

# SCHOOL CONTEXT STATEMENT

**School Name:** The Heights School

**School Number:** 1430

## 1. General Information

### Part A

School name	: THE HEIGHTS SCHOOL	Courier	: North Eastern Metro
School No.	: 1430		
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

		2012	2013	2014	2015
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	64	36	43	46
	Year 1	39	52	44	41
	Year 2	44	47	60	46
	Year 3	42	47	53	68
	Year 4	46	55	62	54
	Year 5	61	59	65	70
	Year 6	66	73	70	74
Secondary	Year 7	79	74	91	78
	Special, N.A.P. Ungraded etc.				
	Year 8	126	143	139	132
	Year 9	103	97	115	112
	Year 10	157	132	128	137
	Year 11	163	139	136.2	122
	Year 12	113	137.6	118.2	131
	Year 12 plus	9	7	0	10
<b>TOTAL</b>		<b>1103.9</b>	<b>1100.6</b>	<b>1124.4</b>	<b>1120</b>

School Card Approvals (Persons)	283.6	268	258	162
Aboriginal FTE Enrolment	38	35	31	31
NESB	147	153	199	TBA

## Part B

- Leadership Positions

The management structure reflects the three sub school structure of the school. The Principal classification is PC09, Deputy Principal (PC06) and a Senior Leader (Band B 3) manages each of the 3 sub schools (Junior P-5, Middle 6-9, Senior 10-13).

P-12 Band B 3 Leaders: P-12 Student Achievement & Accountability (including Ignite and Middle School sub school support), P-12 Teaching and Learning (and English and Languages 8-12), P-12 Intervention & Inclusion (and JS support)

Band B 2 P-12 ICT and Maths (8-12).

Band B 1 leaders: AIP Coordinator, Defence School Program Manager, Secondary Counsellor, Primary Counsellor (0.6), Science, HaSS, Technology, Arts, H&PE.

Staffing Numbers

Teaching staff – 76.36

Non teaching staff – 26.6

ESL – 0.98; Aboriginal Ed - 0.52

- OSHC

Before and after school programs run by Director, and five part-time Child Care Workers. Vacation Care program also provided. This is a healthy, viable service for families.

- 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 decreased slightly.

- 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 ACER testing to enter the program at year 8. These students participate in an accelerated program, completing years 8 – 10 in two years. One other class is 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. Students have the opportunity to complete year 11 & 12 SACE Units. 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. Enrolments in the program have decreased. The cricket program is offered for 2 lessons per week only in terms 1 & 4 in 2015 as the vertical group significantly impacts on the flexibility of the school timetable. The program is being reviewed.

The Heights is the host school for an Autism Intervention Program (AIP) for Northern Adelaide from 2013 for students with Autism Spectrum Disorder who are high functioning. There are 3 cohorts: Preschool (one class of 6 students), Primary School (one class of 8 students Y3-5), Middle School (2 classes of 8 students each Y6-8), Senior School (one class

of 8 students Y9-10). Each class has 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 8 terms, returning to their enrolled school at the conclusion of their enrolment in the program. Extended transition of up to 4 additional terms and return to the AIP after one term of unsuccessful transition to the mainstream enrolled school (providing places are available and in consultation with the principal, AIP Coordinator, psychologist and DECD Integrated Services personnel) are options introduced by the Minister in 2015.

The school was identified as the state Defence School in July 2014. Programs are being designed to create pathways to Defence related industries in partnership with industry, using the STEM education approach. Initial programs are targeted at Ignite classes and engineering pathways. Programs in Year 8, 9 and 10 will be implemented in semester 2 2015. The program is managed by a Coordinator (0.6).

- 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.

Junior School operates Program Achieve and Play is the Way.

- Student Support Offered

A whole school integrated approach to intervention is described in the school *Intervention and Support Framework*. Intervention for Wave 3 NEP and EALD students is the responsibility of the P-12 Intervention and Inclusion leader.

The class or home group teacher provides the initial level of support at all year levels – differentiation of curriculum Wave 1 students.

The Sub school Leaders are responsible for Wave 2 students (students with learning difficulties) and behaviour management.

Middle and Senior Sub Schools have year level Team Leaders.

There are two student counsellors for Middle and Senior students, one at Coordinator level and one primary student counsellor Coordinator (0.6).

