

# SCHOOL CONTEXT STATEMENT

Updated: October 2014

School number: 0797

School name: UNLEY HIGH SCHOOL

## 1. General information

### Part A

Schoolname: UNLEY HIGH SCHOOL

School No: 0797

Principal: Ms Joanne Costa

Postal Address: 101 Kitchener Street, Netherby 5062

Location Address: 101 Kitchener Street, Netherby 5062

District: Inner South

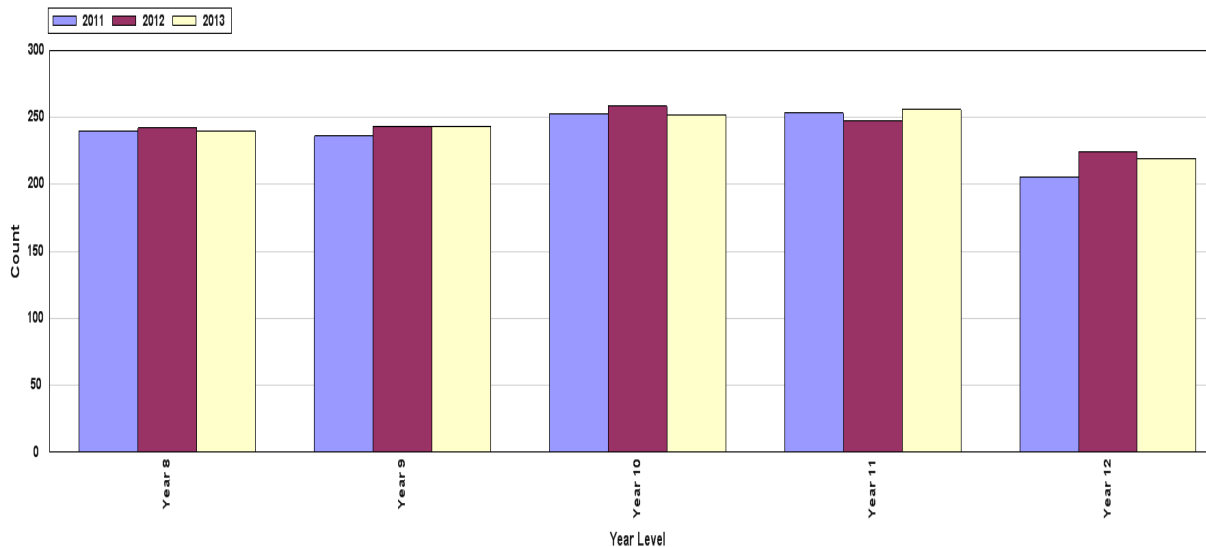
Distance from GPO: 6 kms

Phone No: 08 8272 1455

CPC attached: NO

Fax No: 08 8373 3031

## Enrolment



Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

## **Part B**

Deputy Principal		Mr Rob Perkins
Assistant Principal School Programs		Ms Trish Colman
Assistant Principal Senior School & Student Welfare		Mr Richard Whaites
Assistant Principal Learning Technologies		Ms Cherie Pickering
School Business Manager		Ms Kim Hughes
Coordinators 3	Arts & Community Involvement (F) English & Literacy (F); Health & PE (M) Home Economics (F) Student Data Management/ Timetabling/Reporting (M) Mathematics (M) Student Counsellors (1M, 1F)	Technical Studies & VET (M) SOSE (M) LOTE & Gifted Education (F)  Special Learning Needs (F)  Science (M) International Students & EALD (M)
Coordinators 1	Year Level Managers x 5 (3M, 2F)	

**Staffing Numbers: (2014)** 78.20 Full time equivalent:  
40 males, 51 females; 12 part-time. 32 School Support Officers (full and part-time).

**Enrolment Trends:** The school has a steady annual enrolment of approx 1250 students and there is a waiting list for students at each year level.

**Special Arrangements:** The school shares a three-court Sports Stadium with 'Life. Be in It.' Australia, on campus. Many students participate in after-school sporting activities through the Centre's programs.

Unley High School is a leading school in the SA school rowing competition and shares a Boat Shed facility on the Torrens Lake with Norwood/Morialta High School. There are additional shared storage facilities at the West Lakes Aquatic Centre for the specialist Rowing Program

**Year of Opening:** 1910.

**Public Transport Access:** The school is accessible by a number of Passenger Transport Board bus routes which bring students to the school gate. Students can also access the school via train and connecting buses.

