

Underdale High School

2020 annual report to the community

Underdale High School Number: 965

Partnership: West Torrens

Signature

School principal:

Mr David Harriss

Governing council chair:

Brad Gould

Date of endorsement:

9 February 2021



Government
of South Australia

Department for Education

Context and highlights

School's Directions

Underdale High School is a progressive year 8 to 12 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 our 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 pathways and experiences to satisfy specific needs. As well as engaging in the curriculum, students have the opportunity to compete in a wide range of sporting activities, pursue creative interests and participate in enrichment activities.

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

General characteristics

Underdale High School has an ICSEA of 991 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 3% Aboriginal students, 24% students with disabilities, 47% students with English as an additional language or dialect (EALD) background, less than 1% children/young people in care and 31% of students eligible for School Card assistance. The school has 31% of students born overseas and 8% have a refugee status.

The school has a history of academic success and we remain committed to this tradition. Many students have an elite sporting profile, especially those involved with the Football Academy.

School Leadership

The school has a leadership structure that values both the academic and personal development of all students. Student Wellbeing for Learning and Curriculum teams of leaders working collaboratively to ensure the best possible outcomes for the development of students holistically. These teams set and maintain the direction for the teaching and ancillary staff to follow. This commitment to excellence in student learning is reflected in the growth in our student learning outcomes and the community culture of the school. The leadership team consists of the Principal in their 5th year of tenure, a B4 Deputy Principal, two B2 Senior Leaders, twelve B1 Leaders and a Student Wellbeing Leader. There are 48 teachers including 3 in their early years of their career and 15 step 9 teachers.

Governing council report

2020 has, to say the least, been a challenging year for the entire South Australian community. Our High School had our own unique set of challenges - for staff, students and parents. Thankfully our state and our school were able to meet many of those challenges swiftly and flexibly. This was assisted by moving to a remote learning model as well as teachers using mixed modes of face to face and online learning. Overall, this resulted in minimising disruption to the school year and student learning.

It has been a pleasure to see the school embark on the major \$20m capital works program. Whilst large parts of the school was a construction zone, staff and students managed well demonstrating resilience and flexibility. It was a pleasure to see the beginnings of the significant changes to the campus when the Governing Council toured the worksite in December. All this work has been undertaken after extensive collaboration with the architects, construction company and school leadership, to minimise the impact to students.

I wish to commend the staff, students and Governing Council in coming together in 2020 and exemplifying those aspects of our School motto - Resilience, Optimism, Courage and Knowledge.

Quality improvement planning

Achievement against 2020 SIP data targets:

Reading

- For Year 8, 9 and 10 cohorts, the average increase in PAT-R scaled score is greater than 3.

Year 8 average: 5.9 Year 9 average: 5.5 Year 10 average: 5.4

- ATSI students have a medium to high level of improvement in their PAT-R score.

Middle school ATSI student analysis:

All ATSI students achieved SEA.

Average shift 4.8

Three ATSI students failed to achieve average or above improvement.

- The percentage of students in a low Stanine for Reading decreases and the percentage of students in a high Stanine is maintained or increases, as the cohort progresses through middle school. (based on year 9 and 10 results)

Current Year 9 Cohort:

Low stanine decrease: from 27% to 24% High stanine increase: from 16% to 20%

Current Year 10 Cohort (3 year span):

Low stanine decrease: from 38% to 37% to 24% High stanine increase: from 7% to 19% to 26%

Mathematics

- 30% of Year 8-10 students below SEA in the previous year's PAT-M test reach the current year's SEA.

Year 8 shift to SEA: 15 of 22 students previously below, now at or above SEA (68%)

Year 9 shift to SEA: 4 of 14 students previously below, now at or above SEA (28%)

Year 10 shift to SEA: 8 of 20 students previously below, now at or above SEA (40%)

- 25% of Year 8-10 students who achieved a D or E grade in the previous year achieve a C grade or higher in the current year.

Percentage of students who achieved a D or E grade at the end of Semester 2 2019, and then achieved a C or better in 2020.

All students: 43%

Year 8 33%

Year 9 30%

Year 10 69%

- ATSI students have a medium to high level of improvement in their PAT-M score.

Average shift 6.1 (norm 1-2)

Only two students failed to achieve average or above improvement.

Note on averages: All numbers to one decimal place. All averages calculated on all students with scores in both years, with no outlier scores removed. There was a very low percentage of students with missing data.

In 2021 we will be continuing our emphasis on Reading and Mathematics with higher targets, and in response to the External Review an additional goal focussed on 'Grade Improvement', specifically in the SACE.

