



## SCHOOL CONTEXT STATEMENT 2023

School number: 0799 / 7785  
School name: VICTOR HARBOR HIGH SCHOOL  
Introduction: [www.vhhs.sa.edu.au/introduction](http://www.vhhs.sa.edu.au/introduction)

*In partnership with the Victor Harbor High School community, our purpose is to support the development of young people who have the skills to take increasing responsibility for their ongoing life learning.*

*We envisage our young people will leave us as good writers and speakers, great leaders when they can be, good followers when they should be, creative artists no matter their field, and can be positive team members when required. As global citizens, they are aware their behaviour makes a difference, and above all, they are generous of spirit.*

*The school values of **integrity, perseverance, respect, and creativity** are supported by a strong focus on six Learning Cs (**collaboration, creativity, critical thinking, communication, character, and citizenship**) and three teaching Cs (**collaboration, clarity, consistency**) supported by*

*A culture of high expectations and improved performance through targeted teaching and learning is nurtured. These expectations are further supported through a focus on Improvement planning processes, intervention and support, information technology, assessment, literacy, numeracy, and performance development/management.*

*The ability to be agile, take risks, and yet still nurture staff and students are important capabilities for the leadership team members. The leadership structure for the school has an innovative focus where leaders are expected to be open to and manage change across all the diverse aspects of a contemporary secondary school system. The vision is achievable through the work of a highly collaborative group of leaders.*

*All students and staff are expected to have a device. Staff, students, and families use the Daymap Learner Management System as a primary source of communication and reporting between teacher, student, and home. Office 365 is the primary system for staff and students to engage in collaborative teaching and learning experiences*

Major school-based **policies** which support this vision include:

- **Positive Behaviour for Learning** Policy and Procedures
- **Attendance** Policy, Procedures and Action Plan
- **Bullying Prevention** Policy, Procedures and Action Plan
- **Learning Inclusion** Policy

**Structures** that enable the vision to be met include:

1. House time equivalent to 115 minutes each week.
2. Extra-Curricular events and activities.
3. House system of student organisation.
4. Creative timetabling which enables a wide variety of subjects to be offered across levels of learning.

## 1. General Information

### Part A

School name	: VICTOR HARBOR HIGH SCHOOL	
School No.	: 0799 / 7785	Courier: Fleurieu
Principal	: Ms Adrienne Conley	
Postal Address	: 3 George Main Road, Victor Harbor	
Location Address	: As above	
Partnership	: Fleurieu	
Distance from GPO	: 84 kms	Phone No. : 8551 1900
CPC attached	: No	Fax No. : 8551 1965

February FTE Enrolment		2020	2021	2022	2023
<b>Secondary</b>	Special, N.A.P. Ungraded etc.	24	29	30	25
	Year 7	0	0	103	88
	Year 8	133	158	122	91
	Year 9	142	139	163	114
	Year 10	115	155	155	133
	Year 11	111	191	193	116
	Year 12	85	91	101	96
	Year 12 plus	2	1	1	0
<b>TOTAL</b>		<b>730</b>	<b>764</b>	<b>868</b>	<b>791</b>
FLO		118	112	113	128
School Card percentage		50%	50%	50%	50%
NESB Enrolment		6	14	27	34
Aboriginal Enrolment		57	61	65	55

**Note:** Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental website.

## Part B

- **Deputy Principal's name:**  
: Simon Harris
- **School website address:**  
: [www.vhhs.sa.edu.au](http://www.vhhs.sa.edu.au)
- **School e-mail address:**  
: [dl.0799.info@schools.sa.edu.au](mailto:dl.0799.info@schools.sa.edu.au)
- **Senior Executive Team**

Principal	Adrienne Conley
Deputy Principal	Simon Harris
Business Manager	Kate Burdett
- **Executive Team (including Senior Executive)**

Assistant Principal: Learning Improvement 7-12	David Bennett
Assistant Principal: Learning Inclusion 7-12	Abbie-Lea Verco
Assistant Principal: Continuity of Learning 7-12	Jude Boyle
- **Leaders and Executive Team**
  - **Senior Leaders Band 2**

