



# SCHOOL CONTEXT STATEMENT

Updated: 05/02/2019

**School number:** 0965

**School name:** Underdale High School

## School Profile:

### 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 for all.

## Our Values:

**Resilience**

**Optimism**

**Courage**

**Knowledge**

## 1. General information

School Principal name : David Harriss

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:

	2015	2016	2017	2018	2019
<b>Year 8</b>	<b>87</b>	<b>56</b>	<b>106</b>	<b>122</b>	<b>98</b>
<b>Year 9</b>	<b>75</b>	<b>100</b>	<b>70</b>	<b>120</b>	<b>110</b>
<b>Year 10</b>	<b>121</b>	<b>96</b>	<b>114</b>	<b>82</b>	<b>120</b>
<b>Year 11</b>	<b>109.8</b>	<b>134</b>	<b>122</b>	<b>109</b>	<b>77</b>
<b>Year 12</b>	<b>110.7</b>	<b>121</b>	<b>122</b>	<b>76</b>	<b>100</b>
<b>Year 12 plus</b>	<b>2</b>			<b>2</b>	
<b>Total</b>	<b>505.5</b>	<b>507</b>	<b>534</b>	<b>511</b>	<b>505</b>
<b>Male FTE (July)</b>		<b>209</b>	<b>304</b>	<b>301</b>	<b>285</b>
<b>Female FTE ( July)</b>		<b>298</b>	<b>230</b>	<b>210</b>	<b>222</b>
<b>School Card</b>	<b>210</b>	<b>76</b>	<b>70</b>	<b>140</b>	<b>145</b>
<b>NESB Enrolment</b>	<b>159</b>	<b>197</b>	<b>232</b>	<b>250</b>	<b>223</b>
<b>Aboriginal Enrolment</b>	<b>13</b>	<b>12</b>	<b>19</b>	<b>22</b>	<b>19</b>

#### Student enrolment trends:

In 2019 there has been a decrease in year 8 students due to a range of factors including the commencement of the Botanic School in the city

#### Staffing numbers (as at February census):

Teaching staff : 45 including 4 executive leaders and 12 coordinators

Non teaching staff: 14.2 Full time equivalent

BSSO: 12 hours

ACEW: 13 hours

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. Bus routes to our school include: the H22, the 287, 288 and the Circle Line 100.

Special site arrangements:

Underdale High School has a Specialist Sport Program in Football, with enrolments for this program outside the normal process. Underdale also offers a Specialist Automotive program that can be accessed through the Regional VET program.

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 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

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

### Social Education programs

Underdale High School is organised around a Home Group and year level Sub School system with a Coordinator responsible for Sub Schools. There is one lesson per week which accommodates a wide range of well being activities that promote our school values of Resilience, Optimism, Courage and Knowledge as well as assemblies, guest speakers and programs like cyber bullying and activities from Mind Matters and the Child Protection Curriculum.

Home group is held each morning at 11am for 15 minutes for administrative purposes in particular attendance and sharing of information.

## **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 department policies and processes.

Student behaviour is effectively 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 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 Coordinators. Members of the Executive team work in collaboration with the year level manager and are responsible for behaviour contracts, suspensions and liaising with the interagency and behaviour support teams.

A Supported Learning Centre, detention and yard duty system operates to assist teachers with the management of student behaviour and learning,

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

## **Student Government**

The Student Voice is representative of students from each year level and promotes authentic student voice in all aspects of school life. This group is represented on a number of school committees including Governing Council, Facilities and Uniform Committee. The year 12 captains, as leaders of the school, 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, Football, Netball, Automotive, International, FLO, 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 department

The two key priorities of our Site Learning Plan in 2019 are:

- Increase student progress and achievement in reading.
- Increase student progress and achievement in mathematics.

In 2019 there continues to be a focus on the analysis of data from ACER PAT-R and M and NAPLAN as well as SACE results to inform the teaching and learning cycle.

This information is on display on the data wall for staff to access on a regular basis. To support a whole school focus on literacy, staff have participated in the Teaching Tactical of Reading and Tactical Teaching Thinking as well as Tactical Teaching Writing professional development programs and are expected to embed strategies into their literacy teaching. In 2019 the focus is again writing across the curriculum. The Differentiation Coordinator will continue to work alongside teachers to improve their inclusive pedagogy to differentiate for students with learning needs.

