



SCHOOL CONTEXT STATEMENT

Updated: 17/5/16

School number: 0596

School name: Highbury Primary School

School Profile:

Highbury Primary School (HPS) is situated in the north-eastern foothills and is surrounded by well-maintained gardens. Our driving motto is 'Learning Together, Achieving Excellence', as seen on our school emblem. The HPS Community, including students, staff, parents/caregivers and wider community model our values of Persistence, Respect, Responsibility and Resilience in all interactions, activities and learning. Aligned with DECD, children are at the centre of everything we do.

The Australian Curriculum forms the basis of all teaching at HPS, with Music, Science, Chinese (Mandarin) and the Performing Arts taught by specialist teachers. Students and staff alike are asked to strive for personal best, working together to develop a growth mindset around their learning, with the aim of continuous improvement. A number of programs and activities are available for students including Oliphant Science Awards, International Competitions and Assessments for Schools (ICAS), the annual school musical, an Instrumental Program, bands (including the ABODA band competition), ensembles, choirs (including the Festival of Music), a recorder ensemble and more. Students are also involved in a number of groups including Student Voice, forums such as Media, Early Years Helpers, Learning Leaders and the Environment. Other areas students support HPS include the Canteen, Library, Sports Day and Front Office. These opportunities give students an authentic voice and real work experience in the running of our school.

HPS students are also able to participate in sports clinics while at school and in many SAPSASA sporting events including basketball, netball, football, soccer, athletics and swimming. There is an active parent Sports Committee that supports student involvement in sport out of school hours along with supporting teachers to raise the profile of sports and fitness while at school.

As a registered AuSSI-SA school (Australian Sustainable Schools Initiative- South Australia), we are aiming to build on a culture of continuous improvement in sustainability practices. All students and staff are involved in waste management, taking responsibility for reducing landfill, while also recycling efficiently.

As at April 2016 enrolment numbers were at 492 with 10 Aboriginal students, 47 English as Additional Language or Dialect (EALD) 24 students with a Negotiated Education Plan.

Our strategic directions remain in the areas of Numeracy, particularly problem solving using 'Natural Maths' skills, Literacy particularly in the area of Reading Comprehension and in the use of Information Communication Technologies (ICTs) as tools for learning. The Governing Council (GC) and parent body has remained pivotal to many aspects of HPS life, from volunteering to steering groups around Sports, Canteen and OSHC (Out of School Hours Care).

1. General information

- School Principal: Carol Williams
- Deputy Principal: Dominica Thomson
- Assistant Principal: Jill Gurner
- Coordinator: Jessica Cooper
- Coordinator of Primary Australian Curriculum (CPAC): Mandy Way (based at HPS supporting the Modbury Partnership)
- Year of opening: 1972
- Postal Address: 1 Payne St, Hope Valley SA 5090
- Location Address: Cnr Honeysuckle Drive & Payne St, Hope Valley 5090
- DECD Region: Northern
- Partnership: Modbury Partnership
- Geographical location – ie road distance from GPO (km): 14
- Telephone Number: 8264 6311
- Fax Number: 83961701
- School website address: <http://www.highburyps.sa.edu.au/>
- School e-mail address: dl.0596_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:

	2012	2013	2014	2015	2016
Reception	68	69	56	67	69
Year 1	73	87	85	49	69
Year 2	65	72	86	87	47
Year 3	78	62	69	80	80
Year 4	74	79	59	70	67
Year 5	60	66	74	56	61
Year 6	60	55	68	69	42
Year 7	66	56	49	65	53
Total	544	546	546	543	488

- Student enrolment trends:
 - Over the past two years there has been a reduction in student numbers from 20 classes between 2013 to 2015, with 18 classes in 2016. The 2016 numbers are reflective of a change in community demographic and a small number of students enrolling in local R-12 private schools.
- Staffing numbers (as at February census):
 - Teaching staff: 32
 - Full-time equivalent teaching staff: 27.4
 - Non teaching staff: 14
 - Full-time equivalent non-teaching staff: 9.7
 - AET (Aboriginal Education Teacher): Working at .2
 - ACEO (Aboriginal Community Education Officer): 7hrs per week
- Public transport access:
 - Buses stop on Lower North East Road and Valley Roads. Both stops are within easy walking distance from the school.
- Special site arrangements:
 - HPS hosts a satellite special class from Modbury Special School. There are 12 students, 1.5 teachers and 2 School Support Officers (SSOs). Modbury Special School staff attend HPS staff meetings and are considered a part of the HPS community.