Improvement: Aboriginal learners

In 2020 Underdale High had 16 students that identified as Aboriginal or Torres Strait Islander attending across all year levels. Ten (10) were managed on site and six (6) were involved in modified and off-site courses that were managed by external service providers. The ATSI team comprised of the AET, ASETO and Wellbeing Leader. During 2020 the Aboriginal Learner Achievement Leaders Resource (ALALR) was developed and implemented to support ATSI students in their literacy, numeracy and wellbeing needs. The resource affirms the importance of significantly raising literacy and numeracy achievement for all Aboriginal learners as reflected in the Aboriginal Education Strategy.

This year the key element of the ALALR that was specifically addressed was tracking and monitoring growth and achievement. The AET and Numeracy coordinator developed a database that incorporated each type of data collected for each student. Results were distributed to the ASETO for both the AET and ASETO to then have discussions with students and families throughout the year. This allowed students to lead their own priorities to increase skills in organisation and educational goal setting and review.

Within the 10 students on site, 6 showed growth in literacy and numeracy scores based on their PAT R and PAT M testing. Data was collected for attendance, engagement, mid-term traffic light progress, end of term and semester reports, Multi Lit testing, well-being and One Plan reviews. Having data that can be accessed and reviewed in a 5-week cycle allowed the ATSI team to communicate with subject teachers, Home Group teachers, faculty heads and families to accommodate and adjust for ATSI learners.

Multi Lit testing was conducted for all ATSI students and the results published for all staff. Nine of our Aboriginal learners could read at an expected words per minute rate for their age group and some found it challenging to communicate the contents and context of the information in the text.

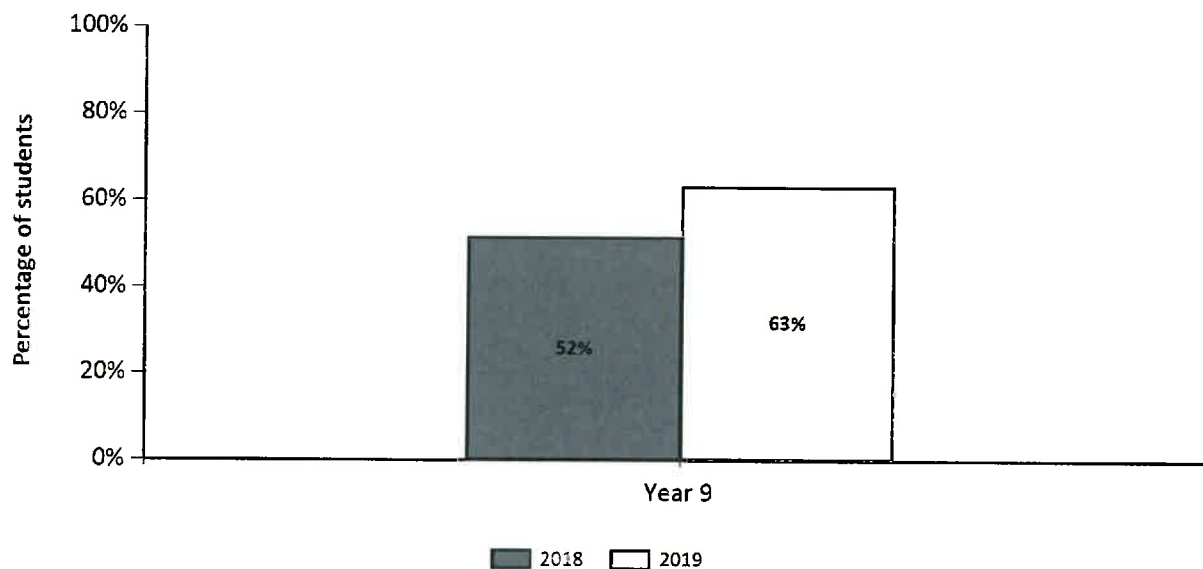
Students that required support as identified by the ATSI team's analysis of the data were directed and encouraged to attend one on one mentoring for one hour a week with a dedicated teacher. The class was made up of ATSI students from all year levels where they could work on assignments, apply for and research information on local indigenous organisations and connect together as a group. Students received additional support for their learning to support their continued success in completing assessment tasks to a satisfactory standard for the duration of the year. This is evidence through the growth in grades across English and Maths from Term 1 to Term 3.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