○ Continuity of Learning pre-SACE (7-10)	Annita Foote
○ Learning Improvement pre-SACE (7-10)	Hugh Benger
○ Continuity of Learning SACE 10-12	Jen Leske
○ Transdisciplinary Learning SACE 10-12	Nicole Muller
○ Learning Improvement 7-12	Jody Peterson
○ Transdisciplinary Learning pre-SACE 7-10	Ashley Foote
○ Disability Unit	Morgan Hill
○ Behaviour for Learning pre-SACE 7-11	Ian Milne
○ Behaviour for Learning pre-SACE 7-11	Lauren Dart
○ Behaviour for Learning pre-SACE 7-11	Rebecca Morrison
○ Behaviour for Learning pre-SACE 7-11	Ryan Shaughnessy
○ Behaviour for Learning pre-SACE 7-11	Angie George
○ Wellbeing and Transition Hub	Peter Norde
  - **Senior Leaders Band 1**

○ Engagement and Wellbeing	Cathy Venning
○ Engagement and Wellbeing	Richard Haynes
○ Aboriginal Education	Mark Nethercott/Andy Coulter
- **Staff Numbers**

Principal A8 = **1**  
Deputy B5 = **1**  
Leader Band 3 = **3**  
Leader Band 2 = **12**  
Leader Band 1 = **2**  
Teachers FTE = **60**  
Ancillary Staff (0799/7785)

  - **603.5** permanent
  - **747.25** temporary hours

- **OSHC**  
Not applicable.
- **Enrolment Trends**  
Enrolment is relatively steady over time. The level of transience is high with families moving in and out of the area.

- **Special Arrangements**

The school has joint use agreements with the City of Victor Harbor for the town oval, Recreation Centre, and tennis/netball court complex during school hours.

- **Year of Opening**

Victor Harbor High School was opened in 1910 and moved to the present site in 1937.

- **Public Transport Access**

*LinkSA* provides public transport for students in the Victor Harbor area who are ineligible for Department for Education transport. Further information and timetables are available via the following link.

<https://www.linksa.com.au/wp-content/uploads/2021/11/TT-Route-1255-1256-VHCB1CB2-1.pdf>

## 2. Students (and their welfare)

- **General Characteristics**

At VHHS, we develop the whole child and value the diversity of our learners. Structures and services developed and refined over the years aim to support all our students regardless of their individual, personal, social, and intellectual needs. There is an understanding of the strong connection between wellbeing and learning and our interventions are aimed at ensuring our students can participate actively in all elements of the curriculum.

The **Assistant Principal Learning Inclusion**: oversees areas in the school that are dedicated to providing additional support to our students to ensure that they are able to participate successfully in learning, and social and emotional development.

VHHS provides extensive support to our students in what we describe as our “**Three Waves of Support**”:

**Wave One** provided for all our students who receive Quality Differentiated Teaching Practice (QDTP) in their classrooms. This is provided by their teachers who monitor their progress and achievement.

**Wave Two** for those students some targeted additional specialised input and differentiated teaching practices again provided by their teachers with the support of Student Support Teams.

**Wave Three** for those students who require complex intervention and specialised support.

### **WAVE One**

QDTP is responsive to the different needs of all students. All teachers are supported to make adjustments to accommodate the learning needs of individual students in their classes. This support is provided by the Student Services Teams.

### **WAVE Two**

Some students require additional support with their learning. All our teachers monitor students’ achievement, attendance and their behaviour. This assists us to make decisions around how best to support students and their progress at school. Wave Two support is provided for Literacy, Numeracy, and Social and Emotional Wellbeing.

**Student Support Teams** are an integral part of each House Team; these teams identify, intervene, and monitor students at-risk and coordinate individual support plans for each of these students. Each Student Support team includes the appropriate House Leader, Executive team member and Student Wellbeing and Engagement Leaders. Teams meet regularly to manage referrals made by classroom teachers and decide on the most appropriate support for individuals (and sometimes groups of students) who require additional support.

**Assistant Principal Learning Inclusion and Student Support Teams** are responsible for:

- Oversight of the IESP online application process for additional funding to support both learning and behaviour.
- Provide support to staff, students and parents in the development and review of OneChild OnePlans (OCOP).
- Support staff in making appropriate adjustments to individual student's curriculum needs (differentiation, formative assessment, learning intentions).
- Mentor and coach colleagues in supporting students identified as having additional literacy needs.
- Oversight of inclusion in Learning Support programs.
- Provide literacy support to students identified with learning difficulties where appropriate.

