

SCHOOL CONTEXT STATEMENT 2022

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	: 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

		2016	2017	2018	2019	2020	2021	2022
February FTE Enrolment								
Primary	Special, N.A.P. Ungraded etc.							
	Reception	58	59	69	67	97	92	94
	Year 1	55	59	63	82	74	100	105
	Year 2	53	54	64	73	95	78	107
	Year 3	54	51	65	77	87	101	95
	Year 4	73	62	58	83	89	85	114
	Year 5	68	75	77	79	92	91	119
	Year 6	74	81	87	93	88	118	114
Year 7	79	95	89	117	120	105	196	
Secondary	Special, N.A.P. Ungraded etc.							
	Year 8	121	146	166	163	189	176	197
	Year 9	105	115	146	156	160	186	180
	Year 10	133	102	102	147	154	142	178
	Year 11	125	119	111	84	132	141	140
	Year 12	82	110	101	110	72	124	122
	Year 12 plus	3	5	4	6	3	0	0
TOTAL		1083	1133	1202	1337	1452	1539	1761
School Card Approvals (Persons)		251	253	315	366	159	277	303
Aboriginal FTE Enrolment		25	27	30	35	41	47	43
NESB		188	182	222	234	314	508	695

Part B

- **Leadership Positions**

Principal (PC09), Deputy Principal (PC06), Four Assistant Principals (B4), Eighteen B1 leaders

- **Staffing Numbers**

113 teaching staff and 56 non- teaching staff

- **OSHC**

Before school, after school and vacation care programs are coordinated by the Director, Assistant Director. OSHC license 155.

- **Enrolment Trends**

Consistent increases since 2016. Now at capacity in the majority of year levels.

- **Special Arrangements**

- The Heights School has been identified as one of five locations in South Australia to house a new Technical College. It is anticipated that the College will enroll students from Years 10-12 and have an FTE of approximately 200 students.
- 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 7. The majority of Ignite students participate in an extended program or in exceptional cases they participate in an accelerated program.
- 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.
- A flexible learning option is offered to identified students in Years 11 and 12. Programs are delivered off site in numerous locations.
- The Heights School has an OSHC Program (before school care, after school care and vacation program) with a site license for 155 students.

- **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**

The Heights School is a thriving multicultural community with 38 nationalities represented. Enrolment is drawn from a broad area with many students choosing The Heights School ahead of their local school.

- **Student well-being programs**

The Primary School operates Play is the Way.

A weekly pastoral care lesson operates in the Secondary School. The Year 11 and 12 program has a focus on careers, driver education, safe partying and health education.

- **Student Support**

- Tier/wave 1 & 2: The class or home group teacher provides the initial level of support at all year levels, differentiating curriculum and environment as appropriate. Teachers are supported by Leadership.
- Intervention for OCOP and EALD students is designed to cater for their individual needs.
- 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 Aboriginal Secondary Education & Transition Officer (ASETO).

- **Student Management**

Student Behaviour Management (SBM), Anti-Harassment and Drug Policies are documented. The school has age-appropriate arrangements, with staffed spaces available to assist with regulation of behaviour.

The implementation of SBM procedures is based on the expectation of mutual respect throughout the school community. Many staff have been trained in *Play is the Way* which is a behavior education initiative.

- **Student Government**

Student Councils are active in both primary and secondary years. 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**

- IGNITE program from Year 7 onwards.
- Sporting activities include; SAPSASA, Vista Sports and Pedal Prix.
- Arts activities include; choir, various bands and ensembles, SALA exhibition and Wakakirri.
- The Stephanie Alexander Kitchen Garden Program operates in the primary years with a purpose-built kitchen.
- DfE International Student Program.
- Astronomical Observatory on site: Depending on availability the STAR group meets weekly on Friday evenings and ASSA (Astronomical Society of South Australia) runs public viewing evenings monthly. Other schools and organisations are able to book the venue and services of the STAR group. The school has a long-standing relationship with ASSA.

3. Key School Policies

Site Improvement Plan (refer to SIP on the school website).

4. Curriculum

- **Subject Offerings: Early Years Learning Framework, Australian Curriculum and SACE**

Preschool

The Preschool designs learning experiences in accordance with the Early Years Learning Framework (EYLF)

Primary

A challenging and broad educational program is designed for students from Reception to Year 6. Each child learns through the eight areas of study of the Australian Curriculum, including; English, Mathematics, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), Science, Technologies, The Arts and LOTE.

Secondary

Students in Years 7 and 8 engage in a broad educational program that incorporates the eight areas of study of the Australian Curriculum; English, Mathematics, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), Science, Technologies, The Arts and LOTE (Indonesian and Spanish).

Students in Years 9 and 10 engage in the compulsory learning areas of the Australian Curriculum, to include; English, Mathematics, Humanities and Social Sciences (HASS), Health and Physical Education (HPE) and Science. In addition to these compulsory subjects students study electives from various learning areas. Students in Year 10 begin their SACE journey through completing their Personal Learning Plan (PLP).