## 2. Students (and their Wellbeing)

### *General characteristics*

**Student Enrolments:** Of the 2014 student cohort, approximately 225 were born outside Australia. A significant number of other students bring a diverse cultural heritage to the school, from Asia, the Middle East and Europe. The school participates in the International Student Program through the IES(International Education Services) and typically has 50 full-fee-paying overseas students mainly from Asian countries with an emphasis on mainland China. At the same time, there are a number of students who come from significantly disadvantaged social and economic backgrounds. Approximately 11% of students are School Card holders.

**Pastoral Care programs:** There are a range of student personal development programs at each year level. These are reviewed on a yearly basis to best meet the needs of the student cohort.

To support students to adapt to high school we have an extensive Transition Program which begins in Term 4 with the year 7 Orientation days. Major programs which also support our students are:

**Camp:** Year 8 students attend a two day camp with their home group teacher early in Term 1. The camp assists students to get to know each other and to build positive relationships with their teachers.

**Peer Support:** Year 8 students spend one lesson a week in Term 1 working with their Peer Support Leaders. Peer Support Leaders are Year 11 students who are specifically trained to mentor Year 8 students. They work together on team-building skills and on issues such as harassment, decision-making and building self esteem. The Leaders are excellent role models, and are friendly and supportive.

**Support Offered:** The school offers a range of personal counselling. In addition to the two Student Counsellors (one male, one female), a Christian Pastoral Support Worker is assigned to the school. A comprehensive Peer Support program operates. Course and Career Counselling is provided, which is an essential component of the Stage 1 Personal Learning Plan course taught to Year 10 classes.

**Student Management:** The school has a clear Student Learning Code and an equally clear Student Behaviour Code. The school also supports Restorative Justice Strategies. As part of its overall student management procedures, the school operates a Focus Room and a Learning Centre where supervised revision and study occurs. There is also after-school detention.

In the initial stages of inappropriate and persistent low-level behaviour in the classroom, teachers use strategies to help students realise the effects of their actions. These may include diary notes to parents; parent contact and various in class behaviour management strategies. If there is no response to these strategies a student may be sent to the Focus Room where they remain until a re-entry meeting has occurred. Extreme behaviour in either the yard or classroom can result in the student being sent immediately to the Focus Room.

### **Student Government:**

Each year Student Voice leaders are elected by their peers at Unley High School. The aim of the Student Voice is to encourage student participation in all areas of the school decision making process. This includes widening the range of activities and services available to students and also to act as a liaison between students and staff. The Student Voice represents the students of Unley High School on School Council and its committees and explores ways for students to get involved and participate within the wider community.

### **3. Key School Policies**

#### ***Strategic Directions***

The school has two key directions: (1) to increase student engagement and achievement (2) to increase parent and community connection for the benefit of students.

These priorities drive all of our improvement activities. The curriculum leader's team are the driving force behind implementing the first goal. The Parent Voice Committee is driving the improvement work for the second priority.

#### ***Our Values***

The Unley High School Community actively promotes a school ethos whereby its students will:

- pursue excellence, be confident in themselves and protect their own health
- care for and be honest in their dealing with others, understand and practise ethical behaviour and accept responsibility for their behaviour
- practise the principle of a 'fair go for all' and understand and commit to the freedoms and responsibilities we all enjoy as Australians; and support the process of Reconciliation with Aboriginal and Torres Strait Islander people
- treat people with respect, and respect the diversity of identity, background and belief that characterises our society
- support their school, and play a positive role in both the school community and the wider community
- care for the natural environment, and understand the significant environmental challenges we face both here in Australia and on a global basis

