

Unley High School Annual Report 2014



1. CONTEXT

School Name: Unley High School

School Number: 0797

Principal: Semester 1 Susan Cameron
Semester 2 Joanne Costa

Partnership Mitcham Plains

Unley High School is a comprehensive secondary school with a history and tradition dating back to 1910. We pride ourselves on our record of academic success, our sporting involvement, our student wellbeing and our connection with families.

As a school community, we are committed to achievement. We have set ourselves two goals for improvement. One is to increase student engagement and achievement and the other to increase community connection.

We are always seeking to improve our practice and every teacher makes a personal commitment to improve student engagement and achievement. Through our use of Professional Teaching Communities, staff are focussed on increasing student achievement through developing research based practices to improve learning outcomes which are transferable across Learning Areas.

Community connection occurs through a range of committees and events including the Parent Voice Committee which provides opportunities for parents to have input into all aspects of Unley High School.

Our school community actively promotes a culture of excellence in all areas. Students are expected to display honesty and respect in all of their dealings and to take personal responsibility for their behaviour.

We promote co-operative working relationships between all members of the school community and encourage parents as partners in student learning.



Our School Ethos

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.

Middle School

A broad common curriculum is offered in Years 8 and 9, which involves learning experiences best suited to young adolescents. All subject areas incorporate the use of technology to enhance student learning. At Year 8 students study a core of subjects from eight curriculum areas. In Year 9 they are required to do English, Maths, Science, Humanities and Social Sciences, LOTE and have the opportunity to select from a wide range of other subjects.

Year 8 subjects offered in 2015

ENGLISH

EAL (English as an additional Language)

HUMANITIES & SOCIAL SCIENCE

HEALTH & PERSONAL DEVELOPMENT - *Health , Home Economics, Physical Education, Rowing*

LOTE (Language Other Than English) - *Chinese, French, Greek, Italian*

MATHEMATICS

SCIENCE

TECHNICAL STUDIES

THE ARTS - *Visual Arts, Drama, Music Studies*

Senior School: Years 10 – 13

As well as core subjects, all Year 10 students study the SACE Stage 1 (South Australian Certificate of Education) Personal Learning Plan during which they undertake a one-week Work Experience program.

Students select from a range of curriculum offerings from within the South Australian Certificate of Education. Success in these enables students to proceed to University, TAFE or employment. In conjunction with Mitcham Alliance schools, students may choose subjects which are taught at Mitcham Girls High School or Urrbrae Agricultural High School.



Vocational Programs

Years 10, 11 and 12 students receive regular information on career opportunities and the importance of work experience. This assists students to establish career pathways and subject choices in the senior school. Students are able to access a number of programs offered through Quality Lincs. Unley High School offers Certificates I and III in Plumbing in partnership with the PIA and Certificate III in Fitness in partnership with AIPT.

Technology across the curriculum

In the complex life and work environments of the 21st Century, our young people require more than just content knowledge. Our graduates will need to have paid rigorous attention to developing the 21st 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 skills in critical thinking, problem solving, communication and collaboration. We have in place a number of strategies and programs to support our students to develop their 21st Century skills across all curriculum.

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 prior to commencement in 2015. This 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.

Students have access to their personal folder via the Unley High School Portal and WebDAV, meaning that they can always access work saved at school from home.

Home Group Arrangements

The school gathers information about the specific learning needs of students from their primary schools, parents and students. From the data received, classes for students with high intellectual potential (SHIP) are formed in Years 8, 9 and 10.

Students in other classes are of mixed ability, clustered for extension work or learning support within subjects. Students can be involved in a range of activities including Future Problem Solving, Tournament of Minds, and Maths and Science competitions. Our Personal Learning Program provides extra support to students experiencing learning difficulties in their subjects.

From year 8-9 students do a wide variety of subjects, however they do remain together as a home-group. Wherever possible, students in Years 8 and 9 have their home group teacher for at least one subject.



Assessment 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.

Homework

Years 8-11 are set homework each night, increasing from 80 minutes in Year 8 to 120 minutes in Year 11. In Year 12, homework allocation is the responsibility of the students.

Uniform

Unley High School has a policy supported by the School Council which states that all students are required to wear the school uniform. The reasons for having a school uniform are to ensure ready identification of students by staff and to project a positive image of the school in the community.

Student Behaviour Code

Discipline within the school is firm and based upon consideration for the rights of others and the need for cooperation in the community. Our policies are a partnership between the school and the parents. We aim at providing a safe school environment which is free of all forms of harassment – sexual, racial, verbal and physical.

Academic Excellence

Unley High School has excellent teachers, fine facilities and a strong commitment to its students. Unley High School has a long and proud tradition of outstanding academic achievements. Our students are amongst the top achievers in the State public and private schools.

Student Voice

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.

LINK Program

The LINK Program is a partnership between Unley High School and Adelaide West Special Education Centre. Our program supports students who have a physical disability to access the mainstream curriculum. Staff in the LINK Program have the skills to assist students in all areas of their education.

The Program promotes and encourages all students to reach their potential at school and beyond.



International Program

The school has a vibrant International Student Program, with more than 70 students from Brazil, China, Germany, India, Japan, Korea and Vietnam. There is a focus on studies of Asia in the curriculum. Exchanges with sister schools are a feature of school life.

Special Interest Rowing Program

Unley High school is a Special Interest school for Rowing. The school has a successful co-curricular rowing program with over 80 rowers participating. Rowing is offered as a Year 8 subject to those students meeting the selection criteria. Registration of interest in such a course can be made by email to helen.jones@uhs.sa.edu.au

Extra-Curricular Activities

The school offers an excellent variety of competitive sports for all students during their school years with a focus on student participation and engagement at school. Students participate in weekly programs for sport including badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, touch and volleyball.

In addition to weekly competitions, students can take part in specialised sports events offered by Secondary School Sport SA including knockout team competitions and elite individual events. Fun based carnivals are also available.

Events organised to support extra-curricular activities include interstate basketball and volleyball trips, Year 9 ski trip, Year 8 orientation, rowing camps and language and cultural trips. The school also supports a number of club, state and national competitions, including: aerobics, chess, choir, concert band, ensembles and a 'biannual' school musical, debating, IBM and Westpac Maths competitions, orchestra, public speaking, Oliphant Science Awards, National Chemistry Competitions and Air Force Cadets.

Counselling and Guidance

A comprehensive student services network is provided by our two Student Counsellors, Home Group teachers, Year Level Managers, Subject Coordinators and the school's Pastoral Support Worker.

Parent Participation

Parents' involvement in the school is encouraged. School Council and its sub- committees, including the Parent Voice and Canteen are a good way for parents to engage with the school and the community. We also have many sporting groups and teams where parents can be involved.

Transport

Unley High School is served by a range of bus services and trains. For further details please contact the Adelaide Metro Infoline.



2. REPORT FROM SCHOOL COUNCIL

Unley High School Council comprises of active voluntary participants from the parents of our school students and dedicated members of staff, who work together in providing advice on strategic matters to assist the school progress through the upcoming year(s). The School Council is a terrific avenue to participate with our children's school in preparing them for life in and after school. The Council's strategic role compliments the staff's operational role in the day to day running of an educational enterprise of over 1,200 students. I certainly recommend nominating for the School Council or joining one of the subcommittees that report to the School Council.

I was invited to participate in the Year 12 Graduation Ceremony and the Year 8-11 Award Ceremony and came away from both occasions with a strong sense of achievement, pride and a sense of wellbeing within the students. Our graduating students will be positive and strong ambassadors for our School and outstanding young adults who will achieve greatness in their chosen vocation. Unley High School has a group of dedicated staff, who we as parents, entrust to educate our children in an environment that is supportive, collaborative, compassionate and challenging. These conditions promote positive educational outcomes and are vital for our young adults as they explore and develop their role in society. The overwhelming sense of personal achievement and the ability to strive for their best outcome as individuals was displayed at these ceremonies, and I am honoured to be a part of this outstanding school.

