



Underdale High School 2016 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:

14th March 2017

School Context and Highlights

Underdale High School is a progressive learning community for approximately 500 students from diverse cultural backgrounds. Our student cohort is made up of 36% school card, 59% EALD, 69% NESB (with 15% of families requiring interpreters), and 10% from a refugee background. We offer a supportive, challenging and international educational experience that enables students to reach their full potential and become global citizens. Staff are committed to meeting student needs and providing a broad range of academic and vocational subjects and experiences. Students may also compete in a wide range of sporting activities, pursue musical interests, participate in enrichment activities and host an international student.

The school experienced an External Review in which Parents, Students and Staff participated in interviews, and all school data was analysed. The final report was very positive about our progress since our last ER and gave us recommendations for forward planning. The pleasing aspect of this was that the directions given were ones we had already identified.

Our 2016 SACE results were outstanding. SACE completion rates (97%), the percentage of passing grades at Stage 2 (96%) and 100% pass rate for Research Project are our best ever results. On an individual level, Jaiyi Litten gained an ATAR of 99.05 and was also awarded the Governors Certificate, congratulations. Her parents were particularly thankful to the school and all of the teachers who contributed to her growth from Year 8 to Year 12.

The Football Academy reached new levels in 2016, venturing to Singapore to participate in the "Singa Cup". The boys performed admirably, gaining the respect of the international teams, coming runner's up and learning a great deal about sports nutrition, hydration and recovery at an elite level.

The Football Academy continued working with local Primary Schools to promote healthy activity, we hosted Primary School Robotics workshops, our Rock Band got many Primary School gyms rocking and our Maths department worked with Cowandilla Primary School in the Enriching Maths Program.

Another highlight of the year was the oversubscription for our Governing Council and their active role in the school, and the strength of our Student Voice. However, the most defining aspect of 2016 was the increased positivity across the whole school and in the local community (reflected also in excellent Attendance Rate, very low Behaviour Management data and increased enrolments).

Governing Council Report

2016 started on a very positive note with more parents wanting to be on our Governing Council than we had places for. So that we could accommodate all of the new enthusiastic parents, instead of going to a vote, the team decided to amend the constitution to accommodate all parents. Members of the Council also spoke at the school's Open School Day, impressing all with their views of the school and the positive impact it has had on their children.

In the school's External review, we had representation on the group of parents interviewed by the panel, and were pleased with the findings and recommendations, and are working with the school to implement the recommendations.

Our team continued to work with the school on revamping the uniform, improving the affordability to parents and building on the increasingly high standard of presentation by our students both within the school and in the local community.

For several years, the Governing Council has been supporting students who have represented the state or nation in sport, and this year extended that to other activities such as singing. This year we formalised the process through the creation of the Supporting Student Achievement Policy including an application process. In 2016 we donated over \$1500 to students to help offset the financial burden of representing their state or nation (and Underdale High School!!). We were also supportive of the Football Academy's "Singa Cup" experience, and acknowledge the effort and organisation from Mr Del Nido, Ms Zuccon and their team to get them there and compete so well.

With the school moving into a new era, with a new Principal, we had input into the new school vision and values. With increasing enrolments, the STEM building development and a refreshingly positive vibe about the whole school community, we look forward to 2017 and beyond.

Improvement Planning and Outcomes

Strategic Priority 1 - Quality Teaching and Learning

Targets for SACE completion of greater than 95% (97%) and Stage 2 passing grades of greater than 95% (96%) were achieved, but improvements in the % of A-grades achieved did not reach the goal of greater than 10% (6%).

Improved GA in Years 8,9 and 10 was difficult to gauge as we didn't have accurate baseline data to compare with, but with improved data collection processes, we will be able to analyse progress better in 2017. The data we were able to use indicated slightly higher pass rates than historical date.

Whilst our overall achievement data for NAPLAN and PAT R and M tests were generally at or just below state and national averages, deeper analysis of the achievements of our EALD and non-EALD students showed better levels than comparable cohorts across the state.

