



2024 annual report to the Community

Glenunga International High School

Glenunga International High School number: 927

Partnership: Greenhill South



School principal:

Wendy Johnson

Signature

Date of endorsement:

30/01/2025

Context Statement

Glenunga International High School (GIHS) caters for students from 7-12. At the time of this report, the enrolment in 2024 is 2334. Glenunga International High School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school population includes 0.6% Aboriginal students, 8% students with disabilities, 71% 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.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council 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 2024 the Council comprised membership of diverse genders and ethnic backgrounds. Members' expertise was similarly diverse and relevant to the work of the Governing 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.

2024 Highlights

The highlights of the GIHS Governing Council 2024 activities were as follows:

- Reviewed outstanding 2023 SACE / IB results.
- Conducted the Annual General Meeting (AGM).
- Represented parents at Assemblies, Graduations and World Teacher's Day.
- With the support of Finance Advisory Committee, actively monitored the 2024 budget which remained on target.
- Approved the 2025 Materials & Services Charge and promoted the Charge to the School community via correspondence and social media video posts.
- Contributed to the School's self-evaluation report to the Council of International Students (CIS) as part of the CIS accreditation process and participated in an interview with the accreditation panel.
- Prepared a series of Welcome and Information Videos for new families.
- Worked with school leaders on offering Parent Workshops, such as on "Student Wellbeing for Glenunga & Life".
- Provided input and support for the Pilot to utilise non-teaching staff for Lunchtime Yard Duty.
- Engaged with the School's 21st Century Teaching and Learning agenda in a variety of ways, including through active support of the School's partnership with University of Melbourne's New Metrics program, culminating in students' capabilities validation in November 2024.
- Conducted a self-review of the Governing Council's performance.
- Participated in a consultation with the Department of Education regarding the contract extension of the School Principal, Ms Wendy Johnson AM.
- Represented the School community at the official opening of the Gym and Science, Technology and Learning (STL) Building attended by the Minister for Education, the Hon Blair Boyer.

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) was reconstituted in 2024 with new Terms of Reference and the appointment of new Convenors and committee members.

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 AM, Deputy Principal Tim Kloeden, and Business Leader Stephen Milliken
- 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), Dr Aman Armand (Treasurer), Michelle Longden (Secretary), Steph Jeuken and Cornelia Koch (CEC co-Convenors), Jennifer Chen, Yvette van Eenennaam, Christian Frandsen, Ben Gill, Torbjorn van Heeswijck, Truphena Mahindu, Fanke Peng, Ian Shuttleworth.

Our Head Prefects Eshal Khan and Max Osti were critical contributors and impressive representatives of the student body.

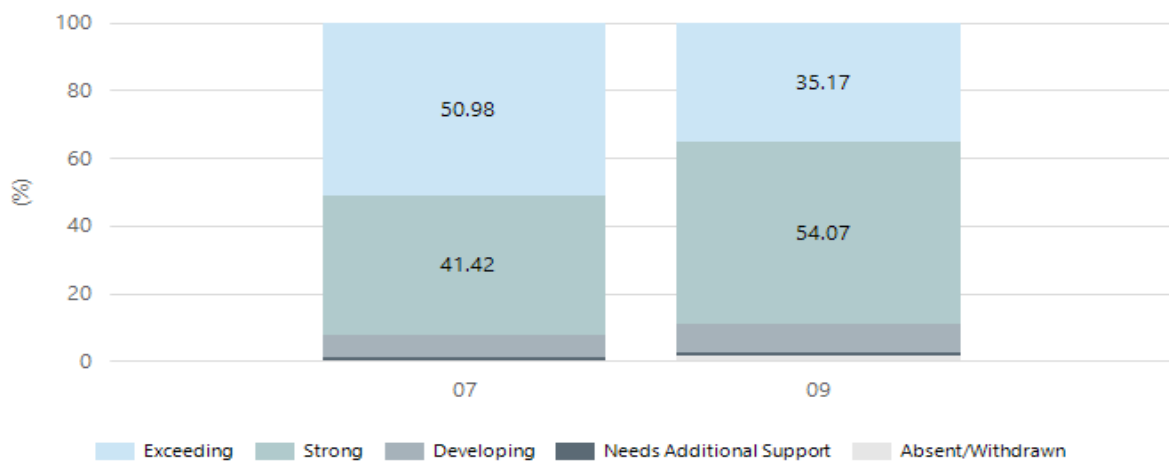
Lastly, I would like to thank the convenors and members of the FAC and CEC sub-committees and the time they devote to governance and enhancing engagement with the School’s community.

