

Unley High School Annual Report 2015



Government of South Australia

Department for Education and
Child Development

Trading as: South Australian Government Schools.

CRICOS Provider Number: 00018A

1. CONTEXT

Org Unit no: 0797
School Name: Unley High School

Principal: Brenda Harris

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.

Our School Values are **Respect, Excellence, Diversity and Community**. 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 in all areas
- understand and practise ethical behaviour, and accept responsibility for their actions
- be confident in themselves and actively care for their own health
- treat people with respect, and respect the diversity of identity, background and belief that characterises our society
- value and respect Aboriginal and Torres Strait Islander people and culture
- play a positive role in school, local and global communities
- care for the environment, and respond in an informed way to challenges faced in Australia and globally

VALUES: RESPECT DIVERSITY EXCELLENCE COMMUNITY

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 study English, Maths, Science, Humanities, Social Sciences and LOTE. They also 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)

DESIGN AND TECHNOLOGY

HUMANITIES AND SOCIAL SCIENCE

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

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

MATHEMATICS

SCIENCE

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 MPASA and Certificate III in Fitness in partnership with Sport SA.

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 life and career skills that will enable them to be successful at a global level. 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 will provide their own iPad prior to commencement at Unley High School. 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 ownCloud, 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 Mathematics and Science competitions.

Our Personal Learning Program provides extra support to students experiencing learning difficulties in their subjects.

From Year 9 students do a wide variety of subjects, whilst remaining 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 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 extend a positive image of the school in the community.

Student Behaviour Code

Discipline within the school is well founded 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 home. 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 90 students, mostly from 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 rowing@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, 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 Committee 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 (Governing Council as of February 2016) is a group of dedicated parents, student representatives, members of staff and community representatives, who work together to progress the achievement of the school's motto of "The Utmost for the Highest". In 2015 the School Council members contributed as a team in the following areas;

- Graduation of our Year 12 cohort
- Working with new Principal Ms Brenda Harris
- Facilities development
- Strategic Plan
- Transition to a Governing Council model
- Voluntary Amalgamation Program Expression of Interest
- Volunteer of the Year award

In late October the Year 12 students were recognised with their achievements of five years learning and growing as individuals within Unley High School. When SACE results arrived in December, fifteen Students achieved sixteen Merits. Thirty students achieved an ATAR rating above 90, with a further 41 students achieving an ATAR above 80. These are outstanding results. I am confident these students will become strong, positive ambassadors for our School, as they explore their roles in today's challenging and exciting society.

The appointment of Ms Brenda Harris as Principal of Unley High School was warmly welcomed by the School Council. This appointment settled some recent movements in senior positions within the school, and I and the Council look forward to continuing to work with Brenda, the senior management team and the rest of the staff.

In March 2015, we invited our local Member of Parliament, the Hon Martin Hamilton-Smith MP, to discuss our capital works feasibility study and support us to gain approval for this project in the 2015/16 Capital Works program. Unfortunately we were unsuccessful, which was disappointing,

however, the Plumbing Trade Training Centre is nearing completion, and will positively contribute to improved educational facilities within the school.

The School Council was busy this year developing a detailed Strategic Plan for the school. Measurable outcomes include educational strategies, and a facilities plan. There are inbuilt reviews and while strategic in nature, we have allowed for flexibility to meet future needs at Unley High School.

The transition to a Governing Council model has been under way for some years and is now complete. We undertook the necessary consultation process which supported the subsequent vote by School Council. A draft Constitution was forwarded to the Minister for Education and Child Development in November for approval, which was subsequently given. The transition to a Governing Council model commences as part of the Annual General Meeting in February 2016. Now only a few public schools remain with a School Council governance model still in place.

The Department of Education and Child Development announced a Voluntary Amalgamation program during 2015, where public schools that voluntarily amalgamate will be able to source the capital value of the amalgamation process 'up front' to develop the appropriate infrastructure to support the amalgamation. The first part of this process was an 'expression of interest' which does not bind either school but allows exploration of the possibilities of such an amalgamation. Unley High School and Pasadena High School have together agreed to explore what an amalgamation between our two schools could look like. Many facets are involved in this process, and both schools and their respective Councils are very mindful of the implications and will work very closely together with the Department in exploring the possibility of an amalgamation.

In November 2015 the Minister for Education and Child Development, the Hon Susan Close along with Hon Martin Hamilton-Smith visited the school to review our current buildings and facilities, in order to personally understand the need for upgrades to be given due consideration in the future. The Unley School Governing Council will continue to strongly pursue new facilities and associated infrastructure at our school in order to provide relevant support for delivering 21st Century educational outcomes.

The Annual Volunteering Award for Outstanding Service was introduced by the Minister for Education and Child Development. Our school community enthusiastically supports this. Our inaugural award was presented to Renata Zilm for her outstanding and inspirational contribution with the school's rowing community. Renata was instrumental with the successful Head of River Regatta, which Unley High School hosted in early 2015. Renata actively organised 120 volunteers to assist in this event, sourced medial exposure and organised fundraising for the School's Rowing Club. This was an outstanding effort by Renata.

In 2016, The Unley High School Governing Council will continue to support the School as a preferred school of choice, where the student is the centre of all we do.



Marcel de Ruyter – Chair, Unley High School Council

3. 2015 HIGHLIGHTS

2015 was a successful and productive year for Unley High School. While we value our rich traditions, we are equally committed to innovation and 21st Century learning. We continue to pride ourselves on our record of academic success, sporting involvement, student wellbeing initiatives and our connection with families. We are committed to the core values of **respect, excellence, diversity and community** as embodied in the motto – The Utmost for the Highest.

Unley High School offers a wide-ranging educational program in an inclusive and lively school, where young people flourish in their areas of interest. Our cultural events are varied and interesting – students participate in a wide range of sports and physical challenges, visit exhibitions and plays and travel interstate and overseas. A range of activities exist within the school including Air Force Cadets, Chess, Debating, Drama Productions, Peer Support program, Public Speaking, Tournament of Minds, Vocal groups, Concert Band, Jazz Ensemble, Coding Club, Arts Week, the Multi-Cultural Food Fair and competitions associated with Gifted Education. State and National competitions like those with a focus on STEM subjects offer students a chance to test their skills and creative thinking. Camps support the curriculum, and foster social development, and include the Sydney Arts trip, Year 9 Ski Trip, Year 8 Orientation Camps, Rowing and Outdoor Education Camps. Tours complement learning in Languages, Arts, Humanities or Technology and this year included a visit to the USA.

