

SCHOOL CONTEXT STATEMENT

Updated: December 2017

School number: 1673

School name: ABERFOYLE PARK HIGH SCHOOL

General Information

School Name: ABERFOYLE PARK HIGH SCHOOL
School No: 1673 Courier: N/A
Principal: Marion Coady
Deputy Principal: Craig Duguid
Postal Address: Taylors Road East, ABERFOYLE PARK 5159
Location Address: Taylors Road East, ABERFOYLE PARK 5159
District: Southern Adelaide Region
Partnership: South Valley Precinct
Distance from GPO: 24kms
Phone No: 8270 4455
Fax No: 8370 5819
Website: www.aphs.sa.edu.au
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February FTE Enrolment	2011	2012	2013	2014	2015	2016	2017
TOTAL	1089.5	1051	1004	1003	1013	1001	1067
School Card percentage	15.2	18.26	19.12	15.45	11.55	12.58	14.06
NESB Enrolment percentage	12.6	12.27	12.94	11.36	10.85	14.38	13.21
Aboriginal Enrolment	11	8	12	16	18	19	18

Staffing numbers

The school currently has 68 teaching staff and 16 leadership positions, 1.6 Youth Workers, 22 SSO staff, 2 grounds staff and a Chaplain.

Enrolment trends

The enrolment numbers have been stable over the last few years.

Special arrangements

The school has a unique design, integrating educational and community services. It is situated next to the Hub Centre that provides local government, recreational, significant retail and other commercial facilities, and a wide range of professional and semi-professional services. The school facilities include a Performing Arts Centre, which is 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 Belgravia 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 is part of the South Valley Precinct, which is a partnership of seven Preschools, six Primary Schools and Flinders University. We are also the Advanced Technology lead school for Southern Adelaide and have a strong partnership with Flinders University through the Science Maths Academy at Flinders University (SMAF) program.

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 & B).

A Departmental transport service brings students from near country areas.

Students (and their welfare)

General characteristics

Our retention rate is very good and generally the school is at capacity. The 2017 enrolment details are:

Year 8	= 253
Year 9	= 156
Year 10	= 211
Year 11	= 231
Year 12	= 213
Year 13	= 3.5

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. The school maintains an extensive co-curricular program that assists students to develop specific and generic skills such as teamwork as well as a sense of responsibility and community. Both students and caregivers provide strong support for sporting, music, drama, dance, outdoor education, debating 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. This includes visits during Year 7. 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. Home Groups across all year levels are organised on the basis of educational need. Our Big Brother and Big Sister Peer Support Program consolidates the Year 8 induction. Home Group teachers form a pivotal link between home and school and assist students with organizational matters, and provide support and encouragement to become involved in the life of the school. Further support is provided by our two Wellbeing Leaders, two Youth Workers, Chaplain, Middle and Senior School Teams and members of the Executive Team. The Student Wellbeing Leaders manage a range of programs that provide opportunities for leadership and mentoring of students at risk and those who are new to our school. We also have a Psychologist onsite one day a week.

Student Voice

The Student Voice Team (SVT) is a network of student leaders working to strengthen their capacity to speak and take action on behalf of fellow APHS students. The SVT advocates for APHS students, by regularly seeking student ideas and opinions, whilst both contributing and participating in the decision-making processes of the school. Members of the SVT are on the Environment Group and Governing Council. In addition, the SVT look to make improvements within the wider and global community by fundraising to support those less fortunate and addressing issues relevant in our school community. The SVT also offers opportunities for student leadership and initiative.

Students can also nominate to be an APHS Ambassador and support the school through their role with visitors, parents, new students, prospective students, International students and visits to Primary Schools. Student voice is valued at APHS.

