



Government of South Australia

Department for Education and
Child Development

VALLEY VIEW SECONDARY SCHOOL

Site Improvement Plan 2015 – 2017



A Focus on LEARNING





SITE IMPROVEMENT PLAN

Introduction

The 2015-1017 Site Improvement Plan focusses and underpins the direction of Valley View Secondary School for the next three years. The plan identifies and details the key strategic directions and objectives for the school. These objectives will impact on decision making around professional development and the priorities of the school budget.

The focus of the plan is on our “core business” being the delivery of high quality teaching and learning for the benefit of all students. The plan also incorporates National, State and local priorities.

This Site Improvement Plan reflects the school’s accountability to the Department of Education and Child Development (DECD), The South Australian Government and the Valley View Secondary School Community.





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SITE CONTEXT AND PURPOSE

■ VISION

Valley View Secondary School is committed to high quality teaching and learning. Every student has the opportunity to succeed and prepare for effective citizenship. Strong parent, student and teacher partnerships are the foundation for all learning. A positive school culture based on our core values underpins all achievement.

The school, in partnership with the local community, is committed to continuous improvement.

Steve Marshall
PRINCIPAL

Carmen Wilson
CHAIRPERSON
VVSS GOVERNING COUNCIL

DATE: 27.04.2015

27.4.2015





■ VALUES AND PRINCIPLES

We value:

- **Respect**
(For self, others and our environment)
Individuals value their own talents, skills and abilities and develop a sense of self worth. Caring relationships are fostered and people receive and expect fair and just treatment. Individuals develop an understanding of the impact of our actions on the local and global environment.
- **Integrity**
All partnerships are based on trust. Relationships within the school are fostered and valued in a sincere and honest fashion.
- **Optimism**
Optimism is the development of a positive spirit. Every opportunity and challenge is seen as a learning experience. Success is celebrated.
- **Responsibility**
People commit to their responsibility ensuring that their actions assist the school community to achieve the highest potential.
- **Support**
Individuals working together to achieve common and shared goals in a positive and supportive environment. All members of the school community work together in harmonious teams.





■ CONTEXTUAL INFLUENCES

Valley View Secondary School is set in a low socio-economic suburban community of Para Vista within the Salisbury Council zone and caters for students from Years 8 to 12. Although there are just four Government feeder schools and one private feeder school, students come from a large number of Primary Schools across a wide geographical area. Our current enrolment is 260 students. Students travel to school by bus, private car, bicycle and by walking. A large percentage of students undertake vocational education courses and part-time work while studying. Working class traditions and social security support pervade the culture. Valley View Secondary School provides state-of-the-art specialist facilities of a standard above that of most students' previous experience.

The Para Vista and Valley View Community:

- is pervaded by a working class work ethic and Centrelink support.
- is characterised by several refugee and ethnic groups.
- comprises a broad range of socio-economic family groupings
- has high expectations of outcomes from educational opportunities
- has taken on the previous reputation of VVSS but is becoming aware of the now positive school culture.
- values and is supportive of Valley View Secondary School.





■ CORE BUSINESS

Valley View Secondary School is committed to high quality learning in a supportive, caring environment. Every student is given the opportunity and encouragement to participate fully and be successful in all aspects of school life – leadership, decision-making, sport, the Arts, the environment and community events.

We provide:

- ◆ A safe, secure and orderly learning and working environment
- ◆ All students with the opportunity to succeed and prepare them for productive citizenship through a broad, inclusive and flexible curriculum
- ◆ Opportunities for student leadership and student and parent participation in school activities and decision making
- ◆ Support services and special programs to meet individual needs

This is achieved through:

- ◆ Students being challenged, supported and encouraged to reach their potential
- ◆ The establishment of positive and trusting relationships in which people enjoy learning and teaching
- ◆ A collaborative and supportive culture
- ◆ Well planned learning within DECD and National Frameworks
- ◆ Accepting personal responsibility, striving for excellence, taking pride in ourselves, our school and in the achievements of others
- ◆ A committed and informed Governing Council
- ◆ An active and committed Student representative Council
- ◆ A focus on continuous improvement.

The core business is supported by the quality management of:

- Personnel
- Finance
- Facilities
- Daily Administration



■ CODE OF PRACTICE

All members of the school community have a responsibility to:

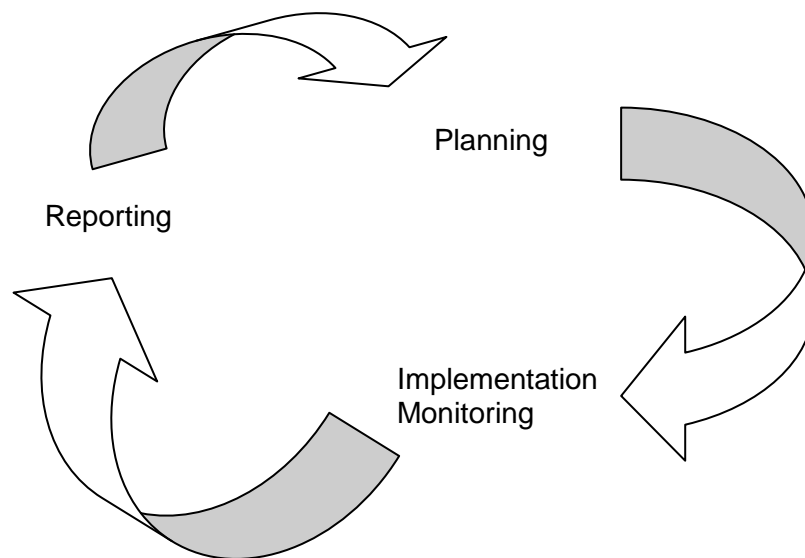
- ◆ Treat everyone with respect.
- ◆ Act honestly, in good faith and in everyone's best interest.
- ◆ Value whole school activities and support and promote these events.
- ◆ Contribute to the implementation of the school's Site Improvement Plan.
- ◆ Look for the positives in people and value suggestions.
- ◆ Accompany constructive criticism with constructive solutions.
- ◆ Plan for quality learning and ensure that it is within DECD frameworks.
- ◆ Care for and maximise all resources: physical, human, financial and learning.
- ◆ Enact school and DECD policies and guidelines.
- ◆ Continually expand skills and knowledge in order to achieve their full potential.
- ◆ Contribute to developing and sustaining a productive teaching and learning environment that rewards and acknowledges success.
- ◆ Sustain and further develop links with the wider community.
- ◆ Promote Valley View Secondary School.
- ◆ Maintain a school environment that is safe, orderly and harassment free.
- ◆ Wear attire and act in a manner which reflects school and community expectations.
- ◆ Work together harmoniously and collaboratively to achieve shared goals.
- ◆ Be punctual and meet all deadlines.
- ◆ Ensure people are warmly welcomed.
- ◆ Maintain a focus on continuous improvement.





