



2023 annual report to the Community

Glenunga International High School

Glenunga International High School number: 927

Partnership: Greenhill South



School principal:

Wendy Johnson



Date of endorsement:

11/02/2024



Government
of South Australia
Department for Education

Context Statement

Glenunga International High School caters for students from 7-12. At the time of this report, the enrolment in 2023 was 2282. Glenunga International High School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school population includes 1% Aboriginal students, 10% students with disabilities and 38% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

GOVERNING COUNCIL'S REPORT

Governing Council members are characterised by a common commitment to GIHS values and the drive of the School's leadership team to ensure GIHS is the very best 21st century school it can be, defined in terms of students' learning and wellbeing outcomes. While observing the GIHS Constitution Object and Functions, the Council is focussed on supporting the School's leadership team and providing feedback on strategic matters as representatives of the parent community.

Consistent with recent years, in 2023 the Council comprised membership of diverse genders and ethnic backgrounds. Members' expertise was similarly diverse and relevant to the work of the Council, encompassing accounting and financial management, marketing and branding, risk, health, and higher education.

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

2023 Highlights

The highlights of the GIHS Governing Council 2023 activities were as follows:

- Reviewed outstanding 2022 SACE / IB results.
- Conducted the Annual General Meeting (AGM).
- Represented parents at Assemblies, Graduations and World Teacher's Day.
- Prepared a new Action Plan 2023-2024 to guide and focus Governing Council on key areas of activity.
- With the support of Finance Advisory Committee, actively monitored the 2023 budget which remained on target.
- Approved the 2024 Materials & Services Charge and promoted the Charge to the School community via correspondence and social media video posts.
- Participated in lively interviews with the panel of the Council of International Students (CIS) accreditation preparatory visit.
- Approved the School's adoption of the *Department of Education's Student use of Mobile Phones and Personal Devices Policy*.
- Worked with school leaders on parent communication and sports team membership processes.
- Received reports on the School's participation in the trial of the Department of Education's AI chatbot, EdChat.
- Engaged with the School's 21st Century Teaching and Learning agenda in a variety of ways, including through briefings on the expansion of the "4 C's" to the "5 C's" and implementation of the pilot of THRIVE capabilities in Year 12 (in partnership with SACE).

The Governing Council continued to be regularly briefed by the Principal and other School Executive Leaders on all important aspects of the School, such as its Strategic Plan, wellbeing programs, student leadership, and the Learning Experiences Accelerating Potential (LEAP^{PB}) program.

Governing Council Sub-Committees

The sub-committees of Governing Council remained active. Finance Advisory Committee (FAC) considered preparation of the School's budget and the overall financial management of the School. The Governing Council's Community Engagement Committee (CEC) arranged coffee mornings for Year 7 parents, pizza fundraising nights, and education seminars of interest to parents.

Our People

Our teachers and SSOs work in an environment of constant change. We congratulate GIHS staff for embracing the challenges they confront and so clearly embodying the School's values. The continued exceptional results by our students is a reflection of the quality and commitment of GIHS staff. In addition to the staff of the School, I would like to thank:

- all members of the Governing Council
- our Principal Wendy Johnson, Deputy Principal Tim Kloeden, Business Leader Stephen Milliken, and Finance Manager, Sandra Koufalias
- our staff representatives Nick Fowler and Michael Homes.

The council would also like to thank Eleni Dalkos and Amanda Sherman for their executive support and exceptional diligence. The Governing Council enjoys rigorous debate which could not have taken place without the energy, insight and generosity of Kenneth Ng (Deputy Chairperson), Stacy Pickett (Treasurer), Michelle Longden (Secretary), Jo De Silva (CEC Chair), Dr Aman Anand, Christian Frandsen, Torbjorn van Heeswijck, Dr Pravin Hissaria, Steph Jeuken, Cornelia Koch, Truphena Mahindu, Fanke Peng, Ian Shuttleworth.

Our Head Prefects Cleo Kent and Jason Van Der Walt were critical contributors and impressive representatives of the student body.

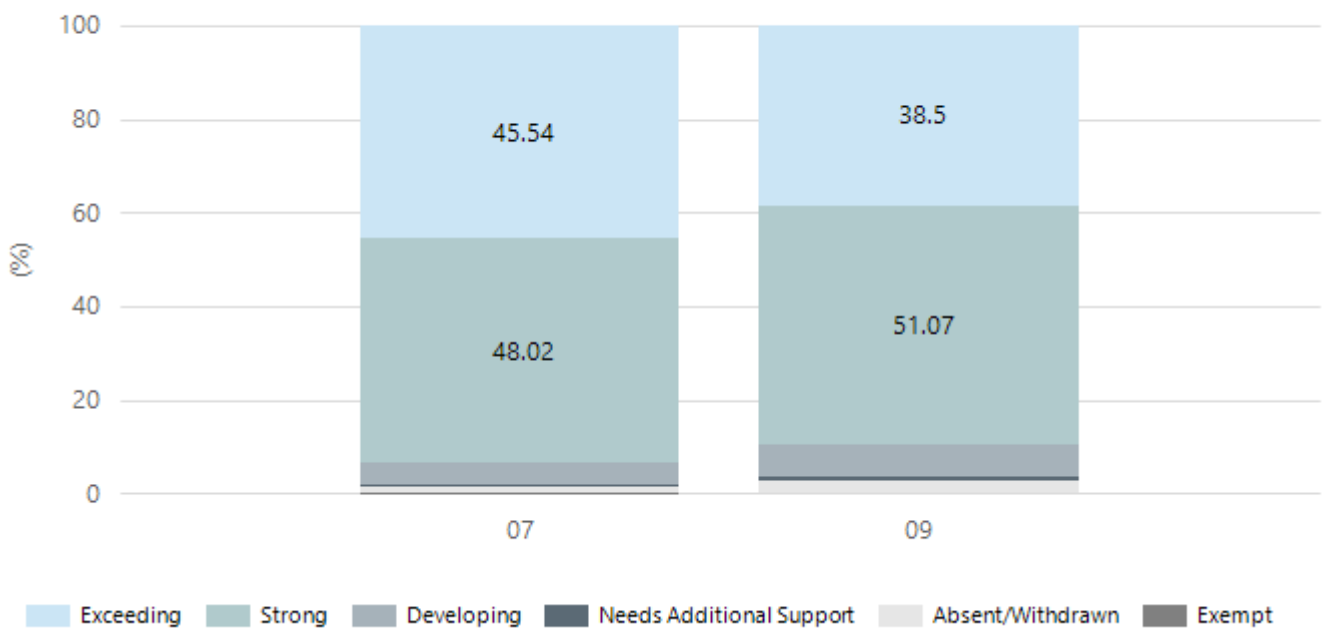
Lastly, I would like to thank the convenors and members of the FAC and CEC sub-committees and the time they devote to governance and enhancing engagement with the School’s community. I would particularly like to acknowledge the contribution of Jo De Silva who has acted with distinction as convenor of the CEC for the past four years and Stacy Pickett who has been on Governing Council for seven years and Treasurer for five years.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

