



Underdale High School

2018 annual report to the school community



Government
of South Australia
Department for Education

Underdale High School Number: 965

Partnership: West Torrens

Name of school principal:

David Harriss

Name of governing council chair:

Brad Gould

Date of endorsement:

School context and highlights

Our School's Directions

Underdale High School is a progressive learning community for approximately 500 students from diverse cultural backgrounds from both our local and international communities. We offer a supportive, challenging and international educational experience that enables students to reach their full potential and become global citizens. Our staff are committed to meeting the needs of our students and provide a broad range of academic and vocational subjects and experiences to satisfy specific needs and preferred pathways. As well as engaging in the curriculum students may wish to compete in a wide range of sporting activities, pursue musical interests, perform in the school production, participate in enrichment activities and/or host an international student.

Our Statement of Purpose

Underdale High School is a caring, inclusive community that provides opportunities for challenging, creative learning and values success and wellbeing.

Our Values:

Resilience Optimism Courage Knowledge

General characteristics

Underdale High School caters for a very diverse and multicultural community and a wide range of cultural, religious and socio economic backgrounds is evident in our school population. Approximately 32% of the students were born overseas from some 61 different countries and 8% are of refugee status.

There are 7% students with disabilities and 55% of the students are eligible for EALD support.

The school has a history of academic success and we remain committed to this tradition. Many students have a high sporting profile, especially those involved with the Football program.

Student support offered

The school has a Student Services team which provides consistency and continuity with regard to student wellbeing and pastoral care. The team comprises of

- o Deputy Principal – Curriculum, PD and School Organisation
- o Senior Leader – innovative Pedagogy, Literacy and Numeracy
- o Senior Leader- Student Wellness and Engagement
- o 2 Coordinators with year level management focus
- o 1 Coordinator- Student Pathways, VET/PLP
- o 1 Coordinator- SACE/Daily Organisation/ timetable
- o 1 Coordinator- Wellbeing leader

Governing council report

It was my pleasure to Chair the Governing Council during 2018 and work with Parents, dedicated Staff and Students for the betterment of the School.

Last February members of the Governing Council, dedicated volunteers from the school community and students ran a fundraising sausage sizzle at Bunnings, raising over \$2000. That has been donated to Student Voice to be put towards further student driven projects around the School.

The School Uniform committee worked throughout the year on further developing and refining the Uniform policy with input from Student Voice.

The School Leadership team raised the idea of banning mobile phones from the classroom. Governing Council and Student voice gave feedback to assist in developing the policy which was introduced in Term 4 2018. Initial feedback is positive, and the vast majority of students have embraced the change.

Governing Council has had the pleasure of assisting a steady stream of students excelling in extra curricular activities. This shows the Schools students performing at a high level in the greater community and is a source of pride for the School.

As Council Chair it was absolute personal highlight to be invited to the Year 12 graduation and see proud students and parents celebrate their young adults biggest life achievement so far.

Members of Council also work in various committees looking at the school facilities and finances throughout the year. Work was also done with the School for a site specific complaints/grievance policy and assist with various Education Department requirements.

Council was disappointing to see the decline of the School soccer pitches during the year because of the issues with the bore water. This has been managed and the pitches are looking good for the coming season this year.

Council was impressed with the old Year 8 corridor transformation into STEM classrooms which look amazing and has gathered glowing feedback from students and parents. The School is to be commended for executing the building work with minimum disruption to the students (and teachers)! And there is further capital works to look forward to over the next 18 months.

Improvement planning and outcomes

In 2018, we had 3 Strategic Priorities:

1. Quality Teaching and Learning
2. Wellness
3. Effective Partnerships

Quality Teaching and Learning

The focus for this priority was on;

- High quality pedagogical practices
- Inquiry and solution based learning
- Task design, assessment and moderation
- General Capabilities (Literacy, Numeracy, ICT, Critical and Creative thinking)

The most pleasing aspect of our achievements were in our PAT and NAPLAN data, where the improvement progression percentages were in excess of both state and national averages for the upper progress group. In plain language, our students improved more than everyone else.

