



# Unley High School

## 2021 annual report to the community

Unley High School Number: 0797

Partnership: Mitcham Plains

Signature

School principal:

Mr Greg Rolton

Governing council chair:

Heinz Schwarzer

Date of endorsement:

27 February 2022



Government  
of South Australia  
Department for Education

# Context and highlights

## Context

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, Robotics, Debating, Drama Productions, Peer Support program, Public Speaking, 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

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 2020 the French Bilingual Program continued, as well as the new STEM curriculum taking advantage of our extensive 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 interschool 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 66 students overseas fee-paying students and 66 the largest group to stay in Australia during this pandemic year.

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 continued throughout the year. The new three story building opened midyear for use which enabled the original 1960 building to undergo renovation. The new learning areas, renovated classrooms and new facilities will enable the school to grow to 1500 students in 2022 when Year 7 students arrive at

## Governing council report

Although 2021 started with a lot of uncertainty around the way the pandemic may continue to affect our lives, we very quickly settled into what everyone is referring to as the "new normal". We were very fortunate here in South Australia that our leaders and healthcare professionals were able to reduce risk and maintain a very high standard of care, which enabled us to continue learning at school although we were ready with our online learning plans at any given time.

The building works for our brand-new facilities commenced mid-year and it has certainly progressed very well and will be completed and in full operation for the commencement of 2022. Amidst the hustle and bustle of the capital works our school leadership and teaching staff were able to maintain the very high standard of teaching which is evident from the great results achieved by our students. The new Unley HS main reception area opened in Term 4 and is very modern and welcoming to anyone that visits the school.

Unley High School had its first transition visits of the 2022 Year 7 and 8 students in the last quarter and the excitement of welcoming the first cohort of Year 7's to Unley HS is certainly tangible. Our leadership team has done an exceptional job in preparing the school for these new students as well as accommodating enrolments for students as a result of the increased school zone with the reclassification of the Springbank Secondary College as a specialist school. We are confident that our increased teaching staff will be able to continue providing exceptional standards of teaching.

Unley HS underwent an assessment of its learning programs and structures to become one of only five public schools in South Australia to offer the International Baccalaureate (IB) Diploma. Due to the excellent work of leadership with support from various parent and teacher groups we successfully achieved the certification. Preparations for the establishment of the learning structures at UHS is well underway and we hope to start offering the IB Diploma to prospective students soon.

Sport activities re-commenced at a slow pace and students were able to partake in some extra-curricular activities. The most notable was the Head of the River rowing regatta held with severe restrictions, however our rowers performed well across the various events even though training was very limited during the year due to restrictions.

UHS staff has continued to remain stable this year under the leadership of Mr Greg Rolton as principal and his support team and we will be welcoming a new group of staff next year in conjunction with the new cohort of Year 7's. The Governing Council would like to thank all management and staff

# Quality improvement planning

## IMPROVEMENT PLANNING

The Unley High School Site Improvement Plan for 2021 continued the third year 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 cancelation of NAPLAN testing the previous year 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. Curriculum Area PLTs continued to enhance the goals of the Site Improvement Plan but also prepare Year 7&8 curricula for the new middle school in 2022.

The International Baccalaureate Diploma (IB Dip) PLT led the training of staff, writing of curriculum and design of the timetable in preparation for the program to begin in 2022.

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. The VET team also scoped the implications of the new statewide changes to the VET programs where schools no longer deliver VET only Registered Trade Organisations as part of the new Government VET strategy.

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 the direction of the school

Families used our the Learner Management System and Google Classroom to keep up with student work requirements.

In Term 3 the school underwent its External Review which checked the directions of the previous 2017 Review had been implemented and through wide community consultation involving Students, Teachers, Parents and Governing Council set the new directions of:

Direction 1 Refine current approaches to school improvement planning by attending to step 4 in monitoring the impact of agreed challenges of practice and step 5 in evaluating these to inform next steps.

Direction 2 To further guide and extend all learners, attend to consistent implementation of the linked pedagogies of explicit learning intentions, success criteria documented in rubrics and formative feedback.

