



# SCHOOL CONTEXT STATEMENT

Updated: Feb 2024

**School number:** 1430

**School name:** The Heights School

## School Profile:

The Heights School has in excess of 1800 students accessing high-quality education from Preschool to Year 12. While structurally P-6 and 7-12, a culture of collective ownership and responsibility for improved learning outcomes underpins our work.

The Heights School is a special entry school for the Ignite Program (students with high intellectual ability) and a Defence School.

It is situated in the north-eastern suburbs of Adelaide, where students are enrolled from around our local area and further if entering through our Ignite program.

The school community is diverse in culture and there are many children whose families speak languages other than English at home.

We cater for a range of pathways for students including University, Apprenticeships and directly into the workforce.

In 2024 we are reviewing our school vision and values. As a staff we envision a future where every student is empowered to become a leader in their own unique way. We see a community where students are confident, compassionate, and capable citizens of the 21<sup>st</sup> century, equipped with the skills and mindset to positively impact the world around them. By consultation with staff, students and families we will develop a vision and values that represent our site and community.

We work to create an inclusive and equitable environment where every student feels a sense of belonging and is supported to reach their full potential. Through authentic learning experiences, real-world applications and meaningful connections, our students develop the confidence, curiosity, and creativity to thrive in an ever- changing world.

We work together with the goal of providing a learning environment where our students not only excel academically but embody kindness, empathy, and respect. With a foundation built on collaboration, innovation, and community engagement, our students will be prepared to lead fulfilling lives and contribute positively to society, both now and in the years to come.

# 1. General information

- School Principal name: Ms Meg Fay
- Deputy Principal's name: Val Westwell
- 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. Postal Address: 21-29 Brunel Drive, Modbury Heights SA 5092
- Location Address: 21-29 Brunel Drive, Modbury Heights SA 5092
- DECD Region:
- Geographical location: 15km from GPO
- Telephone number: (08) 82428900
- Fax Number: (08) 82428999
- School website address: [www.theheights.sa.edu.au](http://www.theheights.sa.edu.au)
- School e-mail address: [dl.1430.info@schools.sa.edu.au](mailto:dl.1430.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: Before school, after school and vacation care programs are coordinated by the Director, Assistant Director. OSHC license 105.
- February FTE student enrolment:

February FTE Enrolment	2018	2019	2020	2021	2022	2023	2024
<b>Primary</b>							
Reception	69	67	97	92	94	88	80
Year 1	63	82	74	100	105	95	92
Year 2	64	73	95	78	107	103	96
Year 3	65	77	87	101	95	116	106
Year 4	58	83	89	85	114	103	117
Year 5	77	79	92	91	119	117	106
Year 6	87	93	88	118	114	119	121
<b>Secondary</b>							
Year 7	89	117	120	105	196	188	208
Year 8	166	163	189	176	197	191	183
Year 9	146	156	160	186	180	196	189
Year 10	102	147	154	142	178	182	186
Year 11	111	84	132	141	140	166	171
Year 12	101	110	72	124	122	127	136
Year 12plus	4	6	3	0	0	1	0
<b>TOTAL</b>	<b>1202</b>	<b>1337</b>	<b>1452</b>	<b>1539</b>	<b>1761</b>	<b>1792</b>	<b>1791</b>

<b>School Card Approd (persons)</b>	315	366	159	277	303	288	200
<b>Aboriginal FTE Enrolment</b>	30	35	41	47	43	49	45
<b>NESB</b>	222	234	314	508	695	880	908

- Student enrolment trends: Consistently increased from 2016 to 2022. Reaching capacity in 2022 enrolment has now stabilised.
- Staffing numbers:  
Teaching/Leadership Staff: 120  
Ancillary Staff: 57  
**TOTAL: 177**
- Public transport access:
  - 479 School Bus**  
Elizabeth Depot to The Heights School  
Operated by [Torrens Transit St Agnes](#)  
The 479 School bus operates in the morning and afternoon to and from The Heights School campus.  
Details of this service can be found here: <https://www.adelaidemetro.com.au/routes/479>
  - 929 School Bus**  
The Heights School to Fairview Park  
Operated by [Torrens Transit St Agnes](#)  
The 929 School bus operates in the afternoon only from The Heights School campus.  
Details of this service can be found here: <https://www.adelaidemetro.com.au/routes/929>
  - M44 Public Bus**  
This bus travels via Ladywood Road to either the Tea Tree Plaza Interchange or Golden Grove Interchange.
- Special site 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 enrol 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 10 to 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 105 students.

## 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* and implements Friendology. A weekly Personal Development sessions 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 offered

Young people and their learning is the core of our work at THS. The school acknowledges and celebrates the diversity of its population, values and respects individuals and actively supports students to learn, thrive and realise their aspirations. A passion for learning is fostered and improvement, underpinned by a foundation of skills in literacy, numeracy and information technology, pathways and social outcomes.

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 students is designed to cater for their individual needs.

There are student wellbeing leaders for primary and secondary students.

The school also has additional wellbeing staff that provide support across Reception to Year 12 as well as a full time 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 behaviour 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 programmes

- IGNITE program from Year 7 onwards.
- Sporting activities include; SAPSASA and Vista Sports.
- Arts activities include; choir, various bands and ensembles, Visual Arts Exhibition incorporating the SALA exhibition and Wakakirri.

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

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:  
Site Improvement Plan (please refer to SIP on the school website).

### 4. Curriculum

- Subject offerings:  
Early Years Learning Framework, Australian Curriculum and SACE  
For more detailed information please refer to the Curriculum guide on our website.

#### **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 (AUSLAN, Indonesian, Spanish).

#### **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 (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 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 Numeracy Programs include Scaffolding Numeracy in the Middle Years
  - PY and SY: English as an Additional Language
  - IGNITE (Year 7 onwards)
  - Drama Productions
  - 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.
- Student assessment procedures and reporting

P-6 Reporting to Parents:

- Interviews occur late in Term 1.
- Written reports at the end of Term 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

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 120 teaching staff, and 57 non-teaching staff at The Heights 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 Leader.

Assistant Principal – Whole School Operations, Timetabling and ICT

Assistant Principal – Primary Years Leader

Assistant Principal – Secondary Years Leader

Assistant Principal – Whole School Wellbeing and Support Services 7-12

- 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. The School Wellbeing Team run events to support collegiality and belonging.

- 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.

## 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).

There is a dedicated Preschool building.

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

Since 2018 upgrades totalling \$13.5 million were undertaken.

Further upgrades to the Gymnasium and Performing Arts facilities have commenced as well as the construction of a 2 classroom multipurpose building.

The new Technical College construction is also underway and due to be completed in early 2025.

### • 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, 3 playgrounds, 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.

- **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**

Please refer to Part B. Public Transport

- **Other**

Uniform shop on site.

## 9. 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 Leader)
- P-12 Curriculum Leaders Team (PCO9, Executive team and Leaders)
- ICT Infrastructure Committee
- Governing Council & Sub Committees
- Finance Advisory Committee (including Grounds and Facilities) of the Governing Council

- Regular publications

- There is a Daily Bulletin for all staff and students.
- The Preschool-Year 12 Newsletter is published in weeks 3, 6 and 9 of each term.
- Annual Report
- Yearbook

- 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 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.

## 11. 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, Prospect, 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.