



# Underdale High School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Underdale High School Number: 965

Partnership: West Torrens

Name of School Principal:

David Harriss

Name of Governing Council Chair:

Cheryl Yeend

Date of Endorsement:

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## School Context and Highlights

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. Underdale High School caters for a diverse and multicultural community and students from a range of cultural, religious and socio economic backgrounds. Approximately 32% of the students were born overseas from some 61 different countries and 9% are of refugee status. There are 9% students with disabilities and 50% of the students are eligible for EALD support.

### Statement of Purpose

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

### Values

- Resilience
- Optimism
- Courage
- Knowledge

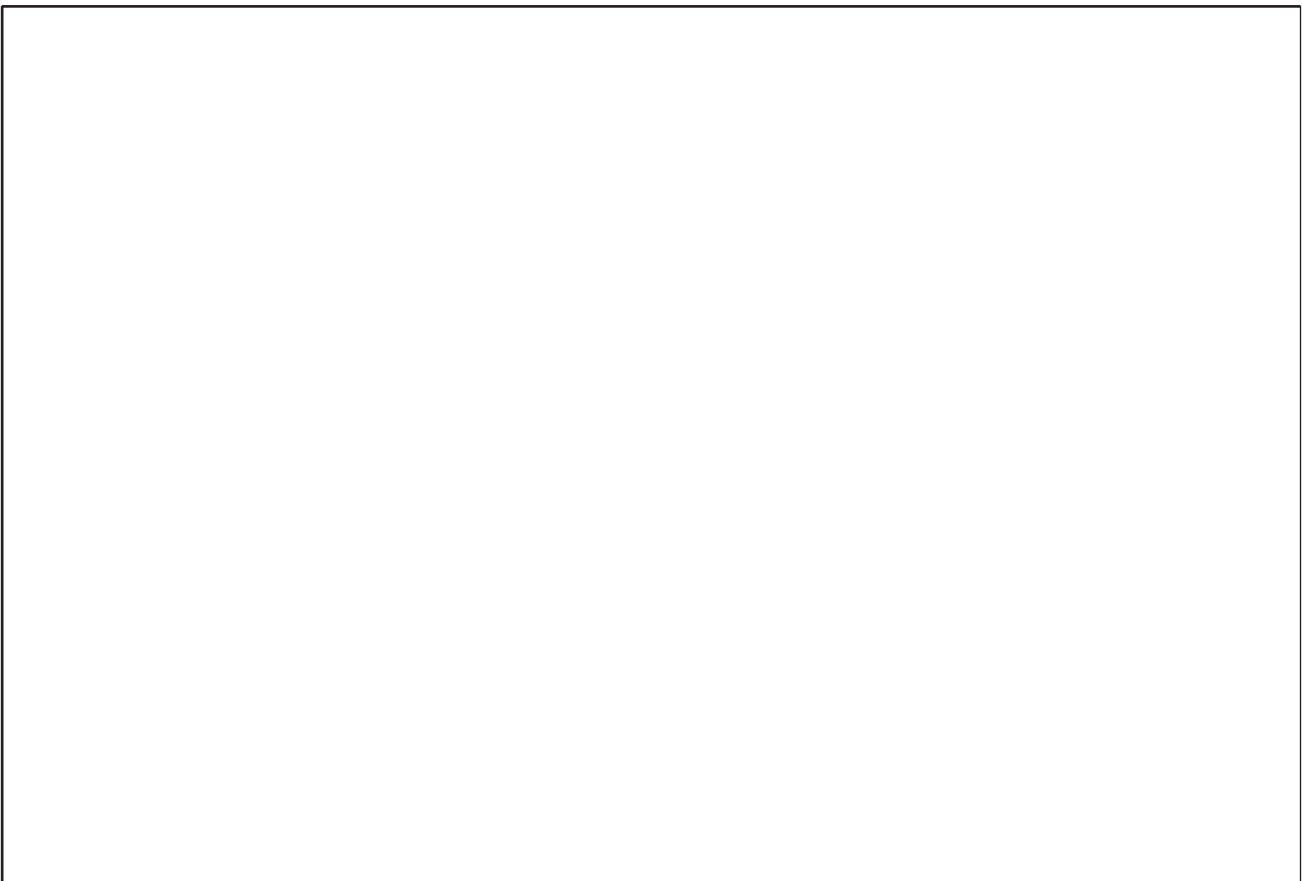
Key concepts that underpin our values are:

Adaptability Fairness Discipline Communication Commitment Positivity Integrity Creativity Independence Self-Belief Respect  
Critical Thinking Persistence Community Mindfulness Responsibility Risk Taking

### 2017 notable achievements

The school has a history of academic success and we remain committed to this tradition. Many students have a high sporting 

## Governing Council Report



## Improvement Planning and Outcomes

In 2017, 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)

We achieved our goals of improved SACE Completion Rates (97%), SACE Passing Grades (97%) and Stage 2 Grades in the "A" Grade Band (12%) and were successful in achieving most of our NAPLAN goals. The most pleasing aspect of our NAPLAN Data was the improvement progression percentages that 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;