## 4. YEAR 8 – 12 CURRICULUM

Learning Area	Year 8	Year 9	Year 10	Year 11 (STAGE 1)	Year 12&13 (STAGE 2)
Arts	<ul style="list-style-type: none"> <li>• Art</li> <li>• Drama</li> <li>• Music Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Art/Design</li> <li>• Dram</li> <li>• Music Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> <li>• Drama</li> <li>• Music Studies</li> <li>• Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> <li>• Multi Media</li> <li>• Drama</li> <li>• Music Studies</li> <li>• Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Design</li> <li>• Multi Media</li> <li>• Drama</li> <li>• Music Studies</li> </ul>
English	<ul style="list-style-type: none"> <li>• English or English as a Second Language (ESL)</li> </ul>	<ul style="list-style-type: none"> <li>• English or English as a Second Language (ESL)</li> </ul>	<ul style="list-style-type: none"> <li>• English or English as a Second Language (ESL)</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• English Extension</li> <li>• English as a Second Language (ESL)</li> <li>• English Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• English Communications</li> <li>• English Studies</li> <li>• English as a Second Language (ESL)</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>• Health</li> <li>• Home Economics</li> <li>• Physical Education</li> <li>• Rowing</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Home Economics</li> <li>• Physical Education</li> <li>• Rowing</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Home Economics</li> <li>• Physical Education</li> <li>• Child Studies</li> <li>• Outdoor Education</li> <li>• Rowing</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> <li>• Food &amp; Hospitality</li> <li>• Outdoor Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Community Studies</li> <li>• Physical Education</li> <li>• Child Studies</li> <li>• Food &amp; Hospitality</li> <li>• Outdoor Education</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Italian</li> <li>• Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Italian</li> <li>• Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Italian</li> <li>• Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• German</li> <li>• Italian</li> <li>• Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• German</li> <li>• Italian</li> <li>• Greek</li> </ul>
SACE			<ul style="list-style-type: none"> <li>• Personal Learning Plan</li> </ul>		<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Studies</li> <li>• Mathematics Applications</li> <li>• Specialist Mathematics</li> <li>• Numeracy for Work/Community</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Studies</li> <li>• Mathematics Applications</li> <li>• Specialist Mathematics</li> <li>• Mathematical Methods</li> </ul>
Science	<ul style="list-style-type: none"> <li>• General Science</li> </ul>	<ul style="list-style-type: none"> <li>• General Science</li> </ul>	<ul style="list-style-type: none"> <li>• General Science</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Nutrition</li> <li>• Physics</li> <li>• Psychology</li> </ul>
SOSE	<ul style="list-style-type: none"> <li>• Society &amp; Environment</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Civics &amp; Citizenship</li> <li>• Studies of Asia</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Ancient Studies</li> <li>• Legal Studies</li> <li>• Society &amp; Culture</li> <li>• Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Classical Studies</li> <li>• Modern History</li> <li>• Legal Studies</li> <li>• Society &amp; Culture</li> <li>• Tourism</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Technical Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Graphics</li> <li>• Technical Studies</li> <li>• Media Production</li> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Technical Graphics</li> <li>• Furniture Construction</li> <li>• Metalwork</li> <li>• Textiles</li> </ul>	<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Technical Graphics</li> <li>• Furniture Construction</li> <li>• Textiles</li> </ul>
VET				<ul style="list-style-type: none"> <li>• CERT I Construction (Plumbing)</li> </ul>	<ul style="list-style-type: none"> <li>• CERT III Construction (Plumbing)</li> </ul>

### ***Special needs***

The school offers English as a Second Language to students across Years 8-12. This is done through both ESL classes and individual language support for students in other subjects.

The school operates a LINK Program for students with physical disabilities and provides a structured transition into secondary education for those students from Adelaide West Special School. Annually there are between 6 - 10 students from Years 8 - 12 who come each day in special taxis and who integrate into the mainstream school for their education. Their special needs are catered for via a dedicated staff member from Adelaide West, other support staff and a special room where the necessary modifications are available to support their physical disabilities.

Unley High School supports the personalised learning needs of students with Negotiated Education Plans (NEPs) and learning difficulties through a team of SSOs who offer classroom and one to one support for these students.

### ***Special curriculum features***

**Information and Communication Technology:** In the complex life and work environments of the 21<sup>st</sup> Century, our young people require more than just content knowledge. Our graduates will need to have paid rigorous attention to developing the 21<sup>st</sup> Century skills (life and career skills) that will enable them to be successful on a world stage.

At Unley High School, we support our students to develop their skill in critical thinking, problem solving, communications and collaboration. Students in all year levels have access to a range of technologies, including Netbooks, as tools to support their 21<sup>st</sup> Century skill development across all curriculum areas.

Students in years 8 and 9 participate in a 'Parent Funded Middle School Mobile Learning Program' using iPads. Students are to provide their own iPad in 2014. This is an innovative program, has the potential to engage students in ways not previously possible, to enhance their achievement, to create new learning possibilities and to extend students' interactions with their local and global communities.

Senior students in Years 10\11 and 12 are encouraged to bring their own device (Windows or Mac) enabling seamless learning between home and school, 24 hours a day.