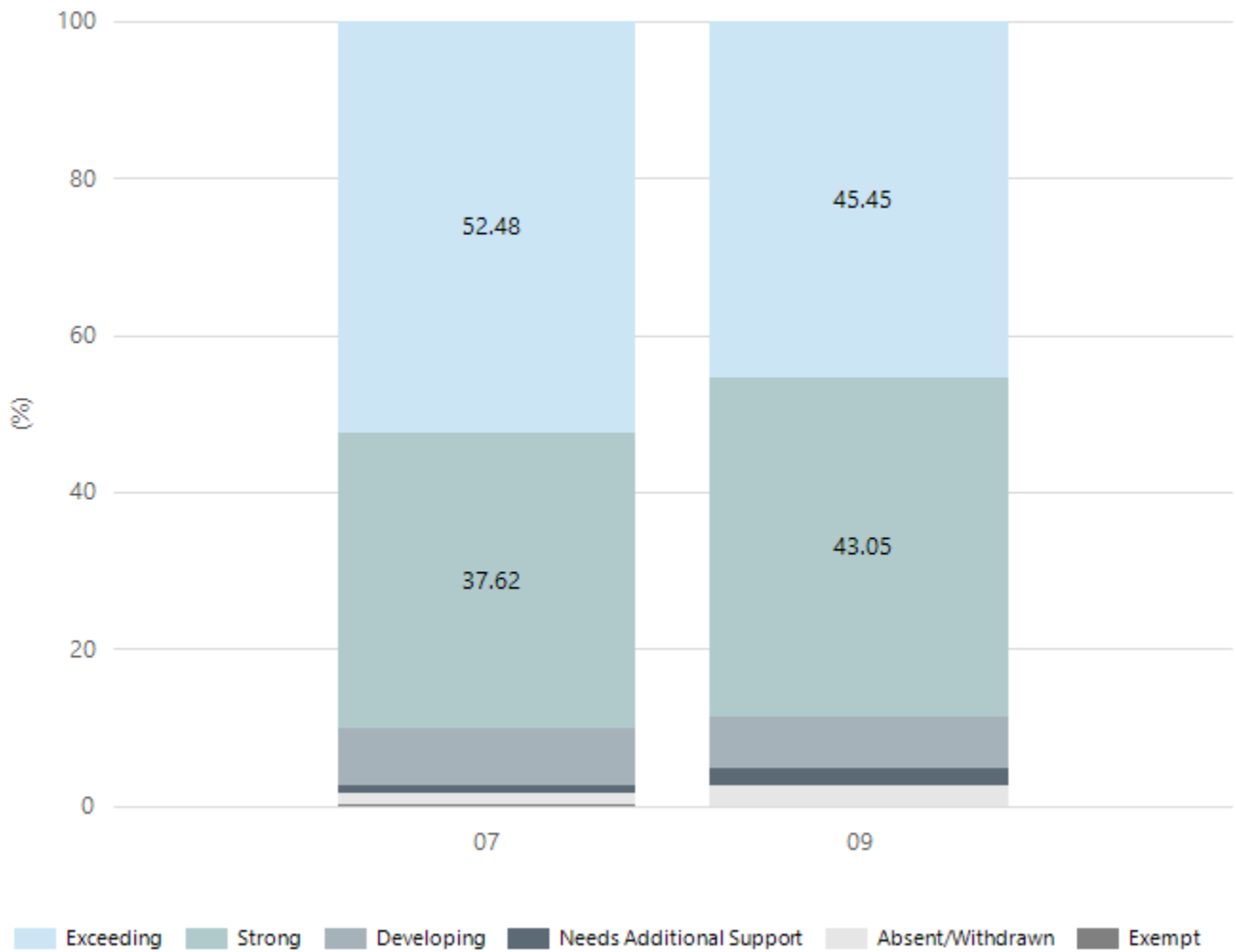
Numeracy



Year Level	07	09
Exceeding	184	144
Strong	194	191
Developing	19	26
Needs Additional Support	1	3
Absent/Withdrawn	5	10
Exempt	1	
Total	404	374

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

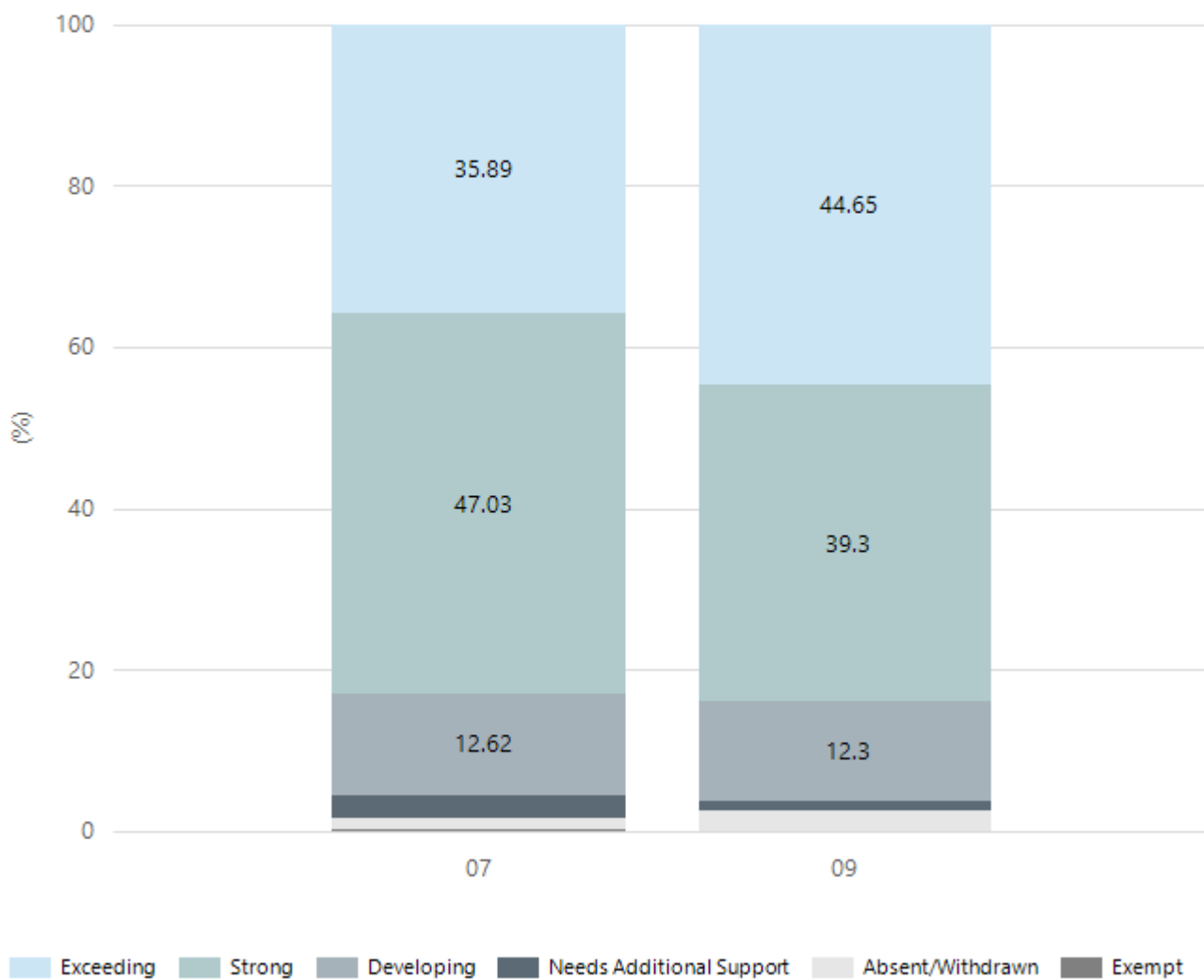
Reading



Year Level	07	09
Exceeding	212	170
Strong	152	161
Developing	29	25
Needs Additional Support	4	8
Absent/Withdrawn	6	10
Exempt	1	
Total	404	374