Students learn and achieve when their wellbeing is supported and nurtured. In 2015 students accessed programs such as Wellbeing and Relationships days, Cyber bullying Workshops, Safe Partying workshops and Multicultural days. International Women's Day events saw presentations by former student Senator Kelly Vincent and sportsperson Lara Hodges . Such events support students to understand their responsibilities as part of the community, and the causes and effects of discrimination and unkindness. The School community was honoured to be invited to the launch of the Mind Matters program and we hosted this with Mr Jeff Kennett and Ms Julia Gillard. Ms Gillard also addressed the students at an assembly. Students launched the completion of the student led-initiative of the Breezeway Mural by inviting the Mayor of Mitcham to cut the ribbon. Our sporting and cultural events were varied and interesting. An AFL Indigenous Round Fitzroy Guernsey was designed at Unley, and the major sporting event of 2015 was the very successful hosting by our school of Head of the River regatta. Students participated in a wide range of sports and physical challenges, visited exhibitions and plays and travelled interstate and overseas. The Arts Learning Area performed the biannual Cabaret to great acclaim, and were selected for the Australia wide Sound ways work shop with Eskimo Joe. These professional musicians lived up to their aim of 'supercharging our senior music students'. Unley High School was also represented by two Cancer Council Youth Ambassadors in 2015. Students connect to the community in many ways.

The school offers an excellent range of sports for students with a focus on student participation and engagement. Sports include badminton, basketball, cricket, football, indoor soccer, soccer, table tennis, tennis, touch and volleyball. Students access knockout team competitions and elite individual events such as cycling or athletics. Fun-based carnivals such as handball, beach events or modified football are also on offer. The school is involved in interschool Swimming and Athletics carnivals and we send volleyball and basketball teams interstate for Australian Schools Championships competitions. Rowing is strong, being offered as both an extra curricula sport and also as a specialized subject. This year the 9A Boys crew won their event at Head of the River.

Each year Student Voice leaders are elected by their peers at Unley High School. Student Voice encourages student participation in the decision making process and explores ways for students to engage within the wider community. This includes widening the range of activities and services available to students. The group liaises between students and staff, and represents the students of Unley High School on School Council and its committees.

Unley parents also have many avenues for involvement and connection with the school. The School Council, Greek Parent and the Parent Voice Committees, and the Rowing Club and Fundraising groups all work actively alongside staff. These groups progress and enrich the offerings and facilities for students, and make significant contributions to school life and future directions. 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 worked with 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 input into programs for Middle School students in the last weeks of the school year. Parents attended the two Interview days in greater numbers and were also involved in supporting fund raising, debating and other public speaking competitions, rowing and other sports, many performing and visual arts events, and took part in mandatory training for volunteers.

As part of the International Student Program through International Education Services the school hosts overseas fee-paying students who mainly come from Asian countries. In curriculum terms the first intake of the Intensive Secondary English Course for newly arrived students from overseas proved a successful and exciting addition to our International Student Program. The school also operates a LINK Program for students with physical disabilities and provides a structured transition into secondary education for those students from Adelaide West.

What is at the heart of our school is the quality of the teaching and learning that occurs in every lesson every day. Learning tasks are engaging and challenging, and reflect the Australian Curriculum, SACE and VET curricula. At Unley High School we pride ourselves on our traditions and our innovation – a mix that best prepares young people for the future. Unley High School is a high performing academic secondary school. We had many opportunities to celebrate the outstanding achievements of our students in 2015. Students took part in a variety of competitions across the State and our district with success in the Senior Debating trophy, SA Schools Mathematics Competition and the Mathematics in Schools Program with the Australian Maritime College, Tournament of Minds Competition held at Flinders University, SASTA Oliphant Science Awards, English Writing Competition, Education Perfect World Series for English for and the International Youth Silent Film Festival. We began 2015 with the news that eleven Year 12 students from 2014 achieved a total of fourteen Merits and the Year 12 cohort as a whole, achieved very highly with 71% of all grades in the A and B band. This compares well to previous years and gives us confidence in the work we are doing to improve teaching and learning outcomes at Unley High School.

Unley High School offers a rich and broad educational experience for its students whilst encouraging and supporting parental involvement in the school. I have enjoyed this first year at the school and look forward to seeing the continued growth and achievement of our students during 2016.



Brenda Harris Principal

4. SITE IMPROVEMENT PLANNING AND TARGETS

As a school community, we have two strategic goals. One is to continue increase student engagement and achievement and the other to increase community connection. We seek to improve our practice and every teacher makes a personal commitment to work to improve student engagement and achievement. Through our use of Professional Learning Teams, staff focus on increasing student achievement through developing research based practices which are transferable across Learning Areas.

Community connection occurs through a range of avenues including committees like the Parent Voice Committee and events like Acquaintance Nights. This provides opportunities for parents to have input into aspects of Unley High School. We also look for curriculum opportunities to link authentically to local and global communities.

Goal 1 *Increase Student Engagement and Achievement*

In 2015, Unley High School Teachers 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.

Professional Learning Teams (PLTs) further investigated ways to increase student engagement and achievement. Using a variety of data sources such as student grades, feedback from students and NAPLAN results, each team developed a focus question. Each Professional Learning Team utilised 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. PLT teams shared their findings and work, posing questions of each other as a way to move forward. The PLT work is to be continued in 2016 as an adjunct to whole school shared PD on Moderation and Transforming Tasks.

In addition to the Professional Learning Teams, Unley High School has engaged in other projects aimed at increasing student engagement and achievement. One such Project is the Advanced 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. The aim of the Project is to increase engagement in the Sciences and increase enrolments in Science at Stage 1 and Stage 2. The target for this project was to support an additional 15 students per year to enroll in Stage 2 STEM courses in 2015/2016 (Physics, Chemistry, Mathematical Studies and Specialist Mathematics)

Science staff understand there are many reasons for the increase in enrolments, and they consider the work with the Advanced Technology Project is one contributing factor. The outstanding contribution by the Science Learning Area was instrumental in Unley High School becoming a STEM (Science Technology, Engineering and Mathematics) Focus School for 2015. The outcomes of this work are reflected in the following extract from the Summary Report on STEM completed in November 2015.

