



GLENUNGA INTERNATIONAL HIGH SCHOOL ANNUAL REPORT 2010

Chairperson: *Kylie Bishop*

Principal: *Wendy Johnson*

99 L'Estrange Street
Glenunga SA 5064

Web: www.gihs.sa.edu.au
Email: glenunga@gihs.sa.edu.au

Telephone: +61 8 8379 5629
Fax: +61 8 8338 2518

1. Context

Our school is situated in the eastern suburbs of Adelaide approximately five kilometres from the city. Our student enrolment is approximately 1300 students from over 62 different countries of birth. Our international focus permeates our school culture, curriculum and student life programs as well as being explicitly seen in the International Baccalaureate Diploma and an International Student Program.

Glenunga is a special interest school for students with high intellectual potential (IGNITE) with over 30% of students in the school having entered through this program. 10% of the school's population is overseas fee paying students.

As the *Learning Technologies Research* secondary school for South Australia we have been working with DECS, Flinders University and the University of South Australia on how technology can improve teaching and learning. This complemented our priority of delivering exceptional teaching practice. 2010 was the final year of this project.

We also won the *Oliphant Science Award for the Best Senior Secondary Years 10 – 12 Science School* again in 2010 following our wins in 2008 and 2009.

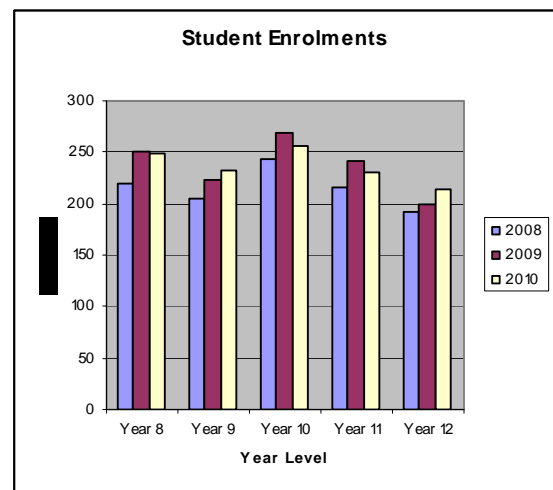
In 2010 GIHS received an additional 517 computers as a Round 1 Digital Education Revolution School to deliver a ratio of 1:2 computers to Years 9 – 12 students. Our focus has been on teaching and learning rather than on the devices and infrastructure. We used the Wednesday morning *late start for students* for teachers' professional development, which was further enhanced by the school providing each teacher with their own net book. The Year 9 One to One Laptop Learning Program was trialled in Term 4 2010 ready for full implementation in 2011 with Years 8 and 9.

Council of International Schools Accreditation

In 2002 GIHS was awarded this accreditation achieved by the world's best practice schools. In

2007 the school underwent the Five Year Evaluation, which confirmed 92% of the 2002 recommendations had been addressed. Our ten year re-evaluation will begin with our self review in 2011 coupled with a preliminary visit by CIS evaluators.

2. Enrolments / Attendance



Glenunga experienced pressure on enrolments

Year Level	2008			2009			2010		
	M	F	T	M	F	T	M	F	T
Year 8	121	98	219	140	110	250	135	113	248
Year 9	114	91	205	119	105	224	125	108	233
Year 10	125	119	244	151	118	269	133	123	256
Year 11	125.5	91	216.5	121.7	120.4	242.1	131	100	231
Year 12	102.6	89.2	191.8	112.6	87.3	199.9	106	108	214
Secondary Other	84.5	61	145.5	59	49	108	76	49	125
Total	672.6	549.2	1221.8	703.3	589.7	1293	706	601	1307