Unley High School continues to progress educationally in 2014, in particular with the challenges of the continued rollout of the Australian Curriculum. I believe our strong focus of engaging with our students and the community to the betterment of their educational outcomes is one of our core strengths as a school community. Whilst our overall grades continue to improve, our participation in the many additional activities have resulted in high achievements for our students in Maths, Science, English, Writing, Art and Debating to name but a few. Worthy congratulations to the students, their teachers and parents in supporting our students to achieve so much success.

The second year of Sports Day with 'houses' proved exciting and many new records were set by enthusiastic students: well done to all involved. Our commitment to offering many opportunities in Sport for our students is vital in developing overall skills in team work, reliability and effort.

Senior roles within the school changed this year with these roles sourced from within our own staff pool, which reflects highly on our staff capabilities. Congratulations to our new Principal Ms Joanne Costa, Deputy Principal Mr Rob Perkins and Ms Trish Colman as Assistant Principal School Programs. You have my support in continuing the work of Ms Susan Cameron in progressing Unley High School as a preferred school of choice, where the student is "the centre of all we do". I also congratulate Susan Cameron in her new role as Director; Review, Improvement and Accountability within DECD and wish her well in her new role.

As a School Council we will continue to work together with staff and students to develop the appropriate infrastructure with the construction of the Trade Training Centre for Plumbing continuing and our pursuit of a new Technical Studies, Home Economics and Art building to be approved by DECD next year.



Marcel de Ruyter – Chair, Unley High School Council

3. 2014 HIGHLIGHTS

Unley High School is a high performing academic secondary school. We began 2014 with the news that 15 Year 12 students achieved a total of 20 Merits and the Year 12 cohort as a whole, achieved very highly with 71.67% of all grades in the A and B band. This is an increase compared to 2013 and gives us confidence in the work we are doing to improve teaching and learning outcomes at Unley High School.

A contributing factor that supports student engagement and achievement is the sense of connection our students have with their school. At Unley High School this connection is found in the quality of relationships students build with each other, their involvement in Co-curricular Programs and the connection our parents have with the school. The Parent Voice Committee has worked actively alongside staff to develop a range of programs to assist parents support their children, such as parent celebrations for both Year 8 and Year 12, and workshops aimed to give parents a better understanding of some of the issues facing adolescents.

Students learn and achieve best when their wellbeing is supported and nurtured. In 2014 students accessed programs such as Wellbeing and Relationships days, Cyberbullying Workshops, Safe Partying workshops, Multicultural days and Reconciliation events, all of which support students to understand their responsibilities as part of the community, and the causes and effects of discrimination and unkindness.

We had many opportunities to celebrate the outstanding achievements of our students in 2014. Students took part in a variety of competitions across the State and our district, winning first, second or third prizes in the following competitions: Mathematics Quiz Night, Tournament Honours in the Tournament of Minds Competition held at Flinders University, SASTA Oliphant Science Awards, English Writing Competition, Debating and the Art category of the Australian Greens Makepeace Prize for 2014.

The selection of one of our female students to represent South Australia in the National Maths Summer School in Canberra was a real highlight as was the awarding of a bronze medal in the Education Perfect World Series for English for another female student, ranking her in the top 20% of 20,000 competitors from around the world.

Our sporting and cultural events were varied and interesting. Students participated in a wide range of sports and physical challenges, visited exhibitions and plays and travelled interstate and overseas. The Arts Learning Area, supported by the broader school community, performed the musical *Oliver!* to a packed Scott Theatre over three performances in as many days.

Unley High School offers a rich and broad educational experience for its students whilst encouraging and supporting parental involvement in the school. All of our 2014 Opinion Surveys highlight the high expectations the school has for its students. These high expectations underpin the school's motto 'The utmost for the highest'.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Unley High School has two goals. The first is to Increase Student Engagement and Achievement and the second, to Increase Community Connection.

Goal 1 *Increase Student Engagement and Achievement*

In 2014, Unley High School Teachers have continued to use the Teaching for Effective Learning (TfEL) Framework to re-design their tasks and incorporate the principles of effective teaching and learning, which includes specific strategies to explicitly teach Literacy requirements for given tasks.

The introduction of the Professional Learning Teams in 2014 enabled teachers to further investigate ways to increase student engagement and achievement. Using a variety of data sources such as student grades, feedback from students, NAPLAN results, each team developed a focus question. Each Professional Learning Team utilised the principles of the Action Research Cycle in order to derive their focus question and commence their research. Although teams were able to design their own question, they needed to ensure that their focus question directly related to what was happening in the classroom.

Over the course of the year, PLT teams came together to share their findings and work, posing questions of each other as a way to move forward. The PLT work is to be continued in 2015 as this important work on the Action Research Cycle is yet to be completed. It is envisaged that positive outcomes achieved by any given team will then be adopted by the whole school.

In addition to the Professional Learning Teams, Unley High School has engaged in a number of other projects aimed at increasing student engagement and achievement. One such Project is the Advance Technology Project. This Project has enabled Science teachers to work collaboratively with colleagues across the state to explore new ways to engage students in Science, in particular, for Middle school students. The aim of the Project is to increase engagement in the Sciences and increase enrolments in Science at Stage 1 and Stage 2.

The table below shows the number of enrolments in Stage 2 Science Subjects for the period 2011 to 2014.

2011	143 students
2013	160 students
2014	174 students
2015	192 students

Although the Science Learning Area has indicated that there are many reasons for the increase in enrolments in their Area, they consider the work with the Advance Technology Project is a contributing factor.

The outstanding contribution by the Science Learning Area has been instrumental in Unley High School becoming a STEM (Science Technology, Engineering and Mathematics) Focus School for 2015.

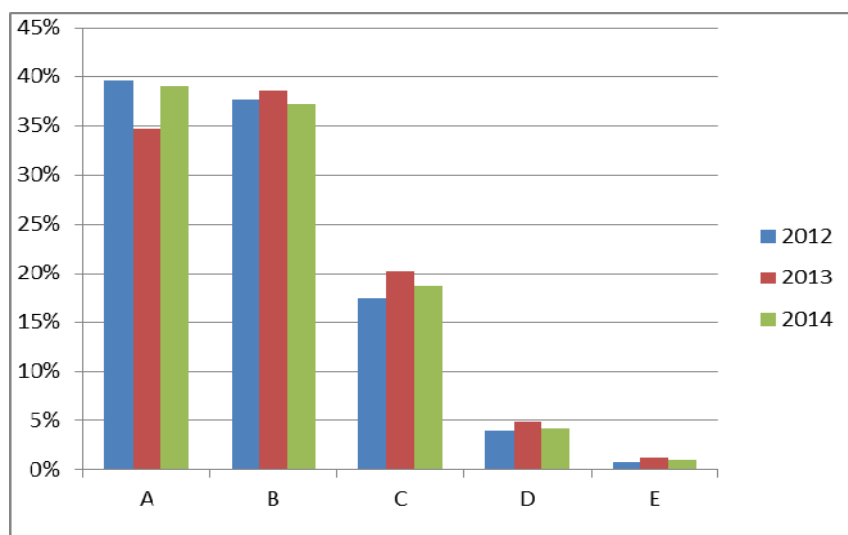
A Learning Centre initiative for 2014 was the introduction of the *Students as Mentors Program* which has seen the Learning Centre increase to double its size and capacity. The *Students as Mentors Program* utilises former Unley High School students (2013 school leavers) act as mentors on a regular, one-to-one or small group basis with current senior students. The mentoring of students by their peers has proven to be successful, with Year 12 students in particular, taking advantage of the Mentors and their skills, expertise and advice. Mentors offer guidance, support and encouragement to students and foster increased self-confidence, resilience, educational achievement and overall more positive life choices. We see this exciting initiative as a great opportunity for our students and an important strategy in improving their engagement and achievement. The *Students as Mentors Program* will continue in 2015.

