



SCHOOL CONTEXT STATEMENT

Updated: 13/05/2025

School number: 0965

School name: Underdale High School

School Profile:

Our School's Directions

Underdale High School is an inclusive learning community of approximately 700 students from 99 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, vocational subjects and life 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 school productions, participate in enrichment activities and/or host an international student. We cater for a range of pathways for students including University, Performing Arts, Special Interest Sport (Professional Football), Automotive Studies, TAFE and employment.

Our Vision Statement

Underdale High School is an inclusive community that supports the diverse needs of every student to become lifelong resilient learners & leaders, empowered to make considered /ethical contributions in response to a changing world.

We are collectively committed to challenge and stretch thinking by providing rigorous, relevant and engaging learning environments where students develop agency in their own learning so they may discover their strengths and achieve their goals .

Our Values:

Resilience

Optimism

Courage

Knowledge

1. General information

School Principal name: Mary-Lou Michael

Deputy Principal's name: Maja Williams

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 8234 2479

School website address: www.underdale.sa.edu.au

School e-mail address: dl.0965_info@schools.sa.edu.au

February FTE student enrolment:

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Year 7	-	-	-	-	-	120	100	70	70
Year 8	106	122	98	116	129	100			70
Year 9	70	120	110	107	119	124			100
Year 10	114	82	120	131	100	126			100
Year 11	122	109	77	124	112	90			
Year 12	122	76	100	63	95	99			120
Year 12 plus		2			1	1			
Total	534	511	505	541	556	660			625
Male FTE (July)	304	301	285	305	344.6	395			
Female FTE (July)	230	210	222	235	238	265			
School Card	70	140	145	167	167				

NESB Enrolment	232	250	223	309	334	283	283	283	283
Aboriginal Enrolment	19	22	19	16	13	13	13	13	13

- **Student enrolment trends:**
In 2023 year 7 enrolment were well over 100, our overall enrolments increased, and this trend is projected to continue with the arrival of Year 7's.
- **Staffing numbers (as at February census):**
Teaching staff: 53 including 4 executive leaders and 15 leaders
Non-teaching staff: 16.6 Full time equivalent
BSSO: 11 hours
ACEW: 12 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 expanded its International Student Program and works in partnership with IES and the Adelaide Secondary School of English. The school will introduce Stretch U in 2026, programs for gifted and talented students and accelerated programs for middle and senior students to fast track SACE and VET industry pathways.

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 29% of the students were born overseas from some 53 different countries and 6% are of refugee status.

There are 18% students with disabilities and 43% 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.

Students at every year level belong to a Home Group of 20 – 29 students and one teacher. These Home Groups belong to a Year Level Team including: Home Group Teachers, Years Leaders, Student Wellbeing Leader and Assistant Principals. Student Services Officers, also support all students. Our Student Support Services team comprises of Assistant Principals, student wellbeing leaders, personalized learning leader, SACE/VET/Pathways and years leaders, who work collaboratively to ensure practices support continued student wellbeing across the College. An Aboriginal Community Education Officer supports ATSI students

- Student education programs

Underdale High School is organised around a Home Group, Project U, and year level Sub School system with a Coordinator responsible for Sub Schools. There are two lessons per week which accommodates a wide range of well-being activities including the KS:CPC (Child Protection Curriculum) 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 Open Parachute Program.

Home group is held regularly for administrative purposes in particular attendance, sharing of information and course counselling. Course Counselling is a part of Extended Home Group. Subject selection takes place each year during Term 3 for all students in years 7 – 11 and tertiary pathways for year 12 students. Parents, students and teachers are involved in online subject selection. Students receive advice from subject teachers regarding best options and are invited to a Career Expo. The Home Group teacher discusses these options with families and oversees the course selection process. Students are encouraged to make informed decisions about their future learning 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
- Assistant Principal – Middle Years Innovative Pedagogy, Teaching & Learning, Literacy and Numeracy
- Assistant Principal – Senior Years – Student Engagement and Achievement
- Senior Leader- Innovative Timetabling, Daily Org and Digital Technologies

- Senior Leader- Literacy, English Languages and International
 - Senior Leader- School Culture/ HPE and Specialist Football
 - 1 Coordinator – Science
 - 1 Coordinator – Mathematics
 - 1 Coordinator – Arts
 - 1 Coordinator – Technologies
 - 1 Coordinator – Humanities and Social Science (HASS)
 - 3 Coordinators - Year level management focus, 7-8, 9-10, 11-12.
 - 1 Coordinators - Wellbeing leader
 - 1 Coordinator- Personalised Learning / Tailored Learning
- 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 wellbeing leaders and are responsible for behaviour contracts, suspensions and liaising with interagency and DfE behaviour support teams.