### **Programs that support learning**

Students who require additional support with their **Literacy, Numeracy, and Social - Emotional Wellbeing** can be referred for additional support. This referral process occurs through the Student Support Teams described above. The specific learning needs of individual students who require additional support are addressed by experienced teachers in a small group setting.

### **Student Services Team**

This team includes:

- The equivalent of two Student Wellbeing and Engagement Leaders, who provide students with personal counselling, course counselling and skill development programs. Our Wellbeing and Engagement Leaders work very closely with other available external support services.
- Pastoral Support Workers (PSW) who provide additional support to students and staff; and
- Ancillary staff who support the administration of student needs.

### **English as an Additional Language or Dialect (EALD)**

Training has been undertaken by a staff member to support students with a non-English speaking background and our international students.

## **WAVE Three**

Some students require significant support and alternative programs:

### **Special Education Sub School**

This includes students who are verified with intellectual disabilities who are catered for in our Special Education Sub School where our skilled and qualified Special Education teachers provide tailored and individualised programs.

In addition to this, **the Special Class** provides a modified student-learning program. Students access this class with a verification of intellectual and/or social emotional disability. The Special Class provides a specialist teacher and SSO who deliver intensive individualised learning programs in a small group setting.

### **Wellbeing and Transition Hub**

The Wellbeing and Transition program provides support and individualised learning programs for students who struggle to engage at school for a range of reasons.

Students have a Wellbeing Coach who meets with them once a week to offer personalised support and to review their progress. Although situated off-site the Wellbeing and Transition Hub maintains a very close relationship with its mainstream counterparts. Students complete a range of learning programs including Literacy and Numeracy and engage in a range of programs that potentially lead to

qualifications including Certificate 1 and 2, in a wide range of vocational areas. Programs of learning are individually negotiated and may include Lessons within mainstream classes.

### **Schools Mental Health Service**

Student Services also accommodates other service providers including Department for Education support services and external mental health clinicians who work closely with our Student Wellbeing leaders to support our staff and students on a regular basis.

In 2023, VHHS was selected as one of 65 schools to have a Mental Health Practitioner based on site. Once rolled out, this service will implement a range of existing mental health and wellbeing services already available in schools.

### **Support for our Indigenous Students**

Our Indigenous students can access support and education programs related to their cultural, their heritage and their language. This support is available from our Aboriginal Secondary Education Transition Officers (ASETO) and our Aboriginal Education Teacher (AET); these staff are based in the Nunga Room. Ngarrindjeri Language is now embedded as a subject offered on our timetable and has proven to be a choice popular with our Aboriginal and Torres Strait Islander students.

### **Collection of Wellbeing Data to support the needs of our students**

The school participates in the Wellbeing and Engagement Collection (WEC) tool. The WEC is a survey tool that collects information from students up to and including Year 12 about non-academic factors relevant to learning and participation.

The WEC data gives our school an insight into what is aiding and providing barriers for our students in regard to their wellbeing and engagement both at school and in the wider community. This can support and advise our wellbeing and House time programs.

## **3. Key School Policies**

- **Statement of Purpose**

We envisage our future graduates will leave us as proficient writers and speakers, great leaders when they can be, good followers when they should be, creative no matter their passion, and positive team members when required. As global citizens they are aware their behaviour makes a difference, and above all they are generous of spirit.

- **Policies**

Refer to page 1.

### **Characteristics that the School Values:**

#### ***RESPECT***

This is defined in the Victor Harbor High School context as:

- Consideration for other people and for yourself
- Respect for living things
- Care and consideration for the environment
- Appreciation of others' similarities and differences

#### ***PERSEVERANCE***

This is defined in the Victor Harbor High School context as:

- Responding positively to challenges
- Working to achieve your personal best
- Striving for excellence

## **INTEGRITY**

This is defined in the Victor Harbor High School context as:

- Fairness and honesty
- Knowing what you believe in and what you stand for
- Being sincere and trustworthy

## **CREATIVITY**

This is defined in the Victor Harbor High School context as:

- Curiosity, desire to know
- Thinking 'outside the square'
- Being interested and engaged in the world around you
- Using and developing your imagination

All staff members are expected to actively teach and model these values particularly in their interactions with students, parents, and colleagues.

