SCHOOL CONTEXT STATEMENT

School Name: The Heights School

School Number: 1430

1. General Information

Part A

School name : THE HEIGHTS SCHOOL
School No. : 1430  Courier : North Eastern Metro
Principal : Ms Helen Calvert
Postal Address : Brunel Drive, Modbury Heights 5092
Location Address : Brunel Drive, Modbury Heights 5092
District : North East
Distance from GPO : 15kms  Phone No. : 08 82636244
CPC attached : YES  Fax No. : 08 82636072

February FTE Enrolment

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School Card Approvals (Persons)

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Aboriginal FTE Enrolment

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Part B

• Leadership Positions

The management structure reflects the three sub school structure of the school. The Principal classification is PC09 and a Senior Leader 4 manages each sub school. Each of the sub school leadership teams also includes a Senior Leader 2 (Middle School and Senior School), Senior Leader 1 (Junior School).

This structure is currently under review with a new model proposed for implementation in 2014.

• Staffing Numbers

Tier 1: 69.32
Tier 2: Special Ed – ESL – Aboriginal Ed 3.62
School Support Hours – hours per week 445.50

• OSHC

Before and after school programs run by Director, and five part-time Child Care Workers. Vacation Care program also provided. Phone: 8395 6879

• Enrolment Trends

Enrolment in the school experiences pressure at some year levels. There has been a slight and continuing decrease in enrolments in the Junior School (Reception – Year 5). The Year 6/7 enrolments have increased with the introduction of a Year 6/7 Ignite class in 2011. The year 8 intake has increased over the last few years due mainly to an increase in enrolment in the Ignite Gifted Education Program. Enrolments in the Senior School (Year 10-13) have remained constant.

• Special Arrangements

The Heights School is one of three Public schools running the ‘IGNITE’ program for identified secondary students with high intellectual potential. Students sit for testing to enter the program at year 8. These students participate in an accelerated program, completing years 8 – 10 in two years. Two other classes are also involved in the Ignite Program; the Co-Ignite High Intellectual Potential Class. These students complete year 8, 9 and 10 in three years and receive enrichment and extension during their time within the Ignite Program. The Ignite extended class; these students complete years 8, 9 and 10 in three years and along with enrichment and extension will have the opportunity to complete year 11 SACE Units in year 9. A Year 6/7 Pre-Ignite class was established in 2011.

The Heights School offers, in conjunction with the South Australian Cricket Association and the Tea Tree Gully District Cricket Club, a Special Cricket Program. The cricket program is offered as part of a student’s subject choices, and the participants will be offered study in cricket from years 8-11.

The Heights is the host school for an Autism Intervention Program (AIP) for Northern Adelaide from 2013 for students on the Autism Disorder Spectrum who are high functioning. There are 3 cohorts: Preschool (one class of 6 students), Middle School (2 classes of 8 students each), Senior School (two classes of 8 students each). Each class will have a full time teacher and SSO. A Coordinator has leadership responsibility for the program. Entry to the program is by application at the student’s enrolled school. Applications are considered by a state panel. Students may remain in the program for a maximum of one year, returning to their enrolled school at the conclusion of their enrolment in the program.
• **Year of Opening**
  
  Modbury Heights High School opened in 1977 on this site. It combined with Pedare Primary School and Junior Primary School and became The Heights Pre-school – Year 12 School in 1978.

• **Public Transport Access**
  
  _School Bus E_ (Torrens Transit Newton) travels directly between Surrey Downs, Ridgehaven and The Heights School.

  _School Bus O_ (SouthLink) services students from the Salisbury Plains areas.

  _The M44_ travels down Ladywood Road to the Modbury Interchange at Tea Tree Plaza.

  _The 209_ services students from the Ingle Farm area.

2. **Students (and their Welfare)**

• **General Characteristics**

  Students come from predominantly Anglo-Saxon backgrounds but increasingly many other nationalities are represented. An increasing number of schools from Asian cultural backgrounds are enrolling in the school, particularly the Ignite Program. Enrolment is drawn from a broad area with many students choosing The Heights School ahead of their local school.

  Gifted Education support runs across Pre-School-12.