■ PLANNING AND ACCOUNTABILITY MODEL

The Framework for Quality, Improvement and Accountability emphasises a continuous improvement cycle and is implemented through the components of:



Utilising the PDSA Cycle provides a systematic process for investigation, implementation and review, ie continuous improvement. **Planning** involves studying the present situation including data collection and identifying strategies for improvement. **Do** involves enacting what is planned. **Study** involves analysing or reviewing the outcomes of the plan. **Act** refers to acting on the results of the review.

The Annual Report is significant in meeting the school's accountability to its community the Montague Partnership and to DECD



STRATEGIC DIRECTION

- EXCELLENCE IN LEARNING
- EXCELLENCE IN TEACHING
- STRATEGIC RESOURCING: HUMAN & PHYSICAL
- FACILITIES DEVELOPMENT



Valley View Secondary School Site Improvement Plan 2015-2017

Strategic Direction	Objectives
Excellence in Learning	<p>Implement the National Curriculum.</p> <p>Development of a positive school culture.</p> <p>Innovative and relevant curriculum.</p> <p>Improved student literacy and numeracy across all curriculum areas.</p> <p>Acknowledgement of Student Achievement.</p> <p>Broaden parent voice and involvement.</p> <p>Whole-of-community responsibility for students at risk.</p> <p>Development of an active Student Representative Council.</p> <p>Investigate Special Education staffing opportunities.</p>
Excellence in Teaching	<p>Implement Australian Curriculum with high quality task design.</p> <p>Increase of data analysis for targeted teaching practices.</p> <p>Involvement in the SACE Improvement Strategy Project.</p> <p>Further develop staff skills in ICT.</p> <p>Further develop staff skills in the development of student behaviour.</p> <p>Further develop performance development practices in line with ATSIL.</p>
Strategic Resources	<p>Further develop & utilise ICT in classroom pedagogy and management.</p> <p>Target learner resources based on data (NAPLAN / PAT-R/M)</p> <p>Better utilise the knowledge and skills of ancillary staff.</p> <p>WHS training to ensure everyone maintains a safe school site.</p> <p>Implement systems to deliver a flexible curriculum.</p> <p>Investigate feasibility of amalgamation or year7s in Secondary School.</p> <p>Investigate feasibility of selling some land for re-development.</p>
Facilities Development	<p>Undertake the development of new facilities and infrastructure including:</p> <p>Technology in classrooms –interactive white boards, etc.</p> <p>Update appearance of facilities.</p> <p>Re-pave grounds to eliminate trip hazards.</p> <p>Beautify grounds, establishing a Uni campus like environment.</p> <p>Re-align fence around car park to make school more welcoming.</p>

STRATEGIC DIRECTION

■ EXCELLENCE IN LEARNING

Objectives	Strategies	Targets	Performance Indicators
Implement the National Curriculum <i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Deputy Principal</i> <i>Sue Dobrowolski</i> <i>Learning area Leaders</i> <i>All staff</i>	Faculties further develop programs based on the National Curriculum specific to their curriculum teaching area(s).	By the end of 2015 all staff are teaching courses aligned with the National Curriculum and specific to their teaching areas.	All learning areas provide course outlines based on Australian Curriculum Yr 8 – week 5 term 1 – 2015 Yr 9 week 11 term 1 – 2015 Yr 10 week 5 term 2 - 2015
	Provide faculty time to develop curriculum and teaching programs.	By the end of Term 3 2015 the curriculum review has been completed.	
	Review current school curriculum in relation to the National Curriculum.	By the end of 2016 agreed outcomes have been met.	Programs include general capabilities and cross curricula priorities
	Embed “General Capabilities” and “Cross Curricula Priorities” in Australian Curriculum programs.	By October 2015 faculties have prepared budget submissions.	
	Review the resourcing implications in relation to the National Curriculum.	Engage Trish Newport, SACIO, to support teachers in task design and achieve best practice.	The resources required to implement the curriculum are in place.
	Ensure Australian Curriculum Task design is reflective of best practice and enables students to demonstrate high levels of achievement.	By Term 3, 2015, Learning Areas have met with feeder primary schools.	Teachers design tasks reflecting best practice and resulting in increased student achievement levels.
	Engage with feeder primary schools in relation to curriculum review and implementation.	By the end of 2015 professional development has addressed using TfEL to improve pedagogy.	Feeder school curriculums and teaching programs are aligned with VVSS programs to ensure smooth transition.
	Utilize the implementation of the National Curriculum and TfEL to review pedagogy and student learning linked to engagement.		Anecdotal evidence, student achievement and behavioural data indicates improved engagement.

