



# Unley High School

## 2020 annual report to the community

Unley High School Number: 797

Partnership: Mitcham Plains

Signature

School principal:

Mr Greg Rolton

Governing council chair:

Heinz Schwarzer

Date of endorsement:

17 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Unley High School has a distinguished history dating from 1910. We continue to pride ourselves on students' academic, sporting, cultural and social successes, and on their contributions to the community.

We remain committed to the core values of respect, excellence, diversity and community as embodied in our motto – The Utmost for the Highest.

Unley High School offers a wide-ranging educational program. Young people also flourish in a variety of co-curricular activities expanding their areas of interest and skill. Activities include the STEM Expo, E- Sports, Debating, Drama Productions, Peer Support program, Public Speaking, Air Force Cadets, Vocal groups, Concert Band, Jazz Ensemble, Coding Club, Arts Week and competitions associated with the Summit Program (Gifted Education).

State and National competitions with a focus on STEM subjects offer students a chance to test their skills and creative thinking. Camps support the curriculum, and foster social development, and include the Melbourne Arts trip, Year 9 Ski Trip, Year 8 Orientation Camps, Rowing and Outdoor Education Camps.

Tours are run to complement learning in Languages, Arts, Humanities or Technology. The range of cultural events, sports and physical challenges, exhibitions and plays is inclusive and varied. In 2019 the French Bilingual and French Immersion pathway continued, as well as the new STEM curriculum taking advantage of our newly opened facilities.

The school offers an excellent range of sports for students focusing on participation and engagement. Sports include badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, tennis, touch and volleyball. Students access knockout team competitions and elite individual events such as surf lifesaving or athletics. Unley is involved in inter-school Swimming and Athletics carnivals. Rowing is strong both an extra curricula sport and as a specialized subject.

As part of the International Student Program through International Education Services, this year the school hosts 92 overseas fee-paying students and 66 of those are staying to continue their education in 2021.

We offer a LINK Program for students with physical disabilities. This provides a structured transition into secondary education.

Student Voice leaders and Prefects elected annually by their peers, participate in decision making and explore ways for students to contribute to the community.

The new \$32.5M Capital Works project will deliver brand new learning areas, renovated classrooms and new facilities that will enable the school to grow to 1500 students in 2022 when Year 7 students arrive at High School. This build was begun in 2020 and will be completed

## Governing council report

This year has certainly been like no other in living memory for most of us. The COVID-19 pandemic certainly presented some challenges that very few could have foreseen. However, it is always in the face of adversity that we see the true spirit of a community and the Unley High School staff and community certainly showed some true character and capability. This pandemic forced us into isolation, however UHS management and staff was able to provide consistent, high quality teaching to students due to the investment into the technology needed to enable remote learning.

UHS was the trailblazing school in taking online learning into homes and showed even the most prestigious schools how it is done. For this we say a huge thank you to each of the members of staff and teachers that worked tirelessly to get keep students "in class" albeit at home.

The \$32.5M in capital works funding to improve our school facilities and prepare for the transition of year 7 students to high school has finally commenced and although there are some shuffling of classes and locations to accommodate for the building works it is certainly an exciting time to see how the new facilities will take shape.

Watch this space for more future facilities upgrades as Government, Mitcham Council and UHS management, with the support of Governing Council, work towards making UHS a world class facility for learning, development and extra-curricular activities.

In other news, the UHS zone for student enrolments were increased after the Springbank Secondary College (SSC) were declared a specialist school as a result of a detailed review performed by a working group with members from SSC, UHS, the Department for Education and an independent Chair. This means that SSC can accept enrolments from anywhere in SA due to its specialist learning programs and support for students with learning disabilities and UHS can accept students from the previous SSC zone. This will most probably result in more enrolments in coming years however we are confident that UHS management, staff and current students will welcome all and provide a supportive learning environment.

Sport activities were also forced into shutdown and summer sports including the rowing regattas were cancelled in the latter part of the season with the Head of the River being held as a closed event for rowers and coaches only. An online broadcast were available for parents and supporters to watch. Mr Chris Ford, longstanding President of the UHS Rowing club retired from the position at the end of the 2019/20 rowing season and Governing Council would like to extend our thanks to him for his contribution not only to the club but also to the Council as

# Quality improvement planning

The Unley High School Site Improvement Plan for 2020 continued the second of a three plan focusing on improvement goals in the following three key areas:

1. To increase student achievement in Literacy
2. To increase student achievement in Numeracy
3. To increase student achievement and engagement through improved Pedagogy

All teachers were involved in identifying 'challenges of practice' and then updating our whole school Literacy and Numeracy maps to include points for checking for understanding throughout the year and the collection of data to monitor improvement. As major indicator of success the school chose NAPLAN test results as an important measurement. Following the cancellation of NAPLAN testing due to the COVID pandemic faculty teams used other data sets to track the growth of students which included Grade Band analysis and PAT data.