Community service, 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 Prefects, Learning Area Prefects, Year Level Prefects and Sports Prefects 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: Stretch U, Personalised Education, Football, Netball, Automotive, International, Tailored Learning Options, Youth Opportunities,

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

- School 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 School Improvement Plan in 2025 are:

- Increase student achievement in literacy, specifically in writing
- Effective Learning: Metacognition and Self-Regulation/ Curiosity

In 2025 there continues to be a focus on the analysis of data from ACER PAT-R and M and NAPLAN as well as Australian Curriculum and SACE results to inform the teaching and learning cycle.

To support a whole school focus on literacy, staff have participated in P.D sessions on writing, dialogic teaching, nominalisation, vocabulary and text complexity and are expected to embed strategies into their literacy teaching. The Inclusive Learning Leader 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 Team and learning teams meet weekly to develop common understandings about valued curriculum and learning, which involve common assessment tasks and rubrics as well as analysis of learner achievement data to inform the teaching and learning cycle. In 2025 staff will be focusing the goals identified in the SLP, using data analysis, common assessment tasks, professional sharing to determine areas of improvement and what is being achieved. Our on-site Speech Pathologist will support the professional learning needed to enrich our PLTs.

Learning Area teams develop Assessment Plans, Unit Plans and quality assessment tasks and rubrics for the required subjects in 2025 as outlined in the Australian Curriculum and SACE.

EMS and FROG are used, but Daymap is the DfE Learner Management Systems used.

Underdale High School has a 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 7-8 classes have designated rooms to foster a sense of connectedness and belonging. Learning area are delivered in subject specialist facilities, including our Virtual Reality Lab in our Learning Hub..

4. Curriculum

Subject offerings:

Year 7: English/ EALD, Maths, Science, History, Geography , HPE / Netball or Football, Design Technology, Home Economics, Arts (Visual, Drama, Music, Dance) and Languages other than English - a choice of Japanese or Modern Greek

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

Year 9: As above with some electives available in the learning areas of Languages other than English, HPE, Technology (Digital, Food, Wood, Metal, Textiles) and Arts (Visual, Media, Dance, Drama & Music)

Year 10: English/EALD, Maths, Science, History, HPE, Personal Learning Plan plus a range of elective subjects, including Café Culture, Outdoor Education, Automotive Studies. Accelerated SACE courses offered to allegeable students.

Year 11 and 12 – Students have access to a diverse range of subject offerings including both academic and vocational, including Specialist Mathematics and English Literature, Physics, Biology and or Chemistry. Senior School students are required to complete the compulsory subjects of English, Maths and Research Project. In 2023 we are a pilot for the new SACE AIF.

- Open Access/Distance Education provision:
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 Inclusive Learning team develops the Negotiated Education and One Plans and leads the SSO team to provide the required in class support to enable students to access and participate in the learning program.

ESL classes and in class support, 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 7-9 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 in Stretch U.

- Special curriculum features:

The Football Academy enrolls students from all over the state into this special 811 program. The Netball program at present runs in Years 8 to 10. We offer programs in Tennis and Basketball and Bike Education.

The Senior School Assistant Principal supports SACE and VET working with the Inclusive Learning Leader to manage accessibility for the Vocational Education and Training programs that are available to our senior school students. Our Senior students all have mentorship.

Vocational Education and Training (VET)

Under the SACE students can undertake VET as part of their studies. VET enables students to gain tertiary, certificate based, qualifications whilst still in school. Students get to explore vocational pathways and tertiary education in a safe school environment. Qualifications gained can act as a bridge for students between school and gaining further qualifications in TAFE, the University sector or in work.

Certificate qualifications are achieved by completing the required number of competencies. Each competency has an allocated number of hours required to successfully achieve it. These nominal hours are added up and transferred into credits for achieving SACE. Seventy nominal hours of VET studies is equivalent to 10 SACE credits.

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.

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

- Teaching methodology:

Underdale High School promotes positive behaviours and relationships using the principles of Restorative Practice which is the basis for effective teaching and learning. The school has placed a strong focus on Higher Impact Teaching strategies in practice using termly Teaching Sprints.

The school addresses the goals in the SLP through the Professional learning teams (PLTs) that 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 and National Teacher Standards documents. The Learning teams meet frequently to share practices, engage in professional learning and dialogue and interrogate student achievement data. A focus for 2025 is the development of an Instructional Framework as the basis of learning conversations that will strengthen teachers pedagogical practice deepening student engagement with curriculum.

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 and have their own devices.

All students are required to have their own designated prescribed 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 each term in conjunction with a Parent/ Teacher/ Student interview in term 2. An end of semester report is issued in terms 2 and 4.

Continuous, ongoing progress in subjects is available to parents through the school's Learner Management System.

- Joint programmes:

The school works closely with other schools in the Western Region to provide shared curriculum delivery for the VET and industry programs. There has been redevelopment of some of many learning spaces as a result of the \$22 million re-build and renovation.

Our STEM space and Learning Hub with our Virtual Reality Lab 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, Tennis and Netball academies are involved in range of competitions and carnivals as a part of this program.