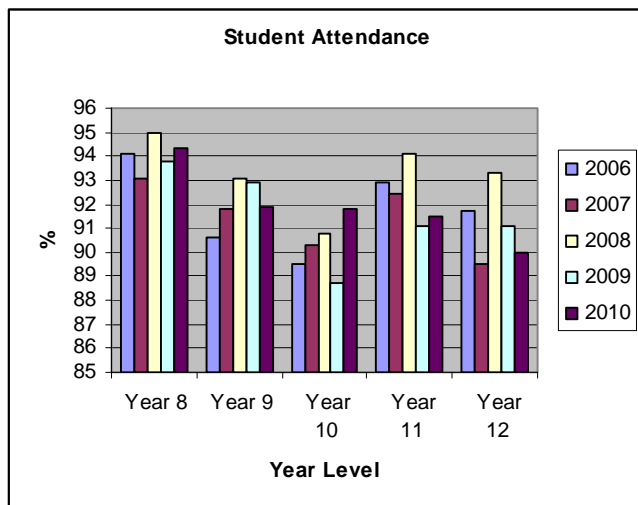
despite strategies to stabilise total numbers.

Boys outnumber girls at every year level except in Year 12. In 2010 the ratio of female to male enrolments was 5:1, but the male to female ratio remained consistent at 54%: 46%.

There were 243 Non English Speaking Background (NESB) students compared with 375 in 2008. English as a Second Language (ESL) numbers increased from 326 in 2008 to 471 in 2010. School Card numbers increased in 2009 and 2010 after decreasing in 2008.

Attendance and Retention

Student Attendance



Total whole school attendance improved from 91.4% in 2009 to 91.9% in 2010. All year levels had attendance rates of 90% or over. In 2010 Year 8 attendance increased by 0.5%, Year 10 by 3.1% and Year 11 by 0.4%. Year 9 and Year 12 decreased by 1.0% and 1.1%.

Unauthorised Absences remained steady in Years 8, 9 and 11 compared to 2009 while Year 10 and 12 decreased by 1.0% and 1.1%.

In 2011 the school will establish baseline data for the number of students late to school.

Apparent Retention Rates

Year Level	2008			2009			2010		
	School	DECS	Index	School	DECS	Index	School	DECS	Index
Year 8 to 12	76.9	64.7	85.1	100.4	69.1	91.5	104.8	75.2	91
Year 8 to 10	107.5	100.7	109.5	120.1	102.5	111.8	121.9	102.4	111.4
Year 10 to 12	73.3	66	79.4	95.7	68.9	84.6	97.5	74.7	83.1

These have continued to be above DECS state average and our *like schools* in all categories.

2011 Targets

- Reduce *Unauthorised Absences* by 1% in Year 12 to 2.2%, maintain Year 11 below 2% and Year 8 – 10 below 1%.
- Maintain attendance rates above the regional average at all year levels.

3. Strategic Directions and Targets

Our school's strategic directions were:

- High Quality Teaching and Learning
- Our Environment / Sustainability
- International Mindedness
- Our Community / Student Wellbeing.

Strategic Directions were reflected in all staff performance plans. Working Groups for each Strategic Direction consisted of staff with related responsibilities and other interested staff.

Direction 1 Quality Teaching & Learning

The *Characteristics of Exceptional Practice* - developed using teachers' experience and students' views on what helps them to learn better - were displayed in all classrooms. Teachers identified *characteristics* that they wanted to improve and provided evidence of progress in performance management meetings. The Learning Technologies Research Project and the Digital Education Revolution helped develop the role of ICT in improving learning outcomes for students. The Student Survey was re-run in term 4 2010. New SACE was introduced in Stage 1 classes and teachers prepared for the introduction of Stage 2 in 2011. Australian Curriculum was trialled.

2011 Recommendations

- Increase student engagement in learning and teachers' ability to personalise learning through pedagogical change using technology and the *Characteristics of Exceptional Practice*.
- Facilitate the implementation of Stage 2 New SACE, the Australian Curriculum and Year 8/9 International Thinking Curriculum.
- Develop a new curriculum structure for 2012 that provides the best framework for the State and National curriculum changes.

Direction 2 Our Environment

The Environment Consultative Committee actioned improvements in a range of areas. Curriculum initiatives included: a new IB subject; and a redevelopment of the Science and Society and Environment curricula to meet Australian and International Thinking Curriculum requirements.

