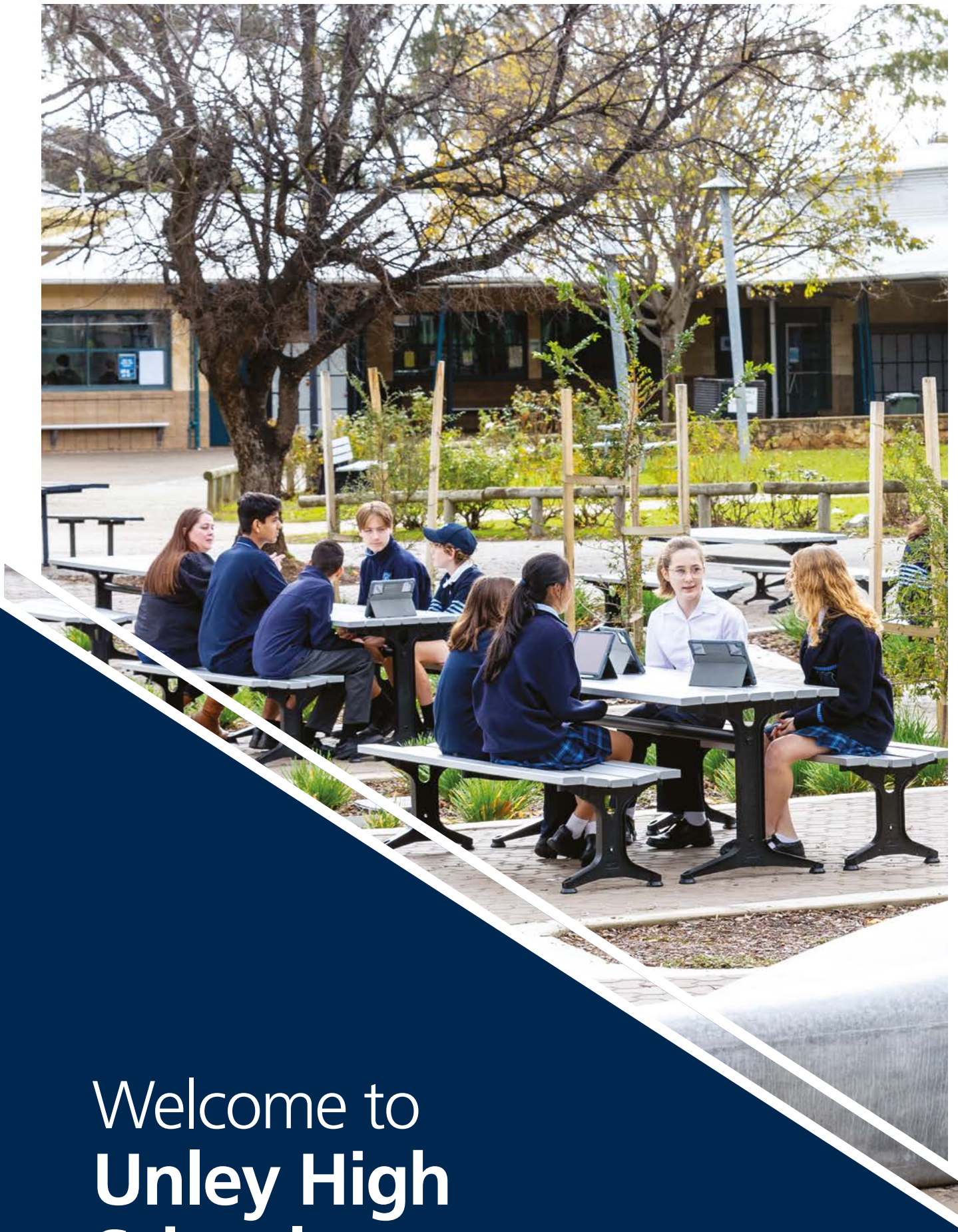




Unley High School



INFORMATION BROCHURE



Welcome to
**Unley High
School**

Established in 1910, Unley High School has been providing exceptional local public education for over a century. As a comprehensive high school, we offer a diverse range of programs, including rowing, sports, and performing arts, alongside academic pathways such as languages, vocational education, and SACE, catering to our students' varied interests and aspirations.