STEM Achievements

Enrolment data for years 2012 – 2016 shows that the number of students enrolled in STEM subjects for 2016 is higher than previous years for three out of four subjects at both Stage 1 and Stage 2 (see Figure 1 & 2). The total number of Stage 1 STEM enrolments is 271 for 2016, up 42 from 229 in 2015. The total number of Stage 2 STEM enrolments is 148 for 2016, up 21 from 127 in 2015.

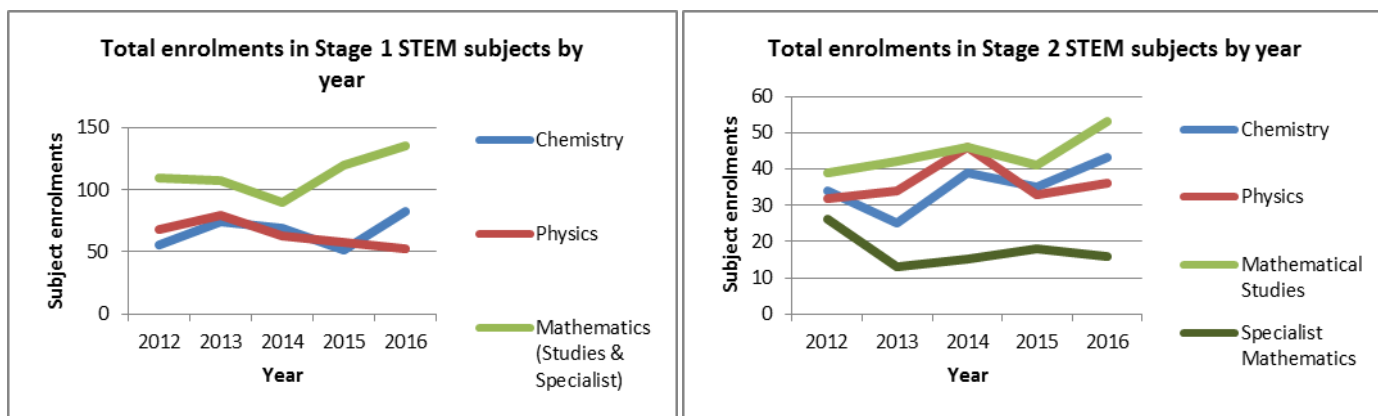


Figure 1

The percentage of students continuing to Stage 2 STEM subjects from all those who undertook the relevant subject at Stage 1 is also increasing in three out of four subjects offered at Unley in 2016 (see Figure 2).

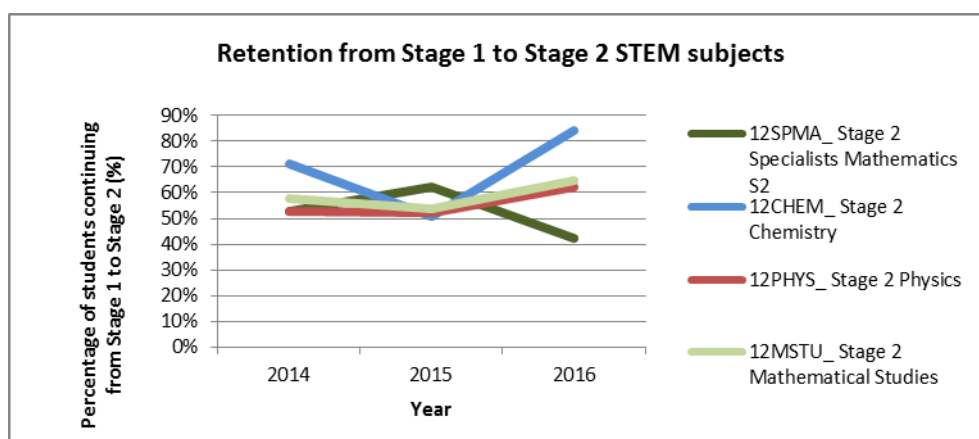


Figure 2

Student surveys were used to evaluate initiatives such as STEM excursions. Over 85% of students indicated that as a result of attending an excursion they were at least somewhat more likely to continue with STEM subjects the following year. A parent survey was used to evaluate the STEM Information Evening. 63% of those who attended regarded the event as Highly informative with a further 29% considering it as Detailed.

Student and Community Engagement in STEM: The following processes were used to increase students' engagement and participation in STEM:

STEM excursions and Structural changes including:

- Flinders Taster Days – year 10 cohort visited Flinders University and participated in a range of hands-on activities in STEM
- UniSA Pharmacy Laboratory excursion – Stage 1 Chemistry
- Young Women in Technology event – Yr 9/10 girls, Adelaide University
- Women in STEM breakfast event - Principal attended with four Unley girls
- Maths in Schools program – held at Unley for year 11 and 12 Mathematics students (Maritime College)
- STEM in Schools Partnership Program – interested Stage 1 students
- Flinders University Design and Innovation Workshop – interested Stage 1 students
- Flinders University Design Workshop- Stage 2 Design students
- Specialised teachers delivering Year 10 Science courses on a term by term rotation structure
- Introduction of semester courses in Stage 1 Chemistry and Physics for students doing Specialist Mathematics to give those students more flexibility to continue with both sciences and their mathematics courses within timetable constraints

Processes used to engage parents and wider community:

STEM Information Evening – parents of students in Stage 1 STEM subjects and ALL year 10 students were invited to attend via letters home, newsletter promotions and email updates. The event coincided with a SACE Parent Information Evening.

- More than 180 parents and students attended.
- Guest speakers from universities, Royal Institution of Australia (RiAus), local STEM industries and old scholars were invited to share their experiences in STEM studies and careers. The take home message from all speakers: *continue studying mathematics and science to keep career options open!*

Outcomes of these processes guide school planning in STEM for 2016

- Plan to run STEM Information Evenings on a yearly basis
- Increase opportunities for students to engage with hands-on STEM activities
- Decision to allow students to take only one semester of either Physics or Chemistry or both to allow wider participation in STEM subjects at Stage 1 (if undertaking Mathematical Studies and Specialist Mathematics)
- Students in year 10 Science and Stage 1 Chemistry, Physics, Mathematical Studies and Specialist Mathematics were surveyed regarding their intentions to continue with STEM subjects in 2016. Students who indicated they were unsure or unlikely to continue were targeted for follow up conversations to discuss barriers to participation and encourage them to consider STEM subjects and pathways.