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. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

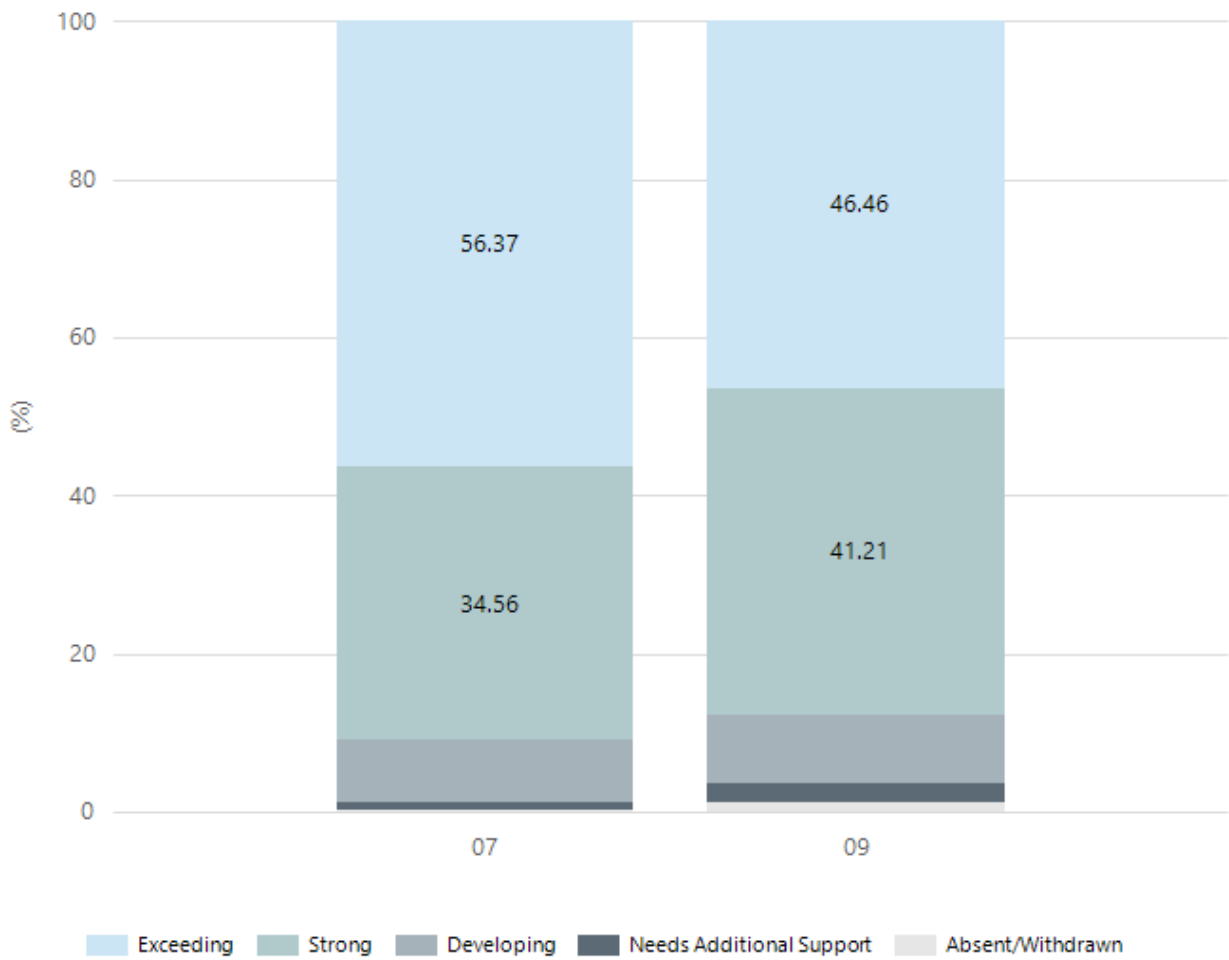
Numeracy



Year Level	07	09
Exceeding	208	134
Strong	169	206
Developing	26	31
Needs Additional Support	5	4
Absent/Withdrawn	0	6
Total	408	381