Professional Learning Teams (PLT) continue to be the important planning and curriculum improvement vehicle for teachers where they work collaboratively to improve learning outcomes for students. The two tier system of Curriculum Area PLTs and Cross Curricula PLTs continued to enhance the goals of the Site Improvement Plan. New cross curricula PLTs formed were Middle School Pedagogy and Curriculum, which led the structural design of the middle school for 2022 and the introduction of Year 7 to High School. International Baccalaureate Diploma (IB Dip) PLT led the training of staff and design of the timetable in preparation for the program to begin in 2022. The SACE Improvement PLT focused on systems to improve students results in Stage 2.

Our Year 11 and Year 12 SACE courses continue to be a strong part of the academic success of our school along with over forty Vocational Education and Training options offered across the inner south. Both pathways support the diverse needs of our students and assist them to prepare for their futures.

Community connections occur through a range of avenues including committees like the Parent Voice Committee and Rowing Club, and events like Acquaintance Nights. This provides opportunities for parents to have input into aspects of Unley High School. We also look for curriculum opportunities to link authentically to local and global communities.

Parent involvement was strong, even with the rolling interruptions caused by the pandemic and the advent of Online meetings replacing many face to face meetings. Governing Council and the Parent Voice committee met regularly. They worked closely with the school to reflect on policies and uniforms and to provide input into curriculum and STEM developments. Parents contributed to Open Night and to Exhibitions and coaching of debating and sports teams. Families used our the Learner Management System and Google Classroom to keep up with student work requirements.

## Improvement: Aboriginal learners

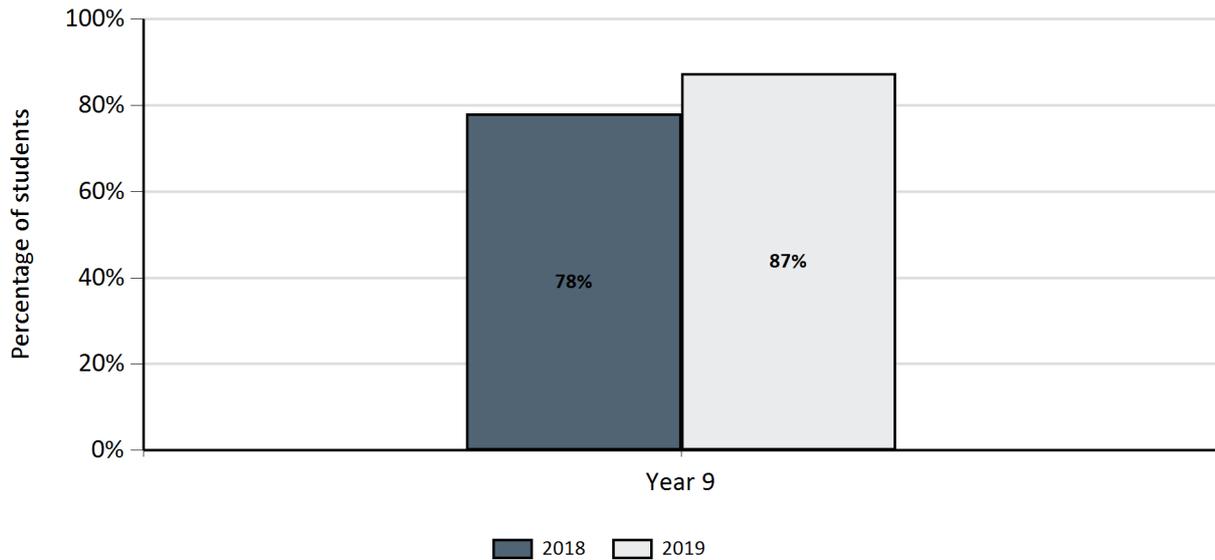
Unley High School is a very diverse school with students from 60 different backgrounds. With only six Aboriginal students we tailor individual monitoring via our part time Aboriginal support officer and via our Wellbeing Coordinator. Our 2020 Aboriginal students are progressing well with all students above SEA in NAPLAN and PAT testing and Grades.

