

# SCHOOL CONTEXT STATEMENT

Updated: August 2010

**School number: 0797**

**School name: UNLEY HIGH SCHOOL**

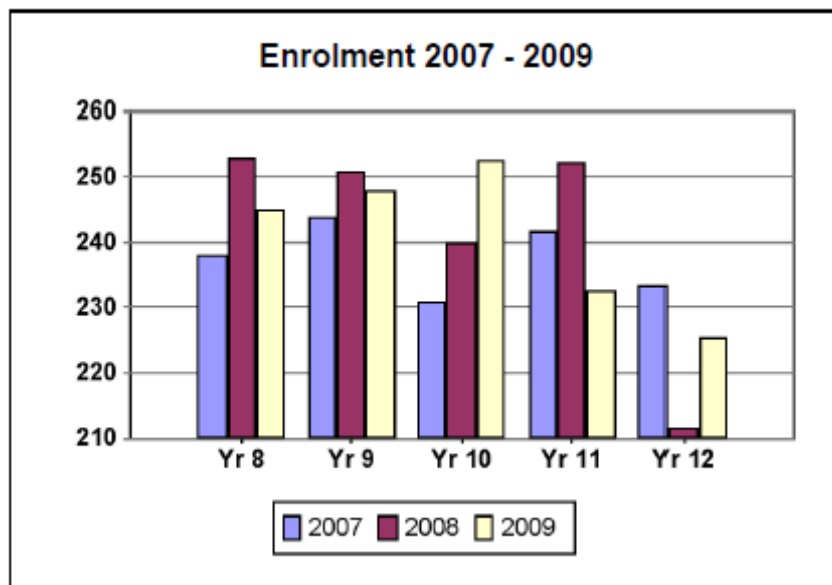
## 1. General information

### Part A

Schoolname: UNLEY HIGH SCHOOL  
School No: 0797  
Principal: Ms Susan Cameron  
Postal Address: Kitchener Street, Netherby 5062  
Location Address: Kitchener Street, Netherby 5062  
District: Inner South  
Distance from GPO: 6 kms  
CPC attached: NO

Phone No: 08 8272 1455  
Fax No: 08 8373 3031

### Enrolment



Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

## Part B

Deputy Principal	Mr Graeme Webster
Assistant Principal Middle School	Ms Joanne Costa
Assistant Principal Student Welfare	Ms Kathy Ellis
Assistant Principal Information Systems	vacant
School Business Manager	Ms Rosemary Wright

Coordinators (3): Arts (F); Assessment & Reporting (F); Technical Studies/Future Links (M); English/ESL (M); Health & Personal Development (Health, PE & Home Economics) - (F); SOSE (M); Student Data Management (M); LOTE/Multiculturalism (M); Special Learning Needs (F); Mathematics (M); Science (M); Student Counsellors (1M, 1F); International Students (M).

Coordinators (1): Year Level Managers x 5 (3M, 2F).

### Staffing numbers (2007)

- 78.96 Full time equivalent: 46 males, 42 females; 12 part-time. 27 School Support Officers (full and part-time).

**Enrolment Trends:** The school has a steady annual enrolment of approx 1250 students and there is a waiting list for students at each year level.

**Special arrangements:** The school places a special focus on the use of information and communications technology (ICT) to strengthen student learning. It has an integrated technology program which emphasises learning outcomes through the use of technology. It also has an extensive optic-fibre network which gives students and teachers at any of its 460 computers continuous (24/7) and high speed (2Mb) access to the network, the Resource centre/text book catalogue (using the Functional Solutions e-Library system) and the Internet.

The school shares a three-court Sports Stadium with 'Life. Be in It.' Australia, on campus. Many students participate in after-school sporting activities through the Centre's programs.

Unley High School is a leading school in the SA school Rowing competition and shares a Boat Shed facility on the Torrens Lake with Norwood/Morialta High School. There are additional shared storage facilities at the West Lakes Aquatic Centre.

**Year of opening:** 1910.

**Public transport access:** The school is accessible by a number of Passenger Transport Board bus routes which bring students to the school gate. Students can also access the school via train and connecting buses.

## 2. Students (and their welfare)

### General characteristics – Student enrolments

Of the 2007 student cohort, approximately 160 were born outside Australia. A significant number of other students bring a diverse cultural heritage to the school, from Asia, the Middle East and Europe. The school participates in the International Student Program through the IES and typically has 30 full-fee-paying overseas students mainly from Asian countries with an emphasis on mainland China. At the same time, there are a number of students who come from significantly disadvantaged social and economic backgrounds. Approximately 11% of students are School Card holders.

**Pastoral Care programs:** A current school development activity is the introduction of a range of student personal development programs at each year level. The school has appointed an Assistant Principal, Student Welfare to implement this whole-school developmental program.