2. Students (and their welfare)

- General characteristics: **April 2016**
 - Total enrolment: 492
 - Girls: 246
 - Boys: 246
 - 16% of students are on school card
 - We have 47 students from a Non English Speaking Background and 10 Aboriginal students.
- Pastoral Care Program:
 - A Pastoral Care Worker is based at HPS over three days for 11 hours a week and offers 1:1 work with students on request, small group support, presentations to classes and spends time in the yard at play times to model the HPS Values of Persistence, Respect, Responsibility and Resilience along with attending most assemblies and special events.
- Transition:
 - A transition program with students from Highbury Preschool, other Preschools and HPS is well established as is a year 7 transition program with local High Schools including Modbury High School. New Reception children visit the primary school on

several occasions before they commence school. The year 7 transition program is also well established supporting all students particularly those with special needs or for those students who have special circumstances.

Student well-being programs:

The class teacher is the main source of care and an integral part of student wellbeing. This is supported by the Leadership Team who drive the use of restorative practice through the HPS values and the 'Way to A' behaviour response. There is a Child Protection Curriculum focus each term along with a number of regular incursions organised through the year such as Police Visits, Pet Safety awareness programs and Growth and Development for Years 6/7 students. Our AET and ACEO support Aboriginal students through school time and also offer a lunchtime program. A number of staff have reduced yard duties to facilitate student programs that support overall wellbeing and interest including the Media Team, Blue Zone (students offering yard support), Environmental Forum and Home Base Helpers. All classes have a 'buddy' class, which involves a range of benefits including in class cross age learning and yard support.

Our values of Persistence, Respect, Responsibility and Resilience form the basis of class, yard and school rules with a focus at the beginning of the year when setting up classroom expectations. Two specific value awards per class are presented at each assembly along with two special 'All Values' (students showing values) awards at the final whole school assembly each term. The site improvement plan supports whole staff/student development in using Values and Growth Mindsets both in class and yard.

- Student support offered:

Individual and/or small group support is provided to students with disabilities and students who have been identified through whole school diagnostic and summative assessments. Regular NEP (Negotiated Education Plan) meetings are held with a member of the Leadership Team, the parent and teacher. Identified students in the Early Years are supported in a Reading Support program facilitated by the Reading Intervention Teacher and an SSO. The Reading Intervention teacher also coordinates a parent reading group that support older students with reading.

- Student management:

Policies and procedures are in place for classroom and yard behaviours underpinned by the HPS values of Persistence, Respect, Responsibility and Resilience which are explicitly taught and regularly referred to. Classroom teachers supplement the specific teaching of each value with other programs.

HPS has an Anti-Bullying Policy, Grievance Procedure and Network User Agreement shared in the class, newsletter and on the school website.

HPS is generally a quiet, calm site where students are friendly and respectful an aspect often commented on to staff and leadership when students are on excursion representing our school. Classes are settled and focused on learning. Any reports of inappropriate behaviour are followed up by the class teacher or member of the Leadership Team.

- Student government:

Student Voice is a focus of our Site Improvement Plan. Teachers are supported through a number of avenues to increase student voice within the classroom, along with a more formal 'Student Voice' committee facilitated by a teacher and member of the Leadership Team. Each class elects a Student Voice rep and proxy, with students meeting weekly or fortnightly to discuss class and whole school matters. Since its inception in 2016,

student voice has led to a toilet upgrade, fundraising at a school disco and increased student representation at the HPS Sports Day to include leaders with special tops, a Values Cup and Sports Shield. Student Voice reps speak at assemblies, are represented on the Governing Council and put a regular section in the fortnightly school newsletter.