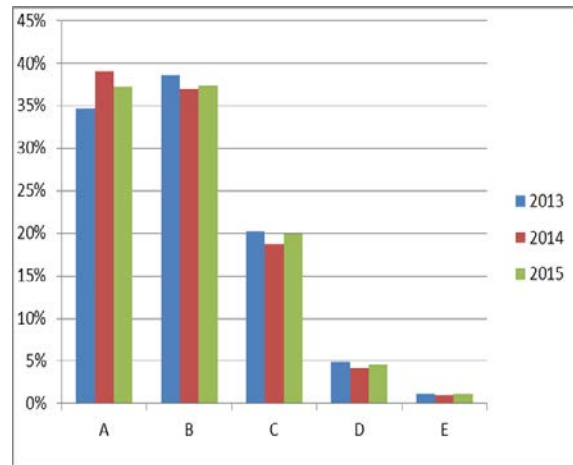
Achievement Grades

Student results over three years show a consistent range of achievement. During these 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. In 2016 we will continue to focus on helping students understand the requirements and Achievement Standards of the A grade band.

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

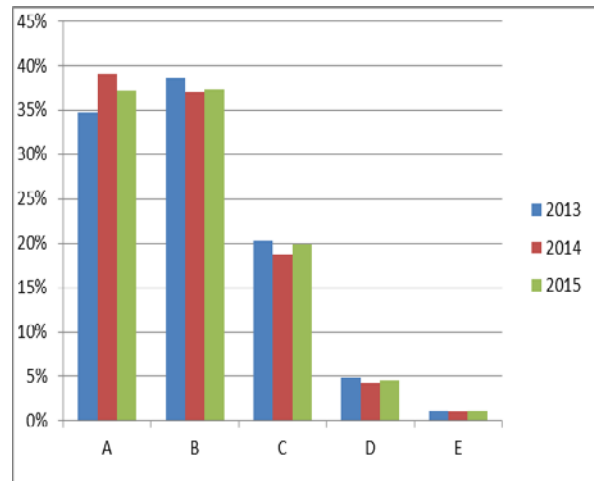
Distribution of Year 8 Grades over three years.

	A	B	C	D	E
2013	35%	39%	20%	5%	1%
2014	39%	37%	19%	4%	1%
2015	37%	37%	20%	5%	1%



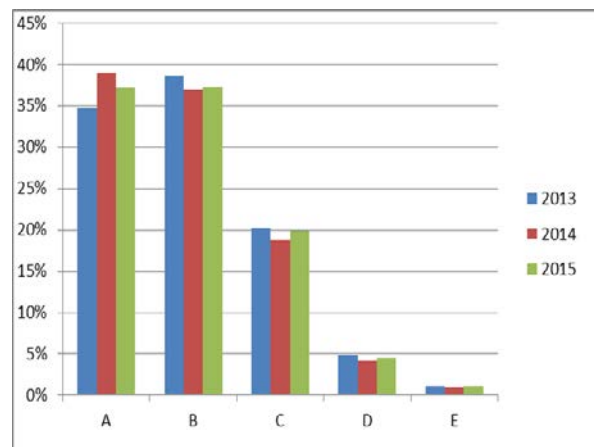
Distribution Year 9 Grade over three years

	A	B	C	D	E
2013	36%	37%	20%	5%	1%
2014	33%	36%	23%	6%	2%
2015	35%	36%	23%	5%	2%



Distribution of Year 10 grades over 3 years

	A	B	C	D	E
2013	38%	35%	20%	5%	1%
2014	40%	34%	20%	4%	2%
2015	36%	33%	23%	6%	2%



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.

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, thirty parents attended the *Year 8 Welcome Morning Tea*

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

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

The *Year 12 Graduation* was held in Term 4 with several hundred family members attending.

iPad Learning for Parents was offered to support parents' understanding of Middle School

Safe Partying workshop was held for parents of students in Year 11 and 12

Volunteer training in RAN was held in three sessions to over 60 people

The Parent Voice Committee also suggested and implemented changes to improve the program for Year 8 and 9 students in week 10 of term 4. They provided feedback on the Parent Teacher Interview process, the Year 8 and 9 Acquaintance Night and continued to work 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.

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 2015.

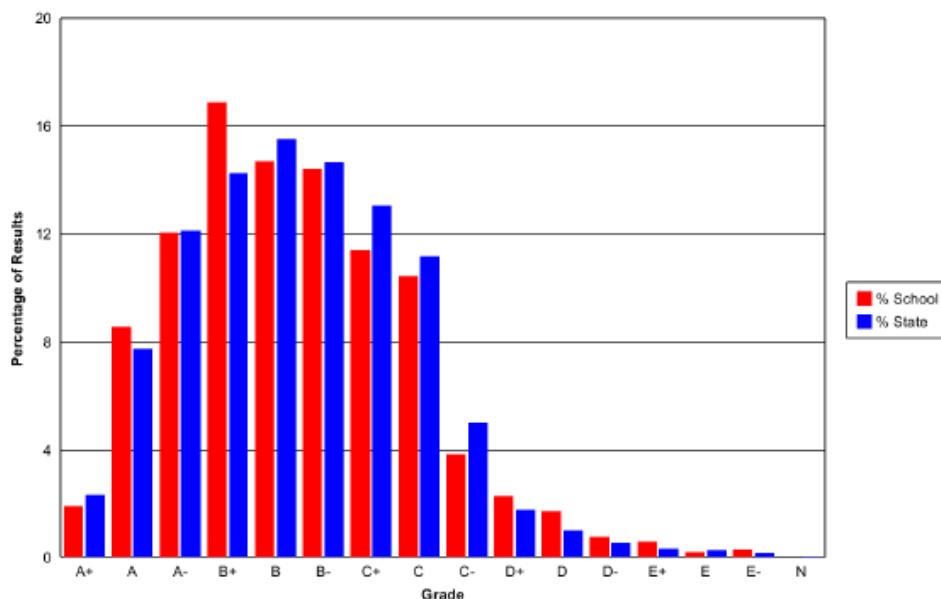
- Year 9 Community Care for 2015 saw a number of Home Groups organising activities which took the students into the community, visiting Nursing Homes, took part in beach clean ups, visited the Women's and Children's Hospital, Hutt Street Centre and connected with an SA Primary school after their fire destroyed their buildings
- Year 8 and 9, and 11 Art/ Design/Craft 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 Sydney for exhibitions and an Arts Tour
- 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, and they also worked with the USA Ambassador on his visit to Adelaide
- Music students visited and performed at our local primary schools, preschools, the local shopping centre and the Head of the River Dignitaries Breakfast
- Language students had a variety of excursions where the students used their language skills in an authentic setting such as Italian and French students visiting the market and cafes, and Chinese students visiting local Primary schools

