



Glenunga International High School

Strategic Plan 2024

23/01/24

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^{PB}

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

Opportunity^U

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) Aligned with Department of Education *Learn and Thrive* Agenda

1. Holistic Education

Cat Davis Director Holistic Education, Bec Fuss Assistant Principal, 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, Cat Davis Director Holistic Education, 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; 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; D of St = Director of Studies; Ex Leader = Executive Leader

Strategies

1.0 Holistic Education

- 1.1 To accelerate the delivery of values based holistic education.
- 1.2 To intentionally coach students to successfully practise the new 21st Century skills (5C's) in Year 7 – 11, the SACE THRIVE capabilities in Year 12, and the characteristics of the Learner Profile in the IB program.
- 1.3 To prepare students to thrive in the world beyond school.
- 1.4 To action the new Student Wellbeing Framework to increase students' abilities to learn and thrive.

2.0 High Quality Teaching & Learning

- 2.1 To strengthen each teacher's high quality delivery of the Essential Practices (EP) in the context of cultures of learning in classrooms.
- 2.2 To determine the success of the implementation of our new Year 7-10 curriculum architecture.
- 2.3 To reconceptualise assessment and reporting to capture each student's growth in knowledge, understandings and capabilities.
- 2.4 To continuously improve the learner experience of IB and IGNITE students.

3.0 Learner Partnerships

- 3.1 To accelerate effective learning partnerships between students and their teachers as part of developing learner agency.
- 3.2 To continue to strengthen our partnerships with our families.
- 3.3 To accelerate effective partnerships with primary schools and outside agencies to improve our teaching and our student learning outcomes.
- 3.4 To strengthen student leadership skills and to increase opportunities for students to practise their skills.

1.0 HOLISTIC EDUCATION

Strategies	Key Whole School Actions	Lead Responsibility	Outcomes
1. To accelerate the delivery of values based holistic education.	<ul style="list-style-type: none"> Investigate staff, students and families' understandings of holistic education and their practising of our school values. Develop strategies to strengthen understanding where necessary. <i>(Semester 1 2024)</i> 	Director: HEC AP: P & C AP: SLE	Families understand the importance of holistic education at Glenunga. School values permeate our community. Staff and students have actively contributed to the implementation of values-based holistic education. The holistic education curriculum has been implemented in a personalised manner in each mentor group. 70% of students in Year 7 – 11 are engaged in holistic opportunities in/outside school. Intercultural competence has been investigated and action taken.
	<ul style="list-style-type: none"> Motivate teachers to enthusiastically embrace their role as effective holistic education mentors using the Essence of Adolescence, micro moments, mirror neurons, name it to train it (self-regulation) and coaching conversations. <i>(Ongoing)</i> 	Director: HEC SSLs LALs	
	<ul style="list-style-type: none"> Challenge each Year 7-11 mentor teachers to deliver the Essential Practices of our Pedagogical Framework into a personalised LEAP^{PB} curriculum using their expertise and student feedback. Ensure teachers have the skills to manage less structured learning environments. <i>(Ongoing)</i> 	Director: HEC SSLs EL Connectors	
	<ul style="list-style-type: none"> Actively coach students to contribute positively to the harmonious culture and environment of Glenunga and their local community. Publicly acknowledge positive contributions. <i>(Ongoing)</i> 	Director: HEC AP: SLE	
	<ul style="list-style-type: none"> Celebrate the holistic opportunities in which each student is engaged, and support mentor teachers to follow up with students who have minimal or no non-academic activities. <i>(Semester 1 2024)</i> 	Director: HEC SSLs AP: SLE	
	<ul style="list-style-type: none"> Explore staff and student intercultural competence and make improvements where required. <i>(Ongoing)</i> 	Director: HEC AP: P & C	
2. To intentionally coach students to successfully practise the new 21 st Century skills (5C's) in Year 7 – 11, the SACE THRIVE capabilities in Year 12, and the characteristics of the Learner Profile in the IB program.	<ul style="list-style-type: none"> Support all teachers to value students' capability development alongside content knowledge and understandings and to make space for this development in their learning design. <i>(Ongoing)</i> 	DP LALs	Learning design values content and capabilities equally.