- **Special programmes:**

Performing Arts, Music, Chinese and Science are taught R-7 as specialist programs. A reading intervention program and parent reading group are facilitated by the Reading Intervention Teacher and an SSO to support identified students R-7 to improve reading competency.

Teachers plan and work together to share in special activities that support cross age tutoring and social skills development.

The Specialist teacher in Performing Arts offers a Musical each year along with the Music teacher coordinating Junior Choir, Senior Choir, Junior Band, Senior Band, recorder ensembles. In addition IMS (Instrumental Music Service) teachers offer ensembles in guitar and violin. The Science teacher offers involvement in the Oliphant Science awards and coordinates the Environmental Forum.

Student Groups: Students are supported to be involved in groups including Canteen, Library, Home Base and Front Office Helpers, Learning Leaders, Blue Zone, Student Voice, Student Voice and a Student Voice sub-committee for sport.

Highbury's dedicated teachers support a number of SAPSASA entries along with a large number of out of hour's sports facilitated by a parent sports committee.

Footsteps dance program is organised biannually for all students along with the Life Education Van.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

Site Improvement goals are in Maths, English and ICT.

Our vision is 'Learning Together, Achieving Excellence'. Quality learning occurs through working together to achieve the goals and targets agreed upon by staff and the Governing Council to support students to be the best they can be.

Site Improvement Plan 2016 goals are:

- To improve the numeracy achievement of all students through targeting problem solving.
- To improve literacy skills through targeting guided reading and spelling.
- To improve the integration of ICT within all aspects of learning.

Other important documents used to drive learning are:

- Guided Reading Agreement
- English Agreement (still under development)
- Maths Agreement (awaiting approval)

- Recent key outcomes:
 - Please refer to our 2015 Annual Report.

4. Curriculum

- Subject offerings: Australian Curriculum
 - Staff are committed to delivering the Australian Curriculum in a manner that maximises student success. All areas of the curriculum are reported formally through the Mid-Year and End of Year Reports to families along with Parent/Teacher interviews and a 'Learning Journey' evening in term 3.

<http://www.australiancurriculum.edu.au/>

There are Specialist teachers in Science, Performing Arts, Music and Chinese.

- Special needs:

At HPS we are committed to supporting all students, including those with special needs. We currently have 24 students verified as having a significant disability who have a Negotiated Education Plan (NEP). NEPs are reviewed regularly with Leadership, Parents and Teachers, with SMARTAR goals being set and reviewed. HPS also has a number of other students who have been identified and/or diagnosed as having other concerns or conditions that impact on their learning. We have a student data base containing reports and recommendations from medical professionals such as Psychologists, Occupational Therapists, Speech Pathologists, Hearing Specialists etc. This information is invaluable to Teachers when planning and differentiating the curriculum to support all students. Every classroom in Home Base, and several in the Main Building have a sound system to support student learning and this is especially helpful for students with Auditory Processing Disorders (APD) or Central Auditory Processing Disorders (CAPD).

Our SSOs are experienced and highly skilled, working alongside teachers in classrooms and on withdrawal programs when necessary. SSOs are involved in professional development along with teaching staff. SSOs often work 1:1 with individual students to implement speech programs set by Speech Pathologists.

- Special curriculum features:
 - A Reading Support program is facilitated by a teacher and SSO to support identified students needing reading support. Prior to 2016 two Reading Support teachers worked with staff around Reading Comprehension methodologies and resources 2013-2015. This program was highly successful and has set students and staff up well to continue with quality reading programs and results.
 - The numeracy program was supported by a Maths Coordinator from 2014 to 2016, with staff meetings, classroom support and school wide professional development based on problem solving, using Natural Maths as the guiding resource. The program has been appreciated by staff as it has built staff knowledge and skills as well as resources which has had a positive influence on student learning outcomes.
 - HPS has an extensive ICT network, including a computer suite, over 50 laptops, utilised by years 3-7, with each Early Years class having a set of 7 iPads and stand alone computers. Specialist teachers work with between 10 and 15 iPads.