**Support offered:** The school offers a range of personal counselling. In addition to the two Student Counsellors (one male, one female), a Christian Pastoral Support Worker is assigned to the school for thirteen hours per week. A comprehensive Peer Support program operates. Course and Career Counselling is provided both by the Counsellors and the Futures Connect Coordinator, (and as an essential component of the Stage 1 Personal Learning Plan course taught to Year 10 classes).

**Student management:** The school has a clear Student Learning Code and an equally clear Student Behaviour Code. The school also supports Restorative Justice strategies. As part of its overall student management procedures the school operates a Focus Room. There is also after-school detention.

### **Student government:**

Members of the Student Council and Prefect body are elected as student representatives on the School Council, Curriculum Committee, Finance Committee, Student Welfare Committee, Canteen Committee, Facilities Committee and Sports Committee. There is a common Constitution which governs the procedures and practices of the SRC and the Prefects collectively known as "Student Voice".

The **Student Representative Council** became operational in 1987 and is made up of twenty-five students from Years 8-11 who are elected by their peers in their corresponding year levels.

The **Prefects:** Since Unley High School's inception it has been served by the Prefect body. This group of up to twenty-four Year 12 girls and boys is elected annually by the Year 11 students of the preceding year.

The Prefects and Student Council perform important functions within the school, including liaison between students and staff; organisation of social events and fundraising activities; reporting to School Council on student activities; providing exemplars in dress, conduct, cooperation and responsibility within the school and in the wider community; and organisation and assistance in major sporting events.

The two groups work closely together and have formal liaison-communication structures as well as the Constitution.

## **3. Key School Policies**

### **Strategic Directions**

*The school's professional development program for staff needs to be linked directly to the strategic directions listed. Equally, the management of the school's facilities, and the management of its human and financial resources, also need to support this particular set of strategic directions.*

- **Implement the SACE in ways which increase student engagement and achievement.**  
The main strategies we are using are Guided Inquiry, ICT, and changes to assessment and to consistency in curriculum.
- **Increase community connection with Unley High School.**  
The main strategy we are using is to increase the number of parents involved in the school and increasing student learning in the community, including with community businesses (e.g. Plumbing Industry Association) and organizations.

### **Our Values**

***The Unley High School Community actively promotes a school ethos whereby its students will:***

- *pursue excellence, be confident in themselves and protect their own health*
- *care for and be honest in their dealing with others, understand and practise ethical behaviour and accept responsibility for their behaviour*
- *practise the principle of a 'fair go for all' and understand and commit to the freedoms and responsibilities we all enjoy as Australians; and support the process of Reconciliation with Aboriginal and Torres Strait Islander people*

- *treat people with respect, and respect the diversity of identity, background and belief that characterises our society*
- *support their school, and play a positive role in both the school community and the wider community*
- *care for the natural environment, and understand the significant environmental challenges we face both here in Australia and on a global basis*

#### 4. Curriculum

##### Subject offerings

	Y8	Y9	Y10	Y11	Y12
<b>Business</b>					
Accounting				*	
Business Studies				*	*
Economics				*	
Information Processing			*	*	
Personal Learning Plan			*		
<b>English</b>	*	*	*	*	*
<b>Language</b>					
English as a Second Language	*	*	*	*	*
Chinese	*	*	*	*	*
French	*	*	*	*	*
German	*	*	*	*	*
Italian	*	*	*	*	*
Greek	*	*	*	*	*
<b>Mathematics</b>					
Mathematics	*	*	*	*	*
Specialist Mathematics				*	*
Mathematical Studies				*	*
Business Mathematics A & B				*	*
Essential Mathematics				*	
Specialist Mathematics					*
<b>Science</b>					
General Science	*	*	*		
Biology				*	*
Chemistry				*	*
Physics				*	*
Psychology				*	*
<b>Society &amp; Environment</b>					
Geography				*	*
History				*	*
Ancient studies				*	
Classical Studies					*
Society & Environment	*	*	*		
Modern History				*	*
Legal Studies				*	*
Social Studies				*	*
Tourism				*	*
<b>Technology</b>					
Information Technology Studies				*	*
Technical Graphics			*	*	*
Technology Studies	*	*	*	*	*
Child Studies				*	*
Nutrition				*	*
Home Economics	*	*	*	*	*
<b>The Arts</b>					
Art	*	*	*	*	*
Art/Design		*			
Design			*	*	*
Dance				*	*
Drama	*	*	*	*	*
Music Studies	*	*	*	*	*
Music Craft & Practical					*
<b>Health &amp; Personal Development</b>					
Health Education				*	*
Outdoor Education				*	*
Community Studies				*	*
Physical Education	*	*	*	*	*

## Special needs

- The school offers English as a Second Language to students across Years 8-12. This is done through both ESL classes and individual language support for students in their other subjects.
- The school operates a Link Program for students with physical disabilities and provides a structured transition into secondary education for those students from Regency Park Special School. Annually there are between 6 - 10 students from Years 8 - 12 who come each day in special taxis and who integrate into the mainstream school for their education. Their special needs are catered for via a dedicated staff member from Regency Park, other support staff and a special room where the necessary modifications are available to support their physical disabilities.