■ EXCELLENT IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Development of a positive and supportive school culture <i>Persons responsible</i> <i>Principal Steve Marshall</i> <i>Deputy Principal Sue Dobrowolski</i> <i>Learning area Leaders</i> <i>All staff</i> <i>SRC</i> <i>Student Leaders</i>	Arrange individual forums for staff, parents and students to contribute to the development of a set of core values	Forums are held to provide input and ownership by all aspects of the school community.	Forums complete by week 2, term 1, 2015
	Provide parents, staff and students with consolidated data gathered from forums to determine a maximum of five core values.	By the end of week 5, term 1, 2015 all staff are teaching and promoting the agreed core values and role modelling the code of practice.	Publishing and distribution complete by week 5 term 1, 2015
	Develop descriptors for agreed "Core Values" based on forum ideas.		Teaching of core values occurs by the end of week 5, term 1, 2015.
	Develop an agreed "Code of Practice" based on core values and forum ideas.		
	Publish a "Core Values" tri-fold brochure	Tri-fold Core Values brochure provided for all students, staff and families by week 5, term 1, 2015.	All school community members will be aware of the agreed core values.
	Promote "Core Values" through home groups, various subjects, newsletters, assemblies, Governing Council and any other opportunities that arise.	By Term 3, 2015, all students will be thoroughly familiar with the core values and demonstrate this through everyday actions.	Students support will increase as core values are exhibited resulting in achievement increasing and suspensions rates declining.
	Core values are used in restorative practice meetings to support student behaviour processes.	By the end of 2015, staff have been trained in restorative practices.	Anecdotal evidence, student achievement and behavioural data indicates improved engagement.

■ EXCELLENT IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Innovative and relevant curriculum <i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Deputy Principal</i> <i>Sue Dobrowolski</i> <i>Learning area Leaders</i> <i>All staff</i>	Continue to explore the timetable implications for VET students (specifically ASBA) with a focus on flexibility.	By the end of Term 2, 2015 a policy has been developed addressing timetabling flexibility.	Student learning needs are fully supported through flexible timetabling.
	Review New SACE subject options for students. (focus on subjects for student success).	By the end of Term 2 2015 SACE subject offerings have been reviewed.	An inclusive suite of subject offerings is available to senior students.
	Investigate and further develop an inclusive/differentiated curriculum and associated inclusive pedagogy with a particular focus on NEP students and Students at Risk.	By the end of 2015 all staff have undergone professional development in curriculum differentiation.	Inclusive practice in methodology, programming, task design and assessment is evident in all classrooms.
	Examine in detail and adopt the Teaching For Effective Learning (TfEL) framework.	By the end of 2015 the TfEL framework is fully explored.	Staff are utilizing the framework to enhance teaching and learning.
	Further investigate Concept 2 Creation and Engineers without Borders programs to determine their place in the curriculum.	By Term 2, 2015 an investigation has taken place and recommendations presented.	Year 9 students have access to a relevant and inclusive curriculum that makes real world links.
	Review current PLP delivery practices and success rates to identify areas for improvement.	By the end of 2015 a review of PLP has been undertaken with a plan to achieve 100 % success developed.	All year 10s complete PLP with a 100% success rate (C or better) by the end of 2016
	Further explore the concept of shared delivery of subjects through the Uni SA SMS program.	By the end of 2015 the opportunities for shared delivery have been fully explored.	Students have access to an enlarged suite of subject offerings that fully meet their learning needs.
	Explore the concepts of higher order thinking skills and multiple intelligences	By Term 3, 2016 all staff have undertaken intensive professional development.	The academic potential of all students is being realised and an increase in A grades is evident.
	Continue liaising with Primary feeder school visiting with student performance groups aimed at increasing year 8 enrolment numbers.	By the end of 2015 all local feeder schools will host VVSS student performances.	All feeder schools will host VVSS students. Increased year 8 enrolment numbers to 100 in 2016.
	Continue liaising with Primary feeder school inviting them in to participate in learning activities aimed at increasing year 8 enrolment numbers.	By the end of 2015 all yr 6 & 7 at local feeder schools have participated in learning activities at Valley View Secondary School.	All Yr 6 & 7s participate in learning at VVSS. Increased year 8 enrolment numbers to 100 in 2016.

■ EXCELLENCE IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
<p>Improve Literacy</p> <p><i>Persons responsible</i></p> <p><i>Principal Steve Marshall</i></p> <p><i>Deputy Principal Sue Dobrowolski</i></p> <p><i>Literacy Leader Rebecca Archer</i></p> <p><i>All staff</i></p>	Develop a whole school literacy strategy with whole school responsibility and ownership of literacy as everyone's business.	A whole school literacy strategy is developed by week 5 term 1, 2015	A whole school literacy strategy is published and owned by all staff.
	Appoint a literacy coach to identify areas of need and coach as required to improve literacy development.	By end of term 2, 2015, all staff have taken responsibility for literacy development within their specific to their teaching areas.	All learning areas provide inclusion of explicit literacy and numeracy teaching and skill development in courses and tasks.
	Identify a teacher in each learning area to be coached.	By week 5 term 1, 2015 a literacy coach has been appointed.	By week 5, term 1, 2015 a literacy coach has been appointed and is actively promoting literacy development.
	Whole school involvement in training and development to understand literacy development strategies.	By the end of term 1, 2015 a member of each learning area is receiving literacy coaching.	Literacy rich tasks are development and permeated throughout the curriculum in multiple learning areas.
	Every teacher shall develop and deliver a lesson with a focus on explicit literacy teaching and learning within their subject field.	All teachers are teachers of literacy.	
	Review the resourcing implications in literacy development throughout the school.	By October 2015 faculties have prepared budget submissions.	The resources required to implement literacy improvement are in place for 2016.
	Train leaders and teachers in NAPLAN and PAT-R data analysis to support targeted improvement strategies. Train staff in profiling classes/students to put faces to the data.	Leaders are trained in data analysis by Term 2, 2015 Teachers are trained in data analysis by Term 2, 2015 Teachers can profile a class of students to differentiate learning.	Leaders and teachers are using today's data to drive tomorrow's improvement. 449.9 – 2014 NAPLAN writing Student literacy levels improve. Target 510 in 2015 writing
	Development of data walls to track and monitor learner growth enabling intervention to address areas of concern.	By term 4, 2015 data walls are developed and student performance is monitored.	Student literacy levels improve