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

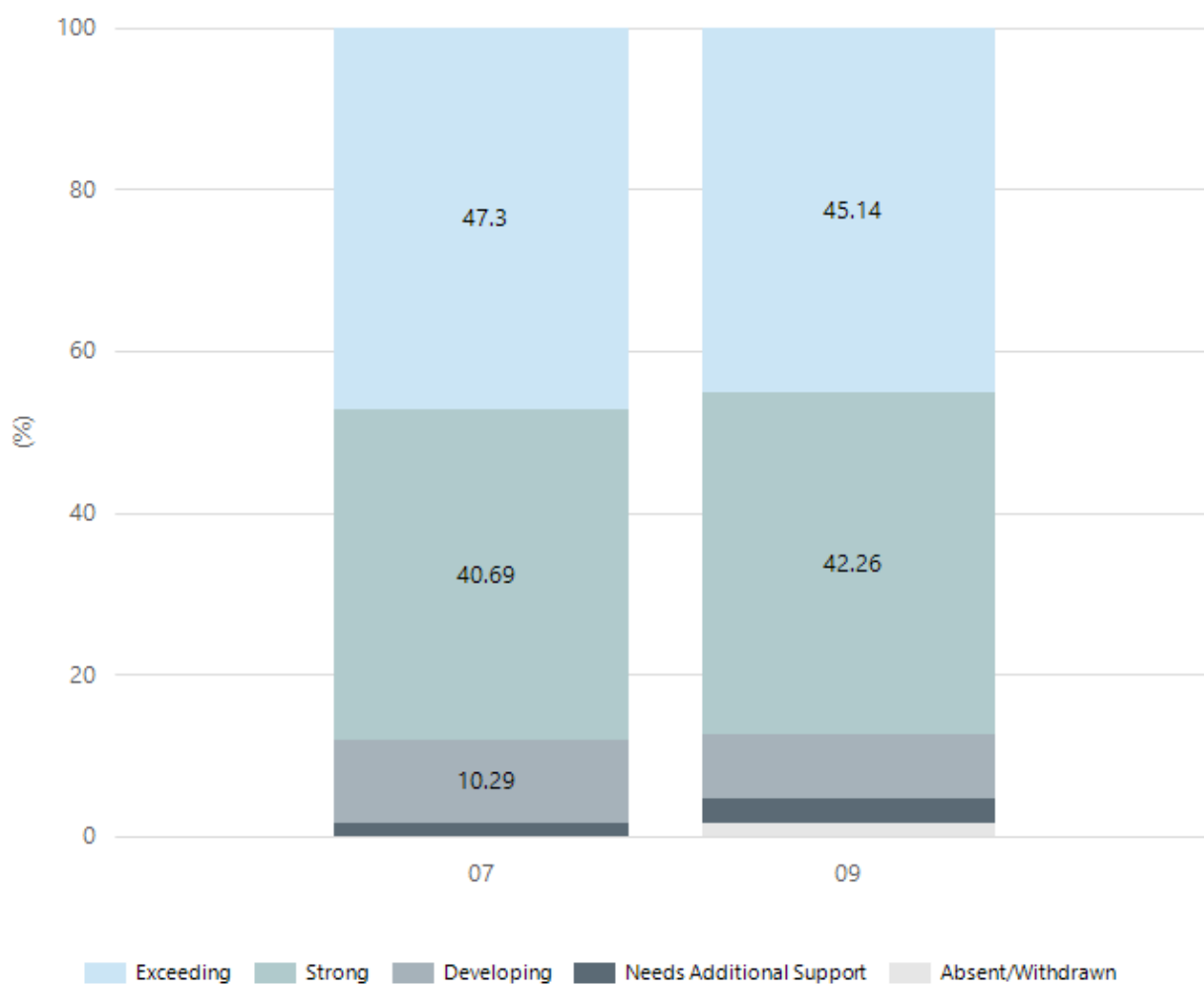
Reading



Year Level	07	09
Exceeding	230	177
Strong	141	157
Developing	32	33
Needs Additional Support	4	9
Absent/Withdrawn	1	5
Total	408	381