Wellness

The focus for this priority was on;

- Student personal and social wellbeing
- Student positive relationships and engagement in learning
- Staff performance management and wellbeing
- Staff WHS and wellbeing

Student outcomes are discussed in more detail in following sections of this report, but in general the wellbeing, engagement and social health of our student body is continually improving. Staff positivity and engagement in performance development activities has reflected our teams desire to continually develop our good school into a great school.

Effective Partnerships

The focus for this priority was on;

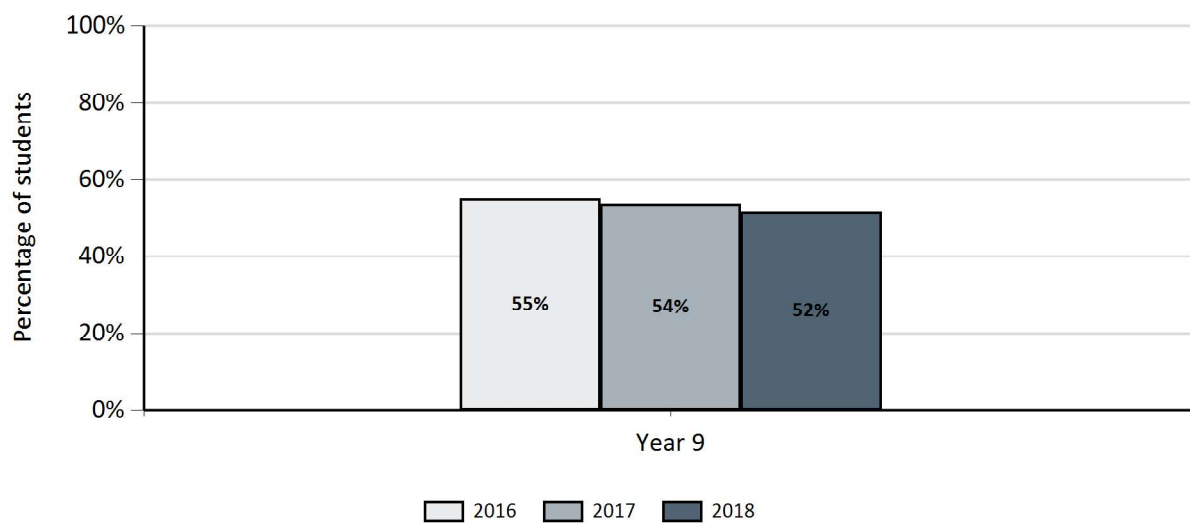
- Increased communication with parents/caregivers through DayMap, the Website and our Facebook page.
- Increased Year 8 enrolments.
- Greater involvement by parents in school activities.
- More active student voice in all aspects of the school.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

