

SCHOOL CONTEXT STATEMENT 2020

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	2019	2020
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February FTE Enrolment

Primary	Special, N.A.P. Ungraded etc.						
	Reception	46	58	59	69	67	97
	Year 1	41	55	59	63	82	74
	Year 2	46	53	54	64	73	95
	Year 3	68	54	51	65	77	87
	Year 4	54	73	62	58	83	89
	Year 5	70	68	75	77	79	92
	Year 6	74	74	81	87	93	88
	Year 7	78	79	95	89	117	120

Secondary	Special, N.A.P. Ungraded etc.						
	Year 8	132	121	146	166	163	189
	Year 9	112	105	115	146	156	160
	Year 10	137	133	102	102	147	154
	Year 11	122	125	119	111	84	132
	Year 12	131	82	110	101	110	72
	Year 12 plus	10	3	5	4	6	3

TOTAL		1120	1083	1133	1202	1337	1452
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School Card Approvals (Persons)	239	251	253	315	366	359
Aboriginal FTE Enrolment	31	25	27	30	35	41
NESB	87	188	182	222	234	314

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 supporting learner extension and growth. There are fifteen B1 leaders responsible for learning area and year level management including a primary and secondary school counsellor.

Staffing Numbers

Teaching staff – 108

Non-teaching staff – 49

ESL – 1.6; Aboriginal Ed – 0.4

- OSHC

Before school, after school and vacation care programs are coordinated by the Director, Assistant Director and 10 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.

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 student counsellors for primary and secondary students at coordinator level.

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).

- Student Management

The School's Behaviour Management (SBM) and Anti-Harassment and Drug Policies are clearly documented. The school has age appropriate arrangements, with a Thinking Room operating in the Primary School, and Time Out Room for Secondary School. The implementation of SBM procedures is based on the expectation of mutual respect throughout the school community. All staff have been trained in 'Play is the Way' which is a behavior education initiative.

- Student Government

Student Governments are active. 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 and many other competitions.

The Stephanie Alexander Kitchen Garden Program operates in the primary years with a purpose built kitchen.

The school is a member of the North East Vocational Opportunities (NEVO) cluster with five other DfE 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 supports the DfE International Student Program with four groups of students from Japan, Singapore, Thailand and Indonesia.

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 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.

SAPSASA, Vista Sports, Wakakirri, Choir, Drama Production, ICAS University of New South Wales Competitions, Observatory, Debating, Tournament of Minds, International Programs, NAMIG (C2C-Concept to Creation), Engineering without Borders, CREST and 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, 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

Interviews occur early in term 1.

Parent/teacher interviews occur early in term 2.

Written reports in terms 2 and 4.

7-12 Reporting includes:

Semester 1:

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 interviews occur early in term 2.

End of Semester Reports at the 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).

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 is a whole school sports day (P-12).

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.

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.

7. Staff (and their welfare)

- Staff Profile

There are approximately 108 teaching staff, and 49 non-teaching staff at The Heights School.

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.

- Leadership Structure

The Executive Leadership consists of a Principal in their 5th year of tenure, Deputy Principal in their 3rd year of tenure, five Assistant Principals and a Business Manager (11th year).

There responsibilities are:

B4 Assistant Principal Primary 3rd year of tenure

B4 Assistant Principal Secondary 2nd year of tenure

B3 Assistant Principal Primary Support Services 2nd year of tenure

B3 Assistant Principal Secondary Support Services 2nd year of tenure

B3 Assistant Principal Learner Extension and Growth 5th year of tenure

- 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. 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.

- **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, computing facilities and a Resource Centre for students Preschool-Year 12.

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**

Cutting Edge Science room, Observatory, Stephanie Alexander Kitchen Garden and an OSHC Program. P-12 access Gymnasium, music and orchestra suites, activities room, Resource Centre, specialized computing suites and two large computer networks (administration and curriculum). Specialist areas for Home Economics, Art, Technology and Design. The Astronomical Observatory is located on school grounds.

- **Student Facilities**

Year 12 study common area, undercover outdoor areas, three playgrounds, friendship garden, handball and tennis courts. 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. There is one large staffroom. The school has 2 medium- sized conference rooms, a meeting room and activity area with kitchenette. 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 and a lift.

- **Access to Bus Transport**

See Part B. Public Transport

- **Other**

Dedicated Out of School Hours Care/Vacation Care, Community Room, Uniform shop and Observatory.

8. School Operations

- Decision Making Structures

The Heights School Decision Making Policy is based on a participatory model. Consultation occurs with key groups.

These key groups are:

- Executive team (PCO9, Deputy Principal, Assistant Principals and Business Manager)
- Governing Council & Sub Committees
- 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 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 Secondary Course Handbook. The School produces an Annual Report as well as a Yearbook. 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.

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 (SSO6) 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 150 family volunteers working in the school. All volunteers are required to undertake an induction, training and orientation process.

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.