SCHOOL CONTEXT STATEMENT

Updated: 05/ 2015

School number: 0965

School name: Underdale High School

School Profile:

Our School’s Directions
Underdale High School is a progressive learning community for approximately 550 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 is committed to meeting the needs of our students and provides 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 Mission and Vision:
We are dedicated to working in partnership with our students and their families to provide and deliver a personalised learning experience that engages students in a challenging and supportive environment to strive for excellence and bright futures. Our mission is to nurture resilient, optimistic and courageous individuals who will create bright futures for themselves and others.

Our Values:
Respect – Treating oneself and others with courtesy and dignity
Integrity – Being honest and trustworthy to yourself and others
Excellence – Striving for personal best
Responsibility – Being self disciplined and accountable for one’s actions; and contribute positively to our school community and environment
Intercultural Understanding – Recognising and appreciating people’s differences

Our ICT mission is that as a school we aim to foster students with bright futures, using integrated digital technologies to guide and promote confident, creative and self-directed learning.
1. **General information**

   School Principal name : Nigel Gill  
   Year of opening: 1965  
   Postal Address: 19 Garden Terrace, Underdale, 5032  
   Location Address: 19 Garden Terrace, Underdale, 5032  
   DECD Region: South West  
   Distance from GPO (km) : 6kms  
   Telephone number: 08 8301 8000  
   Fax Number: 08 82342479  
   School website address: www.underdale.sa.edu.au  
   School e-mail address : dl.0965_info@schools.sa.edu.au

- February FTE student enrolment:

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Student enrolment trends:

The school has experienced a decline in student enrolment at year 8. However throughout the year there is a steady enrolment of students 8-11 from the Adelaide Secondary School of English.

The number of Flo students has increased from 10 to 40 over the last couple of years. The 2015 enrolment is 550 with Flo and International Students.

Staffing numbers (as at February census):

Teaching staff : 42.6
Non teaching staff: 16.1

Public transport access:
The school is well served by the Circle Line bus route and several bus routes pass by the front of the school or along Holbrooks Road, making the school readily accessible by public transport. In 2013 bus routes to our school include: the H22, the 287, 288 and the Circle Line 100.

Special site arrangements:
Underdale High School has a Gifted and Specialist Sport Program- Football with enrolments for both programs outside the normal process.
The school has an International Student Program and works in partnership with the Adelaide Secondary School of English.

2. Students (and their welfare)

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 31% of the students were born overseas from some 54 different countries and 9% are of refugee status.
There are 9% students with disabilities and 54% 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
- Assistant Principal - Student Services, Quality Teaching and Learning
- Assistant Principal- Senior School, HR and Daily Organisation
- Senior Leader – Literacy and Quality Pedagogy, English
Pastoral Care programs

Underdale High School is organised around a Home Group and year level Sub School system with a Coordinator responsible for each Sub School. There is one lesson per week which accommodates a wide range of well being activities that promote our school values of Respect, Integrity, Excellence, Responsibility and Intercultural Understanding as well as assemblies, guest speakers and programs like cyber bullying and activities from Mind Matters.

Home group is held each morning at 11am for 15 minutes for administrative purposes in particular attendance and sharing of information, Year 12 students who are not scheduled for lessons in the morning do not attend at these times.

Student management

Underdale High School’s behaviour management policy is based on the school’s values and promotes restorative justice principles with the emphasis on maintaining positive relationships between all members of the school community and is aligned to DECD policies and processes.

Student behaviour is well managed by the Student Services Team and they meet weekly to analyse data, monitor student referrals, identify students at risk and implement proactive programs or strategies for identified students.

The school’s expectations which are documented in the planner and displayed in classrooms are well understood by students and teachers. Exits from the classroom and other behaviour incidents are documented and followed up by Year level managers. They are also responsible for behaviour contracts, suspensions and liaising with the interagency and behaviour support teams.

A withdrawal room, detention and yard duty system operates to assist teachers with the management of student behaviour.

The school maintains a uniform policy with the support of the school community.