• **Pastoral Care Programs**

  A weekly pastoral care lesson operates in the Middle and Senior Schools. The program in the middle school includes emphases on community involvement, relationships, anti-harassment and drug education.

  The year 10 program builds on the middle school program and the year 11 and 12 program has a focus on careers, driver education, safe partying and health education.

• **Student Support Offered**

  The class or home group teacher provides the initial level of support at all year levels. Middle and Senior Sub Schools have year level Team Leaders. The Junior School Senior Leader manages students with special needs in Reception to Year 9 and the Senior School Senior Leader supports students Year 10-12. There are two student counsellors for Middle and Senior students, one at Coordinator level. The school also has a Christian Pastoral Support Worker (P-12) provided through Tea Tree Gully Ministries Group.

• **Student Management**

  The School’s Behaviour Management (SBM) and Anti Harassment and Drug Policies are clearly documented. Sub Schools have age appropriate arrangements, with a Thinking Room operating in the Junior School, and Time Out Room for Middle and Senior School. The implementation of SBM procedures is based on the expectation of mutual respect throughout the school community.

• **Student Government**

  Student Governments are active in Junior, Middle and Senior Schools with the organisational responsibility managed at sub school level. Student representatives are invited to participate on committees including Governing Council. They also raise funds to
support various charitable organisations and school based activities, and contribute to the School Environment Management Planning priorities.

• Special Programs

The Heights School is characterised by many special programs. As well as our formal selection as an IGNITE School, we have a number of programs for gifted students within our cohort. The school offers many extra-curricular programs including SAPSASA and Vista Sports, Choir, Wakakirri, Pedal Prix, After School Sports, Chess and many other competitions.

The Stephanie Alexander Kitchen Garden Program operates in Year 3-5 with a new purpose built kitchen in the Junior School building. Feed the Planet offers a continuation of this program in Year 6/7. The school is a member of the North East Vocational Opportunities (NEVO) cluster with five other DECD Secondary Schools and two non-government schools. Students select Certificate 2 courses from a range of offerings. The Heights runs NEVO courses in Automotive and Business Enterprise.

Astronomical Observatory: Students play a role in the management of this facility. The study of astronomy is part of Science programs.

The Heights offers a DECD Accredited International Student Program with tour groups of students from Japan, Singapore and Indonesia. Return visits of Heights students are accompanied by teachers.

The school actively supports authentic student involvement in community enterprise and altruism.

3. Key School Policies

Site Improvement Plan (refer to Site Improvement Plan on Website). The Annual Report (website) provides information about outcomes.

4. Curriculum

• Subject Offerings

Junior School

The Junior School offers a challenging and broad educational program to students from Pre-School to Year 5.

Each child learns through the areas of study including English, Maths, Society and Environment, Health and Physical Education, Science, Technology, Arts and Indonesian.

Middle School

In the Middle School students from Year 6/7 to 9 study a broad balanced academic program incorporating the eight areas of study. Indonesian is the Language Other Than English. Students select options in Year 9 in semester 2 from Indonesian or VET programs. Refer to the Middle School Prospectus on the school’s web-site.
Senior School

The Senior School offers a wide choice of subjects, which enable students to study for their South Australian Certificate of Education (SACE). Specialist career pathways through the Vocational Education and Training (VET) program are also available. The school delivers Certificate 1 in Automotive and Business Enterprise.

At Year 10, students study the equivalent of six full areas of learning. English, Maths, Science and Studies of Society and Environment are compulsory full year subjects and students choose the remainder from the Arts, Design & Technology, Health & Physical Education.

Supervised study lessons are staffed in Year 11 and Year 12 to provide support for students in their SACE studies.

- Open Access
  Is available to support students in special circumstances.

- Special Needs
  Special programs and support for identified students are managed by the Junior School Senior Leader 1 (Special Needs R-9), and the Senior School Senior Leader for students 10-12. Students are supported in classes and/or by withdrawal, using a combination of teacher, School Support Officer support. Parent meetings are organised on a regular basis.

  From 2013 this role will be managed R-12 by a Senior Leader, Intervention and Inclusion.

