

# SCHOOL CONTEXT STATEMENT Updated: 03/05

**School Name: MODBURY HIGH SCHOOL**

**School Number: 0964**

## 1. General Information

### Part A

Schoolname : MODBURY HIGH SCHOOL  
School No. : 0964 Courier : Tea Tree Gully  
Principal : Jay Strudwick  
Postal Address : 62 Pompoota Road, Modbury 5092  
Location Address : 62 Pompoota Road, Modbury 5092  
District : Tea Tree Gully  
Road distance from GPO : 15 kms Phone No: (08) 82641955  
CPC attached : NO Fax No: (08) 82630316

Secondary Special, N.A.P. Ungraded etc

	2002	2003	2004	2005
Year 8	221.0	223.0	219.0	214.0
Year 9	231.0	221.0	228.0	214.0
Year 10	207.0	232.0	218.0	234.0
Year 11	216.0	199.9	223.0	209.4
Year 12	164.0	179.5	151.61	167.75
SP: Year12 plus	0.6	1.8	5.8	3.75
<b>TOTAL</b>	<b>1039.6</b>	<b>1057.2</b>	<b>1045.41</b>	<b>1042.9</b>

July total FTE Enrolment	929.8	995.2	1030.0
Male FTE	476.2	524	518
Female FTE	519.0	520	512
School Card Approvals (persons)	250	164	227
NESB Total (Persons)	161	164	176
Aboriginal FTE Enrolment	6.0	8.0	9.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document. "Placement Points History" in the "Admin Information" section of the "Legal and Policy Framework Library" available on the departmental CD-ROM.

## Part B

- 3 Assistant Principals
- E-mail address
  - : info@modburyhs.sa.edu.au
- Staffing numbers
  - : Tier 1 70.50 FTE
  - : Tier 2 1.99 FTE
  - : SSOs 10 – 8 female 2 male
  - : GSEs 3 – 2 male
  - : SAO 1 – 1 female
  - : Chaplain – 15 hours per week
- OSHC
  - : No
- Enrolment trends
  - : Stable
- Special arrangements
  - : Alliance with North East District schools to deliver Vocational Learning.
  - : Modbury Special School Pathways Program.
- Year of opening
  - : 1965
- Public transport access
  - : SERCO

## 2. Students (and their welfare)

- General characteristics
  - : Students respond well to support given by staff and the culture of the school through student government committees operating at each year level career and course counselling the whole of school behaviour management program leadership opportunities and challenges anti-harassment workshops participation in a wide variety of extra-curricula activities is valued.
- (Pastoral) Care programs
  - : Students work harmoniously with each other and staff.
  - : Career and Transition program at year 8 and 9.
  - : All students are counselled by staff teams in term 3 of each year regarding next year's course of study.
  - : Year 11 has three lessons a week and year 12 three lessons a week dedicated to pastoral care. At year 8, 9 and 10, students are supported by pastoral care programs at specified times each week.

- : Harassment workshops at each year level.
- Support offered
  - : Negotiated Education Plans.
  - : Students at risk program (STAR).
  - : Literacy and numeracy programs.
  - : Student Review teams operate at each year level.
- Student management
  - : The whole of school behaviour management program.
  - : Leadership opportunities and challenges.
  - : An ethic of pursuit of excellence.
- Student government
  - : Many students provide leadership at school assemblies and this enthusiastic involvement is a feature of the final formal assembly.
  - : Student Government committees operating at each year level as well as a Student Executive and involvement in all school committees and decision making.
  - : Coordinator appointed in 2001 has a focus on student leadership, which is a high priority for the school.
- Special programs
  - : Staff are supported by the availability of a behaviour management room.
  - : Students are aware of the consequences for inappropriate behaviour which can include Saturday morning school.
  - : Volunteer parents run a LAP program.
  - : A whole school attendance rate of 95% is being actively pursued and was achieved in 2002. In 1999 we achieved an attendance rate of 93.99%, in 2000 we achieved 93.21%, in 2001 92.14%, 94.63% in 2002, 95.38% in 2003 and 94.53% in 2004.

### 3. Key School Policies

- Statement of Purpose
  - Contextual Influences**
  - The critical pressures and influences currently impacting on the school come about through parental expectations, nurtured and encouraged through an effective partnership process.

These expectations are:

- The continuing maintenance of the School Ethos of RESPECT.
- That all students will strive to do their best at all times.