■ EXCELLENCE IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
<p>Improve Numeracy</p> <p><i>Persons responsible</i></p> <p><i>Principal Steve Marshall</i></p> <p><i>Deputy Principal Sue Dobrowolski</i></p> <p><i>Numeracy Leader Sarah Baker</i></p> <p><i>All staff</i></p>	Develop a whole school numeracy strategy with whole school responsibility and ownership of numeracy as everyone's business.	A whole school numeracy strategy is developed by week 5 term 1, 2015	A whole school numeracy strategy is published and owned by all staff.
	Appoint a numeracy coach to identify areas of need and coach as required to improve literacy development.	By week 5 term 3, 2015, all staff have taken responsibility for numeracy development within their specific to their teaching areas.	All learning areas provide inclusion of explicit numeracy teaching and skill development in courses and tasks.
	Identify a teacher in each learning area to be coached.	By week 5 term 1, 2015 a numeracy leader has been appointed.	By week 5, term 1, 2015 a numeracy leader has been appointed and is actively promoting numeracy development.
	Whole school involvement in training and development to understand numeracy development strategies.	By the end of term 2, 2015 a member of each learning area is receiving numeracy coaching.	Numeracy rich tasks are development and permeated throughout the curriculum in multiple learning areas.
	Every teacher shall develop and deliver a lesson with a focus on explicit numeracy teaching and learning within their subject field.	All teachers are teachers of numeracy.	
	Review the resourcing implications in numeracy development throughout the school.	By October 2015 faculties have prepared budget submissions.	The resources required to implement numeracy improvement are in place for 2016.
	Train leaders and teachers in NAPLAN and PAT-M data analysis to support targeted numeracy improvement strategies. Train staff in profiling classes/students to put faces to the data.	Leaders are trained in data analysis by Term 2, 2015 Teachers are trained in data analysis by Term 2, 2015 Teachers can profile a class of students to differentiate learning.	Leaders and teachers are using today's numeracy data to drive tomorrow's improvement. 523.7 – 2014 NAPLAN Student numeracy levels improve. Target 555 – NAPLAN by 2015
	Development of data walls to track and monitor learner growth enabling intervention to address areas of concern.	By term 4, 2015 data walls are developed and student performance is monitored.	Student numeracy levels improve demonstrated through NAPLAN.

■ EXCELLENT ON LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Acknowledgement of student achievement	Implement Honour Boards acknowledging student achievement (eg subject prizes, Dux of School, School Captain, etc.).	By the start of 2016 Honour Boards are in place.	Student achievement and parent service is publicly acknowledged.
<i>All staff</i>	Raise the profile of student achievement through newsletters and assemblies with increased awards and certificates	By the end of 2015 students achievement recognition increases.	A culture of high achievement develops within the school.
<i>Sarah Baker</i>	Promote and recognise achievement of students that attended homework club after school.	By the end of 2015 students achievement recognition develops links with homework club.	A culture of respect develops for students that attend after school homework club.

■ EXCELLENT ON LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Broaden parent voice and involvement	Involve parents in forums and surveys to gain ideas and opinions regarding school.	By mid 2015, parent involvement has increased.	Parents actively involved in supporting the school.
<i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i>	Actively recruit parents to participate in Governing Council.	By March 2016 (School AGM) Governing Council has identified prospective councillors for 2016 and invited their involvement.	A full complement of parents is actively involved in Governing Council with all positions filled with appropriate expertise.
	Initiate a parenting programme for targeted families.	By the start of 2016 a parenting program has been implemented which may include outside providers such as; Baptist Care or United Care Wesley Bowden	Parents/Carers are better able to support their students in their learning and decision making

■
EXCELLENCE IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Develop whole-of-community responsibility for students at risk <i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Deputy Principal</i> <i>Sue Dobrowolski</i> <i>Counsellor</i> <i>Malcolm Burgan</i> <i>Learning area Leaders</i> <i>All staff</i> <i>SRC</i> <i>Student Leaders</i>	Develop community partnerships to support young people at risk (SAPOL, Salisbury Council, various government and non-government agencies).	By the end of 2015 an agreed plan of action is in place.	FLO students and Early School Leavers are engaged in a comprehensive learning program.
	Investigate the employment of a CPSW or school Chaplin.	By week 6 term 1, 2015 a School Chaplin has been engaged.	School Chaplin engages with young people to provide support as necessary.
	Investigate establishment of professional consulting rooms on site at Valley View Secondary School.	By the start of 2016 GP and Psych consulting sessions are held on site.	The health and well-being needs of all students are addressed on site by appropriate professionals.
	Initiate a parenting programme for targeted families.	By the start of 2016 a parenting program has been implemented	Parents/Carers are better able to support their students in their learning and decision making
	Review the management of non-instruction time for senior students.	At the beginning of Term 1 2015 the Home Study program is modified or terminated to maximise achievement outcomes.	Senior students are better able to manage non-contact time and are supported better at school in their learning.
	Fully participate in the Regional ICAN program through indentifying and support FLO level 4 students.	By the beginning of 2016 students have been identified and customised learning programs are in place.	Students are actively engaged in their learning and making responsible personal decisions.
	Investigate curriculum differentiation.	By the end of 2015 curriculum differentiation has been studied.	Enhanced teaching and learning within all classrooms.
	Investigate the teachings of John Hattie on Effect Size and Feedback.	By the end of 2016 the work of John Hattie has been studied.	Enhanced teaching and learning is taking place within all classrooms.
	Investigate the teachings of Phillip Schletchy on Levels of Engagement.	By the end of 2017 the work of Phillip Schletchy has been investigated.	Enhanced teaching and learning is taking place within all classrooms.
Establish attendance committee to identify areas to improve attendance using multiple strategies. (2014 - 84% attendance)	By the week 5 term 1, 2015 an attendance committee is established.	Attendance increases to; 89% in 2015 92% in 2016 95 % in 2017	