# 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

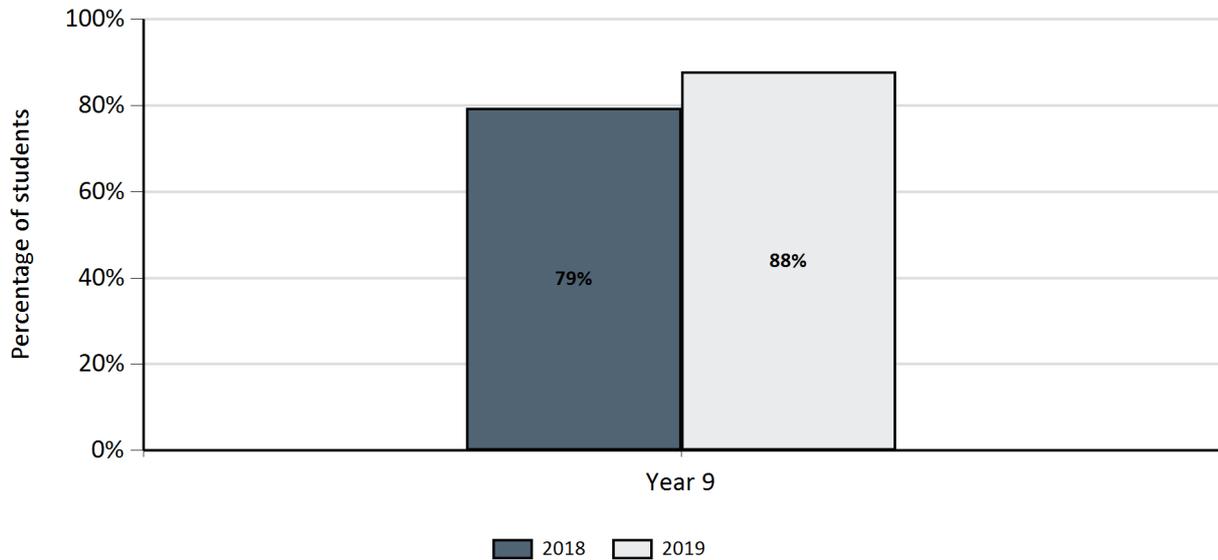


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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 2020.

\*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 2020.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	239	239	58	64	24%	27%
Year 9 2017-2019 Average	234.3	234.3	49.3	55.3	21%	24%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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)

2017	2018	2019	
96%	97%	98%	%

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2017	2018	2019	
A+	1%	3%	1%	0%
A	11%	12%	9%	0%
A-	14%	15%	17%	0%
B+	17%	16%	20%	0%
B	16%	16%	17%	0%
B-	14%	14%	12%	0%
C+	11%	10%	11%	0%
C	8%	8%	7%	0%
C-	4%	4%	4%	0%
D+	1%	1%	2%	0%
D	1%	1%	0%	0%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

\*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

2017	2018	2019	
97%	99%	97%	#Error

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	99%	99%	99%
Percentage of year 12 students undertaking vocational training or trade training	26%	25%	33%	30%

# School performance comment

Unley High School began 2020 in the second year of Site Improvement Plan that focused on improvement goals in three key areas:

1. To increase student achievement in Literacy
2. To increase student achievement in Numeracy
3. To increase student achievement and engagement through improved Pedagogy

All teachers were involved in identifying 'challenges of practice' and then whole school Literacy and Numeracy maps are collaboratively developed to include checking points throughout the year and the collection of data to monitor improvement. Our major indicator of success has been NAPLAN test results but following cancellation due to COVID grade data and PAT data was used to track progress and monitor growth of students in 2020.

Professional development through our Professional Learning Teams enhanced our systems for 'checking for understanding' so that teachers could track individual student improvement, engagement and provide intervention where needed to improve success. This supported our real time assessment reporting system through our Learner Management System where teachers publish results for two major assessment pieces during each term. Parents then have access to four individual subject assessments plus the end of semester report to better track their child's progress.

Professional Learning Teams (PLT) continue to be the important planning and curriculum improvement vehicle for teachers where they work collaboratively to improve learning outcomes for students. This year we provided a two tier system of Curriculum Area PLTs and Cross Curricula PLTs to enhance the goals of the Site Improvement Plan.

2020 saw the evaluation and improvement of the STEM curriculum at Year 8 and Year 10. Year 8 STEM provides a curriculum combining Design and Technology with Science in the STEM teaching spaces. Students were involved in designing, planning and building starting from a question through to inventing or finding a solution rather than following a recipe for a predetermined result. Year 10 STEM provided design thinking and accelerated science for keen science students as well as rewarding them with SACE credits to be used in senior school the following year.

Our Year 11 and Year 12 SACE courses continue to be a strong part of the academic success of our school combined with over forty Vocational Education and Training options offered across the inner south. As mentioned above 30% of students obtain SACE with VET components.

Community connections occur through a range of avenues including committees like the Parent Voice Committee, Rowing Club, and events like Acquaintance Nights and Open Night. This provides opportunities for parents to have input into aspects of Unley High School. We also look for curriculum opportunities to link authentically to local and global communities.

