

SCHOOL CONTEXT STATEMENT

School: 1184

School name: VALLEY VIEW SECONDARY SCHOOL

School Profile:

Valley View Secondary School is a 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 collaboration, high expectations and high levels of support for our learners. There is a whole site agreement to improving student learning outcomes with a focus on Metacognition and Self-Regulated learning. These strategies reinforce the school improvement agenda outlined in the Site Learning Plan which is designed to improve student efficacy. At Valley View Secondary School, 'every student matters' and underpinning our relentless focus on student achievement are the core values of Communication, Responsibility, Resilience, and Attitude. These values are the foundation for developing student's citizenship capability and the soft skills and attributes required for active participation in our global and interconnected society with a strong site commitment to increasing student agency in learning and leadership.

OUR VISION: Valley View Secondary School empowers students to thrive as confident and resilient learners through values-based education, academic rigour, 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 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 Linda Fellows (Assistant Police Commissioner), Melissa Pitman (Dr Pittman head of drug discovery in cancer research), Raymond Crow (Australia's only Unusualist performer),

Arman Abrahamzadeh (an anti-domestic violence campaigner who co-founded the Zahra Foundation Australia in 2015)

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

House	Mascot	Colour
Arman	Crocodile / Pikuwa	Green
Fellows	Dingo / Kadli	Yellow
Pitman	Shark / Nakudla	Blue
Raymond	Redback Spider / Waku	Red

Our school delivers engaging and rigorous programs of learning aligned to the Australian Curriculum, SA 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

School: 1184

Postal: 240 Wright Road Para Vista

Location: Para Vista

Year of opening: 1979

DfE:

Geographical location from:

Telephone: 8360 6111

School website address: www.valleyview.sa.edu.au

School Email: dl.1184.info@schools.sa.edu.au

February FTE student

	2022	2023	2024	2025	2026
Year 7	93	80	120	101	89
Year 8	99	98	88	106	101
Year 9	91	104	96	76	98
Year 10	88	90	102	78	74
Year 11	92	97	100	76	76
Year 12	21	40	55	56	72
Special class	13	24	22	23	22
Totals	497	533	582	596	582

School Card Percentage Enrolment

2022	2023	2024	2025	2026
34%	42%	44%	40.46%	

Non-English Speaking Background Enrolment

2022	2023	2024	2025	2026
22.2%	21.56%	17.81%	24.47%	26%

Aboriginal Learners Enrolment

2022	2023	2024	2025	2026
7%	8.21%	10.10%	9.21%	11%

Our predicted enrolments over the next 2 years continues to grow, the school is preparing for a significant increase in enrolment to approximately 620 in 2027.

Staffing numbers (as at 2026):

Full Time Equivalent (FTE) teaching

Position	Total FTE
Ancillary Staff	35
Teachers	55
AET	0.6
ASETO	0.37
GSE	1.59
Coordinators	10.6
Senior Leader	2.0
Assistant Principal	2.0
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 nearby on Roopena Street.

2. Students

General

Valley View is classified federally as having a high level of disadvantage. There is considerable diversity amongst the student population. Approximately 18% from a Non-English Speaking Background (NESB). In excess of 20 languages are spoken by students and their families. Approximately 44% are School Card Holder.

Student wellbeing

The Wellbeing for Learning (WfL) program is used to deliver the Child Protection Curriculum through the focus of our core

values of Responsibility, Communication, Resilience and Attitude. The WfL program engages the entire school community in meaningful discussions through 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 Collection data. We promote the wellbeing and resilience of children and young people by inspiring, engaging and empowering through the Wellbeing Framework that supports the aims of the Australian Student Wellbeing Framework.

Student wellbeing

The Wellbeing for Learning (WfL) program delivers a range of programs and initiatives across the school year to support students' wellbeing and engagement. The program addresses areas including the Keeping Safe: Child Protection Curriculum, values education, Positive Behaviours for Learning, self-regulated learning, house culture and student wellbeing.

