

# SCHOOL CONTEXT STATEMENT

**School Name:** The Heights School

**School Number:** 1430

## 1. General Information

### Part A

School name	: THE HEIGHTSSCHOOL	Courier	: North Eastern Metro
School No.	: 1430		
Principal	: Mr Nigel Gill		
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

		2015	2016	2017	2018
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	46	58	59	69
	Year 1	41	55	59	63
	Year 2	46	53	54	64
	Year 3	68	54	51	65
	Year 4	54	73	62	58
	Year 5	70	68	75	77
	Year 6	74	74	81	87
	Year 7	78	79	95	89
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8	132	121	146	166
	Year 9	112	105	115	146
	Year 10	137	133	102	102
	Year 11	122	125	119	111
	Year 12	131	82	110	101
	Year 12 plus	10	3	5	4
<b>TOTAL</b>		<b>1120</b>	<b>1083</b>	<b>1133</b>	<b>1202</b>

School Card Approvals (Persons)	239	251	253	315
Aboriginal FTE Enrolment	31	25	27	30
NESB	87	188	182	222

## Part B

- Leadership Positions

The Principal classification is PC09, Deputy Principal (PC06) and a Secondary Assistant and Primary Assistant at B4. There are two Assistant Principals, Primary and Secondary Support at B3. There is also a further B3 responsible for STEM, maths, science and student learning data. There are twelve B1 leaders responsible for learning area and year level management including a primary and secondary school counsellor.

Staffing Numbers

Teaching staff – 94

Non-teaching staff – 43

ESL – 1.6; Aboriginal Ed – 0.4

- OSHC

Before school, after school and vacation care programs are coordinated by the Director, Assistant Director and 5 casual Child Care Educators. This is a healthy, safe, happy environment and viable service for families.

- Enrolment Trends

After experiencing a declining trend, the enrolment numbers started to increase from 1083 in 2016, specifically in year 8 started to increase in 2017 and many other year levels too. The Ignite Program continues to draw families to the school specifically at year levels 7 and 8.

- 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 or extended program depending on their needs. 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 is a host school for an Autism Intervention Program (AIP) for Northern Adelaide from 2013 for students with Autism Spectrum Disorder who are high functioning. Currently we have two primary classes and children begin to transition back to their home school.

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 4 terms, returning to their enrolled school at the conclusion of their enrolment in the program. Transition back commences after 2 terms.

The school was identified as the state Defence School in July 2014. Programs have been 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. The program is managed by a Coordinator.

- 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 Preschool – Year 12 School in 1978.

- Public Transport Access

**School Bus E- PM only** (Torrens Transit Newton) travels directly between The Heights School and Fairview Park.

**School Bus 479** (SouthLink) services students from Edinburgh North to The Heights School.

**The M44** travels via Ladywood Road to either the Tea Tree Plaza Interchange or Golden Grove Interchange.

## 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 P-12.

- Pastoral Care Programs

A weekly pastoral care lesson operates in the Secondary School. The program includes emphases on community involvement, relationships, anti- harassment and drug education.

The year 11 and 12 program has a focus on careers, driver education, safe partying and health education.

The Primary School operates Play is the Way and this is incorporated into the Secondary School as we are the one P-12 school.

- 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 are supported.

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

Learning area and year level leaders are responsible for Wave 2 students (students with learning difficulties) and behaviour management.

There are two student counsellors for primary and secondary students at coordinator level and one part-time teacher counsellor secondary.

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 the primary and secondary areas 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 3-6 with a purpose built kitchen in the Junior School building.

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**

#### **Primary**

The primary area offers a challenging and broad educational program to students from Preschool to Year 6.

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.

#### **Secondary**

Students from Year 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.

Students in years 10 to 12 have access to 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 Primary and Secondary Assistant Principal Student Support. The Intervention and Support Strategy describes a whole school integrated approach to tiers of intervention and support.

- 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 Preschool 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, Preschool 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, STEM pedagogy 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 learning teams focused on thinking skills, literacy, STEM pedagogy, questioning, formative assessment, learning intentions, students learning resources. All teachers are members of a learning team. The whole P-12 school is a PLC where learning teams have key focus areas on the professional learning calendar.

- Assessment Procedures and Reporting

Reports are computerised using Daymap.

## **P-6 Reporting to Parents**

Reverse interviews occur early in Term 1.

Week 10 of Term 1 is parent/teacher/student interviews for all students.

Summative written reports at the end of Term 4.

### **7-12 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 (Yr7, 8) at the end of Term 4.

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

## **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. 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 and 2017.

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

- Staff Profile

There are approximately 94 teaching staff, and 43 non-teaching staff at The Heights School. Primary School staff teach their own classes or are involved in some team teaching activities.

Secondary School staff are encouraged to teach across both buildings. Staff speak highly of the collegiate support available in the school. There is a strong focus on operating as a Preschool 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 exist for all teachers and school services officers. All teachers include explicit 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) and instructional rounds, participation in and leading of learning teams, 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 a given.

- **Access to Special Staff**

DECD Integrated Support Services model.

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 Preschool-Year 12 educational environment.

## • **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 Preschool building There are specialist Science Laboratories, seven main computing facilities and a Resource Centre for students Preschool-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 operated in 2015. A \$3.5 million STEM upgrade reforming maths, science and technology learning spaces took place in 2018. A further \$10 million Building Better Schools grant will increase capacity and provide new buildings including a new double court gym and upgrades to performing arts. This will commence at the conclusion of the STEM upgrade.

- **Cooling**

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



- Specialist Facilities

In summary: Gymnasium, music and orchestra suites, primary school activities room, resource centre, three separate learning area buildings, enormous playing fields and grassed ovals, seven different computing suites within the school and two large computer networks (administration and curriculum). Facilities include 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.

## 8. 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, Deputy Principal, Assistant Principals 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, Executive team and 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 Preschool-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 also supported by an annual grant.

## 9. 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 40 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 Preschool 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 Officer (permanent School Services Officers hours). Volunteering in the school is highly valued and encouraged with around 250 family volunteers working in the school. All volunteers are now required to undertake an induction, training and orientation process. This includes free Responding to Abuse and Neglect training, DECD online induction and a DCSI Working with Children Clearance (if required).

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

Members of the School Volunteer Partnership meet during the day each term with members of the school leadership team 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.