■ EXCELLENCE IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Develop an active Student representative Council <i>Persons responsible</i> <i>Principal Steve Marshall</i> <i>Teacher Danielle Fattori</i> <i>SRC Student Leaders</i>	Promote Student Representative Council (SRC) as an opportunity to develop leadership skills and contribute to making the school a better place.	By week 1, term 1 2015, students understand the value of SRC and want to be involved.	An SRC can be established with good representation from each year level.
	SRC elections to be held for all year levels.	By week 2 term 1 SRC members have been elected.	An SRC can be established with good representation from each year level.
	Establish a framework and protocols for SRC involvement in school decision making.	By midterm 1 2015 SRC understand their role and actively contribute to school improvement.	SRC involved in school decisions.
	Raise the profile of SRC within the school.	By the midway of term 1 2015 an SRC induction assembly has taken place to recognise SRC members.	SRC members are known by the Valley View Secondary School students.
	SRC involvement in school improvement.	SRC members have established working groups such as “uniform committee” and reps on Finance and Governing Council.	SRC members are involved in working groups such as “uniform committee” and reps on Finance and Governing Council.
	Student representative Council members role model our school core values.	By the end of 2015 students are actively modelling behaviours that reflect our school core values.	Students show, respect, integrity, responsibility, optimism and support in everyday actions.

■ EXCELLENCE IN LEARNING (CONT)

Objectives	Strategies	Targets	Performance Indicators
Investigate Special education staffing opportunities <i>Persons responsible</i> <i>Principal Steve Marshall</i> <i>Assistant Principal Rob Loiolo</i> <i>Counsellor Malcolm Burgan</i> <i>SSO Liz Wheeler</i>	Develop community partnerships to support young people at risk (SAPOL, Salisbury Council, various government and non-government agencies).	By the end of 2015 an agreed plan of action is in place.	FLO students and Early School Leavers are engaged in a comprehensive learning program.
	Investigate the employment of a CPSW or school Chaplin.	By week 6 term 1, 2015 a School Chaplin has been engaged.	School Chaplin engages with young people to provide support as necessary.
	Initiate a parenting programme for targeted families.	By the start of 2016 a parenting program has been implemented	Parents/Carers are better able to support their students in their learning and decision making
	Review the management of non-instruction time for senior students.	At the beginning of Term 1 2015 the Home Study program is modified or terminated to maximise achievement outcomes.	Senior students are better able to manage non-contact time.and are supported better at school in their learning.
	Fully participate in the Regional ICAN program through identifying and support FLO level 4 students.	By the beginning of 2016 students have been identified and customised learning programs are in place.	Students are actively engaged in their learning and making responsible personal decisions.
	Investigate curriculum differentiation.	By the end of 2015 curriculum differentiation has been studied.	Enhanced teaching and learning within all classrooms.
	Investigate the teachings of John Hattie on Effect Size and Feedback.	By the end of 2016 the work of John Hattie has been studied.	Enhanced teaching and learning is taking place within all classrooms.
	Investigate the teachings of Phillip Schletchy on Levels of Engagement.	By the end of 2017 the work of Phillip Schletchy has been investigated.	Enhanced teaching and learning is taking place within all classrooms.
	Identify or establish a Student Learning Centre to suit our students.	By the end of 2016 a SLC has been identified or established.	Students feel fully supported in their learning.
	Identify and further develop relationships with ICAN/FLO service providers to provide locally delivered programmes/services for students at risk.	By the end of 2015 effective working relationships have been established with service providers and programmes are in place.	The education, social and emotional needs of Early School Leavers are fully met.

STRATEGIC DIRECTION

■ EXCELLENCE IN TEACHING

Objectives	Strategies	Targets	Performance Indicators
Implement the National Curriculum <i>Persons responsible</i> <i>Principal Steve Marshall</i> <i>Deputy Principal Sue Dobrowolski</i> <i>Assistant Principal Rob Loiolo</i> <i>Assistant Principal Tony Clough</i> <i>Learning area Leaders</i> <i>All staff</i>	Faculties further develop programs based on the National Curriculum specific to their curriculum teaching area(s).	By the end of 2015 all staff are teaching courses aligned with the National Curriculum and specific to their teaching areas.	All learning areas provide course outlines based on Australian Curriculum Yr 8 – week 5 term 1 – 2015 Yr 9 week 5 term 2 – 2015 Yr 10 week 5 term 3 - 2015 Programs include general capabilities and cross curricula priorities The resources required to implement the curriculum are in place. Teachers design tasks reflecting best practice and resulting in increased student achievement levels. Teachers design tasks reflecting best practice and resulting in increased student achievement levels. Feeder school curriculums and teaching programs are aligned with VVSS programs to ensure smooth transition. Anecdotal evidence, student achievement and behavioural data indicates improved engagement.
	Provide faculty time to develop curriculum and teaching programs.	By the end of Term 3 2015 the curriculum review has been completed.	
	Review current school curriculum in relation to the National Curriculum.	By the end of 2016 agreed outcomes have been met.	
	Embed “General Capabilities” and “Cross Curricula Priorities” in Australian Curriculum programs.	By October 2015 faculties have prepared budget submissions.	
	Review the resourcing implications in relation to the National Curriculum.	Engage Trish Newport, SACIO, to support teachers in task design and achieve best practice.	
	Ensure Australian Curriculum Task design is reflective of best practice and enables students to demonstrate high levels of achievement.	Engage Jenny Heath, SACE officer, to support teachers in task design and achieve best practice.	
	Ensure Australian Curriculum Task design is reflective of best practice and enables students to demonstrate high levels of achievement.	By Term 3, 2015, Learning Areas have met with feeder primary schools.	
	Engage with feeder primary schools in relation to curriculum review and implementation.	By the end of 2015 professional development has addressed using TfEL to improve pedagogy.	