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

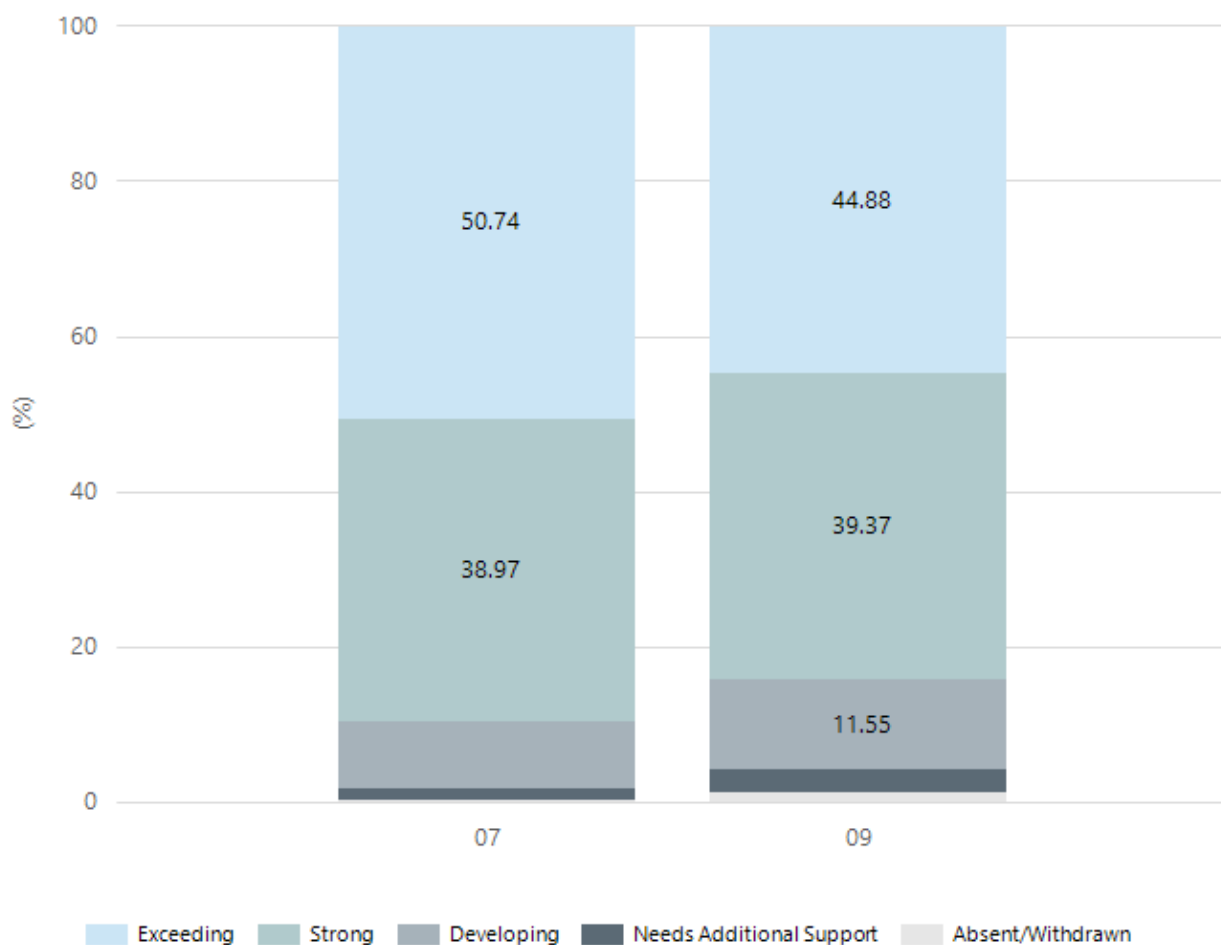
Writing



Year Level	07	09
Exceeding	193	172
Strong	166	161
Developing	42	30
Needs Additional Support	7	12
Absent/Withdrawn	0	6
Total	408	381

