Wirreanda High School was established in 1977 and, since then, has provided comprehensive education for students from Year 8 to 12. Students at Wirreanda are encouraged and supported to achieve their personal best. Wirreanda offers programs to engage students in learning appropriate to their needs. These programs include the Specialist Sports Course, Literacy and Numeracy focussed classes, Specialist NEP (Negotiated Education Plan) classes and SHIP (Students with High Intellectual Potential) classes.

In 2013, approximately 32% of students were School Card recipients, 93 students were from NESB and 52 Aboriginal students attended Wirreanda.

Wirreanda offers a number of specialised programs, including:

- Science and Maths Academy at Flinders
- Specialist Sport Course
- Trade School
- Student Leadership
- The Disability Unit

**Year 12 Science and Maths Academy at Flinders (SMAF)**

The partnership between Wirreanda High School and a number of other Southern suburb schools and Flinders University aims to provide an exciting, collaborative venture designed to enhance and support the teaching of Stage 2 Physics, Chemistry and Specialist Mathematics closely aligned with pathways to University.

Students have access to undergraduate Physics and Chemistry Laboratories and the Science Innovation Learning Centre. They are issued with a Flinders Authentication Number allowing them access to the internet and library facilities. All course materials are accessible on the Flinders Online Learning Moodle.

Students attend Physics and Chemistry on a Wednesday, whilst Specialist Maths is taught Friday morning.

The pilot commenced in 2011 was developed in collaboration with southern schools, the Southern Knowledge Transfer Partnership Office and Flinders Centre for Science Education in the 21st Century.

In 2013, students in Year 11 were involved in an Orientation Day during Term 4, whilst year 10 students had a “taster day” during term 2. Both events enabled students to visit the campus to see where they would be learning, talk to Flinders University staff and students and discover the different pathways available for students to study at Flinders.

Last year Wirreanda had 4 students enrolled in Specialist Maths; 9 in Chemistry and 4 in Physics. One of our teachers, Zoe Finch, was selected to teach Chemistry in the program.

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Colin Grace was presented with a plaque from Kristen Smith from Flinders University to celebrate his efforts to help establish and run the innovative program that teaches our Year 12 Chemistry, Physics and Specialist Maths students at SMAF. Colin was part of the inaugural teaching team. Well done Colin!
Wirreanda is a Focus School in Sport and Physical Education and coordinates Vales Specialist Physical Education and Sport Program that includes Christies Beach and Reynella East High Schools. The SSC Course gives students the opportunity to pursue excellence in their chosen sport. The students are able to develop a deeper understanding of their sport and enhance their performance as well as gain accreditation in Coaching and Umpiring. Wirreanda specialises in Basketball, Cricket, Football, Netball, Dance and Soccer.

Wirreanda Students presented with Awards for their involvement in State Sports

Wirreanda is a member school of the Southern Alliance for Innovation and Learning (SAIL), which includes five other secondary schools in our region and delivers vocational education courses across the schools. Wirreanda has worked collaboratively with local feeder primary schools with an emphasis on the transition process.

Wirreanda also has a long tradition of providing vocational pathways for students and has expanded the number of offerings in recent years. Wirreanda High School offers the following VET courses:
- Certificate I Hospitality (Kitchen Operations)
- General Construction - Doorways 2 Construction
- General Construction - Doorways 2 Construction Plus
- Certificate III Music Industry
- Certificate II Sport & Recreation (Two Year program)

A range of certificate courses are also offered through the Wirreanda Adaptive and Vocational Education (WAVE) program.

Southern Adelaide & Fleurieu Trade School
The Southern Adelaide & Fleurieu Trade School is a collaborative partnership between secondary schools and area schools within the Southern Region of the Department of Education & Children’s Services. It consists of the following schools:
- Wirreanda High School
- Aberfoyle Park High School
- Kangaroo Island Community Education
- Mount Compass Area School
- Seaford 6 – 12 School
- Willunga High School
- Eastern Fleurieu School
- Christies Beach High School
- Hallett Cove School
- Reynella East College
- Victor Harbour High School
- Yankalilla Area School

The partners in the Southern Adelaide and Fleurieu Trade School work collaboratively to offer a range of VET programs to all students within the southern region. This provides students from Wirreanda High School access to a great variety of VET programs.
**Student Leadership**

A significant development this year has been introducing a greater focus on Student Leadership within our school, including our first School Captains – Emma Coneybear and Karl Gonzalvo and our Vice-Captains: Daniella McKenzie & Mitchell Lowe. These students did an outstanding job in their new roles. They have provided leadership within our Student Voice Group, comprising around 30 students across years 8-12, as well as contributing to decision-making and representing the school with distinction on numerous occasions. Our Student Voice group continued to have a big impact, both within the school and in the local and wider community.

An increasing number of students are becoming involved in Student Leadership within the school, either through Student Voice or in other ways. Examples of these include our Peer Mentors, who recently participated in a 2-day training program to mentor and support our incoming Year 8 students in 2014, and our Mentor Leaders in the Deadly Start to High School program.

**The Disability Unit** at Wirreanda High School was opened for students in January 2012. The Unit is an integral part of the school, located in fully refurbished and equipped classrooms entirely adapted for this purpose. The Unit will accommodate 20 students in 2014. Places in the Unit are allocated by the Special Options meetings held in the Region each year. Students in the Unit study a broad range of subjects with emphasis placed on Literacy and Numeracy relating to life skills. Differentiated curricula ensure that each student learns at his or her own pace and appropriate level. The students are using the most recent technologies, including iPads, interactive whiteboards and netbooks to support their learning.
2013 Highlights

Looking back over 2013, there are many highlights in terms of great events and activities, as well as examples of initiatives and directions that have been created or consolidated. The year has been characterized by some exceptional developments in student leadership and participation, ground-breaking work in professional practice for teachers and exciting initiatives that link purpose-built facilities with enhancements in student learning and wellbeing.

Our clear focus has remained on our three key priorities:

- Quality Teaching and Learning
- Literacy and Numeracy Improvement
- Learner Wellbeing.

These priorities have featured in our Site Plan for several years now and, while our approaches and strategies continue to develop, we remain focused on them because they are key levers for improvement. What makes the biggest difference to student outcomes and success is the quality of what is happening in the classroom. To this end, we continue to invest in training and development for staff and provide opportunities and structures to enable them to reflect on their practice, work collegially with other teachers and develop their approaches to teaching. As part of this work, we have been involved in a number of federally-funded projects and initiatives, as well as being selected as a focus school for the introduction of the department’s Teaching for Effective Learning (TfEL) Framework. We have also organized and run a number of highly successful staff training days that have focused on Differentiation, Wellbeing and implementation of the Australian Curriculum, as well as an extensive ongoing Professional Practice program.

One of the most significant developments this year has been in relation to student leadership and participation within the school. For the first time, students elected School Captains (Emma Coneybear & Karl Gonzalvo) and Vice Captains (Daniella McKenzie & Mitchell Lowe). These young leaders were outstanding in the way they led the Student Voice group, comprising over 30 students, and set the foundation for future leaders. They organized and ran events and assemblies, provided feedback and advice on school policies and practices and represented the school on numerous occasions.

There was an increased level of student participation in decision-making and a wider range of opportunities for leadership. For example: Peer Mentors were trained and provided support for Year 8 Transition; Peer Leaders were involved in the Deadly Start to High School program; our second Student Voice Camp was held focusing on students led events such as Wear it Purple Day; the Reconciliation Mural project was initiated and resulted in six stunning pieces of work. Three of our students – Michael Hirschhausen, Jacinta Wilson and Taylah Stevens – participated in the SAPOL Cultural Leadership Camp and their contribution was described by organisers as ‘amazing. A group of our students also presented at our Staff Conference on Learner Wellbeing; their presentation was positive, polished, thought-provoking and highly regarded by staff.
Another feature of the year was the visit by then Prime Minister, Julia Gillard, to Wirreanda. Prime Minister Gillard. The Prime Minister’s visit created great excitement for our students and staff, many of whom had an opportunity to meet or speak with her. She addressed our whole school assembly and then answered students’ questions.

Our students demonstrated a wide range of achievements during 2014, including:

- Krystle Crouch winning an Adelaide University Principal’s Scholarship
- Year 11 student Mel Hirschausen winning one of five Dame Roma Mitchell Awards presented across the state to outstanding Indigenous students
- Our third annual Music and Dance Performance Evening, showcasing the outstanding talent we have in the Performing Arts, as well as the work of our Year 12 Art and Design students on display in the foyer
- Acknowledgement and recognition, on both a state and federal level, for our WAVE program as best practice in flexible learning options and alternative learning programs. Evidence of this achievement was success in winning a NAB Schools Grant and having 20 students complete their SACE.

- Chloe Mitton being awarded School Dux for the best Year 12 school assessment performance

- The many students in Years 8-12 who won Achievement and Effort Awards during the year and the Year 12 students who won subject and other special awards at the Year 12 Graduation Ceremony.

Our International Student Program also developed further during 2014, including the sixth highly successful visit from Koishikawa Secondary Education School in Tokyo.
We continued, and significantly developed, our community links with a wide range of agencies and organisations including The Smith Family, Flinders University and the Onkaparinga Council. The programs and initiatives developed in partnership with these groups provide many learning opportunities for our students. We also encourage our students to contribute to their community, both on a local and global level, and many of our students have made contributions in a range of ways. Outstanding work has been achieved in the area of Wellbeing during this year, led by our newly appointed Assistant Principal, Teresa Bruno. We have focused on areas such as resilience, student leadership and PERMA and developed a variety of initiatives, programs and events to promote and reinforce student wellbeing. PERMA is based on the notion of positive psychology – Positive Emotion, Engagement, Relationships, Meaning and Achievement.

As a school, we value extra-curricular activities, and we are working to provide a wider range for our students. During 2013 we maintained a high-level commitment to sport, ran a very successful Sports Day and established clubs such as the Chess Club and the Digital Leaders. These provide opportunities for students to learn the importance of teamwork, develop new skills and interests, connect more closely with school and interact with different students. Within the school, there was also a range of activities on offer to enrich our students’ school experience including:

- Roundtables at Years 9 and 10
- Music Evenings
- A production of ‘The Cassowary’s Claw’ performed by our Drama Club
- Our highly successful, third annual Music and Dance Showcase
- Year 12 breakfasts, Graduation and Formal
- A wide variety of activities in and around the school for Science Week
- Development and creation of our Reconciliation Mural Project.

Parent and family participation is highly valued at Wirreanda. We have a very strong volunteer program operating within the school, led by our Community Liaison Officer, Sue Bogumil, with a team of volunteers contributing significantly to the life and function of the school. We provide a number of opportunities for parents and families to participate, including Governing Council, various committees, Year 8 Parent Meetings, Family Evenings, Parent-Teacher Interviews and Course Counselling sessions.
During 2014, we also offered several Introductory IT Training Nights for parents and families. These sessions provided information about various digital devices, a number of programs and applications used in classrooms and cyber-safety.

It is important that we provide a school environment that enables and promotes high quality learning. A key aspect of this provision is high-level facilities and, during 2013, we continued to strive to enhance our school environment. In particular, during this year, we have initiated a major building renovation project that will see the former Library and Student Services area transformed into the Innovative Learning Hub and the Learner Wellbeing Centre. These redevelopments will be completed during Term 1 of 2014 and will provide our students and staff with outstanding facilities to further develop and improve our provision of learning and wellbeing.

During 2013, we also spent considerable time on the development of a new school vision, name and logo. Our new Vision was developed following extensive consultation with students, parents and staff, along with our logo and name, which, from the beginning of 2014, will be Wirreanda Secondary School. One of the great benefits of following such an extensive consultation process in arriving at these changes was the opportunity provided for deep discussion about the purpose of our school and developing a shared understanding of our direction and priorities.

The Governing Council plays a pivotal role in the development of policy and direction for the school and their work needs to be acknowledged and appreciated. We also receive support from a range of DECD leaders and service providers, at both a regional and central level, and we also thank them for their support throughout the year.

I would like to recognize the outstanding work done by the teaching and non-teaching staff at Wirreanda. The skills and commitment of our staff has a major influence on the quality of the learning environment and programs we are able to provide. Several members of our teaching staff retired during 2013 and I would like to especially acknowledge the contributions made by Peter Nield and Michael Smerd, both to Wirreanda High School and to the education system over many years. There has been a great deal achieved at Wirreanda during 2013 and we look forward to developing and improving further in 2014 and beyond.
Report from Governing Council

The Hopgood Theatre in 2013 for the Year 12 Graduation was ‘packed to the rafters’. I don’t think I have seen a turnout like that for several years at Wirreanda. The achievements were incredible; the theatre was full to the brim with pride, the stories from students, teachers and parents were inspiring and the atmosphere was electrifying. There were hugs and tears of joy, photos with mates and photos with family, teachers being thanked and students being acknowledged.

To me this is an indicator, a way of measuring how we are going as a school and it is good. I would like to extend my sincere congratulations and thanks to Tony Lunniss and Zoe Christopher on their leadership, persistence and efforts to engage students, staff and the school community on this journey of achievement.

Of course, there is always room for improvement and boy did Wirreanda personnel, Governing Council, school community and students take improvement to a new level in 2013!

Congratulations to Paul Sherman and the WAVE program for achieving over 20 SACE completers in 2013. Additionally, their work with the Training Bus Project, Re-Engage Youth Services, and NAB’s School First Funding is an inspiration and I can’t wait to see the final results and the Bus in action for the youth & students of the southern region.

Your Governing Council continues to work well together and provided exceptional support to the school with educational issues, endorsing future directions and of course practical things like budgets and canteen. This year with the support of the leadership team, school community and Sue Bogumil we are refreshing our branding and logo to reflect our achievements. The motto “Learning for Life” is just so inspiring. It instils in my mind that it’s not just about the one test score, the one maths equation, the one skill, but a collective of learning that will be relevant to our students throughout all aspects of their life.

Thank you to the Governing Council parents, school personnel and students for giving up some of their time for the benefit of Wirreanda. Thank you also to all of our parents for your support and rolling up your sleeves when we need you.

Our Student Voice has been outstanding in representing their peers at Council, Wirreanda in the community and courageous and exemplary in the causes that they take a lead in. It is a highlight of Governing Council meeting when a Student Voice rep shares with us what they have been undertaking. Congratulations also to the inaugural School Captains – Emma Coneybear & Karl Gonzalvo and Vice Captains Daniela McKenzie & Mitchell Lowe - you have been great role models and provided a legacy for future student leaders.

Plans to establish a Learner Wellbeing Centre in 2014 is a wonderful investment in ensuring that Wirreanda, in partnership with our community, our personnel and our students, addresses and minimises the barriers that may have unhelpful impacts on our students learning outcomes. I would like to acknowledge Teresa Bruno’s passion and, of course, all the other personnel who have been involved in progressing this to reality.

Running a school like Wirreanda is not like running a business or running a family or running a sports club or a restaurant or running a community centre or running a government department........it is like running all of these things at the same time. It is like coordinating hundreds of people putting together a jigsaw puzzle; we all play an important part in putting together the big picture for our students, our children and our community.

So….in 2014 I would like to invite you to consider how you can contribute to making the Wirreanda Big Picture a Master Piece!

Warm regards and best Wishes.

Sasha Dragovevic
Chairperson
International Student Programs
In 2013 we started the year with 6 international students, two in Year 9 and four in Year 11. One student in the High School Graduate Program and five were Study Abroad students. The 4 students in Year 11 were from Brazil and were part of a group of 100 students studying in Adelaide, funded by the Brazilian Government. This was a new initiative for DECD International Education and was a great success. We are hoping this program may run again in the next few years.

