

SCHOOL CONTEXT STATEMENT

Updated: August 2018

School number: 0797

School name: UNLEY HIGH SCHOOL

General information

Principal: Ms Brenda Harris
Address: 101 Kitchener Street, Netherby, South Australia 5062
Partnership: Mitcham Plains
Distance from GPO: 6 kms
Phone No: 08 8394 5400
Fax No: 08 8373 3031

Enrolment

The school has a steady annual enrolment of approx. 1250 students

Part B

| | | |
|---|--|--|
| Deputy Principal & Yr 12: | Mr Greg Rolton | |
| Assistant Principal VET & Year 11: | Mr Toby Watts | |
| Senior Leader Yr 10/Student Voice: | Ms Sam Kondracuik | |
| Assistant Principal Learning Technologies & Yr 9: | Ms Jenny Johns | |
| Assistant Principal School Yr 8 and Transition: | Mr Casey Freeman | |
| School Business Manager: | Ms Ibi Kanellos | |
| Coordinators: | English & Literacy (F) Health & PE (F) Mathematics & STEM (M) Arts & Community Involvement LOTE & French Bilingual Program (F) | SOSE & Library (M) Science & STEM (F) International Students & EALD (M) Student Wellbeing/Counsellors (M &F) Design Technology STEM & Home Economics (F) |
| Managers: | Year Level Managers x 5 (3M, 2F) Personalised Learning (F) Learning Centre (F) Research Project (F) | |

Staffing Numbers: (2018) 79.8 Full time equivalent:
37 males, 57 females; 20 part-time. 29 School Support Officers (full and part-time).

Special Arrangements: 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. West Lakes Aquatic Centre also houses storage facilities for the specialist Rowing Program.

Year of Opening: 1910

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

2. Students (and their Wellbeing)

General characteristics

Student Enrolments: Of the 2018 student cohort, approximately 225 students 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 International Education Services (IES) and typically has 90 to 100 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: There are a range of student personal development programs at each year level. These are reviewed on a yearly basis to best meet the needs of the student cohort.

To support students to adapt to high school there is an extensive Transition Program which begins in Term 4 with Year 7 Orientation Days. Major programs which also support our students are:

Camp: Year 8 students attend a two day camp with their home group teacher in Term 1. The camp assists students to get to know each other and to build positive relationships with their teachers.

Peer Support: Year 8 students spend one lesson a week in Term 1 working with their Peer Support Leaders. Peer Support Leaders are friendly and supportive Year 11 students who are specifically trained to mentor Year 8 students. They work together on team-building skills and on issues such as decision-making and building self-esteem.

Dual Home Group teachers: two teachers lead each Home Group through years 8 & 9 and come to know the students and their parents very well

Year 10, 11 and 12 Programs reflect the differing needs, interests and developmental levels e.g. road safety awareness, career planning, mindfulness, etc.

Support Offered: The school offers a range of personal counselling. In addition to the two Student Wellbeing Coordinators (one male, one female), a Pastoral Support Worker is assigned to the school. A comprehensive Peer Support program operates. Course and Career Counselling is provided. This is an essential component of the Stage 1 Personal Learning Plan course studied by 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 Learning Centre where supervised revision and study occurs.

In the initial stages of inappropriate low-level behaviour in the classroom, teachers use strategies to help students realise the effects of their actions. These may include parent contact and various in class behaviour management strategies. After-school detention also operates. If there is no positive response to these strategies, a student may be sent to the Focus Room where they remain until a re-entry meeting has occurred. Withdrawal of the student is the initial response for extreme behaviour in the yard or classroom.

Student Government:

Each year Student Voice leaders are elected by their peers at Unley High School. The aim of the Student Voice is to encourage student participation in all areas of the school decision making process. This includes widening the range of activities and services available to students and also to act as a liaison between students and staff. The Student Voice represents the students of Unley High School on Governing Council and its committees and explores ways for students to get involved and participate within the wider community. Year 12 Prefects are nominated annually.

Strategic Directions

The school has two key priorities:

(1) to enhance overall academic achievement and engagement and (2) to enhance our respectful, productive school environment with a focus on wellbeing for learning.

