



SCHOOL CONTEXT STATEMENT

School number: 1184

School name: VALLEY VIEW SECONDARY SCHOOL

School Profile:

Valley View Secondary School is an expanding public high school in the North Eastern region and a member of the Montague Partnership. Our focus is on Quality, Contemporary Teaching and Learning through a culture of Learning and High Expectations.

OUR VALUES: We recognise the importance that community, business, industry and tertiary education bring to shape and inform the dispositions, graduate qualities and employability skills our students need to successfully transition from school to work or further education. Therefore, in partnership with our external and internal stakeholders, our values for 2020 onwards are:

- Communication
- Attitude
- Responsibility
- Resilience

OUR MOTTO: Every Student Matters

HOUSE SYSTEM: The House System underpins the positive learning and wellbeing culture at VVSS. In 2019, the four Houses were named after former old scholars CNSLR Mr Arman Abrahamzadeh, Assistant Police Commissioner Ms Linda Fellows, Dr Melissa Pitman and Mr Raymond Crowe.

Together with our Living values, each ambassador demonstrates and role-models determination, perseverance and excellence for our students.

- **ARMAN House** Mascot: Crocodiles
- **FELLOWS House** Mascot: Dingoes
- **PITMAN House** Mascot: Sharks
- **RAYMOND House** Mascot: Red backs



Our school delivers rigorous programs of learning aligned to the Australian Curriculum and the SACE. Our commitment is to provide students with a diverse range of curriculum offerings connected to their future aspirations and pathways.

1. General information

- School Principal name: Ms Yvette Swaalf
- Deputy Principal's name: Mr Peter Voudantas
- Postal Address: 240 Wright Road Para Vista 5093
- Location Address: 240 Wright Road Para Vista 5093
- Year of opening: 1979
- DfE Region: Metro North
- Geographical location from GPO (km): 16kms
- Telephone number: 8360 6111
- Fax Number: 8360 6112
- School website address: www.valleyview.sa.edu.au
- School e-mail address: dl.1184.info@schools.sa.edu.au

February FTE student enrolment:

	2016	2017	2018	2019	2020
Year 8	45	46	76	46	84
Year 9	49	51	66	54	72
Year 10	42	49	45	80	48
Year 11	48	42	54	52	60
Year 12	72	61	60	61	36
Totals	256	249	301	293	300

School Card Percentage Enrolment

2016	2017	2018	2019	2020
39%	39%	42%	50%	-

Non-English Speaking Background Enrolment

2016	2017	2018	2019	2020
26%	22%	23%	19%	23%

Aboriginal Learners Enrolment

2016	2017	2018	2019	2020
8%	8%	9%	9%	8%

Student enrolment trends: Over the past 5 years, enrolments have steadily increased. Our intense focus on contemporary teaching and learning has resulted in an increase in Year 8 enrolments in 2020. Feedback from our parent body indicates an increase in the confidence in teachers and leaders to deliver a rigorous curriculum in a supportive, safe environment.



Our predicted enrolments over the next 2 years is 430. As community confidence continues to grow, the school is preparing for a significant increase in enrolment to approximately 430. This will include Year 7 enrolments in 2022.

- Staffing numbers (as at February census):

Full Time Equivalent (FTE) teaching staff:

Position	Total FTE
Ancillary Staff	14
Teachers	12.0
AET	0.4
ASETO	0.4
GSE	1.0
House Managers	4.0
Coordinators	6.4
Senior Leader	1.0
Assistant Principal	1.0
Deputy Principal	1.0
Principal	1.0

- Public transport access: The school is easily accessible by public transport. The 506 bus stops directly in front of the school on Wright Road. The 560 bus stops nearby on Montague Road and the 209 bus also stops in close proximity.

2. Students (and their welfare)

- General characteristics:

Valley View is classified federally as having a high level of disadvantage. There is considerable diversity amongst the student population. Approximately 23% of students are from a Non-English Speaking Background (NESB). In excess of 20 languages are spoken by students and their families. Approximately 42% are School Card Holders. 37 students have a Negotiated ONE Plan and 25 students identify themselves as Aboriginal.

- Student well-being programs:

The Wellbeing for Learning and Development (WLD) lessons occur each week and allow for the delivery of the Child Protection Curriculum with a strong focus on the school values of Responsibility, Communication, Resilience and Attitude. The WLD lesson also allows for the school community to engage in meaningful discussions and thought-provoking questions to support students with their engagement, relationships, achievement and wellbeing. Each of the school values are linked to an aspect of the Child Protection Curriculum and the program's outcomes are measured by the Student Wellbeing and Engagement data.



