facilities**

Besides the main staff room, there are refurbished preparation areas with phone and computer facilities located throughout the school for staff. There are small kitchenettes throughout the school to provide staff with drink making, food heating and cold storage facilities.

- **Access for students and staff with disabilities**

There is a lift serving all 3 levels in the main building and one in each of the two new buildings.

- **Access to bus transport**

See public transport access in Section 1.

## 10. School Operations

- **Decision making structures**

See decision making policy in policy section on Website.

- **Regular publications**

The Curriculum Guide is published on the website and is made accessible for all students prior to Futures Focused Pathway Planning in Term 3. This is supported with a dedicated Google Site and additional supporting resources including student and staff videos giving a greater insight into undertaking specific subjects.

Student absences are updated on Daymap daily while staff absences are updated to General Access.

The school's website is a comprehensive resource for upcoming events; curriculum information; an eNews feed; school sport; committees; International Programs; school policies; media presentations; and enrolment policies along with being an access point for both the student and staff intranet.

Two dedicated Google Sites known as the Staff Information Page and Student Information Page for obtaining information are available on the computer network as well as Behaviour Management Policy and Procedures; IB Guide; Transition Handbook; and Curriculum Guide.

Telephone, or email is the expected means of communication between home and school for students. The school's calendar is available on our website or SchoolStream mobile app. SchoolStream app is a communication channel to families that provides 'push' notifications to families as well as daily absences and enquiries from families. It is regularly updated with alerts regarding upcoming school events. There are Learner Conferences in Term 1 and 4 and Subject Teacher Conferences in Term 2, Parent Information Evenings in Term 1 and 3 as well as Futures Focused Pathways Planning in Semester 2. Other regular events include: commUnity Week; Athletics and Swimming Carnivals; and Year 6 Transition days. Full school assemblies are held once each term; Sub School assemblies several times per term; and there is an annual Farewell Assembly and Graduation Ceremony for Year 12 students.

Student-managed television screens highlight daily events and updates. A LED board is located at the front of the school that informs the extended community of events and celebrations. A dedicated Facebook page is used to keep the community informed of key school events, student achievements, announcements and to promote wellbeing and international mindedness within the community. This is further supported with a Google Business Page that provides for business hours, reviews, and location address through search engine optimisation practices.

- **Special funding**

The school receives additional funding for the following programs:

- International Baccalaureate Program
- IGNITE Program
- Inclusive Education Support Program [based on need level]
- EAL Students [based on literacy level]

# 11. Local Community

- **General characteristics**

The Glenunga zone lies in a narrow strip between Greenhill Road and a line just north of Cross Road; to the east, it is bounded by the Hills face zone and to the west by the Glenelg tramline. Some students enrolled in the IGNITE and IB programs live outside the zone. The school provides Homestay accommodation for up to 70 International fee paying students each year.

- **Feeder or destination schools**

There are over 100 feeder schools, with local feeder schools including Glen Osmond, Linden Park, Unley, and Parkside Primary Schools.

- **Other local care and educational facilities**

The nearest pre-school is the JB Cleland Kindergarten, 1 Gulfview Avenue, St Georges 5064.