Student results over three years show that the growth over the three years has been consistent. During those three years, the Australian Curriculum has been implemented across four core learning areas including the use of performance standards. The standards have increased the rigour in assessment and formed a guide for task design. Outcomes suggest that our task redesign work has been effective in engaging students in the process of learning.

The tables and graphs below show the breakdown of grades for Year 8, 9 and 10.

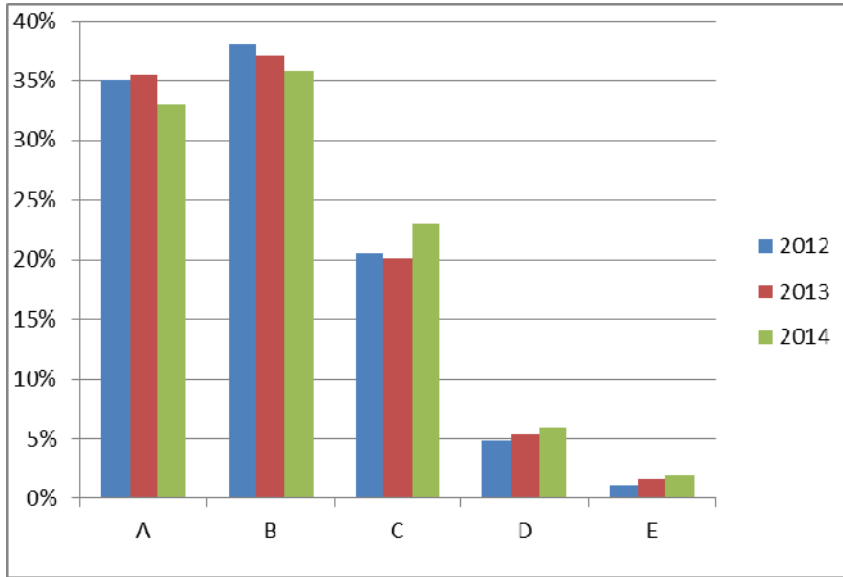
Distribution of Year 8 Grades over three years.

	A	B	C	D	E
2012	40%	38%	17%	4%	1%
2013	35%	39%	20%	5%	1%
2014	39%	37%	19%	4%	1%



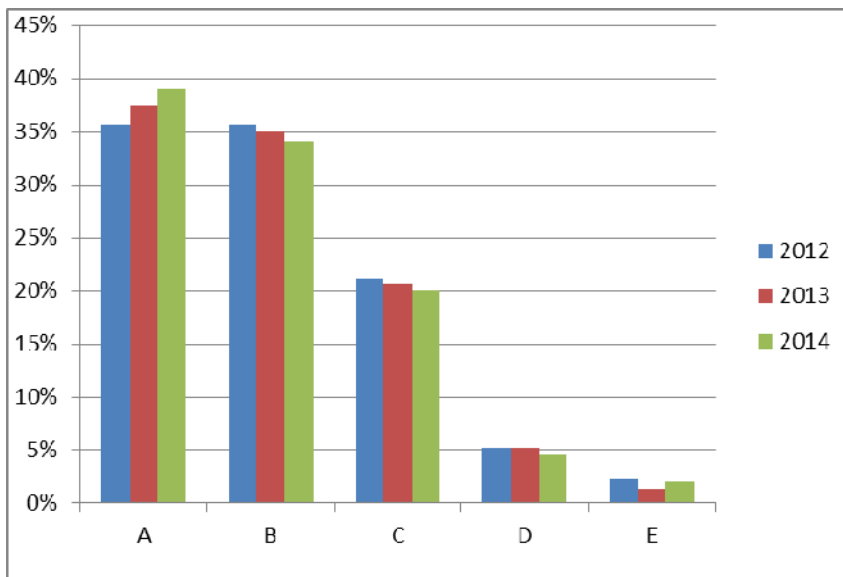
Distribution Year 9 Grade over three years

	A	B	C	D	E
2012	35%	38%	20%	5%	1%
2013	36%	37%	20%	5%	2%
2014	33%	36%	23%	6%	2%



Distribution of Year 10 grades over 3 years

	A	B	C	D	E
2012	36%	36%	21%	5%	2%
2013	37%	35%	21%	5%	1%
2014	39%	34%	20%	5%	2%



Below is a summary of the work undertaken by the English and Arts Learning Areas.

English

The question for the English Learning Area PLT was:

Does the use of common explicit assessment criteria increase student engagement and achievement?

The question was derived from both discussions and research. It allowed us to incorporate unit writing for the Australian Curriculum and ensure assessment tasks met the required assessment criteria.

Teachers in Years 8 and 9 were to use the assessment proformas and rubrics developed from the Australian Curriculum by teachers in the assessment of student work in Semester 2 to ensure consistency across classes. They were to use the rubrics to give students more information about what was explicitly being assessed.

In order to measure the success of our explicit assessment criteria, we first needed to gauge the engagement of students before they began the trial so allow for comparison. A questionnaire was designed and given to all Year 8 and 9 students. The same questionnaire would be given again at the end of the year with comparison of results as some measure of the success of student engagement.

Student achievement was also monitored against the assessment criteria of the Australian Curriculum and was analysed for improvement against Semester 1.

Teachers wrote units for the Australian Curriculum and focussed on how the work would be assessed. In order to gauge the success of units written, teachers watched each other deliver a new unit. Modifications to the delivery and aspects of the course were made after discussion and based on observations made in the class room. Final analysis of the results from our surveys and assessment data still need to be made, but anecdotally it has been a success. Teachers feel there is more consistency and students have greater understanding of exactly what is being assessed and how it works within the Australian Curriculum. Teachers also now have a common shared curriculum in Years 8 and 9 and a greater understanding of the new curriculum and its assessment.

The PLT will continue into Year 10 in 2015 as the Australian Curriculum is taught to Year 10 students for the first time. Classroom observations for each teacher will be used at least once in the year to ensure units are as successful in their delivery and content as possible. We will also undertake a moderation of Year 8 work to check consistency of assessment across the year level.

Definition of key terms:

Core element 1

<i>Common</i>	used by all Learning Area members who teach Year 8 and 9 English.
<i>Explicit</i>	clearly worded and task focused.
<i>Assessment criteria</i>	ACARA-based generic assessment sheets for tasks, supplemented with detailed task criteria sheets that deconstructs the formal ACARA terminology.

Core element 2

<i>Engagement</i>	confident, capable, interested, and knowledgeable participation.
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Core element 3

<i>Achievement</i>	addressing the performance standards to demonstrate knowledge and understanding of the task criteria.
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The Arts

2014 was the first year of operation for The Arts Learning Area PLT. Key issues guiding the development of the question were:

- Implementation of the Australian Curriculum in 2015
- The need to have a question that would assist in meeting Unley High School's goals
- Choosing a question that would be likely to impact teaching and learning in our classrooms.

With these factors in mind, the group established a question:

How does teaching and assessment of a Common Curriculum in Year 8 and 9 Arts improve student engagement and achievement?

And defined core elements of this question as follows:

<i>Common Curriculum</i>	a common set of achievement standards, learning tasks and topics common assessment criteria applied as consistently as possible
<i>Engagement</i>	attendance, persist, participate, effort treated fairly, take risks, confidence, choice motivation, motivation to progress, inquisitive genuine relationships between teacher and student
<i>Achievement</i>	addressing the performance standards to demonstrate knowledge and understanding of the task criteria

The group conducted readings in education literature to support establishment of these definitions and the question itself. The concept of "Common Curriculum" as defined above and its impact on achievement seems to be relatively unexplored in literature, so a large amount of time was spent exploring and discussing this concept.

To collect data we developed a student survey asking questions about engagement and achievement which was tailored to our subject area. The survey was delivered in late Term 3, 2014, and results were analysed in Term 4, 2014.

An exercise to gather data about our current teaching practice from all Arts teaching staff was then conducted. Each teaching area (Visual Art, Music, Drama) then made an informal assessment of our curriculum commonality index using Multi Criteria Analysis. Late in 2014 we used this data to plan units of work and curriculum for delivery in 2015.