These priorities drive all of improvement activities. The Curriculum and Program Leaders team with Professional Learning Teams are the driving force behind implementing these priorities

Our Values: *Excellence* *Respect* *Diversity* *Community*

Vision: Students, teachers and parents work as a community in support of quality learning outcomes for all

Mission: Unley High School develops young adults who are committed to excellence in all areas, and whose actions are ethical and responsible

Ethos: The Unley High School community actively promotes an ethos whereby its students will:

- pursue excellence in all areas
- understand and practise ethical behaviour, and accept responsibility for their actions
- be confident in themselves and actively care for their own health
- treat all people with respect, and respect the diversity of identity, background and belief that characterises our society
- value and respect Aboriginal and Torres Strait Islander people and culture
- play a positive role in school, local and global communities
- care for the environment, and respond in an informed way to challenges faced in Australia and globally

4. YEAR 8 – 12 CURRICULUM

| Learning Area | Year 8 | Year 9 | Year 10 | Year 11 (STAGE 1) | Year 12&13 (STAGE 2) |
|-----------------------------|---|---|--|---|--|
| Arts | <ul style="list-style-type: none"> • Art • Drama • Music | <ul style="list-style-type: none"> • Art • Design • Drama • Music | <ul style="list-style-type: none"> • Art • Design • Drama • Music • Photography | <ul style="list-style-type: none"> • Art • Design • Drama • Music • Photography | <ul style="list-style-type: none"> • Art • Design • Drama • Music |
| English | <ul style="list-style-type: none"> • English or English as an Additional Language (EAL) | <ul style="list-style-type: none"> • English or English as an Additional Language (EAL) | <ul style="list-style-type: none"> • English or English as an Additional Language (EAL) | <ul style="list-style-type: none"> • English • English Literary Studies • English as an Additional Language (EAL) • Essential English | <ul style="list-style-type: none"> • English • English Literary Studies • English as an Additional Language (EAL) |
| Health & Physical Education | <ul style="list-style-type: none"> • Health/ Physical Education • Rowing | <ul style="list-style-type: none"> • Health/Physical Education • Rowing | <ul style="list-style-type: none"> • Health/Physical Education • Physical Education Extension • Outdoor Education • Rowing | <ul style="list-style-type: none"> • Health • Physical Education • Outdoor Education | <ul style="list-style-type: none"> • Health • Physical Education • Outdoor Education |
| Languages | <ul style="list-style-type: none"> • Chinese • French • Italian • Greek | <ul style="list-style-type: none"> • Chinese • French • Italian • Greek | <ul style="list-style-type: none"> • Chinese • French • Italian • Greek | <ul style="list-style-type: none"> • Chinese • French • Italian • Greek | <ul style="list-style-type: none"> • Chinese • French • Italian • Greek |
| Inter-disciplinary | <ul style="list-style-type: none"> • Sustainable Futures (STEM) | | <ul style="list-style-type: none"> • Personal Learning Plan • STEM | <ul style="list-style-type: none"> • Community Learning • Community Studies • Workplace Practices • SACE Pathways Package | <ul style="list-style-type: none"> • Research Project • Community Studies • Workplace Practices |
| Mathematics | <ul style="list-style-type: none"> • Mathematics | <ul style="list-style-type: none"> • Mathematics • Numeracy | <ul style="list-style-type: none"> • Mathematics • Numeracy • Mathematics Plus | <ul style="list-style-type: none"> • Mathematical Methods • General Mathematics • Specialist Mathematics • Essential Mathematics | <ul style="list-style-type: none"> • Mathematical Methods • General Mathematics • Specialist Mathematics • Essential Mathematics |
| Science | <ul style="list-style-type: none"> • General Science | <ul style="list-style-type: none"> • General Science | <ul style="list-style-type: none"> • General Science | <ul style="list-style-type: none"> • Biology • Chemistry • Nutrition • Physics • Psychology | <ul style="list-style-type: none"> • Biology • Chemistry • Nutrition • Physics • Psychology |
| HASS | <ul style="list-style-type: none"> • Humanities and Social Sciences | <ul style="list-style-type: none"> • Biomes and Interconnectedness • Law and Personal Finance • History | <ul style="list-style-type: none"> • Geotourism • History • Law and Globalisation | <ul style="list-style-type: none"> • Modern History • Legal Studies • Society & Culture • Tourism | <ul style="list-style-type: none"> • Modern History • Legal Studies • Society & Culture • Tourism |
| Technology | <ul style="list-style-type: none"> • Design & Technology | <ul style="list-style-type: none"> • Art Metalwork • Woodwork • Food Technology • Digital Technology • Metalwork • Fashion Design | <ul style="list-style-type: none"> • CAD Graphics • Art Metalwork • Woodwork • Food and Nutrition • Digital Technology • Metalwork • Fashion Design | <ul style="list-style-type: none"> • CAD Graphics • Woodwork • Food and Hospitality • Digital Technology • Metalwork • Fashion Design • Furniture Construction | <ul style="list-style-type: none"> • CAD Graphics • Food and Hospitality • Digital Technology • Fashion Design • Furniture Construction |
| VET | | | | <ul style="list-style-type: none"> • CERT I Construction (Plumbing) • CERT III Fitness | <ul style="list-style-type: none"> • CERT III Construction (Plumbing) • CERT III Fitness |

Special needs

The school offers English as an Additional Language to students across Years 8-12. This is done through both EAL classes and individual language support for students in 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 Adelaide West Special School. Annually there are between 6 - 10 students from Years 8 - 12 who integrate into the mainstream school for their education. Their needs are catered for via dedicated staff members from Adelaide West, other support staff and a dedicated room where the necessary modifications are available to support their physical disabilities.

