

Aberfoyle Park High School

School Context Statement



School Name: Aberfoyle Park High School
 School No: 1673
 Courier: N/A
 Principal: Marion Coady
 Deputy Principal: Cassie Dickeson
 Postal Address: Taylors Road East
 ABERFOYLE PARK 5159
 Location Address: Taylors Road East
 ABERFOYLE PARK 5159
 District: Southern Adelaide Region
 Partnership: South Valley Partnership
 Phone No: 08 8270 4455
 Website: www.aphs.sa.edu.au
 Email: APHS.Info970@schools.sa.edu.au



February FTE Enrolment	2016	2017	2018	2019	2020	2021	2022	2023
TOTAL	1001	1067	1078	1040	1002	998	1149	1072

Staffing Numbers

The school currently has 61 teaching staff and 24 leadership positions, 1.8 Youth Workers, 1 .0 Social Workers, 28 SSO staff, 2 grounds staff and a Pastoral Care Worker.

Strategic Plan

The Governing Council approved the Strategic Plan 2018-2023 in 2018 after consultation commenced in 2017 with students, parents/caregivers and staff.

School Vision

Collective commitment to the learning, achievement and wellbeing of every student to enable them to develop, acquire and enhance their capabilities for lifelong learning including creative and critical thinking, independence and effective citizenship.

This is achieved through:

STRATEGIC DIRECTION 1 – Aspire and Achieve

Development of capabilities supporting participation and engagement in learning to support students to aspire to improved achievement.

STRATEGIC DIRECTION 2 – Thrive and Flourish

Improve wellbeing through development of resilience and perseverance supporting connections within the school and to the community so that all students thrive and flourish.

STRATEGIC DIRECTION 3 – Connect and Communicate

Develop and enhance opportunities to ensure a sense of belonging by broadening student perspectives and



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communication skills through co-curricular and community connections and involvement at the local, national and global level.

School Values

The School values are:

- Respect
- Care and Compassion
- Honesty

Respect for the dignity and worth of every individual and the environment. This includes constructive contribution to a safe, orderly, collaborative and productive culture supporting communication, inclusivity, learning and achievement, and school pride.

Care and compassion is the valuing of self and others and understanding the diversity within and outside our school community.

Honesty is the ability to be truthful with oneself and take responsibility for behaviours and actions demonstrating a growing understanding of their impact on self and others.

Special Arrangements

The school has a unique design, integrating educational and community services. It is situated next to the Aberfoyle 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 after school hours, including weekends.
- The school/community indoor recreation complex is accessible during school time.
- The Happy Valley Sporting Complex enables access to a soccer oval, football and cricket oval, tennis courts, bowling green and BMX track.

Partnerships

The school is part of the South Valley Partnership, which is a partnership of seven Preschools and six Primary Schools. We have partnerships with Flinders University and The University of Adelaide, with our students having opportunities to link into a range of programs to extend their learning.

Year of Opening

1984

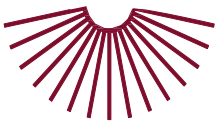
Public Transport Access

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 Aberfoyle Park High School at 3.25pm

(School Bus A & B).

A Departmental transport service brings students from near country areas, including Clarendon.



Students (and their welfare)

General Characteristics

Our retention rate is very good and generally the school is at capacity. The 2023 enrolment details are:

Year 7	
Year 8	= 203
Year 9	= 199
Year 10	= 254
Year 11	= 201
Year 12	= 183

In many families, parents/caregivers work during the day. Young people are expected to assist around the home and consequently develop a 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 including teamwork as well as a sense of responsibility and community. Both students and parents/caregivers provide support for sporting, music, drama, dance, outdoor education, debating and other such activities.

Student Wellbeing 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 6. From the start of Year 7 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. The Big Brother and Big Sister Peer Support Program consolidates the Year 7 induction. Care Group teachers form a pivotal link between home and school, assisting students with organisational matters, as well as provide support and encouragement to become involved in the life of the school. Our Wellbeing Leader, two Youth Workers, Pastoral Care Worker, Middle and Senior School Teams and members of the Executive Team provide further support. 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.

Student Voice

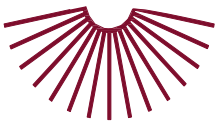
The Student Voice (SV) is a network of student leaders working to strengthen their capacity to speak and take action on behalf of fellow Aberfoyle Park High School (APHS) students. The SV offers opportunities for student leadership and initiative. The SV advocates for APHS students, by regularly seeking student ideas and opinions, whilst both contributing and participating in the decision-making processes of the school. Student School Leaders are on the Governing Council. In addition, the SV 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.

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

We are committed to acceptance and valuing diversity within the school. 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 the Rainbow Hive Club whereby students who identify as LGBT+ and their supporters, can meet in a safe space, support each other and 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 Pastoral Care Worker. 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.



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Student Management

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

Special Programs

We have many extra-curricular offerings including:

- Ambassador program
- Leadership conferences
- Rainbow Hive
- Student Voice
- Environment Group
- World Challenge
- Western Front Tour
- Spanish/Japanese Study & Cultural Tours
- International Ambassador Program
- Overseas Exchanges
- Robotics Club
- International competitions
- Sound & Lighting Crew
- Dance Club
- United Nations Youth SA Young Diplomats Initiative
- Debating
- Interschool Sport
- Knockout Sport
- Sports Day
- House Activities

ICT

The school has a comprehensive network infrastructure to all buildings that includes a wireless network. Students have access to computer suites housing PCs and work with a variety of software whether it is programming, CAD or computer applications, design, music, word processing, powerpoint, spreadsheet, database, desktop publishing and multimedia. The school has implemented a parent purchase 1:1 device program to enable access for students to be available 24/7 via DayMap and other eLearning forms.