What was pleasing was the increase in percentage of students achieving a high rate of progress in PAT and NAPLAN results.

Strategic Priority 2 - Engagement in Learning

Whilst we didn't achieve our target of Attendance greater than 95%, we still had our best attendance data in memory, at 93%.

Positive improvement in student survey responses pertaining to engagement, and improved SBM and attendance data reflect a positive trend in engagement levels for our student cohort.

Strategic Priority 2 - Partnerships

There was an evident improvement in student engagement in community based learning activities, particularly with our local Primary Schools through the Football Academy, the Rock Band, Robotics, Child Care and our Engagement with Mathematics project with Cowandilla Primary School. We also developed a good relationship with the Brickworks Shopping Complex, Hindmarsh Library and other local businesses with student displays of Creative Arts.

Full Government Council membership indicated an increase in parental involvement with the school, and the DayMap Parent Portal encouraged greater communication levels between school and home, and increased parental access to their child's progress at school. Increasing levels of attendance at school events such as Parent Teacher interviews and information nights reflected a more involved parent body.

Through the local printed Media, there is increased evidence of positive school profile developing in the community, with less "complaints" and more positive stories about our students being reported to the school.

As a result, we experienced increases in enrolments in all year levels throughout the year, and doubled our Year 8 enrolment in 2017 compared to 2016.

Future Planning

As a result of the 2016 External School Review, we have begun to collaboratively develop a vision and strategic plan that informs current and future leadership structures and resource allocation.

The 2017 to 2020 Strategic Priorities will be modified to:

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

They will incorporate aspects of the 2016 External School Review outcomes, including

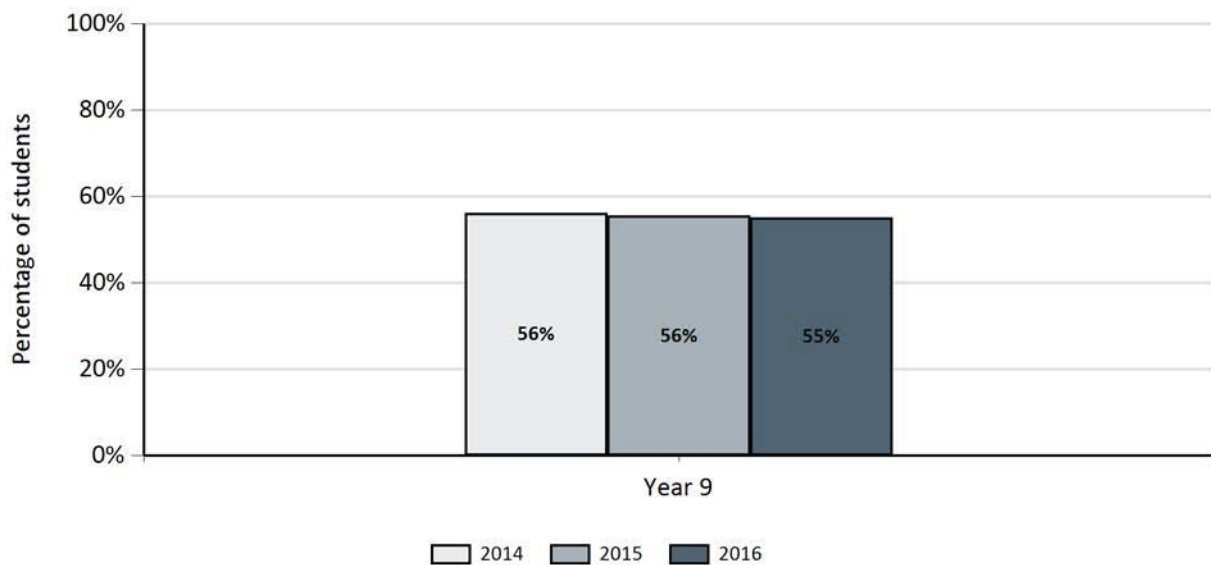
- Exploring and enacting pedagogies across the whole school that engages and stretches all students and incorporates student influence on their learning
- Building Leadership capacity to lead pedagogical improvement and effectively monitor teacher performance
- Strengthen engagement in the generation and use of data to inform their practice and improve student performance.