In the early part of 2015 we expect to continue researching the above question. Key milestones will be repeat surveys of our classes in late Term 1 to gather a new set of data, revisiting our curriculum commonality index, and then comparison of this data with that obtained in Terms 3 and 4, 2014.

Goal 2 Increase Community Connection

Target 1 was to offer at least one parent activity per term and to increase the number of parents attending each activity by 3%.

The Parent Voice Committee, consisting of 35 members, met twice per term to discuss concerns, solutions and ideas to actively engage more parents in the life of the school. Overall the goal of having one parent activity per term was exceeded.

In Term 1, 90 parents attended the *Year 8 Welcome Morning Tea* which represented a 3% increase from 2013.

The *Year 8 Camp Celebration* including a camp video and sausage sizzle attracted 78 parents.

Six Parents as Career Partners Workshops were run across Terms 1, 2 and 3. Each workshop was well attended with attendance numbers in the high thirties for each workshop.

An Adolescent *Mental Health* session which included drug and alcohol awareness was organised for Term 2. Forty parents attended this session and feedback indicated these sessions would also be invaluable for students.

The annual *Greek Spring Dance* was held with over 250 parents attending.

The *Year 12 Parent Graduation Celebration* was held in Term 4 with 36 parents attending.

iPad Learning for Parents was held to support parents' understanding of the use of the iPad in the Middle School.

The Parent Voice Committee also suggested and implemented changes to improve the Parent Teacher Interview process, the Year 8 and 9 Acquaintance Night and worked with local council in an attempt to improve traffic flow during peak school times in Kitchener Street.

Target 2 was to increase the number of community curriculum based activities.

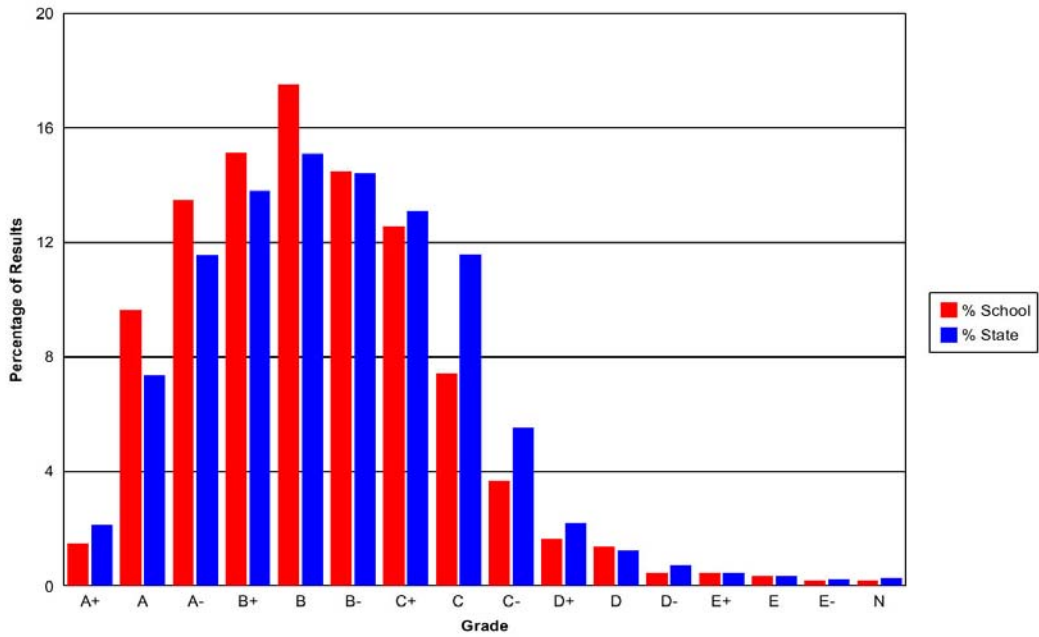
Over the last three years, Learning Area Coordinators have been working on increasing the opportunities for students to engage with the community in an authentic way.

The activities below are examples of some of the activities undertaken in 2014.

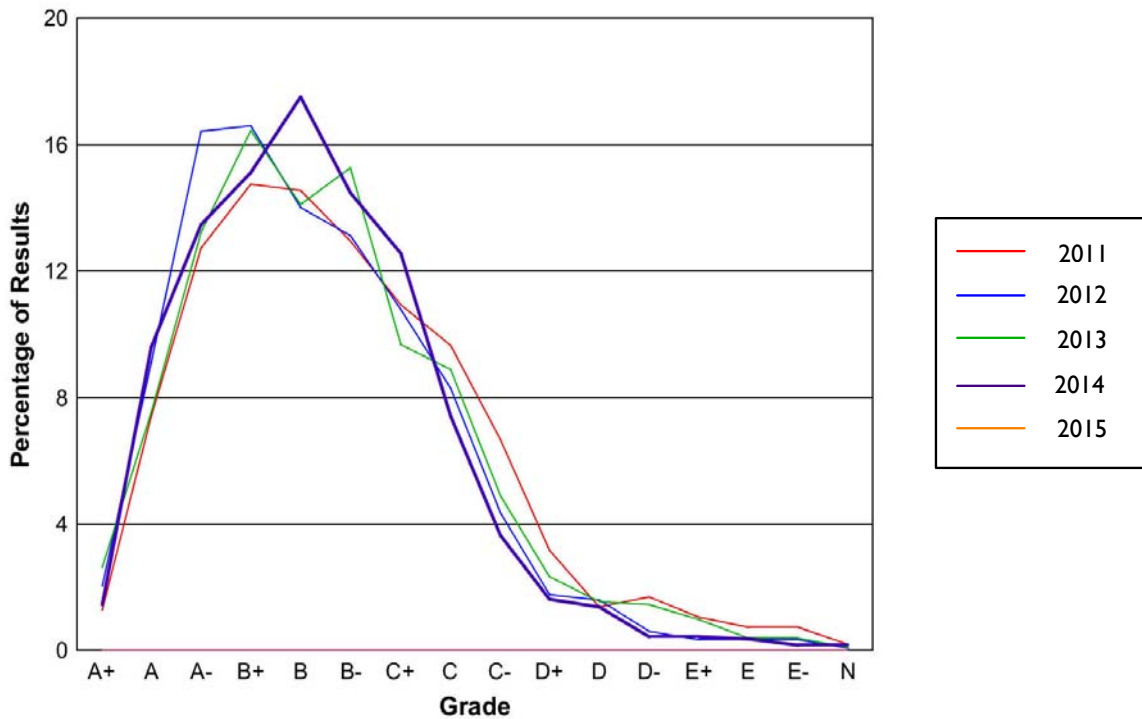
- Year 9 Community Care for 2014 saw a number of Home Groups organising activities which took the students into the community, visiting Nursing Homes, took part in the City to Bay Run, visited the Women's and Children's Hospital and spent time with young children who had a long stay in hospital.
- Year 11 Art students exhibited their Art work in the Mitcham Cultural Centre.
- Year 12 Art students exhibited their work in the Unley High School Gallery.
- Senior school Art students travelled to Melbourne for exhibitions.
- The Year 10 Challenge gave students the opportunity to work with Mentors from industry and universities.
- Year 10 students took part in the Rotary Driver Awareness Course.
- Students from across Year Levels had an opportunity to spend a day working with the United Nations Youth ambassadors, experiencing what is like to be a United Nations ambassador.
- Music students visited and performed at our local primary schools.
- Language students had a variety of excursions where the students used their language skills in an authentic setting such as German students visiting the German Club, and Chinese students going to Highgate Primary schools to run activities in Chinese for the students.