- That staff and students will be encouraged to develop leadership skills and to strive for excellence in all things they attempt.
- That effective discipline will be established in a safe and caring environment.
- That the designated school uniform as described in the school prospectus will be worn by all students.

### **Core Business**

To provide secondary education for all students of all abilities attending this school and to promote leadership and excellence in:

- learning
- teaching
- involvement with school activities.

To be a school of local and state renown, whose graduates' excellence in sporting, cultural and academic leadership is widely recognised.

To provide a disciplined, caring and safe school environment in which students have the opportunity to grow and reach their full potential as responsible members of society.

To provide a focus on the 4Rs – Respect, Retention, Rigour in Curriculum and Relationships.

To foster a positive work ethic for staff and students involved with Modbury High School.

**The delivery of our Core Business is premised upon requirements set down by DECS and is supported by:**

### **Opportunities and Challenges for Students**

- Work Placement programs for years 10 and 11 students.
- Vocational Education programs with other training providers
- The promotion of student participation in various National and State competitions.
- Public speaking opportunities.
- Debating competitions.
- Student involvement in a wide range of musical activities.
- Extensive sporting opportunities.
- Participation in Art competitions.
- Providing access to the Internet, Intranet and various software programs.
- Exchange student programs exist for German speaking students and an annual exchange touring party visits Kamogata High School in Japan. Two scholarships for an extended stay in Kamogata are also available.
- Leadership chances are continuously generated for students at all year levels.
- Year level student councils operate.

### **Professional Staff Activities**

- STAR programs.
- Negotiated Curriculum Plans for identified students.
- Regular reviews of student progress, via student review teams at each year level.
- A comprehensive and structured behaviour management program.
- Year level anti-harassment programs.
- Boys in Education Programs.
- Professional Development activities to update staff knowledge, particularly in the areas of curriculum, STAR and IT.
- A focus on Performance Management for all staff.
- Monitoring of student attendance.

### **Our School Environment**

- Modern well equipped laboratories, dedicated home economics, technical studies, physical education, music and art teaching facilities are provided.
- Modern computing suites (four), year 12 and Mathematics Computing laboratories as well as specialised facilities in faculty areas.
- Clean and well-maintained school grounds and buildings are a feature of this school.
- A cafeteria/auditorium capable of seating 250 facilitates educational activities.
- A double court gymnasium with a Physical Education laboratory and Health room on the mezzanine floor together with well maintained ovals and grounds provide excellent sporting facilities.
- A fully evaporative air-conditioned school.
- A focus on shade and shelter initiated by the students.
- An update of the Year 12 Flexi Unit in 2003.
- An update of the Resource Centre in 2004.
- Regular school and year level assemblies are conducted.

### **School/Community Partnership**

- Redevelopment of the Home Economics facilities with the addition of a third room (a Home Economics demonstration room).
- Regular parent-teacher meeting opportunities each term promoting partnership and well defined communication procedures are provided.
- Community sponsorship for excellence in achievement and service to the school by students enables student recognition at the annual Prizegiving assembly.

- In 2000 the Governing Council developed an ongoing program of social and fundraising activities to enhance the school/community partnership. These have been further developed to link with Year 7 transition and parent 'comfort' on school occasions.
- Strong support is provided to the school from local and state government members