1.0 HOLISTIC EDUCATION (continued)

	<ul style="list-style-type: none"> Familiarise Year 7-11 subject and mentor teachers with the New Metrics elements to enable them to better coach Year 7-11 students to understand, value and practise the new 5 C's. <i>(Semester 1 2024)</i> 	<p>DP SL: Inn Ped</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>IB teachers have incorporated the characteristics of the IB Learner Profile into their learning design.</p> <p>98% families engage with their student and relevant staff in the Learner Conferences which acknowledge each student's learning growth.</p>
	<ul style="list-style-type: none"> Support Year 7-11 subject and mentor teachers to intentionally teach and then provide opportunities in their learning design for students to develop their 5 C's and to reflect upon and record their growth. <i>(Ongoing)</i> 	<p>DP Director: HEC LALs/SSLs</p>	
	<ul style="list-style-type: none"> Support Year 12 subject and mentor teachers to build on 2023 learnings to provide increased opportunities for students to demonstrate their SACE THRIVE capabilities, and to validate their evidence of growth. <i>(Term 1 – 3 2024)</i> 	<p>D of St SSLs (12) LALs SACE Leader</p>	
	<ul style="list-style-type: none"> Explore how the IB Learner Profile can be used to show student growth in these characteristics. <i>(Ongoing)</i> 	<p>D of St IB Leaders LALs</p>	
	<ul style="list-style-type: none"> Collaborate with students to reimagine ePortfolios, Learner Conferences and Learner Profiles to intentionally enable the collection, sharing and validation of capabilities. <i>(Semester 1 2024)</i> 	<p>DP D of St SSLs</p>	
	<ul style="list-style-type: none"> Familiarise staff and students with the new rubric for student agency to recognise student leadership and students taking responsibility for their learner experience. <i>(Semester 2 2024)</i> 	<p>DP SL: Inn Ped</p>	
3. To prepare students to thrive in the world beyond school.	<ul style="list-style-type: none"> Enable staff, students and families to better understand the concept of skills clusters and linking future pathways to student passions and strengths. <i>(Ongoing)</i> 	<p>DP SSLs</p>	<p>Students and families understand the concept of employable skills clusters and students thriving in the world beyond school.</p>
	<ul style="list-style-type: none"> Build on the 2023 learnings to continue to improve the implementation of Exploring Identities and Futures (EIF) with all Year 10s and Activating Identities and Futures (AIF) with all Year 11s. <i>(Ongoing)</i> 	<p>DP D of St</p>	<p>EIF and AIF have been successfully implemented.</p>

1.0 HOLISTIC EDUCATION (continued)

	<ul style="list-style-type: none"> Increase the uptake of apprenticeships, traineeships and Work Experience opportunities for Year 10 - 12 students and ensure students take advantage of these opportunities. <i>(Semester 1 2024)</i> 	<p>DP SSLs (10/11) VET & Flexible Pathways Leader</p>	<p>Student involvement in apprenticeships, traineeships and Work Experience has increased by ?%</p>
	<ul style="list-style-type: none"> Strengthen student problem solving through the use of WTDWYDKWTD strategies coupled with the development of their curiosity and innovation. <i>(Ongoing)</i> 	<p>DP LALs/SSLs SL: Inn Ped SL: Inn Tech</p>	<p>Students use a range of strategies when they are faced with situations where the solutions are not obvious.</p>
<p>4. To action the new Student Wellbeing Framework to increase students' abilities to learn and thrive.</p>	<ul style="list-style-type: none"> Equip each student with effective strategies to thrive as a 'well being', to expect and to manage learning challenges effectively, to develop resiliency and persistence and to better understand striving to achieve their personal best. <i>(Semester 1 2024)</i> 	<p>Director: HEC AP: WB SSLs/LALs</p>	<p>Students have a repertoire of strategies to use to reduce stress and these strategies are confidently used.</p> <p>Each student has a positive digital presence; they understand and practise their role as a responsible digital citizen.</p> <p>ISEC students thrive at Glenunga.</p>
	<ul style="list-style-type: none"> Coach all staff to actively encourage students to practise their wellbeing strategies when stressful times are approaching and when they are feeling anxious or stressed. <i>(Ongoing)</i> 	<p>Director: HEC AP: WB LALs/SSLs</p>	
	<ul style="list-style-type: none"> Support all staff to ensure students understand how to create a positive digital presence, the strategies to address cyber bullying, and how to use their digital devices in a balanced manner. <i>(Semester 1 2024)</i> 	<p>Director: HEC SL: Inn Tech SSLs/LALs</p>	
	<ul style="list-style-type: none"> Embed research based practices to enhance wellbeing of ISEC students. <i>(Ongoing)</i> 	<p>Director: HEC AP: P & C</p>	