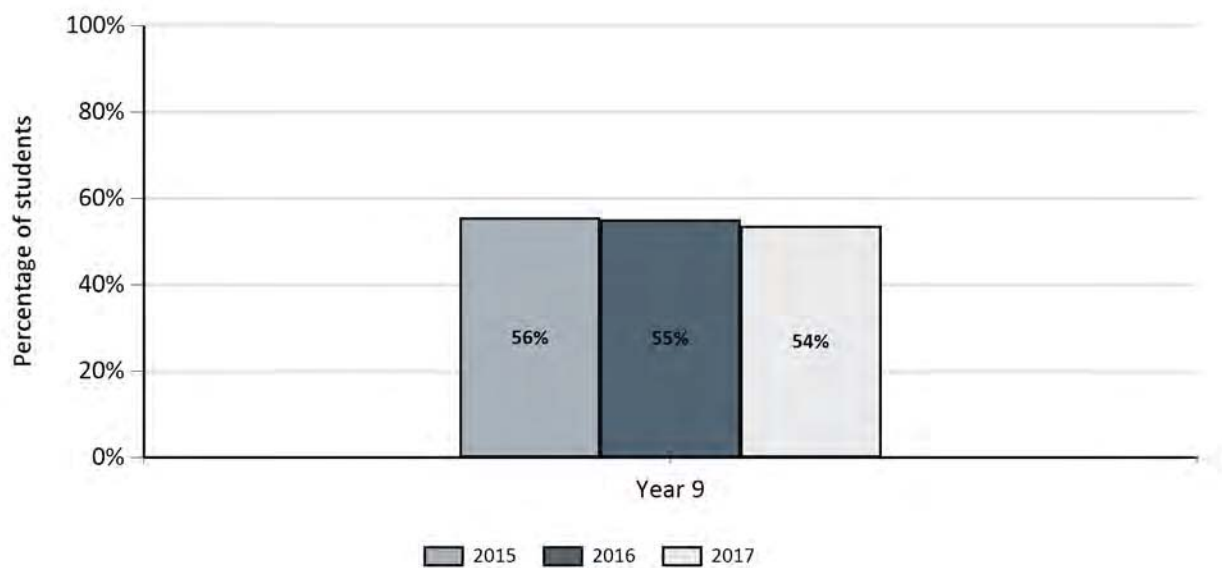


## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

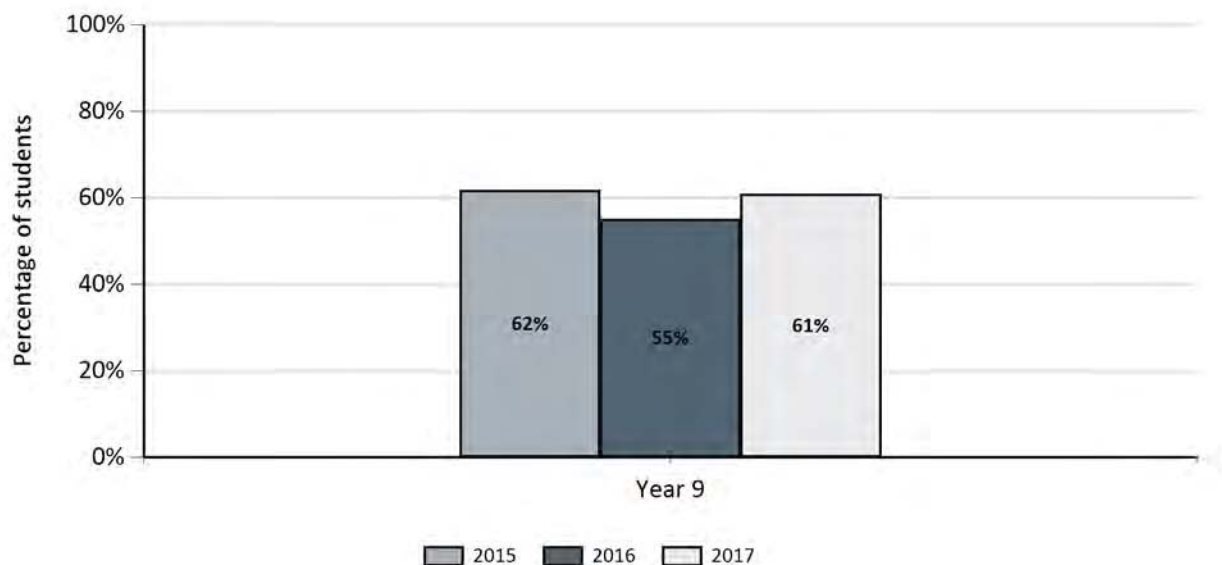
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 2015 to 2017 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	34%	25%
Middle progress group	51%	50%
Lower progress group	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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	30%	25%
Middle progress group	55%	50%
Lower progress group	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	69	69	8	7	12%	10%
Year 9 2015-17 Average	82.7	82.7	8.3	7.3	10%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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).