**THREE YEAR STRATEGIC LEARNING DIRECTIONS**  
**“To provide pathways that enhance success for all students.”**

STRATEGIC PRIORITIES	LEARNING TARGETS			3 YEAR STRATEGIC TARGETS
	2004	2005	2006	
	(updated annually)			
<p><b>Priority Areas:</b> (DECS and other local priorities)</p> <p><b>Objective 1:</b> To provide a broad, balanced and relevant curriculum. (NEP, STAR, ESL, MSS Pathways etc)</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Develop and implement year 8, 9 &amp; 10 curriculum that meets the requirements of SACSA.</li> <li>Develop and implement Year 11 &amp; 12 curriculum that responds to the Senior Secondary Review.</li> <li>Develop and implement curriculum that responds to the needs of individual students.</li> <li>Teaching/learning programs will have an ICT component.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are engaged in PD related to SACSA and SACE.</li> <li>Teachers' programs describe a range of methodologies and assessment practices.</li> <li>Individual student learning plans are in place.</li> <li>Students accessing explicit ICT teaching across the curriculum.</li> <li>Data collection indicates an increase in achievement and a decrease in referrals to BMR.</li> </ul>	<ul style="list-style-type: none"> <li>Units of work and curriculum are developed that respond to SACSA and the Senior Secondary Review.</li> <li>100% of students are operating at the appropriate SACSA framework standard.</li> <li>90% of students and parents express satisfaction with teaching learning program.</li> <li>100% of staff are competent and confident to use a range of ICT across the curriculum for all students.</li> </ul>		
<p><b>Objective 2:</b> To improve the retention rate and achievement level of students.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Develop and implement programs that cater for individual student needs, differentiates curriculum and provides a range of methodologies.</li> <li>Implement meaningful and relevant programs for STAR.</li> <li>Implement programs to improve literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>STAR programs in place.</li> <li>Attendance monitoring processes implemented.</li> <li>All teaching and learning programs include a literacy and numeracy component.</li> <li>Intervention programs for literacy and numeracy are operating as indicated through performance development process.</li> <li>Data collection indicates an increase in attendance and retention rates.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rate 95%.</li> <li>Retention rate increased by 10%.</li> <li>Data collection indicates that student achievement is above state average.</li> <li>Literacy and Numeracy audits show an increase of 5% for all students.</li> <li>100% of staff include literacy/numeracy as a component of their teaching/learning program.</li> <li>Destination studies, for all school leavers will show students following appropriate pathways.</li> </ul>		

STRATEGIC PRIORITIES	LEARNING TARGETS 2004      2005      2006 (updated annually)	3 YEAR STRATEGIC TARGETS
<p><b>Objective 3:</b> To increase the range of Vocational Education across the school.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Implement career and Transition planning year 7 - 12.</li> <li>• Actively participate in the Torrens Valley Secondary Schools Alliance.</li> <li>• Increase access to and participation in VET curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition and learning plans in place for all students.</li> <li>• Destination studies will indicate that students' post school options will be based on informed decisions.</li> <li>• Implement Certificate Course that schools in the TVSS Alliance access in 2005.</li> <li>• The range of VET programs within the school will increase.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have documented transition and learning plans.</li> <li>• Participation in Vocational Programs will increase by 50%.</li> <li>• All curriculum booklets will include VET information.</li> <li>• At least one certificate course will be offered in 2005 and 2 certificate courses by 2006.</li> <li>• All teachers will include vocational learning in teaching/learning programs.</li> </ul>

## **Monitoring Strategies**

Data for analysis may be collected from information stored in the EDSAS computer software program, as information from teachers and through questionnaires given to members of the school community. The validity of any information collected will, however, need to be carefully scrutinised.

- Recent key outcomes
  - : In 2004 we achieved a 93.2% pass rate in year 12 with all but eight students receiving the SACE. All students completed their WBLA.
  - : After being identified as a 'best practice' school in OHS&W in 1998 we achieved level three in WorkCover accident and injury prevention in 2002.
  - : Literacy became a focus in each curriculum area, with 23 students involved in intensive literacy programs and all staff involved in significant training and development programs.
  - : We had 28 staff trained as Level 2 Work Place Assessors and new modules embedded into existing curriculum. We continued to expand our resources and expertise in this area. A Year 10 Work Education program is well established.
  - : Faculty Coordinators are developing units of work which will have a major IT component. An IT Reference Group was established, liaison with primary schools re IT curriculum and rewriting of Year 8 curriculum was completed and Year 9 Computing introduced for 2002.
  - : In 2005 we will continue to develop high quality teaching and learning practices that incorporate IT.

## **4. Curriculum**

- Subject offerings
  - : A choice of Japanese or German is offered to students at year 8. Strong retention rates are maintained.
  - : Five computing rooms, each containing 28 computers, are available for subject teaching. Three rooms of computers were upgraded in 2000 and pods established in Art and the Year 12 Area. In 2001 a new room of computers was established in the Year 12 Flexi-unit as well as Mathematics and Society and Environment computer laboratories. 15 staff computers were purchased in 2002 to upgrade staff access and to promote T & D. These have been placed in targetted areas of the school
  - : A strong Music program exists. The activities of the various Music groups are sponsored by SERCO, including an annual award of \$500 for the Outstanding Year 10 Music student.
  - : A curriculum and timetable review was undertaken in 2002 to improve student access and participation. A further review will occur during 2003 to allow further improvement.
- Special needs
  - : LAP, Literacy and Numeracy, Students at Risk and Boys in Education programs operate.

: Negotiated Education Plans are created as required and other flexible curriculum plans are implemented according to opportunity or necessity.

: Many students at Year 11 and 12 access Registered Training Organisations and complete both SACE and VET courses.