■ EXCELLENCE IN TEACHING

Objectives	Strategies	Targets	Performance Indicators	
<p>Increase data analysis for targeted improvement</p> <p><i>Persons responsible</i></p> <p><i>Principal Steve Marshall</i></p> <p><i>Deputy Principal Sue Dobrowolski</i></p> <p><i>Assistant Principal Rob Loiolo</i></p> <p><i>Assistant Principal Tony Clough</i></p> <p><i>Learning area Leaders</i></p> <p><i>All staff</i></p>	Identify and communicate the need for all staff to understand and analyse achievement data.	By week 3 term 1 2015 all staff are aware of the importance of data to target resources and drive improvement.	All teachers understand the learning needs of each student and target resources to drive improvement.	
	Initially train all of the school leadership team in data analysis. (NAPLAN / PAT-R&M)	By week 7 Term 1 2015 the school leadership team have been trained in data analysis.		
	Train all staff in data analysis so that they are able to accurately profile each student in their class. (Knowing your students)	By week 7 Term 2 2015 all staff have been trained in student achievement data analysis.		
	Link NAPLAN and SACE results with expectations of student achievement.			
	All SACE teachers to analyse SACE results data and meet with SACE Leader to discuss results and develop an improvement strategy.	By week 4 each year all SACE teachers have analysed results and developed and implemented improvement strategies.	SACE results improve to achieve 100% SACE completion.	
	PAT-R and PAT-M testing to take place and assist in providing information to profile students.	In September each year PAT-R and PAT-M testing takes place.	Literacy and numeracy improves.	
	RMIT testing	SNMY testing / data analysis	numeracy improves	

■ EXCELLENCE IN TEACHING

Objectives	Strategies	Targets	Performance Indicators
<p>SACE Improvement</p> <p><i>Persons responsible</i></p> <p><i>Principal</i> <i>Steve Marshall</i></p> <p><i>Deputy Principal</i> <i>Sue Dobrowolski</i></p> <p><i>Assistant Principal</i> <i>Rob Loiolo</i></p> <p><i>Assistant Principal</i> <i>Tony Clough</i></p> <p><i>Learning area Leaders</i></p> <p><i>All staff</i></p>	Gain a place in the SACE Strategy Improvement program for targeted support.	<p>By the end of term 1 2015 the school has engaged in the SACE Improvement Strategy Project.</p> <p>By the end of Term 1 2015 structural changes to support SACE improvement have been identified and implemented.</p> <p>By the end of Term 1 2015 staff have enrolled in SACE clarifying workshops to identify and support pedagogical improvements.</p> <p>By October 2015 faculties have prepared budget submissions.</p> <p>By October term 3, 2015 all staff have visited sites exhibiting best practice in SACE.</p> <p>Engage Jenny Heath, SACE officer, in term 1, 2015 to support teachers in task design and achieve best practice.</p> <p>By Term 3, 2015, all staff have visited other sites and gathered ideas.</p> <p>By week 5, term 1 2015, all SACE students are monitored closely and targeted intervention strategies are used to provide support.</p>	<p>Involvement in SACE Strategy Improvement Program.</p> <p>Structural changes have taken place to support SACE improvement.</p> <p>Pedagogical changes have taken place to support SACE improvement.</p> <p>The resources required to implement the SACE improvement are in place.</p> <p>Teachers design and implement tasks reflecting best practice resulting in increased student achievement levels.</p> <p>Teachers design tasks reflecting best practice and resulting in increased student achievement levels.</p> <p>All VVSS staff are inspired by best practice and implement changes to raise achievement.</p> <p>Student results improve. 100 % PLP completion 100 % Research Project completion 100% "C" grade or better 100% SACE completion</p>
	SACE leader (Tony) and Principal (Steve) to arrange initial meeting at DECD, Flinders St. and assessment of current position.		
	Identify areas for structural change to leverage immediate higher achievement.		
	Identify areas for pedagogy change to leverage longer term higher achievement.		
	Review the resourcing implications in relation to the SACE.		
	All staff visit two other school sites identified as having best practice, to gather ideas to implement at Valley View Secondary School.		
	Ensure SACE curriculum task design is reflective of best practice and enables students to demonstrate high levels of achievement.		
	All staff visit two sites that exhibit best practice to gather ideas and implement changes for improvement		
	Develop a SACE student tracking system to monitor progress and intervene early with support.		
(78.36% - SACE completion in 2014)			

