



Unley High School

2022 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:

20 February 2023



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, 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 Program, Rowing and Outdoor Education Camps.

Special Entry Rowing and the after school rowing club supports participation by 120 students also a comprehensive School Sport Program where sports include badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, tennis, touch and volleyball. 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 through 5 action teams.

Highlights:

In 2022 the French Bilingual Program continued with the addition of Science and Mathematics in Year 7 and Year 8 being delivered in French. The International Baccalaureate Diploma program began with its first class of Year 11 students participating in nine subject offerings. Following the opening of overseas borders the International Student Program, delivered in conjunction with International Education Services, welcomed two classes of Intensive English (ISEC)

Increasing the overseas enrolment to 70 students for 2022. The Capital Works project was completed on time and Unley HS welcomed Year 7 students to high school. Coupled with the new School Zone this saw enrolment grow from 1250 previously to 1450 in 2022.

Governing council report

Unley High School welcomed the first cohort of Year 7's this year and with this came full operation of the new facilities that were practically completed prior to commencement of the school term in 2022, although some final touches were required, we were able to utilise the new facilities. The new facilities were officially opened by the Minister for Education Training and Skills, Blair Boyer. Unley's previous Principal Ms Brenda Harris was also able to attend the opening and, as one of persons instrumental in getting these works approved and delivered, she was very happy to see the end result of years of engagement and planning.

The year started with some remaining uncertainty in relation to the Covid pandemic, however Unley HS leadership were able to navigate the challenges very successfully and our school were very fortunate to have sufficient teaching staff to maintain onsite learning and not need to revert back to online learning. By the end of term 3 state-wide restrictions were relaxed significantly and it seems that we are finally able to return to 'normal' activities.

Despite the increased student capacity achieved with the new facilities, Unley HS experienced a large influx of students in excess of initial enrolments. The UHS leadership team effectively managed these additional requirements to accommodate all students and ensured that a consistently high standard of teaching is delivered to all students. These increased enrolments would potentially continue in future years and as a result UHS leadership are looking at further developments to increase student capacity but not compromising outside spaces for students.

The traffic on Kitchener Street during mornings and afternoons have received a lot of attention this year and, in consultation with the Mitcham Council, a number of solutions were proposed and some trialled in an effort to reduce congestion but most importantly ensure the safety of all students when approaching or leaving the school grounds. UHS leadership, with full support of the Governing Council, will continue to seek solutions to the traffic challenges.

Quality improvement planning

The Unley High School Site Improvement Plan for 2022 was set to continue into its third year focusing on three goals:

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

However following the enormous disruption caused by the pandemic the school improvement was narrowed to just Goal 3 and its pedagogy 'challenge of practice' of implementing explicit 'Learning and Success Criteria' in every classroom.

'Learning Intentions' and 'Success Criteria' was piloted in 2021 and direction from the External 2021 School Review identified this high impact teaching skill as an excellent whole school pedagogical approach to support student improvement. Therefore through the Professional Learning Teams (PLTs) teachers worked collaboratively to provide learning outcomes and success criteria for students in every classroom. Student survey data both guided the implementation and grade data demonstrated improvement for students.

The International Baccalaureate Diploma (IB Dip) PLT consolidated preparations by staff, for the launch of classes at Year 11 in 2022. Preparations continued for the first Year 12 IB Diploma class in 2023.

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 Careers and Pathways programs via Registered Trade Organisations.

Community connections occur through a range of avenues including committees like the Parent Voice Committee and Rowing Club, Greek Parent Committee and events like Acquaintance Nights. This provides opportunities for parents to have input into aspects of Unley High School.

Governing Council and the Parent Voice committee met regularly. They worked closely with the school to improve outcomes for students and families. For example supporting tender selection processes that set up our school uniform provider and our new school canteen provider.