Performance Summary

NAPLAN Proficiency

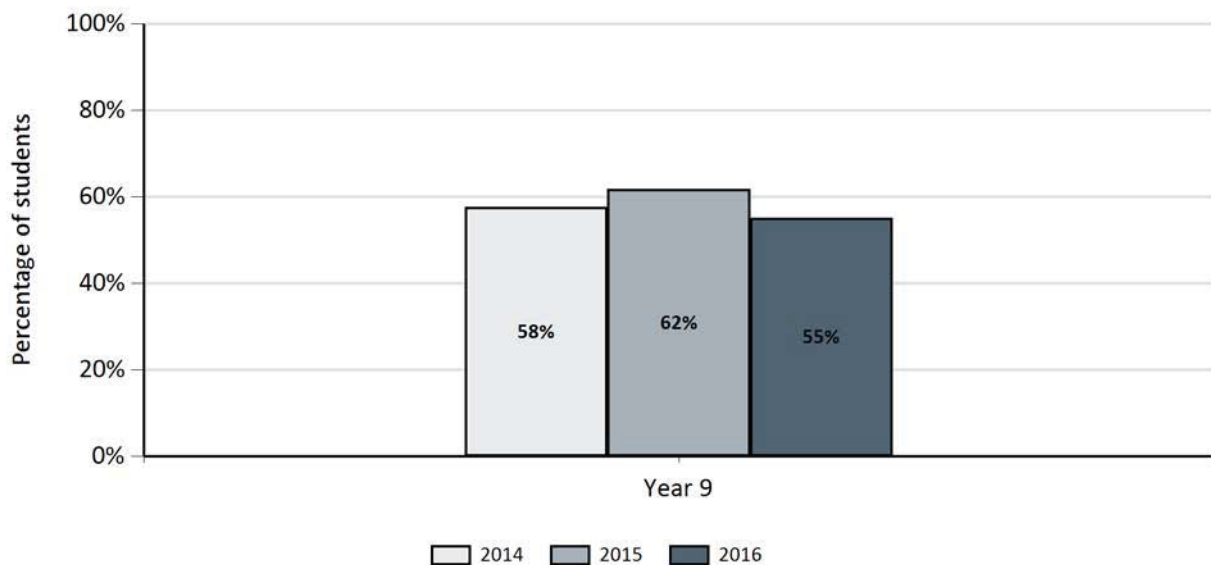
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	35%	25%
Middle progress group	42%	50%
Upper progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	22%	25%
Middle progress group	55%	50%
Upper progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	98	98	10	8	10%	8%
Year 9 2014-16 Average	105.3	105.3	12.7	10.3	12%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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
96%	95%	96%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	5%	3%	1%
A-	9%	8%	5%
B+	10%	13%	7%
B	12%	17%	11%
B-	17%	20%	14%
C+	18%	14%	23%
C	15%	12%	22%
C-	11%	8%	13%
D+	2%	2%	2%
D	1%	1%	1%
D-	1%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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
93%	94%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

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

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

School Performance Comment

NAPLAN

Reading Data is reasonably consistent over the last 3 years, although there was a slight drop in the 2016 data. Whilst disappointed with our results, when looked at in the light of our high percentage of NESB students, the data is not as worrying as it could be. We strategically initiated a "Tactical Teaching for Reading" PD program in 2016 followed by the "Tactical Teaching for Writing" PD program in 2017 to address the needs of our students.

Similar results in Numeracy (although the drop in 2016 data was more evident) also need to be tempered against our student cohort, but involvement in the "Enriching Maths" program and staff PD in Numeracy is intended to address the shortfall in achievement from our students.

