SCHOOL CONTEXT STATEMENT

Updated: 4/09

School number: 1673

School name: ABERFOYLE PARK HIGH SCHOOL

1. General information

Part A

School name: ABERFOYLE PARK HIGH SCHOOL
School No.: 1673
Principal: A. Phelps
Postal Address: Taylors Road East, ABERFOYLE PARK 5159
Location Address: Taylors Road East, ABERFOYLE PARK 5159
District: Southern Adelaide Region
Distance from GPO: 24kms
CPC attached: -
Fax No: 8370 5819

February FTE Enrolment

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TOTAL: 1265.21 1193.5 1114.33 1130.2 1141.0

School Card percentage: 15% 18% 15.5% 12% 15.8%
NESB Enrolment: 168 150 124 118 119
Aboriginal Enrolment: 12 10 9 7 7

Part B

- Deputy Principal’s Name: J. Johns
- School website address: www.aphs.sa.edu.au
- School e-mail address: info@aphs.sa.edu.au
- Staffing numbers: The school currently has 78 teaching staff, 18 SSO staff, 2 groundsperson and a Christian Pastoral Support Worker.

Enrolment trends: The enrolment numbers have been relatively stable over the last few years, with retention in the senior school increasing slightly.
• **Special arrangements**

The school has a unique design, integrating educational and community services. It is situated next to the Hub Centre which provides local government, recreational, significant retail and other commercial facilities, as well as religious and a wide range of professional and semi-professional services. The school facilities including a Performing Arts Centre are available for community use, generally outside of school hours.

The school has significant partnerships with the Onkaparinga City Council through several joint use facilities:

- The Library is comprehensive and is open to the public during and beyond school hours.
- The school/community indoor recreation complex is managed by CASA and shared during school time.
- The Happy Valley Sporting Complex enables us access to a soccer oval, football/cricket oval, tennis courts, bowling green and BMX track.

• **Partnerships**

The school takes a business stance in developing partnerships with significant companies and organisations. Currently the school is negotiating with a range of business partnerships around communication and IT. A business partnership exists with Raytheon Australia, a company which focuses on maths, science and IT with our IGNITE program and supplies funding for our laptop initiative.

• **Year of opening**

   1984

• **Public transport access**

   Bus routes 212, 218, T219, 219X, 618, 690, 696, 697, 698, 699, 737 and 727. A bus service departs Colonnades at 7.43am to APHS with the return service leaving APHS at 3.25pm (School bus A). A Departmental transport service brings students from near country areas.

2. **Students (and their welfare)**

• **General characteristics**

   The retention rate is good and increasing. There are 230 students in year 8, 240 in year 9; 236 in year 10, 226 in year 11, 196 in year 12 and 13 in year 13. In 2009 15.8% of students were School Card Holders.

   In many families, both caregivers work during the day. Young people are expected to assist around the home and consequently develop a fair sense of independence. This is reflected in their confidence with adults and their knowledge of their rights. A significant number of students, particularly senior students, are often engaged in part time employment outside of school hours. The school maintains an extensive co-curricular program which assists students to develop specific skills and generic skills such as teamwork as well as a sense of responsibility and community. Both students and caregivers provide strong support for sporting, athletics, music, drama, dance, outdoor education, and other such activities.
Student Well-being programs

The school works closely with feeder primary schools through a range of collaborative initiatives that ensure a smooth transition from primary to secondary school. From the start of year 8 an induction and ongoing transition program offers a variety of both in class and year level programs to ensure students feel welcome and develop a sense of belonging. Our Big Brother and Big Sister Peer Support Program helps consolidate the year 8s induction. The core of our well being program is delivered through our extended Home group program, called Steps to Success. Home group teachers form a pivotal link between home and school and assist students with organizational matters, support and encouragement to become involved in the life of the school. Generally Home Group teachers stay with their Home Group from Year 8 to Year 12. Further support is provided by Counsellors, Christian Pastoral Support Worker, Year Level Managers, and members of the Executive Team.

The Student Counsellors manage a range of programs that both give opportunities for leadership and mentoring of both vulnerable students and those who are new to our school.