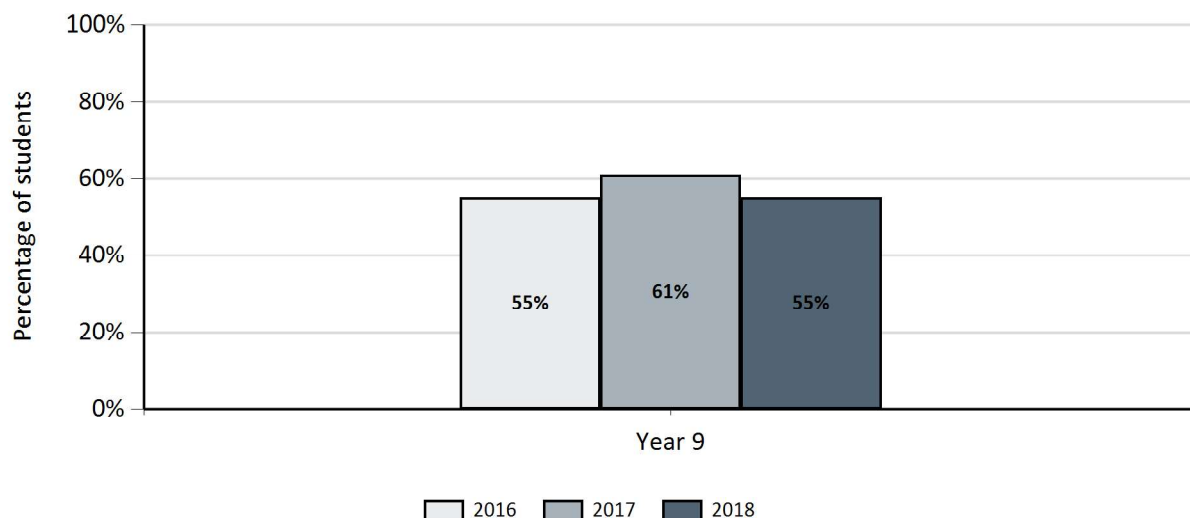
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	24%	25%
Middle progress group	45%	50%
Lower progress group	31%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	24%	25%
Middle progress group	52%	50%
Lower progress group	24%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	118	118	8	11	7%	9%
Year 9 2016-18 average	95.0	95.0	8.7	8.7	9%	9%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2015	2016	2017	2018
95%	96%	97%	89%

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	2%	0%
A	3%	2%	3%	1%
A-	8%	5%	12%	6%
B+	13%	9%	13%	6%
B	17%	10%	14%	15%
B-	20%	13%	18%	15%
C+	14%	25%	17%	15%
C	12%	22%	11%	26%
C-	8%	11%	7%	5%
D+	2%	2%	1%	3%
D	1%	1%	1%	3%
D-	0%	0%	1%	1%
E+	0%	0%	0%	1%
E	0%	0%	0%	0%
E-	0%	0%	1%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2015	2016	2017	2018
94%	97%	97%	88%

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	40%	49%	51%	59%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

NAPLAN

The 2018 cohort of students who sat the NAPLAN tests showed a generally lower level of progress from year 7 to year 9, compared with the previous year's cohort (2017) which had unusually positive progress in both Numeracy and Reading. In terms of the general trend over time, progress indicators are steadily improving at UHS, so we have undertaken careful analysis of results and will be keen to see a return to that trend, in response to new initiatives. We have set goals for 2019 and implemented strategies to continue building teacher capacity for delivering more explicit reading, writing and numeracy instruction, as well as strategies for monitoring and maintaining our focus through our PLC work.

The median scores of our students continue to be generally below National and State averages, which is wholly an effect of higher than average numbers of students with NESB/EALD status; when we disaggregate data to separate EALD and NON-EALD, we generally see results at or above averages for both of those groups, comparing like with like. The exception to this is in NAPLAN Writing, which continues to be an area of concern in our NAPLAN results.

A comparison of 2018 NAPLAN and PAT data (which is generated later in the year) showed much better growth and student scores closer to National and State averages, indicating that the learning program overall in 2018 was meeting the needs of those students.

SACE

2018 SACE results, whilst generally down from previous years, showed improvement in student outcomes from Stage 1, which is very encouraging. Of the 5 students finishing the year who did not complete the SACE, 3 had pathways in place that we had already co-designed with them, and 2 we have been in communication with to help explore their options. 14 of the 18 students who left Year 12 before the end of the year were either going on to further education and training or preferred employment, and two were moving interstate.

Attendance

Year level	2015	2016	2017	2018
Year 8	89.9%	93.5%	92.7%	90.6%
Year 9	92.0%	86.8%	90.5%	92.4%
Year 10	89.9%	90.0%	88.0%	90.2%
Year 11	90.3%	90.1%	90.9%	91.4%
Year 12	91.5%	91.6%	91.9%	87.9%
Secondary other	89.6%			90.4%
Total	90.6%	90.1%	90.8%	90.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance Policy and Procedures aim at early intervention strategies and regular communication with parents/caregivers. Our focus is to provide informed and valid curriculum choices for students at risk which are regularly reviewed with staff, students and families with the aim to promote student re-engagement with the curriculum. A focus in 2018 was to review our course counselling processes to ensure students are involved in choosing appropriate subjects and taking ownership for their own learning which lead to improved attendance.