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results

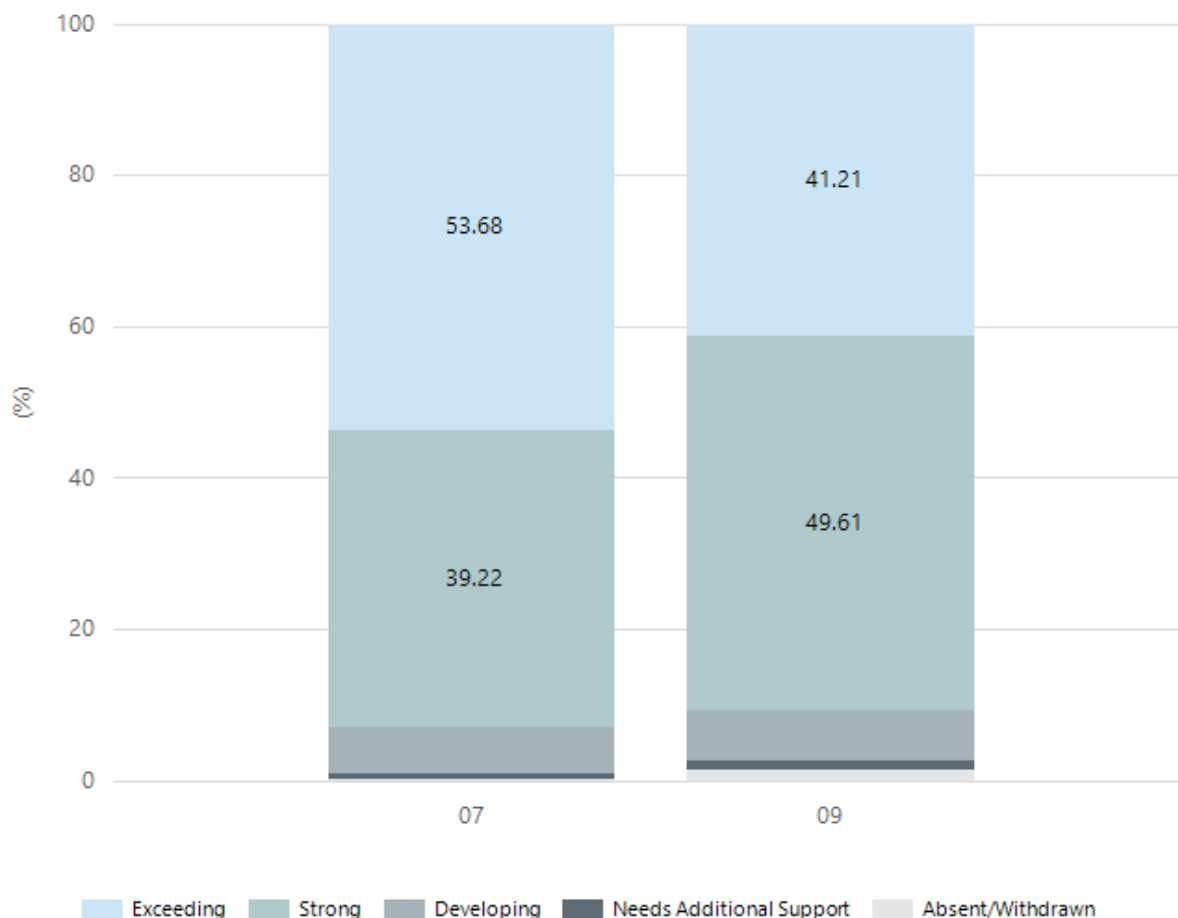
Grammar



Year Level	07	09
Exceeding	207	171
Strong	159	150
Developing	35	44
Needs Additional Support	6	11
Absent/Withdrawn	1	5
Total	408	381