APHS is working in partnership with Flinders University under the auspices of the Southern Schools Project to investigate and implement appropriate strategies to support students wellbeing.

Student government

The SRC is a democratic network of student leaders working to strengthen their capacity to speak and take action on behalf of fellow APHS students. The SRC consist of an Executive Team and three sub-committees – Fundraising, Student Voice and Wellbeing. The SRC advocates for the students of APHS, by regularly seeking student ideas and opinions while both contributing and participating in the decision making processes of the school. Members of the SRC are on the schools Uniform Committee, Wellbeing Committee and Governing Council. In addition the SRC look to making improvements within the wider and global community by fundraising to support those less fortunate and addressing issues relevant in our school community. The SRC also offers opportunities for student leadership and initiative.

Each year level runs a Management Team consisting of elected students from each home group. They focus on issues relevant to their particular year level cohort. Student voice is valued at APHS.

Support offered

The school has two Student Counsellors appointed at Coordinator level. They have a strong focus on personal and crisis counselling, course counselling, career education, TAFE/Work/University options and Students At Risk.

PLP (Personal Learning Plan)

The Personal Learning Plan aims to prepare students for future SACE studies and beyond. Students are supported to plan a successful learning program that will enable them to engage in senior schooling and to access a range of post school options. The PLP at Aberfoyle Park High School will usually be resulted in Year 10. It is a compulsory component of the future SACE. In 2009 Year 10 students will complete the PLP and Year 8 and 9 students will commence the PLP which will be delivered over Years 8, 9 and 10 through the APHS extended Home Group program titled Steps2Success.
• Student management
The school has sound student management policies and practices. Restorative Practice underpins our student behaviour management strategies. Year Level Leaders and Executive team members support teachers and liaise with parents and DECS referral teams as necessary.

• Special programmes
Special programs and activities are offered to enrich students' learning e.g. debating, mock trials, bands, religious groups, surfing and other outdoor recreational pursuits, plus a host of sporting activities. (see Sporting Activities) Students can also participate in dance performances, drama productions, and musical concerts.

• IGNITE
Aberfoyle Park High School is one of three DECS funded IGNITE secondary schools in South Australia. The IGNITE program for Gifted and Talented students incorporates both acceleration and enrichment. The IGNITE student body comprises nearly 25% of the school's student cohort. Students have access to a broad range of experiences which provide challenge and expand on the school curriculum including year level field trips each with a specific focus. Many of the teaching staff have undergone training in gifted education to ensure that quality IGNITE programs are being offered. Gifted methodology focuses on the principle of differentiation; consequently, the benefits of the program have a positive effect on teaching practice in all areas of the school. Extremely active and supportive IGNITE parent reference group and a staff steering committee represent the views and wishes of many and work closely with the IGNITE Assistant Principal.

• ICT
APHS is recognised for its creative, innovative and “cutting edge” work in IT and has been awarded the status of “Apple School of Excellence”. The school has a comprehensive network infrastructure to all buildings that includes a wireless network for laptops. Students have access to computer suites housing both PCs and Macs and work with a variety of software whether it is programming, CAD or computer applications such as word processing, power point, spreadsheet, database, desktop publishing and multimedia. Aberfoyle Park High School is working towards a one computer for every student learning initiative that will begin to roll out from mid 2009.

3. Key School Policies

• Site Learning Plan and other key statements or policies
The school’s priorities for 2008 – 2010 are
- Improve Student Wellbeing
- Improved Student Achievement

There is a strong commitment from staff to ensure the development of a school culture which embraces and encourages the development of excellence, enabling all students to achieve their personal best. The development of a strong sense of self-worth and self-esteem is being established. In line with the nature of our school
and its community emphasis there is also strong commitment to ensuring students leave APHS with a sense of identity which embraces concepts of community and an awareness of nationhood and being a citizen of the world.

The Vision Statement of the School is “Aberfoyle Park High School promotes Creativity, Innovation and Excellence”.