Over 2016 the International Student Program grew from 70 to 95 students and also saw the introducing to a new curriculum offering Intensive Secondary English Course (ISEC). The International Program is made up of the following elements:

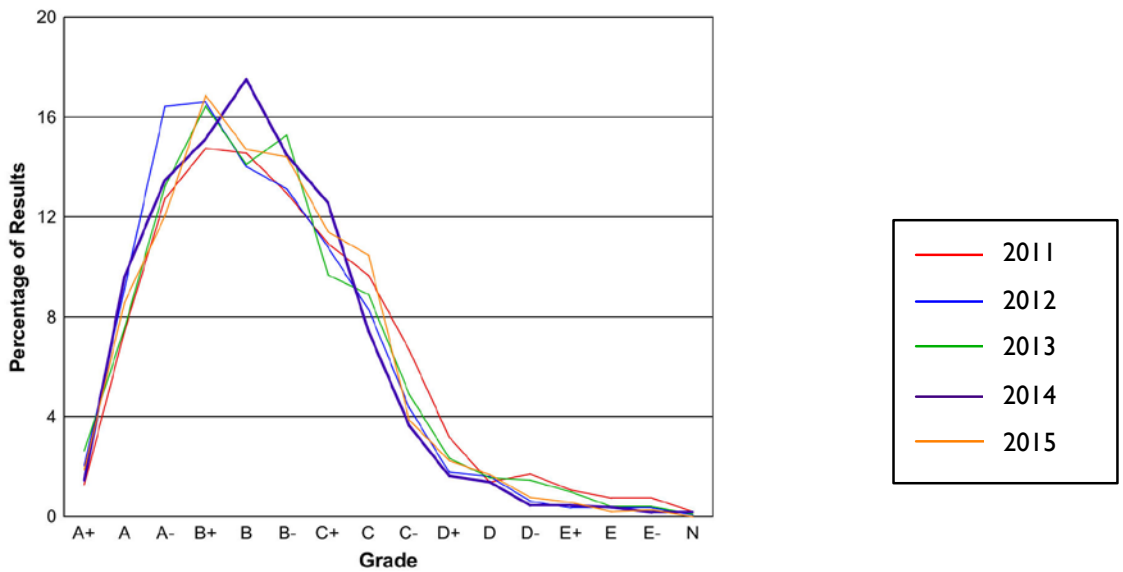
- Graduate Program (Years 8 -12 Including SACE) - most International Students at Unley High School study to complete their SACE, although they may enter the school at different year levels. The majority have completed an Intensive Secondary English Course (ISEC) before coming to Unley High School. In 2015 Unley became accredited to offer the ISEC program and the first 15 students graduated successfully in December. They join mainstream classes in 2016.
- Study Abroad Program - small number of students, mostly from Germany and Japan, who are here for six months to one year. These students do not require SACE accreditation.
- Excursions / Special events / Sports - International students at Unley High School are encouraged to participate in all aspects of the school program to feel part of the school community and accelerate their learning. This plays an important role with friendships in their new environment. Some excursions to related to Australian Culture are organised specifically for ISEC students.
- Student Academic Progress - the academic progress of International students is monitored on a regular basis. This is done both informally and formally. End of term reports are monitored by staff and if needed, follow up appointments are made with students. Appropriate counselling is arranged where required. Contact is made with parents/homestay parents and agents. DECD International Education Services offers additional support.
- Homestay Families - Contact with homestay parents is important to the success and welfare of students. Families at Unley are encouraged to become Home stay families. This opportunity, which often leads to long term global friendships and reciprocal visits will be promoted more in 2016.

5. STUDENT ACHIEVEMENT

Stage 2 School Subject Results - by Grade Distribution



Stage 2 School Subject Results - by Grade Distribution by Year



The overall percentage of A and B grades was 68.52 % in comparison to 68.43% in 2013. There has also been a drop in D and E grades to 4%. 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 those of the State, and D and E grades are below the State percentages.

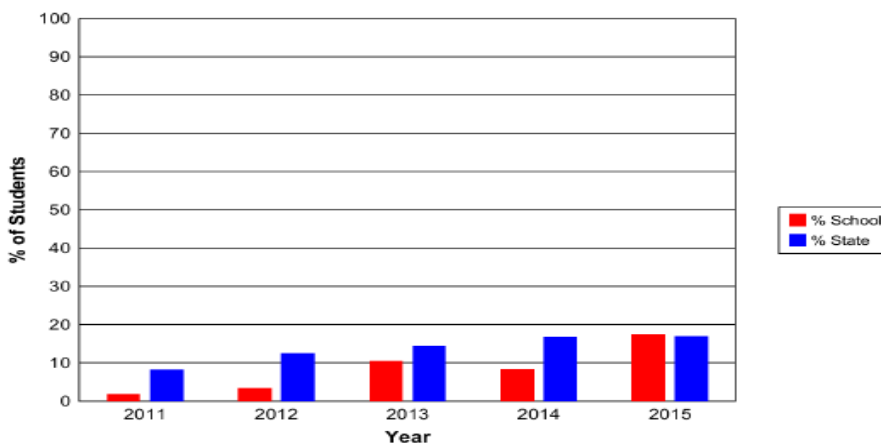
Teachers attributed these strong students' results to their ongoing work in the use of the TfEL Framework for their task design, better scaffolding of student work and high expectations.

Outcomes for Students Studying Vocational Courses (VET)

Over the last 5 years, Vocational Courses have increased in popularity across the state and at Unley. Some students have made considered and definite choices to take up VET often while they are in Stage 1 of the SACE.