- Student support offered:

At Valley View Secondary School we are fortunate enough to have Pastoral Care Worker Tabby Ryan. Pastoral Care Workers are an initiative of the Department for Education's School Chaplaincy Program which is designed to support schools in promoting wellbeing of students, staff and families. This occurs in a variety of ways including but not limited to one- one support, small group work and mindfulness therapy. Sessions can be requested by students, class teachers, parents or senior leaders. Tabby has a Bachelor of Education and a Masters of Counselling and brings to this role extensive experience working with children, youth and families in teaching and counselling roles.

We recognize that the Mental Health and Wellbeing needs of Australian School students are complex and multi-faceted. Along with our own Mental Health and Wellbeing programs and support services we have teamed up with Grow Wellbeing to provide a pro-active and community-based approach to enhancing Wellbeing. Grow Wellbeing are able to provide a mobile, in-home and community based mental health support service through a team of expert Health professionals including Social Workers, Psychologists, Clinical Psychologists, Occupational Therapist and consulting GP's.

- Student management:

At Valley View Secondary School, we believe that a holistic approach to children and young people's development sets the trajectory for lifelong wellbeing outcomes. It encompasses many sides of life: social, cognitive, emotional, physical and spiritual.

The Learning for Wellbeing Team build positive physical, emotional and social wellbeing for students. Our focus is on improving student engagement, achievement and enhance success in learning. We aim to improve capacity to effect behavioural change for students to become a more positive, inclusive and welcoming school culture and to harness partnerships between school, family and community. The Learning for Wellbeing Team includes Student Wellbeing Leaders, the Aboriginal Education team, Attendance and Engagement Social Workers, Family Focus Social Worker, Psychologists, Mental Health Social Workers, Inclusive Education Leaders and House Managers.

We promote the wellbeing and resilience of children and young people by inspiring, engaging and empowering through the Wellbeing Framework and support the aims of the Australian Student Wellbeing Framework.

- Student government:

Active engagement in the school and the wider community allows students to take ownership of their learning. The Student Voice Team gives young people the chance to contribute their perspectives on factors which influence their education and community. The Student Voice Team is elected at the start of the year, by their peers, and is involved in various aspects of school life including House activities, school community events and awareness days.

- Special programmes:

The Youth Affairs Council of South Australia (YACSA) is the peak body in South Australia that represents the interests of young people. Their aim is to encourage young people, and those working with them and for them, to achieve meaningful improvements in the quality of young people's lives. YACSA is working closely with the school's student voice team and the Department for Education's Engagement and Wellbeing team around the implantation of the Bullying Prevention Strategy at our site.



3. Key School Policies

- Site Improvement Plan (SIP) and other key statements or policies:

Our SIP has a focus on 3 main goals which have been identified as the areas of focus to improve student learning outcomes. Extensive consultation and analysis of our school data during 2019 resulted in our reviewed SIP for 2020:

The 3 goals are:

Goal 1: Increase the number of students obtaining C-grade or better in all learning areas

Goal 2: Through the explicit teaching of reading across all learning areas the number of students achieving SEA in reading will increase

Goal 3: Through the explicit teaching of Mathematics and Numeracy across all learning areas, the number of students achieving SEA in Numeracy will increase

All staff have contributed to the development of the SIP. Whole school agreements and action plans on how these goals will be realised will be developed to ensure all staff approach learning improvement through accountability and evidence-based strategies and processes.

VVSS has all compliant policies in place which can be found on our website <https://www.valleyview.sa.edu.au/about-us/school-context-policies/>. Key policies and procedures which support a culture of high achievement and learning include:

- ✓ Mobile Device Policy
- ✓ Assessment and Reporting Policy
- ✓ Performance and Development Policy
- ✓ Homework Policy
- ✓ Deadline Policy
- ✓ Anti-Bullying and Harassment Policy
- ✓ Cyber Safety Agreement
- ✓ Behaviour Management Procedure
- ✓ Attendance Procedure

Recent key outcomes:

A very successful school musical was run in 2019, Alice in Wonderland, with students from all year groups involved both on stage and behind the scenes.

The school also took part in a fund raiser to support a school in Kurdistan. The raised funds through a walk, and buying a range of food. The students managed to raise \$341 which would go a long way to buy materials needed by the school.



4. Curriculum

Our Middle School program (Years 8 – 10) enables all students to study the Australian Curriculum through a rigorous and comprehensive lens.

- The Australian Curriculum is designed to develop:
 - successful learners
 - confident and creative individuals
 - active and informed young people who are ready to take their place in society

YEAR 8 - OVERVIEW

The year is divided into 2 semesters – Semester 1 and Semester 2. All students study 7 subjects in each semester, a total of 14 subjects for the year.