5. STUDENT ACHIEVEMENT

Stage 2 School Subject Results - by Grade Distribution

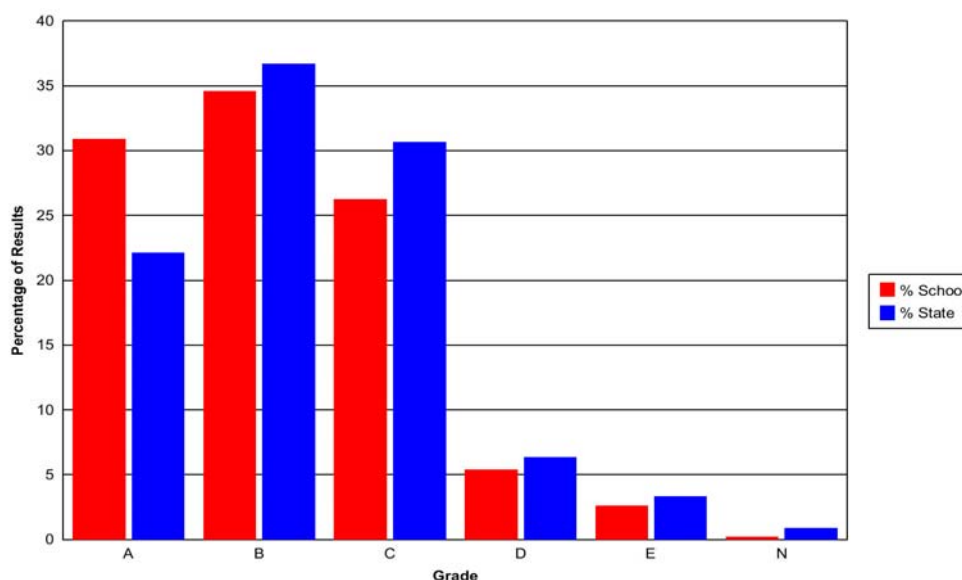


Stage 2 School Subject Results - by Grade Distribution by Year



- There has been a 2.24% increase in the overall percentage of A and B grades, 71.67% in comparison to 69.43% in 2013. There has also been a drop in D and E grades of 4.1%. In 2014 the total was 4.7% in comparison to 8.8% in 2013. Eleven students gained 14 Merits.
- The overall percentage of A and B grades are above the State average and D and E grades are below the State average.
- Teachers attributed the continuous improvement of students' results to their ongoing work in the use of the TfEL Framework for their task design, better scaffolding of student work and the Students as Mentors Program.
- The SACE Completion rate for 2014 was 97.16% which is 3.38% higher than in 2013 and 2.8 % higher than the State average. Seventeen students, which is the equivalent of 8.29%, gained their SACE certificate by counting their credits through the recognition arrangements for VET in SACE. Twenty students completed VET Qualifications and of these students 35% gained Certificate 1, 45% gained Certificate 2 and 20% gained Certificate 3.

Stage 1 School Subject Results - by Grade Distribution



Stage 1 result data shows that 65.48 % of all grades at Stage 1 are A and B grades. This is a slightly lower than the 2013 results, however, the A grades are significantly above State percentage whilst the B grades are similar to the State percentage across all schools. D and E grades at 8.0% are slightly below the State average.

Our highest achieving subjects were Arts, Business and Enterprise, Health and Physical Education, Communication Products, Food and Hospitality and English where the percentage of A and B grades were at least 10% above the State average.

These results indicate the success of the work staff has done in relation to task design, the successful operation of the Learning Centre and the mentoring model which has been implemented in 2014.

5.1 NAPLAN

Figure 1: Year 9 Proficiency Bands by Aspect

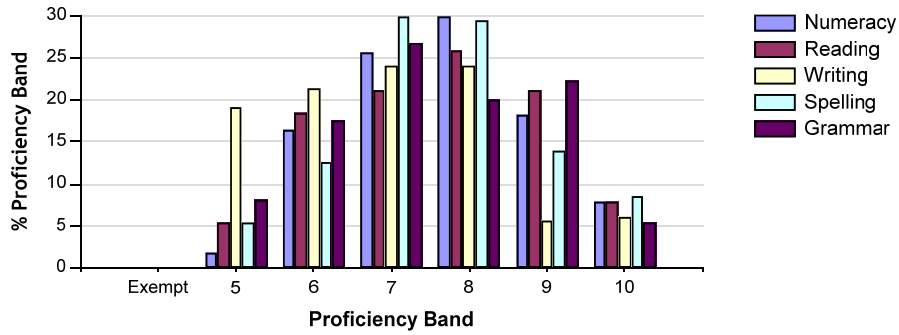


Table 1: Year 9 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy		1.9	16.4	25.7	29.9	18.2	7.9
Reading		5.5	18.4	21.2	25.8	21.2	7.8
Writing		19.0	21.3	24.1	24.1	5.6	6.0
Spelling		5.4	12.7	29.9	29.4	14.0	8.6
Grammar		8.1	17.6	26.7	19.9	22.2	5.4

Student Mean Scores

Figure 2: Year 9 Mean Scores

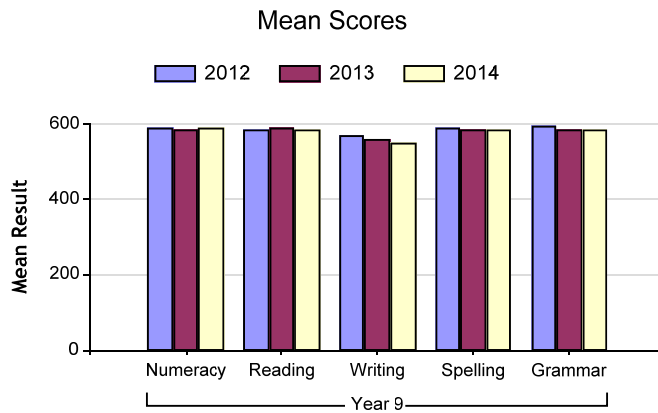


Table 2: Year 9 Mean Scores

Mean Scores by Test Aspect	Year 9		
	2012	2013	2014
Numeracy	592.3	587.5	592.5
Reading	587.4	589.9	586.6
Writing	571.7	559.2	551.5
Spelling	591.9	586.6	587.5
Grammar	594.0	587.5	583.6

Growth

Figure 3: Year 7-9 Growth

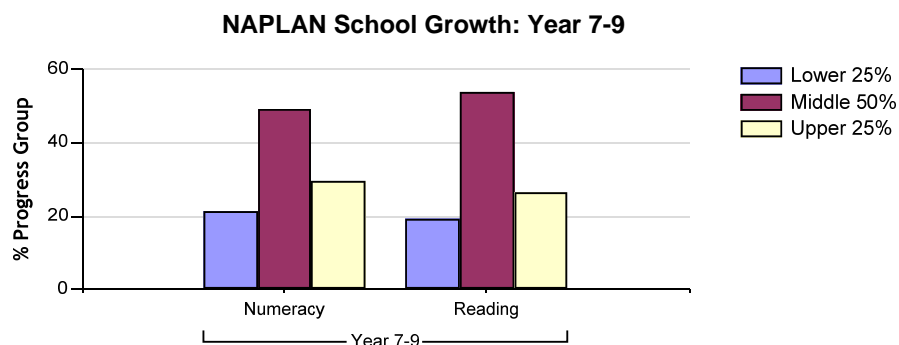


Table 3: Year 7-9 Growth

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	21.1
	Middle 50%	49.1
	Upper 25%	29.7
Reading	Lower 25%	19.4
	Middle 50%	53.9
	Upper 25%	26.7

NAPLAN Analysis

In 2014 81.7% students achieved a band 7 or above in numeracy, 76.0% achieved a band 7 or above in reading, 59.8% achieved a band 7 or above in writing, 82% achieved a band 7 or above in spelling and 74.2% achieved a band 7 or above in grammar.

There has been a 2% decrease in the number of students below the National Minimum Standard in numeracy, a 1% decrease for spelling and 2% increase for reading and a 6% increase in writing.

However when looking at the Growth analysis in the aspect of Numeracy 29.7% of the students are in the upper band in comparison to 25% nationally. This reflects a significant improvement in students' results from Year 7. Only 21.1 % are in the lower band which is 3.9 % lower than the

percentage of students in the lower band nationally. Similarly in reading 26.7% of the students are in the upper band compared to 25% nationally.