■ EXCELLENCE IN TEACHING

Objectives	Strategies	Targets	Performance Indicators
Further develop staff skills in ICT. <i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Deputy Principal</i> <i>Sue Dobrowolski</i> <i>Learning area Leaders</i> <i>All staff</i>	Annually undertake the Edcap survey.	Annually all staff members complete the Edcap survey.	Staff individual ICT learning needs continue to be addressed leading to improved teaching and learning and the further engagement of students.
	Develop an individual training and development program for all staff as part of performance management.	Individual learning needs of all staff are being fully addressed in relation to ICT.	
	Dedicate whole-school training and development time to up skilling staff in ICT.	By the end of Term 3 2015 a pattern of ICT professional development is incorporated into staff meetings	ICT skills of staff have been enhanced. Greater use of ICT within pedagogy to maximise student learning outcomes.
	Undertake professional development in the use of EDSAS / DAYMAP / and other programs or systems identified.	By the end of Term 3 2015 help sheets have been provided and T&D undertaken in the use of EDSAS.	Staff are skilled in the use of EDSAS / DAYMAP / etc. resulting in the improved recording of student data.
	Raise awareness of staff regarding the possibilities and opportunities available through ICT use in classrooms to enhance student learning.	By the end of term 2, 2015 all staff have visited another school to investigate ICT opportunities in classrooms to enhance learning opportunities.	Staff are aware of possibilities and opportunities available through ICT use in classrooms to enhance student learning.
	Improve the functionality of equipment and infrastructure to facilitate classroom learning with staff that are trained to maximise the benefit of technology.	By the end of 2015 all ICT equipment and infrastructure is fully functional.	Teaching and learning for students is supported through a high functioning computing infrastructure.
<i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Deputy Principal</i> <i>Sue Dobrowolski</i> <i>All staff</i>	Teaching and learning programs are supported by online resources developed by teachers to support programs.	By the end of 2016 all teachers are generate and use on line resources to support student learning.	Teaching and learning for students is supported through a 24/7 online resources by 2017.
	Develop teaching skills in using ICT based equipment such as interactive white boards.	By the end of 2016 all staff undertake training to use ICT based equipment such as interactive white boards.	Teaching and learning for students is supported through teacher use of ICT equipment.

■ EXCELLENCE IN TEACHING (CONT)

Objectives	Strategies	Targets	Performance Indicators
<p>Further develop staff skills in the development of student behaviour</p> <p><i>Persons responsible</i></p> <p><i>Principal Steve Marshall</i></p> <p><i>Counsellor Malcolm Burgan</i></p> <p><i>All staff</i></p>	Adopt Restorative Justice as Valley View Secondary School practice.	By the end 2015 all staff have undergone training and development in the theory and practice of Restorative Justice.	Restorative Justice practices are being utilised in the resolution of conflict leading to greater empathy between and reduced bullying by students.
	Further develop staff knowledge and skills in Restorative Justice Practices.		
	Further clarify behaviour management roles and responsibilities at all levels.	By the end of Term 1 2016 a flow chart has been developed based on feedback from staff.	Greater clarity and understanding exists around behaviour management processes and practices and a reduction in the number of daily incidents has occurred and the number of repeat incidents.
	Further develop the concept of individual student case management.	By the end of term 2, 2016 individual case management is occurring.	Individual students are supported by an identified case manager and hence their needs are being fully met and a reduction in the number of daily incidents has occurred.

■ EXCELLENCE IN TEACHING (CONT)

Objectives	Strategies	Targets	Performance Indicators
<p>Further develop and formalise staff performance development planning and review.</p> <p><i>Persons responsible</i></p> <p><i>Principal</i> <i>Steve Marshall</i></p> <p><i>All staff</i></p>	Fully participate in the National Professional Teaching Standards.	By the end of Term 2 2015 all Leaders have undergone professional development in the NPTS.	NPTS are incorporated into performance development practices leading to improved teaching and learning.
	Review and formalise performance development processes, expectations, procedures focussing on a coaching model.	By the end of Term 1 2015, a line management structure has been established, and all staff have met with line manager to discuss performance development plans.	Performance development processes incorporating the National Professional Standards for Teachers. An agreed Leadership Framework has been adopted. Performance development is underpinning enhanced classroom practice.
	Provide staff with opportunity to observe other teachers in at least three different learning areas.	By the end of term 3, 2015 all staff have been involved in observing classroom practice.	Teachers will reflect on teaching styles and seek to refine practice.
	Provide all teachers with the opportunity to be observed and gain feedback on teaching practice.	By the end of term 4, 2015 all staff have been observed in classroom teaching.	Teachers will reflect on teaching styles and seek to refine practice.
	Identify best practice in teaching or leadership and nominate for awards.	By the end of 2015 at least two teachers or leaders have been nominated for awards.	Two teachers nominated for awards.
	Teacher Standards and Certification in DECD.	By the end of 2015 staff are trained in the certification process for advanced skilled, lead and highly accomplished teachers.	Teachers demonstrating pedagogy that reflects the higher levels of the standards and applying for certification.
	Provide opportunity for teachers to engage with "World Class" training and development at Hawker Brownlow teaching and learning conference.	May 19 th and 20 th , 2015, all teachers and SSOs directly involved with student learning, engage with the conference.	Teachers engage with speakers and refine teaching practice through the introduction of new ideas.