Having 6 students at the school this year put us in the same category as 30 other South Australian schools that were hosting between 1 and 10 international students at the beginning of Term 1. The growth for us in terms of international students continued to be in the Study Abroad program and generally from Europe and South America.

In August, we hosted a two week Study Tour from Koishikawa Secondary Education School, Tokyo Japan. 18 students attended Wirreanda Secondary School for the two weeks and were hosted by local families. This year we accessed a large number of new families from our school community and local community families. This allowed us to increase our data base of families willing to take international students. This tour was once again a busy and successful two weeks and all students involved in the program were wonderful ambassadors for our school.

Also in August the school hosted 2 students from Hokusei Girls High School in Sapporo Japan. The girls attended the school for the first four weeks of term 4 as Study Abroad students.

International Visitors
We had a number of visitors from overseas in 2013, including an agent from Germany and a teacher from Thailand. The agent was visiting us as one of six schools in South Australia as she looks to expand her list of schools to which she sends German students. The teacher from Thailand was here to visit one of her students studying at Wirreanda in Term 1.

In November the school hosted a group of 8 teachers from West Java Indonesia for two days. They were here to learn about our school and education system and enjoyed their time involved in a number of lessons with our teaching staff.

Future Directions
- Continue to support international students studying at the school
- Continue to promote Wirreanda High School at international level and work closely with DECD International Education to encourage students, particularly from Europe and South America to study at Wirreanda Secondary School particularly in the Study Abroad program.
- Work with International Education Services to maintain our international accreditation
Community Liaison

The start of 2013 saw us maintain the majority of volunteers from 2012 and we had parents and caregivers offering to volunteer in the areas of Governing Council, Resource Centre, canteen, sport, uniform committee, Learning Centre, working bees and general administration tasks. The first day morning tea was once again very successful and parents were generally very happy with the transition process. The response from parents to be part of the Year 8 Parent Representative group was disappointing and we will reassess this process in 2014. The school continued to offer these meetings but the lack of parent interest is possibly a reflection of satisfaction with the school and that all information is being received by parents.

This year we have had an increase in volunteers and third party providers working in the Learning Centre as mentors and the Learner Wellbeing area. This included a Youth Worker from Engage and a Psychologist two days a week.
In 2013 our total number of volunteers and third party providers was between 40 and 50, depending on the term.

A change in DECD requirements means that all volunteers and third party providers on site must have a current Criminal History Screening check from the Department of Communities and Social Inclusion and be aware of their responsibilities regarding responding to abuse and neglect. In line with the new policy, all volunteers and third party providers must be entered on to EDSAS.

For only the second time in 12 years the school was unsuccessful in obtaining a Parents Initiatives in Education Grant. Feedback was that a change in policy meant all schools should get an equal chance at receiving these grants and therefore because we regularly put forward successful applications, we were to miss out this time. It was not a reflection of our application.
School volunteers attended the annual Onkaparinga Movie day at Noarlunga Cinema and the Volunteer and third party provider ‘Thanks You’ dinner in December.

Wirreanda greatly appreciates the support of its volunteers and third party providers and values the contribution they make to the learning environment of all students.

Future Directions

- To continue to promote volunteering and support volunteers according to the Volunteer Policy and within DECD guidelines
- To encourage and support third party providers according to DECD guidelines
- To improve the school’s profile, both locally and internationally through the new website, local connections and media.
- To increasingly communicate with parents and caregivers through social media and email.
- Continue to support the development of the Learner Wellbeing Centre particularly with regards third party providers based in the centre.

Volunteers Dinner
SITE IMPROVEMENT PLAN

Focus: Improving Student Engagement for Learning
1. Quality Teaching & Learning
2. Literacy & Numeracy Improvement
3. Learner Wellbeing

1. Quality Teaching & Learning
Enhancing teaching, learning and engagement through the use of digital technologies and innovative pedagogy continued to be a school focus this year. We continued to work on integrating digital tools and successful non-digital methods to develop the quality of teaching and learning at Wirreanda High School.

- The 2012-2013 1:1 iPad Program continued with the home group 9B. These students have really flourished in their ability to take ownership of their learning and how they use different tools to support their learning. Teachers were also very flexible and developed excellent units of work that embed these tools into learning and assessment.

- Teaching and learning continued to be a major focus at Wirreanda High School. Our Professional Development days were focussed on developing units of work that were differentiated, in line with the Australian Curriculum and included innovation through the use of digital pedagogies. A number of workshops ran throughout the year developing teachers skills in using technologies and formative assessment. These sessions were run from a range of teachers (and even a student) representing many different learning areas, which is testament to the ongoing growth of our teachers.

- Wirreanda High School’s first student group of Digital Leaders was established in Term 2. A range of students from middle school worked together to develop their skills in both supporting teachers and students in the classroom and in using technology themselves and design and code an app. They also worked on designing a game. These students were also key components of the success of creating iMovie “About Me” documentaries with our Japanese exchange students from Koishikawa Secondary School and their buddies from Wirreanda. Amber Wurst played a critical role in presenting to staff and at the Southern Counsellors Network meeting about Twitter as a professional learning network.

- A number of staff went to the National Edutech Conference and developed a range of programs as a result. The knowledge gained from the conference continues to shape the decisions, policies and programs developed at Wirreanda High School. One particular Home Economics class used the concept of student designed learning spaces to create soft furnishings for their classroom based on inquiry learning.

- We held two technology evenings for our families and school community that focused on how we use digital technologies at school. There were sessions on issues such as cyber-safety, as well as others on particular programs and apps that our students use.

- Our Year 12 Research Project classes trialled blogging for the first time as a cohort. Those that engaged with the technology found it useful and allowed their research to reach wider audiences. This positive reflections of both students and staff involved has shaped the 2014 program where all Year 12 students will be supported in maintaining a blog of their research and, potentially, beyond.
• The redevelopment of the Resource Centre began last year and our strategic direction of quality teaching and innovative pedagogy played a crucial role in the theoretical background for the space’s structure. We have completed extensive research locally, nationally and internationally regarding positive learning spaces and their impact on teaching and learning. Student Voice also played a large role in the development of their space. We are looking forward to our Grand Opening in 2014.

We were selected as a focus school for the introduction of the Teaching for Effective Learning (TFEL) Framework. As a key school within this project, our teachers have access to targeted training and development opportunities and contribute to the development of professional materials that will be used across the state.

2. Literacy & Numeracy Improvement
Wirreanda High School has continued to work across 2013 to develop literacy as a key focus area in our drive towards whole school improvement.

Our work at Wirreanda High School within the area of literacy development has continued to include the following in 2013:
* Completion of a Literacy Action Plan 2011-2013
* Discussion of strategies to improve and enhance literacy strategies across all curriculum areas
* Identification and explanation of literacy needs in curriculum areas as part of the Focus on Differentiation in 2013.
* Attempts to teach subject specific literacy and map into needs of senior school subjects and skills needed
* Providing strategic professional development opportunities for all staff to enhance the development of skills to explicitly identify and develop literacy skills
* Students with specific learning needs have been identified and intervention strategies put into place
* Commencement of planning and conversations around the consistency of data use and how we analyse and use data to aid literacy development

3. Learner Wellbeing
With the implementation of Wirreanda Learner Wellbeing Centre (LWBC) in 2014, 2013 has seen a positive trial with Cara Crothers, HEADSTART Psychologist. Having a psychologist on site has made it more accessible for families and also has eliminated some stigma attached to accessing mental health support. It also has contributed to a better understanding of psychology services and building a partnership between Cara and counsellors, sharing appropriate information and reviewing strategies.

"The LWBC is intended to be a one-stop-shop for students and their families with a genuine focus on improving learner wellbeing. It is aimed to benefit our students by removing any wellbeing barriers through facilitating connections to relevant support services."

Sasha Dragovelic, School Governing Council Chair.

A great resource has also been accessing sexual health nurse from SHINE once a week for students. Accessing sexual health information, gaining assistance with referrals and encouraging students to ask questions they may not ask counsellors, their parents or peers and getting accurate information. Counsellors have played a major role in advising referrals for the FLO program, conducting conversations with parents and care givers and students at course counselling evening and supporting all through the referral process in collaboration with Paul Sherman and middle and senior team staff.

In partnership with Andy Hickey, Student Welfare Worker, we have worked with a small group of year 10 students with severe social anxiety that are not connected to school and have been referred to FLO for 2014. Remaining engaged in school for term 4 has been a challenge, knowing that they will be in FLO next year. We have been working with them unpacking challenges they have faced, what could be done differently in mainstream classes, art therapy, and participating in transition day to WAVE. These sessions have provided insightful information which will be shared with Wellbeing Team and school staff.

A key role for the team has also been supporting Student Voice and Student Welfare Worker in running Wear It Purple Day, IDAHO Day, Harmony Day, National Youth Week and World Mental Health Day and Week.

On the 21st of March Wirreanda High School celebrated Harmony Day and Close the Gap. To celebrate this day students asked people to pledge their support by making a commitment to help improve the lives of Indigenous Australians.
2013 has been a year of continued development for the delivery of the Specialist Sports Course at Wirreanda. Katrina McGregor joined the SSC teaching team for the Netball program and as one of the state coaches immediately injected rigour and discipline into the course. Her strong relationships with Netball SA resulted in the girls receiving a full contingent of courses in both refereeing and coaching.

Cristiano Dol Santo from FFSA (Football Federation South Australia) injected not only skill and enthusiasm into the teaching of Soccer but also delivered a strategic program of measured development to the students. During term two an after school competition was running to cater for the demand for ongoing challenge and development of the students. His visits to the primary schools also generated great interest.

Dance once again, under the guidance of Tash Thornton, rose to the occasion with the production of the third Dance and Music night at the Hopgood Theatre in November.

The performance is the culmination of months of work and provides a great experience for the students and is an excellent showcase for what can be achieved when dedicated staff combine with talented and committed students. They also, once again, led a Flash Mob performance as well.

Alicia Dean (former state cricketer) joined Nick Moschetta in delivering the Cricket program. This program has continued to establish traditional, annual matches with a range of schools and ensure the students experience the special moments including visiting the newly developed Adelaide Oval the day before the Second Test to observe the players from both teams going through their paces. Alicia brought with her the latest in training techniques and game understanding which has ensured a rigorous and steep learning curve for the year 8 course.
In Basketball Ben Woodhouse continued to develop the Sports Psychology aspect of the course with the students researching, reflecting and applying a number of key strategies to achieve success.

Geoff Evans, a highly gifted and knowledgeable player, took over the year 8 Basketball program and the satisfaction rating in all areas from the students reflected their recognition of the benefits they received from Geoff’s work with them.

In Football a greater emphasis was placed on structured skill development and the students regularly undertook specific skill tests and then recorded, analysed and reflected on their scores. Students were required to visually record their skill execution and to produce digital evidence of improvement. Their theory work required a higher level of analysis in terms of key facets of match preparation including the benefits of dynamic warms. The year 8 / 9 team played regular matches in an after school competition and were undefeated. They also won the district “9 a side” tournament.

SSC students also were educated in the safe use of the weights room and the link between exercising for specific muscle development.

At the beginning of the year all the SSC students were given the opportunity to use heart rate monitors to enhance their understanding of the impact of various exercise regimes on their bodies. This complemented the theory component of the course in which students focussed on developing a sound understanding of the relevance of the “Factors if Fitness” in terms of individualising their own training programs and establishing a sound basis for progression towards year 12 students in this field.

Issues analysis was also a focus, encouraging the students to consider a range of factors within their sport and to analyse arguments with a view to generate informed opinions of key topics. Literacy development was also benchmarked and staff are in the process of reviewing the numeracy components within the course which include heart rates, times for specific fitness tasks, percentage
calculations and graphing for interpretation and explanation of results. This will become a greater focus in the future as subjects across the curriculum strive to enhance students’ capacity in the critical areas of literacy and numeracy.

SSC staff undertook professional development in a number of areas including self and peer assessment of their teaching pedagogy in line with the Teaching for Effective Learning framework. This involved a regular review of key teaching strategies including student engagement and flexible assessment. Clear evidence emerged of increased use of rubrics and enhanced commitment to pre testing in key areas of learning.

The Australian Curriculum is beginning to provide clear direction and the SSC staff, in conjunction with the HPE and Home Economics teachers, recently reviewed their effectiveness in delivering requirements in the key learning areas. While the process of review was generally affirming, some gaps were identified and strategies to address those in 2014 are now being developed.

2014 promises to be an exciting year as we realign the year 8 program to focus more on the “Development of the Athlete” to enhance the success of those students whose sporting focus sits outside our current six sport offerings. We recognise this as essential given that in 2013 students at Wirreanda achieved state and national selection in sports ranging from BMX to Martial Arts and Ice Skating.
We have a large number of students who sit in Bands 6 and 7. An analysis of our 2013 writing results showed a large number of our students sitting in Band 5 which is an identified area to address with strategies and support in 2014.

A minimal number of our students sit in the top two bands.

In our 2011-2013 Site Literacy Plan we identified increasing the number of students in the upper bands as a priority, with the plan that this would also increase the number of students moving into and beyond the middle bands. Strategies have been implemented through an emphasis on quality teaching and clear literacy scaffolding. The end of 2013 launches us into a review phase and the creation of a new literacy plan in 2014.

The progress of our students is average when compared with like schools. Our Whole Site Improvement Plan identifies increasing and supporting students to perform in the upper achievement bands as a target. Our 2013 data included a limited number of students in the upper bands across literacy areas.

The nature of the writing task was changed in 2012. This type of writing task continued in 2013 which will provide us with further information to track this improvement across 3 years moving into the NAPLAN tests for 2014. We are hoping to continue with identifying literacy skills needed in senior subjects and support and explicitly literacy teaching in middle school subjects with these particular genre areas.
Our school growth results indicate that the rate of improvement our students achieved was below the state rate of improvement across all areas. Numeracy still continues to be an area that we have identified as requiring additional supports and focus.

During 2013 we have continued the position of Numeracy Coach. An identified area in our whole site plan is increasing the number of students moving into the upper achievement bands in numeracy and literacy/ reading corresponds with the information on the school growth data. This data shows a very small percentage of our students in the upper growth bands.

In 2013 the first steps were taken to develop a whole school Numeracy Plan as we move towards a national focus on Numeracy improvement. The points of focus for Numeracy Action Plan for 2013 and beyond are:

- Identifying the Numeracy needs of each learning area
- Aligning the needs with implementation of the Australian Curriculum
- Developing explicit teaching strategies for learning areas (other than Mathematics)
- Utilizing Australian Curriculum Professional Development days to support staff with these strategies
- Using PATM (Progressive Achievement Tests in Mathematics) to identify classes and individuals who require specific Numeracy support
- Developing a strategic plan for the analysis and use of Numeracy data (including NAPLAN)
SACE DATA
Senior Secondary: SACE Completion

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>56.4</td>
<td>79.6</td>
<td>80.6</td>
</tr>
<tr>
<td>2010</td>
<td>61.6</td>
<td>79.6</td>
<td>80.8</td>
</tr>
<tr>
<td>2011</td>
<td>69.12</td>
<td>86.94</td>
<td>91.60</td>
</tr>
<tr>
<td>2012</td>
<td>88.57</td>
<td>-</td>
<td>92.24</td>
</tr>
<tr>
<td>2013</td>
<td>86.41</td>
<td>-</td>
<td>93.55</td>
</tr>
</tbody>
</table>

After a significant improvement in 2012, our SACE Completion data consolidated in 2013. We will continue to implement a range of strategies to further improve our SACE Completion rates.