We also have a very strong EQ Headquarters group that supports diversity within the school through. We have made a commitment to build a school that is free from homophobic and transphobic bullying – a school that is safe and inclusive for same sex attracted, intersex and gender diverse students and staff. A group of students have led the way to ensure LGBT+ students feel safe and included at APHS, by creating a team called EQHQ (Equality Headquarters) whereby students who identify as LGBT+ and their supporters, can meet in a safe space, support each other and also plan future initiatives.

Support offered

The school has multiple teams that work collaboratively to support students. The Wellbeing Team for Learning includes members from the Middle and Senior School team, the Learning Support Coordinator, two Wellbeing Leaders, two Youth Workers and a Chaplain. This team has a strong focus on proactive programs, personal and crisis counselling, course counselling, career education, TAFE/Work/University options and Students At Risk.

Student management

The school has sound student management policies and practices. Our school values of Respect, Care & Compassion & Honesty, and the processes of Restorative Practice underpin our student behaviour management strategies. The Middle School and Senior School Leaders and Executive Team members support students and teachers and liaise with parents and DECD referral teams as necessary.

Special programs

We have many extra-curricula offerings including:

- ◆ Ambassador program
- ◆ Leadership conferences
- ◆ EQ Headquarters
- ◆ Student Voice Team
- ◆ Environment Group
- ◆ World Challenge
- ◆ Western Front Tour
- ◆ Spanish/Japanese Study & Cultural
- ◆ Tours
- ◆ International Buddy Program
- ◆ International Music & Art Cultural Tour
- ◆ Overseas Exchanges
- ◆ International competitions
- ◆ Sound & Lighting Crew
- ◆ Film Unit
- ◆ Dance Club
- ◆ United Nations Youth SA Young Diplomats Initiative
- ◆ Debating
- ◆ Surf School
- ◆ Interschool Sport
- ◆ Knockout Sport
- ◆ Sports Day
- ◆ House Activities

IGNITE

Aberfoyle Park High School is one of three DECD funded IGNITE secondary schools in South Australia. The IGNITE program for Gifted and Talented students incorporates acceleration and enrichment. The IGNITE student body comprises nearly 25% of the school's student cohort. The IGNITE program offers an accelerated Middle School curriculum that enables a broad range of choices in the Senior Years.

The teaching staff undertake training in gifted education that focused on the principle of differentiation to support learners needs for IGNITE students and students across the whole school.

ICT

APHS is recognised for its creative, innovative and "cutting edge" work in ICT and has been awarded the "Apple School of Excellence" and "Apple Distinguished Program" status. The school has a comprehensive network infrastructure to all buildings that includes a wireless network. 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, design, music, word processing, power point, spreadsheet, database, desktop publishing and multimedia. The school has implemented a parent purchase 1:1 iPad program since 2013 to enable all courses to be available 24/7 via iTunesU, iBooks, Moodle and other e-forms.

Advanced Technology School

APHS is implementing Advanced Technology and provides students in Years 8-10 with an exciting Problem Based STEM curriculum leading into multiple STEM Pathways into the Senior School and beyond. Many extra-curricula STEM opportunities are offered every year, including relationships within industry and the tertiary sector.

Science Mathematics Academy @ Flinders University (SMAF)

APHS is in collaboration with six other Southern Schools for students of SACE Stage 2 Chemistry, Physics and Specialist Mathematics to undertake their studies at Flinders University. Students are instructed by specifically selected teachers from the participating schools and have access to Flinders University facilities and student mentors. This program forms a positive part of student's transition to University.

Extension Studies

This program enables students to commence their university studies at Flinders University whilst still in Year 12 through a scholarship application process.

Key School Policies

Our Vision:

To be a highly effective professional learning community (PLC) with young people at the centre of everything we do. Our Site Improvement Plan guides the development and consistent implementation of our whole school efforts to improve learning outcomes and to ensure that all students achieve to a high standard.