Year 8 Subjects, all students must complete:

- 2 semesters of English, Mathematics, Science, Language and HASS (including History, Geography, Civics and Citizenship, Economics and Business)
- 3 terms of the Arts - 1 term each of Drama, Music, Visual Art
- 3 terms of Technology - 1 term of Design Technologies, 1 term of Digital Technology, 1 term of Food Technology
- 1 semester of Health and Physical Education (HPE)

YEAR 9 - OVERVIEW

The year is divided into 2 semesters – Semester 1 and Semester 2. All students study 7 subjects in each semester, a total of 14 subjects for the year.

Year 9 **Compulsory Subjects**, all students **must** complete:

- 2 semesters of English, Mathematics and Science
- 1 semester of History
- 1 semester of Health and Physical Education (HPE)

Year 9 **Choice Subjects**:

- Technologies
 - up to 2 semesters Design Technologies
 - 1 semester Digital Technologies
 - 1 semester Food Technologies
 - 1 semester of Pedal Prix
- The Arts
 - up to 2 semesters Visual Arts
 - up to 2 semesters Music
 - 1 semester Performing Arts (Dance/Drama)
 - 1 semester Media Arts
- HASS
 - 1 semester Business and Enterprise
 - 1 semester Geography
- Languages
 - 1 semester of Italian

YEAR 10 - OVERVIEW



The year is divided into two semesters – Semester 1 and Semester 2. All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

Year 10 **Compulsory Subjects**, all students **must** complete:

- 2 semesters of English, Mathematics and Science
- 1 semester of History
- 1 semester of Health and Physical Education A (HPE)
- 1 semester of SACE Stage 1 Personal Learning Plan (PLP)

Year 10 **Choice Subjects**:

- Technologies
 - up to 2 semesters Food and Hospitality
 - up to 2 semesters Digital Technologies
 - up to 2 semester Food Technologies
- The Arts
 - up to 2 semesters Visual Arts
 - no less than 2 semesters Music
 - 1 semester Performing Arts (Dance/Drama)
 - 1 semester Media Arts
- HASS
 - 1 semester Geography
 - 1 semester Business and Enterprise
- Health & Physical Education
 - up to 1 semester Physical Education B
 - up to 1 semester Outdoor Pursuits



THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The school offers a wide range of SACE Stage 1 and 2 subjects and exercises the flexibilities within the SACE to maximise the potential and success of every student. All transitional pathways are supported through the SACE program offered – University, VET (Vocational Education and Training), other Registered Training Organisations, school to work transition. There are a number of vertical classes to maximize curriculum offerings. Students have access to either the NESPN Regional VET program or training with other RTOs. Students engaged in traineeships and apprenticeships are fully supported to complete their SACE.

Detailed curriculum details can be found on our website under Course Guide:
<https://www.valleyview.sa.edu.au/learning/australian-curriculum/>

- Learning Support:

At Valley View we provide SSO learning support for students with special needs. In addition to this support we provide specialised teacher intervention and support programs which are designed to address the student's specific learning needs. An Inclusive Educational Leader leads all staff to One Plans and provides staff with support on differentiation practices which best support students identified learning and social development needs.

- Intervention Program features:

Valley View runs a Levelled Literacy Intervention program as a reading intervention strategy to support students to develop their reading and comprehension skills.

- Student assessment procedures and reporting

Parents/carers currently receive 4 reports per year and are published on our DayMap Parent Portal. At the end of each term a progressive grade is given against the Australian Curriculum or SACE subject. Interim reports are also published to parents and students half-way through each term to identify students requiring additional support or intervention.

We currently have 2 Parent Teacher Interview evenings, one in term 1 and one in term 3. Parents are invited to participate in an open discussion with teachers to discuss student progress. Course counselling confirmation interviews for all students also occur in term 3.

5. Sporting Activities

Sport is important and valued at Valley View Secondary School. Students participate in a range of district and state competitions and carnivals. We are currently in the process of developing an Adelaide United Football Academy ready to be implemented in 2021. Students who are part of the Football Academy will be required to show commitment to their whole learning to ensure their position in the program including attendance, achievement and engagement across all their learning areas.