## **4. Curriculum**

### **• Subject Offerings**

A broad education is offered in years 7-10 covering the eight learning areas of the Australian Curriculum. At the start of Year 9 students begin to select subjects based upon individual pathways. SACE subjects are offered to student of Year 10, 11 and 12 depending on readiness.

Our Language offerings are Indonesian year 7 – 12, and Ngarrindjeri Language year 9 – 12.

A range of House based programs with students vertically grouped from years 7 – 10. Activities are delivered by all House teachers during House time (15 minutes) after recess and two lessons (50 minutes) per week. These programs have a focus on developing resilience in our students as well as delivering our Child Protection curriculum which is a compulsory part of all students' education.

### **Pre SACE (Years 7 – 10)**

Teaching teams are established in Years 7-9 with teams of teachers working across individual classes covering English, Maths, Science, Global Studies, Health and Personal Development.

Other curriculum areas include Language - Indonesian, Home Economics, Design and Technology, and The Arts, both Visual and Performing [Music and Drama].

All students undertake these eight learning areas within a seven-and-a-half-line timetable.

### **SACE (Years 11-12)**

An innovative approach to senior secondary education allows students entering Year 10 to be able to access SACE subjects through our vertically integrated timetable structure. This structure has been designed to provide the flexibility to allow us to tailor a program of study around the particular needs of individual students, with students able to select subjects from the offerings across year levels. The subjects that a student selects will be determined by their potential future pathway, any pre-requisites that exist, and their personal readiness for particular subjects. The Personal Learning Plan (PLP) develops as part of the Stage 1 transition process and supports learning through to the completion of SACE.

### **• Individual Personal Project (IPP)**

Individual Personal Project is a compulsory semester length subject to be completed during Semester 2 of year 10. IPP is designed to prepare our students for entering successfully into the learning format of SACE.

For their IPP each student completes an in-depth project based on an area of passion. Students choose a topic or area of self-interest and engage deeply with their chosen focus, using research-based learning activities, and linking in with a mentor. This requires students to use their creativity and initiative, while developing the research and presentation skills that they will need for further study or work.

At the end of the semester students present their learning in a "Show Case Forum" where other students and adults can view what they have achieved, along with the evidence of the processes undertaken.

Students will complete a "Folio" that documents evidence of their research processes as well as a "Reflection" on the knowledge and skills they developed during their project.

- **Open Access**

Open Access may be used to support learning for students unable to access on-site learning due to illness or compromised mental health. Generally, Open Access is not offered as an alternative to face-to-face curriculum with the exception of subjects that are not offered by Victor Harbor High School, but which are pre-requisites for a University course.

- **Special Curriculum Features**

Increasingly, students are taking up the opportunities provided by School Based Apprenticeships (SBA). These students' timetables meet both SACE and work requirements. Short courses, Certificate 1 and part Certificate 2 courses are offered.

- **International Studies**

Victor Harbor High School is an active member of the Asia Education Foundation (AEF) and is in the *Bridge* project to link students in Australia with counterparts in Indonesia. From this, we have a Sister School in Lombok (Senior School). We also have a Sister School in Java, established in 2002. Students from both schools visit VHHS every two years. In the alternative year, students of Indonesian are able to travel to Malaysia for an in-country experience. VHHS also holds an annual Global Market for feeder schools and school community.

The school has a vibrant International Education (IES) Program, which involves members of the community hosting students from overseas countries such as Italy, Germany, Japan, Austria, Switzerland, and Brazil. Students on the study abroad programs immerse themselves in our culture while improving English language skills and experiencing a range of courses not offered back home. Mutual benefits exist as the IES students enrich the school environment through forming intercultural connections and culture sharing.

- **Teaching Methodology**

In years 7-10, there is a strong emphasis on student engagement, a focus on higher order thinking skills and developing independent learners. Collaboration and Innovation have a high profile on site for both staff and students.