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

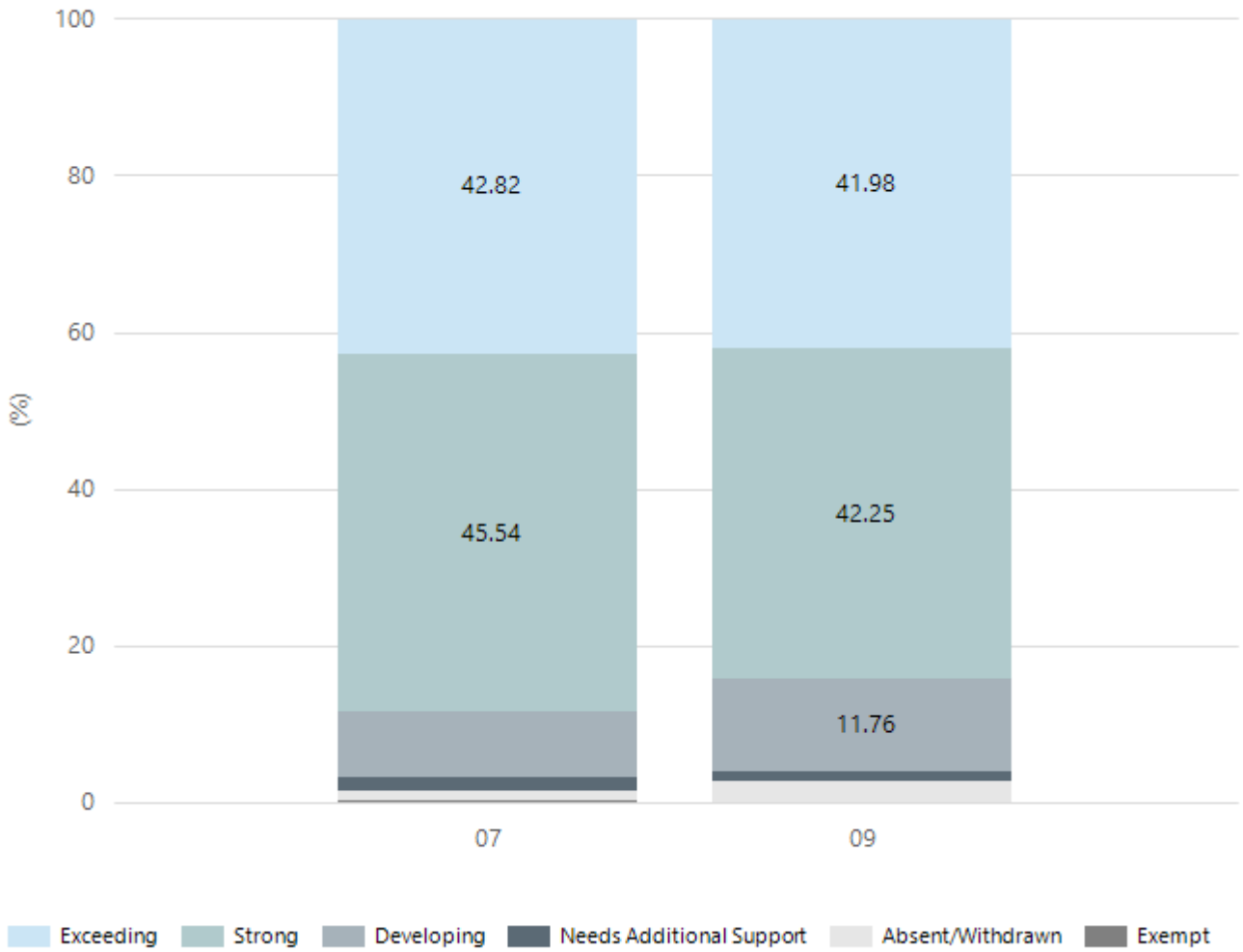
Writing



Year Level	07	09
Exceeding	145	167
Strong	190	147
Developing	51	46
Needs Additional Support	11	4
Absent/Withdrawn	6	10
Exempt	1	
Total	404	374

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

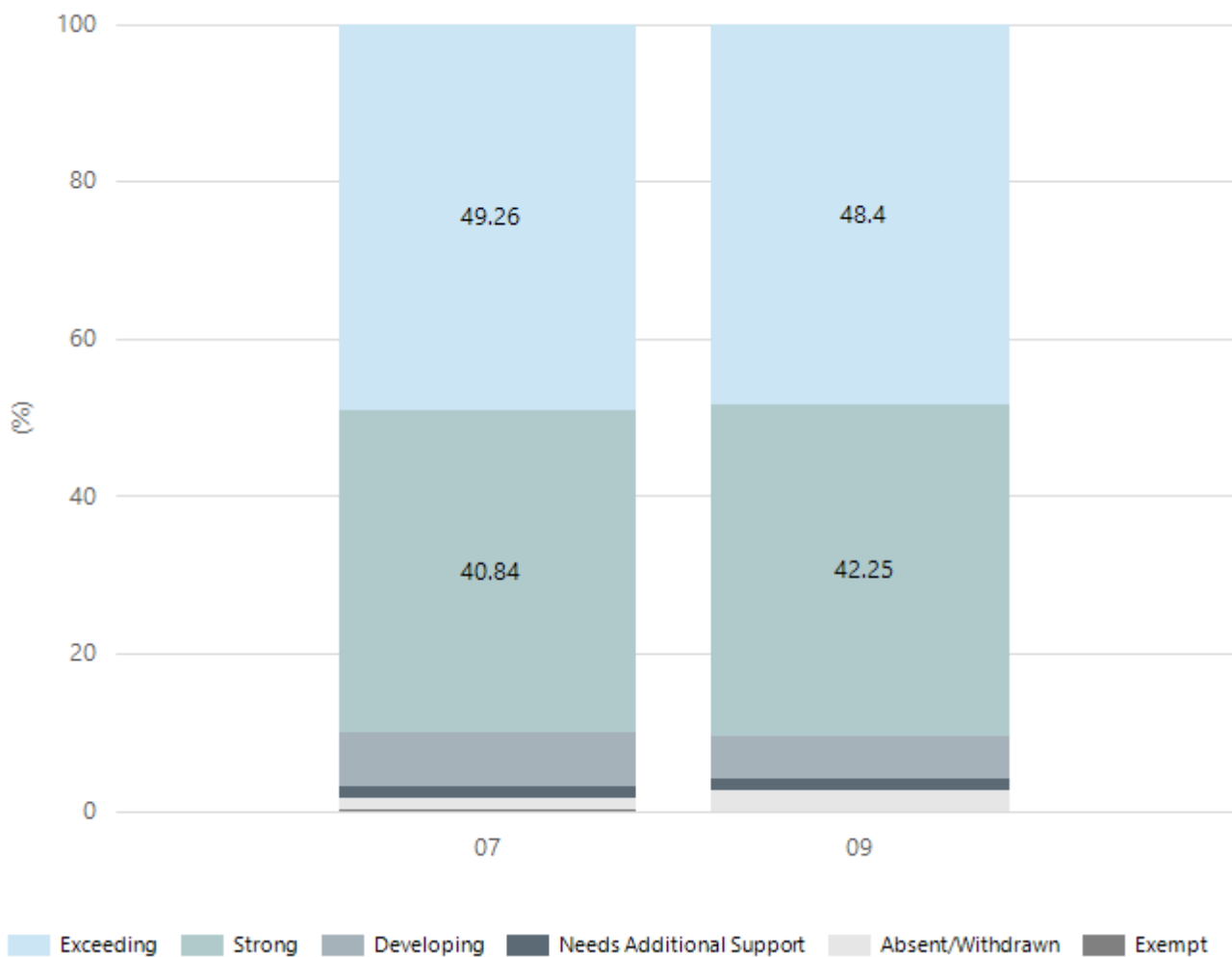
Grammar



Year Level	07	09
Exceeding	173	157
Strong	184	158
Developing	34	44
Needs Additional Support	7	5
Absent/Withdrawn	5	10
Exempt	1	
Total	404	374

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



Year Level	07	09
Exceeding	199	181
Strong	165	158
Developing	28	20
Needs Additional Support	6	5
Absent/Withdrawn	5	10
Exempt	1	
Total	404	374

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

In 2023 NAPLAN moved to new Proficiency Levels: Exceeding, Strong, Developing and Needs Additional Support. NAPLAN data is used to identify students whose results indicate that they may need additional support for their literacy or numeracy, based on a DfE Standard of Educational Achievement (SEA). NAPLAN data is also used to focus on the continued development of students who achieved 'exceeding' results.

Our strategy has been to use data (NAPLAN, Literacy Levels, PAT and achievement results) to identify and track students' progress. With the change in NAPLAN progressions, PAT results have been correlated to the progressions to capture high achieving students and students requiring further support. This process has allowed consistency through the NAPLAN changes. For students 'Needing Additional Support' this has meant supporting them to achieve at least a C grade in English and Maths. For 'Exceeding' students it is to ensure that they receive a B or better in English and Maths.

Progress of students requiring additional support and high achieving students is overseen by the Literacy & Numeracy Committee who track and monitor all students. English and Maths teachers analyse the data and devise strategies targeted to meet the needs of the individual students in their classes. These strategies are documented and regularly reviewed. Students attend extra support sessions with tutors on Wednesday mornings if necessary. Their progress is tracked and support adjusted according to the need. Family meetings are held as part of our learning partnership commitment. Students who are identified as not meeting the minimum language level required to be successful in high school are supported through the English Literacy Plus program ie 52 Year 7 students; 55 Year 8 students; 51 Year 9 students; and 43 Year 10 students. This program accelerates language growth by developing critical literacy in students to enable them to fully access curriculum.

The following tables show the progress of students 'Exceeding' expectations .