- Special curriculum features
  - : In years 8, 9 and 10 Mathematics and Science are 'set' so that students are placed in ability groupings.
  - : As recorded in the Site Learning Plan a current priority of the school is Literacy and Numeracy.
- Teaching methodology
  - : Teaching methodologies are designed to ensure maximum participation and achievement. Performance management structure exists to provide feedback and good practice is shared through Training & Development.
- Assessment procedures and reporting
  - : Computer generated reports are sent home on a term-by-term basis and the format used is well received by parents. Simple to understand, they are not overly intrusive of teacher time.
- Joint programs
  - : Alliance with North East District schools to deliver Vocational Learning (NEVO).
  - : Modbury Special School Pathways Program.
  - : Peer mentoring program with Modbury South Primary School.

## **5. Sporting Activities**

: Participation and involvement in sporting activities is actively encouraged. Inter-school competition is engaged in through athletics, swimming, cross country running, summer and winter sports.

: In 2003 an intraschool sports program was implemented.

: Sport plays a prominent part in the school curriculum.

: Sporting successes are celebrated.

: We participate in the local schools VISTA competition and in the statewide Knockout competitions.

: Our popular School Sports Day commences at 7:30 am.

## **6. Other Co-Curricular Activities**

: The school has an extensive involvement with musical activities. These activities include a senior concert band (40 members), a junior concert band (47 members), a stage band (22 members), ensemble groups (brass,

string and classical guitar) and choir (25 members). Performances are given at parent meetings, school assemblies, local primary schools and senior citizen venues throughout the year. Other highlights in the Music calendar are appearances at the Norwood Town Hall (accompanying Don Burrows), the Musicorp Bands Festival (in 2000, 2001 and 2002), the Royal Adelaide Show, the Civic Park spectacular, the end of year prize giving assembly and the end of year concert. The Stage Band travels to Mt Gambier, each May long weekend to compete in the National Stage Band competition. In 2002 we had 4 students chosen in the National Stage Band. SERCO may also provide additional requests for performances.

: There are 20 computers in the Music suite, used principally by year 12 Music students for composing and arranging and musicianship. A dedicated room for keyboard use by classes has been established.

: The school fields 11 debating teams and some students participate in public speaking competitions. The profile on debating and public speaking is currently being raised. A debate in front of the whole school has become a feature event on the school calendar over the past 6 years.

: Legal Studies students participate in 'Mock Trials'.

: Economics students participate in 'The Share Market Game'.

: Numerous trips and excursions are conducted annually.

: The school hosts a group of students from Kamogata, Japan, in August each year and responds with a reciprocal visit in September/October.

: Two year 11 students are invited to Kamogata on scholarship for 6 weeks at the end of the year.

: Religious seminars are held during the year.

: All students are strongly encouraged to participate in State and National competitions.

: The school entered the Pedal Prix for the first time in 1995 and continues its involvement.

: A German exchange program successfully operates.

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

- Staff profile

: A stable staff cohort, subject to 10-year movement, works productively and harmoniously with students.

- Leadership structure

: Seniors or coordinators have been appointed to cover the 8 curriculum areas plus coordinators to cover Computing Across the Curriculum, Counselling, SSABSA matters, STAR, Information Technology, Middle Schooling & Transition and VET. Some of these positions also include management of a year level.

- Staff support systems
  - : More than 20% of staff have been successfully supported through an AST1 application and reassessment.
  - : Staff feel strongly supported by the Behaviour Management program in the school.
- Performance Management
  - : All staff and school leaders (including the SSOs) are actively involved in this process and welcome the feedback and addressing of their professional and developmental needs. It is a school priority in 2003.
  - : Each staff member has a Performance Development folder, full of resources, that is theirs to keep. Time is allocated to this process of continuous improvement for all staff.
  - : Performance Development procedures have been developed and implemented. A Performance Development structure specifically for the school Leadership Team has been collaboratively developed and implemented.
- Access to special staff
  - : Instrumental music teachers, behaviour support staff and guidance officers visit the school.
  - : Ancillary staff and teachers vigorously support each other in the educational program within the school.
- Other
  - : Tier 2 staffing allocations are 1.03 for special education, 0.76 for ESL and 0.2 for Aboriginal students.
  - : The appointment of a chaplain in 2001.