The School Values are
- Honesty
- Care and Compassion
- Respect

Fundamental School Beliefs:
- Our School
  - Strives for and celebrates excellence
  - Is dynamic, innovative and creative
  - Is safe, positive and caring
- Our Staff are:
  - Committed to the school
  - Committed to ensuring students achieve their personal best
  - Professional in all of their undertakings
- Our Students
  - Achieve their personal best
  - Are an ongoing source of pride

Aberfoyle Park High School is characterised by:
- A safe, secure and caring learning environment.
- Increased acceptance of responsibility for behaviour and learning as students progress through the school.
- An inclusive curriculum which allows all students to achieve successful outcomes.
- Contemporary teaching and learning methodologies which address a range of learning styles.
- Recognition of other learning in the community.
- Opportunities to provide a transition to employment and further education and training.
- Opportunities for student voice in school decision-making processes.

- Recent key outcomes
During 2008/9, the schools Executive, Year 8 to 12 student services and all learning areas implemented strategies to improve student achievement. These included:
- Our Moderation Field Officer from the SACE Board assisted Executive to interpret data and plan specific strategies.
- Specific training and development sessions focussing on developing leadership capacity for Executive and Leadership/Curriculum group.
- A seminar with a motivational speaker held in early term 1 for year 12 students.
- Improved course counselling process with specific teacher recommendation and parent involvement.
- Year level leaders monitored student progress and attendance, increased contact with parents occurred with improved student achievement and attendance as a result.
- Continual investment in electronic equipment and support of IT in a range of subjects with more students conversant with the application of IT in classroom situations.
- Lunchtime and holiday tuition for senior maths students.
- Expanded musical options and performances
- Greater emphasis on displaying and presenting student art to the broader school community e.g. SALA, Year 12 Art Show included Media and Photography.
- Continued Student involvement in the Siemens Science Experience, and the acceptance of two Yr 11 students into the week long GROWSMART Program (Flinders University Science in Agriculture and Horticulture)
- Introduction of new comprehensive diary, incorporating student designed cover.
- Reporting and Parent Teacher Interview system revised.
- Introduction of new courses to cater more effectively for a wide range of students, e.g. Doorways to Construction, Rugby and Sports Studies.
- Introduction of new programs designed to engage and challenge students, e.g. World Challenge, Northern Territory Music Trip.
- Implementing Trade School application as part of the local cluster.
- An Extended Home Group program titled “Steps2Success” was planned in 2008 and implemented in 2009. This comprises two 50 minute lessons per week in Home Group and is a vehicle for delivering a range of curriculum including the PLP which will be delivered through Years 8 – 10 as the new SACE comes on board.
- Ongoing development of work with the School Values through Steps2Success program.
- Establishment and ongoing training in Restorative Justice as an underpinning strategy for Student Behaviour Management.

Year 12 student achievements in 2008 included
- Merit Students: 18 merits and 1 outstanding achievement (community studies) gained by 12 students.
- 21 students scored a TER above 90 and 12 students scored a TER between 80 and 90
- Total of 187 A grades received
- Of the 174 potential SACE completers 12 students who were eligible to complete their SACE failed to do so.

4. Curriculum

- Subject offerings

  The curriculum of Aberfoyle Park High School includes:
  A broad and general curriculum offering in year 8 and 9;
  A wide guided choice of semester length courses at year 10 and 11;
  A diverse range of subjects with increasing emphasis on requiring students to function as young adults in the senior years.

Subject Offerings Years 8 - 10

The curriculum emphasises students’ successful development of broad general knowledge, skills and attitudes, in a process which is relevant, flexible and accessible.

Students are able to access accelerated courses as appropriate.
All eight areas of learning are part of the Year 8 curriculum and form the basis of students’ core curriculum and choice in years 9 and 10. Information Technology (IT) courses are integrated across the Middle School curriculum. Classes are set for maths from Year 8. All other classes in Years 8 and 9 are mixed ability. Science classes are set from Year 10. IGNITE students Years 8, 9 and 10 generally study English, Maths, Science and Society &Environment in their home group learning teams. Support Studies provides many students with additional help. Students are expected to attend camps in years 8 and 9. Students at risk have Individual Education Plans and a mentor teacher. An extended Home Group Program called Steps to Success operates across Years 8 – 12.