Transitioning to high school is an exciting milestone for students and families alike. Our dedicated Middle School Team ensures a smooth transition, fostering confidence and nurturing positive relationships from the outset.

With a rich history of academic success, extensive sporting opportunities, a strong focus on student wellbeing, and close ties with our families, Unley High School is committed to fostering a culture of excellence. We uphold values of respect, diversity and community, while continuously striving for excellence through innovation and best practices.

We offer the Summit Program for high-ability learners and the Special Interest Rowing Program, as well as vocational education pathways across various fields. Additionally, our Special Interest French Bilingual/Binational Program complements our language offerings in Chinese, Greek, Italian, and French.

At Unley High School, the student houses of Gillard (green), O'Donoghue (purple), Vincent (red), Smart (yellow) and Halbert (blue) encourage a healthy team spirit as the houses compete during the annual Swimming Carnival and Sports Day.

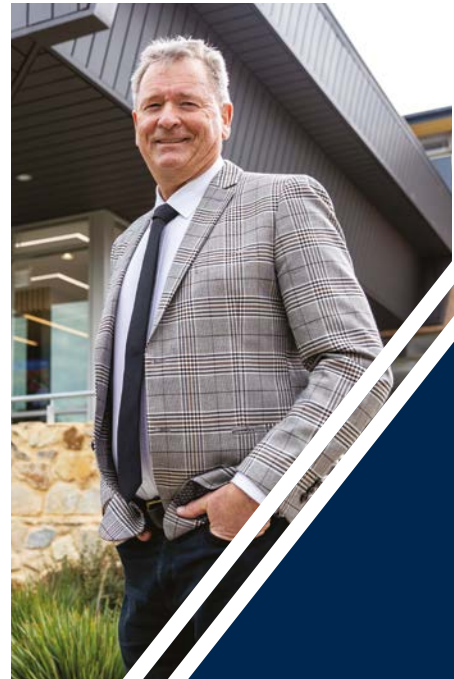
The house names honour notable local entities that are old scholars of Unley High School - Julia Gillard (Former Prime Minister of Australia), Lowitja O'Donoghue (Australian public administrator and Indigenous rights advocate), Kelly Vincent (writer and disability advocate), Jeffrey Smart (celebrated Australian artist) and John Halbert (Australian Rules Footballer and Bradman Medalist).


At Unley High School, we live by our motto, "The Utmost for the Highest." We prioritise a collaborative partnership between all members of our school community, actively engaging parents as partners in their child's education.

We eagerly anticipate your child's enrolment at our school and warmly welcome your family to our vibrant community.

Sincerely,

Greg Rolton
Principal



A photograph of four students in school uniforms (white shirts, blue ties, and blue plaid skirts) using Canon cameras outdoors. They are all smiling and appear to be engaged in a photography activity. The background shows a modern building with large windows.

OUR MOTTO

The Utmost for the Highest

OUR PURPOSE

As a learning community, our aim is to empower individuals to reach their utmost potential and achieve exceptional outcomes. We value learning in its various forms and levels, fostering an environment where each individual is encouraged to excel.

As educators, we adopt a comprehensive approach to student development and the learning environment, prioritising excellence and student wellbeing. Respect forms the cornerstone of our interactions, honouring the diverse backgrounds and identities of our students. Our goal is to actively engage and challenge every learner to reach their full potential.

Students, in turn, thrive in a supportive and nurturing atmosphere, taking ownership of their learning journey and treating others with dignity. We actively cultivate resilience, continuously seeking and utilising support to enhance our skills, particularly in navigating the demands of a dynamic and increasingly globalised world. Effective communication with teachers and support networks remains paramount as we collectively strive for excellence in our educational endeavours.