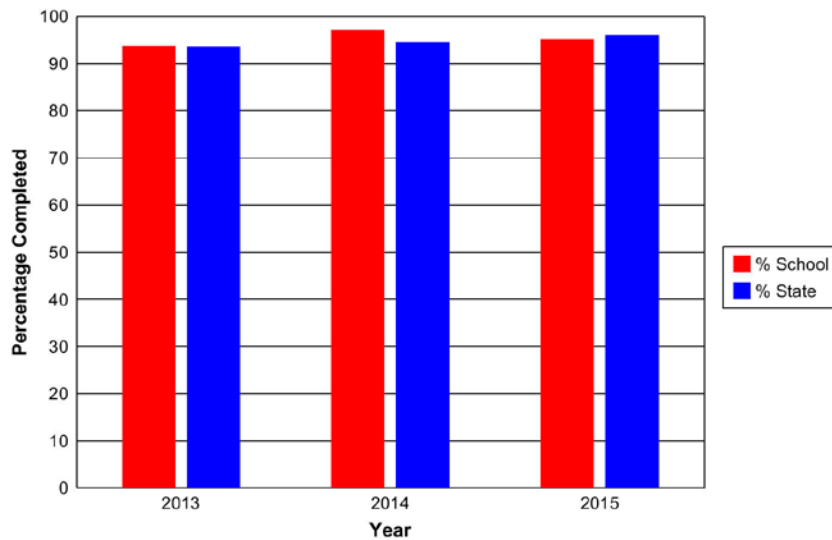
This has positive outcomes for their ATAR, for credits towards completion of the SACE (as can be seen below), as well as for achieving a nationally accredited vocational certification at Certificate II and III level. In 2015 17.5% of students gained their SACE by combining SACE subjects and Vocational studies like Fitness, Plumbing and courses offered through agreements with partner local schools.

Students who completed SACE using VET and SACE Combined

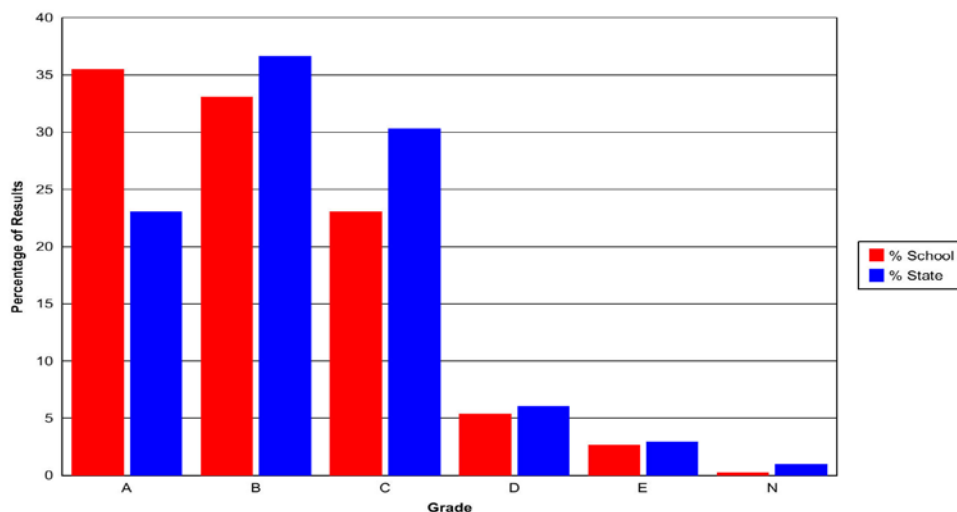


SACE Completion

The SACE Completion rate for 2015 was 95.24% which is 1.46% higher than in 2013. We are very proud of this completion rate, and also of the employment destinations of other school leavers. The state percentage of 96.01% completion was a record. Sixty Six students completed VET Qualifications and of these students 7 gained Certificate 1, 14 gained Certificate 2 and 45 gained Certificate 3. This is an overall threefold increase on 2014.



Stage 1 School Subject Results - by Grade Distribution



Stage 1 results data shows that 68.6 % of all grades at Stage 1 are A and B grades. This is an improvement on 2013/ 14 results of 3.13%. A grades are 12% higher than State percentage whilst D and E grades at 7.9 % are slightly below the State. This is a pleasing result and sets students in a good position for their Year 12 studies.

5.1 NAPLAN

Figure 1: Year 9 Proficiency Bands by Aspect

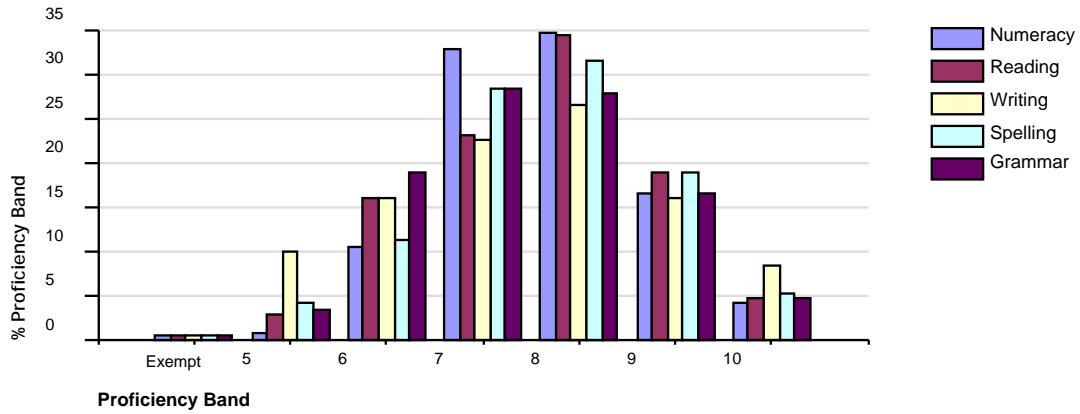


Table 1: Year 9 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 9						
	Exe mpt	5	6	7	8	9	10
Numeracy	0.5	0.9	10.4	32.7	34.6	16.6	4.3
Reading	0.5	2.8	16.0	23.0	34.3	18.8	4.7
Writing	0.5	9.9	16.0	22.6	26.4	16.0	8.5
Spelling	0.5	4.2	11.3	28.3	31.6	18.9	5.2
Grammar	0.5	3.3	18.9	28.3	27.8	16.5	4.7

