



SCHOOL CONTEXT STATEMENT

School number: 0964

School name: Modbury High School

School Profile:

The core values of Modbury High School are based around our priorities; to create excellence in student-centered 21st century learning in a global context, to provide a high-quality education to all students so that they develop the knowledge, skills and attributes to be successful in life and to maintain a culture of respect, rigour and high achievement. Students are provided with a safe, supportive learning environment with an engaging curriculum which empowers students to be successful citizens.

We have a proud history of achievement in many fields including academics, sports, Pedal Prix, Visual Art, Design and Music. Our diverse curriculum enables students to select a variety of subjects which provide the background for various career pathways and success in SACE. Vocational Education & Training (VET) courses are particularly popular with students who are looking for flexible learning options and pathways into employment and/or further study at tertiary institutions. A variety of pathways can lead to University or TAFE.

Students enjoy a range of amenities including a modern Visual Arts Centre, a dedicated Year 12 study and recreation area, a multipurpose library containing a multimedia suite and STEM Career Room, a well-equipped Gymnasium, Technology, Music and Home Economics facilities, excellent grounds and ovals, tennis courts and an auditorium.

Teaching a 21st Century STEM Curriculum in a new state of the art STEM Centre provides students with opportunities to use their knowledge and understanding in solving real world problems. The STEM Centre includes a fabrications laboratory, robotics and electronic laboratories, multipurpose wet/dry laboratories, a flexible maker space, breakout tutorial rooms and multi-tiered presentation room.

Our school offers many extra-curricular activities for students, including participation in an extensive range of sports (including a biennial tour to the USA playing basketball), co-curricular ensembles including the stage band, concert band, voice and guitar ensemble, excursions to Canberra and the snow. In addition, students from countries in Europe and Asia enroll in Modbury High School's well-regarded international education program which includes both long and short-term stays. Interactions with overseas students including school overseas trips contribute to our students' understanding of and appreciation of other cultures.

1. General information

School Principal name: Joanne Costa
 Deputy Principal's name: David Kschammer
 Year of opening: 1965
 Postal Address: 62 Pompoota Road, Modbury SA 5092
 Location Address: 62 Pompoota Road, Modbury SA
 DfE Region: Modbury Partnership
 Geographical location: 15 km NE of GPO
 Telephone number: 8264 1955
 Fax Number: 8263 0316
 School website address: www.modburyhs.sa.edu.au
 School e-mail address: dl.0964.info@schools.sa.edu.au
 Child Parent Centre (CPC) attached: No
 Out of School Hours Care (OSHC) service: No
 February FTE student enrolment: 730.2

	2014	2015	2016	2017	2018	2019
Year 8	160	173	185	168	129	151
Year 9	190	161	168	177	168	133
Year 10	188	194	154	163	166	173
Year 11	195	182	186	137.25	137.50	152
Year 12	143.6	176	169	138.50	115.00	121.20
TOTAL	876.6	887	862	783.75	715.5	730.2
School Card Approvals	185	197	194	182	187	190
NESB Total	119	130	250	263	260	246
ATSI FTE Enrolment		18	23	24	24	20

Staffing Numbers

59.2 FTE teaching staff

23 FTE non-teaching staff, 618.50 hours

** recorded at February 2019 census*

Public Transport Access

Two dedicated school buses (Adelaide Metro routes 924, 926). The Tea Tree Plaza Interchange is only 1km away

Special Site Arrangements

Modbury Special School has three senior classes on-site

2. Students (and their welfare)

General Characteristics

The school community is one which values education and is strongly supportive of the school values of respect, rigor and achievement. The students reflect the community attitudes and they respond well to support given by staff.

Student Wellbeing Programs

- Year 8-12 students have a lesson a week dedicated to the wellbeing program tailored to the specific needs of each year level as well as addressing the CPC Curriculum
- Positive behavior workshops and whole-school assemblies
- Peer Support
- Commencing in term 2 of each year, all students are counselled by their Home Group Teacher regarding their course of study for the following year

Student Support

- Learning Support available to NEP students and others by negotiation
- Work completion program
- Flexible Learning Opportunities Program (FLO)
- Literacy and numeracy programs
- Student Review teams operate at each year level
- Student Counsellors available at all times
- Learning Centre

Student Management

- A clear and consistent whole of school Behavior Management program
- Leadership opportunities and challenges
- An ethic of a pursuit of achievement and excellence
- Explicit teaching of classroom behaviours that lead to success

Student Voice

- Students have a strong involvement in school matters through the Student Voice
- School captains elected by students and staff
- The School Captains regularly speak to students at weekly assemblies, are involved in the running of formal assemblies, organise fundraisers, run lunchtime activities and attend Governing Council meetings. The captains also work with students to develop their ability to influence the teaching and learning in school. Members of Student Voice represent the student body on committees such as: Facilities, Canteen and Uniform and Policy.