Stage 1 School Subject Results by Grade Distribution

![Stage 1 School Subject Results by Grade Distribution](image)

Stage 1 School Subject Results by Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>% School 2011</th>
<th>% School 2012</th>
<th>% School 2013</th>
<th>% State 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10.62</td>
<td>14.26</td>
<td>13.33</td>
<td>21.77</td>
</tr>
<tr>
<td>B</td>
<td>26.98</td>
<td>25.52</td>
<td>32.08</td>
<td>36.19</td>
</tr>
<tr>
<td>C</td>
<td>35.47</td>
<td>31.75</td>
<td>34.19</td>
<td>30.88</td>
</tr>
<tr>
<td>D</td>
<td>13.17</td>
<td>13.64</td>
<td>10.32</td>
<td>6.65</td>
</tr>
<tr>
<td>E</td>
<td>9.46</td>
<td>10.70</td>
<td>8.13</td>
<td>3.36</td>
</tr>
<tr>
<td>N</td>
<td>4.31</td>
<td>4.13</td>
<td>1.96</td>
<td>1.16</td>
</tr>
</tbody>
</table>

Although there was a slight decrease (0.93%) in the number of students achieving A grades, the 6.56% increase in the number of B grades was a positive improvement. There have also been drops in the number of D, E and N grades, which is pleasing. Although we are continually striving to improve the number of students in the upper (A and B) grade bands, the decrease in failing (D, E and N) grades is a good indicator for SACE completion at Stage 2 level.
There has been an improvement in the number of A grades from 2012 (2.44%), with a slight reduction of 1.27% in B grades. Consistent with the last 4 years, our top ATAR scores have continued to improve. We will strive to develop and implement a range of strategies across all curriculum areas to maintain and further improve this trend.
Student Data

Attendance:

Figure 4: Attendance by Year Level

The school attendance data in 2013 demonstrated a slight increase in attendance across the school from 85.9 in 2012 to 86 in 2013. Year 11 & 12 in 2013 both show an improvement in attendance. Attendance improvement will continue to be an area of focus in 2014 in order to improve student learning outcomes.

Table 4: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Year 8</td>
<td>87.3</td>
</tr>
<tr>
<td>Year 9</td>
<td>85.0</td>
</tr>
<tr>
<td>Year 10</td>
<td>83.7</td>
</tr>
<tr>
<td>Year 11</td>
<td>84.2</td>
</tr>
<tr>
<td>Year 12</td>
<td>88.8</td>
</tr>
<tr>
<td>Secondary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>85.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>85.3</td>
</tr>
</tbody>
</table>

Student Behaviour Management:

The percentage of suspensions has increased by 9% from the previous year. The school focus on Student Wellbeing in 2013 and the Professional Development centered on PERMA has not had the effect of reducing the number of suspensions at this point.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Cohort</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Total</th>
<th>% of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>874</td>
<td>140</td>
<td>103</td>
<td>65</td>
<td>54</td>
<td>362</td>
<td>41.3%</td>
</tr>
<tr>
<td>2009</td>
<td>962</td>
<td>99</td>
<td>107</td>
<td>100</td>
<td>49</td>
<td>355</td>
<td>36.9%</td>
</tr>
<tr>
<td>2010</td>
<td>923</td>
<td>95</td>
<td>111</td>
<td>86</td>
<td>83</td>
<td>375</td>
<td>40.6%</td>
</tr>
<tr>
<td>2011</td>
<td>962</td>
<td>66</td>
<td>65</td>
<td>83</td>
<td>25</td>
<td>239</td>
<td>24.8%</td>
</tr>
<tr>
<td>2012</td>
<td>943</td>
<td>65</td>
<td>52</td>
<td>72</td>
<td>46</td>
<td>235</td>
<td>24.9%</td>
</tr>
<tr>
<td>2013</td>
<td>904</td>
<td>97</td>
<td>75</td>
<td>95</td>
<td>33</td>
<td>300</td>
<td>33.2%</td>
</tr>
</tbody>
</table>

Restorative Practices will need to be explored to address this issue in 2014. This year the emphasis was placed on greater engagement of students through differentiating the curriculum, building relationships and a continued focus on quality teaching. With more effective pre-emptive and proactive action in dealing with emerging issues and a more positive school tone and culture, the rates of suspension should decrease.
### Destination: Table 5: Intended Destination

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Exit Reason</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of TOT</td>
<td>Number</td>
<td>% of TOT</td>
</tr>
<tr>
<td>08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interstate/Overseas</td>
<td>2</td>
<td>1.07%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Transfer to Govt Schl</td>
<td>25</td>
<td>13.44%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Transfer to Non-Govt Schl</td>
<td>4</td>
<td>2.15%</td>
<td>2</td>
</tr>
<tr>
<td>Total for 08</td>
<td></td>
<td>31</td>
<td>16.66%</td>
<td>20</td>
</tr>
<tr>
<td>09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interstate/Overseas</td>
<td>3</td>
<td>1.96%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Tertiary/TAFE/Training</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Transfer to Non-Govt Schl</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Transfer to Govt Schl</td>
<td>19</td>
<td>12.4%</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total for 09</td>
<td></td>
<td>22</td>
<td>14.38%</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Interstate/Overseas</td>
<td>5</td>
<td>2.6%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Tertiary/TAFE/Training</td>
<td>2</td>
<td>1.04%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Transfer to Non-Govt Schl</td>
<td>4</td>
<td>2.08%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Transfer to Govt Schl</td>
<td>14</td>
<td>7.29%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total for 10</td>
<td></td>
<td>25</td>
<td>13.02%</td>
<td>24</td>
</tr>
<tr>
<td>11 (incl FLO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment</td>
<td>8</td>
<td>4.84%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Interstate/Overseas</td>
<td>1</td>
<td>0.60%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Seeking employment</td>
<td>7</td>
<td>4.24%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Tertiary/TAFE/Training</td>
<td>2</td>
<td>1.21%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Transfer to Non-Govt Schl</td>
<td>2</td>
<td>1.21%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Transfer to Govt Schl</td>
<td>10</td>
<td>6.06%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>6</td>
<td>3.63%</td>
<td>6</td>
</tr>
<tr>
<td>Total for 11</td>
<td></td>
<td>36</td>
<td>16.95%</td>
<td>36</td>
</tr>
<tr>
<td>12/13 (incl FLO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment</td>
<td>21</td>
<td>21.87%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Interstate/Overseas</td>
<td>1</td>
<td>1.04%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Seeking employment</td>
<td>33</td>
<td>34.37%</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Tertiary/TAFE/Training</td>
<td>34</td>
<td>35.4%</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Transfer to Non-Govt Schl</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Transfer to Govt Schl</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>7</td>
<td>7.29%</td>
<td>0</td>
</tr>
<tr>
<td>Total for 12/13</td>
<td></td>
<td>96</td>
<td>99.97%</td>
<td>171</td>
</tr>
</tbody>
</table>
The most significant change is the number of students in Year 12/13 classified as seeking employment, which has reduced markedly. The number of other in Year 12/13, at 9% reflects the students (mostly FLO) who are completing their SACE over a number of years, or who are still engaged with external agencies working with them to transition to work.

The movement of students in year 9 to Government schools is still a concern. With a focus on Wellbeing and differentiation in the classroom in 2014, we are hoping this trend will be reversed.
CLIENT SATISFACTION:
Staff and Student Surveys - 2013
Staff and Student Surveys for 2013 were again undertaken through the National School Counselling & Psychological Services and the Parent Opinion Survey was undertaken through the NSCPS for the first time.

Staff Climate Survey
“........Positive attitudes among staff members increase morale and productivity as well as student performance.”

The following table displays Wirreanda’s 2013 data in comparison to 2012 data and selected National Benchmark data. The table presents the mean levels of satisfaction as a percentage.

### Summary
Staff responses improved in all key areas surveyed from 2012 to 2013. The greatest areas of improvement are School Environment, Guidance & Support and School Communication, all showing at least 6% improvement. It is important to note that all areas, apart from School Communication (-1%), rated higher than the National Benchmark means.

The following table shows a comparison of Government High Schools and Wirreanda responses.
Staff showed the highest levels of satisfaction in the areas of Goal Congruence and Personal Development and the lowest levels in the areas of School Communication and Technology and Resources. These results are higher than 2012 for each of the key areas, with an overall improvement of 4%. These results should be celebrated.

Compared with the overall benchmark, which consisted of 3,618 staff members’ responses from 58 schools, Wirreanda was:

- Higher than the overall benchmark for each of the key areas.

Wirreanda High School was compared with specific benchmarks, which were those from Government High Schools, consisting of 1,441 responses from 15 schools. Our school was:

- Considerably higher than the specific benchmarks for each of the key areas.

**Student Climate Survey**

“….understanding students’ perceptions, is the key to a positive and productive school environment.”

The following table summarises the number of students per year level who completed the survey:

<table>
<thead>
<tr>
<th>Total number of respondents</th>
<th>397</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>91</td>
<td>23%</td>
</tr>
<tr>
<td>Year 12</td>
<td>28</td>
<td>7%</td>
</tr>
</tbody>
</table>

The following table displays Wirreanda’s 2013 data in comparison to 2012 data and selected National Benchmark data. The table presents the mean levels of satisfaction as a percentage:

<table>
<thead>
<tr>
<th>1. Guidance and Support</th>
<th>69.8%</th>
<th>62.4%</th>
<th>65.9%</th>
<th>+3.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+1.8%</td>
</tr>
<tr>
<td>3. Teacher Quality</td>
<td>63.3%</td>
<td>58.3%</td>
<td>60.9%</td>
<td>+2.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+2.4%</td>
</tr>
<tr>
<td>5. Learning Opportunities</td>
<td>68.8%</td>
<td>62.0%</td>
<td>65.5%</td>
<td>+3.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+3.7%</td>
</tr>
<tr>
<td>7. Student Behavioural Values</td>
<td>66.7%</td>
<td>54.9%</td>
<td>57.4%</td>
<td>+2.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+4.3%</td>
</tr>
<tr>
<td>9. Student Relationships</td>
<td>63.9%</td>
<td>54.3%</td>
<td>56.1%</td>
<td>+1.8%</td>
</tr>
</tbody>
</table>

Summary

Student responses improved in all key areas tested from 2012 to 2013. The greatest areas of improvement are Technology & Resources, Guidance & Support and Personal Development, all showing at least 3½ % improvement.
The following table shows a comparison of Government High Schools and Wirreanda responses.

<table>
<thead>
<tr>
<th>1. Guidance and Support</th>
<th>60.8%</th>
<th>65.9%</th>
<th>+5.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Teacher Quality</td>
<td>57.6%</td>
<td>60.9%</td>
<td>+3.3%</td>
</tr>
<tr>
<td>5. Learning Opportunities</td>
<td>61.9%</td>
<td>65.5%</td>
<td>+3.6%</td>
</tr>
<tr>
<td>7. Student Behavioural Values</td>
<td>56.2%</td>
<td>57.4%</td>
<td>+1.2%</td>
</tr>
<tr>
<td>9. Student Relationships</td>
<td>65.0%</td>
<td>56.1%</td>
<td>-8.9%</td>
</tr>
</tbody>
</table>

Students at Wirreanda High School showed the highest levels of satisfaction in the areas of Guidance and Support and Learning Opportunities and the lowest levels with the areas of School Environment and Technology and Resources. These results are similar to 2012; however, it must be noted that there have been improvements across all key areas, with an overall improvement of 2.9%. These results should be celebrated.

Compared with the overall benchmark, which consisted of 10,968 students’ responses from 58 schools, Wirreanda was:

- Slightly lower than the overall benchmark for each of the key areas.

Wirreanda High School was compared with the specific benchmark of all participating Government High Schools, which consisted of 5,865 respondents from 18 schools. Wirreanda was:

- Higher than the overall benchmark for each of the key areas, except for Technology and Resources, Student Relationships, School Environment and School Curriculum.

*Student Involvement in Sports day*
**Parent Satisfaction Survey 2013**

The following tables display our school in comparison to other schools involved in the National School Surveys. The following table presents the mean levels of satisfaction (as percentages) for our school. The “difference in mean” column identifies the percentage difference between our school and the benchmark created by all schools in the survey.

**All Government High Schools (N=2,091, 18 schools)**  
**All Wirreanda High School Parents in Sample (N=47)**

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Government High Schools Mean</th>
<th>2013 Wirreanda Mean</th>
<th>Difference in Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guidance and Support</td>
<td>70.9%</td>
<td>72.6%</td>
<td>+1.7%</td>
</tr>
<tr>
<td>2. School Environment</td>
<td>70.2%</td>
<td>71.2%</td>
<td>+1.0%</td>
</tr>
<tr>
<td>3. Teacher Quality</td>
<td>68.5%</td>
<td>67.5%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>4. School Curriculum</td>
<td>65.4%</td>
<td>63.8%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>5. Learning Opportunities</td>
<td>69.9%</td>
<td>70.3%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>6. Personal Development</td>
<td>66.8%</td>
<td>67.2%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>7. Parent Communication</td>
<td>65.8%</td>
<td>69.6%</td>
<td>+3.8%</td>
</tr>
<tr>
<td>8. Technology and Resources</td>
<td>72.1%</td>
<td>74.3%</td>
<td>+2.2%</td>
</tr>
<tr>
<td>9. Leadership and Management</td>
<td>67.2%</td>
<td>71.2%</td>
<td>+4.0%</td>
</tr>
</tbody>
</table>

**OVERALL** | 68.5% | 69.7% | +1.2% |

**Summary**

The highest levels of satisfaction for Wirreanda High School were in the areas of Technology & Resources and Guidance & Support, whilst the lowest levels were in the areas of School Curriculum and Teacher Quality.

Leadership & Management and Parent Communication are seen as strengths, while the school continues to focus its energies on Professional Practice of teaching staff including, differentiation of learning, a focus on digital technology and other innovative pedagogies.

![Community B.B.Q](image_url)

**STAFF**

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>117</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>33</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

**Workforce Composition including Indigenous staff**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Non Indigenous</td>
</tr>
<tr>
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<tr>
<td>Persons</td>
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<td>21.13</td>
</tr>
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<td></td>
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THE UNIT

This year in the Wirreanda Unit we have welcomed eight new students and their families to our community. We have also strengthened our team with the addition of two dedicated teaching staff and another fabulous SSO. As a team we have further developed the learning program to meet the individual needs of each student and provide multiple ways to showcase their learning.

This year has seen our students involved in increased project-based activities utilising the 1:1 pads and class sets of Netbooks to develop creative and meaningful work. Our students regularly showcase their work through Year 8 assembly, exhibitions and special events throughout the year.

Many students were supported to establish digital portfolios using edublogs as a blogging platform and are using these regularly to reflect upon their learning. We look forward to increasing the access of online recording for all students in the Unit next year to showcase their learning and achievements.

We have increased our opportunities to celebrate student learning via our own Unit Blog: wirreandaunit.edublogs.org, and our highly successful Unit Expos which was at capacity seating this past term.

A highlight of the year was attending Woodhouse Activity Centre for a 3 day camp. Students were supported by five aspiring leaders, as part of the Peer Mentoring Program led by Mr. Andrew Atwell-Gill. Students completed “Challenge Hill”, which included negotiating an obstacle course. We also enjoyed a visit to Cleland Wildlife Park on our return. It was a wonderful opportunity for students to build independence, collaboration and social skills. Staff also enjoyed the time building on relationships with each other and our students.
Appendices: 2
Counsellors Report
Wellbeing Team Meetings

Initiating weekly wellbeing meetings this year has proved successful and has enabled us to prioritize action and focus on pro-active programs for students. It has also provided a regular forum to discuss case management and to share information.

Case note templates and risk management template have been devised to enable consistent, accurate and detailed case notes to be compiled, which has facilitated the sharing of information and enabled action to be taken with health service providers, Administration at the school and with interagency case meetings. It has also contributed detailed information often required for CARL notifications. It is confidential and only accessed by the Wellbeing Team and the Administration.