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	07	09
Exceeding	219	157
Strong	160	189
Developing	25	25
Needs Additional Support	3	5
Absent/Withdrawn	1	5
Total	408	381

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

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 and 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 74 Year 7 students; 89 Year 8 students; and 34 Year 9 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						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Term 4	Target
	7	86.4%	93.1%	95.8%	96.2%	92%
	8	90.4%	94.2%	98.9%	98.8%	92%
	9	94.6%	95.5%	99.1%	98.0%	92%
	10	95.4%	95.4%	91.8%	93.4%	92%
	Overall	90.9%	94.3%	96.0%	96.3%	92%
	2023	90.9%	94.3%	97.4%	95.6%	91%

Numeracy						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Term 4	Target
	7	90.2%	89.7%	89.9%	91.8%	91%
	8	89.4%	91.5%	92.1%	94.6%	91%
	9	88.6%	93.3%	80.5%	92.9%	91%
	10	86.9%	97.2%*	90.7%	93.5%	91%
	Overall	88.9%	92.6%	88.4%	93.1%	91%
	2023	88.9%	92.6%	88.6%	91.9%	90%

Year 10 Excludes 10 Students studying Specialist Maths / Year 11 Maths

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%	92.3%	93.3%	92%	90.5%	97.4%	99.1%	99.0%	
8	85.3%	91.7%	97.7%	97.6%	92%	96.0%	97.0%	100.0%	100.0%	
9	89.3%	92.9%	100.0%	100.0%	92%	100.0%	98.1%	98.4%	96.6%	
10	96.0%	92.0%	90.9%	90.8%	92%	94.9%	98.7%	92.9%	96.4%	

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%	89.5%	92.2%	91%	91.8%	90.8%	90.4%	91.2%	
8	89.1%	92.1%	90.6%	92.2%	91%	89.7%	90.6%	94.1%	97.6%	
9	86.1%	90.0%	77.1%	93.5%	91%	92.3%	98.4%	85.2%	92.2%	
10	84.0%	97.0%	86.3%	90.1%	91%	90.8%	97.4%	97.1%	98.6%	

In 2024, 96.7% of students in the Exceeding Progression in Years 7 to 10 received a B or better in English or EAL. This was 4.7% above the improvement target of 92%. A continued focus on students’ results in specialist English courses in Year 10 (particularly boys) has seen improvement in this area, while attention is also being given to learning design in the term 1 Year 7 and 8 English curricula. Similarly, in Maths 93.5% of students achieved a B or better, which was an improvement on 2023 and 2.5% above the target of 91%.

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

Literacy						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Term 4	Target
	7	100.0%	91.7%	100.0%	100.0%	100%
	8	83.3%	91.7%	96.3%	100.0%	100%
	9	88.9%	85.7%	100.0%	100.0%	100%
	10	97.0%	100.0%	100.0%	100.0%	100%
	11	92.6%	100.0%	100.0%	100.0%	100%
	12	100.0%	100.0%	100.0%	NA	100%
	Overall	94.0%	96.8%	99.4%	100%	100%

Numeracy						
Achieving 'B' or better	Year	Term 1	Semester 1	Term 3	Term 4	Target
	7	100.0%	100.0%	100.0%	100.0%	100%
	8	77.8%	84.2%	91.3%	87.0%	100%
	9	44.4%	62.5%	66.7%	91.7%	100%
	10	87.5%	100.0%	100.0%	85.7%	100%
	11	66.7%	77.8%	50.0%	66.7%	100%
	12	100.0%	100.0%	100.0%	NA	100%
	Overall	75.0%	84.0%	86.5%	88.7%	100%

Notes

- 100% of students below SEA in literacy achieved a passing grade, which reflects the intentional focus in Literacy and Numeracy committee meetings on the results of every student, supported by personalised strategies for students below SEA in literacy, including English Literacy Plus enrolment, Pod lines, family conferences and increased engagement in English through learning design that responds to student feedback.