## **8. Incentives, support and award conditions for staff**

- Complexity placement points
  - : NA
- Isolation placement points
  - : NA
- Shorter terms
  - : NA
- Travelling time
  - : NA
- Housing assistance
  - : NA
- Cooling for school buildings
  - : NA

- Cash in lieu of removal allowance  
: NA
- Additional increment allowance  
: NA
- Designated schools benefits  
: NA
- Aboriginal/Anangu schools  
: NA
- Medical and dental treatment expenses  
: NA
- Locality allowances  
: NA
- Relocation assistance  
: NA
- Principal's telephone costs  
: NA

## **9. School Facilities**

- Buildings and grounds
  - : We share a double basketball stadium (on site) with Modbury South Primary School. This was financed by both school councils and has a current replacement value of \$2.0 million approximately.
  - : Tennis courts were resurfaced in 1996.
  - : The ovals and school grounds are well maintained and enhanced by flowers, shrubs, trees and mounds.
  - : The quadrangle was redeveloped in 2003 with gardens and additional shelter.
  - : School Laboratory accommodation was upgraded during 1996.
  - : Internet terminals for staff and student use are available in the Resource Centre.
- Cooling
  - : The whole school is cooled evaporatively as a result of a program initiated through the Governing Council in 1987.
- Specialist facilities
  - : An auditorium-cafeteria was built in 1995 at a cost of \$0.5 million through the Governing Council.
- Student facilities
  - : 1 computer per 5 students.

- Staff facilities
  - : Asset Management Grants have been effectively managed so that the school is a well-maintained complex.
  - : Staff office areas have been created and access to EDSAS through computers is readily available. All these computers were updated at the end of 2002.
  - : All staff have access to e-mail.
- Access for students and staff with disabilities
  - : Limited access for students and staff with disabilities.
- Access to bus transport
  - : N/A
- Other
  - : The grounds and gymnasium are hired to community groups 7 days a week.

## 10. School Operations

- Decision making structures
  - : Standing committees operate for curriculum, safety, timetable and training and development. An Information Technology Reference Group was established in 2000. Regular staff meetings are held (staff, leadership, faculty, year level or smaller training and development groups.) Four staff forums are conducted each year.
- Regular publications
  - : A weekly newsletter is sent home to parents. Staff are issued with a handbook each year and have access to booklets describing school policy on attendance, inappropriate language, drugs, behaviour management, yard duty, decision making and safety.
- Other communication
  - : The school has home pages on a web site on the Internet. The email address for the school is [info@modburyhs.sa.edu.au](mailto:info@modburyhs.sa.edu.au). The website address is [www.modburyhs.sa.edu.au](http://www.modburyhs.sa.edu.au).
  - : Daily notices are distributed to all staff.
  - : A school Prospectus is produced annually with a target audience of parents of enrolling students for the next year.
- School financial position
  - : The school is in a sound financial position and has an annual budget process to determine the allocation of funds to school programs.
- Parent funding to support special projects
  - : The auditorium-cafeteria's financial commitment was paid off in 1999.
  - : A fund-raising committee was established by Governing Council in 2000 to support other projects to assist student learning and development.

## 11. Local Community

- General characteristics
  - : The school environs are in keeping with the neighbourhood and local area which is a well cared for mix of medium density housing, reserves and parks.
- Parent and community involvement
  - : Parent participation is active and interested on a large scale. The parents of Modbury High School support their children and school in a variety of ways. Year level parent meetings and sports day are well attended, as are parent/teacher nights. The cafeteria, resource centre and LAP program all benefit from their involvement.
  - : Parental expectations are high and strongly influence school practices and procedures.
  - : There is an active Governing Council operating within the school.
- Feeder schools
  - : The large majority of students come from English speaking backgrounds and owner occupied homes.
  - : The majority of students are drawn from seven local primary schools, although twelve other primary schools provide further enrolments of some significance. Approximately 28% of the student population are school card holders.
- Commercial/industrial and shopping facilities
  - : The school is located in the City of Tea Tree Gully (Ph: 8397 7444).
  - : The wider community is well served by large and smaller shopping centres, eg Tea Tree Plaza (over 200 shops) and Modbury Triangle and by a swimming pool, four recreation centres as well as a hospital, library and a purpose built TAFE.
- Accessibility
  - : The school is in close proximity to the Modbury Interchange.
- Local Government body
  - : Tea Tree Gully Council.

## 12. Further Comments

- : A broad curriculum is provided in a safe, caring school environment where excellence is valued and support provided to achieve the best possible outcomes for all students.
- : Modbury High School has a community of well-mannered young people working purposefully towards independent and responsible futures supported by parents and staff who share similar values.