Students in Years 11 and 12 have access to a wide choice of subjects which enable students to complete their South Australian Certificate of Education (SACE). Career pathways through the Vocational Education and Training (VET) program are also available.

- **Special Educational 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
- PY Literacy Programs include Jolly Phonics
- PY Numeracy Programs include Scaffolding Numeracy in the Middle Years
- PY and SY: English as an Additional Language
- IGNITE (Year 7 onwards)
- Drama Production
- A range of SA and National Competitions (including Debating and Poetry)
- Subs in Schools (Defence Industry)
- STEMIE (Uni SA partner)

- **Teaching Methodology**

The Heights School has a Pedagogical Framework that guides P-12 pedagogies. The framework comprises:

- Purposeful Learning: *Learning Intentions and Success Criteria*
- Productive Learning Culture: *Collaboration, Metacognition & self-regulation and Feedback*
- Engaging and Challenging Learning and Assessment: *Questioning, Differentiation, Eliciting evidence of understanding, Instructing knowledge and constructing understanding*

Professional Development:

- Monday Staff Meetings (2 hrs): Staff meeting time is used largely for curriculum and pedagogy focused professional development P-12.
- Professional Learning Days/PFDs : The majority of our professional learning days are facilitated by The Heights School Leadership and are directed towards curriculum and pedagogy focused professional learning.
- Individual and small groups of teachers are supported to engage in targeted professional development (appropriate to their learning area/level of schooling/stage of career development) aligned with the site development plan.
- External consultants are engaged as necessary.

- **Assessment Procedures and Reporting**

P-6 Reporting to Parents:

- Interviews occur late in Term 1.
- 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).

5. Sporting Activities

A large range of sporting activities are delivered to both Primary and Secondary students. The extensive grounds and hosts a significant number of carnivals across the District. There is an annual whole school sports day (P-12).

6. Other Co-Curricular Activities

- General

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.

- Special

The school hosts a range of international visitors, including students participating in a homestay program and long-term students stays. Occasionally teachers may also visit us to learn about our teaching programs.

7. Staff (and their welfare)

- Staff Profile

There are 113 teaching staff, and 56 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, Deputy Principal, four Assistant Principals and a Business Manager.

Assistant Principal P-6

Assistant Principal Support Services P-6

Assistant Principal Support Services 7-12

Assistant Principal Teaching & Learning

- 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 Development**

- Performance Development and Review processes exist for all teachers and school services officers.
- Teacher's Performance Development Plans include explicit goals aligned to the School Improvement Plan and The Heights School Pedagogical Framework.
- Evidence based improvement and data for improvement are performance requirements.
- There is a focus on feedback via observations, including peer observations
- Staff work collaboratively in PLTs on a regular basis.

- **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).

There is a dedicated Preschool building.

The Heights School has six main buildings with special facilities (listed below)

Since 2018 upgrades totaling \$13.5 million have been undertaken. Further upgrades to the Gymnasium and Performing Arts facilities will commence in the near future.

- **Cooling**

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

- **Specialist Facilities**

Two Gymnasium, Drama and Music rooms , specialist areas for Home Economics, Art, Technology and Design, Science Laboratories, Computing facilities, Observatory, Stephanie Alexander Kitchen Garden, and a Library and Resource Centre for students Preschool-Year 12.

Student Facilities include a large 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, Mathematics, Science and Health and Physical Education. There is one large staffroom, a medium-sized conference room and a meeting room. The Staff Social Committee coordinates staffroom facilities and organizes staff functions.

- **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 small lift.

- **Access to Bus Transport**

See Part B. Public Transport

- **Other**

Community Room and Uniform shop.

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)
- P-12 Curriculum Leaders Team (PCO9, Executive team and Coordinators)
- ICT Infrastructure Committee
- Governing Council & Sub Committees
- Finance Advisory Committee of the Governing Council
- Grounds & Facilities Committee of Governing Council
- Uniform Committee of the Governing Council

- **Regular Publications**

- There is a Daily Bulletin for all staff and students.
- The Preschool-Year 12 Newsletter is published fortnightly.
- Annual Report
- Yearbook

(www.theheights.sa.edu.au) which is updated regularly.

- **Other Communication**

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 Business Manager (SSO6) manages financial resources.

The School reports as required to Governing Council, including the presentation of a detailed budget statement each year. School fees are kept as low as possible and our budget is fully expended.

- **Special Funding**

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

The Defence Program is 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 Ignite. 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 as many as 150 family volunteers working in the school. All volunteers are required to undertake an induction, training and orientation process.

Families may help with 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 and caregivers.

Parents/caregivers volunteers are welcome help in classrooms where they listen to individual reading; work with small groups of children for language, support with the 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 ability to provide an educational site for a whole family. We draw students from the Campbell Town, Salisbury Plain, Gawler, Para Hills, Propect, Payneham and 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.

- **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.