OUR VALUES

RESPECT:

Respecting oneself and others, acknowledging the validity of differing perspectives.

This is demonstrated when:

- Embracing diversity and inclusivity.
- Actively listening to others' viewpoints and fostering a sense of value and understanding.
- Exemplifying respectful conduct and communication in all engagements.
- Adhering to established norms and expectations.

EXCELLENCE:

Aspiring for the highest standards of personal achievement across all educational realms, including individual endeavours, community involvement, and the cultivation of skills for lifelong learning.

This is demonstrated through:

- Embracing opportunities for academic and personal growth, and celebrating accomplishments across various domains of school life.
- Fostering a growth mindset, actively engaging with constructive feedback, and leveraging setbacks as opportunities for learning and improvement.
- Striving to embody the best version of oneself in all situations and demonstrating integrity and resilience.
- Setting ambitious goals and persistently pursuing them with dedication and determination.

DIVERSITY:

Embracing social justice principles and combating prejudice, dishonesty, and injustice.

Demonstrating diversity involves:

- Recognising and respecting individual differences, valuing strengths, and treating everyone with dignity.
- Modelling inclusive language and behaviours.
- Embracing and appreciating each person's unique identity and contributions.
- Advocating for others' support and standing up against injustice.
- Valuing diverse identities, cultural heritage, beliefs, and actively participating in celebrations of diversity.

COMMUNITY:

Actively contributing to both our school and the broader community as engaged and proactive individuals.

Demonstrating community entails:

- Fostering pride in our school community.
- Representing our school positively within the wider community.
- Demonstrating solidarity by offering support and assistance to fellow community members.
- Promoting communication, collaboration, and inclusivity.
- Participating in school events and facilitating participation among others.



SUMMIT PROGRAM

The Summit Program caters to high-ability learners in years 7 to 10. This enrichment initiative provides a structured educational pathway for students identified through academic achievements, diagnostic assessments and personal success. Its primary objectives are to enhance and challenge students academically and personally through the development and strengthening of strong critical thinking and problem solving skills.

Participants engage in enriched curriculum for core subjects (English, humanities and social sciences, mathematics and science), offering comprehensive extension opportunities across diverse learning domains.

The program is open to all in zone students and we also have limited places available for out of zone students. Year 6 students interested in joining the Program in year 7 will need to apply the year prior to entering year 7. The application process, which includes a written application and an assessment, opens mid term 1 and closes towards the end of term 1.

For more information please visit the Summit Program page on the Unley High School website uhs.sa.edu.au/summit/



SPORT PROGRAM

Sport participation at Unley High School serves to foster social inclusion and student wellbeing while enriching school culture and community engagement. It cultivates social networks and imparts lifelong skills like communication, leadership, teamwork, and commitment. Our diverse Sports Program accommodates all skill levels, from novice to elite, offering both competitive and recreational avenues.

Weekly sports activities are organised by Southern Zone Sport, Sports Association for Adelaide Schools and SA Catholic Secondary School Girls Sports Association, occurring after school and on Saturday mornings. Offerings include cricket, touch football, basketball, volleyball, badminton, tennis, table tennis, indoor soccer, and football.

In addition to regular competitions, students can participate in specialised events facilitated by School Sport SA, encompassing statewide school sports tournaments, individual disciplines like cycling and athletics, and 'come and try' carnivals featuring activities such as handball, frisbee, or modified football. Term 1 also features interschool swimming and athletics carnivals.

For more information please visit the Unley High School sports website sites.google.com/view/uhssports/





SENIOR SCHOOL

Unley High School boasts a distinguished reputation for academic excellence, dedication, and rigour, resulting in consistently exceptional year 12 outcomes. We provide diverse learning opportunities for students to explore, pursue, and make informed decisions about their pathways and future aspirations.