- Special Curriculum Features
  Instrumental music tuition Years 3-12.
  The Early Intervention and Coordination programs.
  Focus Programs for gifted students.
  The Gifted Education Program involves students and their families from Pre-School through to Year 12. Parent meetings are arranged each term, and all staff are expected to participate in training and development in gifted education. Twenty to twenty five percent of the student population, Pre-School to Year 12 are identified as gifted.
  SAPSASA, Vista Sports, Wakakirri, Active for Life, Choir, Drama Specialists R-6, ICAS University of New South Wales Competitions, Chess, Observatory, Debating, Tournament of Minds, International Programs, Mathletics, NAMIG (C2C-Concept to Creation), Engineering without Borders, CREST, Oliphant Science Awards are some of the enrichment programs offered by the school.

- Teaching Methodology
  The Heights School employs a wide range of methodologies. Group work, project work, resource based learning, applications of modern technology, and individual student programs are all employed to varying degrees. Teachers are aware of the need to cater for the range of learning styles present in the school. The school offers gifted education training, (Tier 1 & 2) to staff in the use of Thinking Skills and Methodologies.

- Assessment Procedures and Reporting
  Reports are computerised using Daymap.

  Reporting to Parents (Junior School)
  Reverse interviews occur early in Term 1.
Week 10 of Term 1 is parent/teacher/student interviews for all students.
Term 3 optional interviews occur at the end of the term.
Summative written reports at the end of Term 4.

**Middle and Senior School Reporting includes:**

Semester 1:
Four information/acquaintance nights are held regarding SACE and subject choice in the Senior School for families.
Mid-Semester Reports at the end of Term 1.
Parent/Teacher/Student Interviews at the beginning of Term 2.
End of Semester Reports, end of Term 2.
Semester 2:
Mid-Semester Reports at the end of Term 3.
End of Semester Reports at the end of Term 4 (Year 7-11 students only).
Student Achievement Record at the end Term 4 (Year 12 students only).
Round Table Achievement Assessment (Year 9) at the end of Term 4.

*Procedures for reporting to parents are currently being reviewed and being aligned with the Australian Curriculum implementation.*

An “Early Warning” letter is sent (early mid-term) to parents of students in Year 6 – 12 who are at risk of not succeeding because of task completion or attendance concerns.

## 5. Sporting Activities

A large range of sporting activities are delivered to both Primary and Secondary students. The extensive grounds and long history of participation in Vista Zone Sports, SAPSASA, after school and in weekend sporting activities, ensure all are encouraged and supported. The school hosts a significant number of carnivals across the District. There are Sports Days for the junior sub-school and combined middle and senior sub-schools. The Junior School Leader manages the after-school sports program with administrative support from an SSO.

## 6. Other Co-Curricular Activities

- **General**

  The Pedal Prix continues in 2012. The school has entered 4 human-powered vehicles in the HPV Super Series, the only school in Australia to have an entry in all age categories – Primary; Middle; Senior and Open (old scholars). The event is open to years 6-12 and requires teams of (8-20) students to race in a series of 3 races in May, June an/or September (2 x 6-hour races at Victoria Park racecourse and 1 x 24 hour race at Murray Bridge). The program is well supported by students, parents and sponsors from the local community. Mr Roger Button in the Design & Technology Learning Area manages the program.
• Special

The school hosts a range of international visitors, including students participating in a homestay program and teachers are hosted to learn about our teaching programs. Sister school relationships operate with Jit Sin High School in Penang.

We have achieved state positions in the Tournament of Minds, the Sharemarket Game, State Sport Knockout Competitions, Year 12 subject results, Vista sports, Wakakirri, Choir and Enterprise Team Projects. The school also participates extensively in National Academic Competitions in Science, English, Computing and Maths, Music (Band, Choir and Ensemble) with students regularly receiving gold medals in Maths and Science.

Year 12 students was awarded the BAE/NAMIG Scholarship in 2011 and 2012 (University fees provided for each year of student in Engineering).

The Wakakirri troupe was State Winners in 2011.

7. Staff (and their welfare)

• Staff Profile

There are over seven five teaching staff, and 25 non-teaching staff at The Heights School. Junior School staff teach their own classes or are involved in some team teaching activities. Middle and Senior School staff are encouraged to teach across both sub schools. Staff speak highly of the collegiate support available in the school. There is a strong focus on operating as a Pre-School to Year 12 professional learning community.