2011 Recommendations

- Increase participation on the group, success with grant applications and recycling.
- Review curriculum initiatives.
- Support the student group to continue to engage in environmental work.

Direction 3 International Mindedness

The Unity & Diversity Group 'morphed' into a focus on developing our *international mindedness* in the curriculum and school practices as well as improving the outcomes of international and IB students. *International Mindedness* was accepted as a value by the school community.

2011 Recommendations

- Develop a shared understanding of *international mindedness* with students, families and staff.
- Design a sustainable format for International Day, which harnesses the cultural richness of our community and increases the focus on *learning activities*.
- Review ISEC course to incorporate SACE requirements and improve delivery of NESB support to students in year level classes.

- Analyse the outcomes of international students and improve their integration into school life.
- 100% of staff undertake professional development to *improve outcomes for NESB students* in their classrooms.

Direction 4 Our Community

Year Level Leaders worked with Executive Team members to develop a *next generation* Pastoral Care program known as Program X. It integrated SACE capabilities, the IB Learner Profile and *Habits of Mind* as part of a thinking curriculum focus. The Year 12 Student Advisory System was further refined. Attendance, achievement and behavioural data was monitored by Student Support Teams at each year level and action taken with students at risk. A Learner Management System (DayMap) was trialled in Term 4. The Personal Learning Plan (PLP) was successfully undertaken by 100% of Year 10 students. Middle School Work Completion procedures were trialled, but needed further refinement. *Progress Markers* successfully introduced for Year 12s in 2009 were extended to Year 11s in 2010. An audit of the school's response to student success produced a commitment to expand the recognition of success in a wider range of areas.

2011 Recommendations

- Implement and refine the *next generation* Pastoral Care program for Years 8-11.
- 100% of students in Year 10 complete the improved PLP as part of *Program X*.
- Reconceptualise and implement a new model for student leadership for 21st century.
- Redevelop Student Services to analyse success of interventions and to develop better coordinated, more coherent whole school student wellbeing practices.

4. Student Achievement

NAPLAN Test

242 Year 9 students sat for the NAPLAN Test, which assessed five areas: *Spelling; Grammar and Punctuation; Writing; Reading; and Numeracy*. GIHS students performed above state and national averages in all areas and above the 2009 results except in *Writing* where the mean fell by 4.5. Six students were below the national minimum standard in *Spelling* and *Writing*; five students were below in *Grammar and Punctuation* and in *Reading*; and four students were below in *Numeracy*. Individual Learning Plans will be developed for these students.

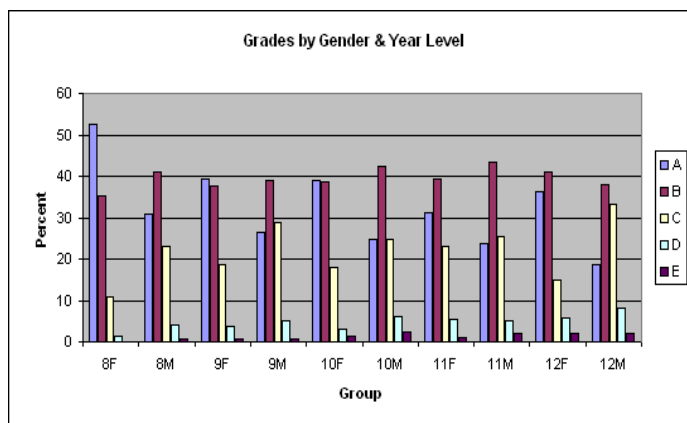
	Spelling	Grammar & Punctuation	Writing	Reading	Numeracy
GIHS 2009	621.6	630.8	622.5	622.5	651.4

GIHS 2010	634.0	636.9	618.0	623.2	654.9
State	572.4	573.8	566.3	567.2	573.2
National	578.4	578.8	567.7	573.6	584.9

2011 Recommendations

- Facilitate all Year 9 students sharing the improvement strategies developed in their PLPs with their Year 9 and 10 subject teachers.
- Identify curriculum improvements in Maths, English and ESL based on NAPLAN analysis.
- Identify processes for students to share their Year 7 NAPLAN results with their teachers.