**Senior School**
The senior school has its own ethos and is managed by the Senior School Management Team, Home group teachers, and Student Management teams. Senior students, who are emerging adults, are involved in decisions about their curriculum and management of the senior school. Teachers are encouraged to employ adult teaching methods. The timetable caters for part-time and accelerated progression, for those who are working and for re-entry students. A senior school uniform was introduced in 2005. Non-instructional time is supervised at the start of Year 11 and increasingly self managed by students whose progress is monitored. The senior school curriculum offers
1. Over 100 different units at Stage 1 & 2 SACE
2. German, Spanish and Japanese
3. Opportunities for students to be involved in exchanges through international organisations and the school's international program.
4. ESL at both year 11 and 12.
5. Programs for full fee-paying international students.

**Vocational Education and Training in the SACE Achievements**
Enterprise and vocational education is a growing culture in the school. VET modules are embedded in Hospitality and Furnishing. Year 11 and 12 students have the opportunity to complete Certificate I in Live Production, Theatre and Events, Certificate 3 in Christian Ministries and Certificate 1 Building and Construction (Doorways to Construction).
The school is one of twelve secondary schools, which together have formed the Southern Adelaide and Fleurieu Trade School with approximately 36 vocational education and training certificate courses being available to Aberfoyle Park High School students through working with these schools. Students have further opportunities to undertake VET studies through TAFE Short Courses and part-time studies at TAFE.

**Learning Support**
There is a Coordinator in this area who assesses and provides support for 71 NEP students and Students at Risk.
The range of services provided by the Learning Support Unit (LSU) has expanded and a number of programs initiated to address the changing needs within the school and in response to LANS results, school assessments and concerns in relation to student learning outcomes. These programs include the Future Leaders program, “Duke of Edinburgh Award” participation, cross-age and peer tutoring, Literacy
Intervention (LIFT) programs, in-class support and staff in servicing and on line resources.

- **Visual and Performing Arts Program**
  Aberfoyle Park High School has a leading Visual and Performing Arts program. In the Visual Arts regular exhibitions and participation in community events are the norm and the school has a partnership with Bittondi Printmakers which supports curriculum delivery. Additionally the Visual Arts regularly collaborates with the Onkaparinga Council and participates in a range of competitions. Drama and Dance form an integral part of the program and regular performances are held in community theatres and the school. Information Technology is used at a high level in Drama, Dance, Movie Making, Design and Media, frequently to Industry Standards. Our students’ achievements in the area of technology in the Arts are acknowledged state-wide.

A comprehensive Music program is offered.

- **Years 8 – 11** A choice of full year and semester courses
- **Year 12** Students can choose from courses in:
  - Musicianship
  - Solo Performance
  - Performance Special Study
  - Ensemble
  - Composing & Arranging

Students are able to participate in a broad range of both instrumental and vocal ensembles. The Music Department gives regular public performances each year in a range of locations. This usually includes:

- School Music Nights
- Music Tours: overseas, interstate, intrastate and local
- Assessment Concerts for SACE Stages I and II
- Community Events
- Choral and Band Competitions, locally and interstate
- Cabarets and Festivals
- Kindergarten and Primary school concerts

Information Technology is used as a tool in composing, arranging, research, written projects, theory development and aural development.

- **Assessment and Reporting Procedures**
  The SPR computerized reporting system is used. Reporting formats and processes have been reviewed and further developed to be consistent with the SACSA Framework and the new SACE. Computer generated reports provide an extensive database on student performance. This is vital in informing and improving teaching and learning practice.

There are two assessment periods per semester.