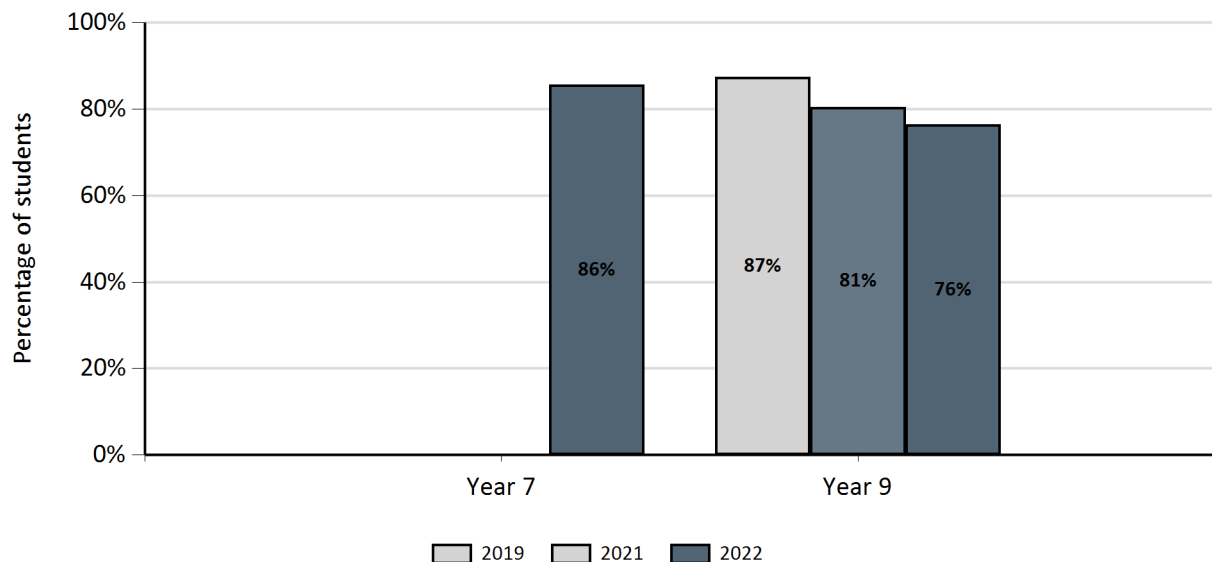
Families continue to use our the Learner Management System DAYMAP and Google Classroom to keep up with student work requirements.