Identifying current student issues and coordinating Training and Development for staff has also played a major role. Issues such as Adolescent mental health (depression and anxiety), suicide ideation, self-harm, PERMA, positive relationships, bullying, Cyber Safety and Restorative Practise have been a focus of discussion for the team.

Initiatives

The introduction of appointments made through student reception via Learnlink calendar has worked well. It has also assisted with accountability and case management of students.

With the implementation of Wirreanda Learner Wellbeing Centre in 2014, the past two terms have been a positive trial with Cara Crothers, HEADSTART Psychologist. Having a psychologist on site has made it more accessible for families and also has eliminated some stigma attached to accessing mental health support. It also has contributed to a better understanding of psychology services and building a partnership between Cara and counsellors, sharing appropriate information and reviewing strategies.

A great resource has also been accessing sexual health nurse from SHINE once a week for students. Accessing sexual health information, gaining assistance with referrals and encouraging students to ask questions they may not ask counsellors, their parents or peers and getting accurate information.

Counsellors have played a major role in advising referrals for the FLO program, conducting conversations with parents and care givers and students at course counselling evening and supporting all through the referral process in collaboration with Paul Sherman and middle and senior team staff.

In partnership with Andy Hickey, Student Welfare Worker, we have worked with a small group of year 10 students with severe social anxiety that are not connected to school and have been referred to FLO for 2014. Remaining engaged in school for term 4 has been a challenge, knowing that they will be in FLO next year. We have been working with them unpacking challenges they have faced, what could be done differently in mainstream classes, art therapy, and participating in transition day to WAVE. These sessions have provided insightful information which will be shared with Wellbeing Team and school staff.

A key role for the team has also been supporting Student Voice and Student Welfare Worker in running Wear It Purple Day, IDAHO Day, Harmony Day, National Youth Week and World Mental Health Day and Week.

In terms 1 and 2, workshops were conducted with all year 10 students on Respectful Relationships, facilitated by trainers from Uniting Communities. Sessions covered identifying safe and unsafe relationships, exercising rights and responsibilities and accessing support services.

In term 1, I began working with Azra Rochester our Aboriginal Secondary School Support Worker, supporting her in her vision of designing a mural with Indigenous and Non Indigenous students acknowledging significant events of Reconciliation Close the Gap, Stolen Generations, NAIDOC week, and Harmony Day.

Once a week, students worked together to research, design, and apply designs to mural boards with the guidance and support from Daphne Rickets a local Indigenous Artist. Students as part of their learning researched their own cultural heritage and stories. Through the creative process, we all learned a lot about ourselves. Issues with students learning were identified and addressed also. Students were assessed as part of their curriculum. Year 8 & 9 students, through Integrated Learning; and year 11 & 12 students through Community Learning Stage One, 10 credits. This project is one that all participants are very proud of.
We have continued to work in close collaboration with Flinders University staff this year, providing course and career workshops to all year 11 and 12’s in preparation for course selection and applying for University and TAFE. Positive feedback from Chelsea Skene from Flinders identified that in 2013, there was a 75% increase in the number of students enrolling at Flinders Uni from Wirreanda than previous years. Last year 39 students sat the Flinders UniTest to increase their intake opportunity to their selected course. This year, 43 students sat the test. Speakers from Adelaide Uni and Uni SA also came and spoke to our year 11 and 12 students. Next year, Flinders Uni will continue to work with our school, providing T and D for staff on changing job market, working with year 10’s on PLP, and continuing to work with year 11 and 12 students.

More students have been accessing counsellors for career guidance and consultation regarding subject selection. This has promoted healthy discussions and encouraging students to keep all opportunities open and identifying strengths and areas of passion. Course selection day is a positive process.

**Strategies for improvement:**

- Improve the way in which we deliver information to students, making it more interactive and taking into account that we need to differentiate in our delivery.
- Better support for home group teachers through a much improved Training & Development approach in partnership with our Career Development Strategy.
- Identifying the most effective way to share information with staff; making information sharing more paperless and effective;
- Reviewing counsellors involvement in suspension and exclusion processes;
- Exploring how to improve community connections.

**Aboriginal and Torres Strait Islander REPORT**

*Background information*

There are 54 Aboriginal & Torres Strait Islander students at the school.

**Aboriginal Support Team comprises:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>The Principal</td>
<td>Tony Lunniss</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Teresa Bruno</td>
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<tr>
<td>AET</td>
<td>Ralf Pirone</td>
</tr>
<tr>
<td>ASETO</td>
<td>Azra Rochester</td>
</tr>
<tr>
<td>Aboriginal Support Teacher</td>
<td>Antony Yates</td>
</tr>
</tbody>
</table>

At the beginning of the year a learning plan was devised to meet the needs of the ATSI students at Wirreanda High School. The overarching aim is to provide educational opportunities that meet the learning and wellbeing needs of our ATSI students and to enhance student wellbeing and further develop inclusiveness of ATSI students in the school community. The three focus areas that were identified are:

**Focus 1:**

Working with all staff including leaders and individual teachers to manage and improve learning needs of ATSI students in their classes. Regular Training and Development and working with District Office and other AET’s and ASETO’s on ATSI matters. Sharing the role of the “Keeping them on Track” program amongst leaders in the school was also a focus.

**Focus 2:**

Set up learning support via individual and group tutoring. Writing up Individual Student Learning plans (ILP’s). It was also important to work with subject teachers and leaders to manage student learning. Using Learning data to assess and plan for learning support for all ATSI students. The data is collected from end of term assessment, mid-term assessment, NAPLAN, assignment work, ILP’s and teacher referral.
Focus 3:
Improve student and parent networks. Providing opportunities for parents to meet at school, attend ATSI activities (Life in the Uni Lane, Deadly Start to High School, and other programs. Keeping parents informed on ATSI Activities via phone calls, notices, newsletters to keeping them informed on matters specifically relating to ATSI students. Organising a “Nunga” student group and organising regular meetings with the aim to assist students develop support networks with other Indigenous students and non-Indigenous students.

Wellbeing and Learning Support is provided to the ATSI students through a range of programs offered.

- Literacy and Numeracy – managed through Curriculum and the Aboriginal Support Team
  - Tutorial Support – 4 Tutors are employed to provide Learning support for students.
    - Pat Wagner – ATSI experienced Tutor- specialising in literacy across all year levels.
    - Graham Howarth – Maths and Physical Education teacher- providing specialist Maths support for all year levels. As well as SACE support.
    - Lee Thulborn – general Tutoring years 8 to 12 with a Literacy focus.
    - Antony Yates- Aboriginal teacher – specialising in Literacy and Learning Years 8 to 12.
- Nunga Room – is set up to provide Wellbeing and Learning support for students. Students have access to the Nunga Room during morning, recess, lunchtime and during lessons. The main aim of this room has been to provide a safe environment for students to access wellbeing and learning support. We have had a focus on including non-Indigenous students in many activities this year with great success.
- Regular Nunga Meetings- focusing on Student wellbeing. Guest speakers from Health, Post school work & further study options, sporting groups and so on provide invaluable support and opportunities to students. In term 1 students were involved in a Tag Rugby Carnival at West Lakes, Health checks for students, Reconciliation week planning, a camp was organised at the Coorong in December 2011 and another camp is organised for December 2012 also at the Coorong.
- Life in the Uni Lane – visits to Flinders University
- Deadly start to high School – the school has hosted regional transition workshops for the past 3 years. This year the AET continued as a member of the Regional Steering Committee for this programme.
- Extra-curricular support – is provided for students. Instrumental Music- lessons provided to students, Students encouraged to participate in Knockout Sport and Dance. Access to SASSTA (Football) taught at Christies Beach High is being planned for 2014 with students in years 9 – 12 being.
- FLO – 6 students are enrolled in the Flexible Learning Options program.
- VET programmes- a number of students are enrolled in VET programs.
- School Mural Project – Azra Rochester and Kardri Aadvark worked with an Indigenous Artist and a group of Indigenous and non Indigenous students to develop a school mural. This mural
provided opportunity for a large group of students and staff to have input and involvement in the mural.

- **Excursions** - A number of educational and cultural based excursions were organised for students and families this year. Including an excursion to the City of Adelaide where we visited SA Museum, the Botanical Gardens and Tandanya. We organised a Reconciliation excursion to the Reconciliation Event at Noarlunga Centre. We planned a Southern Region Health services excursion to Second Story, Shine SA and Aboriginal Health Centre. Victor Harbour excursion with families attending – family and school connections were strengthened with this excursion and a successful excursion was conducted with positive well being outcomes.

- **Reconciliation Week** - An assembly and celebration gave students the chance to learn both about past experiences of members of stolen generation, and steps we can take in the future. Brian Butler OAM spoke about his heart warming, and heart wrenching experiences. Mark Waters head of Reconciliation SA spoke about what we can do in the future and how we can work together. This was complimented by celebrations through the week including art projects, performances, workshops and a morning tea to complete the week. Students were involved in all aspects of this event from the planning and preparation to delivery of this celebration.

- **Reconciliation SA Seminar / Conference** - Because of these above celebrations, our students were invited by Mark Waters head of Reconciliation SA to take part in state-wide seminar about the future of reconciliation in South Australia. Students discussed current issues, learnt about decision making in Aboriginal communities, and took part in a parliament style debate. One student was particularly exemplary in the way she led a debate regarding abolishing race power, which bought members of the audience to tears.

- **Documentary** - Selected students have taken a leadership role in planning and writing a documentary outlining the reasons why support systems like Aboriginal Education Teams exist in schools. Students have provided ideas and concepts, and passion for fighting stereotypes, and educating others. When complete next year, this will be used as a resource to educate others.

- **SANFL** - Players from the southern Adelaide football club ran training sessions and workshops at Wirreanda that focused on football skills but also teamwork, leadership skills, and identity.

- **Training Providers** - Links with training providers have been established and maintained in 2013. Career workshops were held in term 4 with between 15 and 20 students in years 9 to 12 attending. The programs assist students with work / study skills, present them with a variety of different career options ranging from school based traineeships to apprenticeships, tertiary study options, part time work, etc. Students also updated their resumes, sit job interviews, and gain a deeper understanding of the job market and general expectations within a working career. Students also get to meet a number of people in different fields. Students enjoyed the program, and further students have registered for interesting traineeships and apprenticeships which has secured further support from Maxima in 2014.
  - Further students have been accepted into traineeships. Intensive support has been provided to students already in traineeships, particularly with ensuring students complete compulsory SACE subjects and can receive their SACE. Maxima who co-ordinate the Aboriginal trainees and apprentices have suggested that with further students becoming involved they can heighten their level of support, programs etc delivered to our school.
  - Senior students were assisted with costs of training / education courses by DFEEST. This organisation have now registered Wirreanda high school as a possible “Pathway into study, work and training” school for 2014, gaining us further support.

- **Boys Group** - The boys program ran once a week, engaging boys in years 8 to 10. There has been positive feedback provided by both the students staff and parents regarding this program. The focus of the initial weeks were healthy lifestyles with positive results including weight loss, increased sense of well-being and self-esteem. Another said he has got gotten to know the other ATSI students since taking part in activities such as gym and the weights room. Two students are now more fully seeking support and taking advantage of the support offered by staff in the Nunga room.
• Scholarships – identified students were assisted in applying for various scholarships. The largest scholarship received was a National young ATSI leaders award received by a year 11 student.
• Student transitioning and support – we have worked to provide students support in transitioning from suspensions back into school including involvement in re-entry meetings, communication with parents, engaging students in extracurricular activities, and assisting students to achieve goals listed on their SDP.
• Kaurna Acknowledgements: Acknowledgement of country in Kaurna language began at the begging of the year, and selected students now perform the acknowledgement in Kaurna at school and community events.

Keeping Them on Track. Senior students are assessed via the Keeping Them on Track program every term to see if they are on track for their intended pathways. This data is used to assess, monitor and plan for support strategies. The data from all the Southern Region schools are accessed and we can compare to our data with the Southern Region data.

What do we currently do or have put in place to enhance student learning?
• Writing ILP’s for ATSI students- and writing ILP updates for students on a regular basis..
• Use literacy and learning data to assess the levels of learning and literacy of our ATSI students via NAPLAN results and assessment grades/reports and then put in place initiatives and processes that will improve student learning outcomes - specifically student literacy.
• Build positive communication and partnerships with families and communities. We include parents/caregivers in writing up student Individual Learning Plans (ILP). We inform parents about activities that we plan for their children. We invite parents to attend planned activities- including excursions specifically planned to engage families with other families (Victor Harbor Excursion term4).
• We provide support for the “whole student” by considering the learning and wellbeing needs of our ATSI students. Use the Health Triangle and the Learner Wellbeing Framework to guide and consider the areas of support needed.
• Literacy Plan- We have a literacy plan that guides how literacy is supported at WHS.
• Tutoring support. We have a tutoring and learning support plan
• Sharing the responsibility of Teaching & Learning with all staff. (see below)
• Assessing and Monitoring Student Learning- Naplan; Assessments; assignments;
• Communication- transparent communication with teachers around ATSI based activities.
• Promoting positive Wellbeing – postcards; excursions; boys and girls groups; mentoring; art project (Mural); Documentary; Japanese visit; Camps;
• Staff presentations- regular presentations at staff meetings- At every staff meeting we have an opportunity to share matters relating to our ATSI students.
• Importance of building rapport with students.
• Attendant is strongly connected to learning- monitoring student attendance
• Using the Health diamond & Learner Wellbeing Framework to guide the wellbeing support for the “Whole Student”. This is done via wellbeing centered activities- within many frameworks;
• Student Learning Support
  o Tutoring – a tutoring plan is in place to support all students. Priority list is generated and data from student assessment and NAPLAN is used to generate students needing support. All students are given a level of support using the – WAVE system. Students with learning issues, literacy and numeracy concerns are given priority.
  o Homework sessions after school and lunchtimes.
  o Group tutoring and individual tutoring
  o Shared learning in the Nunga room.
  o Supportive (Peer) student learning- students helping students.
  o Nunga room- set up as a positive learning space with computers, printer, literacy posters displayed on the walls. Photos of excursions and camps and Aboriginal Country on display for students.
Providing learning opportunities for students both internal and external - Personal development activities - School sport, excursions, camps - SAPOL camp, student voice. (We have an Aboriginal Student Captain elected for 2014)

- Student personal story – documentary.
- Peer Mentoring
- Deadly Start to High school
- Community Engagement - Will Power presentation, Second Story visits, Flinders University visit and excursion, Career information sessions,

And how can we encourage all staff to share responsibility for student attendance and learning?

- Cultural identity and understanding
  - Staff are included and encouraged to be involved in ATSI activities.
  - Social, cultural and learning activities - Reconciliation week celebrations. Staff were invited to incorporate Reconciliation activities into their lessons. Many staff accessed resources offered to them. Staff also shared with the ATSI team resources they had. All staff involved or had opportunity to be involved with painting the ATSI - Reconciliation Mural.
  - Staff have regular formal and informal opportunities to hear about cultural activities that the ATSI team are involved in - camps, excursions, presentations. Staff are approached to be involved in these activities.

- Supporting learning with a focus on Literacy-
  - Staff are approached for guidance and support when student learning issues are identified. When student literacy, numeracy concerns are identified the information is shared with staff concerned. Leaders - subject and year level leaders are informed of issues that impact on the learning and wellbeing of students. Plans are put in place together to achieve positive learning outcomes.
  - Mid term progress reports - As well as reporting on student progress at the end of term staff are invited and encouraged to assess student progress during week 5 every term. Staff are given a proforma that asks them to assess student learning and identify learning issues. Staff are specifically asked to assess literacy levels of students in their subject. This report is not compulsory as it is an added workload for staff and not all staff complete this activity. This report is an important opportunity for the ATSI team to assess student progress and put support in place prior to (3 weeks) end of term report writing time.

