Unley High School
2019 annual report
to the school community

Government of South Australia
Department for Education

Unley High School Number: 797
Partnership: Mitcham Plains

Name of school principal: _____

Name of governing council chairperson: _____

Date of endorsement: _____

School context and highlights

Governing council report

Improvement planning - review and evaluate

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
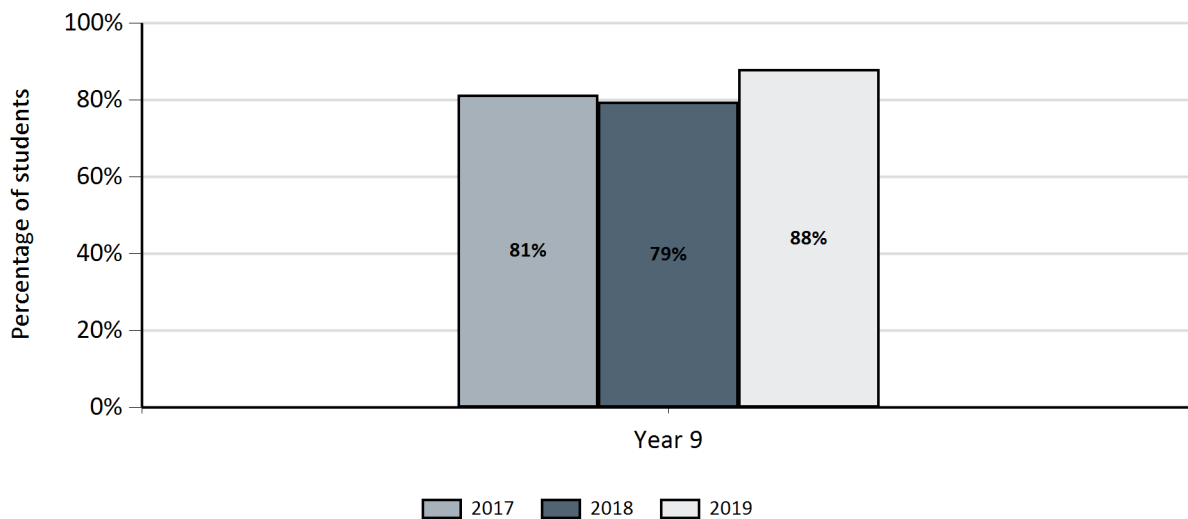
Reading
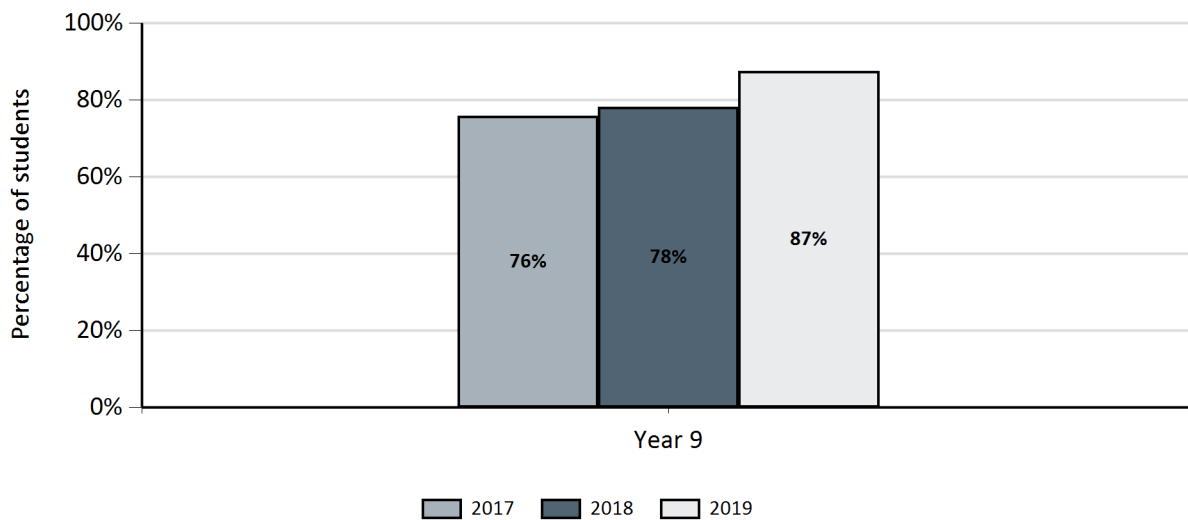
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	34%	25%
Middle progress group	47%	50%
Lower progress group	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	31%	25%
Middle progress group	48%	50%
Lower progress group	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	239	239	58	64	24%	27%
Year 9 2017-19 average	234.3	234.3	49.3	55.3	21%	24%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
96%	96%	97%	

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawr Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	3%	1%	3%	
A	9%	11%	12%	
A-	12%	14%	15%	
B+	17%	17%	16%	
B	16%	16%	16%	
B-	13%	14%	14%	
C+	11%	11%	10%	
C	10%	8%	8%	
C-	4%	4%	4%	
D+	1%	1%	1%	
D	2%	1%	1%	
D-	1%	1%	0%	
E+	0%	0%	0%	
E	0%	0%	0%	
E-	0%	0%	0%	
N	0%	0%	0%	

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2016	2017	2018	2019
97%	97%	99%	

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

Attendance

Year level	2016	2017	2018	2019
Year 8	93.2%	94.0%	94.0%	93.8%
Year 9	91.7%	92.0%	92.4%	91.5%
Year 10	91.5%	92.8%	92.1%	92.2%
Year 11	92.7%	92.6%	92.0%	91.3%
Year 12	92.0%	92.4%	91.4%	92.7%
Secondary other	95.3%			96.5%
Total	92.2%	92.8%	92.4%	92.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

Behaviour support comment

Client opinion summary

Intended destination

	School	
Leave Reason	Number	%
Employment	8	2.4%
Interstate/Overseas	33	9.9%
Other	2	0.6%
Seeking Employment	7	2.1%
Tertiary/TAFE/Training	11	3.3%
Transfer to Non-Govt School	23	6.9%
Transfer to SA Govt School	33	9.9%
Unknown	215	64.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

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 Degrees or Diplomas	157
Post Graduate Qualifications	81

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	84.5	0.0	24.2
Persons	0	96	0	32

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities		
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant		
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		