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

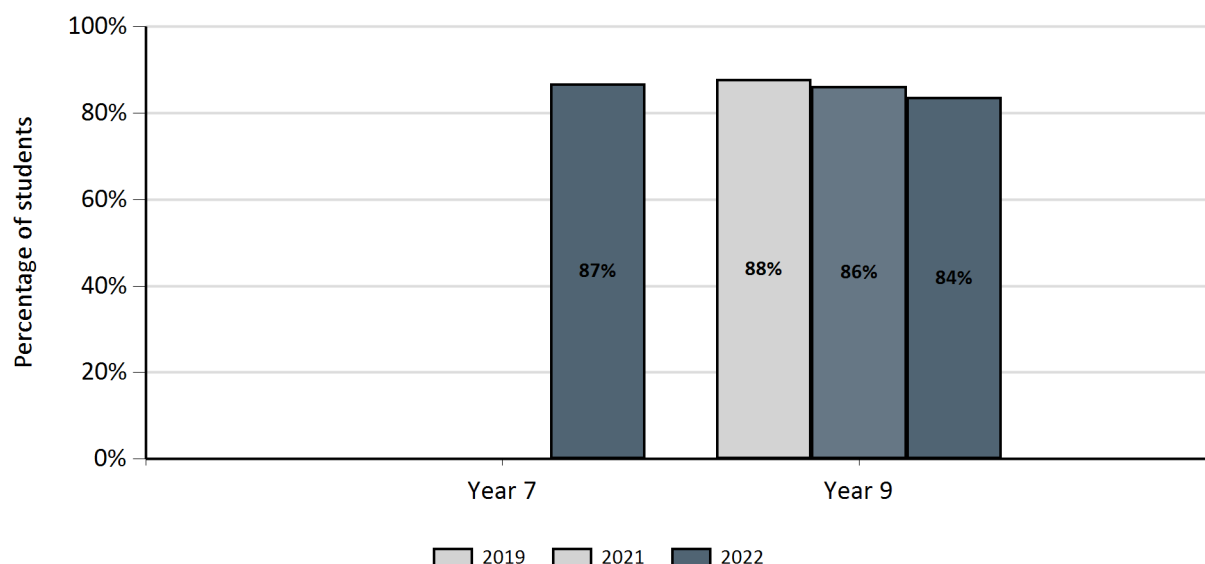


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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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 07 2022	259	259	79	94	31%	36%
Year 07 2021-2022 Average	259.0	259.0	79.0	94.0	31%	36%
Year 09 2022	259	259	62	59	24%	23%
Year 09 2021-2022 Average	260.5	260.5	62.5	62.5	24%	24%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

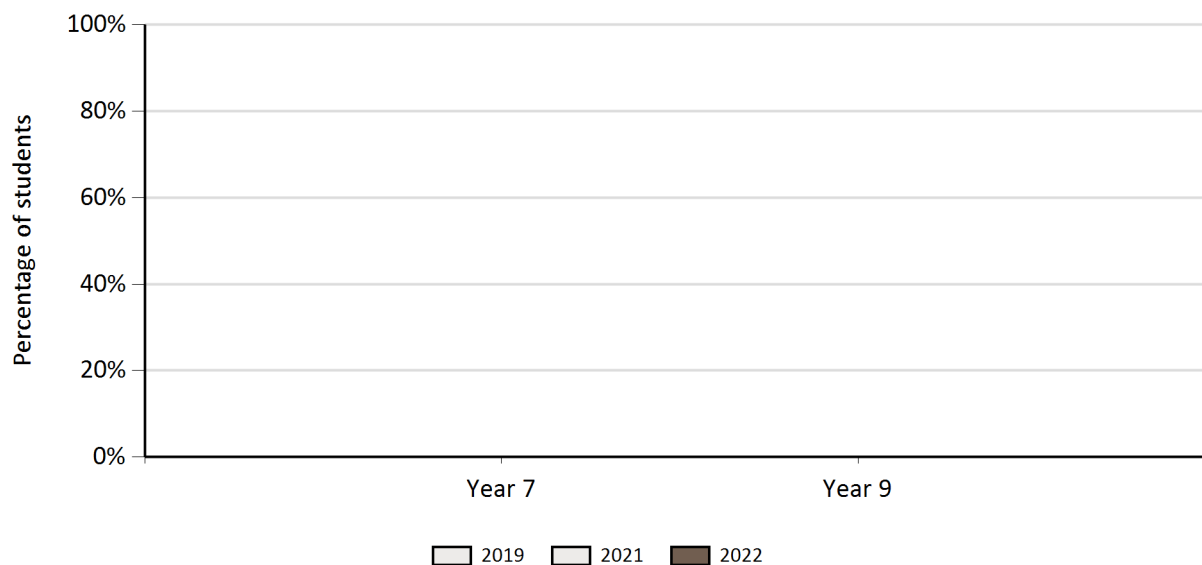
[^]includes absent and withdrawn students.