6. Other Co-Curricular Activities

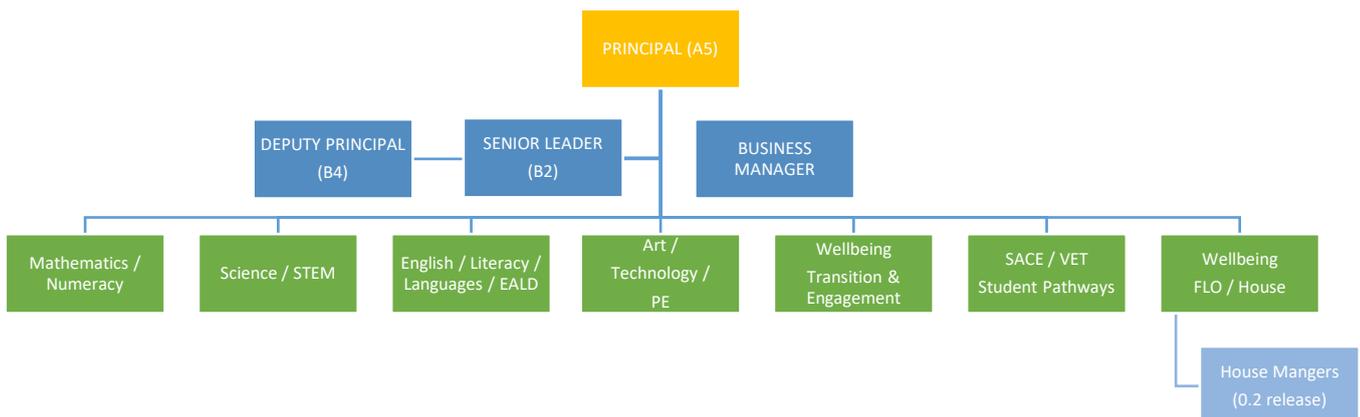
EXTRA CURRICULAR OPPORTUNITIES:

Students have the opportunity to explore their strengths, passions and experiences through extra-curricular pathways including:

1. Pedal Prix
2. Art Exhibitions
3. Drama Productions
4. Sporting pursuits
5. Student Leadership Programs

7. Staff (and their welfare)

- Leadership structure





- Staff support systems

Our House system provides structural support for all Home Group teachers and classroom teachers with the organisation of Classroom Behaviour Management. All staff have access to Professional Learning (PL) and time is provided for individuals to attend external providers and whole school professional learning is delivered to all staff via our Wednesday pm meeting times. Learning Area leaders also provide key support for all subject area teachers and related PL which is implemented during our Learning Area meetings which occur 3 times per term.

- Performance Management

Every staff member is allocated to a line manager and is required to engage in a Performance Development meeting each term. All teachers use the Teacher Professional Standards to ascertain a clear vision and reinforce the high standards we have in place to support student high achievement. Staff develop their professional practice through a supportive Performance Development Process (PDP). We have agreed PDP protocols which state that all staff are required to identify goals which align to the goals of the SIP.

8. School Facilities

- Buildings and grounds

The school buildings are of a solid modern construction. The science block was upgraded and provides excellent science teaching facilities. All general learning areas have digital wireless projectors. The site is currently planning for a \$10 million building upgrade, which will be used to modernise the resources centre, performing arts areas and create a range of modern teaching areas.

- Heating and cooling

All teaching areas are air-conditioned and have heating, with the exception of our materials technology area. Our school gym is also air-conditioned.

- Specialist facilities and equipment

A gym is located on site and is also used by the community as well as a full sized soccer pitch. The soccer pitch will be used by soccer clubs out of hours including our AUFC soccer academy program as of 2021.

In 2020 a Bring-Your-Own-Device (BYOD) program was introduced. In addition, a number of laptops are available for use in the resource centre. There are specialist technology suites available for staff and students who participate in specialist digital learning programs including Music, CAD (Computer Aided Design) and Digital Technology.

- Student facilities

Every student has a locker and is provided with a combination lock to store bags and other items. Students are not permitted to carry bags around the school.



9. School Operations

- Decision making structures

The school works within DfE policies, procedures and guidelines and enacts local practices to ensure compliancy. Most decision making will occur with the 'Stakeholder' group/team responsible for leading the area in question. Currently the standing groups/teams are:

- Executive Team
- Whole School Leadership Team
- ICT Data Management team
- Student Well Being Team
- WHS team
- Governing Council
- Finance Advisory Committee

Changes to local policies and practices are endorsed at the appropriate level according to stakeholder involvement.

- Other communication

All parents have access to the DayMap Parent Portal. The school holds an Acquaintance night early in the New Year and an open night in March. Newsletters are published 2 times a term.

10. Local Community

Parent and Community Involvement:

Valley View Secondary School has an active Governing Council and Finance Advisory Committee.

There are 3 Zoned Feeder Schools:

- ✓ Ingle Farm East Primary
- ✓ Para Vista Primary
- ✓ Para Hills East Primary

Other Local Care and Educational Facilities include:

- ✓ Goodstart Early Learning Ingle Farm
- ✓ Para Vista Child Parent Centre
- ✓ Valley View Kindergarten
- ✓ Puzzles Academy
- ✓ Walkley Heights Child Care Centre

Local Government body

- ✓ City of Salisbury