All teachers have committed to improving their teaching and learning in order to improve student-learning outcomes. The school uses the Australian Professional Standard for Teachers to actively reflect on and improve their practice.

Computer access is enabled through a *Bring your Own Device* (BYOD) strategy and some site-based computer suites and IPAD/laptop resources. The school's BYOD requires students and staff to use Microsoft Office 365 to collaborate and is supported by the site's Information Technology team. All teachers have a laptop and the *Daymap* Learner Management System is used to record student attendance as well as the use of *OneNote* class platforms to provide 24/7 access to teaching and learning resources.

- **Literacy and Numeracy**

Literacy and Numeracy is a capability in the Australian Curriculum that needs to be taught in all learning areas, with literacy a priority on the school's Site Improvement Plan (SIP). Literacy and Numeracy is the responsibility of all staff to deliver. Teaching literacy and numeracy skills in context of a subject will enhance student's ability to engage with that subject and enable links to learning outside of the classroom.

- **Assessment Procedures and Reporting**

Student progress checks (Years 7 - 12) are completed every 5 weeks and A-E reports are completed at the end of every term using the *DayMap* software. This is used to monitor Attendance, Achievement and Behaviour AAB data.

Teachers are expected to provide students with assessment plans for all SACE subjects and topic outlines for all subjects in Years 7-10.

During term 2, Parent-Teacher conferences are held for students in Year 7-12 in place of normal lessons for a day allowing discussions of learning between House teacher, and family members.

For all year levels, informal Parent / Teacher interviews occur if required or as the need arises.

House Leaders and Student Support Teams monitor student's learning progress and meetings are requested with families for those students whose lack of progress is a concern.

- **Joint Programs**

Year 6 Transition: This program begins with feeder primary schools in Term 1 and includes parent information sessions, student/teacher exchanges and school tours. It culminates in Years 6 students spending time in prospective Year 7 learning groups in Term 4.

Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA):

The school is part of the SAFSSA, which enables students across the region to access VET offerings at different school locations ranging from Christies Beach to Eastern Fleurieu and Victor Harbor. The intention is to extend the Trade School to include a whole range of academic and vocational curriculum offerings.

- **Learning Improvement**

How teachers work with students in the modern classroom requires a different range of skills sets and is a strategy on the school's Site Improvement Plan (SIP). Victor Harbor High School has had focus on developing collaborative blended learning environment using Office365 (O365) software. The school has a Bring Your Own Device (BYOD) strategy that enables students to connect a range of devices through the Office365 suite of software. Teachers aim to provide a differentiated learning program for students where the use of data and effective feedback are essential in knowing and identifying the next steps of learning.

## 5. **Sporting Activities**

Our school has a strong sports program that is well supported by the community. The program includes School Sport SA (SSSA) Knock Out Sport and Carnivals. Students are encouraged to take over management roles within the teams.

Year 7-9 curriculum leads to student participation in a wide range of traditional athletic events as well as a comprehensive program of "fun" events during the School Sports Day in March each year.

The school participates in a broad range of sports at SSSA level competitions, which include Swimming, Cross Country, Surfing, Team Sailing, and Golf. Victor Harbor High also competes in a range of knock out competitions from Year's 7-12 levels. Sports may include Basketball, Badminton, Cricket, Hockey, Netball, Soccer, Softball, Table Tennis, Tennis and Volleyball.

These sporting programs enjoy excellent support from teaching staff with many staff members involved as team managers.

## 6. **Other Co-Curricular Activities**

- **General**

Co-curricular activities include: Team Sailing, Surfing, Volleyball, Whole School Musical, School Band, Concert Band, and Ensemble groups and Student Leadership.

## 7. **Staff (and their welfare)**

- **Staff Profile**

The physical beauty and variation in the landscape make the district a very pleasant one in which to live and work. Many staff live in the community and have developed strong personal links with parents, caregivers, and others within the community. Their connections and experience coupled with the benefits that come from having teachers newly appointed to the school provides a well-balanced staff profile.

The main decision-making body within the school is the Leadership and Executive team comprising the Senior Executive team, the Leaders and Executive team, and those with whole school portfolio responsibilities, House and Sub School Leaders, and staff representatives. Governing Council ratifies policy and take responsibility for School Uniform and Canteen.