Five media laptops are readily available for borrowing from the Library. A number of digital technologies are also accessed by staff (as per Site Learning Plan) with Year R-2 students accessing BeeBots, Year 3-5 utilising Spheros (5) and Year 6-7 using Edison Robots which are Lego Technic compatible. Each teaching area has an interactive whiteboard and access to the streamed TV4 Education. Other digitally available programs are 'Scratch' and 'Code.org'. HPS is also part of a 3D Printer trial and will be purchasing their first 3D printer in 2016.

- The Teacher Librarian works closely with an SSO level 2 to support classes with research based inquiries, a parent reading group and lunchtime activities.
- At HPS there is a strong focus on the Arts. There is an annual Musical, bi-annual end of year concert, with IMS working out of HPS for students learning a variety of instruments. The Music Teacher facilitates a Junior and Senior Choir and Junior and Senior Band, with ensembles in the recorder, guitar and violin.
- HPS has an extensive sustainability program that involves a school wide reduction to landfill program. Year levels and classes are responsible for the day to day waste management which has involved yearly audits by Wipe Out Waste (WOW) since 2014. Staff have worked closely with Natural Resource Management (NRM) educators and WOW to run a number of site professional development sessions for other sites along with developing a large Nature Play area at Highbury. HPS has won a WOW award for the last two years.
- Teaching methodology:
 - Staff work towards providing continuity and consistency in the curriculum, guided by the T/EL (Teaching *for* Effective Learning) framework and the Professional Standards for Teachers.
- Student assessment procedures and reporting
 - Parents are encouraged to contact class teachers regarding their student's progress.
 - Term One: Acquaintance Night and Parent/Teacher interviews
 - Term Two: Mid-Year Report home to parents
 - Term Three: Learning Journey Evening
 - Term Four: End-Year Report home to parents

5. Sporting Activities

- There are a large number of students involved in sport both inter-school and SAPSASA programs. Primary year students are given the opportunity to participate in SAPSASA activities including cross country, swimming, soccer, athletics, netball and basketball. Success at district, state, and national level is a common experience for HPS students.
- Many students are involved with outside sports clubs including Hope Valley Football Club, Tea Tree Gully BMX, Little Athletics, Turrumurra Netball and Basketball and more with students often sharing experiences of afterschool and weekend sport. Training for some clubs/teams are held in the HPS hall before and after school. HPS has a parent Sports Committee that supports out of school sports and in raising the awareness of fitness in general.

- The school supports sports clinics in various sports throughout the year. All students participate in an annual Sports Day, with student voice raising student participation from 2016 to include Team Captains leading Sports Day and the inclusion of a Values Cup and Sports Shield. A Student Voiced subcommittee has now been formed to investigate further events and changes to Sports Day.

6. Other Co-Curricular Activities

- HPS students have the option of being involved with a number of co-curricular activities including Oliphant Science Awards, ICAS, Musicals, Junior and Senior Choir, Junior and Senior Band, SAPSASA sporting events, NRM based out of school planting events.

7. Staff (and their welfare)

- Staff profile:

There is a high degree of stability and expertise with staff at Highbury, with specialist teachers in Chinese, Performing Arts, Music and Science. Many teachers are also involved in leading initiatives including forums, Student Voice, Reading Intervention, SAPSASA, Blue Zone (wellbeing in the yard).
- Leadership structure:

HPS leadership is made up of a Principal, Deputy Principal, Assistant Principal, Coordinator and Business Manager. One teacher is released to coordinate a Reading Support program and another to cover the AET role. There is also an Australian Curriculum Coordinator based at HPS. This person works with several local schools, including HPS, on using T^fEL and the Australian Curriculum.