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

2021	2022	2023	2024
99%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 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	2021	2022	2023	2024
A+	10%	12%	11%	11%
A	18%	23%	21%	21%
A-	19%	21%	19%	22%
B+	17%	16%	17%	16%
B	13%	12%	13%	13%
B-	10%	9%	9%	8%
C+	7%	5%	5%	5%
C	3%	2%	3%	3%
C-	1%	1%	1%	1%
D+	0%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 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 2024 SACE results were the second highest on record in terms of percentage of A grades. 23 students scored 99 or above and two students achieved a near perfect ATAR of 99.90. There were also 48 Merits (3.3% of all grades).

SACE Completion remained at a high level with 100% completion again in 2024. 41.96% of students achieved an ATAR of 90 or above, an increase of 3.87% from 2020 and 13.96% from 2015.

Since our transformational journey began in 2008 'A' grades have increased by 175%. In 2024, from 1448 SACE grades, 783 were 'A's which was 20.3% above the state average. At the same time 'D' grades have decreased by 97% and 'E' grades by 100%. In 2024, from 1448 SACE grades, there were 6 'D' grades and no 'E' grades. There has been a 98% decrease from 2008 to 2024 in the D/E category.

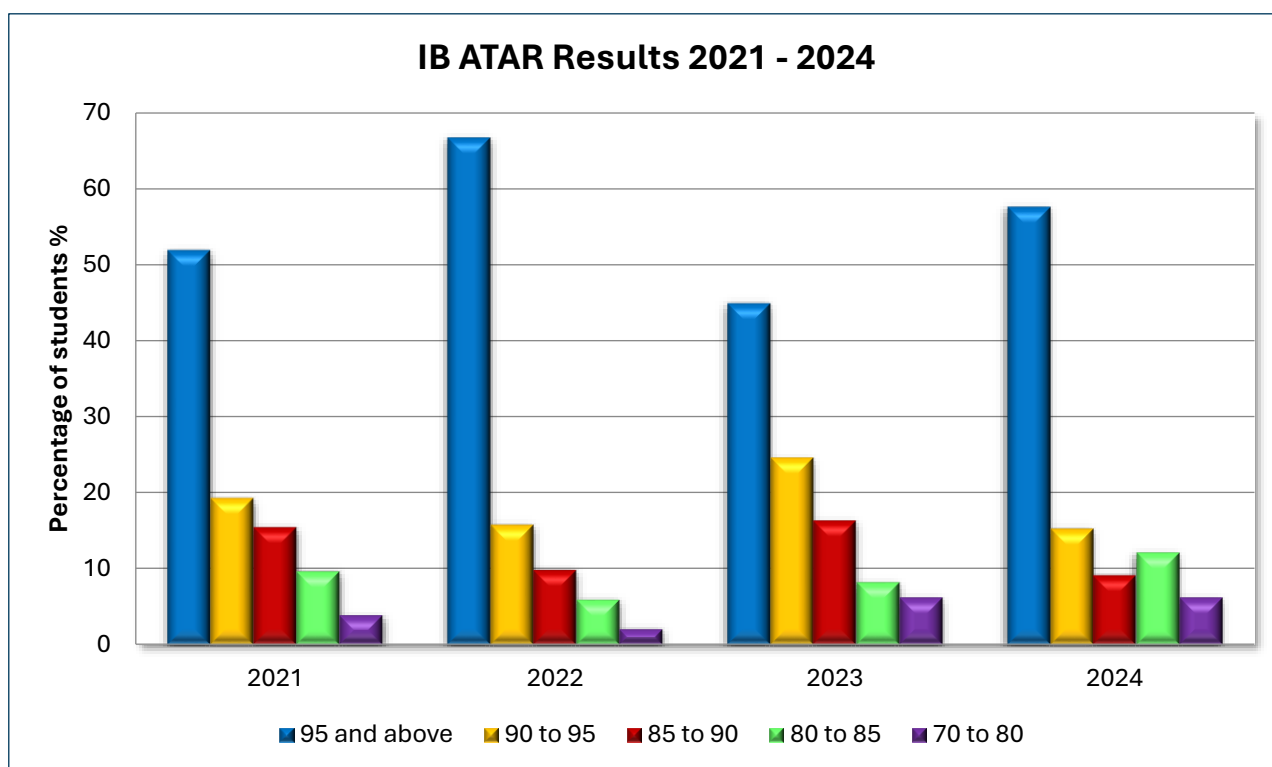
SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2021	2022	2023	2024
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 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%.