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

Achieving B or Better Results

	Literacy					
	Year	Term 1	Semester 1	Term 3	Term 4	Target
Achieving 'B' or better	7	86.4%	93.1%	98.0%	97.2%	92%
	8	90.4%	94.2%	97.6%	95.2%	92%
	9	94.6%	95.5%	97.8%	94.9%	92%
	10	95.4%	95.4%	94.8%	94.2%	92%
	Overall	90.9%	94.3%	97.4%	95.6%	92%
	2022	90.8%	94.0%	94.4%	97.2%	91%

	Numeracy					
	Year	Term 1	Semester 1	Term 3	Term 4	Target
Achieving 'B' or better	7	90.2%	89.7%	87.1%	90.8%	91%
	8	89.4%	91.5%	91.0%	94.8%	91%
	9	88.6%	93.3%	95.0%	96.2%	91%
	10	86.9%	97.2%	82.3%	86.6%	91%
	Overall	88.9%	92.6%	88.6%	91.9%	91%
	2022	92.5%	91.4%	89.4%	94.8%	90%

Gender Breakdown

Year	Literacy									
	Males					Target	Females			
	Term 1	Term 2	Term 3	Term 4		Term 1	Term 2	Term 3	Term 4	
7	81.7%	88.2%	91.3%	96.2%	91%	90.5%	97.4%	99.5%	98.2%	
8	85.3%	91.7%	96.2%	92.3%	91%	96.0%	97.0%	98.6%	97.2%	
9	89.3%	92.9%	95.9%	91.9%	91%	100.0%	98.1%	100.0%	98.4%	
10	96.0%	92.0%	92.2%	90.9%	91%	94.9%	98.7%	97.4%	97.4%	

Year	Numeracy									
	Males					Target	Females			
	Term 1	Term 2	Term 3	Term 4		Term 1	Term 2	Term 3	Term 4	
7	89.0%	88.9%	84.2%	87.8%	90%	91.8%	90.8%	90.9%	94.6%	
8	89.1%	92.1%	90.0%	95.0%	90%	89.7%	90.6%	92.4%	94.6%	
9	86.1%	90.0%	91.7%	93.7%	90%	92.3%	98.4%	100.0%	100.0%	
10	84.0%	97.0%	83.7%	85.7%	90%	90.8%	97.4%	80.7%	86.6%	

In 2023, 95.6% of students in the Exceeding Progression in Years 7 to 10 received a B or better in English or EAL. This was 3.6% above the improvement target of 92%. A focus on students' results in specialist English courses in Year 10 (particularly for boys) has seen a shift in results in 2023. Similarly, in Maths 91.9% of students achieved a B or better which was 0.9% above the target of 91%. These targets are being maintained in 2024.

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

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

Below SEA Results

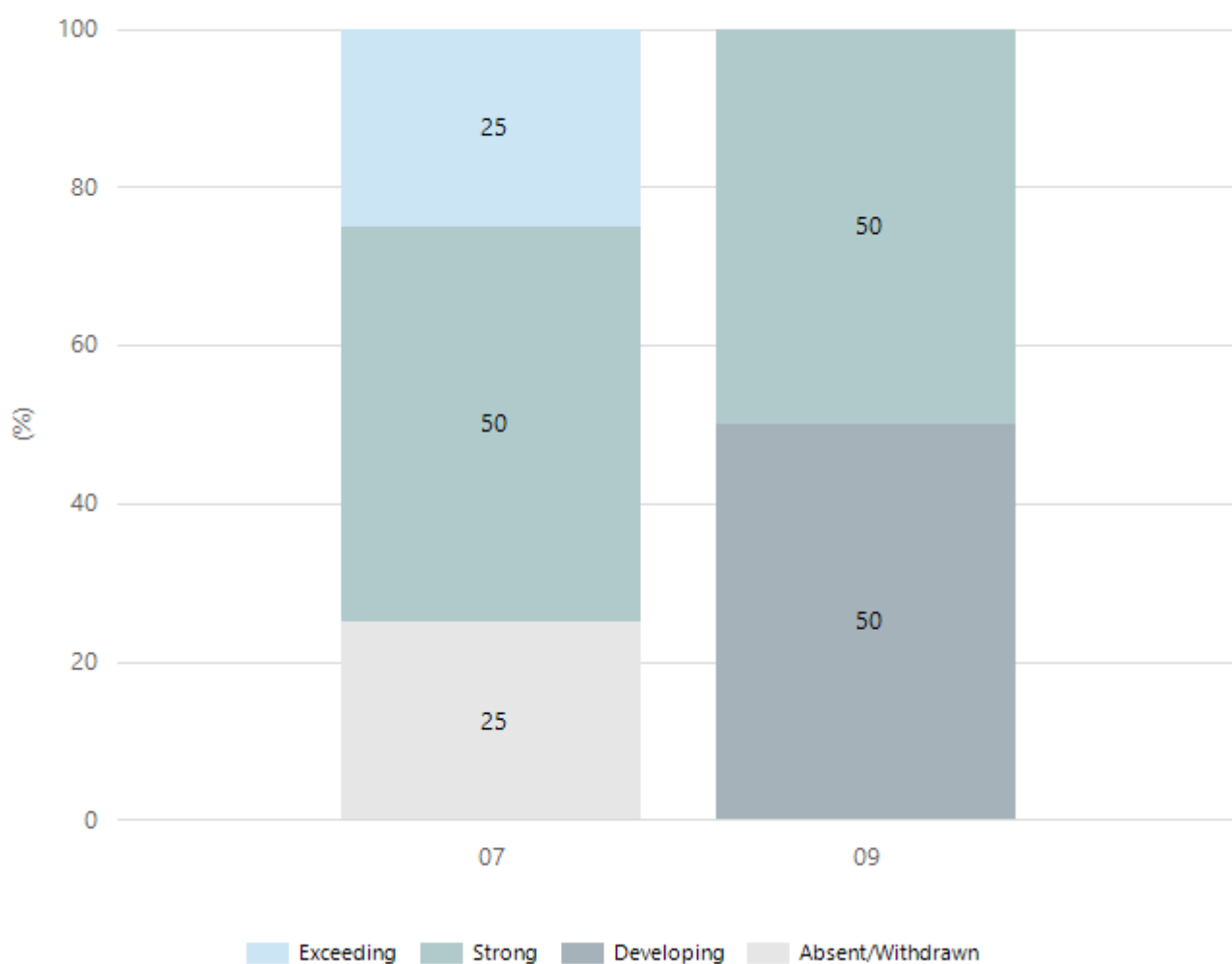
	Year	Literacy	Target	Numeracy	Target
Below SEA	7	94.7%	100%	85.7%	100%
	8	81.8%	100%	88.9%	100%
	9	96.7%	100%	100.0%	100%
	10	100.0%	100%	100.0%	100%
	11	100.0%	100%	100.0%	100%
	Overall	96.4%	100%	89.7%	100%

Notes

- Although 3.6% of students below SEA for literacy did not achieve a passing grade, this only amounted to four students who had specific challenges that prevented them achieving success.
- 4 students who were below SEA did not achieve a passing Numeracy grade in Years 7 and 8, however all Below SEA students at Year 10 – 12 achieved a passing grade (and their SACE Credits in Year 11).