*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



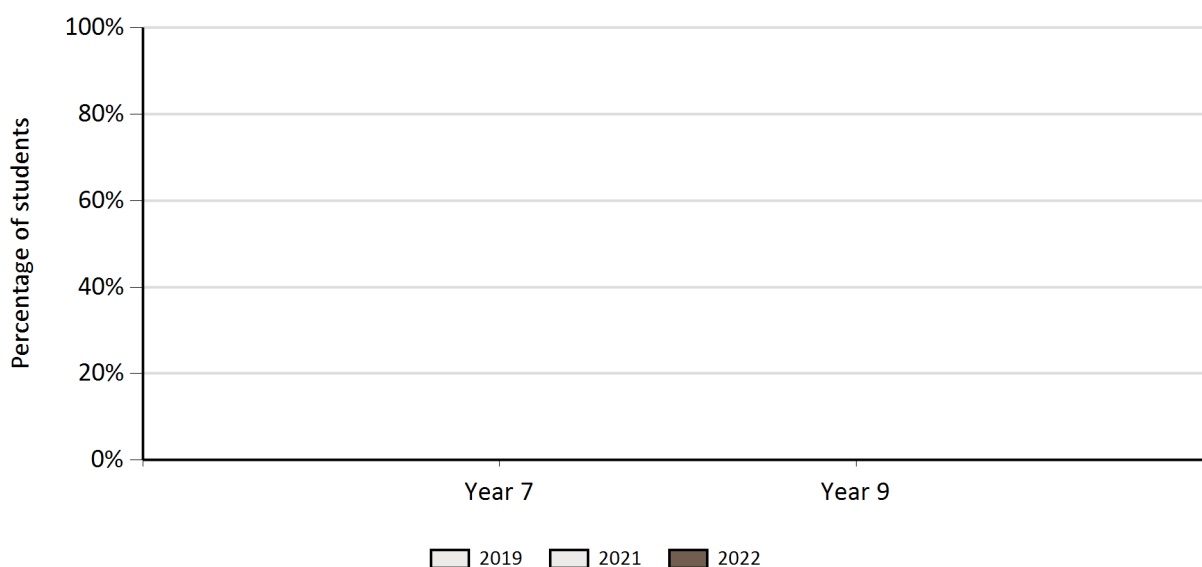
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

With only nine students and a small amount of support hours we were not able to secure an ACETO till Term 4. Therefore students were tracked and supported by the Wellbeing Leader and staff who arranged significant events like NADOC week and the ATSI STEM Forum. All students were successful in mainstream and progressed to the next schooling level. Our only Year 11 student successfully exited into a full time apprenticeship for 2023.

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. Our Year 11 student successfully exited to a full time apprenticeship.
Highlights are:
Year 8 – 4 students with excellent grades and all demonstrating growth in NAPLAN and PAT
Year 9 – 2 students with excellent grades and all demonstrating growth in NAPLAN and PAT
Year 10 – 1 student - Summit Class with excellent grades and growth in NAPLAN and PAT
Year 11 – 1 student exited to full time apprenticeship

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
98%	97%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
A+	1%	3%	3%	5%
A	9%	12%	11%	11%
A-	17%	15%	16%	14%
B+	20%	14%	14%	14%
B	17%	15%	16%	14%
B-	12%	13%	13%	12%
C+	11%	12%	12%	11%
C	7%	9%	8%	11%
C-	4%	4%	4%	4%
D+	2%	1%	1%	1%
D	0%	1%	1%	1%
D-	0%	1%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
97%	98%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2022
97%	96%
42%	39%

School performance comment

NAPLAN & Performance and Achievement Testing (PAT) 2022

The progress data for NAPLAN showed that students were above the state average in upper bands progress in both reading and numeracy. Reading High Bands were retained at 24% and Numeracy High Bands 23%. Students achieving the NAPLAN Standard of Educational Achievement (SEA) was 76% for reading and 84% for Numeracy. In NAPLAN Writing high bands students increased from 18% to 24% and students above SEA decreased slightly to 69%.

In PAT Reading Year 7 – 87%, Year 8 – 94%, Year 9 – 86% and Year 10 – 85% achieved SEA. PAT Maths Year 7 – 87%, Year 8 – 91%, Year 9 – 92% and Year 10 – 93% achieved SEA. This is a strong and consistent result for the school.

SACE

Across the board results have continued to be strong. The 2022 A results improved from 2021 with 36 students achieving 52 A results compared to 23 students achieving 36 A in 2021. 2022 SACE Merit awards saw 15 Student's achieve 16 Merits compared to 13 Merits in 2021. Students achieving A- and above grades equalled 31% and SACE Completion was maintained at 96%.