The school also has a Pastoral Care Worker (P-12 for 16 hours per week) provided through Tea Tree Gully Ministries Group.

The school has an ACEO (Aboriginal Community Education Officer) for 24.5 per week.

- 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.

- 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 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.

Astronomical Observatory: Students play a role in the management of this facility. The STAR (Students Thinking with Astronomical Reasoning) group meets weekly on Friday evenings and runs ASSA (Astronomical Society of South Australia) public viewing evenings monthly. Other schools and related organisations are able to book the venue and services of the STAR group. The school has a long standing relationship with ASSA. The study of astronomy is part of Science programs.

The Heights offers a DECD Accredited International Student Program with four groups of students from Japan, Singapore, Thailand 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 of the Australian Curriculum including English, Maths, Humanities and Social Sciences, 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 of the Australian Curriculum. Indonesian is the Language Other Than English. Students select options in Year 9.

#### **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.

At Year 10, students study the equivalent of six full areas of learning. English, Maths, Science and Humanities and Social Sciences (HaSS) 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 P-12 Senior Leader, Intervention and Inclusion. The Intervention and Support Strategy describes a whole school integrated approach to tiers of intervention and support. Multi-Lit and Rainbow Readers intensive support is provided for Wave 2 students.

- Special Curriculum Features

Instrumental music tuition Years 3-12.

The Early Intervention programs (Jolly Phonics)

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 Specialist (NIT) R-5, ICAS University of New South Wales Competitions, Chess, Observatory, Debating, Tournament of Minds, International Programs, NAMIG (C2C-Concept to Creation), Engineering without Borders, CREST, Oliphant Science Awards, Lego League 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.

Professional Development operates in the form of PLCs focused on thinking skills, questioning, formative assessment, learning intentions, students learning resources. All teachers are members of a PLC; PLC are constructed P-12 and lead by a teacher. PLCs meet regularly (4 times per term).

- 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 Assessment (Year 9) and student led conferences (Y6/7, 8) 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 school has a long history of involvement in Pedal Prix. The school enters 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 and/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. Pedal Prix can be an accredited Stage 1 SACE Community Studies course.

- 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, 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 were awarded the BAE/NAMIG Scholarship in 2011 and 2012 (University fees provided for each year of student in Engineering).

The Wakakirri troupe were State Winners in 2011.

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

- Staff Profile

There are over 75 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.

Staff in the Autism Intervention Program participate in all P-12 curriculum, social and professional development activities – there is a strong collegiate professional relationship.

- Leadership Structure
 

The Principal (PCO9) has overall responsibility - Preschool, primary and secondary levels of schooling and the AIP.
- 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 explicit SMART goals aligned to each school improvement priority. Evidence based improvement and data for improvement are performance requirements. Performance is based on the Australian Professional Teacher Standards with particular focus on The Professional Knowledge element standards 1.2 and 1.5. There is a strong focus on feedback (observations), participation in and leading of PLCs, teaming and collegiate development in the interests of improving the quality of teaching and learning. High expectations-by everyone, for everyone, all the time is focus in 2015.
- Access to Special Staff
 

DECD Integrated Support Services model is being implemented in 2015.

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 13 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 (not used for NEVO courses in 2014 & 15). There are specialist Science Laboratories (Middle School & Senior School), 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 in 2012.

A dedicated Student Services area was constructed and operates in 2015.
- 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. The Middle School building includes 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. Reserved bays in the staff car park are available for staff with medical conditions who need easy access.

- Access to Bus Transport

See Part B. Public Transport

- Other

Dedicated Out of School Hours Care/Vacation Care, Community 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, and Middle & Senior Course Handbook. The School produces an Annual Report as well as a comprehensive and a high quality school Yearbook. Information about the school is published on the website ([www.theheights.sa.edu.au](http://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.

The school has a Facebook 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 generally supports the standard sum only of the Materials and Services fee. The Business Manager (SSO5) effectively and efficiently manages financial resources.
- Special Funding
 

The school receives an annual grant for its management of the IGNITE Program.

The Defence Program is supported by a 0.6 Coordinator salary and one off program design grant.

## 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. Similarly enrolments of students with disabilities, especially Autism Syndrome Disorder, have increased by 100% from 2013-2015.
- Family and Community Involvement
 

Family involvement is fostered with the appointment of a Community Liaison Coordinator (permanent School Services Officers hours). 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.