Parent involvement was strong. The Parent Voice committee met regularly. They worked closely with the school to reflect on policies and uniforms and to provide input into curriculum and STEM developments. Parents contributed to Open Night and to Exhibitions and coaching of debating and sports teams and they played a major role re-booting activities within the COVID plans of the time. Families used our the Learner Management System and Google Classroom to keep up with st

# Attendance

Year level	2017	2018	2019	2020
Year 8	94.0%	94.0%	93.8%	88.3%
Year 9	92.0%	92.4%	91.5%	86.6%
Year 10	92.8%	92.1%	92.2%	86.9%
Year 11	92.6%	92.0%	91.3%	88.8%
Year 12	92.4%	91.4%	92.7%	88.0%
Secondary Other	N/A	N/A	96.5%	66.7%
Total	92.8%	92.4%	92.3%	87.7%

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

## Attendance comment

Attendance rate across all year levels has been similar across the last four years. Parents notify the school of explained absences by phone, text, note or email. Unexplained absence is followed up by contact to home from Home Group teachers.

Requests for exemptions are generally for family holidays and travel overseas and in older students exemption to begin employment. The number of requests for exemption reduced dramatically from 2500 days in 2019 to just 82 days in 2020 following the COVID pandemic.

## Behaviour support comment

In 2020 the school had Eight incidents of bullying involving 10 individual students. In each case restorative justice processes are applied along with a period of suspension from school. There was an increase in other behaviour issues across the year with a marked correlation with the impact of the pandemic especially where students lost their regular sport and extra curricula activities.

## Client opinion summary

Annual ACARA accredited surveys are used with students and parents. The method is a randomized and anonymous sample.

### Student Wellbeing Survey

Student emotional wellbeing scored highly in Happiness, Coping with Sadness. Senior students said they coped with distress. Engagement with school was strong in confidence in coping with bullying, strong emotional engagement with teachers and Peer belonging. Learning Readiness was strong all areas but students worried about meeting expectations.

### Parent Opinion Survey

The Parent Opinion Survey showed 88% of positive comments across the 14 areas. With the highest areas being respect, communication and expectations.

### Staff Opinion Survey

The perspective survey demonstrated an increase in staff participation, engagement and school climate. Follow up discussion and feedback has been used to plan and implement changes and supportive processes across the school.

## Intended destination

Leave Reason	Number	%
Employment	7	2.4%
Interstate/Overseas	44	14.9%
Other	2	0.7%
Seeking Employment	3	1.0%
Tertiary/TAFE/Training	12	4.1%
Transfer to Non-Govt School	20	6.8%
Transfer to SA Govt School	38	12.9%
Unknown	169	57.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

All teaching and support staff have a current history screening either via valid WWCC (Working with children check) as part of their registration process.  
All teacher registrations involve a 100 point check.  
All certificates are uploaded direct to the DfE portal.  
All staff are up to date with compulsory RAN-EC certification.  
Screening approval for volunteers are recorded.

# 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	154
Post Graduate Qualifications	79

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	88.9	0.0	24.1
Persons	0	98	0	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$12,716,656
Grants: Commonwealth	\$0
Parent Contributions	\$1,229,313
Fund Raising	\$24,800
Other	\$1,204,513

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

## 2020 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 2020 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 wellbeing and engagement	Not applicable	Not applicable
	Improved outcomes for students with an additional language or dialect	1.56 Teacher funding and 7.8 BSSO funding supported EAL classes for years 8/9/10/11/12 students who were identified as meeting the criteria and in need of smaller class size	Outcomes for SACE students showed improvements in grades achieved
	Inclusive Education Support Program	Funding for some students was used to provide SSO support classrooms via our Personalised Learning Team. The biggest change was the creation of the PACE program to support students in dedicated classes at Y8&9.	Students achieved completion of subjects and courses
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>4.9 funding for an ACEO level 3 and extra site funds for our counsellor supported our Aboriginal Students.</p> <p>FLO funding supported 26 students via off-site programs through the main provider of Relationships Australia.</p> <p>Teachers were trained in the Thinking Maths Program to support Numeracy improvement</p>	A successful year for students. All above SEA for PAT and our Y12 student achieving SACE and University entrance. VET & pre-SACE combinations completed by FLO s
Program funding for all students	Australian Curriculum	Collaborative planning undertaken with the Mitcham Plains Partnership in preparation for 7 to High School	Success of the planning supports continuation in 2021
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Funds supported our new direction in providing Literacy and Numeracy support via PACE classes in Year 8 & 9	Successful grades and PAT results to confirm
	Specialist school reporting (as required)	Funding continued for the French Bilingual Binational Program	All academic results were good including success in the French National DELF exam
	Improved outcomes for gifted students	The dual class Summit program was implemented to support our gifted students.	High level grade success achieved