Year 8-12 Results



'A' grades for boys in 2010 increased in Year 8, 9, 11 and 12: girls increased in Year 8, 10 and 12. 'B' grades for boys increased in Year 8, 10, 11 and 12: girls increased in Years 9 and 12. 'D' and 'E' grades reduced for boys in Years 10, 11 and 12.

2011 Recommendations

- Use the *Requirements for Success* to ensure that students make appropriate subject selections.
- Revise the Middle School Work Completion Policy to develop a culture of each student achieving their personal best and continue to refine Year 11 and 12 *Progress Markers*.
- Intervene with all students with 'D' and 'E' term grades to improve learning outcomes.
- Implement a Learner Management System to support school leaders to analyse achievement data in a more efficient and effective manner.

SACE Data

188 (91.7%) students completed SACE in 2010 compared to 173 in 2009, 153 in 2008 and 179 in 2007. 174 students qualified for an ATAR in 2010 compared with 167 who qualified for a TER in 2009.

264 'A' grades were awarded compared with 214 in 2009 and 11 perfect scores (20/20) were achieved. 25% of students scored an ATAR

between 95 and 100 and 37% of students scored an ATAR of 90 or above.

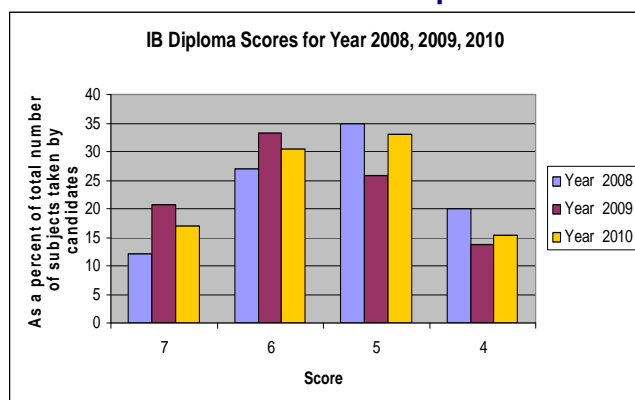
COMPARISON of SCHOOL and STATE SACE AVERAGE ACHIEVEMENT DATA by GRADE PERCENTAGE 2008 - 2010

	School 2008	State 2008	School 2009	State 2009	School 2010	State 2010
A	18.6	20.2	20.7	20.5	25.3	20.9
B	33.5	35.5	33.4	35.3	41.4	35.1
C	27.2	28.0	30.3	28.0	22.5	28.2
D	13.3	10.9	11.9	10.9	7.9	10.3
E	6.8	4.9	3.8	5.2	2.9	5.5

2011 Recommendations

- Develop intervention strategies for Year 10, 11 and 12 students at risk of not achieving a 'C' grade or better in the compulsory SACE subjects.
- Improve support for students with learning, literacy or numeracy difficulties.
- Continue to support teachers to develop strategies for improving international students' skills.
- Facilitate staff participating in SACE and regional moderation workshops.

International Baccalaureate Diploma Data



The number of candidates increased from 34 in 2009 to 52 in 2010. One student achieved a perfect score of 45 points. Ten students with 40 points or more were awarded Distinctions compared with 5 in 2009. 26 students achieved perfect scores in a subject and were awarded Merits compared with 21 in 2009. A total of 53 Merits were awarded compared with 42 in 2009. 58% of students achieved an ATAR of 95 or above and 67% received an ATAR of 90 or above. The average ATAR for our IB students was 95.15.

In 2009 we completed the Five Year Review involving an extensive self study into all aspects of program delivery. The feedback from the International Baccalaureate Organisation (IBO) arrived in mid 2010 and the school responded by developing an action plan for implementation in 2011. We have identified a need to advertise our IB Diploma program more widely to students

outside our school and to offer a pathway from Year 8 to provide more inclusive entry processes.