## Special curriculum features

### *Information and Communication Technology*

- The integration of information and communication technology into the curriculum has evolved on the premise that students will acquire skills and apply them through all curriculum areas. This ethos of 'technology across the curriculum' ensures that curriculum is driven by a focus on the ways that ICT can enhance teaching and learning rather than viewing skill acquisition as an end in itself.
- A staff learning program has supported teachers' skill development, and many teachers have now explored different ways of structuring and delivering programs.
- A highly sophisticated optic-fibre network operates both curriculum and administration servers. All staff have netbook computers supplied to them by the school. The school is implementing a 1:1 computing strategy to enable students to make best use of a wide range of technologies to complement and enable their learning. All students have their own account for access to the school's file server, operate their own e-mail account, have their own password for Internet access and manage their own printing credits.
- The school is installing DayMap, a learning management system, to enable more timely and better communicated student management data and student learning facilities.

## Assessment procedures and reporting

The school uses the **Markbook Assessment and Reporting** software for its reporting requirements.

## Joint programs

- The school offers a formal Link Program with Regency Park Centre. Under this program students with physical disabilities enrolled at Regency Park Centre attend Unley High School to access the mainstream curriculum. Staff from Regency Park Centre work in the school to support those students. Regency Park Centre also has a similar Link Program with Mitcham Primary School and through this mechanism these students are provided a smooth and structured transition from primary to secondary school.

## 5. Sporting Activities

- The school operates an extensive sporting program, both for after-school sport and weekend sport. It participates in SASSSA programs and also in the Independent Schools' Sporting Association for cricket and football. It is a member of the Heads of Rowing Schools and has a strong Rowing Club.
- Sports include **Boys'** badminton, basketball, baseball, cricket, football, hockey, korfbal, squash, soccer, table tennis, tennis, volleyball, rowing; **Girls'** tennis, softball, cricket, basketball, netball, soccer, hockey, korfbal, lacrosse, table tennis, badminton, squash, rowing, volleyball.

- The school has agreed annually to a conversion of some of its FIR salary to SSO hours. The school thus supports a 30-hour position of full-time Sports Coordinator. That person takes responsibility for all school sporting activities that occur outside the PE classroom, including Zone, Knockout and Interschool/Interstate competitions. The school has also funded a Trainee in Sports Administration for the past three years.

## **6. Co-Curricular Activities**

- A range of activities existing within the school include Air Force Cadets, Amnesty International, Chess, Choir, Christian Fellowship, Concert Band, Debating, Drama Productions, Environmental Group, Jazz Ensemble, Pedal Prix, Peer Support program, Public Speaking, String Ensemble, Tournament of Minds and other competitions associated with the Gifted Education program.
- Camps are organised either by faculties to support the curriculum, or by groups to foster social development, eg Peer Support Leaders' Training, Year 9 Ski Trip, Year 8 Orientation Camps, Rowing Camps.
- State and National competitions include IBM and Westpac Maths, Oliphant Science and the National Chemistry Quiz.

## **7. Staff (and their welfare)**

### **Leadership structure**

- Admin Team: Principal, Deputy Principal, Assistant Principals (3), School Administration Officer.
- Leaders' Team: Principal, Faculty and other Program Leaders, Deputy, Assistant Principals, Counsellors, Year Level Managers.
- Student Services Team: Principal, Deputy, Assistant Principals, Year Level Managers, Counsellors, Information Systems Manager, Future Links Coordinator, Special Needs Coordinator, Christian Pastoral Support Worker.

### **Staff support systems**

- Teams of teachers work together in the delivery of the school's Middle School programs. They have allocated time as part of their loads for these team meetings.

### **Access to special staff**

- The school has eleven AST1 (and one AST2) teachers who provide curriculum leadership support through sharing teaching programs and resources.

### **Other**

- The school's Performance Management processes emphasise the professional development of staff. There is a strong Professional Development Committee and there is a scheduled PD time for all staff each Wednesday from 2.30 pm (early dismissal).

## **8. Incentives, Support and Award Conditions for Staff**

- Not applicable.

## 9. School Facilities

### Buildings and grounds

- In 1997, the school had a \$3m buildings upgrade which introduced two Middle School buildings, a Performing Arts Centre and a redeveloped Student Services and Counselling Centre.
- Other buildings were built in the early 60's and the main building on three levels is of the traditional 'E' structure.
- The school has access to a three-court basketball stadium and a large assembly hall.
- The buildings are surrounded by four playing fields and six tennis courts.
- Capital works funding is being sought to undertake significant redevelopment of technology, home economics, art, design and science teaching facilities.