In 2015 there will be a concentrated effort in investigating different ways of engaging student in writing and reading. The English Learning Area believe that the drop in the percentage of students achieving the national standard for writing is due to the use of electronic devices for the majority written tasks. More opportunity for students to practice the art of writing by hand will be provided.

4.2 Better Schools Funding

NAPLaN and School data showed that a percentage of students were below the National Minimum Standard in Literacy and Numeracy. Two strategies were put in place to address this issue.

Strategy 1

A Literacy class was created for Year 8 students who were identified as being below the National Minimum Standard in Literacy in Year 7 as well as having failed their Year 8 English. This strategy proved to be very effective with 2014 NAPLaN results indicating the majority of the students improved by at least one band.

Strategy 2

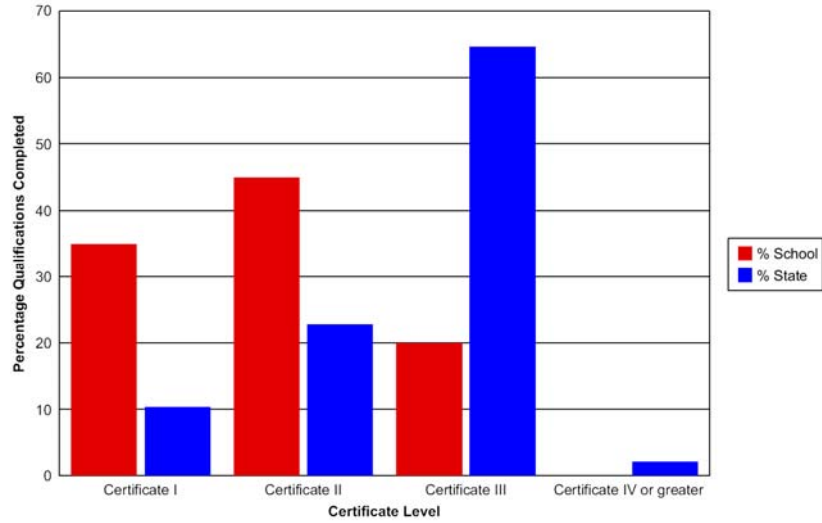
The second strategy was to appoint a Literacy coach to develop effective literacy strategies with the English Learning Area. One to one support for English teachers was offered to enable the implementation of new literacy teaching strategies.

In order to increase student literacy across all year levels, the Literacy Coach undertook preliminary research into effective literacy education strategies and attended the National Literacy and Numeracy Expo. As a result of the Literacy Coach's work, a total of 30 documents were created, which have been made available to all staff. In Term 4 a number of documents including *How to write an essay* and *Year 12 Film text analysis essay model* were trialed by two teachers, both of whom found them very useful and easy to use. Student feedback from these classes indicated that the students found them extremely helpful in communicating how to apply the structural rules of an essay into a polished piece of writing.

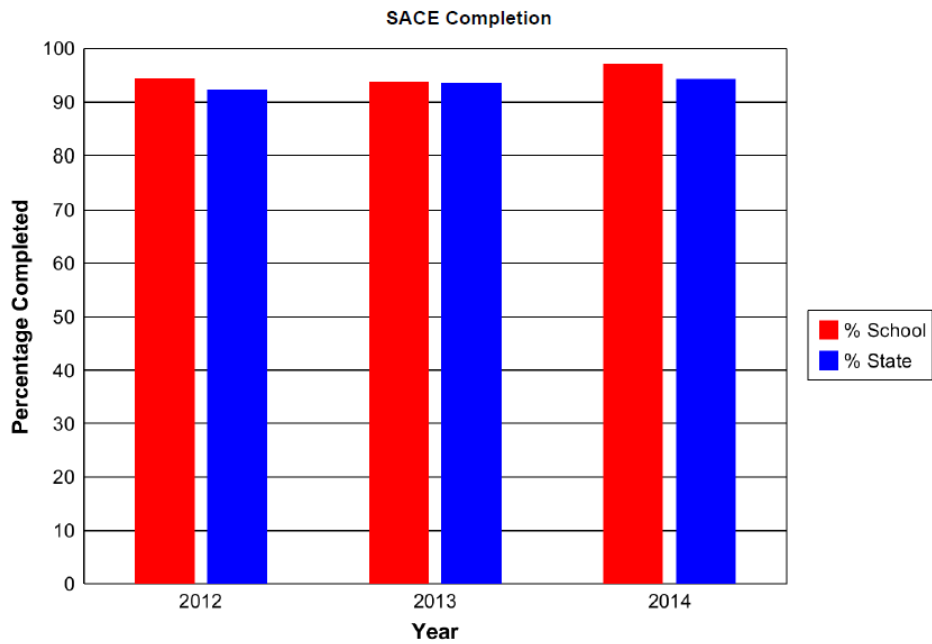
The English Learning Area will use this model in 2015 and beyond.

5.2 Senior Secondary

Students in Year 12 Undertaking Vocational or Trade Training



Students in Year 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification



6. STUDENT DATA

6.1 Attendance

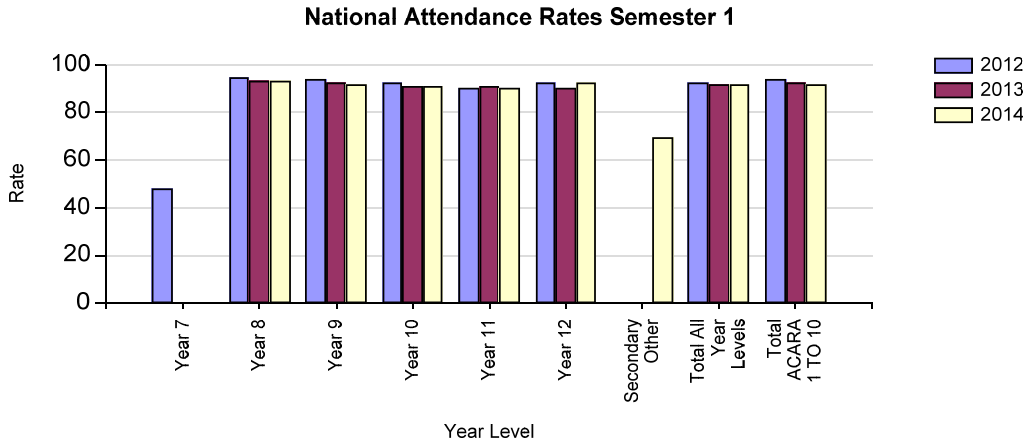


Figure 4: Attendance by Year Level

Table 4: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Year 8	94.9	93.3	93.6
Year 9	93.9	92.3	91.7
Year 10	92.7	91.5	91.1
Year 11	90.2	91.3	90.6
Year 12	92.5	90.1	92.4
Secondary Other			70.0
Total All Year Levels	92.8	91.7	91.8
Total ACARA 1 TO 10	93.8	92.4	92.1

The attendance rate across all years has remained approximately the same over the last three years and continues to be affected by the number of requests for exemptions across all year levels.

More and more parents are taking their children on holidays during the school term. In 2014 there were 165 exemptions ranging from three days to three months.

Attendance has been identified as a focus for 2015 with an Attendance Policy written and an Action Plan clearly identifying roles and responsibilities regarding attendance for teachers, parents and students.