Behaviour management comment

Suspension data shows relative stability in behaviour management at Underdale High School with a strong focus on developing individual learning plans which support students to engage and take responsibility for their own learning. As a result, student surveys indicate that students feel connected to staff at school and this has steadily increased by 7% over the last two years. The Behaviour Management Policy was reviewed in 2018 and the Policy implemented with a whole school vision to embed the school values and behavioural expectations in to all learning spaces. Feedback from staff indicated that student engagement has improved and supported, particularly through the restorative practices processes.

Client opinion summary

Wellbeing and Engagement Survey – Years 8 and 9

In 2018 the school actively promoted the survey and increased the number of students who undertook the survey from 2017. When comparing the Year 8 cohort data of 2017 to the Year 9 cohort data of 2018 it can be seen that there has been a dramatic positive increase in how students view their emotional wellbeing, health and engagement. This can be attributed to the number of different strategies being implemented in the school to support wellbeing and engagement for our students. In 2018 Underdale High School increased the number of wellbeing staff to support the needs of students around emotional wellbeing and saw an increase from 30% to 40% of students who are able to regulate their own behaviour. This is closely linked to fewer students feeling sad or worried with what is happening around them. Whole school focus on building positive staff/student relationships resulted in a dramatic increase of students connected to an adult at school from 33% to 50%. The number of students reporting bullying over the years has remained steady and is indicative of the trusting relationships being built at the school between students and staff. The 2017 initiative of providing a Breakfast Club to address our concern for the number of students who do not have access to a nutritious breakfast continues to be popular further supporting a number of our students at risk.

Intended destination

Leave Reason	School	
	Number	%
Employment	11	5.4%
Interstate/Overseas	22	10.9%
Other	2	1.0%
Seeking Employment	12	5.9%
Tertiary/TAFE/Training	11	5.4%
Transfer to Non-Govt School	12	5.9%
Transfer to SA Govt School	49	24.3%
Unknown	83	41.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Any staff member or employee, and some relevant volunteers, are required to have the relevant history screening before beginning any work on school premises or external activities (including off-site FLO managers) Current staff have their screening dates monitored and if not updated in time are kept offsite, away from students until clearance is granted.

Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	81
Post Graduate Qualifications	37

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	40.3	0.0	17.5
Persons	0	43	0	21

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$6,646,898
Grants: Commonwealth	-
Parent Contributions	\$253,422
Fund Raising	\$3053
Other	\$190,422

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

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	N/A	N/A
	Improved outcomes for students with an additional language or dialect	5 EALD classes, 4 Intensive Literacy classes, in-class SSO support, Multi-Lit program.	Student progress in literacy, reflected in PAT-R and NAPLAN. RP and PLP results
	Improved outcomes for students with disabilities	Provides students with Intensive Literacy classes, in class support by teachers and SSOs, resource, task and assessment modification. The Multi lit program Quick Smart are is delivered to identified students by an SSO.	Identified students have shown improved reading and literacy levels.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	IEP's developed. AEW (13 hours) and school counsellor (0.2 allocated) work in collaboration. FLO case management of many Aboriginal students. Support with uniform, laptop hire, excursions etc. Of the 22 ATSI students enrolled in 2018, 6 were in FLO programs. There were 5 in year 8 and the rest across yr 9 - 11 students. Students were monitored closely and there was significant intervention attendance for 3 of the yr 8 students.	Students continue to be engaged at school, moving towards SACE completion. Students engaged in external programs.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Release time for Attendance Manager.	Attendance policies and practices reviewed.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	