The progress rates in the lower band for reading and the middle band for numeracy is particularly pleasing, and the planned improvement in pedagogical practices through our PD programs, continued development in differentiation in the classroom and stronger partnerships with our feeder Primary Schools to share consistent high yielding practices is expected to result in higher progress rates across all bands, and achievement in the upper two bands of both reading and numeracy.

SACE

Our student achievement in SACE Completion and Passing Grades reflects well on the processes we have implemented to support students to be successful in the senior years, particularly when compared to the Middle Year data for the same cohort of students. High levels of engagement in VET has contributed to this positive outcome. Deep analysis of the data provided by the SACE board, and involvement in PD activities particularly in relation to Task Design and Formative assessment at both Senior and Middle school levels, is intended to increase the percentage of students achieving in the higher grade bands.

Attendance

Year level	2014	2015	2016
Year 08	93.2%	90.1%	94.6%
Year 09	90.4%	92.1%	87.5%
Year 10	88.8%	90.3%	91.1%
Year 11	93.0%	90.1%	91.5%
Year 12	94.8%	91.8%	91.7%
Secondary Other		92.5%	
Total	92.0%	90.8%	91.0%

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 2016 shows continued improvement in behaviour management at Underdale High School. The number of students suspended decreased by nearly 30% compared to the 2015 data, indicating the effectiveness of our behaviour management policies and practices incorporated in 2016. The proportion of students suspended in 2016 is at its lowest in recorded history for the school. School-based data shows an increase use of internal strategies and intervention for behaviour management, resulting in the decreased external suspension data.

Client Opinion Summary

Parent

Parent surveys indicate that they believe our teachers have high expectations of their child, is a safe and fair environment, and that there are high levels of communication between school and home.

Compared to historical data, the survey also showed deeper partnerships with home to improve student outcomes.

Areas of perceived need to improve taken from the data include taking parent views and opinions into greater account, and motivating students to improve their learning outcomes.

Teacher

The DECD Educational Climate survey completed by our staff indicated high levels of satisfaction with school leadership and direction, confidence in their own ability to understand what quality means for their work and their ability to address the needs of students, their families and the local community.

Data indicates their acknowledgment of the PD programs and processes put in place to support their continual improvement, which motivates them to deliver optimal outcomes.

Other data indicates their belief that the school could manage change processes more effectively and manage under-performance of some staff better. The 2017 PD program for the Leadership Team is targeting practices to address these concerns.

Student

The 2016 MDI survey indicated that students at Underdale High School felt happy, optimistic and satisfied with life. They felt they had high levels of perseverance, felt connected with the school and their peers, and were highly engaged with teachers and other adults at school.

Other data indicated the need for the school to help improve their concept and engagement in healthy lifestyle and practices. Overall, compared to the state data, our students are happily engaged with the school and are positive about their education and school environment.

Intended Destination

Leave Reason	School	
	Number	%
Employment	2	1.1%
Interstate/Overseas	15	8.3%
Other	4	2.2%
Seeking Employment	12	6.6%
Tertiary/TAFE/Training	10	5.5%
Transfer to Non-Govt School	7	3.9%
Transfer to SA Govt School	33	18.2%
Unknown	98	54.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

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	72
Post Graduate Qualifications	31

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	33.7	0.9	16.1
Persons	0	37	1	18

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$35546.00
Grants: Commonwealth	\$0.00
Parent Contributions	\$301171.20
Fund Raising	\$5045.00
Other	

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Funding for a teacher to attend classes with high needs NEP student.	Student managed mainstream classes in Semester 2 with decreased support.
	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 PPLP results
	Improved Outcomes for Students with Disabilities	Multi-Lit program, In-class SSO support. NEP reviews, Intensive Literacy classes.	As above.
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	IEP's developed. AEW (7 hours) and school counselor (0.2 allocated) work in collaboration. FLO case management of many Aboriginal students. Support with uniform, laptop hire, excursions etc.	Students continue to be engaged at school, moving towards SACE completion. Students engaged in external programs. External FLO student re-engaged in mainstream.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Release time for Attendance Manager.	Improved attendance. 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	