Students and parents have access to our online learner management system, Daymap. This system provides access to a range of services including attendance/absence data, class notes & homework assessment requirements.

### ***Assessment procedures and reporting***

The achievement of learning outcomes is made explicit to parents and students on a regular basis. Students in Years 8-12/13 receive a report at the end of each term.

Parent/teacher evenings are conducted in terms 2 and 3.

The school uses the "Accelerus" Assessment and Reporting software for its reporting requirements.

### ***Joint programs***

Mitcham Plains Alliance

Unley High School has an alliance with Mitcham Girls and Urrbrae Agricultural High Schools to offer some SACE subjects across the three campuses. This alliance allows us to offer the students at each of these schools access to the most comprehensive range of subjects available. Students who enrol in these subjects may have to travel to one of these schools to attend classes.

## **5. Sporting Activities**

The school offers an excellent variety of competitive sports for students during the school years with a focus on student participation and engagement at school rather than producing elite athletes. It participates in weekly programs run by Southern Zone Sport, the Sports Association for Adelaide Schools and the Catholic School Girls Sports Association. Sports include badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, tennis, touch and volleyball.

In addition to weekly competitions students can take part in specialized sports events offered by Secondary School Sport SA. These include knockout team competitions and elite individual events such as cycling or various athletics events. Throughout the year fun based carnivals such as handball, beach events or modified football are also on offer.

During term 1 the school is involved in interschool Swimming and Athletics carnivals and at the end of the year we send a number of volleyball and basketball teams interstate for Australian Schools Championships competitions.

Rowing is strong within the school offered as both an extra curricula sport and also as a specialized subject.

Both the sport & rowing programs have full-time coordinators.

## **6. Co-Curricular Activities**

A range of activities existing within the school including Air Force Cadets, Chess, Debating, Drama Productions, Environmental Group, Peer Support program, Public Speaking, Tournament of Minds, Choir, String Ensemble, Concert Band, Jazz Ensemble, Year 9 Student iPad Coaches and competitions associated with the Gifted Education program.

Camps are organised either by faculties to support the curriculum, or by groups to foster social development, eg Peer Support Leaders' Training, Year 9 Ski Trip, Year 8 Orientation Camps, Rowing and Outdoor Education Camps.

State and National competitions include IBM and Westpac Maths, Oliphant Science and the National Chemistry Quiz.

A school musical is performed biannually.

## **7. Staff (and their Welfare)**

### ***Leadership Structure***

Senior Leadership: Principal, Deputy Principal, Assistant Principals (3), Business Manager.

Curriculum Leaders' Team: Principal, Learning Area and other Program Leaders, Deputy, Assistant Principals, Counsellors

### ***Staff Support Systems***

Teams of teachers work together in the delivery of the school's curriculum. Training & development time is allocated every Wednesday afternoon.

### ***Access to Special Staff***

The school has eleven AST1 (and one AST2) teachers who provide curriculum leadership support through sharing teaching programs and resources.

## ***Other***

The school's Performance Development processes emphasise the professional development of staff. There is a strong Professional Development Committee and there is a scheduled PD time for all staff each Wednesday from 2.30 pm (early dismissal).

## **8. Incentives, Support and Award Conditions for Staff**

Not applicable.

## **9. School Facilities**

### ***Buildings and Grounds***

In 1997, the school had a \$3m buildings upgrade which introduced two Middle School buildings, a Performing Arts Centre and a redeveloped Student Services and Counselling Centre.

Other buildings were built in the early 60's and the main building on three levels is of the traditional 'E' structure.

The school has access to a three-court basketball stadium and a large assembly hall.

The buildings are surrounded by four playing fields and six tennis courts.

Capital works funding is being sought to undertake significant redevelopment of technology, home economics, art, design and science teaching facilities.

### ***Cooling***

The middle school buildings have evaporative cooling. All other classrooms and teacher work areas across the school have split system or reverse-cycle airconditioning.

### ***Specialist Facilities***

Discussed in other areas of the Context Statement.

### ***Student Facilities***

The Student Services Office provides support to students in relation to first aid, information and movement, book loans and financial services such as ID cards and bus tickets.

Years 11 and 12 students have access to a dedicated Learning Hub as well as a courtyard area for informal gatherings during off-lesson times which occur around the flexible timetable.

The school's Canteen had a major upgrade in 2005.