Student Mean Scores

Table 2: Year 9 Mean Scores

Mean Scores by Test Aspect	Year 9				
	2012	2013	2014	2015	2016
Numeracy	592.3	587.5	592.5	589.0	
Reading	587.4	589.9	586.6	589.3	
Writing	571.7	559.2	551.5	574.0	
Spelling	591.9	586.6	587.5	590.9	
Grammar	594.0	587.5	583.6	579.9	

Figure 3: Year 7-9 Growth

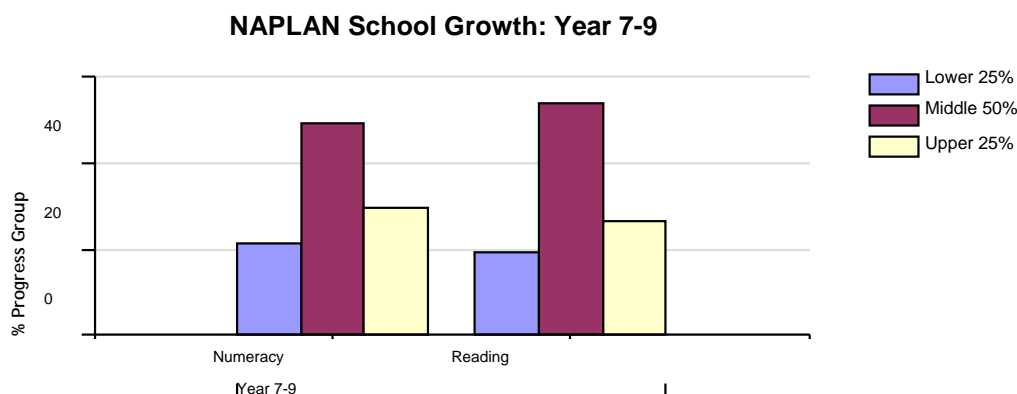


Table 3: Year 7-9 Growth

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 2015 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 2016 there will be a concentrated effort in investigating different ways of engaging student in writing and reading.

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 not passing Year 8 English. This strategy proved to be very effective with 2016 NAPLaN results indicating the majority of the students improved by at least one band.

Strategy 2 - Numeracy Class – A numeracy class has been created for Year 9 to provide more personalized Mathematics work for students whose PAT and NAPLAN data indicates they are in need of a differentiated approach to build their skills levels.

6. STUDENT DATA

6.1 Attendance

Figure 4: Attendance by Year Level

School Attendance Rate Graph

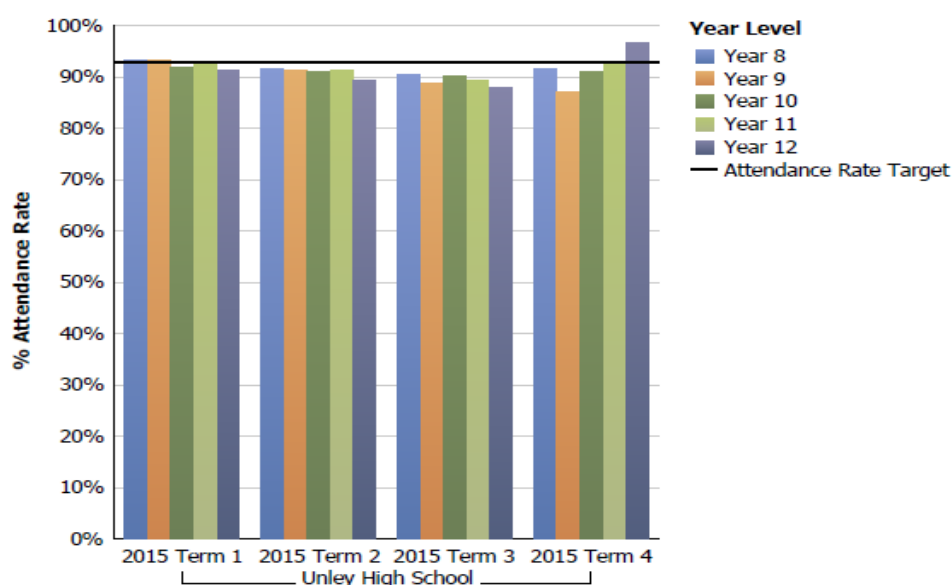


Table 4: Attendance by Year Level

School Attendance Rate Summary

Attendance Rate	2015 Term 1	2015 Term 2	2015 Term 3	2015 Term 4	2015
Year 8	93.7%	92.0%	90.9%	91.8%	92.1%
Year 9	93.5%	91.6%	89.1%	87.5%	90.5%
Year 10	92.2%	91.4%	90.6%	91.3%	91.4%
Year 11	92.8%	91.7%	89.7%	93.3%	91.9%
Year 12	91.7%	89.8%	88.3%	97.0%	91.7%
Unley High School	92.8%	91.2%	89.7%	92.1%	91.5%

The attendance rate across all years has remained consistent over the last three years and continues to be affected by the number of requests for exemptions across all year levels. This is generally for family travel overseas. The next most common reason is for sporting commitments

More and more parents are taking their children on holidays during the school term. In 2015 there were 165 exemptions ranging from three days to three months and totaling 1266 days. Attendance was 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