2.0 HIGH QUALITY TEACHING & LEARNING

<p>1. To strengthen each teacher's high quality delivery of the Essential Practices (EP) in the context of cultures of learning in classrooms.</p>	<ul style="list-style-type: none"> Accelerate each teacher's use of effective strategies to intentionally create high quality cultures of learning in their classrooms using effective teacher talk and confidently conducting learning conversations with students. <i>(Semester 1 2024)</i> 	<p>DP SL: Inn Ped LALs/SSLs</p>	<p>Teachers and students understand and build the 'culture of learning' in each class.</p>
	<ul style="list-style-type: none"> Support each teacher to use evidence-based reflection and student feedback to accelerate the impact of their delivery of each Essential Practice on student learning outcomes. <i>(Ongoing)</i> 	<p>DP SL: Inn Ped LALs/SSLs</p>	<p>Each teacher has engaged their students in deeper learning and has documented their intentional use of Active Learning in their Teaching and Learning Cycles.</p>

2.0 HIGH QUALITY TEACHING & LEARNING (continued)

	<ul style="list-style-type: none"> Accelerate each teacher’s understanding of how to target their teaching by adjusting their pedagogical practices to deliver personalised learning based on what they establish students know. <i>(Semester 1 2024)</i> 	DP SL: Inn Ped LALs	Teachers actively coach learning through their interaction with students, either individually or in groups.
	<ul style="list-style-type: none"> Expand each teacher’s repertoire of strategies to deliver effective active learning where students demonstrate what they can do with what they know, strategies for WTDWYDKWTD and curiosity to expand their learning. <i>(Semester 1 2023)</i> 	DP SL: Inn Ped LALs/SSLs	Teachers’ feedback has enabled students to understand how to improve their learning outcomes.
	<ul style="list-style-type: none"> Support curriculum leaders to coach teacher teams to successfully implement the new Teaching and Learning Cycles (TLCs) and to practise learning design that values content and capabilities, and which includes clearly articulated learning intentions. <i>(Semester 1 2024)</i> 	DP SL: Inn Ped LALs	TLCs describe the pedagogy required to deliver content and capabilities.
	<ul style="list-style-type: none"> Coach teachers to expand each student’s metacognitive toolbox through learning conversations and intentionally using visible thinking routines and higher level questioning to build students’ thinking skills. <i>(Ongoing)</i> 	DP SL: Inn Ped LALs SSLs	
2. To determine the success of the implementation of our new Year 7-10 curriculum architecture.	<ul style="list-style-type: none"> Develop a shared understanding of continuity of learning and ensure our pedagogy and curriculum offer this as students transition from primary school to secondary school. <i>(Semester 1 2024)</i> 	DP D of St AP: CLYA LALs	Stronger professional relationships have been developed with primary school teachers to assist continuity of learning.
	<ul style="list-style-type: none"> Based on 2022 & 2023 learnings, continue to refine Year 7-9 curriculum; and reimagine Year 10 innovative curriculum opportunities. <i>(Semester 1 2024)</i> 	DP D of St AP: CLYA LALs	Our Curriculum Architecture hypothesis has been evaluated as our 2022 Year 7s complete Year 9 in 2024, successes celebrated and improvements addressed.
	<ul style="list-style-type: none"> Use qualitative and quantitative data to determine the success of the implementation of the new curriculum architecture and make the necessary adjustments. <i>(Semester 1 2024)</i> 	DP D of St AP: CLYA	Innovative Year 10 courses are coming online in 2025.