The highest ATAR was 99.70 from 192 completers. 30 students received an ATAR of 90 and above which was an increase from 2021. A further 26 students received an ATAR of 80 and above. This is a total of 29% with an ATAR above 80

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	99.0%	88.8%
Year 8	93.7%	88.3%	92.3%	86.6%
Year 9	91.5%	86.6%	89.6%	85.4%
Year 10	92.2%	86.9%	89.5%	85.6%
Year 11	91.2%	88.8%	89.3%	86.5%
Year 12	92.7%	88.0%	90.8%	87.1%
Total	92.2%	87.7%	90.3%	86.6%

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 decreased in 2022 but it was another year greatly affected by the pandemic. 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 third year in a row due to COVID pandemic.

Behaviour support comment

In 2022 the school made some significant changes to support students in light of the expansion of the school zone and Year 7 to High School. Year Level Leaders were appointed B1 leaders and the Wellbeing Team was expanded by adding two youth workers to case manage students needing wellbeing care. As predicted the number of behaviour incidents increased from 2021 data. Suspensions increased from 100 to 168 and exclusions from 13 to 21. In each case restorative justice processes are applied by the Assistant Principals, Year Level Leaders and Wellbeing Leaders to successfully transition the students back to the classroom with a support plan and regular monitoring to ensure ongoing success in both relationships and achievement.

Parent opinion survey summary

394 parents responded to the Parent Engagement Survey in 2022. Across the survey results were very similar when compared to 2021. Teacher and student respect remained high at 73% as did students equipped for pathways. There was a slight drop in communication and feedback but the identified areas for improvement are provide useful discussions 55% and student input into learning 46%. Another interesting result was a drop in learning routines at home and an increase in parents wanting more tips for learning at home.

Intended destination

Leave Reason	Number	%
DE - DECEASED	1	1.3%
IL - ILLNESS	1	1.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	15.2%
NS - LEFT SA FOR NSW	2	2.5%
OV - LEFT SA FOR OVERSEAS	3	3.8%
PE - PAID EMPLOYMENT IN SA	11	13.9%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	8	10.1%
QL - LEFT SA FOR QLD	2	2.5%
SM - SEEKING EMPLOYMENT IN SA	2	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	30	38.0%
U - UNKNOWN	3	3.8%
VI - LEFT SA FOR VIC	4	5.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$15,999,884
Grants: Commonwealth	\$0
Parent Contributions	\$1,301,742
Fund Raising	\$62,083
Other	\$501,697

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

2022 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 2022 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 3 EAL English classes (Year 8/9, Year 10 and Year 11/12) and 6 hours (topped up to 18 hours/week) of Bilingual support (BSSO).	Students either exited to mainstream English or Essential English. All students were successful.
	Inclusive Education Support Program	Providing the Personalised Learning Program which supported students in core subjects via specialist teachers and SSOs in small classes.	Students achieved academic success at their appropriate level of learning and all advanced to the next year level at years end.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>With only nine students and the small amount of hours we were not able to secure an ACEO till term 4. Therefore students were tracked and supported by our Wellbeing Leader and good classroom practices.</p> <p>All students were successful in progressing to the next level of schooling and on track for future SACE completion. Our one Year 11 student exited to a full time apprenticeship.</p>	All students were successful in progressing to the next level of schooling and on track for future SACE completion. One exited to a full time apprenticeship.
Program funding for all students	Australian Curriculum	Funding used to support the roll out of SIP Goal 3 Learning Intentions and Success Criteria across the school via Professional Development for the whole of staff.	Success of this program measured by Pulse Surveys and grade data
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 in particular Goal 3 'Learning Intentions and Success Criteria' via professional development for staff and supported curriculum writing time.	Continued success for students in NAPLAN and PAT and grade data
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	This was the third year of the Summit Program supporting Gifted and talented students in dedicated summit core classes.	Successful NAPLAN, PAT and Grade data outcomes at higher level for students support this ongoing program