2011 Recommendations

- Implement recommendations from IB Review.
- 100% of Learning Area Leaders take responsibility for IB quality assurance processes.
- Advertise entry positions for Year 11 students and explore a Year 8 IB Entry class in 2012.

Vocational Education and Training Data

INDUSTRY AREA (TAFE)	2006	2007	2008	2009	2010
Arts, Design, Fashion & Multimedia	9	15	7	12	17
Building & Furnishing Trade, and Design	0	6	7	6	2
Business, Management, Finance & Property Services	0	0	1	1	1
Community Service, Health & Education	1	0	3	1	2
Computing & Information Technology	13	4	8	11	12
Engineering, Electrotechnology & Mining	1	3	0	0	3
Hair & Beauty	8	1	0	14	8
Hospitality, Travel and Tourism	5	1	6	11	3
Primary & Allied Industry	1	1	0	2	4
Recreation & Sport	2	3	3	2	0
Transport Engineering	3	3	2	2	2
TOTAL	43	37	37	62	54

- 54 (62 in 2009, 37 in 2008) students accessed VET courses with a 93% completion rate which increased from 89% in 2009 and 81% in 2008.
- 19 (7 in 2009) regional students studied courses at Glenunga.
- 25 (40 in 2010 and 26 in 2008) Year 9 – 12s were in School Based Traineeships.
- 7 students (4 in 2009 and 0 in 2008) undertook School Based New Apprenticeships.
- Work Experience or Structured Workplace Learning was undertaken by 250 students (241 students in 2009 and 181 in 2008).

2011 Targets

- Increase the number of students studying VET courses by 10%.
- Increase completion rates for VET courses from 93% to 95%.
- Increase the number of students accessing School Based New Apprenticeships to 10 in 2011.

5. IGNITE/Higher Order Thinking Skills

The Coordinator IGNITE/HOTS provided professional development for 15 staff new to the school and those who had not had the opportunity previously. A register was set up to track staff professional development.

IGNITE students were involved in a number of unique learning experiences including the five day trip to Roxby Downs and Cooper Pedy and an interdisciplinary unit on Genetics and Mathematical Modelling at Adelaide University.

IGNITE students continued to have a high success rate in academic competitions such as Oliphant Science Awards; AMC and MASA Maths; Science; Geography and Language Competitions; Robotics; and Design.

2011 Recommendations

- Develop online learning in a range of subjects to support differentiation of the curriculum.
- Review the IGNITE Program to affirm successes and to identify improvements.

2011 Targets

- 100% of all major assessment tasks in all Learning Areas reflect Higher Order Thinking Skills and increased intellectual rigour.
- 100% of staff have undertaken relevant recent professional development and are implementing their learnings in their classes.

6. International Programs

133 (compared with 142 in 2009) fee-paying students studied in the High School Program, there were seven exchange students and eleven students (compared with six in 2009) studied in the short-term Study Abroad Program. We hosted four study tours and successfully attracted 20 new Home Stay host families.

International Studies was successfully offered as a Stage 1 subject, 15 students in Stage 1 took *Business Studies for International students*, and the Year 8 International Thinking curriculum was implemented.

The International Excursions policy was reviewed and a draft developed for implementation in 2011.

2011 Recommendations

- Implement the International Excursions policy, develop stronger links with Learning Areas and with World Challenge, and increase student participation in these excursions.
- Re-establish links with our Indonesian Bridge Project partner school with a view to integrating this into the International Studies course.
- Work with Governing Council to recruit at least twenty new GIHS families to host study tour students this year.

7. Client Satisfaction

Parent Satisfaction

In a school that has full enrolment and is under pressure from families wishing to enrol, the DECS' parent satisfaction survey is not useful. Parent satisfaction has been expressed in the following

ways: support for the Materials and Services Fee above the standard amount by 89.4% of the 431 respondents; immediately emailing school leaders with any concerns; and 248 families responding within a two week timeline in late November to the draft Values and Statement of Purpose with over 91% 'liking' or 'really liking' the proposed draft.

In 2010 Governing Council concentrated on using the 2009 database of parent / caregiver skills.