3. To reconceptualise assessment and reporting to capture each student's growth in knowledge, understandings and capabilities.	<ul style="list-style-type: none"> Develop a shared understanding of how to identify what each student is capable of achieving ie their personal best and how to report this to families. <i>(Semester 1 2024)</i> 	D of St LALs	<p>A shared understanding of determining personal best has been developed and used for reporting to families.</p> <p>Academic and capabilities growth is successfully reported to families.</p> <p>The different uses of learning and performing modes are understood and practised by teachers and students.</p>
	<ul style="list-style-type: none"> Explore how to effectively capture and report academic and capabilities growth to students and families. <i>(Semester 1 2024)</i> 	D of St LALs	
	<ul style="list-style-type: none"> Develop assessment tasks that provide multiple entry points, a range of delivery modes and appropriate intellectual stretch to enable students to accelerate their learning. <i>(Ongoing)</i> 	DP SL: Inn Ped LALs	
	<ul style="list-style-type: none"> Develop teachers' effective use of feedback to explicitly stretch students into the next stage of their learning. <i>(Ongoing)</i> 	DP SL: Inn Ped LALs	
	<ul style="list-style-type: none"> Develop the ability of teachers and students to practise effective use of <i>learning</i> and <i>performing</i> modes; and to embrace opportunities for developing students' thinking skills. <i>(Ongoing)</i> 	DP SL: Inn Ped LALs/SSLs	
4. To continuously improve the learner experience of IB and IGNITE students.	<ul style="list-style-type: none"> Continue research-based IB improvements by ensuring: <ul style="list-style-type: none"> All teachers work collaboratively to dispel myths with Year 7 – 10 students and families to increase enrolments. <i>(Semester 1 2024)</i> All subject assessments are reasonably spaced to enable students to better manage their workload. <i>(Term 1 2024)</i> The appropriate hours are allocated to standard level and higher level subjects for 2025. <i>(Semester 1 2024)</i> All subjects utilise the Senior School deadline policy and work completion procedures. <i>(Ongoing)</i> All teachers collect feedback from students and report to students how they will use this feedback to improve their pedagogy. <i>(Semester 1 2024)</i> 	DP LALs	<p>The IB enrolment numbers are 70+.</p> <p>Assessment tasks have been better spaced to support student workload management.</p> <p>IB teachers use the whole school processes related to work completion and student feedback.</p> <p>IB Scope and Sequences have been refreshed.</p>

2.0 HIGH QUALITY TEACHING & LEARNING (continued)		<ul style="list-style-type: none"> Ensure all teachers understand and are delivering the IB Approaches to Teaching and Learning; that IB scope and sequences are refreshed; and that teaching and learning cycles (TLCs) for IB subjects are developed that foreground the characteristics of the Learner Profile. <i>(Semester 1 2024)</i> 	DP LALs Ignite Leaders	IB TLCs have been refreshed in the context of Approaches to Teaching and Learning.
		<ul style="list-style-type: none"> Monitor the impact on student learning of the pedagogical changes made by teachers implementing their learnings from the Ignite professional development program. <i>(Semester 1 2024)</i> 		Teachers use the IGNITE learning model to deliver challenging learning for all IGNITE students.
		<ul style="list-style-type: none"> Implement the new student agency model for Year 7 Ignite program and evaluate outcomes. <i>(Term 1-3 2024)</i> 		2024 Year 7 Ignite model has been successfully implemented.
3.0 LEARNING PARTNERSHIPS	1. To accelerate effective learning partnerships between students and their teachers as part of developing learner agency.	<ul style="list-style-type: none"> Strengthen students and teachers' understanding of 'authentic' partnerships and the components that each one is responsible for so that students become active partners in their learning. <i>(Semester 1 2024)</i> 	DP/DP: HEC SL: Inn Ped LALs/SSLs	Students understand the concept of their learner journey and they take responsibility for their learning.
		<ul style="list-style-type: none"> Coach teachers and students to confidently use the Learner Journey language to describe learning partnerships, personalised learning and growth. <i>(Semester 1 2024)</i> 	DP/DP: HEC SL: Inn Ped LALs/SSLs	Each teacher operates as a 'learning coach' and understands the interconnected aspects of students' learning journeys.
		<ul style="list-style-type: none"> Coach subject and mentor teachers to explicitly develop students' understanding of taking responsibility for learning. Support students to successfully curate evidence of their learner journey in their ePortfolio, reflect on their growth with families in Learner Conferences, have their progress validated for their Learner Profile, and share their Learner Profiles with their families. <i>(Term 1 – 4 2024)</i> 	DP/DP: HEC D of St SL: Inn Ped LALs/SSLs	Each student's growth has been evidenced in their ePortfolio, Learner Conferences and Learner Profile.
		<ul style="list-style-type: none"> Support Year 7 – 11 subject teachers to intentionally build 5 C's into their learning design and to explicitly support students to capture evidence of growth in their ePortfolios. <i>(Semester 1 2024)</i> 	DP SL: Inn Ped LALs/SSLs	Processes for validating student growth in the 5 C's and SACE THRIVE capabilities have been implemented and captured in Learner Profiles.