Student Government

There is a Student Council representative of students from each year level that promotes authentic student voice in all aspects of school life. This group is represented on a number of school committees including Governing Council and Uniform Committee. The year 12 captains, as leaders of the executive, meet regularly with the principal to raise issues and discuss student matters.
Special programs
The school offers a range of programs and initiatives for a diverse range of students including: Special Education, Gifted program, Football, Automotive, International, FLO, Learning Frontiers project, Western Futures VET programs as well as a comprehensive transition program to support students as they move from primary school to high school.

3. Key School Policies

Site Improvement Plan and other key statements or policies:
School plans and Directions are derived from five major sources

- Continuing plans and directions established in previous years
- Staff consultation through staff meetings
- Student consultation through Student Council and surveys
- Parent consultation via surveys, discussion with Governing Council, feedback from parents through newsletter
- Initiatives and directions from DECD

The three key priorities of our Site Learning Plan in 2015 are

1. Quality Teaching and Learning
2. Engagement in Learning
3. Partnerships

Recent key outcomes:

A Literacy Coach works collaboratively with staff to support quality literacy teaching and learning across the curriculum. In 2015 there continues to be a focus on the analysis of data from ACER PAT-R and NAPLAN to inform the teaching and learning cycle. The Numeracy Coach is collaborating with the Middle School Maths teachers to analyse ACER PAT-M and NAPLAN data as well as supporting teachers to focus on quality teaching and learning. All staff has participated in the Teaching Tactical Reading professional development program and is expected to incorporate relevant strategies into their literacy teaching. In 2015 Differentiation as well as a Digital Learning coach will continue to work alongside teachers to improve their inclusive pedagogy and integrate digital learning into the teaching and learning program.

Underdale High School is a Professional Learning Community and learning teams meet weekly to develop common understandings about valued curriculum and learning, which involve common assessment tasks as well as analysis of learner achievement data to inform the teaching and learning cycle. In 2015 staff will be focusing on pedagogy using the Art and Science of Teaching framework.

Learning Area teams are developing Assessment Plans, Unit Plans and quality assessment tasks for the required subjects in 2015 as outlined in the Australian Curriculum.

Day map is the Learner Management System.
In 2014 Underdale High School established a year 8 learning environment which promotes the concept of a collaborative community and a culture of belonging and success. Through a balanced, holistic approach we aim to equip our students with the confidence, creativity and resilience that they need to build knowledge, understanding, skills and values. Year 8 classes have designated rooms to foster a sense of connectedness and belonging. The year 8 subjects are delivered in these rooms and also in subject specialist facilities.

4.

**Curriculum**

Subject offerings:

Year 8: English/ EALD, Maths, Science, History, Geography, HPE / Netball or Football, Digital Technology, Home Economics, Arts (Visual, Drama, Music) and LOTE - a choice of German, Japanese or Modern Greek

Year 9: As above with some electives available in the learning areas of LOTE, HPE, Technology and Arts

Year 10 English/EALD, Maths, Science, SOSE, HPE, Personal Learning Plan plus a range of elective subjects, including Automotive Studies.

Year 11 and 12 – Students have access to a diverse range of subject offerings including both academic and vocational. Senior School students are required to complete the compulsory subjects of English, Maths and Research Project.

Open Access is available under special circumstances through negotiation with parents.

**Special needs:**

The school has a comprehensive support program for students with identified needs and these students are integrated into the mainstream classes and supported with a range of strategies. The Special Education teacher develops the Negotiated Education Plans and leads the SSO team to provide the required in class support to enable students to access and participate in the learning program.

There is ESL classes 8-12 and in class support to assist the EALD students. A BSSO also assists with these students, in class and with communication with parents.

There is an Intensive Literacy class offered at year 8-11 to support students in the development of their literacy skills.

Gifted students are identified and encouraged to participate in a challenging subject based learning activities as well as extension programs.
Special curriculum features:

In 2015 the school has 4 coaches - Literacy, Numeracy, Digital Learning and Differentiation.