6.2 Destination

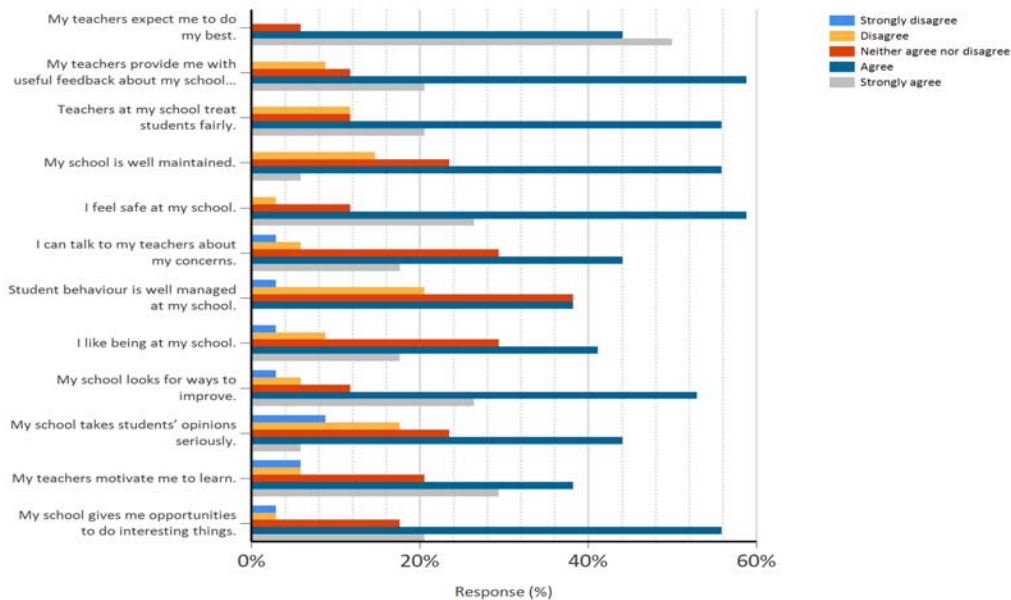
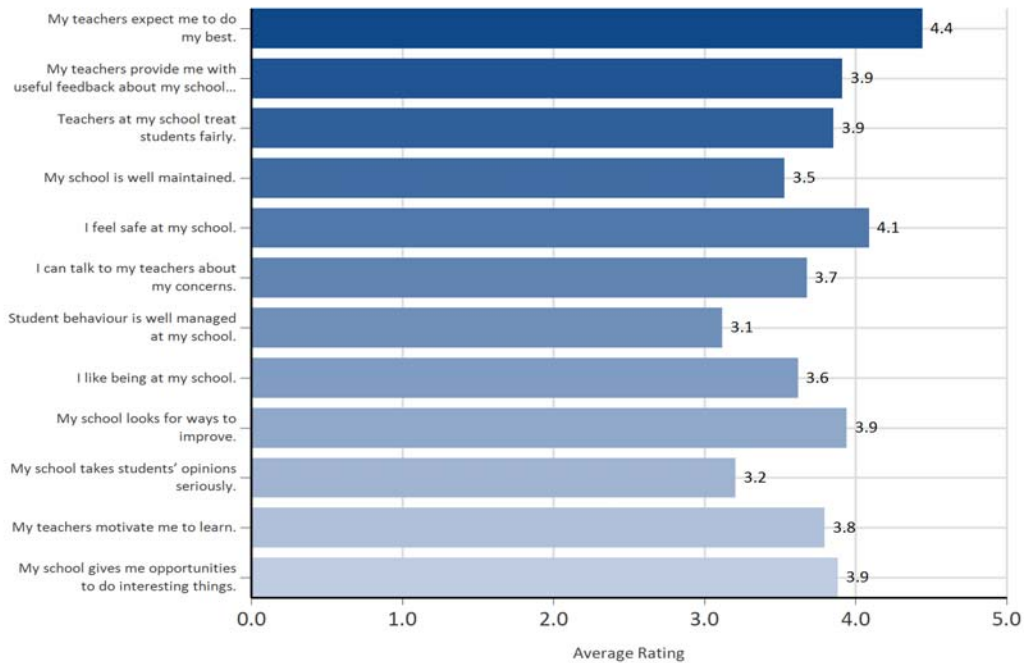
Table 5: Intended Destination

Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment	1	0.3%	0.9%	3.0%
Interstate/Overseas	33	10.6%	14.5%	10.1%
Other			0.8%	1.4%
Seeking Employment	5	1.6%	1.0%	3.6%
Tertiary/TAFE/Training	17	5.5%	2.0%	4.6%
Transfer to Non-Govt Schl	17	5.5%	15.6%	9.7%
Transfer to SA Govt Schl	14	4.5%	41.0%	47.4%
Unknown	224	72.0%	24.2%	20.1%

Most Unley High School students who show as unknown are intending to take up a University course

7. CLIENT OPINION

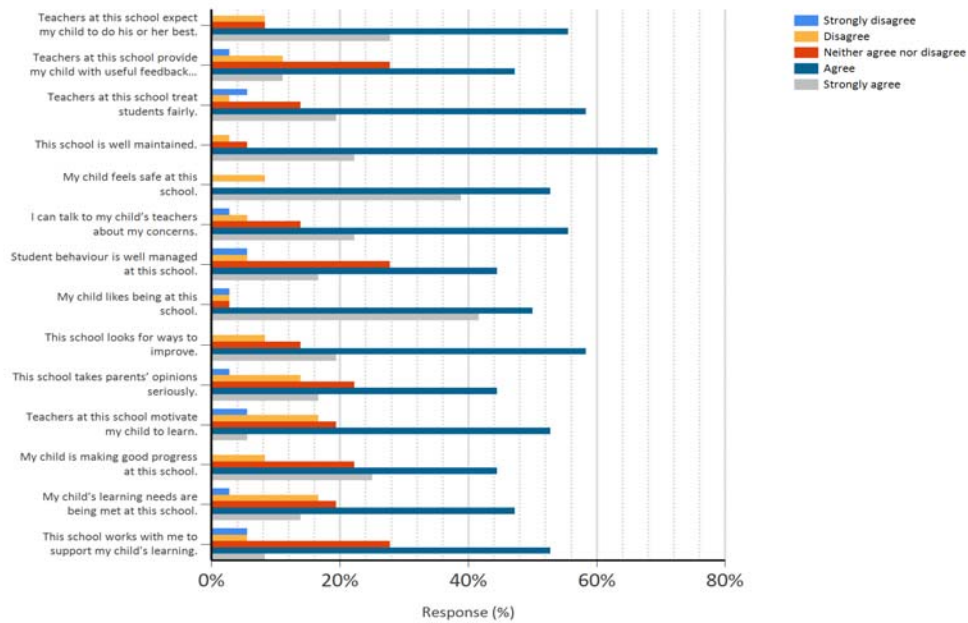
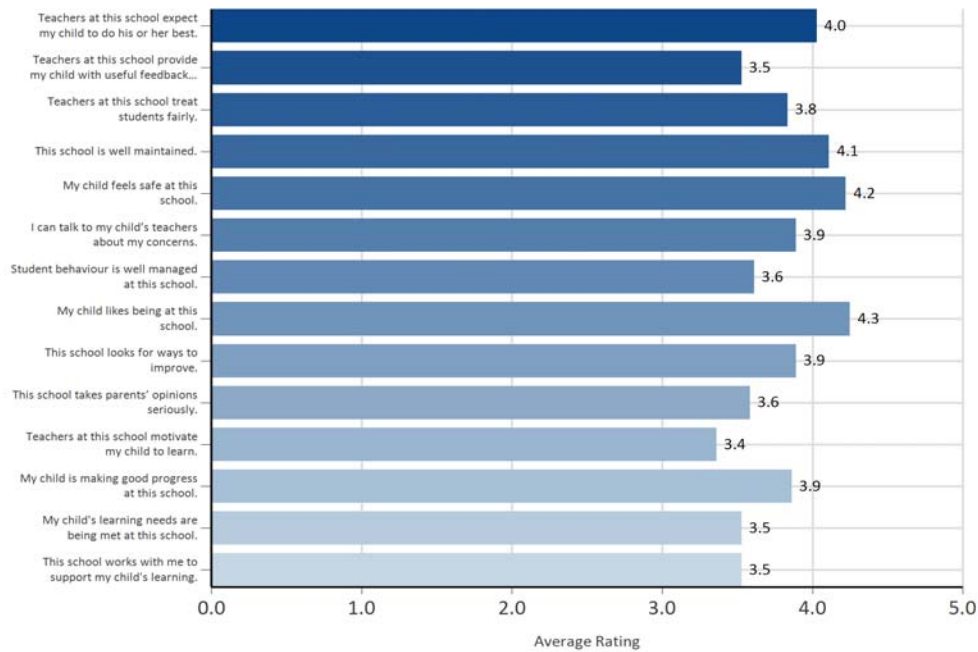
Student Opinion Survey



Students have the opinion that teachers have high expectations of them and this outcome is in accordance with the work the school has been doing to increase student achievement. Students feel they are safe at Unley High School but are less convinced that their opinions are taken seriously.