6. Other Co-Curricular Activities

- Drama, Dance 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 have opportunities to participate in Study Tours and become Homestay and international ambassadors for international study tour students
- 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, Write a Book on A Day, Science and Engineer Challenge, Maths and English competitions and University programs for students.
-

7. Staff (and their welfare)

- Staff profile
In 2025 there are 53 staff and 27 (FTE) non-teaching staff
Staff members are highly professional and qualified for the subjects they teach. No staff teach outside of their areas of expertise. There is a blend of experienced Step 9 teachers and early career teachers. With increased enrolments the school staff profile is growing.
- Leadership structure

Principal, Deputy, Executive Leaders (2), 3 x Senior Leaders
The team of Coordinators (9 Leaders, 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. Staff elect a Leader Advisor who reports to the Principal.

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

Staff meetings are held once a week on a rotation - Staff meeting, Learning Area, Year level meeting and Monday mornings alternate between PLTs, Action Teams and Staff Meetings.

- 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 students 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 2025 teachers will participate in instructional rounds with colleagues who will then give specific feedback about using an instructional rubric.

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, School Mental Health Practitioner (Psychologist), Social worker, Behaviour Coach, Attendance Counsellors, Speech Pathologist, EAL and Special Education support and Aboriginal Inclusion Officer.

8. Incentives, support and award conditions for Staff

- Performance Development Program and Performance Management program
- Staff induction programs for teachers and support staff
- Staff contribute to decision making across the key leadership groups
- The Staff Handbook provides ready access to all policies and procedures
- Staff are encouraged to pursue promotion positions both internally and externally.

9. School Facilities

- Buildings and grounds

The completed \$22 million rebuild and renovation in 2023, has supported the management of the grounds which 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, including the Learning Hub and Creative Arts building.

There is a Gymnasium with interactive projection and Creative Arts rooms, Learning Hub, Technology/Workshops, and a Creative Arts Theatre, Media Hub as well as three Football pitches.

In 2018 the STEM area was completed and flexible learning spaces are now accessible.
- 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 in the main building and Focussed Study in the Learning Hub. The Learning hub is fitted with contemporary booths, curved seating and shelving, a Virtual Reality Lab, and Cyber Security area.
- Staff facilities

All teaching staff have an office space, and all have a staff room, with access to Information Technology including Learner Management System and Microsoft products.

- Access to bus transport
Private bus companies as well as public transport system are used to provide transport for excursions. The school has ordered a BUS in 2024, and are still waiting the on the build.

10. School Operations

- Decision making structures
Most major decisions are taken at Leadership Meetings after staff consultation at whole staff, sub school meetings, PLT and Governing Council meetings. The Personnel Advisory Committee meets weekly and has a high profile in the school. All staff are expected to be on at least one Action Team, Action teams are formed annually based on staff perspective feedback.
The Leadership, Curriculum and Student Wellbeing teams have responsibility for leadership and decision making in their areas.
Minutes of all meetings are available to staff via Teams.
Staff can share grievance or suggestions through the PAC suggestions box (located in the staff room) which is managed by PAC and through the elected staff Leader Advisor.
- Regular publications
Daily notices for staff and students are available electronically on Daymap, and through our Weekly Staff Briefing. All staff can contribute to the notices electronically.
There is a newsletter emailed twice a term via Edsmart and available on our Community Portal. The Curriculum handbook is available electronically on our school's website,
The staff handbook is updated annually and made available to staff via Teams.
- Other communication
Intranet system
School website
Learner Management system (DAYMAP) provides another system for communication and dissemination of information.

School Facebook and Instagram Pages.

- 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. In 2022 the school was over-staffed with leaders but this has been reduced in 2023/4.

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. The Council endorsed a Parent Affiliated Committee into the council for 2023. This committee holds events, such as. The Family Picnic to welcome new families in Term 1.
- 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, [i.e. schools that children generally transfer to, or schools (or kindergartens if applicable) that children generally transfer from].
- 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. The school is not far from the Brickworks market, Adelaide Central Market, The Gov, Thebarton Theatre, Hindmarsh Stadium, and Linear Park.
- Local Government body
The School is located within the City of West Torrens, The State electorate is Peake.

12. Further Comments

International Program

Underdale provides for International Students a study program which meets individual needs. Fees are paid to International Education Services (IES) and cover administration costs as well as enrolment at UHS. Students need to bring their own wifi capable laptop. The program provides:

- Access to wide curriculum including SACE subject English as an Additional Language or Dialect
- (EALD)11 & 12 and Japanese Background speakers at Stage 1 and 2.
- A standard stationery pack for each school year of enrolment
- A personalized induction and orientation program, including course and career counselling
- A student identification card
- Access to the school intranet and internet, through wireless broadband.
- A meeting once a term with the Assistant Principal and daily meeting with the home group teacher for support, social integration, course and career counselling.
- English language support for students who have identified English language difficulties.
- Additional tutoring as required.
- The loan of equipment and text books as necessary to meet student needs
- Additional assessment and reporting documentation as required.
- Regular review of academic and social progress.

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