2011 Recommendations

- Implement the CIS Accreditation Standard 8 Satisfaction Survey with all families.
- Update a refined version of the Parent Skills Audit database and engage parents in relevant school activities.

Student Survey

The 2009 data was not available at the time of the release of the 2009 Annual Report and so it is reported upon below. Over 1000 useable responses were received to the online survey conducted with all students Years 8 – 12 in term 3 and 4 2009. The survey was also conducted in 2010, but the data was not yet available from our university partners.

Aspect of Teaching	2008 Importance to Students	2008 Frequency Experienced by Students
Explain things well	1	6
Getting students interested in lesson	2	14
Approachable	3	2
Encourage students to achieve	4	4
Provide useful feedback	5	6
Check understanding of lesson	6	11
Passionate and energetic	7	8
Talk to students as individuals	8	10
Some choice in class activities	9	20
Well organised lessons	10	1

Teacher Practice or Process	2009 Importance to Students	2009 Frequency Experienced by Students
Explain things well	1	5
Getting students interested in lesson	2	11
Approachable	3	2
Encourage students to achieve	4	4
Provide useful feedback	5	6
Well organised lessons	6	1
Passionate and energetic	7	8
Check understanding of lesson	8	12

Talk to students as individuals	9	9
Some choice in class activities	10	17

2011 Recommendations

- Support student leaders to share 2010 findings with teachers, students and Governing Council.
- 100% of teachers discuss these findings with students in their classes, seek feedback from their students to improve learning and document classroom improvement in performance plans.
- Implement CIS Accreditation Standard 8 Satisfaction Survey with all students.

Staff Satisfaction

The OHSW Psychological Health Survey was conducted in Term 3 2010 and had 80 staff responses. OHSW Committee Executive analysed the results and presented them to staff.

A member of Governing Council with expertise in organizational culture provided advice about the areas of the survey to celebrate and the areas that needed further enquiry.

The OHSW Committee asked staff to focus on four areas of concern and to provide qualitative information to assist better understanding. This information was summarized and presented to staff. The Executive Leadership Team was then tasked with leading the development of the responses to the key findings.

Context of the Survey

2010 was a very challenging year for educators across the state and for teachers at Glenunga International High School in particular. The survey results reflected that teachers were asked to deliver extraordinary changes while still being accountable for delivering high quality teaching and learning. While a great deal of support was provided to teachers, the changes were significant: eg new SACE Stage 1 implementation & Stage 2 development; Australian Curriculum being trialled; Learning Technology Expectations; strategies to improve NESB students' outcomes; Higher Order Thinking Skills in all assessment tasks; Year 8 International Curriculum; revisiting our School Values and purpose; subject counseling for new SACE; using student achievement to identify improvements needed in classroom practices; and supporting all students to achieve their personal best outcomes.

At the same time as teachers were being asked to deliver extraordinary changes, the Enterprise Bargaining process was highlighting the excessive workloads of teachers and leaders.

Analysis of Survey Results

- *Role clarity, co-worker interaction and employee development* rated highly.
- *Work demands* were clearly identified as a health hazard and this would be expected given the amount of change at national, State and school level. This result can be seen to correlate with the *individual and group morale* results.
- The 'no opinion' responses were generally between 11 – 19%. The outliers were: 1% in *role clarity*, which was excellent; and 33% in *Goal Alignment*, which needs further enquiry.
- *Participative decision-making* means different things to different people and this was demonstrated in the results with 48% of staff providing a positive response and 34% a negative. A Decision Making Group will clarify decision making at Glenunga for 2011 and beyond.
- 28% provided a negative response to both *supportive leadership* and *appraisal and recognition*. This needs further unpacking.

2011 RECOMMENDATIONS

- Implement solution-focussed responses to the OHSW Psychological Health findings.

2011 TARGETS

- To reduce the risk factors within the school's control to 15% or below.
- To reduce the *no opinion* responses to 10%.

This is a condensed version of the 45 page report required by DECS. The full report will be on the web site from March 28 2011.