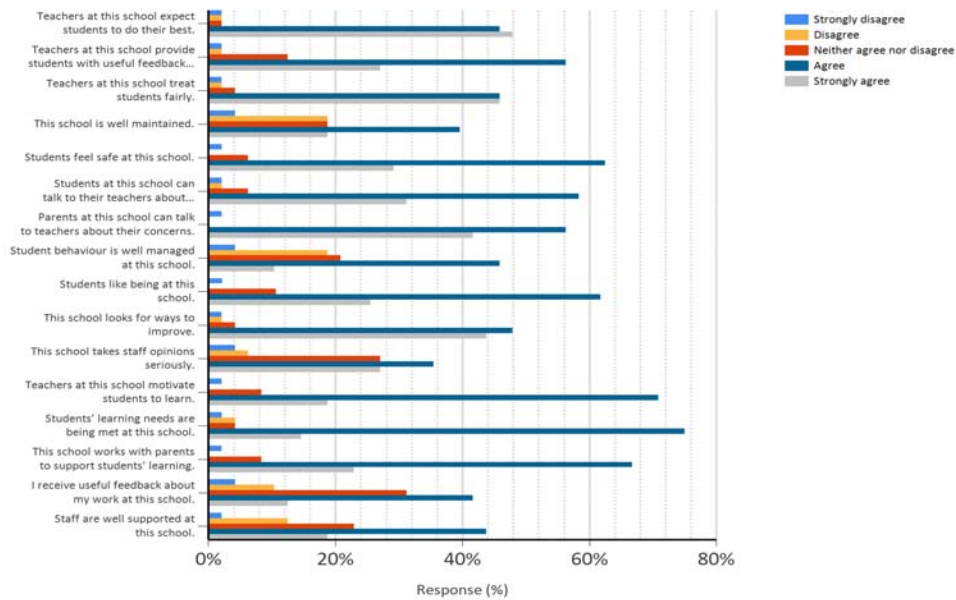
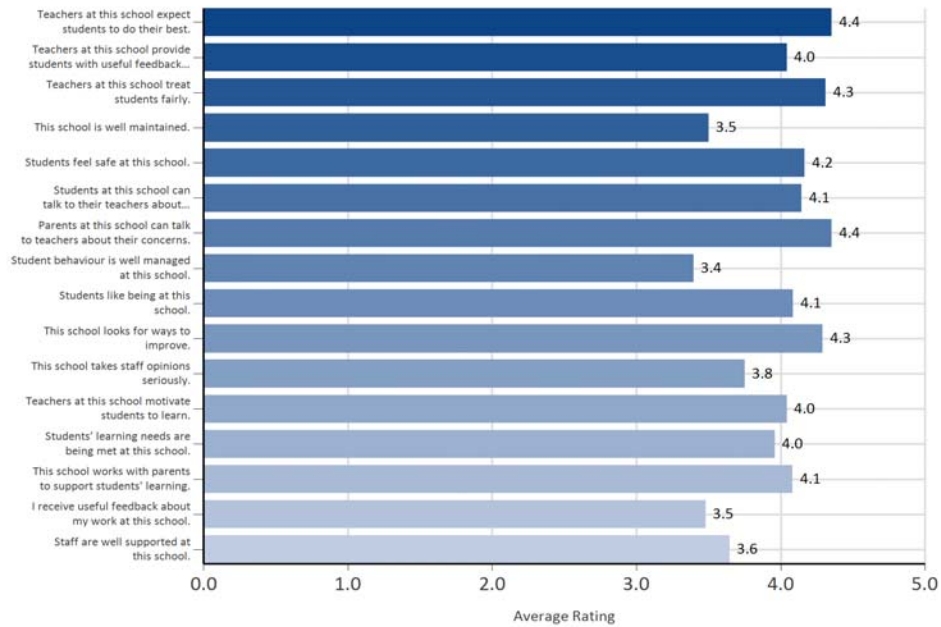
Student behaviour management is an area for improvement. This data will be provided to Student Voice for analysis and feedback.

Parent Opinion Survey



Parents express the opinion that their child likes to be at Unley High School, their child feels safe and staff have high expectations of their children. Parents are less convinced that their child's learning needs are being met or that teachers sufficiently motivate their child. The work of the Professional Learning Teams (PLTs) includes strategies to increase engagement and motivation and we would expect to see an improvement in these two areas over the next two years.

Staff Opinion Survey



Staff have the opinion that the school has high expectations of students and that parents see the school as being approachable and supportive of their child's learning. They have the opinion that as a school we look for ways to improve. Staff are examining the effectiveness of behaviour management processes, and the school is reviewing behaviour management in 2015.

8. HUMAN RESOURCES

8.1 Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	176
Post Graduate Qualifications	72

Please note, Staff who have more than one 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	77.60	0.00	25.03
Persons	0	86	0	34

8.2 Criminal History Screening

All teaching staff have current DECD Criminal History Screening through their Teacher Registration, which is recorded on the school's database, EDSAS.

Permanent Ancillary Staff are required to lodge a new DECD Criminal History Screening application every three years. Contract Ancillary staff are required to renew their DECD Criminal History Screening on an annual basis.

All Applications are presented to the Business Manager with suitable identification documents. The Business Manager certifies the documents and signs the application. The Application is then lodged with Department of Communities and Social Inclusion (DCSI). The application is processed by DCSI and if the person is eligible to work with children a letter and email of approval is sent to the employee and the school.

This information is recorded in EDSAS and HR Management system on Eduportal. A DECD reminder email is sent to employees six months prior to the Screening expiry.

Unley High School pays and cost incurred by volunteers and processes their DCSI Criminal Screening for them. Once their Criminal Screening has been received by the school, the information is recorded on EDSAS and the volunteer is notified that they are able to commence volunteer work.

The school took part in a Safe School's Audit in 2013/14 and positive feedback was given regarding our Criminal Screening process.

9. FINANCIAL STATEMENT

Unley High School

Balance Sheet 31.12.2014

Assets	
Cash	\$173,110.72
Investments	\$1,624,049.25
Receivables (Current)	\$506,116.60
Other Assets (Current)	\$14,600.00
Global Budget Assets (Accrued Recurrent Funding)	-\$37,867.20
Furniture and Equipment	\$136,908.13
	\$2,416,917.50
Liabilities	
Other Liabilities (Current)	\$263,703.32
School Equity	\$2,153,214.18
	\$2,416,917.50

Profit and Loss 31.12.2014

Revenue	
Grants - DETE	\$52,703.39
Global Budget Revenue	\$11,256,979.43
Grants - Commonwealth	\$275,400.00
Parent Contributions	\$1,397,424.31
Other Operating Revenue	\$992,353.76
Non-Operating Revenue (Transit revenue)	-\$7,900.00
Total Revenue	\$13,966,960.89

Expenses	
Supplies & Services	\$1,619,341.19
Global Budget Expenses	\$11,099,005.08
Facilities & Expenses	\$325,460.87
Financial Expenses	\$6,796.43
Employee Expenses	\$34,963.20
Other Operating Expenses	\$12,911.84
Parent Contribution Expenses	\$363,159.58
Depreciation & Amortisation	\$37,637.04
Non-Operating Expenses	\$281.82
Total Expenses	\$13,499,557.05

Surplus or (Deficit) Funds \$467,403.84