- Student Wellbeing
  - General ATSI student wellbeing issues are shared with staff via staff meeting, notices or staff are approached. Individual wellbeing issues are shared within the bounds of confidentiality and when or if appropriate.
  - Student ILP’s are put on Admin computers for staff to access. This is advertised to staff in term 1 when ILP’s are generated. The ILP has a Wellbeing focus with important information that staff can access.
    - Opportunity to include staff in the writing up of ILP’s for students in their home group would improve access and use of ILP’s.

- Attendance
  - Staff inform the ATSI team when students do not attend their lessons.
  - Daymap has made the process of monitoring student attendance easier.
  - Students who need to access the Nunga Room for appointment and support do so with appointment slips.

- Tutoring support
  - A tutoring request form was generated for staff to use to request student learning support when required.
  - Staff are aware of the tutoring support that is in place and accommodate the tutors by providing relevant work that students can do.
  - Tutors trained in explicitly addressing literacy in their support sessions.

- Literacy support plan
  - Literacy plan is in place to support student learning.
o Explicit Literacy focus- Literacy coordinator trained and assisted in planning a support plan to address literacy as a priority.
○ NAPLAN results are used to identify areas of literacy concerns.

**DAME ROMA SCHOLARSHIP**
Melissa Hirschausen was selected as one of the four State recipients of the Dame Roma Mitchell scholarships which have been awarded each year since 1994. This scholarship is intended to support students with the completion of their SACE. Chief Executive for Department of Education and Child Development, Keith Bartley and Brian Butler, Director of National Indigenous Congress presented Melissa with her award.

**Special Needs NEP/SHIP 2013**
2013 was an exciting and progressive year in the area of Special Needs, providing extension support for specific learning needs and high intellectual potential. With a strong focus on differentiation within the school, the Special Needs team embraced the school's vision towards successful student learning outcomes for all students. This was evident with a focus, and a high priority for supporting and building the capacity for quality teaching. With our strong focus on learner wellbeing the inclusive learning team will collegiately develop child-centred programs in partnership with families, regional staff and the wider community. A summary of 2013 in the area of Special Needs follows.

- **TUTE Room** – 2013 saw the introduction of a staffed tutorial room for all students. The aim of the intervention was to work with teaching staff to further enhance their teaching programs and support students with their literacy/numeracy development. There was a 0.6 literacy teacher who ran yr 8-10 literacy tutorial groups as well as tutoring groups of students within their subject areas in negotiation with subject teachers. The success of this program enabled students to successfully achieve their Stage 1 English and Stage 1 Maths. It supported the capacity of staff in differentiating their learning programs for students with specific learning requirements. It also created a supportive learning space for students requiring extension within various subjects.

- **Partnership with Flinders University Inspire Mentors** – Various students were aligned with inspire mentors from Flinders University. This program was greatly appreciated by both mentors and mentees. Students from the education faculty of Flinders were matched with various students requiring some 1.1 support with their subjects. The mentors would visit the students and support them in a supervised (Tute Room) space for 1 hour a week. Students were not only supported with their studies but where mentored through the relevance of studying and furthering their education. The success of this program was seen through improved attendance by some of our disenchanted students, improved results with assignments and improved learner wellbeing.

- **Speech Pathologist** – 2013 we bought in a speech pathologist at 0.2. The role was to assess and feedback to teaching staff the language needs of students with the aim of further capacity building staff to enhance literacy across the site. The success of this partnership was the result of 50% of students assessed being subsequently verified for a DECD LOS funding. As a site we have learned much in regards to the information feedback from student assessments, particularly in regards to the importance of building vocabulary, ascertaining students' specific literacy requirements. One exciting outcome is the prospect of being involved in a screening program for 2014. This will be the first of its kind in and Australian Secondary school.
NEP Reviews – Students who are eligible for a level of support funding are placed on a Negotiated Education Plan (NEP). These students in 2013 as part of the NEP review process in consultation with family and relevant stake holders received a variety of support ranging from in class 1:1, mentoring, individual instruction via organised program i.e. Multi Lit, involvement in Smith Family programs, wellbeing programs such as girls and boys groups, use of digital devices/programs (clicker6), extended examination times and differentiated assessment tasks all as part of the modification to their learning program. These accommodations provided enrichment to the students learning capacity and opportunity for the student to flourish at school. In addition to the reviews 2013 we successfully enhanced the accessibility of students requiring specific subject differentiation by inputting specific teaching and learning strategies specific to these students on the schools Day map. This meant that all teaching staff including TRT teachers could access this information confidentially from within the class room instantly.

Multi Lit – A one on one remedial program to support students with their reading and comprehension skills. Identified students accessed this intensive program which involved four one on one sessions with a tutor per week. Progressing at their own pace, each student made significant improvements in their reading and comprehension skills. This enabled them to increase their ability to access information in their instructions during regular lessons, thus building their confidence as learners. In 2013 13 students completed the Multi Lit program.

Daws Road Centre - a vocational training centre for students with a disability. Wirreanda Students attended DRC training facility and graduated with VET Certificate 1 & 2 courses in Food and Hospitality, Horticulture and Retail. Students through their studies not only gained the skills through classroom instruction but had work experience at a work site related to their chosen industry. As a result these students have made significant steps toward productive and fulfilling pathways post their secondary schooling.

Lunch Club – Held on Monday, Wednesday and Friday lunch times in the Wirreanda Learning Centre. Lunch club provided an environment to support students to further develop positive social relationships with fellow students. Various activities were available for students to be involved in, some favourites being “guitar hero” and free reign on iPad games. The average number of students attending lunch club increased from 10 in 2012 to 18 in 2013 which is a clear indication that for some students this fun supportive environment enhances their enjoyment of break times and that strong friendship groups are being built upon thus enhancing students sense of belonging and well being at WHS.

Chess Club – In semester 2 2013 we introduced a chess club. Why Chess? Research claims that chess improves working memory, concentration, grows dendrites in the brain, teachers planning and foresight and improves problem solving skills. This is held in the Tute room every Thursday lunch and has become a hub of strategy and friendly rivalry for a core group of students. In 2014 we aim to enhance this program with the building of an outdoor chess set for students to access in the yard.

Adelaide University – In partnership with the School of Business at the University of Adelaide Wirreanda students along with students from a select number of schools were again given the opportunity to be involved in the Ecopolicyade competition. Ecopolicyade is a systems thinking game developed in Europe with the idea to serve as an intergenerational co-learning experience. The final competition for 2013 will be held in early March 2014 in the Council Chambers Adelaide. The students involved in this program had the enrichment opportunity that fitted in with ACARAs cross curricular priorities of “exploring the interdependent and dynamic nature of systems that support life on earth” considering “issues surrounding sustainability in a global context” and “building the capacities for thinking, acting in ways that are necessary to create a more sustainable future”. Wirreanda students are practicing regularly and are primed for the upcoming final.
The Smith Family - Our partnership with The Smith Family enables our students access to a variety of programs to support and extend their learning and themselves as learners. In 2013 the programs ran in conjunction with The Smith family were,

ITrack – An online mentoring program connecting students to a mentor within an industry of interest to the student. It developed student’s ability to understand more fully the “ins and outs” of their possible future pathway.

Next Steps – In conjunction with a Smith Family corporate partner (Kain Cand C Lawyers) students attended a two day conference on job readiness. Students where addressed by a range of employees from various departments including the CEO. The conference culminated in each student having a mock interview in which all 22 students whom attended were granted “the job”.

City Impact - A team building exercise in which Wirreanda students went on a “scavenger hunt” around the City of Adelaide. Through collaborating to solve “quests” the students learned of some of the history behind various land marks of our City.

Straight Talks – A variety of assembly addresses by a number of people from different industries giving students an insight into the line of work they have pursued. Each gave a detailed reflection on their pathway to gaining their current employment and described in detail the required qualifications and attributes one must have to gain their employment. These interactive addresses enabled the students to receive first hand information from people in the workforce. We had visits from reproductive biologists, firemen and more!

Careers Conference – Set up to support yr 10 students with their PLP. Students engaged in a conference style variety of presentations where they could listen to and ask questions of a variety of speakers from various work industries. The formal sessions were followed by a shared lunch where students could network and have further opportunity to discuss their future career aspirations with key industry personnel. Categories included – creative/artistic, analytical/scientific, helping/advisory, clerical, practical apprentice industry. Gay Thompson was one of the presenters as well as Author, engineer and business owner Mike Lucas. Students also enjoyed hearing and gaining insight from SAPOL, Flinders UNI and Vocation Education Industry workers. It was a delight to have Ryan Rose and ex Wirreanda student from science research at Flinders UNI address the students as to how he has achieved his life goals. This authentic experience enhanced the relevance of the PLP program and supported student for whom further enrichment is required.

On site learning/ homework club – senior school students were provided with tutors/mentors to support them with their studies every Friday morning in the resource centre. This gave valuable opportunity for students to consolidate their learning and improve their understanding within their subjects.

Volunteers – an important part of supporting students with their learning is involvement with the community. We have been very fortunate to have the involvement of volunteers to support our student with their reading and assist our staff in the facilitation of the multi lit program.

Vision for 2014
In 2014 we are looking forward to expanding the Multi Lit program with Multi Lit Extention. We look forward to continued support for staff in their differentiation of programs for students requiring an NEP. We have further supported the development of the Tute Room by employing more teaching staff in the areas of maths/science and senior literacy and research support. With our site focus’ on Wellbeing, Literacy & Numeracy this initiative aims to provide the support and extension that various students require. This is achieved through collegiately working in partnership with all teaching staff to build capacity for providing enriching and engaging learning programs for all students that enhance learner well being. Part of this is the exciting opportunity to employ a Speech Pathologist periodically to support teaching staff with strategies and various other expertises to enhance their programs. Our staff along with our feeder primary schools will have the opportunity to build their capacity for supporting students
with Dyslexia and Autism Spectrum Disorders as Wirreanda’s Inclusive Learning Team hosts the provision of professional development in these areas. We are continuing our partnership with The Smith Family and the Inspire Mentoring via partnership with Flinders University and look forward to seeing the programs we run through them grow. In early March our Ecopolicide team compete at the Adelaide City Council Chambers and in May we will be fortunate to have a number of students attend the “Gifted and Talented Conference”.

**ESL/EALD Report**

ESL (English as a second language) has been replaced by EALD (English as an additional language and dialect). EALD students are those students from a non-English speaking background who are not achieving in the curriculum because of their limited Standard Australian English. During 2013, Wirreanda HS had a total of 20 EALD students across the school.

My role as EALD teacher was to support EALD student needs and to monitor their progress whilst having an understanding of their wellbeing needs. To cater for these students required me to obtain records from EDSAS regarding their language and literacy history. Students who had relatively low scales and/or who had not been progressing along the scales were offered support. Reliable referrals from classroom teachers were also considered.

Support was offered in a variety of ways. I found that shy, introverted students preferred one on one support outside of the classroom. However, as they became more confident with use of language they were happy to integrate in the classroom setting. Middle school students enjoyed group support in and outside of the classroom. Senior school students followed the curriculum as set out by the classroom teacher but I found differentiating the curriculum and explicit language teaching for Middle School students was more beneficial.

Intercultural awareness and an understanding of individual needs played a crucial role in advocating for EALD learners in terms of future pathways, cultural diversity and norms, and the transition process.
Wirreanda High School's VET program continues to be successful with a strong participation rate in 2013. A high number of students accessed VET courses and completed work placements allowing for a flexible option to complete SACE and providing a smooth transition into employment or further education.

The Trade Training Centre was utilised by three courses throughout the year:
- Introduction to Trades (year 10)
- Doorways to Construction Cert 1 (years 11-12)
- Doorways to Construction Cert 3 (years 11-12)

In 2013, we had 260 students complete one or more VET units of competency.

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Total number of Students with completed units of competency</th>
<th>Total number of units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1</td>
<td>71</td>
<td>256</td>
</tr>
<tr>
<td>Certificate II</td>
<td>123</td>
<td>779</td>
</tr>
<tr>
<td>Certificate III</td>
<td>61</td>
<td>513</td>
</tr>
<tr>
<td>Certificate IV or greater</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>1519</td>
</tr>
</tbody>
</table>

VET courses included:
- SAFTS- Southern Fleurieu Trade School VET courses,
- Internal School VET courses,
- TAFE and
- Private RTO's (registered Training Organisations)

The courses included courses in the following industry areas:
- Music
- Sport and Recreation, Fitness.
- Building and Construction – carpentry, metal roofing and cladding, plumbing, furnishing, cabinet making, civil,
- Automotive
- Education
- Retail
- Health and Community Services (Child, Disability and Aged Care)
- Hairdressing and Make-Up -
- Animal Studies
- Information Technology
- Photography- photo imaging
- Hospitality
- Electro Technology
- Engineering
- Warehousing Operations
- Business and Administration
- Community Services
- Driving Operations.
Students attaining VET qualifications

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Total number of students with completed VET qualifications</th>
<th>Number of qualifications completed</th>
<th>% School</th>
<th>%State The averages of students thru out the state doing that level VET course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>10</td>
<td>10</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td>Certificate II</td>
<td>16</td>
<td>16</td>
<td>29.0</td>
<td></td>
</tr>
<tr>
<td>Certificate III</td>
<td>26</td>
<td>26</td>
<td>47.2</td>
<td></td>
</tr>
<tr>
<td>Certificate IV or greater</td>
<td>3</td>
<td>3</td>
<td>5.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>55</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Number of Students who completed the SACE and would not have done so without VET
In 2013 there were 42 students who were able to complete their SACE because of their participation in a VET course. Without VET these students would not have obtained SACE. This was up from 16 the previous year, and an increase of 162.5% over 2013.

School Based Apprenticeship and Traineeships
In 2013 there were 19 students participating in a school based apprenticeship or traineeship. This was an increase of 3 students above from the previous year or a 18% increase.

Review:-

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Total number of Students with completed units of competency in 2012</th>
<th>Total number of Students with completed units of competency in 2013</th>
<th>Percentage Difference</th>
<th>Total number of units of Competency in 2012</th>
<th>Total number of units of Competency in 2013</th>
<th>Percentage difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>81</td>
<td>71</td>
<td>-12.3%</td>
<td>508</td>
<td>256</td>
<td>- 49.6%</td>
</tr>
<tr>
<td>Certificate II</td>
<td>106</td>
<td>123</td>
<td>+16%</td>
<td>610</td>
<td>779</td>
<td>+27.7%</td>
</tr>
<tr>
<td>Certificate III</td>
<td>65</td>
<td>61</td>
<td>-6.1%</td>
<td>527</td>
<td>513</td>
<td>- 2.6%</td>
</tr>
<tr>
<td>Certificate IV or greater</td>
<td>3</td>
<td>5</td>
<td>+ 40%</td>
<td>30</td>
<td>49</td>
<td>+38%</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>260</td>
<td>2%</td>
<td>1.675</td>
<td>1519</td>
<td>-15.6%</td>
</tr>
</tbody>
</table>

From the above information it can be seen that there has been substantial increases in CERT 4 completion, and a moderate increase in CERT 2, with small drops in the CERT 3 and CERT 1 completion rates. Importantly the increases were in the higher levels of CERT 4 and CERT 2, and decreases in cert 1 and 3. This reflects that the courses on offer are being taken up at a higher level by the students and phasing out CERT1 in hospitality to cert 2 level is a needed and recommended strategy.
There are has been a decrease in the number of different units offered, with an -15% decrease in the range of unit subjects being taken up by the students.
Appendices: 4  
WIRREANDA ADAPTIVE & VOCATIONAL EDUCATION (WAVE) PROGRAM 2013

The WAVE Program is an alternative pathways program for students that have disengaged from mainstream schooling options. The WAVE program actively engages students through a specialised case management approach. This allows for identification of students’ individual barriers. Programs are then tailor-made to allow meaningful and accredited/recognised learning and earning pathways throughout the school year. Students that are part of the school WAVE program are classified as Flexible Learning Options (FLO) students.