• Leadership Structure

The Principal (PCO9) has overall responsibility. The three leaders at Senior Leader 4 level have whole of school responsibilities as well as responsibility for one of the sub schools. There are three Senior Leaders (Level 2 and 1) – one ICT/ Learner Management/Timetable/Senior School, one Ignite/Gifted Education/Middle School and one Special Needs R-9/Junior School. Secondary Coordinators Level 3 have an Area of Study responsibility and a special program focus as well as involvement in the broader leadership of the school. There is a Primary Coordinator Level 2 in Early Childhood. The Maths and Early Childhood Coordinators have a focus on Gifted Education.

This structure is currently under review with a new model proposed for implementation in 2014.

• Staff Support Systems

There is an active staff social committee, which conducts and supports whole school social events.

Staff are, in general, highly supportive of each other and have a strong collaborative ethos.

• Performance Management

Performance Development and Review processes for all teachers and school services officers were implemented formally in 2011. All teachers include the school priority – Literacy (comprehension) as a goal. There is a strong focus on teaming and collegiate development in the interests of improving the quality of teaching and learning.

• Access to Special Staff

The Heights utilises support staff from the Elizabeth Office of The Northern Adelaide Region.
• Other

The Heights is an extremely complex school site. Staff who enjoy autonomy, challenge, flexibility and inter-dependence in their working style, flourish. At The Heights School staff need high levels of resilience to adapt to and meet the challenges and rewards of a large, complex Pre-School-Year 12 educational environment.

8. School Facilities

• Buildings and Grounds

Situated off Brunel Drive and Ladywood Road at Modbury Heights, the school is set on extensive grounds and playing fields (12 hectares).

The Heights School has five main buildings with special areas such as the Gymnasium, Drama and Music suite, Art, Technical Studies workshops and Home Economics facilities. There is a dedicated Pre-School building as well as a specialist automotive workshop. There are specialist Science Laboratories, seven main computing facilities and a Resource Centre for students Pre-School-Year 12. Upgrades of the Admin and Senior School building and Junior School building were completed in 2009 and 2010. Upgrade of the Junior School building included a specialist kitchen for the Stephanie Alexander Kitchen Garden Program. Upgrade of the Middle School building was completed on 27th August 2012.

An Astronomical Observatory is also located on the school grounds.

• Cooling

The school has evaporative or reverse cycle air conditioning in all areas.

• Specialist Facilities

In summary:

Gymnasium, music and orchestra suites, Junior School Activities Room, resource centre, three separate sub-schools, enormous playing fields and grassed ovals, seven different computing suites within the school and two large computer networks (administration and curriculum). Facilities include a separate Middle School building for Years 6-9, specialist facilities in Home Economics, Art, Technology and Design. The Astronomical Observatory is located on school grounds.

• Student Facilities

All classrooms are air-conditioned and carpeted. The canteen is outsourced.

• Staff Facilities

Staff have allocated work spaces across the school where there is a natural congregation of teachers in like curriculum areas such as Technology, Art, English, Maths, Science and Physical Education. Junior School staff have access to work spaces as well as their own classroom. There is one large staffroom. Upon completion of the Middle School building, 2 medium-sized conference rooms, a meeting room and activity area with kitchenette will be available for use. The Staff Social Committee coordinates staffroom facilities. Staff functions are organised by this group.

• Access for Students and Staff with Disabilities

The school has very limited access for staff and students with physical disabilities. There is some minor ramping around the school. A lift is included in the refurbishment of the Middle School building.
• Access to Bus Transport
  See Part B. Public Transport
• Other
  Dedicated Out of School Hours Care/Vacation Care, Parent Room, Uniform shop, Observatory, Sports Kiosk, Business Studies Centre and the school is fenced.