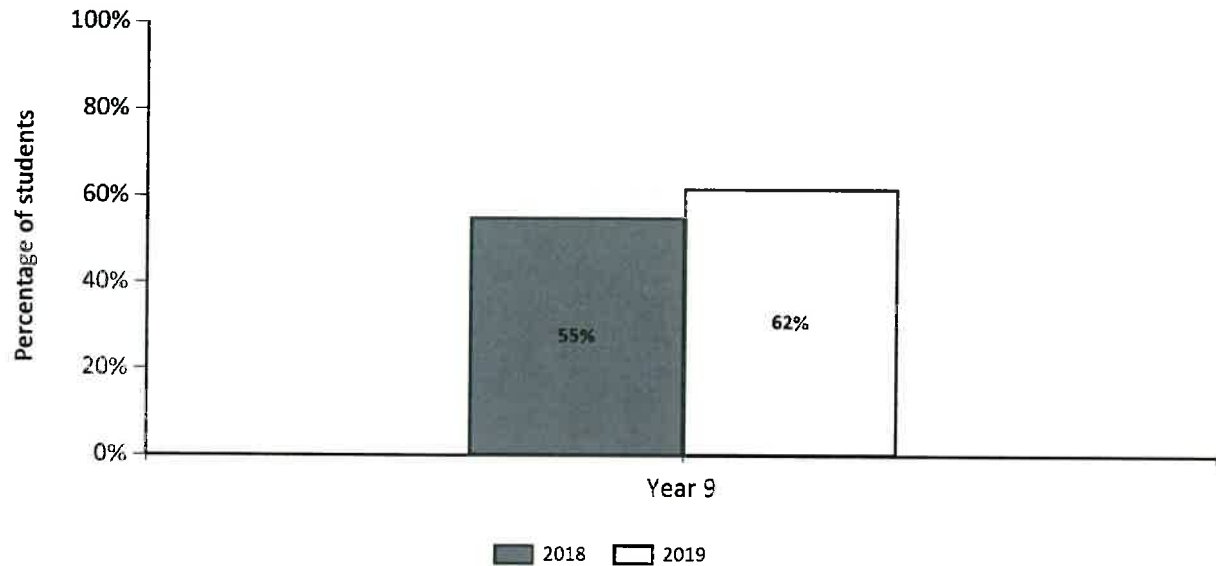


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	32%	25%
Middle progress group	48%	50%
Lower progress group	20%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	40%	25%
Middle progress group	45%	50%
Lower progress group	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	123	123	12	11	10%	9%
Year 9 2017-2019 Average	103.3	103.3	9.3	9.7	9%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
97%	90%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	2%	0%	0%	1%
A	3%	1%	1%	7%
A-	12%	5%	7%	8%
B+	13%	7%	12%	14%
B	14%	15%	19%	16%
B-	18%	16%	14%	15%
C+	17%	15%	18%	20%
C	11%	26%	20%	14%
C-	7%	5%	5%	3%
D+	1%	4%	2%	1%
D	1%	4%	1%	1%
D-	1%	1%	0%	1%
E+	0%	1%	0%	0%
E	0%	0%	0%	0%
E-	1%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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 in October that year

2017	2018	2019	2020
97%	88%	99%	92%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students undertaking vocational training or trade training	22%	19%	30%	57%

School performance comment

SACE Results

Our 2021 SACE results showed significant improvement across many aspects and were at their highest levels for many years in several areas. A fantastic outcome considering the challenges around COVID-19 under which they were achieved. Our Stage 1 results above SEA were at improved levels compared to 2019, particularly in Numeracy. Our percentage of Stage 2 passing grades was 97%, the highest they have been in many years. Our SACE completion rate is at over 92%. The percentage of A Grades was 15%, nearly doubling the 2019 result, with one student receiving a Merit. 45% of our Stage 2 Grades were in the B range, meaning over 60% of our grades were above the C Grade band. This represents a significant improvement compared to the last 4 years results. 94% of our students who applied for University received offers of placement.

PAT-R

Year 8 average increase: 5.9 Year 9 average increase: 5.5 Year 10 average increase: 5.4

Middle school ATSI student analysis:
All ATSI students achieved SEA.

Current Year 9 Cohort stanine changes:

Low stanine decrease: from 27% to 24% High stanine increase: from 16% to 20%

Current Year 10 Cohort stanine changes:

Low stanine decrease: from 37% to 24% High stanine increase: from 19% to 26%

PAT-M

Year 8 shift to SEA: 15 of 22 students previously below, now at or above SEA (68%)

Year 9 shift to SEA: 4 of 14 students previously below, now at or above SEA (28%)

Year 10 shift to SEA: 8 of 20 students previously below, now at or above SEA (40%)

ATSI students have an average shift of 6.1 (norm is 1-2) in their PAT-M score.

Percentage of students who achieved a D or E grade at the end of Semester 2 2019, who consequently achieved a C or better in 2020.

All 8-10 students: 43%

Year 8 33%

Year 9 30%

Year 10 69%

Considering the interruptions to the students "normal" school routines due to COVID and our extensive building program, these results represent a significant achievement, particularly for our Year 10 students.