NAPLAN Proficiency - Aboriginal Learners

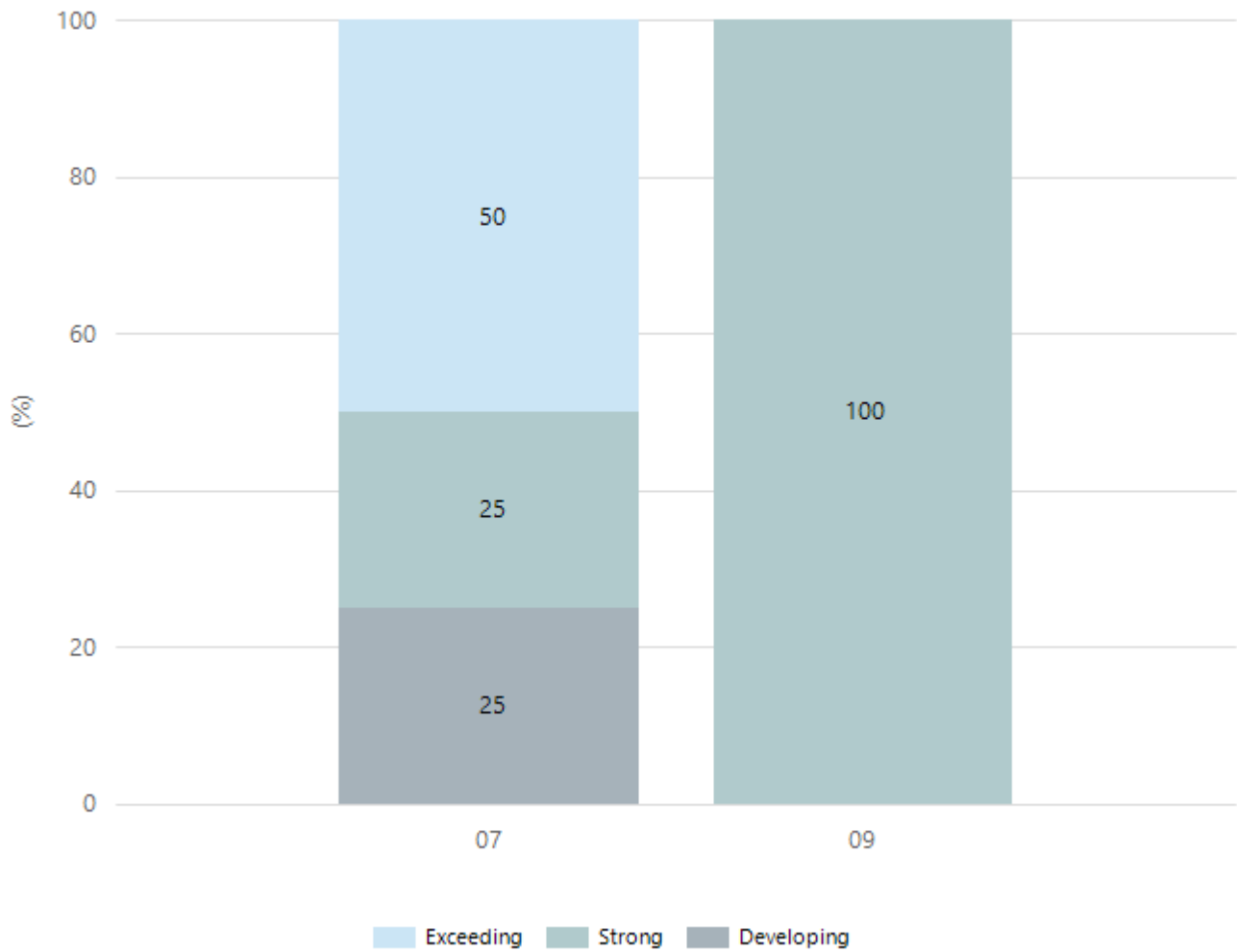
Numeracy



Year Level	07	09
Exceeding	1	
Strong	2	1
Developing		1
Absent/Withdrawn	1	
Total	4	2

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

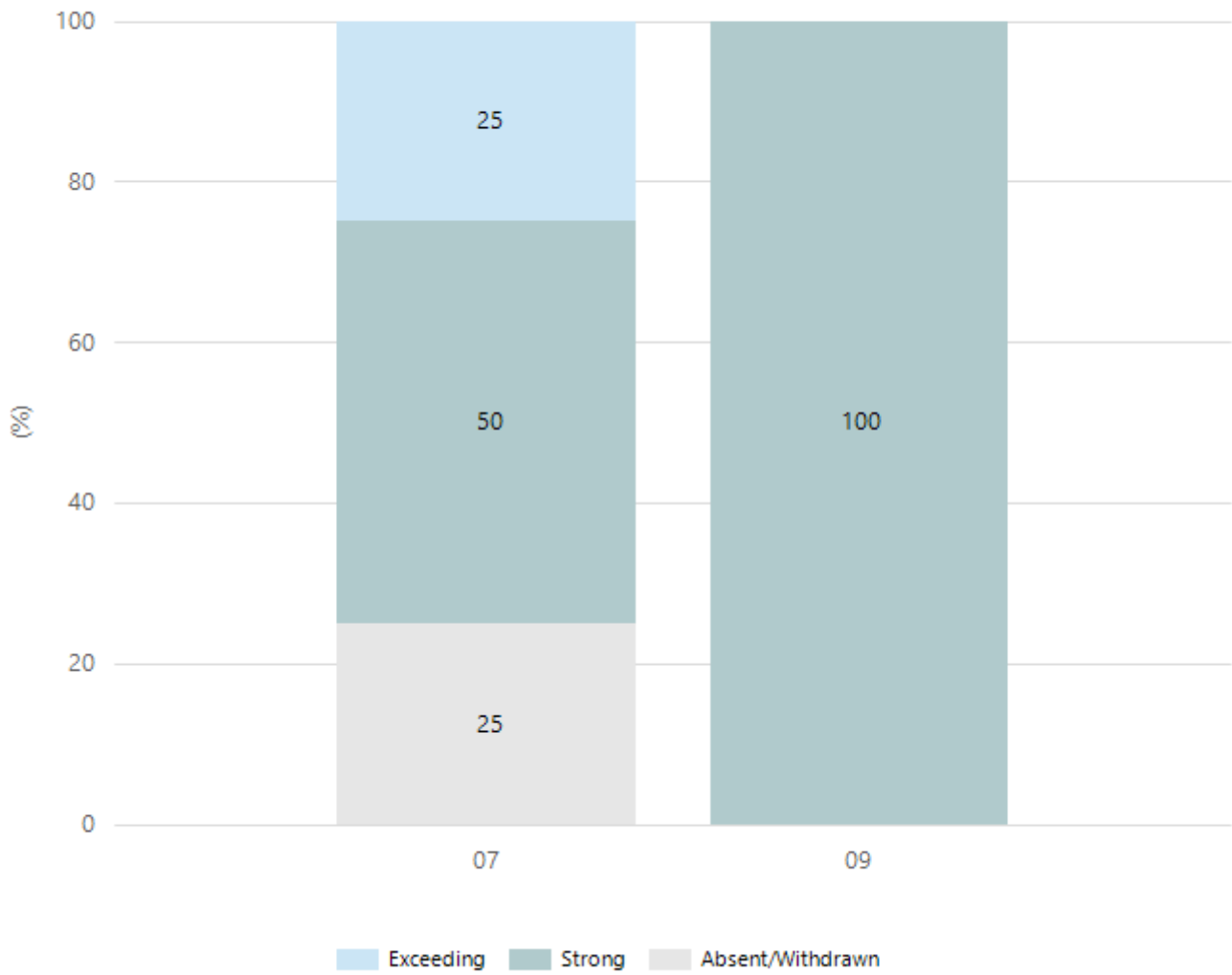
Reading



Year Level	07	09
Exceeding	2	
Strong	1	2
Developing	1	
Total	4	2

Data Source: Department for Education Assessment Data Holdings, 2023.
 When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