Our aim is to equip young people with the capabilities, skills, and knowledge necessary to thrive socially, emotionally, and academically beyond the classroom, aligning with the Department for Education's purpose for public education. While prioritising academic success, our school also emphasises the importance of holistic student growth, supporting our senior students to seize every opportunity and embrace diverse experiences to foster empathy and global responsibility.

From years 7 to 10, students follow courses aligned with the Australian Curriculum, with an expanding range of elective subjects as they progress from middle school to senior school. In year 10, students begin their introduction to the South Australian Certificate of Education (SACE) with the compulsory component, exploring identities and futures (EIF).

In years 11 and 12 we offer various senior education pathways tailored to each student's aspirations and future pursuits. Students who undertake the SACE have access to a wide array of stage 1 and stage 2 subjects to construct a personalised study pathway. This pathway includes compulsory subjects such as the activating identities and futures (AIF), English, and mathematics.

We also offer a diverse array of vocational education training pathways including building and construction, early childhood, information technology, manufacturing and engineering, hospitality and tourism and many more.

For more information please visit the Curriculum Handbook on the Unley High School website curric.uhs.sa.edu.au/



MIDDLE SCHOOL AND TRANSITION

During the middle years, students undergo a significant transition from childhood to adolescence, marked by profound intellectual, social, physical, emotional, ethical, and moral development. Positive relationships, genuine engagement in learning, and the cultivation of high self-esteem during this period can have a significant and lasting impact on each young person.

At Unley High School, we are dedicated to offering young people high-quality teaching and learning programs within engaging and supportive environments. Our middle school education acknowledges the profound intellectual, physical, social, and emotional changes experienced by students during this transitional period. We focus on building upon acquired skills while encouraging exploration of new areas of interest, providing direction for future choices.

Our middle school approach prioritises learning environments centred on robust and democratic relationships, supporting students' smooth transition from primary to high school. Students in years 7, 8, and 9 enjoy strong connections with a committed team of teachers who deliver the Personal and Social Identity (PSI) Program, English, mathematics, science, humanities, and social sciences. Complemented by a diverse range of subjects aligned with the Australian Curriculum, our goal is to provide every student with opportunities to succeed in all areas of the curriculum and develop their individual strengths.

During PSI, students learn to comprehend themselves and others better, manage relationships, work, and learning effectively. They engage in activities focusing on emotions, empathy, positive relationships, responsible decisions, and leadership skills. Students also explore the world of work, delving into self-identity, career options, and pathways.

As part of our commitment to student wellbeing, we deliver the Keeping Safe: Child Protection Curriculum to all year 7 to 12 students. This covers topics such as safety rights, relationships, abuse recognition, and protective strategies. Teachers delivering this curriculum undergo Department for Education training.

Students transitioning from various primary schools across Adelaide are supported through a thorough transition program. This includes open night, Principal's tours, student half-day visits, tailored additional transition visits, family information evening, and 2 student whole-day visits. Furthermore, a 2-day camp early in term 1 and participation in a swimming carnival foster team building and social integration.

Collaboration between Unley High School and primary school staff ensures a seamless transition for all students. Regular meetings between teachers allow for a deep understanding of each student's needs, enabling us to provide appropriate support upon their arrival at high school. For students needing extra assistance during this transition, we offer a tailored alternative program to meet their individual needs.

For more information please visit the Transition to High School page on our website uhs.sa.edu.au/transition-to-high-school/

LEARNING TECHNOLOGIES ACROSS THE CURRICULUM

At Unley High School, our primary objective in integrating technology into teaching and learning is to cultivate students' competency, discernment, and creativity in utilising diverse technological tools. This integration offers unprecedented avenues for student engagement, enhances academic attainment, fosters innovative learning opportunities, and broadens students' connections with local and global communities.