- **Staff support systems:**

The main support for staff is their designated member of the Leadership Team and fellow teachers in their year level PLC (Professional Learning Community) or larger team (location based). Teachers meet regularly in PLCs and teams with 'like year levels' physically based near each other to provide easy access. Teachers are provided with time to support collaborative work with Curriculum areas, professional learning as well as day to day class management situations. PLCs and teams support new staff with an induction program being developed.

Staff meetings are R-7, with PLC/Team meetings structured within that time along with PD (Professional Development).

Each PLC has at least one NIT (Non Instructional Time) at the same time. This is to support meetings/planning during work hours.

Leadership has an open door policy with staff.

The Social Committee is highly active at HPS offering a range of wellbeing initiatives to support staff inclusion and enjoyment in the workplace.

Staff are able to go to designated WHS (Work Health Safety) committee members with any issues/concerns or a member of the PAC (Personnel Advisory Committee) of which there are 5 members in 2016 including the Principal, Non-teaching staff, Union representative and 2 x Equal Opportunity members.

Emergency procedure and operational guidelines operate effectively.

The ACARA school opinion surveys for staff; along with parents and students; are conducted annually, offering an anonymous layer for staff to feedback to Leadership any issues/concerns/achievements.

- **Performance Management:**

Staff meet with their Line Manager each semester to converse around their Professional Development Plans (PDPs); a working document reviewed and updated annually by staff; to support professional reflection and growth. The PDPs are developed from the Site Improvement Plan and the Professional Standards for Teachers.

The SSO team are highly regarded and provide quality support for staff and students.

Teachers are asked annually for their preferred year level for the following year, which is taken into consideration with planning. All staff are deployed in ways that provides the greatest benefits to students, with class sizes and student programs monitored and student welfare and care addressed. A number of staff choose to work part time.

The Personnel Advisory Committee meet regularly to provide advice and support to the Principal in all matters relating to staff deployment and wellbeing.

- Access to special staff:
HPS has a good relationship with Support Services, ie. Speech pathologists and psychologists.
Specialist teaching staff are working in the following areas: Chinese, Performing Arts, Music and Science. Resource Based Learning and a Reading Support program are also offered. Other non classroom support, where staff specialise include Choir, Band, SAPSASA, Musical, Student Voice, Environmental Forum, Blue Zone, Library Leaders, Media Team, Office Support, Canteen Leaders and Home Base Helpers.
IMS teachers offer specialised music lessons in a range of instruments on a weekly basis.
A Pastoral Care Worker has been appointed to HPS since 2012

8. School Facilities

- Buildings and grounds
The grounds remain an outstanding feature of HPS. We allocate 22.5 hours per week to grounds development and maintenance and a significant portion of the budget goes into keeping our grounds in excellent condition. The buildings consist of a two story building which houses the admin area, staffroom, SSO room, Pastoral Care office and classes from years 3-7. The Library contains a computer suite and class Resource Based Learning area. Reception to year 2/3 classes are in the Home Base building along with the Chinese room, developmental play room and satellite Special Class from Modbury Special School. The Home Base building also has an SSO withdrawal room to support 1:1 and small group support along with 2 large storage rooms to house maths and literacy resources, sporting and making equipment. The large gymnasium/hall contains a stage, two electronically controlled drop down screens, Instrumental Service music room, AV room, PE equipment storage, with the music room attached to one outside wall. There are two ovals, North and South, three well maintained playgrounds and two large sandpits. The South oval was divided into two parts in 2015, with one half now a beautiful nature play area, filled with climbing, walking, sound making natural equipment. The other half is now a recovered large grass area.
Major works in 2014 included over \$100 000 spent on drainage/plumbing between the top of the North oval to the bottom of the South oval which has stopped flooding and drainage problems completely. Toilets are well maintained with \$18 600 recently spent on upgrading the Main Building downstairs toilets.
PENDING work: Over the 2016/2017 holiday period works at over \$200 000 will be carried out in the main bitumen area between the main building and tennis courts. The area will be replumbed and bitumised, with new basketball rings, painted lines and seating around the iconic river gum tree.
- Heating and cooling:
All teaching and learning spaces have reverse cycle airconditioning and the Hall also has heating and cooling, all of which are maintained. Over the past three years, at least half of the classes have had their airconditioners upgraded to newer models.
- Specialist facilities and equipment:
There are rooms for each specialist subject with all having had modifications to suit that subject. The Performing Arts specialist room has a large room attached that is custom designed for costumes, with an extra store room. A large amount of lighting