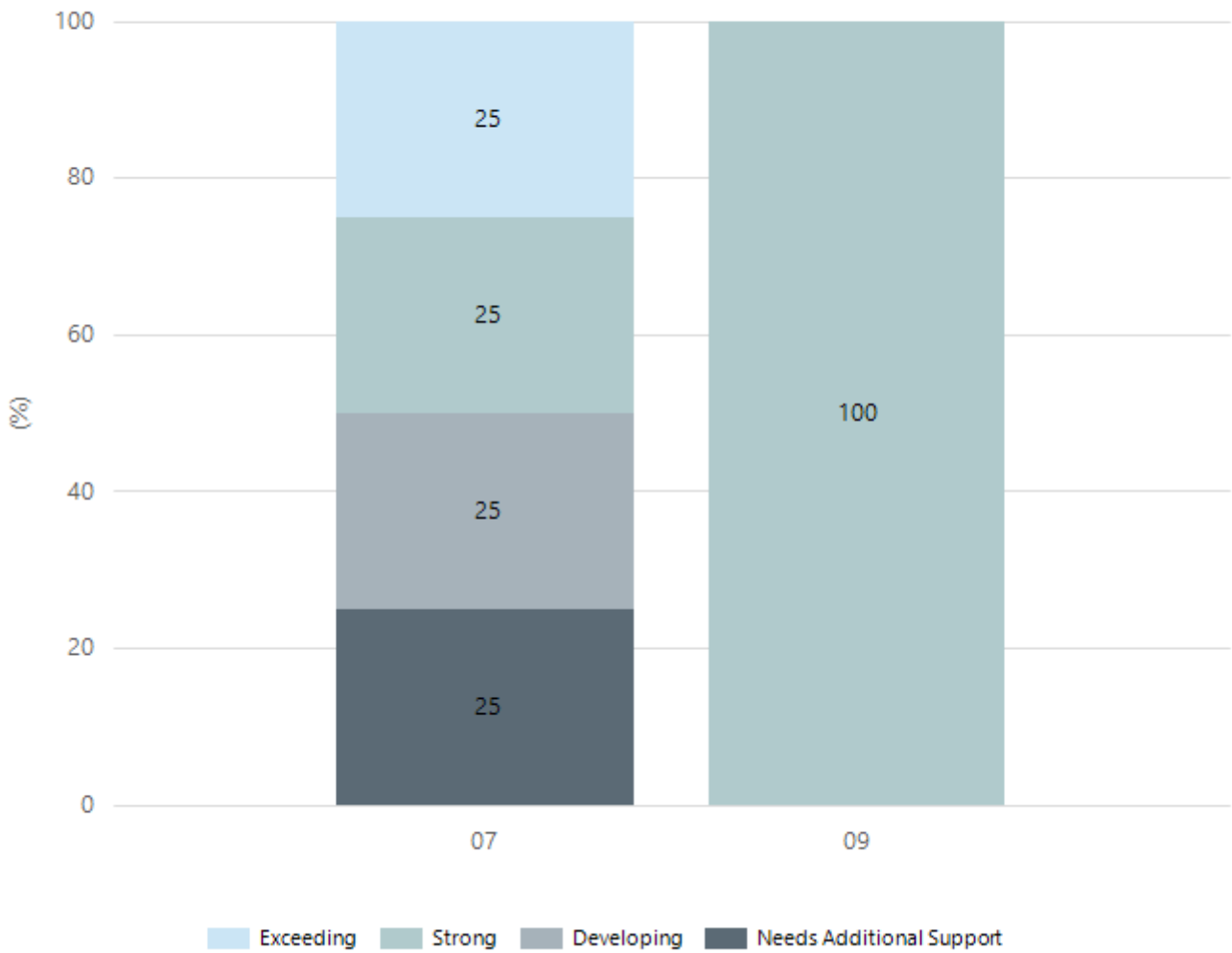
Writing



Year Level	07	09
Exceeding	1	
Strong	2	2
Absent/Withdrawn	1	
Total	4	2

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

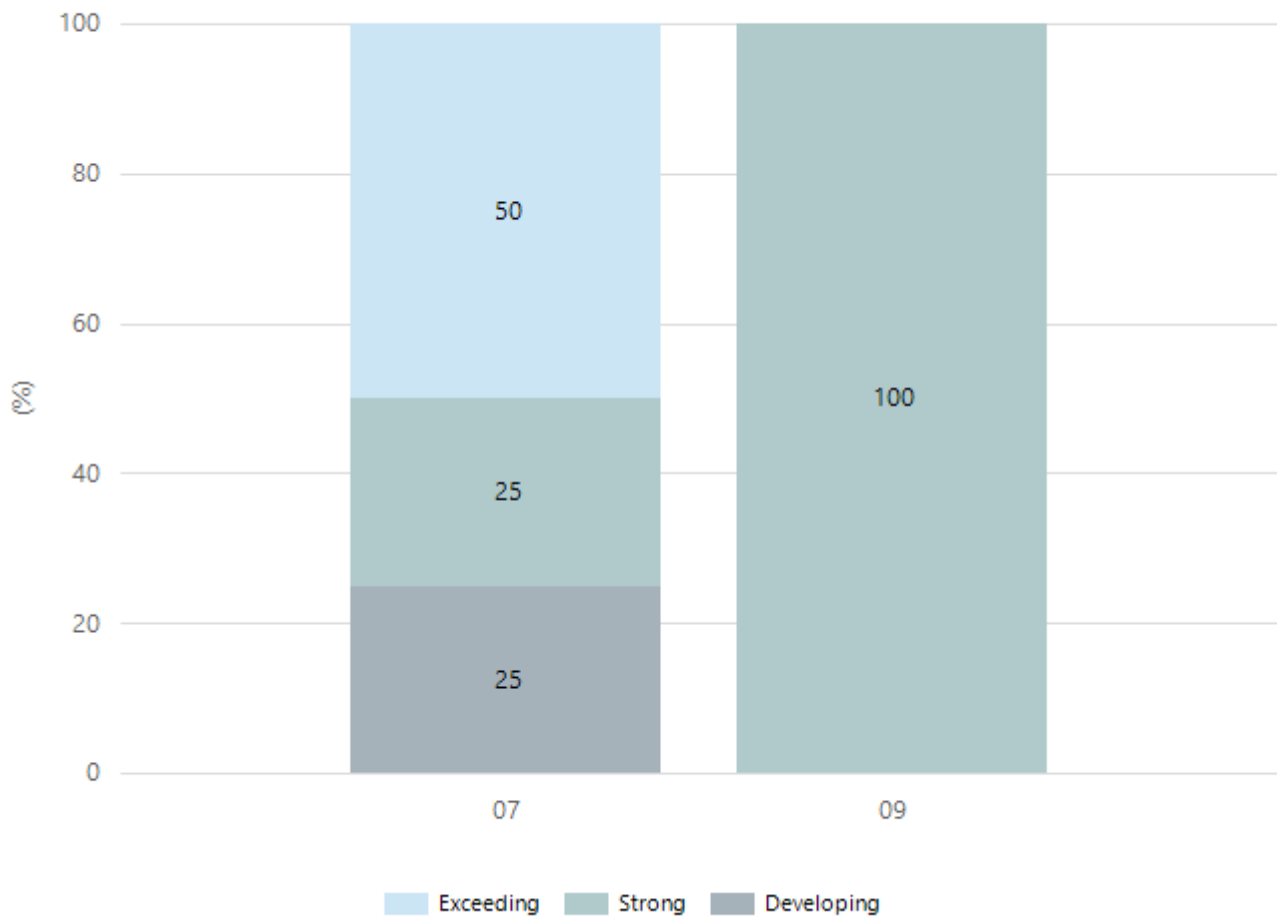
Grammar



Year Level	07	09
Exceeding	1	
Strong	1	2
Developing	1	
Needs Additional Support	1	
Total	4	2

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Exceeding	2	
Strong	1	2
Developing	1	
Total	4	2

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Our Indigenous students have an individual ILP developed in partnership with the student, parent and Student Wellbeing Leader. Under the guidance of the Director of Holistic Education and Inclusive Education Team, students are tracked and monitored to ensure academic success. Additional learner support is offered on a Wednesday morning focusing on Literacy and Numeracy to support academic progress. 100% of our Year 12 Indigenous students achieved their SACE and an ATAR result.

South Australian Certificate of Education - SACE

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

2020	2021	2022	2023
98.86%	99.61%	99.44%	99.60%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	11%	10%	12%	12%
A	18%	18%	23%	21%
A-	18%	19%	21%	18%
B+	17%	17%	16%	17%
B	13%	13%	12%	13%
B-	10%	10%	8%	8%
C+	7%	7%	5%	5%
C	5%	3%	2%	3%
C-	1%	1%	1%	1%
D+	0%	0%	0%	0%
D	0%	0%	0%	0%
E+	0%	0%	0%	0%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

In 2023 SACE results were the second highest on record in terms of percentage of A grades. 15 students scored 99 or above and three students achieved a near perfect ATAR of 99.90. There were also 79 Merits (4.6% of all grades). SACE Completion remained at a high level with 100% completion again in 2023. 41.3% of SACE students achieved an ATAR of 90 or above, an increase of 2.95% from 2020 and 13.30% from 2015.

Since our transformational journey began in 2008 'A' grades have increased by 175%. In 2023, from 1719 SACE grades, 874 were 'A's which was 18.6% above the state average. At the same time 'D' grades have decreased by 97% and 'E' grades by 100%. In 2023, from 1719 SACE grades, there were 7 'D' grades and no 'E' grades. There has been a 98% decrease from 2008 to 2023 in the D/E category.