2014	2015	2016	2017
96%	95%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	2%
A	5%	3%	2%	3%
A-	9%	8%	5%	12%
B+	10%	13%	9%	13%
B	12%	17%	10%	14%
B-	17%	20%	13%	18%
C+	18%	14%	25%	17%
C	15%	12%	22%	11%
C-	11%	8%	11%	7%
D+	2%	2%	2%	1%
D	1%	1%	1%	1%
D-	1%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

\*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 that year.

2014	2015	2016	2017
93%	94%	97%	97.3%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	28%	40%	49%	50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	47%	63%	52%	

## School Performance Comment

### NAPLAN

In 2017 there was a 6% increase in the number of students achieving the minimal standard in Numeracy which indicates that the pedagogical practice of the middle school Maths teachers is having a direct impact on student learning. The results for Reading remains consistent.

With regard to progress from year 7 to 9 the number of students making Upper or Middle progress is continuing to increase each year, with progress in both Reading and Numeracy above State Averages in the Middle and Upper groups.

### SACE

Our SACE results were the best overall results in many years of excellent results. 97.4% of our students completed the SACE, above state averages, and 97% of all State 2 Grades were passing grades.

We had more students gaining grades in the A band than any of the last 5 years, and 100% of our Research Project students passed.

50% of our students had some VET as part of their SACE, nearly half of those students completed their SACE because of VET, and 11 students completed a full Certificate III.

## Attendance

Year level	2014	2015	2016	2017
Year 8	93.2%	90.1%	94.6%	92.2%
Year 9	90.4%	92.1%	87.5%	88.9%
Year 10	88.8%	90.3%	91.1%	87.4%
Year 11	93.0%	90.1%	91.5%	89.7%
Year 12	94.8%	91.8%	91.7%	91.5%
Secondary Other		92.5%		
Total	92.0%	90.8%	91.0%	90.0%

Data Source: Site Performance Reporting System, 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. The Attendance Manager analyses data which is discussed during weekly Case Management meetings and strategies, such as, negotiated Attendance Plans, negotiation of assessment tasks, VET/FLO options and home visits are investigated for students with poor attendance.

## Behaviour Management Comment

Suspension data for 2017 shows relative stability in behaviour management at Underdale High School, with a marked decrease in exclusions. School-based data shows an increase use of internal strategies and intervention for behaviour management, and a greater emphasis on respect and responsibility in student relationships.

## Client Opinion Summary

### Parent Survey

Analysis of the 2017 parent survey indicated that parents felt that teachers expect their child to do their best (81%) and provide effective feedback to support learning (73%). They also identified that teachers were approachable and they could discuss their concerns about their child (84%).

This survey identified some areas of further improvement for consideration with (27%) of parents stating that they felt their child's learning needs were not being met.

### Student Survey

There was a strong correlation with the feedback from the student survey with (90%) of students indicating that teachers expect them to do their best and (72%) stated that teachers provide effective feedback to support their learning.

Areas for consideration in the student's perception is teacher approachability with (45%) feeling comfortable in discussing concerns with a teacher and the management of student behaviour with (32%) of student indicating that they felt this could be improved.

### Wellbeing and Engagement Survey – years 8 and 9

Student responses were very positive about their social and emotional wellbeing with few students indicating that they were unhappy however 30% of the students surveyed indicated that they worry about issues at school and home. Results indicated that the year 8 and 9 students felt connected to school and have good relationships with staff (96%) and their peers (87%). 91% of students indicated that they have a good academic concept and have a positive outlook on their ability to learn and be successful. The results for victimisation at school – verbal, physical, social and cyber, were all well below the state average results demonstrating that the school's approach to raising awareness of this issue and strategies to deal with it as well as the Bullying and Harassment policy are effective.

In 2018 to address the issue of 32% of year 8 and 9 students not eating breakfast we now provide Breakfast Club every morning.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	8	4.6%
Interstate/Overseas	20	11.6%
Other	0	NA
Seeking Employment	14	8.1%
Tertiary/TAFE/Training	8	4.6%
Transfer to Non-Govt School	9	5.2%
Transfer to SA Govt School	35	20.2%
Unknown	79	45.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD 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	30

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	36.9	0.0	16.4
Persons	0	40	0	20

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	6,386,633
Grants: Commonwealth	1,300
Parent Contributions	411,562
Fund Raising	1,120
Other	105,970

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

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	N/A
Targeted Funding for Individual Students	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 is delivered to identified students by an SSO	Identified students have shown improved reading and literacy levels.
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> <li>- Rural &amp; Isolated Students</li> <li>- Aboriginal Students</li> <li>- Numeracy and Literacy</li> </ul> First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	IEP's developed. AEW (7 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 18 ATSI students enrolled in 2017, 10 were in FLO programs. Of the remainder, 1 student was on a traineeship and the remainder were in year 8 or newly transferred, so had no NAPLAN progress data available.	Students continue to be engaged at school, moving towards SACE completion. Students engaged in external programs.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Release time for Attendance Manager.	Attendance policies and practices reviewed.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	