Extension Studies

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

Key School Policies and Procedures

Documentation and review of Key Policies and Procedures occurs in an ongoing way. This includes a comprehensive and annually updated Staff Handbook, supporting staff new to the school.

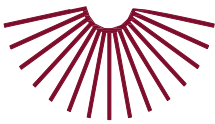
The School Values are:

- Care and Compassion
- Respect
- Honesty

Fundamental School Beliefs:

Our School:

- Strives for and celebrates excellence
- Is dynamic, innovative and creative
- Is safe, positive and caring



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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

Aberfoyle Park High School delivers curriculum consistent with the Australian Curriculum, the SACE Board and the International Baccalaureate World Schools. We offer a range of ways for students' to progress into the Senior School. Please see our curriculum handbook for further details: <http://www.aphs.sa.edu.au/curriculum-handbook>

At Year 7 and 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 8 students have a semester of their choice. Year 9 and 10 students are provided with the Australian Curriculum as well as a diverse range of options 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 delivered with the school and other schools through Registered Training Organisations.

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 and numeracy classes, 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:

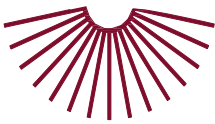
- SSSSA and School Sport South Australia Championship events including football, netball, soccer, rugby and others depending on student interest and numbers each year.
- Sports Day involvement with the introduction of a 'House' system in 2011 and a sound Athletics tradition.
- 100km, 50km and Ekiden 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.
- Bi-annual ski trips to Victoria.

Other Co-Curricular Activities

General

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

- Spanish Language and Cultural trip including intensive language learning and home stay.
- Japanese Cultural trip including home stay and time at a Japanese school.



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- Western Front Tour to London, France, Belgium when possible.
- Arts and Music Cultural Tour to Europe.
- World Challenge to Asia.
- Singapore International Science Challenge.

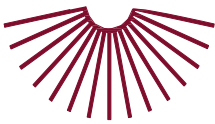
Staff Leadership

Leadership Structure – 2023

PRINCIPAL	Marion Coady
DEPUTY PRINCIPAL	Cassie Dickeson
ASSISTANT PRINCIPALS <ul style="list-style-type: none"> • Middle School/7-12 Student Wellbeing • Timetable / Daily Operations and Data • Senior School Innovation / Career Education 7-12 • Innovation in Curriculum and Pedagogy 	Jenna English Jarrod Chave Fran Charlton Ryan Brown
BUSINESS MANAGER	Lee Pope
SENIOR LEADERS <ul style="list-style-type: none"> • Director of Music and the Arts • Senior School Innovation, including SACE • Middle School Innovation • Learning Inclusion 	Steve Kammermann Julie Mohtasham Shauna Thompson Ben Young
COORDINATORS <ul style="list-style-type: none"> • HPE • Mathematics • Science • Wellbeing • English • LOTE • VET • Year 7 • Year 8 • Year 9 • Year 10 • Year 11 • Year 12 	Anita Sharrad Ash Brook Kerry Pinchbeck Jules Hannaford Chris Brookes Kate Lonergan Kass Holmes Vanessa Ingram Jen Shinnick Shauna Thompson Kirsty Ramsay Julie Mohtasham Harmony Fenoughty
MIDDLE SCHOOL LEADERSHIP TEAM Jenna English Vanessa Ingram Jen Shinnick Shauna Thompson	SENIOR SCHOOL LEADERSHIP TEAM Fran Charlton Julie Mohtasham Kirsty Ramsay Harmony Fenoughty Kass Holmes
<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 occurs 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>	

Staff Support Systems

- A comprehensive induction program is conducted.
- Personnel Advisory Committee.
- Step 9 – encouraged, planned, implemented and reviewed.
- On Tuesday the day is shortened for meetings, to allow for professional discourse to engage all staff with current student learning trends.



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- Clear grievance procedures consistent with the Department for Education policy and procedures.
- Line management and buddy support structures.
- Professional Development opportunities are made available within and outside the school.

Performance and Development

The staff participates in whole school performance and development consistent with the Department for Education 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 3/4. Line Managers provide written feedback for each staff member annually. Teaching staff use Pivot surveys to seek feedback from students and their practices.

Staff Utilisation

The majority of staff teach in their areas of expertise. 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.

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 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 Capital Works, formerly Building Better Schools Funding and \$2.5million expenditure on STEMWorks, which has seen the development of Advanced Technologies areas and redeveloped science teaching facilities.

The school has undergone significant Capital Works, including \$14 million redevelopment over 2020-2022 and \$2.5 million on STEMWorks.

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 and data projectors in each room, Sound Studio, Dance Studio and Design Studio.

Student Facilities

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

Staff Facilities

Individual or small group offices based on curriculum areas, large staff lounge, access to IT including a laptop, access to gym for activities as well as access to phones, email and internet.

Access for students and staff with disabilities

There are ramps to library, sloping pavements to accommodate undulating terrain and disabled toilets. Students



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with mobility difficulties are timetabled for downstairs lessons because there are no lifts, other than in the administration area for people to access the theatre. 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 Leadership team makes recommendations relating to curriculum and wellbeing 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 teaching staff member is involved in Curriculum Teaching Team 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 groups are formed as required.

Regular Publications

e-Newsletter, e-staff handbook and daily bulletin.

Other Communication

APHS website, 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.

Special Funding

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

Department for Education funds and additional funds– IGNITE, Special Education and the International Baccalaureate Diploma Programme.

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, 24kms from the city centre, with most homes in the district being



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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 7 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 information 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, Our Saviour, Pilgrim and Nativity. However, APHS currently has 40+ primary schools represented in our Year 7 cohort, due in part to our IGNITE program.