### Cooling

- The middle school buildings have evaporative cooling. All classrooms and teacher work areas across the school have been systematically upgraded to now include split system or reverse-cycle airconditioning.

### Specialist facilities

- Discussed in other areas of the Context Statement.

### Student facilities

- The Student Services Office provides support to students in relation to first aid, information and movement, book loans and financial and computing services such as ID cards and the like.
- Years 11 and 12 students have access to a dedicated Senior Study Centre as well as a courtyard area for informal gatherings during off-lesson times which occur around the flexible timetable which sees senior students off-campus after lunch on two days/week. In addition, the timetable requires early lessons on four days/week and late classes on Monday and Tuesday.
- The school's Canteen had a major upgrade in 2005.

### Staff facilities

- All staff work areas have access to dedicated ICT facilities. Each staff member, along with all students, has access to their own email address and account. The Staffroom is large, with facilities of high quality and ongoing improvement an objective.

### Access for students and staff with disabilities

- All areas of the school are accessible to students and staff with disabilities (ramps and lift).

### Access to bus transport

- Included elsewhere in the Context Statement.

## 10. School Operations

### Decision making structures

- The school is a complex school community in which staff, students and parents participate in the development of policies and decisions which affect them. This participation occurs in a number of forums.
- Joint staff, parent and student policy groups include: **School Council** (provides advice to the Principal on the educational policies and programs); **Curriculum Committee** (responsible for the curriculum structure and whole-school curriculum policies such as assessment and reporting; monitors and reviews the curriculum; recommends inservicing of staff on curriculum issues; provides advice and input for course information booklets and course counselling); **Finance Committee** (formulates and monitors the Budget on the basis of the School Charter and

Developmental Priorities; approves Budget submissions; recommends the final Annual Budget to Council); **Facilities Committee** (develops a Facilities Management Plan to upgrade and maintain, on a cyclical basis, the facilities; undertakes special projects to improve facilities); **Canteen Committee** (monitors and advises on the operation of the Canteen); **Sports Committee** (monitors and coordinates the direction of the sporting program; advises Council on support, including payment, for coaches and managers of sporting teams); **Student Wellbeing Committee** (monitors whole-school student wellbeing and advises on relevant policy and practice); **ICT Management Committee** (represents interests of all users of school's ICT resources, both curriculum and administration and determines whole-school priorities and policies).

- **Staff Committees:** Equal Opportunities & Social Justice Committee, Professional Development Committee, Timetabling Committee, Gifted Education Committee, Social Committee, Asian Focus Committee, OHS&W Committee, Literacy Committee.
- **Affiliated Parent Groups:** Greek Parents' Council, Rowing Club.
- **Regular publications**
- Three school Newsletters are published on the school web site each term, and printed copies are sent home upon request.
- A Years 8-12 Curriculum Handbook is published in Term 3 at the beginning of the Course Counselling process.
- The Staff Handbook is published on the school's Intranet, and dprinted copies are distributed to staff new to the school during their induction.
- A Daily Bulletin is published separately for staff and students. Entries are made electronically but it is still published in printed form.

#### **Other communication**

- Email facility available to all staff within the school.

### **11. Local Community**

#### **General characteristics**

- The school has a diverse cultural community. Students attending the school were born in over fifty different countries from all areas of the world.
- Languages spoken at home include Chinese, Croatian, Dutch, English, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Persian, Polish, Serbian, Sinhalese, Spanish, Swahili, Turkish, Urdu, Vietnamese.

#### **Parent and community involvement**

- Parents are involved through the school's formal committee structures and more informally in other ways including Canteen, Learning Assistance Program, Uniform Shop, Sport, Community Service and Library assistance.

#### **Feeder schools**

- In-zone primary schools are Mitcham and Highgate. Other feeder primary schools include Belair, Black Forest, Clapham, Colonel Light Gardens, Edwardstown, Forbes, Glen Osmond, Goodwood, Parkside, Unley and Westbourne Park.

#### **Other local care and educational facilities**

- Not applicable.

**Commercial/industrial and shopping facilities**

- A number of shopping facilities are close to the school.

**Other local facilities**

- A range of other local facilities is available in the proximity of the school, including Council Chambers and a Library.

**Availability of staff housing**

- Not applicable.

**Local Government body**

- The City of Mitcham, Telephone 8372 8888.

**12. Further Comments****Key Features of the School**

- The school has a proud tradition of academic excellence.
- The school places a primary emphasis upon learning and upon personal development. It creates and fosters a school culture and ethos based upon care, compassion and respect for others.
- Teachers are committed to their own professional growth as part of a critically reflective school community and, as a result, seek out innovations as a means of strengthening all these features.
- It is both a challenging and rewarding community in which staff, students and parents learn together.