The outcomes of the program are measured using Student Wellbeing and Engagement Collection data as well as internal school data and feedback. Through the Wellbeing Framework, which aligns with the aims of the Australian Student Wellbeing Framework, we promote the wellbeing and resilience of children and young people by inspiring, engaging, and empowering them.

Student support

At Valley View Secondary School we are fortunate enough to have two full time Youth Workers on site to support and empower students and families to address their wellbeing needs. Appointments can be requested by students, staff and parents. Valley View Secondary School is also engaged with the National Student Wellbeing Program, which is an initiative of the Department for Education designed to support schools in promoting social and emotional wellbeing of students. The Pastoral Care Worker, as part of this program, engages in one-to-one support and small group sessions of referred students. Both Youth Workers and the Pastoral Care Worker brings to this role extensive experience working with children, youth and families in counselling roles.

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 Wellbeing for Learning 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 positive, inclusive and welcoming school culture that nurtures partnerships between school, family and community. The Wellbeing for Learning Team includes the Assistant Principal of Wellbeing, Conditions for Learning Leader, Inclusive Education Leader, Youth Workers, Year Leave Leaders and the Aboriginal Education team. The Wellbeing or Learning team also work with other stakeholders, such as Attendance and

Engagement Officers, Social Workers, Psychologists and Mental Health Workers, to support students.

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:

Valley View Secondary School are engaged with several external programs to promote the key messages of the Wellbeing for Learning program and Child Protection Curriculum. Guest Speakers from the Road Awareness Program, Growing with Gratitude, Encounter Youth, Sammy D Foundation, Life Choices, and Power against Violence are examples of the providers that have delivered sessions at the school.

Each year a selected group of students identified by the Wellbeing for Learning Team undertakes the Operation Flinders program, as well as engaging with the Duke of Education Certificate.

3. Key School Documents

Site Learning Plan (SLP)

Our Site Learning Plan outlines a strategy to help our students become more effective learners through Metacognition and Self-Regulated Learning.

Our aim is: Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviours and reactions to their environment. Learners can pause, reflect and adjust their actions if needed.

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

Key statements & policies

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
- ✓ Performance and Development
- ✓ Homework

- ✓ Deadline
- ✓ Anti-Bullying and Harassment
- ✓ Cyber Safety Agreement
- ✓ Behaviour Management
- ✓ Attendance

4. Curriculum

Our Middle School program (Years 7 – 10) enables all students to study the Australian Curriculum through a rigorous and comprehensive program.

The Australian Curriculum is designed to develop:

- Successful individuals who can achieve their best
- confident and creative learners
- active and informed young people who are ready to take their place in the world.

Please note that the school is transitioning to the SA Curriculum, ready to adapt this exciting framework from 2027.

Certain learning areas and year levels across Yrs 7 – 10 are piloting this work.

The SA Curriculum adapts the Australian Curriculum Version 9 (AC V9) to reflect South Australia's purpose for public education. It makes explicit the learning that supports learners' cognitive, social, emotional and physical development.

Year 7 - 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.

- Students complete a term rotation in Visual Art, Performing Art, Music, Digital Technology, Design Technology, and Food Technology and 2 terms of Health and PE.
- Students also complete a compulsory full year of 55-minute Master Class in Literacy and 55-minute Master Class in Numeracy.

Compulsory subjects include full year of Maths, English, Science, HASS, and Italian,

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.

- A full year of English, Mathematics, Science, Italian and HASS (including History, Geography, Civics and Citizenship, Economics and Business)
 - 1 semester of Health and Physical Education (HPE)

- A full year of 55-minute Master Class in Literacy and 55-minute Master Class in Numeracy

Year 8 Choice Subjects:

Options for electives: Student choose 3 semesters from the following:

Maximum of 2 semesters from the Arts (exposure to Visual Art, Pottery, Music, Drama and Dance)

- Dance & Drama
- Music
- Visual Arts

Maximum of 2 semesters from Technologies (exposure to technologies in timber, metal, jewellery, textiles, food, robotics, programming)

- Design Technology
- Digital Technology
- Food Technology

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

Year 9 Choice Subjects:

Technologies

- up to 2 semesters Design Technology
- 1 semester Digital Technology
- 1 semester Food Technology

The Arts

- up to 2 semesters Visual Arts
- 2 semesters Music
- 1 semester Performing Arts
- 1 semester Media Arts

HASS

- 1 semester Civics and Citizenship
- 1 semester Business and Economics
- 1 semester Geography

Languages

- 2 semesters of Italian

Health & Physical

- 1 semester Physical Education
- 1 semester Outdoor Education

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
- 1 semester of SACE Stage 1 Exploring Identities and Futures

Year 10 Choice Subjects:

Technologies

- up to 2 semesters Design Technology
- up to 2 semesters Digital Technology
- up to 2 semester Food Technology

The Arts

- up to 2 semesters Visual Arts
- 1 semester Performing Arts
- 1 semester Media Arts

HASS

- 1 semester Civics and Citizenship
- 1 semester Business and Economics
- 1 semester Geography

Languages

- 2 semesters of Italian

Health & Physical

- up to 1 semester Physical Education
- up to 1 semester Outdoor Education
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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 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/curriculum/>

Learning Support

At Valley View we provide SSO support. In addition to this support, we provide specialised teacher intervention and support programs which are designed to address the student’s specific learning needs. Special Needs Coordinator leads all staff in the use of One Plans and provides staff with support on differentiation practices which best support students identified learning and social development needs.

Intervention Program

Valley View runs small group intervention with a qualified learning support officers in reading and numeracy to support students who require additional intervention to bridge gaps and skill deficits when required.

Student assessment procedures

Students, parents and carers will receive 2 reports at the end of each semester for Years 7 – 11. In Year 12, students, parents and carers will be provided with 3 reports at the end of Term 1, 2 and 3.

Valley View Secondary School has implemented a continuous assessment model, where all learning tasks, feedback and grades are published live on our learner management system, Compass.

We currently have 2 Parent Teacher Interview evenings, one late 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.

Learning Conversations, where students present their learning to an authentic audience (this may include their parents & guardians) will also be introduced in 2026.

5. Other Co-Curricular

EXTRA CURRICULAR OPPORTUNITIES:

Students can explore their strengths, passions and experiences through extra-curricular pathways including:

1. Art
2. Drama
3. Sports (district and inter-school)
4. Student Leadership

6. Staff

Leadership structure:

(A7) Principal					
(B4) Deputy Principal	(B3) Assistant Principal of Teaching & Learning	(B3) Assistant Principal of Wellbeing & School Culture	(B2) Senior Leader: Timetabling & Science	(B2) Senior Leader: Conditions of Learning	Business Manager
(B2) Senior Leader: Timetabling & Science	(B1) SACE, VET & Pathways Leader	(B2) Senior Leader: Conditions of Learning		(B1) Year 7 Year Level Leader	
(B1) Maths Leader	(B1) English Leader	(B1) Inclusive Education Leader		(B1) Year 8 Year Level Leader	
(B1) Arts Leader	(B1) HASS Leader	(B1) Tailored Learning Leader		(B1) Year 9 Year Level Leader	
(B1) Technologies Leader	(B1) HPE Leader			(B1) Year 10/11 Year Level Leader	

Staff support

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

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.

7. School

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 or touch screens. The site has just opened the new Raymond building which includes the Raymond Crowe Performing Arts centre, music theory and practical rooms, 5 GLA's, Student Wellbeing hub, Administration, Student Services and a year 12 study and resource area. A second teaching space was also opened in 2023 in the Arman building which includes 5 GLA's and a science lab.

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.

In 2020 a Bring-Your-Own-Device (BYOD) program was introduced. In addition, a number of laptops are available for student to loan by negotiation in advance. There are specialist technology suites available for staff and students who participate in specialist digital learning programs including 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, with the exception of small laptop bags.

8. School

Decision making

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
- Whole School Leadership
- ICT
- Student Well Being
- WHS team
- Governing Council
- Finance Advisory
- Staff meetings

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

Other

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

9. Local

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