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 our students and their learning
- Committed to ensuring students achieve to a high standard
- Professional in all of their undertakings

Our Students:

- Achieve their personal best
- Are an ongoing source of pride

Curriculum

The Australian Curriculum and SACE direct Aberfoyle Park High School curriculum and we offer a range of ways for student's to progress into the Senior School. Please see our curriculum handbook for further details: <http://www.aphs.sa.edu.au/curriculum-handbook/>

At Year 8 students are provided with a broad and balanced curriculum including a choice of two languages, Japanese or Spanish, the option of Specialist Music for a full year and Visual Art and Drama or Dance or General Arts that includes a term each of Visual Art, Dance, Drama and Music. Year 9 and 10 students are provided with all Australian Curriculum entitlement subjects and a diverse range of electives to meet student strengths and interests.

Senior School curriculum offerings provide students with a range of post school options, including further education, training and employment. The school is a member of the South Adelaide and Fleurieu Secondary Schools Alliance (SAFSSA). Through this Alliance students have access to a range of VET programs.

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Student Support

Students are provided with additional support by our expert Special Education Teachers and School Support Officers through our Learning Support Centre, in class support, Literacy Intensive Flexible Teaching (LIFT) class, case management and work completion.

Sporting Activities

A wide range of sporting activities is available to students. Aberfoyle Park High School is regularly involved in:

- SSSSA and School Sport South Australia Championship events including Football, Netball, Soccer, Rugby and others depending on student numbers each year.
- Strong Sports Day involvement with the introduction of a 'House' system in 2011 and a sound Athletics tradition.
- 100km, 50km and Ekiden relays as well as State Cross Country Championships.
- A wide variety of sports in either knockout Competitions or "come and try" Lightning Carnivals.
- 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.
- Regular ski trips to Victoria.

Other Co-Curricular Activities

General

We have a range of international excursions that value adds to our curriculum offerings that run every two to three years including:

- Spanish Language and Cultural trip to Salamanca Spain including intensive language learning and home stay.
- Japanese Cultural trip including home stay and time at a Japanese school.
- Western Front Tour to London, France, Belgium when possible.
- Arts and Music Cultural Tour to Europe.
- World Challenge to Asia.
- Singapore International Science Challenge.

Staff Leadership

Leadership structure – 2018

PRINCIPAL	Marion Coady
DEPUTY PRINCIPAL	Craig Duguid
DIRECTORS <ul style="list-style-type: none"> • Senior School / International 	Dale Hoffman
ASSISTANT PRINCIPALS <ul style="list-style-type: none"> • Middle School/8-12 Student Wellbeing • Innovative STEM Futures • Timetable / Daily Operations and Data • Senior School Innovation 	Cassie Dickeson Jarrod Chave Maurice Akele Fran Charlton
BUSINESS MANAGER	Carolyn Vowels
SENIOR LEADERS <ul style="list-style-type: none"> • English / Ignite (PR) • HASS / Ignite (Student Management) Middle School • The Arts / IMS 	Rebecca Smitran Claire Forsyth Vicki Holland
COORDINATORS <ul style="list-style-type: none"> • HPE • Mathematics and Science • Learning Support • SACE • 2 x Wellbeing Leaders 	Richard Garrett Shannyn Siemens Sally Wilson Brian Stratfold Nathaniel Steele Hayley Wiedermann
MIDDLE SCHOOL LEADERSHIP TEAM Claire Forsyth Richard Garrett Sally Wilson	SENIOR SCHOOL LEADERSHIP TEAM Dale Hoffman - Director Kass Holmes Oksana Kaczmarsky Brian Stratfold Fran Charlton
<p><i>The Middle and Senior Leadership teams work collaboratively taking collective responsibility for all students enrolled in the middle or senior years. Individual case management is provided by the Leaders to provide the necessary support structures and interventions for all students to achieve success. Structures implemented support and develop a culture of continuous improvement and a culture that focuses on learning and achieving at high levels.</i></p>	

Staff support systems

- A comprehensive induction program is conducted.
- Personnel Advisory Committee.
- Step 9 – encouraged, planned, implemented and reviewed.
- Professional Learning Community structure including shortened day (Tuesday) for dedicated PLC meetings to allow for professional discourse to engage all staff with current student learning trends.
- Clear grievance procedures as per DECD policy.
- Strong line management and buddy support structures.
- Many other Professional Development opportunities are made available within the school, such as, Australian Curriculum implementation, IGNITE and IT.
- Information about externally run Training and Development is available.
- Staff are encouraged to present at various professional development days both within and outside the school.