and equipment has been purchased to support the School Musical. The Music room has large cupboards for music equipment storage, the Science room has a non slip lino floor and large science equipment cupboards installed. The Chinese room has a wall of pin up boards with an extra storage cupboard and 3 stand alone computers. Specialist teachers share between 10 and 15 iPads. HPS has a large Activity room with a large floor space along with a class set of tables and chairs, utilised by classes which is also well resourced and well maintained. OSHC has a large room and expands into the Activity room, Hall and Performing Arts room, which has been recently recarpeted.

The Library has a computer suite with stand alone computers for a class 1:1, along with 6 stand alone computers outside the computer suite, 3 iPads for student use and 5 media laptops available for the Media team and class borrowing. With ICT/digital technologies being a site priority, this area is well resourced with year 3-5 students having approximately 1:1 ratio from 2016, and year 6/7 students having 1:2 of a more high powered laptop. A number of programmable devices have been purchased including BeeBots, Spheros and Edison robots. The Library is also well resourced with a range of print resources and is accessed by the HPSPreschool. Each Reception to year 2/3 class has 7 iPads each and stand alone computers in their classrooms.

There is an outside undercover learning area for Early Years classes and the South oval Nature Play area is available for outdoor education.

- Student facilities

The school canteen is managed by a paid manager who is supported by volunteer parent assistance along with student helpers. The canteen runs over 5 days and offers online ordering and payments as an option through the *Qkr!* App.

- Staff facilities

Staff have access to a large staffroom, kitchen area and work station in the Main Building, with a photocopier located in both the Main Building and Home Base buildings. The school is well-resourced with both electronic and printed materials to support the rich curriculum delivered. Reading resources are not only in the Library but also located in both the teaching buildings, in close proximity to teachers to support easy access. All staff have well maintained computers along with interactive whiteboards in each learning space. The online communication system allows for easy access for staff to find up to date happenings around the school, duty release, bonus NIT etc.

- Access for students and staff with disabilities

There is ramp accessibility to all ground floor buildings, with a disability toilet located in the Home Base building.

- Access to bus transport

A number of bus companies are accessed in order to transport students safely on excursions.

9. School Operations

- Decision making structures

The HPS Governing Council meets twice a term and is supported by a number of sub committees including a Canteen, Finance and OSHC committee.

Staff meetings are held weekly, with the structure including time for admin, Team meetings, Professional Learning Communities and professional learning as a whole staff.

At HPS there are three site priority committees; of which all teachers are a member of one (some two by choice); including English, Math & ICT (Information and Communication Technologies) along with a number of non compulsory committees including Sports, Social, PAC, Library, Musical and WHS.

There is an active Student Voice that meets weekly and fortnightly, along with forums including Media, Environmental, Library, and Blue Zone. Student Voice report back to staff and the community through the teachers facilitating their sessions, attending Governing Council, minutes on OneNote (online staff communication tool), regular sessions in the newsletter.

Following each event or proposal staff and students are asked to give feedback, either verbally through staff meetings, Student Voice, through OneNote or via feedback sheets. This is collated and informs the decisions made next time the event happens.

- Regular publications: transparency and open communication is important

The community is communicated with through a fortnightly newsletter which is sent through our HPS Skoolbag App which has over 1,300 downloads. A small number of copies are printed and kept in the Front Office for those preferring hard copies. The newsletter is also available on the HPS school website, which was upgraded in 2015 and includes all Skoolbag information. Families new to the school are also given an introductory pack containing a HPS Handbook, enrolment forms, copies of policies, OSHC information and more.