Unley High School supports the personalised learning needs of students with Negotiated Education Plans (NEPs) and learning difficulties through a team of SSOs offering classroom and one to one support.

Special curriculum features

Information and Communication Technology: In the complex life and work environments of the 21st Century, our young people require more than just content knowledge. Our graduates will need to have paid rigorous attention to developing the 21st Century capabilities (life and career skills) that will enable them to be successful on a world stage.

At Unley High School, we support our students to develop their skill in critical thinking, problem solving, communications and collaboration. Students in all year levels have access to a range of technologies as tools to support their 21st Century skill development across all curriculum areas.

Students in Years 8 and 9 participate in a 'Parent Funded Middle School Mobile Learning Program' using iPads. This innovative program has the potential to engage students, to enhance their achievement, to create new learning possibilities and to extend students' interactions with their local and global communities.

Senior students in Years 10, 11 and 12 can continue to use an iPad or bring their own laptop (Windows or Mac) enabling seamless learning between home and school, 24 hours a day.

Students and parents have access to our online learner management system, Daymap. This system provides access to a range of services including attendance data, class notes & homework assessment requirements.

Assessment procedures and reporting

The achievement of learning outcomes is made explicit to parents and students on a regular basis. Students in Years 8-12 receive a report at the end of each term. Parent/teacher evenings are conducted in terms 2 and 3. The school uses the "Accelerus" Assessment and Reporting software for its reporting requirements.

Joint programs

Mitcham Plains Alliance

Unley High School has an alliance with Mitcham Girls and Urrbrae Agricultural High Schools to offer some SACE subjects across the three campuses. This alliance allows us to offer the students at each of these schools access to the most comprehensive range of subjects available. Students who enrol in these subjects may have to travel to one of these schools to attend classes.

French Bilingual/Binational Program

Unley High School works in conjunction with Highgate Schools to develop and deliver the State's French Bilingual/ Binational Program. In 2017 Reception and Year 1 classes began at Highgate and in 2018 a secondary stream began at Year 8 at Unley. A French Immersion Program is also running.

Inner South Curriculum Alliance (ISCA)

This is an alliance of 10 public secondary schools who share the development and offering of a wide choice of vocational curriculum certificates. These are accessed by predominantly by students from Alliance schools.

5. Sporting Activities

The school offers an excellent variety of competitive sports for students during the school years with a focus on student participation and engagement at school rather than producing elite athletes. It participates in weekly

programs run by Southern Zone Sport, the Sports Association for Adelaide Schools and the Catholic School Girls Sports Association. Sports include badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, tennis, touch football and volleyball.

In addition to weekly competitions students can take part in specialised sports events offered by Secondary School Sport SA. These include knockout team competitions and elite individual events such as cycling or various athletics events. Throughout the year fun based carnivals such as handball, beach events or modified football are also on offer.

During term 1 the school is involved in interschool Swimming and Athletics carnivals and at the end of the year we send a number of volleyball and basketball teams interstate for Australian Schools Championships competitions.

Rowing is strong within the school and is offered as both an extra curricula sport and also as a specialised subject. Both the Sport and the Rowing programs have dedicated coordinators.

6. Co-Curricular Activities

A range of activities existing within the school including Air Force Cadets, Duke of Edinburgh Awards, Debating, Drama Productions, Peer Support program, Public Speaking, String Ensemble, Concert Band, Jazz Ensemble, Craft Club, Art Club and competitions associated with the Gifted Education program.

Camps are organised either by faculties to support the curriculum, or by groups to foster social development, e.g. Peer Support Leaders' Training, Year 9 Ski Trip, Year 8 Orientation Camps, Rowing and Outdoor Education Camps. Tours interstate and overseas are organised to complement learning in Languages, Arts or Technology.

State and National competitions include IBM and Westpac Maths, Oliphant Science and the Science Olympiad.

A student led school musical is performed biannually. Overseas tours are organised to complement areas such as Languages, the Arts or History.

7. Staff (and their Welfare)

Leadership Structure

Senior Leadership: Principal, Deputy Principal, Assistant Principals (3), Senior Leader and Business Manager.

Curriculum and Program Leaders' Team: Principal, Learning Area and other Program Leaders, Deputy, Assistant Principals, Senior Leader and Wellbeing Coordinators.