Performance and Development

The staff participates in whole school performance and development as per DECD Policy and Practices. Staff are expected to plan and evaluate their performance and development based on the Australian Standards for Teachers. At least two meetings of individual staff members and Line Managers per year are held, usually one in Term 1 and the other in Term 4. Time release is available to ensure meetings can take place and for Line Managers to provide written feedback for each staff member annually.

Staff utilisation

The majority of staff teach in their areas of expertise. Time allocation for specific duties is negotiated through the Personal Advisory Committee and is within the requirements of the current Enterprise Agreement.

Access to specialist staff

A number of Instrumental Music teachers teach students throughout the year.

School Facilities

Buildings and grounds

Aberfoyle Park High School has a unique, open design, integrating educational and community services. It has a 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 a number of outstanding computer suites with specialist software for curriculum delivery. 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 Information and Communication Technology and has been well resourced in this area. The school has been allocated \$10 million for Building Better Schools Funding.

Cooling

The whole school is air-conditioned.

Specialist facilities

Specialist facilities include: a Community Library with extensive information technology resources, two Gyms, Performing Arts Centre, multiple e-Learning commons, Curriculum IT laptop pods, Apple TV and data projectors or TVs in each room, Sound Studio, Dance Studio and Design Studio. The school has been allocated \$2.5million to develop STEMWork facilities.

Student facilities

Canteen, counselling suite, senior school study centre, student services centre, sick room, large shaded areas, outside seating.

Staff facilities

Individual or small group offices based on curriculum areas; large staff lounge; access to IT including a MacBook Air and iPad/teacher, access to gym 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 and the school is accessible by public transport.

Other

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

School Operations

Decision making structures

- The Governing Council is representative of parents, students, staff and other local community interests and provides overall governance.
- The Finance Advisory and Facilities Committee is representative of parents and staff and reports to Governing Council.
- The Leaders group makes recommendations re curriculum and operational matters including Professional Learning.
- PAC is responsible for the effective deployment of human resources consistent with the current Enterprise Agreement. Members of the PAC are required to consult with and represent all staff in relation to human resource matters.
- WHS committee meets regularly to ensure compliance with all WHS requirements.
- Each staff member is involved in Curriculum meetings in which learning delivery, assessment and mentoring students are supported for achievement are discussed.
- Whole staff professional learning is delivered throughout the year.
- Other task groups are formed as required.

Regular publications

e-Newsletter, curriculum wordpress, 7-8 transition package, e-staff hand book, daily bulletin, Stop Press

Other communication

APHS web site, meetings, minutes of meetings, phone calls, parent interview nights, open night, principal tours, informal teacher-parent telephone calls / emails and DayMap student and parent portals.

School financial position

Current spending priorities are: Site Improvement Plan, ICT, learning areas, maintenance and replacement program for facilities.

Special funding

Additional funds come from a small group of international full-fee paying students and short-term international student visits.

DECD funded projects include IGNITE and Special Education.

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 low income. Many students in the IGNITE program travel from outside the area.

Governing Council, Year 8 and Year 12 acquaintance nights, parent teacher interviews, parent forums, open night, curriculum information days/nights are all well attended. IGNITE Parent sessions are held regularly, parent support evenings are held to inform parents about various aspects of the school including Pathways, SACE and VET. Parents are regularly informed re development of school policies and initiatives. The school has established grievance procedures.

Feeder schools

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