Our school environment is digitally advanced, with technology seamlessly integrated into all areas of instruction, thereby transforming the learning experience and optimising outcomes for all students. Embracing a bring your own device (BYOD) policy, students in years 7 to 9 are required to bring fully charged iPads, while those in years 10 to 12 can select either Windows or Apple devices to suit their preferences.

Through our online learner management system, DayMap, students and parents gain access to various

services, including attendance records, class materials, homework assignments, and assessment details.

Wi-Fi connectivity is available to facilitate research, and students are encouraged to communicate electronically with their teachers via their provided email addresses. Additionally, students can access their personal folders through the Unley High School Portal and DayMap, enabling convenient retrieval of schoolwork from any location.



WELLBEING

At Unley High School prioritising student wellbeing is paramount as we strive to create a safe, supportive and inclusive environment that caters to the needs of our diverse learners. The Wellbeing Team consists of school leaders, youth workers, an Aboriginal Secondary Education Transition Officer and a Pastoral Care Worker.

The Wellbeing Team works closely with students, family/carer, staff and external supports to offer holistic wellbeing for learning support to enhance connectedness and belonging to school and further academic engagement. The wellbeing for learning framework consists of a case management framework, wellbeing summaries, engagement with external supports, proactive programs and liaising with staff to offer tailored supports.

Wellbeing summaries are documents that are developed with a wellbeing team member, student, family/carer and external supports that details relevant background information pertaining to wellbeing and advises in-class support strategies that teachers/support staff can implement.

Unley High School makes use of wellbeing data to inform what proactive programs are implemented to support students. There are a number of proactive programs implemented that support a range of crucial wellbeing areas including social/emotional development, resilience, risk-taking and decision-making, emotional regulation and adapting to change.

STUDENT VOICE COUNCIL

Unley High School has a long and proud tradition of student voice and agency. Student Voice Council (SVC) comprises students from all year levels led by the year 12 prefect team and supported by deputies from other year levels.

All SVC members belong to 1 of 4 action teams, each having an area of responsibility through which members explore ways:

- for strengthening student wellbeing
- opportunities for community involvement and promotion of the school
- raising awareness about and organising events related to environmental issues
- promoting excellence in learning through academic competitions and student clubs.

INVOLVING OUR PARENTS AND CARERS

We highly value parent and carer involvement in their child's education, recognizing the significant impact of collaboration between parents and carers and the school on student learning. Parents and carers are encouraged to share insights into family values and cultural expectations, enabling us to better address individual student needs.

We invite parents and carers to consider volunteering for the governing council, various school committees, or support groups. Additionally, our active parent

voice committee, operating under the governing council, provides a platform for parental engagement and feedback.

POSITIVE BEHAVIOURS AND INTERVENTIONS FOR LEARNING

Positive Behavior and Interventions for Learning (PBIL) is an integral framework at Unley High School that aims to cultivate a supportive and enriching educational atmosphere that prioritises both student learning and wellbeing by supporting student behaviours.

PBIL employs a proactive whole school approach grounded in research-based practices, such as establishing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently addressing inappropriate behaviour, and utilising data to systematically solve problems.

At Unley High School, we use PBIL to create a supportive learning environment that optimises instructional time, allowing students ample opportunities for deep learning.

The implementation of our whole school expectations fosters consistency and stability while also supporting enhanced social emotional wellbeing, nurturing resilient and self-aware individuals.

Our approach to supporting behaviour using PBIL strategies such as clarifying, teaching and encouraging expected behaviour, cultivates positive and respectful relationships among all stakeholders in our school community and fostering a sense of belonging and support.

SCHOOL UNIFORM

At Unley High School, the school uniform holds significant importance beyond its functional aspects. It serves as a symbol of unity and pride, fostering a positive representation of the institution within the broader community.

By wearing the school uniform, students exhibit a sense of belonging and commitment to the school's values and traditions. This uniformity promotes equality among students, irrespective of socio-economic backgrounds, reinforcing a cohesive school culture. As a result, the uniform not only enhances the school's image but also

cultivates a strong sense of identity and camaraderie among students, ultimately contributing to a more positive and inclusive learning environment.