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

2020	2021	2022	2023
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

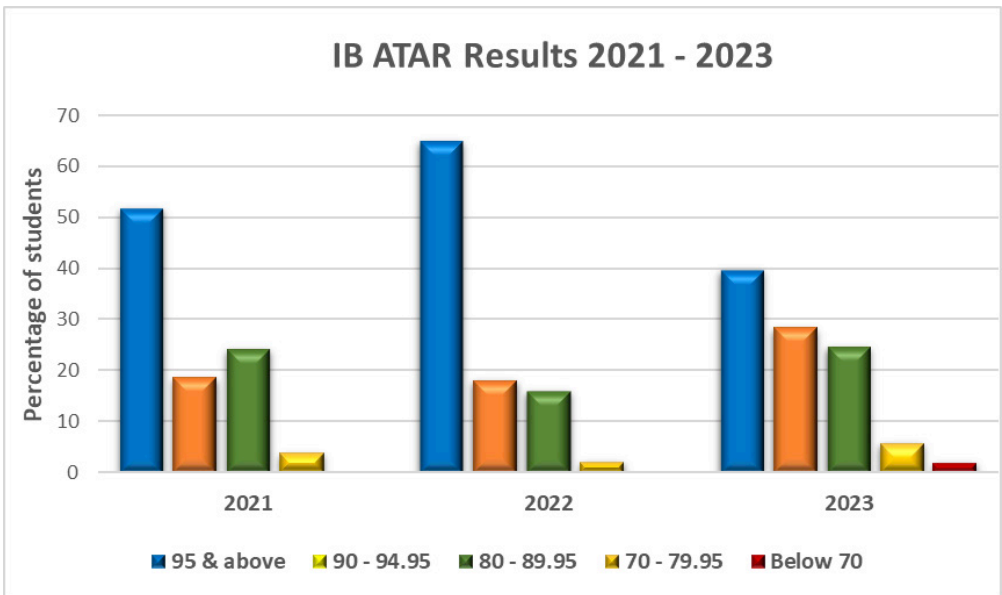
	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	18%	25%	14%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	100%	100%	100%

Data Source: School supplied data

The shift in VET policy saw a slight dip in the number of students from 85 to 45 completing Vocational Training through the school in 2023. Glenunga offered two courses through the East Adelaide Secondary Vocational Alliance: Certificate III in Fitness and a Barista Short Course Stackable (VET). 52.5% of Year 12's used VET credits to achieve their SACE.

ACHIEVEMENT DATA

	2020	2021	2022	2023
Total Candidates	60	54	51	51
Distinctions	18	15	22	14
(40+/45)	30%	28%	43%	40%
Merits (7/7)	39 students 84 Merits	37 students 73 Merits	42 students 108 Merits	24 students 54 Merits
Average ATAR	93	93	95	91
Average IB Score	36	36	38	35.5



The IB is the “Gold Standard” of International Education.
 IB is the main source of international students at Oxford.
Warden of Merton College Oxford

School Attendance

Year Level	2021	2022	2023
Year 07		92.5%	93.7%
Year 08	95.6%	91.7%	91.6%
Year 09	91.9%	90.1%	90.8%
Year 10	93.0%	89.6%	91.3%
Year 11	92.6%	90.3%	90.1%
Year 12	92.2%	89.0%	89.0%
Secondary Other	89.8%	84.8%	80.9%
Total	92.5%	89.7%	89.6%

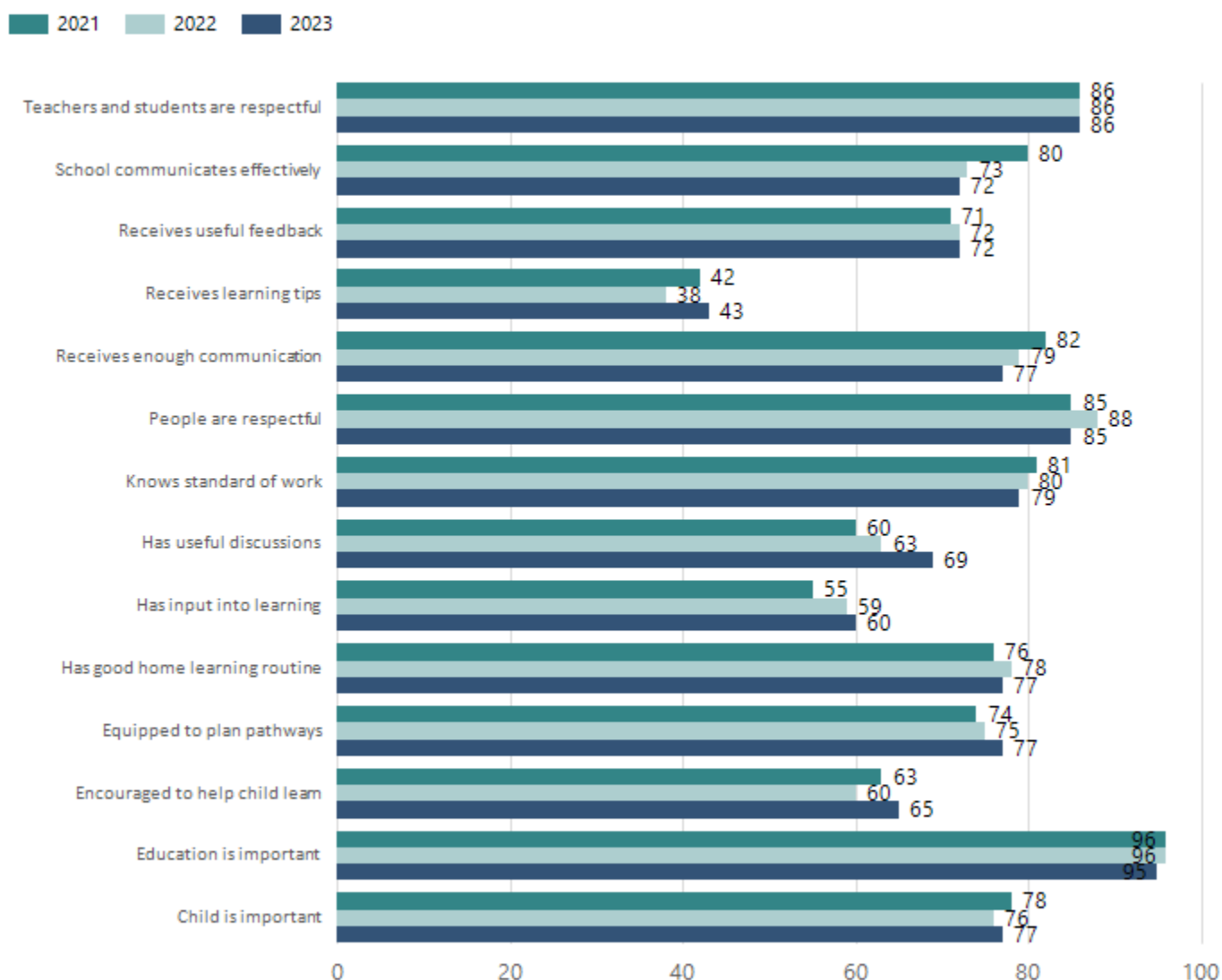
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

610 families responded to the Department for Education (DfE) survey out of 1923 families (32%). There were some questions that were more suited to the way primary schools work with families (eg Receives learning tips; Has input into learning; Encouraged to help child learn). In secondary school students learn to take responsibility for their learning (in partnership with their teachers) as part of growing into adulthood. We were delighted that families reported *that teachers and students are respectful; people are respectful; and that education is important*. We have shared with our community that school leaders are working on *improving communication; providing useful feedback; and having useful discussions*. Families have been encouraged to contact the relevant school person as soon as there is the slightest concern. Families have been sent ‘Who to contact’ information and have been invited to contact the principal if their concerns are not addressed. The format of the subject teacher-parent-student interviews has been changed to enable all families to participate rather than just those at risk. The timing has been shifted from Term 2 to Term 1.