STRATEGIC DIRECTION

■ STRATEGIC RESOURCING

Objectives	Strategies	Targets	Performance Indicators
Further utilize ICT in classroom pedagogy and management. <i>Persons responsible</i> <i>Business Manager</i> <i>Leanne Armstrong</i>	Develop a plan identifying which classrooms will be equipped with IWBs and data projectors.	By Term 3 2015 the ICT Plan has been reviewed, updated and budget submission developed.	Classrooms resourced to fully support the use of ICT in curriculum delivery
	Streamline processes to access to technology in the classroom for recording student attendance and movement	By the mid-2015, Daymap is used to track student attendance intervene as appropriate.	Staff are more accurately and efficiently able to monitor student attendance.
	Expand capabilities of Daymap for 24/7 access and support of student learning with courses, tasks, etc available 24/7	By mid year 2015 the school use of Daymap has increased with student and parent access.	Students and parent access to Daymay enabled by mid 2015
Better utilize the knowledge and skills of ancillary staff. <i>Persons responsible</i> <i>Business Manager</i> <i>Leanne Armstrong</i>	Investigate SSO support for student requiring learning support.	By Term 2015 the deployment of SSO time to the SLC has been fully investigated.	Students in the SLC are appropriately supported in their learning.
	Further clarify the office SSOs roles and responsibilities.	By the end of Term 2, 2015 a comprehensive audit review of Admin SSOs has been undertaken.	Greater efficiencies have been achieved in the administration of the school.
	Further develop multi skilling for SSOs in line with capacity building and succession planning. Ensure a backup person for every role.	By the end term 2, 2015, SSO Professional Development plans have been updated.	SSO skill sets match the requirement of the school.
	Investigate the employment of a "Gap Year" student to mentor Middle School students.	By the end of 2015, the concept of a recent student as a mentor has been fully explored.	The deployment of SSO resourcing is meeting the needs of the students most in need.

■ STRATEGIC RESOURCING (CONT)

Implement systems to deliver a flexible curriculum <i>Sue Dobrowolski</i>	Further investigate models of timetabling and staffing that better meet the educational needs of and differences between middle and senior secondary students.	By the end of Term 1, 2016 timetabling practices and structures have been reviewed and refined.	Timetabling practices and structures fully support the requirements of middle and senior schooling.
Investigate Amalgamation or other sustainability options. <i>Persons responsible</i> <i>Principal</i> <i>Steve Marshall</i> <i>Business Manager</i> <i>Leanne Armstrong</i>	Investigate options of amalgamation with either Para Hills High School or Windsor Gardens Secondary College.	By the end of term 2, 2015 amalgamation options with high schools have been explored.	Establish a clear direction if any options are viable. Student needs are met through a school of a sustainable and financially viable size that is able to offer a broad and relevant curriculum. Establish a clear direction to rebuild the community image of VVSS and maintain sustainability.
	Investigate options of amalgamation with a feeder primary school to develop a birth to 12 school site.	By the end of term 2, 2015 amalgamation options with primary schools have been explored.	
	Investigate closure of Para Hills High School, Windsor Gardens Secondary School and Valley View Secondary School to build a new school on the current VVSS site as it is the largest.	By the end of term 2, 2015 amalgamation options to develop a new super school have been explored.	
	Investigate methods of rebuilding the community image of Valley View secondary School as a preferred academic option.	By the end of term 2, 2015 options regarding rebuilding the school reputation have been explored.	
Investigate feasibility of selling land for redevelopment.	Investigate the possible sale of land at edge of oval to fund redevelopment and beautification of Valley View Secondary School grounds	By the end of Term 2, 2015, the feasibility of land sale to support redevelopment has been investigated.	Sale of land and use funding to redevelop VVSS grounds.

STRATEGIC DIRECTION

■ FACILITIES DEVELOPMENT (MAJOR CAPITAL WORKS)

Objectives	Strategies	Targets	Performance Indicators
<p>Undertake the re-development of school grounds.</p> <p><i>Persons responsible</i></p> <p><i>Principal Steve Marshall</i></p> <p><i>Business Manager Leanne Armstrong</i></p>	<p>Grounds Redevelopment</p> <p>Liaise with Capital Works and Site Assert Services re the redevelopment of the school grounds.</p> <p>Eliminate trip hazards and beautify grounds to create a University type grounds environment.</p> <p>Visit identified schools to develop concept plans.</p>	<p>By the end of Term 3, 2015 dialogue has commenced re the feasibility of this project.</p> <p>By the end of Term 4 2015 various Schools have been visited to identify possibilities.</p> <p>Consult Landscape Architecture personnel for advice by Term 4, 2015.</p>	<p>A decision has been made concerning the feasibility and funding of grounds redevelopment.</p> <p>Plans for re-development of grounds completed by mid-2016</p> <p>Re-development of grounds complete by the start of the 2017 school year.</p>
	<p>Update Appearance of Facilities</p> <p>Engage builders for advice regarding appearance upgrade options.</p> <p>Visit identified schools to develop concept plans.</p> <p>Cover exposed internal brickwork by covering with gyprock or similar.</p>	<p>By the end of 2015, correspondence / discussions have taken place with consultants and/or builders regarding upgrade of building appearance.</p> <p>By the mid of 2016 concept drawings have been developed</p>	<p>The school is refurbished and appearance upgrade has taken place.</p> <p>Throughout the upgrade all decisions should reflect the end goal of being able to better meet the learning and well-being needs of students.</p>

STRATEGIC DIRECTION

Appendix 1

■ FACILITIES PROJECTS (MINOR WORKS)

Minor Works		Date Completed
<p><i>Persons responsible</i></p> <p><i>Principal</i> <i>Steve Marshall</i></p> <p><i>Business Manager</i> <i>Leanne Armstrong</i></p>	Replace 25 desk top computers in room T2	
	Re-establish CAD room with 25 desktop computers and IWB	
	Establish more 4 Square Courts for students.	
	Develop outdoor gym / exercise equipment area.	
	Install a protected data projector system in the gym for assemblies.	
	Develop laptop borrowing system in library.	
	Install interactive white boards as required.	
	Replace basketball backboards on outside courts.	
	Carpark redevelopment to join two front carparks.	
	Realign fence at front of school.	
	Amalgamate two small computer rooms T3 & M3 into one more useful room.	
	Redevelop M3 as a meeting / training room with twin synchronised projectors.	
	Establish a green belt of grass to make the front of school more attractive.	
	Lift, level and re-lay pavers to eliminate trip hazards.	
	Develop a plaza type lawn area between library and Home Ec.	