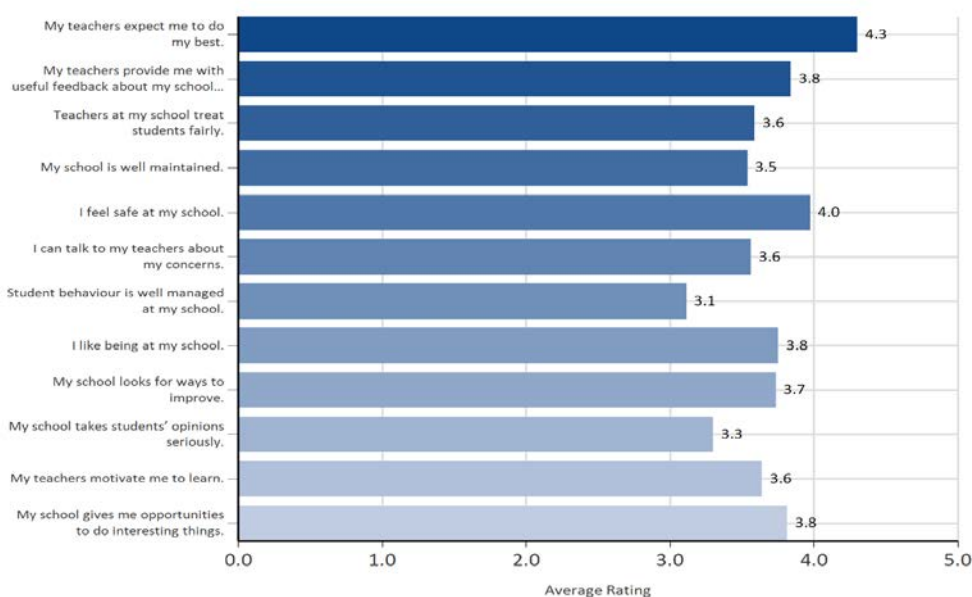
Table 5: Intended Destination

Leave Reason	School	
	No	%
2015		
Employment	4	1.2%
Interstate/Overseas	35	10.5%
Other (Tertiary intention)	225	67.6%
Seeking Employment	6	1.8%
Tertiary/TAFE/Training	10	3.0%
Transfer to Non-Govt Schl	25	7.5%
Transfer to SA Govt Schl	28	8.4%

7. CLIENT OPINION

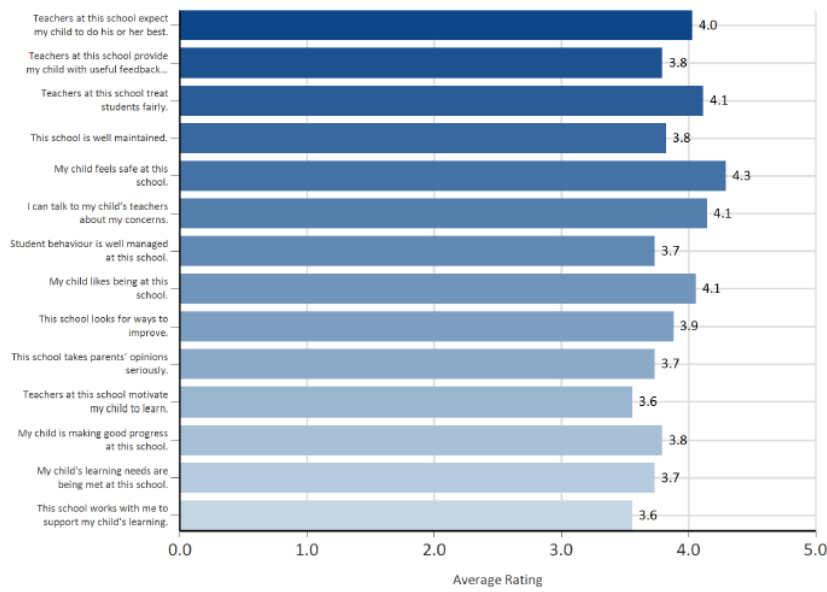
Annual surveys are a randomized sample of students and parents, and the entire staff.

Student Opinion Survey



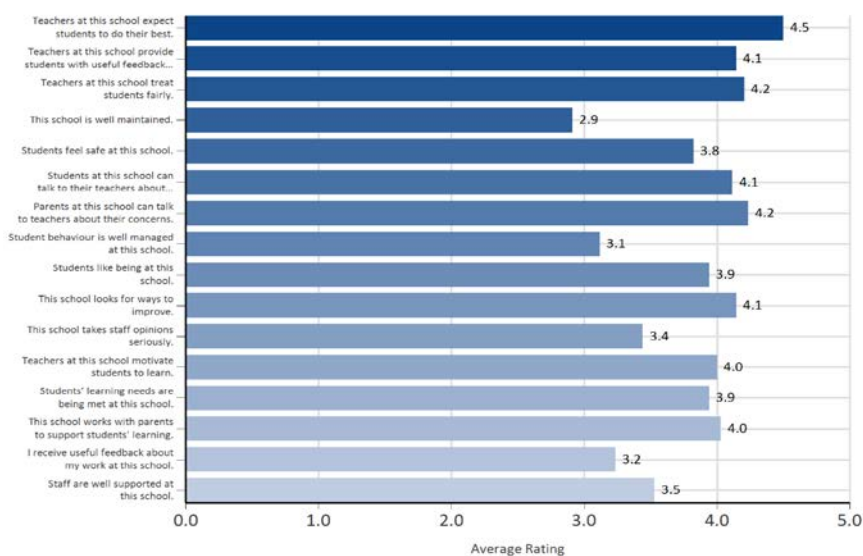
Student opinions between 2015 and 2015 are very stable, with satisfaction ratings varying by 0.0 to only 0.1 on average. Student indicate that teachers continue to have high expectations of them and this reflects our on-going school focus on increasing student achievement. Students feel they are safe at Unley High School, and the 2015 results show an increase both in students' enjoyment of school and having their opinions taken seriously. Students are less decisive about behaviour management practices, and this result is unchanged from 2014.

Parent Opinion Survey



Parents express the opinion that their child likes Unley High School and feels safe. Staff are seen to have high expectations of their children. Improvements are noted in the approachability of teachers and the provision of useful feedback. Parents are more convinced that their child's learning needs are being met than in 2014. The work of Professional Learning Teams (PLTs) includes strategies to increase engagement and motivation, and we expect to see ongoing improvement in these areas.

Staff Opinion Survey



Staff share 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 also share the opinion that the school looks for improvement, and that it is a safe environment. The three groups agree that maintenance of the buildings is less satisfactory, and this supports regular calls for a major capital works upgrade.

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. Staff who have more than one qualification are counted more than once in this table. Staff by qualification type is therefore more than the total number of teaching staff.

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

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	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. Permanent Ancillary Staff lodge a new DECD Criminal History Screening application every three years. Contract Ancillary staff renew their DECD Criminal History Screening annually.

Applications are presented to the Business Manager who certifies identification documents. The Department of Communities and Social Inclusion process applications. Approvals go to the employee and the school and are recorded in EDSAS and HR Management system Eduportal. A DECD reminder email is sent to employees six months prior to the Screening expiry. Unley High School pays costs incurred by volunteers. Criminal Screening approval is recorded on EDSAS and the volunteer is notified so they are able to commence volunteer work.

9. INCOME BY FUNDING SOURCE

	Funding Source	Amount
1	Grants: State	\$11,289,406.70
2	Grants: Commonwealth	\$93,371.51
3	Parent Contributions	\$1,179,049.82
4	Other	\$1,228,194.19