Intended Destination

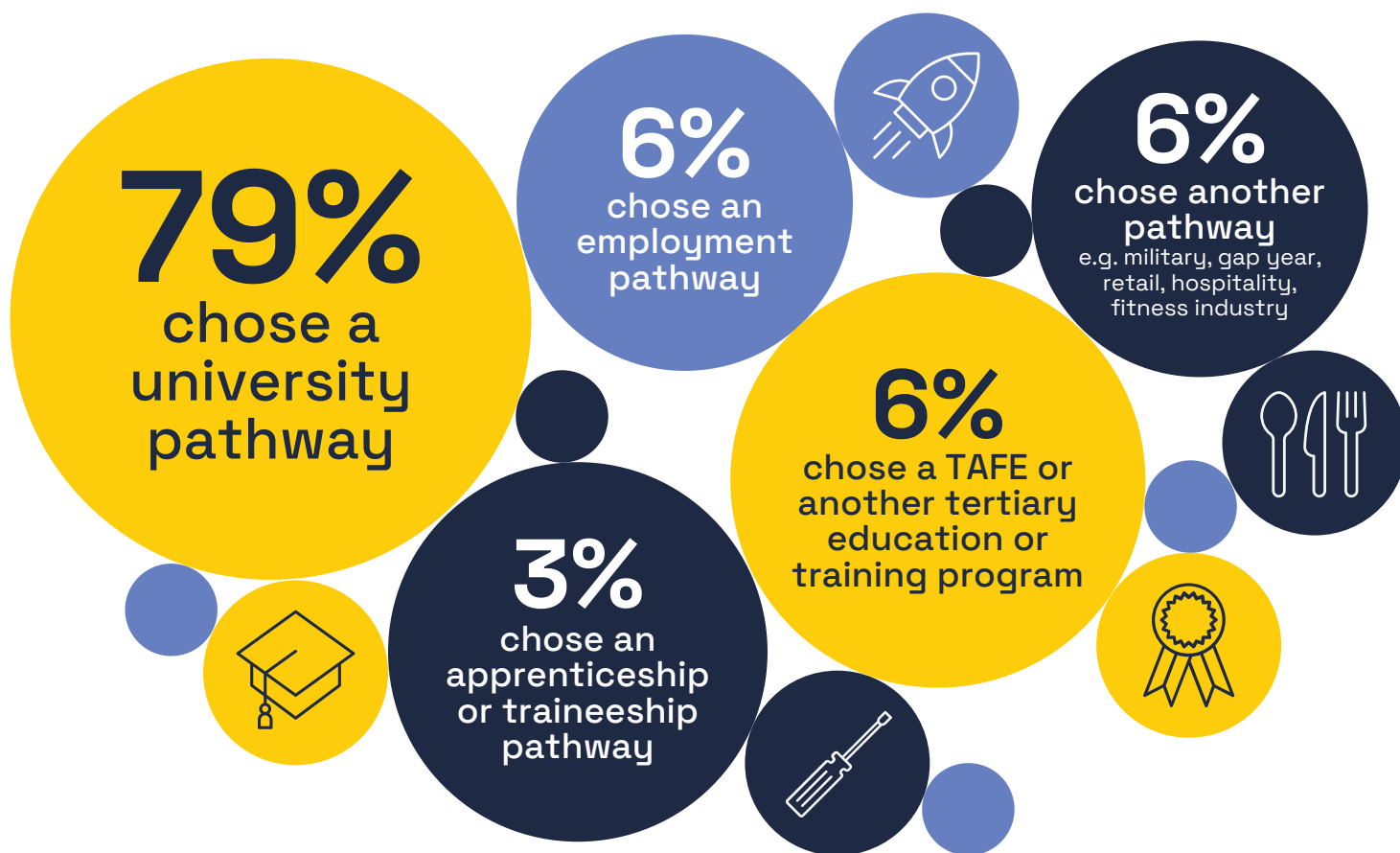
Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	3	7.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	22.0%
NS - LEFT SA FOR NSW	5	11.0%
OV - LEFT SA FOR OVERSEAS	8	17.0%
QL - LEFT SA FOR QLD	2	4.0%
SM - SEEKING EMPLOYMENT IN SA	6	13.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	17.0%
VI - LEFT SA FOR VIC	3	7.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

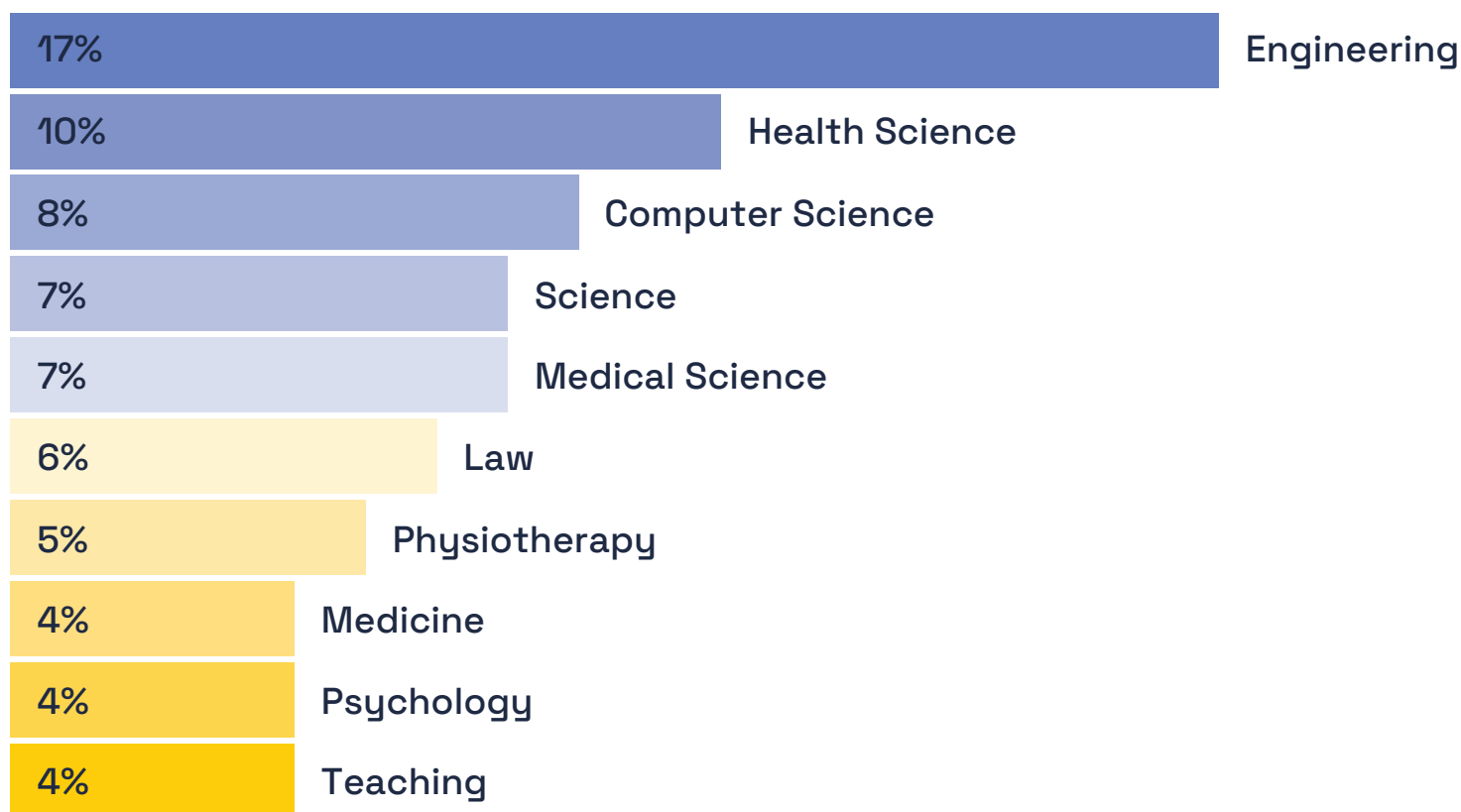
2023 DESTINATION DATA



Student Pathways



Top 10 Job Clusters



Other job clusters include Project Management, Arts, Marketing, Oral Health, Dentistry, Mathematics, Nursing, Speech Pathology, Business, Commerce, IT and more.

Highest 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's degrees or Diplomas	80
Postgraduate Qualifications	99

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	163.3	0.0	35.5
Persons	0.0	179.0	0.0	42.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$0.00
Grants: Commonwealth	\$223,178.83
Parent Contributions	\$4,152,603.23
Fund Raising	\$0.00
Other	\$275,638.31

Data Source: School supplied data.

Fund Raising: There is no fund raising for the school in the budget.

Other: consists of fund raising student led activities for charities with a total amount of \$16,735.65; as well as Interest and Investment Income.



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Government of South Australia
Department for Education

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Government Schools CRICOS Provider No. 00018A