9. School Operations
• Decision Making Structures
  The Heights School Decision Making Policy is based on a participatory model. Consultation occurs at sub school level and with other key groups and is fed into decisions by the group responsible for the decision.
  Major Committees include:
  - Executive team (PCO9, Senior Leaders and Business Manager)
  - Governing Council & Sub Committees
  - Monitoring & Review Committee of the Governing Council
  - Finance Advisory Committee of the Governing Council
  - Grounds & Facilities Committee of Governing Council
  - R-12 Curriculum Leaders Team (PCO9, Senior Leaders, Coordinators)
  - ICT Infrastructure Committee
  - Uniform Committee of the Governing Council
  - A number of ad hoc committees are formed from time to time for specific purposes. Staff are encouraged to actively participate in consultation processes and to provide representation on these various groups.

• Regular Publications
  There is an electronic Daily Bulletin for all staff and students. The Pre-School-Year 12 Newsletter is published fortnightly. Other publications include the Staff Orientation Book, Parent Handbook and Middle & Senior Course Handbook. The School produces an Annual Report as well as a comprehensive and high quality school magazine. Information about the school is published on the website (www.theheights.sa.edu.au) which is updated regularly.

• Other Communication
  The school is fully connected to the internet and all staff and students have email addresses. Daymap is the Learner Management System used – class and subject teachers mark the attendance roll in Daymap, the daily bulletin is located in Daymap. Future developments are planned in Daymap for reporting and teaching programs, email to parents. The networks are supported by 2 ISPs. There is some use of Moodle. The school has a Face book page.

• School Financial Position
  The School reports regularly as required to Governing Council and presents a detailed budget statement to Governing Council each year. The school fees are kept as low as possible and our budget is fully expended. The expansion and maintenance of ICT is a large ongoing expense. The community supports the standard sum only of the Materials and
Services fee. A new Business Manager appointed at the end of 2010 effectively and efficiently manages financial resources.

- **Special Funding**
  
  The school receives an annual grant for its management of the IGNITE Program.

**10. Local Community**

- **General Characteristics**
  
  The Heights School is situated 15-16 kilometres from the centre of Adelaide in a north-eastern residential suburb, which is around 30 years old. There is good access to public transport, and shopping facilities at Tea Tree Plaza. Increasingly, families are choosing the school because of programs such as ‘Gifted Education’. For many families, the option of all of their children attending a school Pre-School to Year 12 is viewed as very positive. Many students travel considerable distances and a significant proportion of the student population live outside of the zone and usual catchment area.

- **Family and Community Involvement**
  
  Family involvement is fostered with the appointment of a Community Liaison Coordinator (from the permanent School Services Officers hours pool). Volunteering in the school is highly valued and encouraged with around 250 family volunteers working in the school each week. All volunteers are now required to undertake the Volunteer Training – including Abuse and Neglect training, offered by the school and undergo a Criminal History Check.

  Families help with coaching at sport practices, transporting children to sporting venues, umpiring, scoring and supporting their children in their chosen sport.

  Parents and Friends meets monthly during the day and attendance is open to all parents/caregivers.

  Parents/caregivers are welcome help in classrooms where they listen to individual reading; work with small groups of children for language, maths, Stephanie Alexander Kitchen Garden Program and other class activities. Parents/caregivers accompany groups on excursions and camps and are often invited to class and school performances.

  Help is most appreciated in the Resource Centre where there are books that always need repairing, and filing. The covering of all new books used in the classroom is a task undertaken by a small group of parents each year.

- **Feeder Schools**
  
  The Heights School has a large number of feeder schools in part due to the IGNITE Program and our gifted education emphasis within the whole school and our ability to provide an educational site for a whole family. We draw students from the Salisbury Plains, Gawler, Para Hills and the Pooraka/Enfield areas as well as Tea Tree Gully, Golden Grove and Greenwith.

- **Other Local Care and Educational Facilities**
  
  Within the Northern and North Eastern Metropolitan Areas, there are a number of other Child Care Centres, the Torrens Valley Institute of TAFE and the University of South Australia (Mawson Lakes).
• Commercial/Industrial and Shopping Facilities
  The Heights School has a shopping facility and supermarket immediately adjacent. There is some commercial and industrial activity nearby.

• Availability of Staff Housing
  Not applicable.

• Local Government Body
  The Heights School lies within the Tea Tree Gully Council area. The area is very well serviced with a range of retail, professional, medical and recreational amenities.