Special Programs

- School Music Program: The year 8 Concert Band Program provides all year 8 students with the experience of learning an instrument, including instrumental music lessons provided by specialist tutors. Instrument hire is subsidized by the school.
- Integrated Learning: Pedal Prix, Snow Trip, Canberra Trip, World Challenge Expedition and International History Tour
- International Language programs: Study Abroad Program, Graduate Program, Short term Study tours and School Exchange Programs to Japan
- Sports, particularly Basketball

3. Key School Policies

A. Site Improvement Plan:

Key Priorities

1. Learning within the school is consistent with a Culture of Achievement
2. The learning environment is rigorous and respectful

Goal 1: Improve student achievement in Reading

Goal 2: Increase student achievement in Mathematics/ Numeracy

Goal 3: Increase the percentage of students in year 8 who report high wellbeing in the area of learning readiness with the key focus being perseverance

B. School Attendance policy

C. Student Behaviour Management policy

D. Work Completion Policy

Recent Key Outcomes

The excellent achievement of the school in Sport, Pedal Prix and Music, alongside the strong results obtained in year 12 underlines the culture of achievement at Modbury High School. 100% SACE Completion from SACE Potential completers (those who embarked upon the assessment period in term 4), was again achieved in 2018. For the Stage 2 results, there was a significant increase in the percentage of A grades. 25.09% A grade results was achieved in 2018, which had increased from 18.28% in the previous year. This has continued an upward improvement trend overall over the past few years.

In 2018, the student attendance rate was over 91.8%.

4. Curriculum

All learning areas teach, assess and report against the Australian Curriculum in years 8-10. The Australian Curriculum for senior years is now being implemented in most learning areas. Electronic assessment methodologies are being implemented with more and more subjects uploading materials for moderation online, as well as end of year exams going online.

Our annual interstate and international excursions provide opportunities for students to learn beyond the local context and broaden the cultural experiences of many students. During 2018 groups of students visited Canberra and toured the west coast of the USA playing basketball against several high school teams. Year 8 students went on an overnight orientation and transition camp. Due to the success of this, it will continue to be offered in all future year 8 transition programs.

As usual, families hosted students from the Graf Stauffenberg School in Flörsheim, Germany and from Asakuchi in Japan. Students from our sister school Teshima High School in Osaka, Japan, visit our school annually to study English over a two-week period. For the first time in 2018 the school also hosted a group of students from Satriwithaya, Thailand for three weeks. The partnership with Satriwithaya and Surkularp schools will continue in 2019 with each school sending students to Modbury for a period of at least 3 weeks. Teachers have the opportunity to take part in the Thai exchange program organized by IES.

Subject Offerings

- Japanese is offered to students at year 8
- Year 8 Mathematics and Science is taught as a cross curriculum subject, this was a new initiative for 2018 and given its success is continuing in 2019
- A strong Music program exists. All year 8 students participate in instrumental lessons which are subsidised by the school
- 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 Year 8 and 9 students are placed in mixed ability classes
- Year 10 students are placed in ability groupings in Mathematics and Science
- A current priority of the school is Literacy and Numeracy
- A STEM program is offered to year 8 and 9 students

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 and voluntary peer observation feedback.

Assessment Procedures & Reporting

The school reports on student achievement at the end of each term. Parents are invited to attend Parent interviews in term 2.

Joint Programs

- Modbury High School is a member of the North East Secondary Principals Network (NESPAN). Teachers work collaboratively with teachers from NESPAN to moderate students' work across years 8-10. Teachers of SACE also participate in facilitated workshops across the NESPAN Schools
- Alliance with NESPAN SCHOOLS to deliver Vocational Learning (NEVO)
- Modbury Special School Pathways Program

5. Sporting Activities

- Participation and involvement in sporting activities is actively encouraged. Inter-school competition is engaged in through athletics and many summer and winter sports
- Sport plays a prominent part in the school curriculum
- Sporting successes are celebrated
- Participation in the local schools VISTA competition and statewide Knockout competitions
- Specialist basketball PE classes and a basketball trip to the USA are the focus of an extensive sports emphasis in the school
- Pedal Prix is strongly supported by students and parents

6. Extra-Curricular Programs

- The school has an extensive involvement with musical activities. Extra-curricular ensembles include Stage Band, Concert Band, Jazz Combo, Vocal Ensemble and Guitar Ensemble. Ensembles compete at state and national band competitions annually. A number of band workshops also support local feeder schools
- Numerous local, national and international trips and excursions are conducted annually
- The school hosts a group of students from Tashima High in Japan each year and responds with a reciprocal visit every second year
- All students are strongly encouraged to participate in State and National academic competitions
- Students from years 9 & 10 are able to participate in the Peer Support program
- Students from all year levels are able to participate in a comprehensive Pedal Prix program, in partnership with Fast Cats Racing

7. Staff (and their welfare)

Staff Profile

- A stable staff cohort works productively and harmoniously with students

Leadership Structure

- Coordinators have been appointed to cover the 8 curriculum areas, Student Counselling, Daily Operations and Cross Disciplinary Studies
- A Year Level Manager is appointed for each year level

Staff Support Systems

- Staff members work collaboratively in Professional Learning Area Communities and Year Level teams. Each staff member has a Line Manager. The Behaviour Management policy within the school clearly supports the philosophy that “every teacher has a right to teach and every student has a right to learn”. Members of the Executive team are always available for staff support when needed.