School uniform requirements can be found on our website uhs.sa.edu.au/uniform-shop/



FRENCH BILINGUAL/BINATIONAL PROGRAMME

The purpose of the French Bilingual/Binational Programme (FBBP), approved by the Minister for Education, aims to deliver a sustainable, innovative, and inclusive educational experience from reception to year 10, fostering high proficiency in French and intercultural understanding among French background and additional language learners.

Bilingual education is defined as the use of 2 languages for teaching and learning. Central to the program's approach is an integrated French and Australian curriculum, blending content from both systems while using French as the medium of instruction.

Through the FBBP, students develop advanced literacy, social, emotional, and cognitive skills, including critical and creative thinking, problem-solving, and international mindedness. Up to 4 subjects are delivered in French, following a harmonised curriculum.

Admission to the FBBP follows a selective entry process managed by the school leadership and is open to both students in and out of the school zone. Applicants are required to demonstrate age-appropriate proficiency in both French and English.

For more information please visit the French Bilingual/Binational page on our website uhs.sa.edu.au/french-programs/

INTERNATIONAL STUDENTS

At Unley High School we deliver engaging educational programs which enable our international students to successfully complete their SACE and achieve their full potential. Our diverse courses are a gateway to universities in Australia and around the world.

We have a dedicated team of highly experienced teachers and school service officers, who make sure our international students feel supported. Our team includes an International Student Coordinator, a School Service Officer, student wellbeing coordinators and highly experienced English as an additional language (EAL) teachers.

As a result, students are able to build strong relationships with their peers, teachers, parents and homestay families enabling them to maximise their learning success.



ROWING

Unley High School has one of the largest rowing programs in South Australia, offering rowing to over 150 students in years 7 to 12 through the Unley High School Rowing Club. In addition to the school's fitness centre, the club also utilises 2 boat sheds for its on-water racing and training, one on the Torrens River the other at West Lakes, as well as camps held on the Murray River.

Students represent Unley High School in many regattas including Head of the River at West Lakes, South Australia's largest championship regatta and National Championships held each year. Students have the opportunity to train and compete in all boat classes during their time at Unley High School.

To complement the Unley High School Rowing Club, the school provides an opportunity for students to extend their participation in the sport of rowing through the Special Interest Rowing Program. Within the Special Interest Rowing Program students meet their health and physical curriculum expectations by undertaking both

practical and theory lessons through the lens of rowing skill training, physical preparation, performance analysis and personal development.

The Special Interest Rowing Program is offered from year 7 through to 10, with prospective students completing a talent identification process in year 6 to gain entry into year 7. Applications are open to all students, in or out of the Unley High School zone, who will be starting secondary school in the following year.

For further information please visit the rowing page on our website uhs.sa.edu.au/rowing/

FACILITIES

The transformation of Unley High School through a series of new construction and refurbishment projects has transfigured the existing campus to accommodate the integration of year 7 students and introduce contemporary learning settings.

Renovations to 4 existing buildings have significantly upgraded learning environments, specialist science labs, wellbeing facilities, and health and fitness areas. The internal overhaul has modernised outdated classroom layouts, providing flexible and agile spaces that encourage student collaboration, whether working in groups or individually.

A new building showcases flexible learning areas, characterised by extensive glazing and interconnected rooms via sliding doors, with access to a central learning

space. Disciplinary zones for subjects like home economics, commercial kitchen/café, design technology, and art/digital design are seamlessly integrated with general learning spaces, promoting hands-on project work and engagement in STEM (science, technology, engineering and maths) activities.

Additionally, connections to outdoor learning spaces are established through a newly constructed covered canopy, fostering a sense of community and identity among students.

Parents are invited to contact the school for additional information or to arrange an appointment to discuss any concerns and to answer any queries.

Unley High School

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**Government
of South Australia**

Department for Education