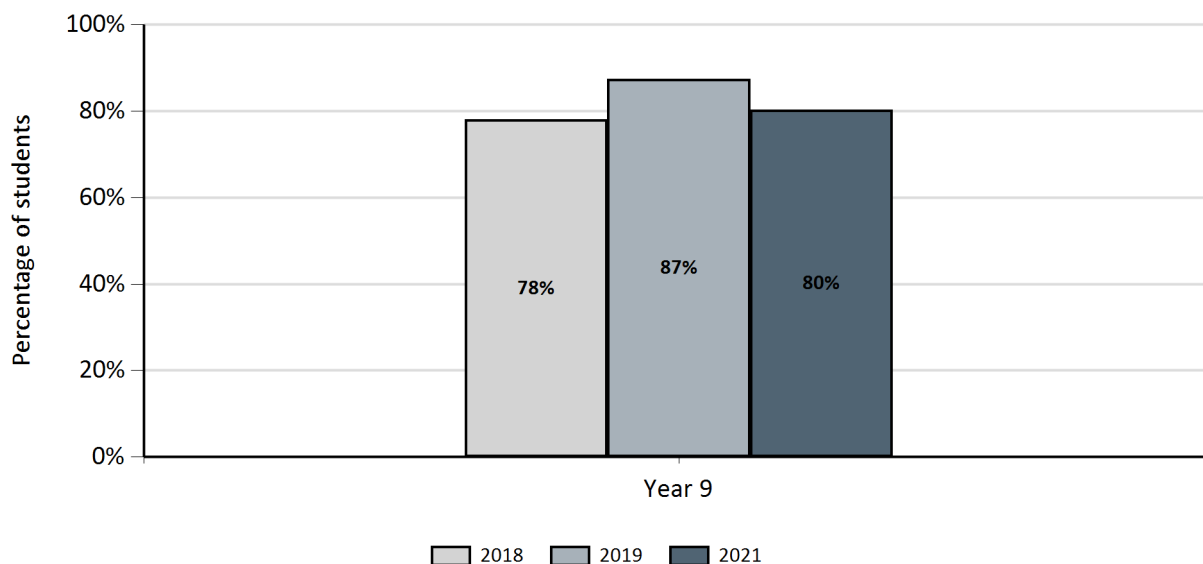
Direction 3 Maximise school conditions which support the successful implementation of curriculum leaders learning about change management and pedagogical improvements from planned leadership programs