- For students in Years 8 – 11 there are two detailed reports (Terms 1 and 3) and two brief reports (Terms 2 and 4) each year.
- For students in Year 12, two detailed reports are issued, one in Term 1 and one early in Term 3.
- Parent-teacher nights are an important component of this reporting process. Year 12, week 6 Term 1 and Years 8 – 11 (optional Year 12) week 2, Term 2.
5. Sporting Activities

A wide range of sporting activities is available to students. Over the years Aberfoyle Park High School has:

- Entered in School Sport South Australia Championship events including Football, Netball, Soccer, Rugby and others depending on student numbers each year.
- A strong Rugby focus. Winning the state championships the last few years and competing in the Rugby SA Junior club competition and developing interstate connections to further the students’ experiences and become a focus for state development in Rugby League.
- A sound Athletics tradition, competing in Schools A Grade Competition at Santos Stadium.
- Participated in the 100km, 50km and Ekiden relays as well as State Cross Country Championships.
- Been involved in swimming carnivals.
- Been involved in a wide variety of sports in either knockout Competitions or “come and try” Lightning Carnivals.
- Provided both recreational and competition volleyball by entering beach volleyball events. Teams compete in the Volleyball SA State Junior League and at the SA and Australian Schools Cup Competitions.
- Girls surfing, with come and try days and regular coaching sessions.
- Ski trip, including senior first aid certificate and environmental study, which awards students two SACE units.

6. Other Co-Curricular Activities

- **General**
  
  Details of many of these can be found in sections 2, 4 and 5.

7. Staff (and their welfare)

- **Staff profile**
  
  Mobility - staff turnover is approximately 15% due to transfers and leave. The number of teaching staff and SSO hours have decreased with enrolments.

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Leadership structure – Term 2, 2009

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<td>L. INGHAM</td>
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Staff support systems
- A comprehensive induction program is conducted
- Personnel Advisory Committee
- 5th Year AST1 reassessments and prospective AST1 candidates are supported each year.
- Usually two pupil free days are held each year to provide specific Professional Development and opportunities for staff to plan and update their programs and skills
- Clear Grievance procedures
- Strong line management and buddy support structures
- Many other Professional Development opportunities are made available within the school, such as new SACE, SACSA, IGNITE and IT. Information about externally run Training and Development is freely accessible.
- Staff are encouraged to present at various professional development days both within and outside the school.

Performance Management
The staff participates in whole school performance management policy and practices. Performance management processes are in line with Department policy. These procedures have been trialled and implemented. Every staff member prepares and discusses their Professional Plan during term 1 with their Line Manager. Staff members implement their plan and keep appropriate records of their achievements. At least two meetings of individual staff members and Line Managers per year are held, usually one in semester 1 and the other in semester 2. Time release is available to ensure meetings can take place and for Line Managers to complete a written feedback report for each staff member annually.

Staff utilisation policies
The vast majority of staff teach in their areas of expertise.
Executive Team:
- Principal
- Deputy Principal: Curriculum
- Assistant Principal: Transition
- Assistant Principal: IGNITE
- Assistant Principal: Learning Technologies
Counsellors x 2
Coordinators:
- English
- Home Economics
- Maths
- Performing and Visual Arts
- Physical Education
- SACE
- Science
- Special Education
- Society & Environment
- Timetable

SSO and teacher classroom support for students with learning disabilities. Time allocation for specific duties is negotiated through the Personal Advisory Committee.

- Access to specialist staff
  A number of Instrumental Music teachers teach students throughout the year. District Interagency Support Services are consulted.

8. School Facilities

- Buildings and grounds
  Aberfoyle Park High has a unique, open design, integrating educational and community services. It has a pleasant natural landscape with many trees, hundreds of which were planted by students. General classrooms are carpeted and air-conditioned, many are housed in brick duplexes, with their own toilets. There is a specialist performing arts centre and an outstanding computer suite. There are approximately 450 computers throughout the school. A Wireless Network has been installed. Sporting facilities include a large oval, tennis and basketball courts and access to the Happy Valley oval and facilities for soccer, netball, tennis, and lawn bowls.
  The school has a strong community of support for developing Information and Communication technology and has been well resourced in this area.

- Cooling
  The whole school is air-conditioned.

- Specialist facilities
  Specialist facilities include: a Community Library with extensive information technology resources, Gymnasia, Performing Arts Centre, five Computing Labs (including Business Ed). Curriculum IT pods are dispersed around the school, including into Science Labs, Music rooms, Media, English area, Tech Studies, Home Economics, CAD technology room, and two Photography Labs.