- **Staff Support Systems**

Each member of staff has a designated Performance and Development Line Manager. Staff are also supported through Curriculum areas and House teams by House leaders and colleagues, and by the Leadership Team. The school has an active staff association who organise regular social events.

- **Performance and Development (P&D)**

Victor Harbor High School has a formal Performance Development and Accountability structure. All staff have a Performance and Development Line Manager who meets with them at least once per term. Staff develop an annual Performance Development Plan (PDP) that includes how they plan to support school priorities, and

their personal goals. Teaching staff receive written feedback on their performance twice a year. Performance meetings occur in staff non-contact time; however, some staff choose to meet in small teams during lunch times or after hours. Staff complete their annual 37.5 hours Training and Development requirements through professional learning linked to school priorities and personal goals.

- **Access to Specialist Providers**

The school has access to a range of specialist providers including Instrumental Music teachers, Educational Psychologists, Behaviour Coaches, Social Workers, Occupational Therapists and Disabilities Consultants.

## 8. School Facilities

The **Senior School/Administration** complex includes technology rich learning/workspaces. This facility comprises an administration area, staff room, learning spaces, three art laboratories and a Research Centre/Library. The teaching spaces have been designed with the emphasis being on the flexible use of space for large or small groups of students and/or staff.

The **Science/Language Laboratory complex** features three science laboratories, a language laboratory, staff office spaces and secure storage areas.

The two-storey **M Block** includes numerous classrooms, the majority of the student lockers, Student Services Reception, staff office spaces, meeting spaces for Education specialists, support services, visiting clinicians, first aid facilities, and Engagement and Wellbeing Leaders. Our facilities include wheelchair access ramps across the site and the M Block is fitted with a lift for ease of access to the top floor. The upper floor classrooms of the building underwent refurbishment to support new flexible learning spaces. These interactive spaces provide many new opportunities for multi group collaboration and innovative learning styles and staff meetings.

The **G Block** has been completely refitted with the focus on flexible learning opportunities, much the same focus as our upper M Block areas. There are seven learning spaces, two of which contain wet areas and one a dedicated green room. Adjoining the area is the outdoor learning space (containing wet areas for outdoor activities) that has been constructed over our existing pizza oven and paved courtyard. Near this outdoor shelter, there is the vegetable garden that students maintain.

**N-block** is our sites newest edition to facilities and continues to offer students and staff flexible and open learning spaces. This one contains three learning spaces all connected by a covered outdoor learning space. This build is adjacent to the schools sensory space, which includes shared use of swing and surrounding area with students from our Special Class and Disability Unit.

An adjoining staff office area completes this building package.

The **Special Education Sub School** adjacent to the N Block provides specialist facilities for students with disabilities including a Special Class. Recent removal of fences and creation of a sensory garden contribute to an inclusive school community.

The **Hospitality Centre**, which includes industrial kitchen facilities, provides an ideal learning space for the delivery of Certificates in Food and Hospitality.

The **Heritage building** is located at the front of the school grounds and is home to our Old Scholars information, IT Helpdesk, student classroom, Nunga Room, and staff offices.

**Performing Arts building** refit includes theatre and classrooms with refurbished building exterior.

Our **Wellbeing and Transition Hub** delivers a Flexible Learning Options (FLO) program located at a separate campus only a few hundred metres from the main campus. The building has been modified to suit our program requirements and supports more of our students with varying needs.

The Department for Education has an arrangement with the City of Victor Harbor to use the Council-managed Recreation Centre and Music Centre located on the western side of the school. In the same way, the students access the Victor Harbor Town Oval and Courts complex during breaks and for sporting activities. During school hours, the school uses the oval car parks for teachers and visitor car parking.

Students have close access to the Community Library situated across the road from the school. This access to community facilities provides a very vibrant aspect to the school campus.

VHHS seeks to continue to build links with local council facilities and sporting clubs. The newly constructed sporting clubroom complex and RSL offers further collaborative opportunities into the future.

There are multiple choices of sheltered seating areas for students to use during break times. Our grassed and garden areas are well maintained and add to our site's aesthetic appeal.

The canteen is operated by VHHS Governing Council. It offers an extensive range of food and drinks at competitive prices.