# 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

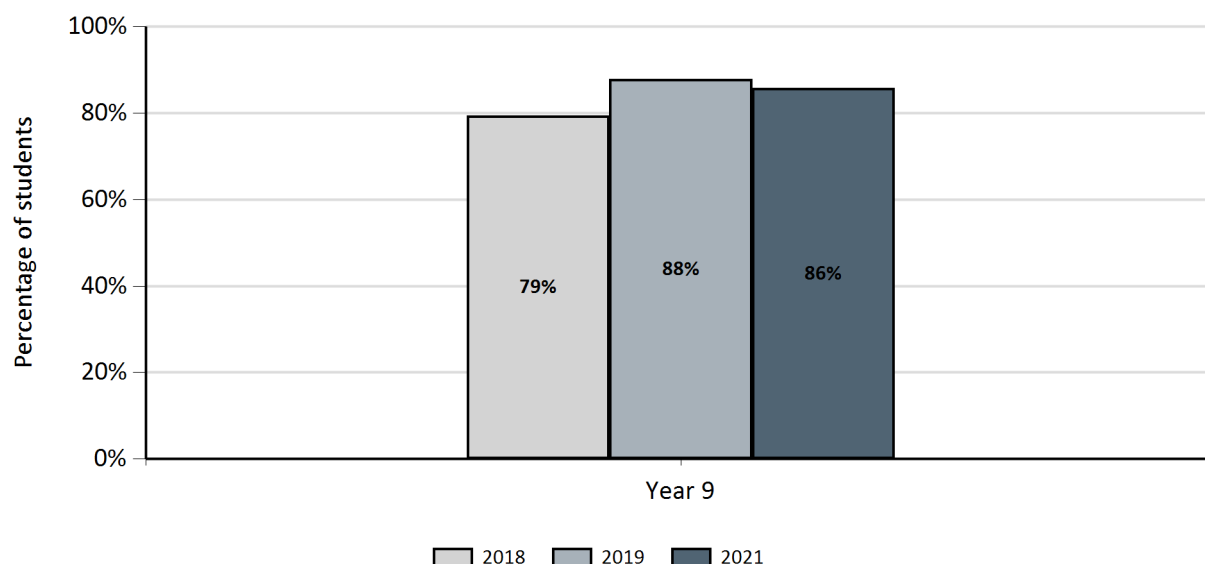


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	37%	35%
Middle progress group	45%	48%
Lower progress group	18%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	41%	34%
Middle progress group	45%	48%
Lower progress group	15%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	260	260	63	65	24%	25%
Year 9 2019-2021 Average	249.5	249.5	60.5	64.5	24%	26%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

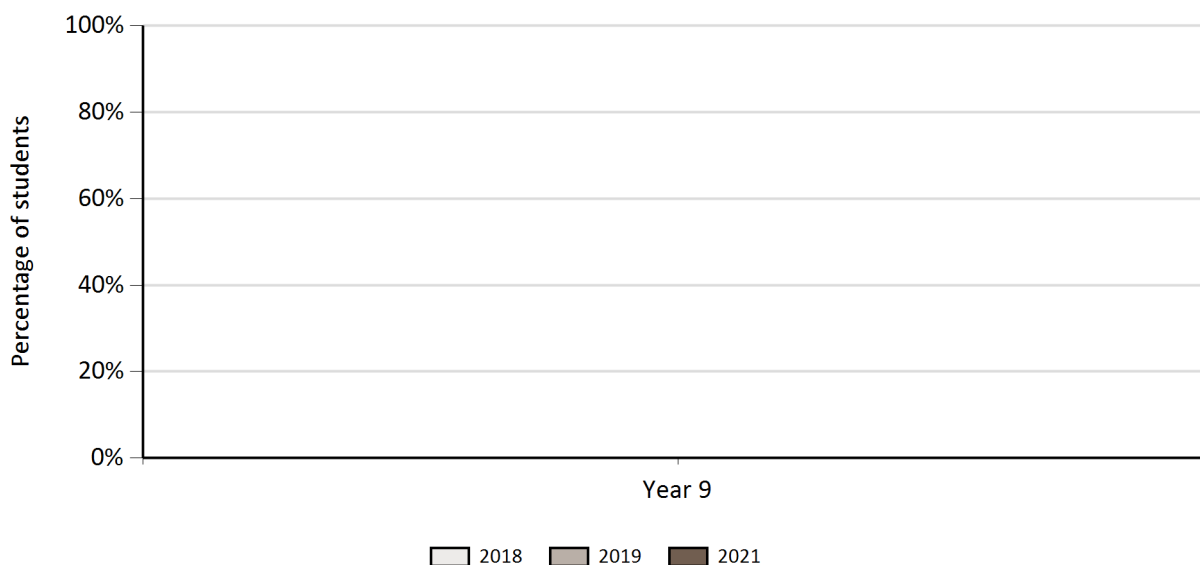
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