- **Commercial/industrial and shopping facilities**

Burnside Shopping Centre  
Frewville IGA

## 12. Further Comments

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2022					
Header & Description		2022 - Period 13		Ref	2021 - Period 13
<b>Current Assets</b>					
CASH CURRENT	\$	280,354	[ 1 ]	\$	81,288
INVESTMENTS : CURRENT	\$	2,649,092	[ 2 ]	\$	4,170,573
RECEIVABLES : CURRENT	\$	141,558	[ 3 ]	\$	153,081
INVENTORY					
ACCRUED REVENUE	\$	857,227	[ 4 ]	\$	643,991
<b>Total Current Assets</b>	\$	3,928,231		\$	5,048,933
<b>Non-Current Assets</b>					
RECEIVABLES : NON-CURRENT	\$	44,659	[ 5 ]	\$	31,128
FURNITURE AND EQUIPMENT	\$	266,956	[ 5 ]	\$	268,926
COMPUTING AND COMMUNICATIONS	\$	463,700	[ 5 ]	\$	559,153
BUS & MOTOR VEHICLES	\$	10,439	[ 5 ]	\$	19,476
GENERAL ASSETS : NON-CURRENT	\$	616,530	[ 5 ]	\$	90,946
<b>Total Non-Current Assets</b>	\$	1,402,283		\$	969,629
<b>TOTAL ASSETS</b>	\$	<b>5,330,515</b>		\$	<b>6,018,562</b>
<b>Current Liabilities</b>					
BORROWINGS : CURRENT	\$	68,304	[ 6 ]	\$	67,633
PAYABLES : CURRENT	\$	68,450	[ 7 ]	\$	84,504
GENERAL LIABILITIES : CURRENT	\$	494,232	[ 8 ]	\$	659,413
LEASE LIABILITIES : CURRENT					
<b>Total Current Liabilities</b>	\$	630,986		\$	811,550
<b>Non-Current Liabilities</b>					
BORROWINGS : NON-CURRENT	\$	896,872	[ 9 ]	\$	950,576
GENERAL LIABILITIES : NON-CURRENT					
LEASE LIABILITIES : NON-CURRENT					
<b>Total Non-Current Liabilities</b>	\$	896,872		\$	950,576
<b>TOTAL LIABILITIES</b>	\$	<b>1,527,857</b>		\$	<b>1,762,126</b>
<b>NET ASSETS</b>	\$	<b>3,802,657</b>		\$	<b>4,256,436</b>
<b>Equity</b>					
ACCUMULATED SURPLUS	\$	4,256,436		\$	2,941,288
NET INCOME YEAR TO DATE	\$	(453,778)	[ 10 ]	\$	1,315,148
<b>Total Equity</b>	\$	3,802,657		\$	4,256,436
<b>TOTAL EQUITY</b>	\$	<b>3,802,657</b>		\$	<b>4,256,436</b>

## GLENUNGA INTERNATIONAL HIGH SCHOOL

### NOTES TO THE ANNUAL FINANCIAL STATEMENTS AS AT 31 DECEMBER 2022

#### 1. STATEMENT OF FINANCIAL POSITION

- [ 1 ] Cash Current - Cash at Bank at the end of the financial year was higher than expected as funds were held to pay a large IT account expected in December that did not arrive until January.
- [ 2 ] Investments – Investments have decreased in 2022 as a result of payment of Capital Works Project [ Future, Fixtures and Equipment ], Building Improvements program, a range of grants [ eg Year 7 Establishment ] etc that have been completed in 2022. These funds were carried forward from 2021.
- [ 3 ] Accounts Receivable – This was on par with the 2021 position which represents an outstanding achievement by the finance team and the impact of being able to email account statements to parents.
- [ 4 ] Accrued Revenue – Balance Day Adjustments were greater in 2022 compared to the previous years.
- [ 5 ] Non-Current Assets :
- Receivables Non-Current : The adjustment for long term laptop program purchase balance at the end 2022 compared to 2021 has increased by \$13,531.16 raising the outstanding balance to \$38,150 [majority at debt collection].
  - Depreciation : Furniture & Equipment increased, Computing & Communities increased - net increase all resulting from the net difference between purchases and depreciation within the year.
  - General Assets - Non-Current : Recognition of payments in advance for IT licences over a five year period.
- [ 6 ] Borrowing Current - Payment of the Capital Works loan and the first 12 months of the 24 month deferred photocopier loan.
- [ 7 ] Accounts Payable - While there were accounts received in January relating to the 2022 financial year these are held over until the new financial year for payment and decreased compared to 2021.
- [ 8 ] General liabilities - The change is represented by Year 7 laptop deposit payments for the 2023 program. The difference between other accounts in the area is minimal and includes Balance Day Adjustments.
- [ 9 ] General Liabilities Non-Current - Balance of Capital Works Loan and Kyocera 24 month deferred payment loan.
- [ 10 ] Change in Equity [ Net Income Year to Date - The school normally spends its entire annual revenue within the year in which it is received and any positive difference is associated with carried forwards into the next financial year.
- In 2021 there was a larger than normal carry forward because of the following:
- Funds received for the Capital Work Project [\$1.12M] of which some funds were spent in 2021 and the balance was finalised in 2022.

- Budget carry forward amounts eg Human Resource Management [ \$300K because of retirements, savings from leave etc ], Facilities breakdown maintenance [ \$150K which has been expended in January – March ] and a range of other smaller amounts.

As a result of spending the Capital Works, Building Improvements, Human Resources etc this draws down on the funds held in investment. The difference between funds received and funds spent within the year will result in a small positive balance. However, after accounting for the large amount of carry forward funds spent, the Statement of Financial Performance showed a deficit. This was an expected result for 2022 and the Department's Finance section was advised in November.