In 2013 there were 15 Staff members engaged in the WAVE Program and the program grew from 122 students in 2012 to 130 in 2013.

There was a continued growth in accredited learning results, facility upgrades, resource improvements and professional development opportunities undertaken in 2013. This included:

**STAFF PROFESSIONAL DEVELOPMENT**
- Attendance to Generation Next Wellbeing Conference in Sydney
- Visit to Oasis Learning Centre and John Berne School in Sydney (Alternative Learning Programs)
- Apply First Aid Training for required staff
- Coaching Young People for Success Training
- SACE Clarifying Conferences

**FACILITIES**
- A new parents room was designed, constructed and opened which includes a secure and safe area for children to play in while their parents engage in studies. The classroom was named the MAD Room (Mums and Dads Room). The room was established due to successfully winning a PINS grant to run a playgroup on-site at Wirreanda High School. The grant was worth $2,500.
- Painting of one classroom
- Verandah built to act as an outside classroom for students. This included aluminium picnic tables and seats that caters for 20 students and teachers.
- Cubby House installed outside of WAVE for children of WAVE Students.
- Grass area behind WAVE was established which is fully irrigated. This will be used as a play area for the young children of WAVE Students.
- The area behind E Block 5-8 was also cleaned and cleared to establish a fully sustainable vegetable garden for the WAVE Program. It will be used as part of the Healthy Lifestyles program to educate young people on healthy eating and growing their own vegetables.
ICAN GRANTS
The commencement of the Learn to Earn Bus project took place in 2013 through a partnership with Re-Engage Youth Services. This was a result of successfully applying for and winning the Outer Southern ICAN Community Partnership Grant funding for 2012/2013. The application resulted in $60,000.00 being provided to refurbish and establish a fully functional mobile bus that operates as a self-sustaining training and catering facility. The bus will function in the following two ways:

(1) The bus will become a Mobile Training Unit that will deliver training in the following areas:
- Hospitality (VET Accreditation) RTO- HS Hospitality
- Retail (VET Accreditation)
- DJ and Hip Hop Music (Accredited and Non-Accredited training)-Integrated Learning SACE Stage 1
- Skateboarding (Accredited and Non-Accredited training)-Integrated Learning SACE Stage 1
- Skills Development (VET Accreditation)

(2) Schools and other organisations will be able hire and access the training services of the mobile bus at an agreed cost. The charges will include the on-going running costs and upkeep of the bus.

Schools and other organisations will be able to hire the mobile training unit to cater for events or performances that are available For Example, School Sports days, open days, hip hop music performance. The charges for this will include the on-going running costs and upkeep of the bus.

Students will be eligible to participate in the agreed catering events and will come from the hospitality courses that are currently run through Wirreanda High School, Re-Engage Youth Services or other Southern Adelaide and Fleurieu Trade School. These students will be able to access controlled Structured Workplace Learning placements that have staff that are understanding of the students’ needs and possible challenges.

NAB SCHOOL GRANT
In 2013 Wirreanda High School and the WAVE Program were also successful in winning a NAB School Grant seed funding of $15,000 to continued working on the Learn to Earn Bus Project. The grant money will be used to purchase kitchen equipment and support with the installation of the kitchen area within the bus. An organised celebration day of the Bus project was held on Monday 9th December 2013 which included the local state member of parliament, local government representatives, supporting businesses of the bus projects, family members of students that participated, students, Re-engage Youth Services personnel and Wirreanda High School representatives. The event showcased the impressive commitment and passion the young people had for the innovative project.

Attached is the NAB School Grant Media release regarding the awarding of funding for the project.

The Bus Project is into Stage 2 which includes the kitchen fit out and appliance installation. This Stage is expected to be completed by Term 1 of 2014.
WAVE RECOGNITION
In 2013 WAVE was recognised as one of the most established and best practising programs throughout Australia. This was evident by the high level of visits by other alternative learning programs examining WAVE’s practices, processes and structures. There were also two videos created about WAVE. The first one was commissioned by DECD to showcase best practice of alternative learning / FLO programs. The second production was also commissioned by DECD and was in the area of integrating services from within the community into school programs. This was created into a DECD TV Webisode.

WAVE was also recognised as one of the best practising programs within Australia by Melbourne University. Dr Dorothy Bottrell, Senior Lecturer Social Pedagogy spent three days at WAVE interviewing students, parents, staff and former students. She also observed classes and attended different courses throughout her visit. This has resulted in a case study being undertaken by Melbourne University. Further reporting to this case study will become available in 2014. Attached to this report is the case study that showcases and provides an overview of the program, it’s successes and practices that enable young people’s achievements.

SHINE SA
Wirreanda High School and Shine SA continued to enhance their partnership by the establishment of a nurse outreach service to WAVE students as part of the school’s focus on student wellbeing. This service operated every Tuesday from 10.00am – 1.00pm. A dedicated room was established to support Shine nurses in supporting the WAVE students

JOB PROSPECTS
Wirreanda High School formed a very successful partnership with Job Prospects in 2013. Job Prospects attended WAVE and supported students with recognised disabilities with job seeking support, work experience opportunities, incentives to employers to take students on as employees, payment of courses for students and marketing students to prospective employers. The service Job Prospect provided was first class and resulted in some very successful outcomes. One example is a student taking on a traineeship in the area of horticulture. Please see attached the case study provided by Job Prospects regarding the partnership between Wirreanda High School and Job Prospects.
COMMUNITY BASED LEARNING EXCURSIONS
WAVE has been running a Community Based Learning Program for the past three years. The program aims to enhance the culture of WAVE by offering students the opportunity to participate in positive physical and creative risk taking activities outside of school.

WAVE’s Community Based Learning Program involves taking young people away from their usual environment and engaging them in new, adventurous, cultural or community based activities. This program promotes independent decision making for personal development.

The aim is to improve student’s self-esteem, social and life skills and provide an alternative to disengagement and negative activities, giving students a chance to get out of the classroom and see each other in a different environment.

2013 WAVE Community Based Excursions:
Greenhills Adventure Park: Team Building Challenges
Beach Aquatics: Surfing, Fishing, Body Boarding and Kayaking.
Monarto Zoo: Behind the scenes Zoo Keeper education experience.
Adelaide Zoo: Animal education experience
Amazing Race around Adelaide City
Vegetarian Cooking: Professional chefs teaching students to cook delicious meals that are healthy, affordable and easy to make.
Indoor Rock Climbing: Undertaking vertical limitation challenges.
Adelaide Show Amazing Race: Teams of Wave Students raced each other around the show grounds solving riddles and negotiating clues and check points with great success
Clay Making:
Boxing Classes: Learning about discipline and self-defence
Brazilian Jiu Jitsu: Learning about discipline and self-defence
Northern Sound System: Recording a CD in a sound production studio. This was part of the Delta and Motion Program
Clinic 275 Visit: Sexual health and well being
OPERATION FLINDERS 2013
Ten students from the WAVE program participated in the Operation Flinders Program in June 2013. This Program takes participants between the age of 14 and 18 years on an eight day exercise in the far Northern Flinders Ranges, providing an opportunity for its participants to break away from their past and grow as valued members of the community.

The group trekked for approximately 100km through the Flinders Range’s spectacular terrain with the aim of developing personal attitudes of self-esteem, leadership, motivation, teamwork and responsibility.

They learn basic bush survival skills, are taught to abseil, discover indigenous culture and learn about the rich history of the Flinders Ranges. Unlike other aspects of their lives, once students have commenced this challenge they no longer have the opportunity to ‘opt out’.

The program in 2013 was highly successful. All students provided positive feedback and really enjoyed the experience. Many of the students learnt a lot about themselves and believed it was a life changing experience. It provided them with positive life skills and the ability to work successfully with others within a team environment.

MUMS AND DADS (MAD) PROGRAM
WAVE introduced the Mums and Dads Program into the curriculum in 2013 to support the many WAVE parents within the school program. WAVE has over 18 students with children. The MAD program is designed to promote and provide company, support and parenting information for families attached to the Wirreanda High School community. It was facilitated by the Youth Worker and Skills Development trainer and held once a week on a Wednesday. While a program is set out covering a term or ten week span concentrating on the development of parenting skills and play based learning, the idea is to encourage the parents themselves to come forward with what is relevant and useful to their own needs and interests. It is expected that this will promote ownership and ‘safety’ for the participants.

Topics covered in the MAD program were:
- Sexual health
- Financial literacy
- Housing: rent versus buying
- Baby/child development
- Health and nutrition
- Local community services for families
- Circle of Security training for parents
- Centrelink and benefit support
PERSONAL DEVELOPMENT PROGRAM
This program was delivered within the subject of Healthy Lifestyles which ran every Monday in WAVE. The aim of the program was to provide young people with the opportunities to develop their lives on a more personal level. Issues such as anger management, relationships, stress, mental health, social skills, sexual health and decision-making were covered.

Community visits and guests speakers were viewed as essential components of the program to enhance personal development for young people and contribute to their employability skills. Guest speakers included:

- Sammy D Foundation
- Headstrong
- Shine
- Second Story
- Drug Arm
- Encounter Youth
- Uniting Communities
- Australian Defence Force
- Lifeline

CURRICULUM ACHIEVEMENTS

20 x Students achieved their SACE (2012 = 17, 2011=7)
18 x Students undertook driving lessons with Morphett Vale Driving academy (Used in Community Studies contracts)
8+ x Students started working with Job Prospects in their Youth Employment Program
123 x Student’s resumes completed
3 x Students were successful in obtaining apprenticeships
1 x Student was successful in obtaining a traineeship
17 x students successfully achieved a C or better in PLP
18 x students successfully achieved a C or better in Stage 1 English
9 x students successfully achieved a C or better in Stage1 Maths
14 x Students successfully achieved a C or better in Stage 1 Integrated Learning
19 x students successfully achieved a C or better in Stage 2 Research Project
38 x students successfully achieved a C or better in Stage 2 Community Studies
20 x students undertook work placements through WAVE
12 x students completed units in Skills Development Certificate I
26 x students completed units in Skills Development Certificate II
## VET COURSES

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Number of Students undertaking VET Courses through WAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doorways 2 Construction</td>
<td>5</td>
</tr>
<tr>
<td>Hair and Beauty Course</td>
<td>21</td>
</tr>
<tr>
<td>Hospitality Cert I or Part Cert II</td>
<td>47</td>
</tr>
<tr>
<td>Hospitality Cert III</td>
<td>10</td>
</tr>
<tr>
<td>Food Processing Cert II</td>
<td>1</td>
</tr>
<tr>
<td>Cert III &amp; IV Fitness</td>
<td>3</td>
</tr>
<tr>
<td>White Card (VET)</td>
<td>14</td>
</tr>
<tr>
<td>First Aid</td>
<td>18</td>
</tr>
<tr>
<td>Certificate III in Aged Care</td>
<td>5</td>
</tr>
<tr>
<td>Disability Cert III</td>
<td>3</td>
</tr>
<tr>
<td>Certificate IV Photo Imaging</td>
<td>3</td>
</tr>
<tr>
<td>Doorways 2 Construction Plus (VET-Certificate III)</td>
<td>1</td>
</tr>
<tr>
<td>Forklift</td>
<td>3</td>
</tr>
<tr>
<td>Transport and Distribution Cert II</td>
<td>1</td>
</tr>
<tr>
<td>Transport and Distribution Cert III</td>
<td>1</td>
</tr>
<tr>
<td>Work Zone Traffic Management</td>
<td>4</td>
</tr>
<tr>
<td>Working Safely at Heights</td>
<td>1</td>
</tr>
<tr>
<td>Cert III Children Services</td>
<td>10 (still to be resulted)</td>
</tr>
<tr>
<td>Airbrushing</td>
<td>2</td>
</tr>
<tr>
<td>Creative Industries Cert II</td>
<td>2</td>
</tr>
<tr>
<td>Music Cert III</td>
<td>1</td>
</tr>
<tr>
<td>Police Studies Cert III</td>
<td>1</td>
</tr>
<tr>
<td>Cert III Business Administration</td>
<td>8</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>2</td>
</tr>
<tr>
<td>Cert II Community Service</td>
<td>1</td>
</tr>
<tr>
<td>Cert I Retail</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total VET Programs/opportunities</strong></td>
<td><strong>172</strong></td>
</tr>
</tbody>
</table>

172 VET courses undertaken in 2013 through WAVE

20 Students completed Cert III courses or higher as part of their VET Program in WAVE. This has helped students successfully achieve Stage 2 component of their SACE.
Wirreanda High School has today been announced a $15,000 NAB Schools First Seed Funding winner for its community partnership with Re-Engage Youth Services, provided through the ICAN Community Partnership strategy Bus Renovation and Mobile Training Unit.

The Department for Education and Child Development has a unique state wide local school and community partnership model, known as ICAN (Innovative Community Action Networks), which supports a successful re-engagement in learning for children and young people who have disengaged from school. Since 2007, the program has each year successfully re-engaged 70% of disengaged students in learning and positive participation in the community.

This winning 'whole of community' partnership aims to provide flexible learning options for students in years 10, 11 and 12 who have disengaged from mainstream education. Under the partnership, students will work with Wirreanda High School and Re-Engage Youth Services to refit a bus, which will be used as a mobile community café.

Re-Engage and Wirreanda High School will contribute significant resources to the partnership, including a bus, training facilities, tools and a qualified tradesperson, Project Officer and youth worker to assist the students. Once completed, Wirreanda High School students will gain experience in operating the café bus and other schools in the area will also have access to the bus for student training and use at community events.

The win is part of $2 million in this year’s NAB Schools First awards, which recognise and celebrate outstanding school-community partnerships from around the country.

NAB Schools First is a partnership which was founded in 2009 between NAB, the Foundation for Young Australians (FYA) and the Australian Council for Educational Research (ACER).

Rebecca Kotow, Head of Education NAB, says the community should be incredibly proud of Wirreanda High School’s achievements.

"Judges have noted that with each year of NAB Schools First awards, the calibre of applications becomes increasingly high. The bar continues to be raised and Wirreanda High School’s partnership is no exception," she said.

“NAB Schools First is just one of the ways NAB is helping communities prosper. By supporting school-community partnerships, we are contributing to a future Australia that is wealthier in ways beyond just money, such as improved student outcomes,” she said.

The local partnership is one of 55 NAB Schools First Seed Funding winners from around the country announced today. Since 2009, NAB Schools First has awarded $20-million to 480 schools for their work in building school-community partnerships.

www.schoolsfirst.edu.au

To speak to the school, to organise a pictorial or footage opportunity, please contact:
Sam Duncan, Javelin Australia: sduncan@javelinaustralia.com.au or 0407 82 64 01

Wirreanda Adaptive Vocational Education (WAVE)
105 Richards Drive, Morphett Vale, SA, 5162

Established in 2003, Wirreanda Adaptive Vocational Education (WAVE) is an alternative educational program of Wirreanda High School, supported by the South Australian Government’s Innovative Community Action Networks (ICAN). WAVE students enrol under the Flexible Learning Options strategy for secondary students that are disengaged or disengaging with mainstream schooling. WAVE students re-engage in specialised case management and individually tailored learning and earning activities that are recognised and accredited. The program caters for secondary students aged 15 or older who may be homeless, young parents, experiencing anxiety or living with a disability, mainly in Years 11 and 12. The program is cost-free to all students. In 2013, 130 students enrolled at WAVE.
How this program works

WAVE aims to actively engage students in meaningful learning pathways that affirm their personal strengths and enable them to experience success, discover their hopes and set appropriate goals. With strong support provided by teachers, youth workers, counsellors, case managers and mentors, students develop healthy relationships and networks, holistic learning and life skills and are empowered to make a positive contribution to society.