Attendance

Year level	2017	2018	2019	2020
Year 7	N/A	N/A	N/A	100.0%
Year 8	92.2%	90.4%	87.3%	93.7%
Year 9	88.9%	92.3%	86.2%	91.4%
Year 10	87.4%	90.0%	86.9%	90.9%
Year 11	89.7%	91.2%	85.5%	91.5%
Year 12	91.5%	87.7%	89.1%	92.1%
Secondary Other	N/A	90.2%	100.0%	100.0%
Total	90.0%	90.6%	87.0%	91.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Home Group Teachers, Year Level and Executive Leaders track and monitor attendance data through regular Year Level Meetings. The strategies implemented support habitual and chronic non-attenders and working with families and students to develop personalised learning plans with the aim to promote student re-engagement with the curriculum. Attendance data reflects a higher rate of absences as a result of COVID-19 interruptions over 2020.

Behaviour support comment

In 2020 the new Behaviour Support Policy was approved by Governing Council which has firmly embedded our school values: Resilience, Optimism, Courage and Knowledge. As part of our Wellbeing for Learning and Life Curriculum we explore students character strengths, engage in mindfulness activities and participate in team building challenges through structured lessons. Our Home Group Mentoring Model supports students to take responsibility for their own learning and behaviour. Regular meetings with students and families has improved student engagement, particularly through the restorative practices processes and supported with individual learning plans which meet the individual needs of the students.

Client opinion summary

From the External Review:

At Underdale High School, the commitment and dedication of teachers and leaders is appreciated by parents and students alike. Relationships between staff and students are a highlight, and the targeted, effective processes of communication are welcomed by parents. The inclusive culture of the school is celebrated and valued by all. Conditions for learning are optimal.

Parent Survey

Most parents believed that respect was a key aspect of the school, that their child was important at this school, and that communication was effective. They believe that education is important to their child's future and that their child is well equipped for their future. They believe that their child has a good routine for studying at home and talk with them about what happens at school.

Students

Our student Wellbeing and Engagement results were again encouraging. Our students indicated above state averages in most aspects of Emotional Wellbeing, particularly in resilience. Student Engagement with School was also above state averages, particularly with connectedness to their peers and very low levels of bullying. Our students indicate that they are very optimistic about the future and across all areas of Learning Readiness are above state averages. Health and Wellbeing out of school, with some concerns particularly with Nutrition – breakfast (which supports us continuing our breakfast club) and Music and Arts.

Staff Perspective

Overall, our staff have had a 16% improvement in positivity around our school climate, very impressive considering the challenges the school faced this year with COVID and the extensive building works. There was over a 20% increase in staff perception that:

Improvement decisions are supported by evidence/data.

Staff understand how site changes will impact their practices.

The improvement priorities we set translate into and influence practice.

We are more effective at adapting to the needs of students.

Our site leaders challenge the status quo to be more ambitious in our goals.

Our site leaders help us to understand the reasons for change.

Our site leaders provide clear direction for the future.

There is strong evidence of effective leadership from site leaders.

Intended destination

Leave Reason	Number	%
Employment	3	1.9%
Interstate/Overseas	16	10.3%
Other	3	1.9%
Seeking Employment	9	5.8%
Tertiary/TAFE/Training	6	3.8%
Transfer to Non-Govt School	9	5.8%
Transfer to SA Govt School	21	13.5%
Unknown	89	57.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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.

Qualifications held by the teaching workforce 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	79
Post Graduate Qualifications	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	44.3	0.0	17.5
Persons	0	48	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$7,325,995
Grants: Commonwealth	\$0
Parent Contributions	\$289,733
Fund Raising	\$154
Other	\$19,400

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	The Differentiated Learning Team developed data base to track and support both the IESP students as well as the targeted individuals students to monitor one plan updates, see overall picture, share info, use as resource.	Vision teacher and SSO supporting VI students - VET pathway for Year 12 Student.
	Improved outcomes for students with an additional language or dialect	EALD classes, Intensive Literacy classes, SSO and BSSO Support. Improved contact with parents.	Levels of improvement in 2020 PAT tests were higher for our EALD students.
	Inclusive Education Support Program	Differentiated Leader and SSO team identified, monitored and supported with documentation (including One-Plans).	The 2020 PAT data reflects that SWD had almost equivalent or higher growth.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Staff released to develop access cards and "Teams" space. SSO in-class support and ex-class individual student support, particularly with Literacy (Multi-lit) and Numeracy (Quick-Smart).	Teachers were able to target adjustments to their teaching strategies; targeted students improved at a greater rate than the general student population.
Program funding for all students	Australian Curriculum	N/A	N/A
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Provided release time for Literacy Leader to support the SIP relating to our Reading Goal.	Progress across the board in PAT-R was above expectations.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A