3.0 LEARNING PARTNERSHIPS (continued)

	<ul style="list-style-type: none"> Support SACE Stage 2 teachers to build THRIVE capabilities into their learning design and to explicitly support students to capture evidence of growth in their ePortfolios. <i>(Semester 1 2024)</i> 	D of St DP LALs	Each teacher has regularly sought feedback from students about how well their teaching is matching their learner needs. Pedagogical practice has been adjusted based on student feedback.
	<ul style="list-style-type: none"> Reconceptualise Learner Conferences to focus on new rubrics for 21st century skills in Year 7 – 11 and SACE THRIVE capabilities in Year 12 and to validate student growth. <i>(Term 1 2024)</i> 	DP D of St	
	<ul style="list-style-type: none"> Provide professional development that enables teachers to use student feedback to improve their pedagogy by: <ul style="list-style-type: none"> seeking formal feedback from each student in each class several times a term discussing the feedback and its impact on their practice with students sharing student feedback and the resultant pedagogical changes with colleagues. Seeking critical feedback from colleagues. <i>(Ongoing)</i>	DP SL: Inn Ped LALs/SSLs	
2. To continue to strengthen our partnerships with our families.	<ul style="list-style-type: none"> Analyse the feedback from our community in the School Parent Engagement survey and implement the actions required by this analysis. <i>(Term 1 2024)</i> 	Principal/DP D of St	Improvement commitments have been shared with the community and implemented. Families report satisfaction with their communications with school personnel. Families understand the changes Glenunga is making to deliver 21 st century learning.
	<ul style="list-style-type: none"> Support Governing Council to develop a program of parent interest workshops (including helping families to better understand 21st century learning) to deliver throughout 2024. Publicise dates and topics to the community. <i>(Term 1 2024)</i> 	Principal/DP D of St	
	<ul style="list-style-type: none"> Support teachers to feel confident to communicate regularly, by phone where possible, with families about assessment tasks, due dates, behaviour or work completion concerns. <i>(Ongoing)</i> 	DP: HEC SSLs/LALs	
	<ul style="list-style-type: none"> Review current school-home communication channels, trial improvements, and seek feedback from families. <i>(Term 1 2024)</i> 	AP: P&C	

3.0 LEARNING PARTNERSHIPS (continued)

3. To accelerate effective partnerships with primary schools and outside agencies to improve our teaching and student learning outcomes.	<ul style="list-style-type: none"> Continue to collaborate with primary schools to better understand continuity of learning from Year 6 to high school and monitor how teachers' practice strengthens this continuity. <i>(Semester 1 2024)</i> 	AP: CLYA LALs	Teachers have undertaken observations in primary schools, reflected on implications and adjusted their practices to improve continuity.
	<ul style="list-style-type: none"> Prepare for Council of International Schools re-accreditation by: <ul style="list-style-type: none"> Auditing improvements required by 2018 report. Identifying four projects and leaders for 2024 evaluation. Completing and analysing the required community survey. Undertaking the self-evaluation to complete the report. Preparing for the October visit <i>(Semester 1 2024)</i>	Principal/DP D of St AP: P&C	CIS survey has been sent to all families, staff and students, results analysed and areas for improvement identified. High quality Evaluation Report has been delivered to CIS on required timeline.
	<ul style="list-style-type: none"> Continue the innovative New Metrics project with the University of Melbourne to enable delivery of validated student achievement in their 21st century skills. <i>(Ongoing)</i> 	DP D of St SL: Inn Ped	New Metrics project requirements delivered. New Metrics elements and teacher validation have been built into 5C's delivery.
	<ul style="list-style-type: none"> Prepare curriculum documentation and practices for the IB Evaluation in 2025. <i>(Semester 2 2024)</i> 	DP LALs IB Leaders	Curriculum documentation has been refreshed for online evaluation for IB reaccreditation.
	<ul style="list-style-type: none"> Establish partnerships with relevant schools abroad to facilitate exchanges and enable exposure to different cultures. <i>(Ongoing)</i> 	AP: P&C	Partnerships are being established with overseas schools.
	4. To strengthen student leadership skills and to increase opportunities for students to practise their skills.	<ul style="list-style-type: none"> Evaluate current leadership training opportunities, selection processes and effectiveness. Implement identified improvements. <i>(Ongoing)</i> 	AP: SLE SSLs Ex Leader Connectors
<ul style="list-style-type: none"> Support student leaders to strengthen their influence at Sub School and whole school level. <i>(Ongoing)</i> 		AP: SLE SSLs Ex Leader Connectors	Student leaders have impacted positively on the school's continuous improvement culture.