- Student facilities
  Canteen, counselling suite, senior school study centre, student services office, sick room, large shaded areas, outside seating. More shaded areas are being developed.

- Staff facilities
  Individual or small group offices based on curriculum areas; large staff lounge; access to IT, access to gymnasia for activities as well as access to phones, email, internet.

- Access for students and staff with disabilities
  There are ramps to library, sloping pavements to accommodate undulating terrain, toilets for disabled. Students with mobility difficulties are timetabled for downstairs
lessons because there are no lifts. The undulating grounds do not lend themselves easily to wheelchair access.

- **Access to bus transport**
  A departmental transport service is available for the Kangarilla area.

- **Other**
  Large, comprehensive shopping centre, two kindergartens, preschool, medical and dental services and Aberfoyle Park Community Centre are adjacent to the school.

9. **School Operations**

- **Decision making structures**
  The Governing Council is representative of parents, students, staff and other local community interests.
  Key decisions are made in the Staff Forum. The Curriculum Committee makes recommendations on subject offerings, assessment and reporting, curriculum delivery, planning and change. The Leadership Committee is responsible for quality improvement and school policy management. During 2008 the Leadership and Curriculum Committees were combined to promote the development of leadership capacity through training and development. This is continuing in 2009. Faculty and year level meetings develop and/or provide feedback on policy proposals.
  A range of standing committees has been established to develop, manage and monitor particular areas of the school’s activities throughout the year. These include Assets, Canteen, Finance, Professional Development, PAC, OHS & W, IGNITE, Wellbeing and Literacy.

- **Regular publications**
  Fortnightly newsletter, curriculum handbook, 7-8 transition package, staff hand book, daily notices, open night folders.

- **Other communication**
  APHS web site, meetings, minutes of meetings, phone calls, parent interview nights, open night, principal tours, informal teacher-parent telephone calls and use of student diaries are encouraged.

- **School financial position**
  Current spending priorities are: learning areas, maintenance and replacement program for facilities and financial support to the school priorities of student achievement and well-being.

- **Special funding**
  Additional funds come from a small group of international full-fee paying students and short-term international student visits.
  DECS funded projects include IGNITE and Special Education.
10. Local Community

- **General characteristics**
  Aberfoyle Park High School is in the City of Onkaparinga, which was incorporated in July 1997. The school is located in the southern foothills of the metropolitan area, 25kms from the city centre, with most homes in the district being built over the last 25 years. Generally households could be described as having middle income levels with some pockets of high income. Some students in the IGNITE program travel from outside the area.

- **Parent and community involvement**
  Governing Council, Year 8 acquaintance night, parent teacher nights, parent forums, open night, curriculum information days/nights are all well attended. IGNITE Parents Group meets each term, Friends of Music support the Performing Arts and a Learning Support group meets informally. Parent support evenings are held to inform parents about aspects of raising adolescents, including safe use of internet, adolescent development, safe partying. Parents are regularly surveyed re development of school policies and initiatives. The school has established grievance procedures.

- **Feeder schools**
  The main feeder schools are Flagstaff Hill, Craigburn, Thiele, Aberfoyle, Happy Valley, Clarendon, Kangarilla, Braeview, Our Saviour, Pilgrim, Nativity. APHS currently has 40+ feeder schools represented in our Year 8 cohort, due in part to our IGNITE program.

- **Other local care and educational facilities**
  See School Facilities

- **Commercial/industrial and shopping facilities**
  A large shopping centre is adjacent to the school.

- **Other local facilities**
  See further comments

- **Local Government body**
  Onkaparinga City Council, phone 83746200. Council Publication is called CONTACT, available in Hub Library. Communicates news, policy changes, issues.

11. Further Comments

Aberfoyle Park High School has a range of well developed facilities, some of which are jointly owned or used with the community. These include the Library, Performing Arts Centre and the gymnasiums. The school is well thought of in the community and has a reputation for working hard to meet the needs of students and supporting them to achieve high standards.