Teachers send home regular newsletters while some use online resources as well, including blogs and the SeeSaw App. (online learning portfolio)

OneNote is the staff communication online tool. It consists of a week ahead page along with a daily page. OneNote can be accessed both at school and home, along with most mobile communication devices. Other information held on OneNote includes committee minutes, timetables, temporary topics, staff meeting agendas and minutes along with resources.

- Other communication:

The school holds regular assemblies during the year along with special assemblies for occasions such as Remembrance Day. Each class hosts an assembly during the year. There is also a whole school assembly on the last day of week one at the beginning of the year and at the end of each term. All assemblies run for approximately 40 minutes and include student items, news and the presentation of Values awards and the added Terrific Kids awards at the end of each term for two Year 7 students. The Terrific Kids awards are sponsored by Kiwanis and presented by a Kiwani representative.

Notice boards are placed at the entry of the Main Building and Home Base which displays community advertisements and copies of the newsletters.

- School financial position:
HPS is in a sound financial position. As a Category 7 school, we attract little additional funding and therefore rely heavily on parent contributions.

10. Local Community

- General characteristics
The school is located in the Tea Tree Gully Council area and links are made with the council over environmental matters. Links have also been made with the Wipe Out Waste organisation and the Natural Resource Management Board. Neighbourhood Watch hold regular meetings at HPS. The electorate is Newland, with elections held at HPS.
The school population in general is a stable community living in a mix of privately owned and rental housing. While the population is predominantly English speaking, more people of non-English speaking backgrounds are moving into the area. Most students live in the local area although there is a growing trend for students travelling short distances to attend HPS. Overall the demographic is aging, with a decline in numbers from 20 classes in 2015 to 18 classes in 2016. A satellite class from Modbury Special School commenced in January 2016.
- Parent and community involvement:
There is a high level of parent commitment and expertise provided by individuals and groups. Parent involvement in the class and school is encouraged and fostered. There are currently over 150 parents, grandparents and community members trained as volunteers.
Volunteers run over 10 out of hours school sporting teams that play under the HPS name. Volunteers also offer valuable support with fundraising, the canteen, the Library, Sports Day and other school events including classroom support, excursions and more. Two highly successful fundraisers include the Mother's and Father's Day stalls, supported by staff but coordinated and run by volunteers.
There is a parent formed Sports Committee working in conjunction with teachers and leadership to raise the importance of Fitness and Sports.
- Feeder or destination schools
Most HPS students have attended Highbury Preschool, located next to HPS, separated by a fence. The close proximity supports a close connection between both sites and allows for a smooth transition from preschool to school.
Modbury High School is the main local feeder school with the majority of students attending there, although a small number of students also attend other local public and private schools including Tyndale, The Heights, Charles Campbell, Roma Mitchell, Kildare and Banksia Park International High School. A small cohort usually is successful in applications to attend Marryatville, a school with a strong music program.

- **Other local care and educational facilities:**

There are a number of sporting groups and facilities in the area; the main being Turrumurra sporting complex; along with local shopping complexes within walking distance to the school.

The larger shopping complex, Tea Tree Plaza is close by, with HPS staff and families participating regularly in the annual Westfield Christmas parade.
- **Accessibility**

HPS is near Valley Road, with a bus route into the city. It is within 5 kilometres of Tea Tree Plaza shopping centre, the Modbury Hospital, Council Chambers and Tea Tree Gully Library. The main route to the city is via Lower North East Road.
- **Local Government body:**

The school is located in the City of Tea Tree Gully area.

11. Further Comments

- HPS encourages new staff, students and parents to follow our motto of 'Working Together, Achieving Excellence'. Our community has embraced our values of Persistence, Respect, Responsibility and Resilience since their launch in January 2015. They are fast coming an embedded part of our culture.