The Football Academy enrols students from all over the state into this special 8-12 program.

The VET and Flexible Learning Coordinator manages the Vocational Education and Training programs that are available to our senior school students.

The school has state of the art, industry standard automotive technology faculties and offers VET in Auto.

FLO offers disengaged students opportunities to be successful in alternative pathways through the schooling system.

The school is involved in the STEM Project in the Western regions and hence promotes learning in Science, Maths and Technology.

This year the school is actively involved in a number of initiatives including:

- Developing a middle school environment with flexible learning spaces
- Implementing programs like “blogging” to support 24/7 access to learning programs and peers
- The Learning Frontiers action research project focusing on student engagement in their learning

Teaching methodology:

Underdale High School promotes positive relationships using the principles of Restorative Practice which is the basis for effective teaching and learning.

The school addresses the site priority - Quality Teaching and Learning through the learning teams which focus on pedagogy and assessment practices to differentiate the learning experiences and explicitly teach the literacy/numeracy demands of each subject to enable individuals to reach their potential. The basis for this work is developing curriculum aligned to the AC plus the TfEL/ASOT and the National Teacher Standards documents. The Learning teams meet weekly to share practices, engage in professional learning and dialogue and interrogate student achievement data.

The use of ICT as a teaching and learning tool across the curriculum is a focus for Underdale High School. The school is fully networked and staff has their own device. The school has introduced the infrastructure to support the Virtual Desktop Interface.

In 2015 all year 10 students have access to a device.

Student assessment procedures and reporting

Staff report to student progress to parents 4 times a year at the end of each term.
An interim report is provided in terms 1 and 3 in conjunction with a Parent/ Teacher/ Student interview in term 2. An end of semester report is issued in terms 2 and 4.

Joint programmes:
The school works closely with other schools in the Western Region to provide shared curriculum delivery for the VET and industry programs.

The school is involved in the regional STEM project.

5. **Sporting Activities**

The school has a comprehensive sports program through involvement in zone and knockout competition sport.

There is an athletic carnival held in term 1 each year.

Students in the Football academy are involved in range of competitions and carnivals as a part of this program.

6. **Other Co-Curricular Activities**

Drama and Music performances attract community support.

At Underdale High School we regularly have international students visiting us for short-term stays ranging from 2-4 weeks, taking part in a school organised program. Students may participate in this international experience by hosting an international student or being their buddy whilst the international student is at school. These students enjoy this unique experience as they experience another culture, learn another language and build life-long international friendships. Home-stay families are also paid for the accommodation expenses and care they provide to our international students.

Students are encouraged to participate in Community and Service activities throughout the school year. Activities may include representing the school in sports teams, debating, performing, and cross-age tutoring, coaching and mentoring programs. Year 8 students undertake monitor duties in a range of daily activities such as our paper recycling program. Students are also involved in fundraising for charities through SRC activities. Community & Service activities are part of the Social Education Program and each student's contribution is recorded in their Transition Portfolio.

Students are encouraged to participate in a range of programs and competitions like the Premier’s Reading Challenge, Mathematics Quiz Night, Meet the Writer Programs, Science and Engineer Challenge, Beacon Ambassador Program, Maths and English competitions and University programs for students.

7. **Staff (and their welfare)**

Staff profile
In 2015 there are 42.6 teaching staff and 16.10 non-teaching staff.

There is a high degree of stability among staff with few changes from year to year.

Leadership structure

Principal, Assistant Principal (2), Senior Leaders (2)

The team of Coordinators includes (8 Coordinators, 1 Student Counsellor)

Staff support systems

There is an extensive induction program for all new staff, student teachers and TRTs.

The staff has an active PAC, WHS and Social Committee to support staff welfare.

The school has a strong emphasis on professional learning, linked to the Site priorities which are managed by the AP and the Professional Development committee.

One hour staff meetings are held one a week on a three week rotation- Staff meeting Year level meeting and Area of Study meeting.

There is one professional development session each week which enables the learning teams to meet weekly to share pedagogy and collaboratively plan for student learning.