Located at Wirreanda High School, WAVE occupies several classrooms where students may attend Monday to Friday, according to their individualised timetable. WAVE students undertake the South Australian Certificate of Education (SACE, Year 11 and 12) in Personal Learning Plan, Maths, English, Community Studies, Research Project, Healthy Lifestyles, and Delta and Motion (music production and performance). Students may also choose from a broad range of Vocational Education and Training (VET) options and short courses, including Certificate I-IV courses on and off-site with Registered Training Organisations, The Duke of Edinburgh Award, First Aid and Barista. All students are encouraged to participate in Work Placement, School-Based Apprenticeship, part-time employment or volunteering and the employment assistance program. The Community-Based Learning and Personal Development programs promote self-understanding, independent decision making, creative risk taking, and enhanced employment prospects through community visits, guest speakers, outdoor education, challenge camps, creative arts projects and driving lessons. The Mums and Dads (MAD) program for students who are parents provides company, support and parenting education as they complete their studies.

Outcomes

Positive outcomes, indicating the success of this program, include: student re-engagement, motivation and accessing extensive community networks, vocational, educational and wellbeing outcomes.
Credentialed attainment: In 2012, WAVE students undertook 147 Cert I-III VET programs, including: 56 students in Hospitality, 17 in Hair and Beauty; 12 in Aged Care; and 5 each in Doorways 2 Construction, Brick/Blocklaying and Business Administration. 17 students achieved their SACE.
Program wide achievements: Graduates typically leave with their SACE and several VET or short course Certificates. Students achieved a C (the minimum grade required to qualify for the SACE) or better in 6 SACE subjects: 10 in PLP; 27 in Stage 1 English; 12 in Stage 1 Maths; 19 in Stage 1 Integrated Learning; 17 in Stage 2 Research Project; 45 in Stage 2 Community Studies (2012). 47 students completed work placements.
Individual student achievements: 4 students achieved Onkaparinga Council Community Awards (2011-12).
Destinations and pathways: 26 graduates of 2012 took up employment, including 4 apprenticeships; 8 graduates enrolled in private or TAFE training courses, 2 went on to university and 2 continued their studies in other schools in South Australia.
Health and well-being: 40% of students participated in community based challenge programs such as beach aquatics, high ropes, flying fox and indoor climbing. 10 students completed the Operation Flinders eight-day trek through the Flinders Ranges. Students commented it was: relaxing and stress free, though mentally and physically challenging and nice to have a break and live more simply.
Productive partnerships: WAVE has established partnerships with 37 organisations for vocational education, employment, mentoring, outdoor, health, relationships and wellbeing programs. The partnership with Re-Engage Youth Services won an ICAN grant in 2012 to train young people in pre-vocational trade and business skills as they refurbish a bus to establish a self-sustaining mobile outreach facility providing catering, retail, deejaying, skateboarding and SACE training.

Why this program is successful Staff identify: individually tailored and meaningful programs, structures that support students and assist them to overcome barriers and an environment free from judgement that creates lasting and trusting relationships.

Want to know more?

Sources of information
Wirreanda High School (2013) School website (accessed 1.07.13)
Paul Sherman runs the Wirreanda Adaptive Vocational Education (WAVE) program at Wirreanda High School in South Australia. The program offers an alternative to the standard mainstream curriculum and works closely with disengaged students who have a variety of challenges, including being homeless, high levels of anxiety, lacking motivation, irregular attendance to school, single parent families and those living with a disability.

The program connects with a number of external agencies, which work with the students, case managers and youth workers. “This is a holistic program. We work for education and well-being outcomes. Each student is an individual, with individual needs and goals and we work very hard to achieve long-term and positive outcomes.” Job Prospects is now one of those agencies helping out.

Paul had worked with Job Prospects at another school, so when the Christies Beach office contacted him to assist students in the WAVE program, Paul was very open to the idea. “I’m always looking around to find who can support our students. I was impressed with the initial contact from Job Prospects and the team hasn’t disappointed.”

Since January this year the partnership has been a very successful one. “Job Prospects gives us an extra layer of support. It has a massive database of employers, it has marketers who can go out and promote our students and it can offer financial incentives to help secure training and employment.”

“The service provided by Job Prospects is amazing. It is thorough, there is great follow-up and the team is very proactive – things happen. The team also has absolute compassion and empathy for our students and that is why the partnership is so successful and worthwhile.”

Job Prospects visits the school for dedicated formal meetings, but also makes regular informal visits. “The team has a great understanding of the school environment so I was always confident that things were going to happen.”

Paul gives one example where Job Prospects acted swiftly: “We had one student who was really interested in horticulture. We found him work experience, but didn’t have the resources to do a lot more. When Job Prospects was given his case, the consultant secured a traineeship within a week. This student was absolutely rapt with the outcome.”

“Job Prospects has the knowledge of marketing a school and its students for traineeships and employment and it does it really well.”

Prepared by PRhelp 21 July 2013
Appendices: 5
Learning Area Reports

Arts, Design & Technology

Summary of Progress in relation to Literacy Priority:-
A curriculum audit in 2012 assessed the literacy requirements in our SACE Stage 1 & 2 subjects. In 2013 Staff has worked to modify and improve course materials to develop literacy strengths in our junior curriculum. A focus has been placed on developing skills in Procedural text. Tasks to develop this area have included journal writing and creating tutorials for publishing.
In 2014 we will evaluate this strategy and work on developing student skill in the Exposition style of writing.

Summary of Progress in relation to ICT / Teaching and Learning Priority:-
Focus days/ T& D: Staff under took training in a variety of programs such as Google Docs, Auto Cad, Flash animations and IPAD applications.
Technology staff has visited schools after hours to participate in T&D sessions.
• An upgrade to the Art / Technology Computer room has seen new computers, a new projector and new software installed.
• New equipment and directions: A Laser Cutter and 3D printer has been purchased and will be installed in 2014. The CNC Lathe will also be upgrade. This equipment will enable students to pursue studies in new technologies and ICT based careers.
• A new theory room in the Design & Technology centre was opened at the start of 2013. This room has been well received by students and staff.

Planning new curriculum: Digital Technology is a new course offered in the Year 10 curriculum and will be taught in 2014. In this course, students will develop skills in computer programming and 3D modeling and computer game development.

Summary of Progress in relation to Quality Teaching Priority:-
Performance Planning: At the beginning of the year staff developed an individual performance and development plan. Staff on Step 9 produced a further plan to indicate how they would support key areas such as mentoring during the school year.
Professional Learning: During the year staff have attended 4 days in training and Development on Differentiation, ICT and the Australian Curriculum. All Year 12 teachers have participated in SACE Clarifying Forums.
Tuesday afternoon faculty time has been used to develop literacy and ICT teaching skills. TFEL also provided a focus to assess and develop our teaching Practice. I am pleased to report that the Design & Technology staff has been attending the Technology association workshops held once each term. The workshops have provided invaluable information about SACE, Australian Curriculum, subject support and future directions for Technology.
Professional Review: Throughout the year staff was involved in reviewing their teaching practice working in small groups with a mentor leader. The teachers were involved in observations with relevant feedback. In the later part of the year staff reviewed performance plans for 2012 and began planning for 2013.

Summary of progress in relation to the Australian Curriculum
• 2 conferences were held during the year which focused on the Australian Curriculum. Based on a draft of the proposed new curriculum staff were able to begin developing programs for Year 8, 9 &10 year levels. Work will continue in 2014 on developing this material.
Summary Comments & Strategies used/plan to be used in relation to SACE Improvement

For 2014:
Results for stage 2 Technology subjects have been pleasing this year with 17 students achieving an "A" standard. In the redesigned Year 12 Metals Engineering course, students built a 6 x 4 trailer. The outcome was a high rate of student engagement, higher than average attendance and a higher rate of course completion.
In 2014 staff will focus on developing achievable Design Tasks to assist more students achieve a higher standard?
Year 12 Visual Art and Design was a popular choice with 2 classes running this year. The art work produced by students was of a very high standard.
Visual Art staff is working on strategies to better moderate assessment standards giving students a clearer idea of achievement.
The small cohort of Yr12 Music student produced strong results this year. The focus for development in 2014 will be engagement and differentiation throughout the year levels with a view to making this subject more accessible to all students.

English
In 2013, staff continued with a focus on expository writing in years 8-10 and discussion writing in 11-12 as our targeted text types. Some of the professional learning undertaken as a school with Jill McDonald, our literacy consultant from regional office, specifically targeted expository writing and scaffolds identified were used and adapted to enable students to plan their writing and the kinds of vocabulary and structures specifically needed to write successfully and with purpose. The value of these scaffolds to support students in expository 'writing under supervision' tasks, as well as drafted tasks was clearly evident, and also promoted learning conversations around the functions of different words, modality, nominalisation and its purpose, etc. – learning very much in line with the Australian Curriculum: English focus on explicit teaching of functional grammar.

Time was also allocated for previewing and purchasing teaching resources organised around the Australian Curriculum framework, aligning current texts and units with the strands and identifying texts needed to reflect the AC framework and the General Capabilities. Staff also shared their own learning with others re. ICT tools and pedagogy such as Edmodo, iPads and apps/iMovie, Turnitin, etc.so that teachers were able to expand their resources in utilizing digital pedagogies in classroom teaching. PD sessions where run and sharing of good practice was encouraged at faculty meetings.

Stage 1 English Pathways in 2013 provided increased recognition of student diversity and enhanced opportunities for students to meet the Literacy requirement of the SACE (a grade of C or better in 20 credits of an English subject). The capacity of English Pathways to offer a broad range of digital contexts for completing text response and text production tasks is significant and students generally responded positively to the subject as an option in between the foundation focus in Literacy for Work and Community Life and more extensive studies in the English A & B pathway. There was also a flow-on effect for the other English subjects as more students seemed to be in appropriate English subjects than in previous years, leading to improved engagement.

As Literacy is one of the three strands of English in the Australian Curriculum, and the General Capability of Literacy draws upon those aspects of the Language and Literacy strands in English that should be applied to all other learning areas, Literacy must be strongly embedded in all that we do in English. Work on programming Year 8 English in line with the Australian Curriculum undertaken in 2013 has drawn upon site-based indicators of quality teaching, including the use of formative assessment to support learning improvement and transformative uses of Digital Pedagogy in teaching and learning.

Writing of ACARA Units as a faculty allowed the English Faculty to focus on a Shared Understanding across the faculty with emphasis of students connecting with their learning. The ACARA English units reflect an understanding of Learning Objectives and practical strategies to plan a unit of work and all reflect differentiation within the unit of work. The learning design behind all assessments focused on three core headings that all students within that assessment unit are able to: - Know, Understand and Do.
Mathematics

Summary of Progress in Relation to Literacy Priority
The Mathematics Faculty has continued with the development and implementation of Directed Investigations and Literacy heavy Assignments throughout all year levels. To successfully completing these, students are required to analyse qualitative data and scenarios and develop quantitative responses.

Posters have been created for display in classrooms to promote literacy within Mathematics. These posters, outlining the process for writing Directed Investigations and Projects, are scaffolding which enable students to produce high quality folio tasks.

Summary of Progress in Relation to ICT/Teaching and Learning Priority
Teachers have continued to develop their own skills in this area so as to better facilitate their increased use within the classroom. Faculty meeting times have been used regularly for staff to demonstrate how they are using ICTs in class. iPad use is very popular especially as they offer flexibility in providing a range of visual tools for students to increase their understanding. Classes have used them to create mathematical models to represent a variety of concepts. Although there has been great improvement, the faculty realizes that professional development must continue in this area.

Summary of Progress in Relation to Quality Teaching Priority
Through Faculty meetings, external professional development and small mentor group meeting, teachers have been reflecting on their teaching practice and looking at ways to improve their pedagogy. All faculty meetings have a standing agenda item focused on student engagement with Mathematics. We have also looked closer at how to give better feedback to students and how to develop diagnostic feedback methods. In particular we have looked at PATMaths, an online progressive achievement test and how that can influence teaching practices both at the classroom and individual student level. This is a tool we will be spending more time looking at in the future. The Numeracy Coach has also worked with several teachers to develop students’ problem solving capabilities. In particular, teachers and students focused on tasks that required them to use a variety of multi-step problem solving strategies.

In 2014 students will also undertake several student attitudes to Mathematics surveys, in order to collect and analyse data for student improvement in mathematics engagement.

Summary of Progress in Relation to the Australian Curriculum
The Australian Curriculum has been adopted at all year levels (except Stage 1 & 2) in 2013. Throughout the year teachers have identified areas that have been successful and those that haven’t. At the end of the year, time was allocated and used to extensively review the programs and make changes where necessary. Key areas and main themes were identified to build the programs around. This will continue to be reviewed at key times throughout the year.

Summary Comments and Strategies Used/Plan to be Used in Relation to SACE Improvement for 2014

- New LAPs (Learning & assessment Plans) have been developed at the end of 2013 for both Stage 1 & 2 Mathematics subjects. These have been developed to allow for increased success in compulsory Numeracy units and to provide clear pathways from Stage 1 to Stage 2.
- We will also continue to focus on the use of Directed Investigations and Projects in the middle school. This will prepare our senior students with the literacy skills and analytical skills which are required to be successful.
- Students have continued to undertake Specialist Mathematics through SMAF and have enjoyed the tutorial support at Wirreanda.
- Teachers are continuing to develop more explicit assessment rubrics for better student understanding.
Science

Summary of Progress in relation to Literacy Priority:
- Student literacy work has been focused on two main areas 1) presenting and evaluating data, and 2) developing scientific vocabulary. These areas are crucial in developing an overall understanding of Science and the ability to communicate about it effectively.

Summary of Progress in relation to ICT / Teaching and Learning Priority:
- Science teachers continue to lead professional development sessions to all staff. These sessions have ranged from developing strategies for student feedback, student activities and cross-curricular collaboration.
- Some of key tasks developed include:
  - Stop motion model animations
  - Field trips with no notebooks – all information processed through iPods
  - Movie making projects with iPads
  - You tube style video presentations to demonstrate learning
- The use of iPads is prevalent in Science classrooms. Students continue to use a variety of apps to enhance their understanding to display their learning.

Summary of Progress in Relation to the Australian Curriculum
- We have completed all units for Year 8 and 9 with a focus on the three learning intentions of Know, Understand and Do.
- We have tried to approach each unit through the Science as Human Endeavour strand, to provide greater context for learning.

Summary of Progress in Relation to Quality Teaching Priority
- Through Faculty meetings (as a standing agenda item), external professional development and small mentor group meeting, teachers have been reflecting on their teaching practice and looking at ways to improve their pedagogy.
- A particular focus from Science staff has been generating and responding to student feedback in a variety of ways.

Other Highlights:
- Year 9/10 students who continue to compete successfully against public and private schools at the Flinders University Engineering challenge.
- The Year 8 ZOO visits, where students utilised iPods to follow instructions and record their findings.
- The ongoing successful partnership with Flinders University through the SMAF program.
- Stage 2 SACE results for Chemistry, Physics & Psychology, which were above state average
- Student lead presentations to Pimpala Primary School.
- Large student participation in National Science Week activities.

