



SCHOOL CONTEXT STATEMENT

Updated: 02/2017

School number: 0965

School name: Underdale High School

School Profile:

Our School's Directions

Underdale High School is a progressive learning community for approximately 540 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

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:

	2013	2014	2015	2016	2017
Year 8	133	74	87	56	106
Year 9	105	129	75	100	70
Year 10	158	106	121	96	114
Year 11	142	146	109.8	134	122
Year 12	110	128	110.7	121	122
Year 12 plus			2		
Total	648	583	505.5	507	534
Male FTE (July)	372	351		209	304
Female FTE (July)	276	232		298	230
School Card	228	210	210	76	70
NESB Enrolment	351	290	159	197	232
Aboriginal Enrolment	9	8	13	12	19

Student enrolment trends:

In 2017 the school has had a significant increase in year 8 enrolments.

Staffing numbers (as at February census):

Teaching staff : 36.1

Non teaching staff: 14.6 Full time equivalent

BSSO: 8 hours

Ab Ed: 7 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. . 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 Programs in Football with enrolments for these 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 34% of the students were born overseas from some 54 different countries and 9% are of refugee status.

There are 7% 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

- Deputy Principal - Quality Teaching and Learning
- Senior Leader – Literacy and Quality Pedagogy, English
- Senior Leader- VET and Flexible Learning
- Senior Leader- Student Wellbeing
- 3 Coordinators with a year level and curriculum focus
- 1 Coordinator- Counsellor
- 1 Coordinator- Differentiation

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 Resilience, Optimism, courage and Knowledge 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.

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 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. 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 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

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, Gifted program, 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 DECD

The three key priorities of our Site Learning Plan in 2016 are:

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

Recent key outcomes:

A Literacy Coach works collaboratively with staff to support quality literacy teaching and learning across the curriculum. In 2017 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. Staff have participated in the Teaching Tactical of Reading as well as Tactical Teaching Thinking professional development programs and are expected to embed strategies into their literacy teaching. In 2017 the focus is writing across the curriculum. The Differentiation 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 2017 staff will be focusing on effective pedagogy using the Art and Science of Teaching framework and relevant writing strategies.

Learning Area teams are developing Assessment Plans, Unit Plans and quality assessment tasks for the required subjects in 2017 as outlined in the Australian Curriculum.

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.

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 2017 the school has 3 coaches- Literacy, Numeracy and Differentiation.

The Football Academy enrolls students from all over the state into this special 8-12 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 Auto

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 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.

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 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 and there will be redevelopment of some of our learning space in 2017-2018

Our STEM space will be 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 2017 there are 36 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 (3)

The team of Coordinators (7 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 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 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 2017 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, Psychologist, 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.

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 canteen that is outsourced to Metropolitan Canteens.

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

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 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 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 DayuMap. 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

Student 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,

- 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 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 is a positive community feel. Parent feedback has consistently indicated that the local community holds the school in high regard.