Performance Management

Each teacher is required to develop a performance and development plan that supports their work and it is an expectation that all teachers will participate in each element of the performance process, which includes teachers gathering student feedback about their teaching practice through surveys. The surveys have developed from more general information to specifically focus on the teaching of literacy- This process is empowering student to have a voice in their own learning.

Teachers are then required to use this information to establish a goal to develop their pedagogy with the support of the learning team and their line manager

In 2015 every teacher will participate in guided lesson observation by a colleague who will then give specific feedback about their identified goal.

All this feedback is then shared with their line manager in PDP meetings.

Staff utilisation policies

This is managed by PAC in their advisory role to the Principal.
Access to special staff

The school is supported by: teachers of Instrumental Music, DECD Guidance Officer, Social worker, Interagency Student Behaviour Management support officer, Attendance Counsellors, ESL and Special Education support and Aboriginal Inclusion Officer.

8. Incentives, support and award conditions for Staff

9. School Facilities

Buildings and grounds

The school is housed in a mixture of solid and portable constructions, virtually all the non-specialise teaching takes place in the main two storey building, there grounds are well maintained with expansive green ovals.

Heating and cooling - Teaching spaces are air conditioned.

Specialist facilities and equipment
The Automotive Trade Training Centre was open in 2010.
There is 5 computer suites plus banks of net books and computing facilities in the Resource Centre.
There is a Gymnasium, Resource Centre, Technology and Visual Art workshops, Drama and Music Suite and as well as three Football pitches.

Student facilities
The school has excellent groups and sporting facilities.
Access for students and staff with physical disabilities is provided through ramps and a lift.
Students have access to a canteen that is outsources to Metropolitan Canteens.
There is a Senior School study room.

Staff facilities
All staff has an office space with access to Information Technology including EDSAS.
Access to bus transport

Private bus companies as well as public transport system are used to provide transport for excursions.

10. School Operations
Decision making structures
Most major decisions are taken at Planning and Policy Meetings after staff consultation at whole staff, sub school meetings, faculty and governing Council meetings. The Personnel Advisory Committee meets weekly and has a high profile in the school. All staff is expected to be on at least one committee. The Curriculum and Student Services team have responsibility for leadership and decision making in their areas. Minutes of meetings are available to staff. Staff can share grievance or suggestions through the Wellbeing box (located in the staff room) which is managed by PAC.

Regular publications
Daily notices for staff and students are available electronically. All staff has access to contributing to the notices electronically. There is a newsletter published twice a term Curriculum handbook is available electronically on school’s website. Staff handbook is updated annually and made available to staff.

Other communication
Intranet system
School website
Day Map system provides another system for communication and dissemination of information.

School financial position
Careful financial management has ensured that the school has a sound asset replacement fund, additionally some funds each year are held back in the annual budgetary process, to cover contingencies.

11. Local Community

General characteristics
The local community comprises a diversity of cultural, religious and socio-economic groups.

Parent and community involvement
The Governing Council is active in involving parents in school events. Parent information sessions are held several times a year.

Feeder or destination schools
Student enrol from a large number of primary schools, both public and private, the 7-8 transaction program fosters close links with our immediate feeder schools,

- Other local care and educational facilities
Commercial/industrial and shopping facilities

- The school is located within a residential area. It is close to extensive retail facilities on Henley Beach Road. There are some light industrial/commercial activities in adjacent suburbs.

Other local facilities

The school is reasonably close to Santos Stadium at Mile End, which has proven to be an excellent facility for the Athletic Sports Day.

Local Government body

The School is located within the City of West Torrens, The State electorate is Peake.

12. Further Comments

Underdale High School is a well-managed, up-to-date state high school that strives to be successful in attaining its vision for our students. The staff is generally highly skilled, and professional in their approach to teaching and learning and relationship with students. Ours is a school, which continues to be a comprehensive school and its size ensures that there is a positive community feel. Parent feedback has consistently indicated that the local community holds the school in high regard.