### ***Staff Facilities***

Each staff member has access to their own email address and account, which allows staff to access school files from home. The majority of teachers have access to an iPad to support teaching & learning in the Middle School Mobile Learning Program. The Staffroom is large, with facilities of high quality and ongoing improvement an objective.

### ***Access for Students and Staff with Disabilities***

All areas of the school are accessible to students and staff with disabilities (ramps and lift).

### ***Access to Bus Transport***

The school is accessible by a number of bus routes which bring students to the school gate. Students can also access the school via train and connecting buses.



## 10. School Operations

### ***Decision Making Structures***

Unley High School is a complex school community in which staff, students and parents participate in the development of policies and decisions which affect them. This participation occurs in a number of forums.

There are three major staff decision making groups in the school:

- The staff meeting provides advice and makes decisions about major policy directions involving teaching and learning and school operations. It meets twice a term.
- The Curriculum Leaders group makes major decisions about curriculum operation, implementation and professional learning. It makes recommendations about school development and improvement.
- The Senior Leadership team makes decisions about whole of school priorities, direction setting and the provisions of organisational processes that enhance school performance.
- The Personnel Advisory Committee advises the Principal about matters related to staffing.

Joint staff, parent and student policy groups include: **School Council** (provides advice to the Principal on the educational policies and programs); **Finance Advisory Committee** (formulates and monitors the Budget on the basis of the School Charter and Developmental Priorities; approves Budget submissions; recommends the final Annual Budget to Council); **Facilities Committee** (develops a Facilities Management Plan to upgrade and maintain, on a cyclical basis, the facilities; undertakes special projects to improve facilities); **Canteen Committee** (monitors and advises on the operation of the Canteen); **Sports Committee** (monitors and coordinates the direction of the sporting program; advises Council on support, including payment, for coaches and managers of sporting teams); **ICT Executive Committee** (represents interests of all users of school's ICT resources, both curriculum and administration and determines whole-school priorities and policies).

**Staff Committees:** Professional Development Committee, Timetabling Committee, Social Committee, Asian Focus Committee, WH&S Committee.

**Affiliated Parent Groups:** Greek Parents' Council, Unley High School Rowing Club

### ***Regular Publications***

Newsletters are published on the school web site each term. Newsletters can be obtained by subscribing through the Unley High School website. Subscription ensures that newsletters will be emailed as they become available. A Year 8-12 Curriculum Handbook is published annually in Term 3 at the beginning of the Subject Selection process.

The Staff Handbook is published on the school's Intranet, and printed copies are distributed to staff new to the school during their induction.

A Daily Bulletin is available on Daymap for staff and students.

### ***Other Communication***

Email facility available to all staff within the school.

## 11. Local Community

### ***General Characteristics***

The school has a diverse cultural community. Students attending the school were born in over fifty different countries from all areas of the world.

Languages spoken at home include Chinese, Croatian, Dutch, English, Farsi, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Nepalese, Persian, Polish, Serbian, Sinhalese, Spanish, Swahili, Turkish, Urdu, and Vietnamese.

### ***Parent and Community Involvement***

Parents are involved through the school's formal committee structures such as Parent Voice, Fundraising Canteen, Learning Assistance Program, Uniform, Sport, Community Service and Library assistance.

The Parent Voice and the Fundraising & Event Management Committee are two committees that drive our goal to improve our connection with the community.

### ***Feeder Schools***

In-zone primary schools are Mitcham and Highgate. Students enrol from many other primary schools including Belair, Black Forest, Clapham, Colonel Light Gardens, Glen Osmond, Parkside, Unley and Westbourne Park.

### ***Other Local Care and Educational Facilities***

Not applicable.

### ***Commercial/Industrial and Shopping Facilities***

A number of shopping facilities are close to the school including the Mitcham Square Shopping Centre

### ***Other Local Facilities***

A range of local facilities are available in the proximity of the school, including Council Chambers and the Mitcham Library.

### ***Availability of Staff Housing***

Not applicable.

### ***Local Government Body***

City of Mitcham

Telephone 8372 8888.

## **12. Further Comments**

### ***Key Features of the School***

The school has a proud tradition of academic excellence.

The school places a primary emphasis upon learning and upon personal development. It creates and fosters a school culture and ethos based upon care, compassion and respect for others.

Teachers are committed to their own professional growth as part of a critically reflective school community and, as a result, seek out innovations as a means of strengthening all these features.

It is both a challenging and rewarding community in which staff, students and parents learn together.