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 2019 staff will be focusing the goals identified in the SIP, using data analysis, common assessment tasks, professional sharing to determine areas of improvement and what is being achieved.

Learning Area teams develop Assessment Plans, Unit Plans and quality assessment tasks for the required subjects in 2019 as outlined in the Australian Curriculum and SACE.

Daymap is the Learner Management System.

Underdale High School has a year 8 /9 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 8/9 classes have designated rooms to foster a sense of connectedness and belonging. The year 8/9 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, Design Technology, Home Economics, Arts ( Visual, Drama, Music) and LOTE- a choice of 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, History, 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.

## **Student with Disabilities or Learning Difficulties or 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 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/Numeracy class offered at year 8-11 to support students in the development of their literacy and numeracy skills.

Gifted students are identified and encouraged to participate in a challenging subject based learning activities as well as extension programs

### **Special curriculum features:**

The Football Academy enrolls students from all over the state into this special 8-11 program. The Netball program at present runs in Years 8 to 10.

The VET and Flexible Learning Leader 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 facilities and offers VET in Automotive to students across the Western Adelaide through the regional VET program.

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

### **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 goals in the SIP 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. A focus for 2019 is the planning for year 7s transition to high school and the development of curriculum as well as teachers developing their pedagogical practice.

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 have their own device.

All students are required to have their own device. Some devices are available for hire from the school.

Student assessment procedures and reporting

Staff report 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 and Entrepreneur project and there has been redevelopment of some of our learning space in 2018

Our STEM space is an innovative hub which allows students to develop problem-solving, critical and creative thinking skills and the ability to work collaboratively to solve contemporary world problems. Teachers will be supported to utilise these spaces using new approaches to learning design, assessment and moderation. Teams of teachers will be able to design interdisciplinary learning opportunities and working in a project-based student-led environment to develop new and innovative solutions to resolve issues.

We currently link to many of our local Primary Schools through STEM experiences, and this space will allow us to deepen the connections, supporting the continuity of learning across our Partnership. This space will also allow us to develop stronger links with business and industry, including UNI SA and the University of Adelaide.

## **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 at Santos Stadium.

Students in the Football and Netball academies 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 attending our school across all year levels.

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 Student Voice activities. Community & Service activities are part of the Social Education Program and each student's contribution is acknowledged.

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, Maths and English competitions and University programs for students.



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

### **Staff profile**

In 2019 there are 45 staff and 15 ( FTE) non teaching staff

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

### **Leadership structure**

Principal, Deputy, Senior Leaders (2)

The team of Coordinators (11 Coordinators, 1 Wellbeing leader)

### **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 Wellbeing Committee to support staff welfare.

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

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

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 2019 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 learning team and 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, Social worker, Behaviour Coach, 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 opened in 2010.

There are 3 computer suites for subjects that require high-end software and similar computers housed in specialist areas, the Resource Centre and the Supported Learning Centre.

There is a Gymnasium, Resource Centre, Technology and Visual Art workshops, Drama and Music Suite and as well as three Football pitches.

In 2018 the STEM area was completed and flexible learning spaces are now accessible.

The school will be involved in a 20 million dollar upgrade to replace the portables with permanent structures and ensure that there is sufficient classrooms to accommodate year 7s on site.

### **Student facilities**

The school has excellent grounds and sporting facilities.

Access for students and staff with physical disabilities is provided through ramps and a lift.

Students have access to a privately run canteen.

There is a Senior School study room and Supported Learning Centre.

### **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 Leadership 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 Wellbeing teams 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 PAC suggestions box (located in the staff room) which is managed by PAC.

### **Regular publications**

Daily notices for staff and students are available electronically on DayMap. All staff has access to contributing to the notices electronically.

There is a newsletter published twice a term on our Website.

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

Students enrol from a large number of primary schools, both public and private, the 7-8 transition program fosters close links with our immediate feeder schools,

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 the Athletics 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 highly skilled and professional in their approach to teaching and learning and relationships with students. Ours is a school which continues to be a comprehensive school and its size ensures that there a positive community feel. Parent feedback has consistently indicated that the local community holds the school in high regard.