Staff Support Systems

Teams of teachers work together in the delivery of the school's curriculum. Professional Learning Teams focus on areas of development guided by data analysis. The school's Performance Development processes emphasise the professional development of staff. There is a strong Professional Development Committee and there is a scheduled PD time for all teachers each Wednesday from 2.30 pm.

8. 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.

All classrooms and teacher work areas across the school have split system or reverse-cycle air-conditioning.

Capital works funding is being sought to undertake significant redevelopment of technology, home economics, art, design and science teaching facilities. The Trade Training Centre for plumbing was completed in 2016. In 2018 our \$2.5 million dollar STEM upgrade commenced with refurbished facilities opened in Term 3.

Student Facilities

The Student Services Office provides support to students in relation to information and movement, book loans, First Aid and financial services such as payment of accounts, ID cards and bus tickets.

Years 11 and 12 students have access to a dedicated Learning Hub as well as a courtyard area for informal gatherings during off-lesson times which occur around the flexible timetable.

The School Canteen provides a wide selection of hot and cold food daily and had a major upgrade in 2005.

Staff Facilities

Each staff member has access to their own email address and account, which allows staff to access school files from home. All teachers have an iPad to support teaching & learning in the Middle School Program. The Staffroom is large, with facilities of high quality and on-going improvement is an objective.

Access for Students and Staff with Disabilities

All areas of the school are accessible to students and staff with disabilities via ramps, a lift and auto doors.

Access to Bus Transport

The school is accessible by a number of bus routes which bring students to the school gate. Students can also access the school via train and connecting buses.

10. School Operations

Decision Making Structures

Unley High 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.

There are three major staff decision making groups in the school:

- The staff meeting provides advice and makes decisions about major policy directions involving teaching and learning and school operations. It meets twice a term.
- The Curriculum Leaders group makes major decisions about curriculum operation, implementation and professional learning. It makes recommendations about school development and improvement.
- The Senior Leadership team makes decisions about whole of school priorities, direction setting and the provisions of organisational processes that enhance school performance.
- The Personnel Advisory Committee advises the Principal about matters related to staffing.

Joint staff, parent and student policy groups include: **Governing Council** (works on governance with the Principal on the educational policies and programs); **Finance Advisory Committee** (formulates and monitors the Budget on the basis of the School 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); **ICT Executive Committee** (represents interests of all users of school's ICT resources, both curriculum and administration and determines whole-school priorities and policies).

Staff Committees: Professional Development Committee, Staff Association, WH&S Committee, Literacy and Numeracy Committee, Gifted and Talented Committee, ICT Executive Committee

Affiliated Parent Groups: Greek Parents' Council, Unley High School Rowing Club

Publications and Communication

Newsletters are published on the school web site each term. Newsletters can be obtained by subscribing through the Unley High School website. Subscription ensures that newsletters will be emailed as they become available. A Facebook page is also used. A Year 8-12 Curriculum Handbook is published annually electronically in Term 3 at the beginning of the Subject Selection process.

The Staff Handbook is published on the school's Intranet, and printed copies are distributed to staff new to the school during their induction.

Electronic daily bulletins are available for use by students and staff via Daymap.

Email is available to all staff and students within the school.

The Yearbook celebrates activities of the previous 12 months.

11. Local Community

General Characteristics

The school has a diverse cultural community. Students attending the school were born in over fifty nine different countries from all areas of the world.

Languages spoken at home include Chinese, Croatian, Dutch, English, Farsi, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Nepalese, Persian, Polish, Serbian, Sinhalese, Spanish, Swahili, Turkish, Urdu and Vietnamese.

Parent and Community Involvement

Parents are involved through the Governing Council and the school's formal committee structures such as Parent Voice, Fundraising, Canteen, Uniform, Sport and library assistance. The Greek Parents' Council and Unley High School Rowing Club are active avenues for parent involvement.

Feeder Schools

Primary schools located in-zone are Mitcham and Highgate. Students enrol from many other primary schools including Belair, Black Forest, Clapham, Colonel Light Gardens, Edwardstown, Glen Osmond, Parkside, Unley, and Westbourne Park.

Commercial/Industrial and Shopping Facilities

A number of shopping facilities are close to the school including the Mitcham Square Shopping Centre

Other Local Facilities

A range of local facilities are available in the proximity of the school, including Mitcham Council Chambers and Library, bush walking trails, Urrbrae Wetlands and the Waite Arboretum.

Local Government Body

City of Mitcham

Telephone 8372 8888.

12. Key Features of the School

The school has a proud tradition of academic excellence.

The school places a primary emphasis on learning and 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 an active and rewarding community in which staff, students and parents learn together.