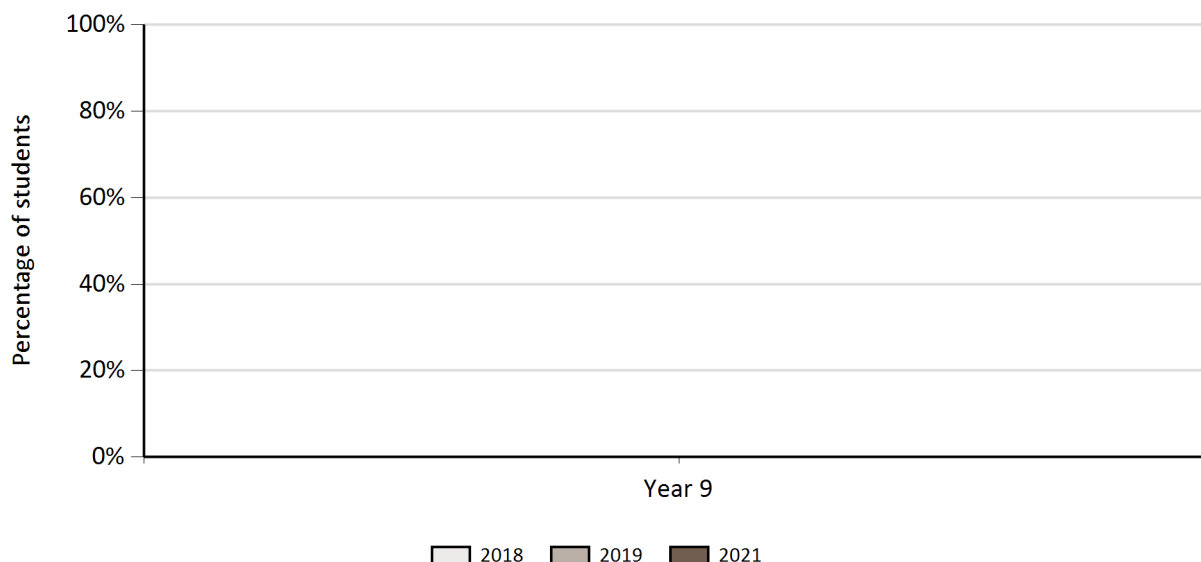
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>Includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

With only six students attending Unley High School and spread across all year levels our focus was on quality mainstream classroom teaching and regular monitoring to guarantee student progress and achievement. This monitoring involved grade, NAPLAN and PAT results as well as wellbeing checks by our Wellbeing Leader. All students maintained good grades and progressions at the end of the year. Our Year 12 student achieved her ATAR and progressed to Tertiary Education.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All students have continued to be successful in mainstream programs and progressed to the next level of schooling. Highlights are:  
 JL Year 8 - B in Maths and B in English and Trending up in PAT R  
 JZ Year 8 - B in Maths and B in English and Trend up in PAT R and PAT M  
 RM Year 9 - Summit Class. A in Maths B in English and Trend up PAT R, NAPLAN Read & Num and Trend Up to Band 9&10  
 TM Year 10 - A in Maths B in English, Trend up PAT R and PAT M  
 HM Year 12 - ATAR63.8

## South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
97%	98%	97%	97%

## SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	3%	1%	3%	3%
A	12%	9%	12%	11%
A-	15%	17%	15%	15%
B+	16%	20%	14%	0%
B	16%	17%	15%	14%
B-	14%	12%	13%	13%
C+	10%	11%	12%	0%
C	8%	7%	9%	12%
C-	4%	4%	4%	3%
D+	1%	2%	1%	0%
D	1%	0%	1%	1%
D-	0%	0%	1%	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 2021

\*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

2018	2019	2020	2021
99%	97%	98%	97%

Data Source: SACE Schools Data reports, extracted February 2021

\*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%

2021
97%
42%

# School performance comment

## NAPLAN & Performance and Achievement Testing (PAT)2021

The progress data for NAPLAN showed that students were above the state average in upper bands progress in both reading and numeracy. Students achieving the NAPLAN Standard of Educational Achievement (SEA) was 80% for reading and 86% for Numeracy.

In PAT Reading and PAT Maths 90% of students in Years 8, 9 and 10 achieved their SEA. This is a strong and consistent result for the school.

## SACE

Across the board results have continued to be strong with similar overall percentages to 2020. Students achieving A- and above grades equalled 31% which was again the same as 2020 with SACE Completion sitting at 97.2 %.

However the biggest improvement has been the increase in Merit and A achievements.

We congratulate eleven students who have achieved 13 Merit awards and a further 23 students who have achieved a total 36 A grades. This is a significant increase from 2020.