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. Student feedback is incorporated into the development and planning of curriculum by classroom teachers

Access to Special Staff

- Instrumental music teachers, behaviour support staff, therapists and guidance officers from external agencies visit the school
- Support staff and teachers support each other in the educational program within the school

8. School Facilities

Buildings and Grounds

- Clean and well-maintained school grounds and buildings are a feature of this school
- A fully air-conditioned school
- A Visual Arts Centre
- 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 New STEM Centre comprising a Fabrication, Dry and Wet Lab, a Presentation room, Collaborative spaces and a Maker Space
- A New ICENTRE comprising a Green Room, collaborative spaces, a presentation room and a Stem Careers room
- A cafeteria/auditorium capable of seating 250 facilitates educational activities
- A focus on shade and shelter initiated by the students
- All students have access to lockers and a secure bicycle “lock up” area

Specialist Facilities & Equipment

- A large 2 basketball court gymnasium and recently resurfaced outdoor tennis courts
- Well-equipped Science, Physics, Chemistry and Biology Laboratories
- A dedicated Band Room
- Wood, Plastics and Metal and Energy Technology workshops
- Outdoor Construction facilities
- Home Economics kitchens and sewing room
- Visual Arts Centre
- All students have access to laptops, either through self-purchase via the school loan scheme
- All school areas are Wi-Fi and internet accessible
- Classrooms are fitted with data projectors and speakers
- Photocopiers are available to all staff and students

Access

- The building is accessible for students and staff with disabilities. Ramps are provided for wheelchair access and a lift is also available in the main building.

Transport

Metro Adelaide bus routes 924 and 926. There is a bus stop at the main entrance to the school.

9. School Operations

Decision Making Structures

All decision making is based on a transparent process of consultation, negotiation and review. Whilst the Principal is ultimately responsible for all decisions made within the school, these committees and groups all have input into these decisions:

1. Governing Council: Parent, staff & student representatives
2. Sub-committees: Uniform, finance, school grounds & policy
3. Executive team: Principal, Deputy Principals & Assistant Principals
4. Leadership team: Learning areas & other key coordinators
5. Learning Environment team: Deputy Principal, Year Level Managers, Senior Student Counsellor & Learning Center Room Manager
Implementation of strategies to achieve goals in the Site Improvement Plan relating to a respectful learning environment
6. Curriculum team: Assistant Principal & Learning Area Coordinators
Implementation of strategies to achieve goals in the Site Improvement Plan relating to student academic achievement
7. Results Plus Committee: Assistant Principal, English Coordinator & Mathematics Coordinator
Implementation of strategies to achieve goals in the Site Improvement Plan relating to student academic achievement
8. Staff: all teaching and support staff
9. Year Level groups: Home Group Teachers, Year Level Managers & extra allocated staff
10. IT Reference Group, IT support staff & Deputy Principal
11. Student Voice, Student Captains, students from all year levels & staff supervisors

Regular Publications

- School Newsletter - Published 3 times per term, available in electronic format either through the school website, School Star app or by enrolling online
- Curriculum information handbooks and SACE Guide– available in printed form or online through the school website
- Calendar published each term and available on the school website

Other Communication

- Daymap portal for daily student and staff bulletins, attendance, lesson notes and homework details
- Student diaries for homework details and parent/teacher communication
- Text messages sent advising of student absences
- Email and other social media including Facebook and School Star are also used for communication

10. Local Community

General Characteristics

The Modbury High School community comprises a diverse range of people from a range of socio-economic backgrounds

Parent & Community Involvement

Parents are always welcome to visit Modbury High School and are encouraged to communicate closely with staff whenever possible. They are typically involved in areas such as Governing Council, Pedal Prix, sporting teams, parent-teacher evenings, homestay hosting and our career planning evening.

We have strong links with many community groups, for example in the hiring of our school grounds and Gymnasium, formal partnerships with industry partners who support our Vocational Education and Work-Experience programs and local businesses who generously donate for fundraising and other events.

Feeder or Destination Schools

Students come from 25 feeder schools, with the main ones being Modbury South, Ardtornish, Highbury and Modbury West Primary Schools

Other Local Care & Educational Facilities

A large Technical and Further Education (TAFE) college is within a short walking distance of the school

Commercial/Industrial & Shopping Facilities

Within two kilometres of the school there is a major hospital (Modbury Hospital), shopping centres (Tea Tree Plaza, Hope Valley Shopping Centre, St. Agnes Shopping Centre and Modbury Triangle Shopping Centre), professional medical centres and small light-industrial businesses

Other Local Facilities

Recreational parks, ovals, playgrounds, community centres, public library are all close by

Accessibility

Tea Tree Plaza bus interchange provide public transport to the City of Adelaide and access to surrounding suburbs

Local Government Body

The City of Tea Tree Gully is one of the largest in South Australia and the Council provides outstanding support for many of our school programs

Modbury High School has an excellent reputation within the community as a school with a long and proud history of student achievement. We offer a modern, comprehensive curriculum in a traditional setting whilst also preparing our students to prosper in this technology focused future.