Summary Comments and Strategies Used/Plan to be Used in Relation to SACE Improvement for 2014
- Working with SMAF mentor to develop strategies for improved exam results.
- Students have continued to undertake Chemistry & Physics through SMAF and have enjoyed a variety of tutorial support at Wirreanda
- Teachers are continuing to develop more explicit assessment rubrics for better student understanding.
Society & Environment

Summary of Progress in relation to Literacy Priority:

- The faculty continued work with the writing genre of persuasive writing throughout semester 1 with an emphasis on the Yr 8 and 9 cohorts. Staff used base line data (formative task) to inform the progress of students’ further tasks in their classes.
- Each year level had 12 aspects of the writing to focus and report back against, which were determined in faculty meetings.
- Each class had distinct persuasive writing tasks. One to collect baseline data, two for practice and feedback and the final piece being the final data-collecting piece.
- Scaffolds and posters of the genre continued to be displayed in classrooms and work areas for student reference.
- Teacher anecdotal comments were that the students had a definite understanding of the genre with the structures generally in place. Students were able to effectively plan and structure their work.
- Areas of success: student ability to use evidence to support their writing;
- Areas to improve: student ability to draft/edit their own work; student ability to write beyond superficial knowledge of topics (inference).
- During the year, work completed in class was based upon the new Australian Curriculum.
- Anecdotal comments from staff suggest students lack skills in deconstructing and interpreting Source Analysis tasks in History (particularly Year 10).

Summary of Progress in relation to ICT / Teaching and Learning Priority:

- The faculty has up-skilled themselves to varying degrees in the use and application of iPads, iPods, computers, laptops, interactive whiteboards and data displays in their classrooms.
- New staff members have come in with their expertise and shared their knowledge with the less skilled teachers.
- We have had training and development days and afternoons on various areas of the digital pedagogy. Including (free) Geography online resources and iPad apps [suggested by Malcolm McInerny].
- Clickview has been used sporadically due to lost links/unreliability. Some staff use this program often, while other do not use it at all.
- An anonymous staff survey (approx. 12 staff requested to participate - 6 staff responded) regarding the use of current ICT pedagogy across years 8-10 History and Geography curriculum revealed that:
  - Some staff implemented excellent use of the ICT resources available.
  - Audio-visual media such as film/documentary/clips/YouTube/data projector have been used extensively across all year levels to support student learning.
  - All staff have endeavoured to use ICT resources, however this is to varying degrees (ie: some staff are using ICT resources at a basic level (ie: only for word processing/internet research), while other staff have incorporated higher level/more innovative use of ICT resources (iPads, apps, games based learning etc) into all or most aspects of their teaching & learning)
  - There were concerns regarding the availability/reliability/condition/speed of laptops and computers.
  - Improved use of ICT resources to support student engagement and understanding for Geography units from semester 1 > semester 2. However, further implementation/use of ICT resources in this area is crucial. Staff require further (Geography specific) training regarding this.
  - The year 10 History course is well structured and uses a variety of ICT resources to support teaching and learning.
  - For all staff responses: see Appendix 1.
- Games based learning has not been taken up as well as hoped, despite training/support available for individual teachers wishing to implement this technology. Anecdotal comments from staff indicate “lack of time to learn how to use and experiment with apps/games”. Time in future faculty meetings may be able to assist staff in this endeavour.
Some classes adopted “Edmodo” as an online social media blog site for the class to be working and communicating 24/7 if required, this was very successful for students who were ill, absent or needing help or sharing concepts outside of school hours. However, this needs to be adopted more widely.

We have continued to use the computer rooms and laptop trolleys extensively as many SOSE tasks are based on research, computer-learning activities.

The K: / O: / T: drives has been rearranged to be more streamlined and easily accessed for each year level, subject and topic. Sequencing/delivery was focussed upon to build upon the organisation of these drives from the previous year.

Staff saved sequenced courses to a single USB for more portable access (outside of school network) and ease of location/sharing. This decision was made in response to staff anecdotal comments regarding not having access to all materials at home, if they had not saved all files from network.

The majority of units from 8-10 for both Geography & History have been written and ICT resources were considered and incorporated into unit plans.

National Curriculum

Years 8-10 Geography curriculum was mapped, planned and units of work written by staff. Most units of work have been completed and are available to staff (in teaching sequence) on school network. [Begun term 2. Completed end of term 4.]

The Geography curriculum was written in consultation with training/professional development session run by Malcolm McInerny (Head of Geography teachers association).

Years 8-10 History curriculum was refined and areas re-written to ensure high quality teaching and learning. All units of work have been completed and are available to staff (in teaching sequence) on school network.

Antony Yates reviewed all completed History units and adapted them to better reflect needs of staff/students/use of ICT/ improvement in student literacies. His efforts in this area have been invaluable.

Much faculty time was devoted to staff having the opportunity to work collaboratively with others to share information, or work individually on assigned units of work to be written. S&E faculty members are commended on their efforts in this area.

In our training and development day with Malcolm McInerny, staff were able to address areas of uncertainty in regards to the teaching of content in the new Geography curriculum. This was most beneficial for staff as there was only 1 member of the faculty who was trained specifically in Geography (other staff majored in History).

To continue from 2012, the faculty attempted to use generic assessment tasks and plans for the year levels that all teachers can follow. This was not particularly successful due to:

⇒ Multiple staff/class changes throughout the year
⇒ Staff finding it difficult to locate current resources on school network. (While units of work have been re-labelled and written to provide ease of access, other files are still difficult to locate amongst old/new files)

From 2012, each year level from 8-10 had a semester plan with the documented assessment topic, tasks and achievement standards reference against them. Resources were purchased in 2012 to align to these subject topics only and included in the plan. (The successful use of these plans varied due to staff changeovers that occurred suddenly within faculty at multiple points throughout the year).

Staff use of weekly, term and semester plans was not widely adopted. Some staff members completed this task to a high standard, while others did not complete it. (This was partially due to staff being unfamiliar with content of Geography courses and required extra planning/research time. Many staff were also unfamiliar with contemporary Geographical skills and resources and required extensive planning time.)

Staff members’ individual strengths were considered and utilised when improving/developing skill sets within the faculty (eg: using ICT resources, knowledge of unfamiliar curricula, planning & writing units of work). Faculty members were highly motivated and willing to support colleagues in up-skilling activities.

Faculty members who learnt from/with their colleagues during this process found this style of training & development highly beneficial.
Other Faculty Strategies Adopted 2013 for Improvement

- Staff members have been requested to provide weekly lesson plans to ensure proper planning and sharing of resources, in preparation for use in Daymap planning.
- Staff have developed, written and sequenced ACARA history and (most) geography subject unit plans for shared and consistent teaching and use across the faculty - all teaching the same content and having common set tasks. (Differentiation allowances have been considered and planned for, however there is much room for improvement in this area).
- Time was given during faculty meetings to allow for writing/editing units of work, sharing resources, sharing skills, discussion and collaboration between faculty members. Anecdotal comments from staff/observations suggest that this regular allocation of time assisted teachers in fostering a more positive and effective team environment, based upon professional knowledge, experience and respect.
- Modelling of positive, professional relationships.

There was a noticeable improvement throughout the year in regards to the overall tone of faculty meetings and receptiveness of staff. Faculty members were firstly instructed to upload all new/recently modified S&E units of work onto the network (if they had not already done so), so that all staff could easily access a range of current resources. The faculty were then instructed to either: collaborate with others to develop new skills/knowledge, or work independently to reflect upon current practice to improve lessons, units of work or develop skills in areas of professional improvement.

Most staff found this activity to be beneficial in improving their capacity for teaching and learning as it allowed staff to frequently engage in professional conversations with a range of people, in an environment based on mutual, professional respect. Additionally, staff were encouraged to engage in evaluating and reflecting upon their teaching – a crucial facet in a growth mindset and key to future success.  

(Note: This became an area of focus because in the past, there has been a level of discontent within the faculty. In response to staff needs and PD delivered by David Giles regarding the importance of quality professional relationships - specifically in regards to, “the space between us / the importance of positive professional interactions and learning”.

- At the request of both the S&E and English faculties during term 2, faculty meetings for S&E & English were combined. (*Note: at the time this decision was made, the majority of staff were currently teaching both subjects). The ideology regarding this change was to:
  - Promote cross-curriculum opportunities and sharing of ideas among staff. Additionally, this affords opportunities for staff to link content, themes or ideas vertically &/or horizontally across year levels/ subjects.
  - Provide more time for staff to use faculty meetings as professional learning opportunities
  - Promote discussion and information sharing
  - Provide time and opportunity for staff to immediately apply their knowledge/learning acquired in faculty meetings to edit and adapt their courses to ensure best practice and inform future planning.
  - Have a more flexible schedule in order to accommodate the intentions mentioned above and accommodate teachers’ preferences/needs.
  - Encourage collaboration among staff members that would not normally work with one another.

This decision to join the faculty meetings was initially received positively and resulted in some staff developing high quality units of cross-curricula work and were able to participate in beneficial professional learning opportunities/discussions.

- Staff indicated (towards the end of 2013, term 4) that they would prefer to go back to individual faculty meetings in future to ensure that time was divided equitably between the learning areas and to specifically focus upon a single faculty during meeting times. They felt that at times, faculty meetings were too focussed upon one faculty – causing frustration for those who were not benefitting from information and learning that did not specifically address their learning area or
current needs. (Due to staffing & timetable changes in term 4, the majority of staff was teaching either S&E, or English. Not both, as had been the case earlier in the year.)

- Generic assessment task sheets written and available for all History courses Years 8-10 on network.
- “Edmodo” educational use as social; networking site for instant and extended communication between the teacher, students, classmates and parents. This needs to be adopted more widely by staff. Some staff with basic ICT skills may need training/re-training.
- Faculty was encouraged to undertake mentoring roles with pre-service teachers [where possible/appropriate] to promote and foster an environment that is dedicated to continued improvement in pedagogical approaches and make strong links with educational community outside of school.
- Use of Twitter (currently mostly personal and professional use by staff, but some classroom use has been implemented) and Blogs by some staff to connect with the world of other educational experts. This is an area in which staff members who are already utilising these resources will be able to inform and support less-skilled colleagues in developing this skill. Some staff may need to be strongly encouraged to do so and will require support in implementing this.
- Planned sharing of training and development in various ICT skills in faculty meeting times and sharing of resources.
- Use of rubric for easier analysis by students, families and teachers of students learning strengths and weaknesses.

**Areas for Improvement:**

- Faculty may have limited capacity to plan/implement high quality numeracy components into ACARA units. Most, if not all staff, will require explicit and detailed training in this area.
- Staff members’ ability to plan/implement differentiation strategies into everyday classroom practice, formative and summative assessment tasks.
- Staff members need support and training in developing strategies that will allow them to use pre-existing student data to inform their planning in order to differentiate instruction and address individual student learning styles/preferences. (eg: Staff can: use NAPLAN data, EDSAS reports re: behaviour, student files (for general info), hold discussions with key stakeholders (family/community/support networks) of individual student; discuss effective teaching/learning methodologies with people/resources at WSS such as: HG teacher, Special Needs coordinator, Year Level Manager, AP, ATSI coordinator, counsellor or previous classroom teacher/s to address the specific learning and behavioural challenges of high-profile, disengaged or at-risk students.
- Some staff members require support in planning and delivering lessons that promote a higher level of student engagement to improve outcomes for students and reduce incidents of negative behaviours that disrupt learning.
- Some staff members require further training in iPad, apps, iPod, web-based programs and games based learning competencies for use in the classroom with students. Staff members have requested that this training occur in small groups, with a facilitator. (Same format as used during staff PD sessions towards end of 2013) Staff skills/abilities vary greatly. A minimum level of ICT literacy criteria (for staff) would assist in ensuring the success of student educations experiences/outcomes, as well as gauging staff members' current ability (to inform areas of improvement in future)
- Consistent use of generic assessment tasks and plans across all year levels by all staff.
- Completion and submission of weekly, term and semester plans to faculty coordinator.
- Use of FOXTEL as a channel for relevant programs (requires approval from other faculties and ICT budget to purchase). (Note: This request was originally raised by S&E faculty members in 2012, and was also requested in 2013. Additionally, staff requested (from an informal discussion) to advise the Admin team that the Science faculty may be willing to also utilise this resource, should it be considered for purchase).
- Edmodo needs to be adopted more widely by staff to support students’ learning, improve outcomes and assist students in actively participating in their education outside of the classroom. This may also assist students in becoming more organised and autonomous.
- More interactive learning activities such as excursions, digital and games based learning, group tasks, use of other digital devices for classroom applications – such as mobile phones etc, differentiation in presentation of learning and assessment tasks.
Differentiation of tasks across all year levels/subjects to cater for individual student learning preferences and styles. Staff should be reminded/ encouraged to access current IEPs/NEPs to inform planning. *(Note: Staff will have access to IEPs for all year 8 students by mid/end of 2014 as this will be part of students’ Pastoral Care program)*

- Staff ability/willingness to access Games Based Learning opportunities.
- Anecdotal comments from parents & community indicate frustration regarding many (most?) excursions being cancelled due to too few students returning appropriate consent forms/not making payment. Perhaps a key excursion/s for each year level could be funded by the faculty and made a compulsory aspect of the course. Drastic change regarding this matter is required in order to ensure all students are exposed to a variety of learning environments and experiences.
- Development of student ability in visual literacy/deconstructing Source Analysis tasks. Faculty as a whole needs to develop effective and explicit scaffolds to support student learning/understanding from years 8-12. Potentially, this task could be easily differentiated to extend students who demonstrate a level of skill in this area. Alternatively, the task could be differentiated to allow students with low-literacy to experience educational success. [Data from NAPLAN highlights that WSS students need to develop skills in relation to inference. Need to focus on developing their capacity for reasoning, interpreting and drawing conclusions based upon evidence. Students need to be able to “read between the lines” at a higher level in order to be proficient in S&E, and other language rich subjects – particularly for Source Analysis tasks].
- Implementation of ACARA Geography curriculum: faculty members require further training and development in this area in regards to content, resources, contemporary geographical methods/skills. The current geographical skills of staff are mostly out-dated (ie: mapping, drawing etc) and lack innovative use of modern resources (ie: ICT resources and inquiry based learning) that would improve student outcomes and understanding.
- Geography units across years 8-10 need to comprehensively and actively incorporate GIS software/apps available to support student understanding/learning.

**Summary of Future Planning Building on SACE improvement**

- Continued training and development in specific areas to support staff in developing new and engaging teaching strategies.
- Occasional joint faculty meetings (eg: S&E + other faculty) to afford staff opportunities to participate in planning/developing cross-curricula activities & work with colleagues to develop best practice teaching and learning across varying year levels/subjects.
- Staff to attend relevant, subject specific conferences as per offerings by SACE/outside agencies.
- Teacher observations and visits to other schools and use of experts.
- Online educational websites and educational communities/support groups. Faculty needs to access and utilise contemporary resources/tasks that will assist student ability to deconstruct visual stimuli and develop high order thinking skills. eg: use of visual, web-based resources such as: [www.glogster.com](http://www.glogster.com) & [http://infogr.am](http://infogr.am). The aforementioned resources can assist in improving student organisation and overall educational success; similarly, resources such as [www.symbaloo.com](http://www.symbaloo.com) are also useful in assisting students to be more organised and self-directed in their learning – skills crucial to success in S&E units of work.
- Moderation between staff to review and ensure rigour of year 12 standards of assessment tasks, feedback and marking.
- Sharing success with colleagues to inform future planning and promote positive, professional interactions between staff members.
- Review of students entering the subjects as to suitability with regard to literacy and numeracy components of the various SACE courses.
- Use of educational social media sites for ongoing communication between the teachers, students and families: Facebook, Twitter and Edmodo.

**FINANCIAL STATEMENTS**
The next section details the Profit and Loss and Balance Sheet for both the Consolidated and the Canteen financial accounts.