International Baccalaureate (IB) Diploma Results

	2021	2022	2023	2024
TOTAL CANDIDATES	54	51	51	32
DISTINCTIONS (40+/45)	15 28%	22 43%	14 40%	11 34%
MERITS (7/7)	37 STUDENTS 73 MERITS	42 STUDENTS 108 MERITS	24 STUDENTS 54 MERITS	20 STUDENTS 51 MERITS
AVERAGE ATAR	93	95	91	93.6
AVERAGE IB SCORE	36	38	33.5	36.6



Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	25%	14%	14%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	100%	100%	100%

Data Source: School supplied data.

School Attendance

Year Level	2022	2023	2024
Year 07	92.5%	93.7%	94.2%
Year 08	91.7%	91.6%	92.6%
Year 09	90.1%	90.8%	90.4%
Year 10	89.6%	91.3%	92.1%
Year 11	90.3%	90.1%	90.8%
Year 12	89.0%	89.0%	88.8%
Secondary Other	84.8%	80.9%	78.7%
Total	90.6%	91.1%	91.5%











Data Source: Department for Education Attendance Data, Semester 1 Report 2024. 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 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.

Council of International Schools (CIS) Community Survey Results

A total of 1039 family members and 1454 students (not Year 7s) completed the CIS Community Survey, providing us with a valuable data set about the educational experience of our students. Results of over 75% of agree or strongly agree with the statement are considered highly effective. Almost all of our responses were in 80/90%. Some highlights from this data are show below.

Curriculum		92% of families agree that the curriculum offered at Glenunga meets their student's needs.		90% of students agree that what they learned in classes last year is helping them this year.
Teaching and Learning		93% of families agree that their student's lessons/classes challenge them to learn and improve.		93% of students agree that their lessons/ classes challenge them to learn and improve.
Information Technology to Enhance Learning		95% of families feel that Glenunga effectively uses IT to enhance their student's learning.		96% of students agree that they have sufficient access to technology for their learning.
Safety at School		94% of families have confidence in the school's ability to keep their student safe.		90% of students agreed with the statement 'I feel safe at school'.
Communication and Facilities		90% of families feel that communications between school and home help them to understand their student's education.		96% of families believe that teaching spaces at Glenunga are suitable for learning.

As we progress our commitment to continuous improvement, we have identified a number of key areas that we would like to focus on moving forward. They include:

Consulting and Partnering with Families



Achievement & Progress

9% of families wanted more information on achievement and progress. Provide families access to the **Student Learner Profile**. Share how students are performing at their **'Personal Best'** in Semester Grade Summary Reports.

We will work with Governing Council on this outcome.



Knowledge for Families

12% of families wanted support to develop and strategise for **what to do** if their students experience bullying at school (**future Parent Workshop**).



Involvement

16% of families wanted more opportunities for families to **get involved in the life of the school** in ways which benefit their student's learning.

We will work with Governing Council on this outcome.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	16.0%
OV - LEFT SA FOR OVERSEAS	10	26.0%
QL - LEFT SA FOR QLD	2	5.0%
SM - SEEKING EMPLOYMENT IN SA	3	8.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	16.0%
VE – ATTENDING VOCATIONAL EDUCATION in SA eg (TAFE)	2	5.0%
VI - LEFT SA FOR VIC	6	16.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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.

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	77
Postgraduate Qualifications	94

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	157.0	0.0	40.4
Persons	0.0	171.0	0.0	44.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$213,512.00
Parent Contributions	\$4,609,122.00
Fund Raising	\$0.00
Other	\$581,413.00

Data Source: School supplied data.

Grants: State refers to grants from any other State Government department or entity excluding the Department for Education.

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 \$8,652.12; as well as Interest and Investment Income.



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