## Highest ATAR

The highest ATAR was 99.35 from 206 completers:

- 28 students received an ATAR of 90 and above (14%)
- A further 28 students received an ATAR of 80 and above. This is a total of 27% with an ATAR above 80

# Attendance

Year level	2018	2019	2020	2021
Year 8	94.0%	93.8%	88.3%	92.3%
Year 9	92.4%	91.5%	86.6%	89.6%
Year 10	92.1%	92.2%	86.9%	89.5%
Year 11	92.0%	91.3%	88.8%	89.3%
Year 12	91.4%	92.7%	88.0%	90.8%
Secondary Other	N/A	96.5%	66.7%	N/A
Total	92.4%	92.3%	87.7%	90.3%

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 saw an increase in comparison to 2020. 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 for a second year in a row due to COVID pandemic.

## Behaviour support comment

In 2021 the school had 81 suspensions and 11 exclusions. In each case restorative justice processes are applied by the Assistant Principals, Year Level Managers and Wellbeing Leaders to successfully transition the students back to the classroom with a support plan and regular monitoring to ensure success in relationships and success in achievement.

## Parent opinion survey summary

### Parent Engagement Survey

401 parents responded to the Parent Engagement Survey in 2021.

In comparison to 2020, more parents agreed or strongly agreed that they received useful feedback on their child's learning, up to 69% from 65%. This is a good reflection on our improvements in our live reporting systems and immediately sharing assessment results on Daymap.

There was also an increase from 73% to 75% in parents agreeing or strongly agreeing that they receive enough communication from the school.

Another interesting result was that more parents report that their students have a good home learning routine, up to 73% from 68%.

## Intended destination

Leave Reason	Number	%
IL - ILLNESS	1	0.2%
NG - ATTENDING NON-GOV SCHOOL IN SA	58	13.5%
NS - LEFT SA FOR NSW	1	0.2%
OV - LEFT SA FOR OVERSEAS	20	4.6%
PE - PAID EMPLOYMENT IN SA	10	2.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	8	1.9%
QL - LEFT SA FOR QLD	2	0.5%
SM - SEEKING EMPLOYMENT IN SA	5	1.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	123	28.5%
U - UNKNOWN	202	46.9%
VI - LEFT SA FOR VIC	1	0.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## 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	146
Post Graduate Qualifications	78

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	87.0	0.0	24.5
Persons	0	95	0	30

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$12,387,276
Grants: Commonwealth	\$0
Parent Contributions	\$1,220,421
Fund Raising	\$73,305
Other	\$965,877

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

## 2021 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 2021 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	Students unable to engage in classroom learning were supported by Flexible Learning Options (FLO). 28 students were supported by a range of case management via Relationships Australia, Employment Options and HYPA.	Case managed students are on paths for SACE and/or work
	Improved outcomes for students with an additional language or dialect	EAL funding provided EAL English classes through 1.5 teacher funding and 6 hours (topped up to 18 hours/week) of Bilingual support (BSSO).	Students either exited mainstream English or Essential English
	Inclusive Education Support Program	Providing the PACE program that supported students via specialist teachers and SSOs	Students achieved academic success at their appropriate level of learning
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	With only six students and the small amount of hours we were not able to secure an ACEO. Therefore students were tracked and supported by our Wellbeing Leader and good classroom practices.	All students were successful in progressing to the next level of schooling and on track for future SACE completion
Program funding for all students	Australian Curriculum	Funding used to support a pilot program of trialling Curriculum and Pedagogy including pivot surveys and Professional Development for the whole of staff.	Success of this program has driven the roll out to all staff
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not Applicable
	Better schools funding	Funding used to support the Site Improvement Plan Goals of Literacy, Numeracy and Pedagogy via professional development for staff and supported curriculum writing time.	Continued success for students in NAPLAN and PAT and grades
	Specialist school reporting (as required)	Not Applicable	Not applicable
	Improved outcomes for gifted students	This was the second year of the Summit Program supporting Gifted and talented students	Successful outcomes for students support this ongoing.

