## General information

**Part A**

<table>
<thead>
<tr>
<th>School Name</th>
<th>WIRREANDA SECONDARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>0638</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Tony Lunniss</td>
</tr>
<tr>
<td>Postal Address</td>
<td>105 Richards Drive, Morphett Vale 5162</td>
</tr>
<tr>
<td>Location Address</td>
<td>105 Richards Drive, Morphett Vale 5162</td>
</tr>
<tr>
<td>District</td>
<td>Southern Region</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>29 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>No</td>
</tr>
<tr>
<td>School email address</td>
<td><a href="mailto:dl.0638_info@schools.sa.edu.au">dl.0638_info@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

### February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Secondary</th>
<th>Special, N.A.P. Upgraded etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>217</td>
<td>169</td>
</tr>
<tr>
<td>Year 9</td>
<td>226</td>
<td>200</td>
</tr>
<tr>
<td>Year 10</td>
<td>146</td>
<td>206.11</td>
</tr>
<tr>
<td>Year 11</td>
<td>155.88</td>
<td>130.86</td>
</tr>
<tr>
<td>Year 12</td>
<td>112.8</td>
<td>158.6</td>
</tr>
<tr>
<td>Year 12 Plus</td>
<td>6.6</td>
<td>2.6</td>
</tr>
</tbody>
</table>

| Total     | 864.3     | 824.9                      |

### July total FTE Enrolment

| Male FTE | 463.2 | 469.38 | 363 | 405.9 | 396 | 364.55 |
| Female FTE | 401.1 | 409.59 | 417 | 357.9 | 359.5 | 351.15 |

| School Card Approvals (Persons) | 219 | 196 | 264 | 270 | 283 | 358 |
| NESB Total (Persons) | 65 | 68 | 70 | 77 | 93 | 110 |
| Aboriginal FTE Enrolment | 33 | 35 | 35 | 40 | 52 | 55 |
| Disability Unit | - | - | - | 15 | 18 | 19 |
| FLO | 126 | 130 | 135 |
Part B: Teaching & Leadership Staff

Principal:
Tony Lunniss

Deputy Principal
Zoe Christopher (Whole school overview / HR – Staffing / Curriculum / Timetable / Professional Development)

Senior Leaders
Caroline Fishpool (Middle School (Year 8) / Literacy / Transition / Disability Unit)
Teresa Bruno (Middle School (Year 9) / Well Being / English / Special Needs / SHIP)
Tim Byers-Thomas (Senior School (Years 10 & 11) / VET, Work Experience / Timetabling / ICT)
Shane Cunningham (Senior School (Year 12) Sciences & Mathematics/ Quality Assurance)
Paul Sherman (WAVE, FLO Management)

Staffing numbers

<table>
<thead>
<tr>
<th>Total FTE: 62.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.6 Ab Teacher; 0.2 ESL; 4.04 Special Ed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Senior Leaders</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Coordinators 3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Teachers</td>
<td>22.6</td>
<td>19.6</td>
</tr>
<tr>
<td>Ab Ed Teacher</td>
<td>0</td>
<td>0.6</td>
</tr>
<tr>
<td>SSOs</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>GSE</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Aboriginal Secondary Education Transition Officer</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School Council employees</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Youth Workers</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

School Support Staff
School support staff members are shared across the school campus, including learning support for students with low literacy and/or numeracy skills. Additional support time is allocated from Special Education Funding and Specialist Sport Course Funding.

Enrolment trends
Year 8 enrolments have fluctuated over the last few years in part due to variability in the Year 6 & 7 numbers in our feeder primary schools, and other factors. We continue to develop community connections, particularly with our feeder primary schools. Our Community Liaison Officer works extensively in this area. The Specialist Sports Program continues to have a high profile in local schools and the wider community.

Special arrangements
Wirreanda is a member school of the Panalatinga Partnership, which incorporates local pre-school, primary and secondary sites. Wirreanda works collaboratively within the Partnership in areas such as; Learner Achievement and Wellbeing and enhanced Transition processes.

Wirreanda Secondary School is also part of the Southern Adelaide Region of Schools which collaborates on a range of educational topics. Wirreanda is also part of the Trade School of the South, with Christies Beach, Reynella East, Hallett Cove, Seaford and Aberfoyle Park, along with a number of schools from the former Fleurieu Learning Alliance. As part of the Trade School, Wirreanda offers a number of Vocational Certificates. Students from member schools may access any of the courses delivered as part of the Trade School.
Year of opening
The planning and establishment of Wirreanda High School began in the early 1970s as the population growth rate of the City of Noarlunga increased. The partly completed campus opened in 1977 with the first Principal being Mr. Peter Payne. The school was named Wirreanda after one of the oldest homesteads in the district. From its early years, Wirreanda was recognised for its strong interest in Sport and Physical Education. Wirreanda formally changed its name to Wirreanda Secondary School in 2014.

Public transport access
A Southlink school bus (722F) departs each morning from the Noarlunga Centre bringing students directly to the school grounds. School bus D returns each afternoon at 3.20 pm. (2:45pm on Tuesday)
A Southlink bus (route 722) passes the school grounds bringing students from areas to the North and South of the school and from Noarlunga Centre. The bus stops on South Road, along route 721, are within 400 metres of the school.
Route 723 provides access from Flaxmill and Wheatsheaf Roads while route 733 services Woodcroft.

2. Students (and their welfare)

General characteristics
Wirreanda Secondary School takes enrolments from the area bounded by Sherriffs Road, Pimpala Road, Panalatinga Road, Bains Road, Piggott Range Road, Church Hill Road and Main South Road, Flaxmill Road and the Southern Expressway. The school accommodates all students within this district and students with sibling rights. Wirreanda admits students from outside of the zoned entitlement where space permits.

Wirreanda Secondary School offers programs to engage students in learning appropriate to their needs. These programs include the Specialist Sports Course, Specialist NEP and SHIP (Students with High Intellectual Potential) and Literacy and Numeracy support.

Approximately 36% of students are School Card recipients, there are 110 students from NESB and 55 Aboriginal students attending Wirreanda.

Year 12 Science and Maths Academy at Flinders (SMAF)
The partnership between Wirreanda Secondary 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.

International Students
An increasing number of international students have accessed a variety of programs at Wirreanda over the last few years. Most of these students have come from Europe, South America and Asia.

Disability Unit
The Unit was opened for students in January 2012, and accommodates a maximum enrolment of 20 students. The Unit is an integral part of the school with state of the art facilities. Places in the Unit are allocated through a special options process which is held in each school region. Enrolment is not zoned.

Family Charter: Wirreanda Unit families can expect:
• their child to be in a safe and secure environment
• to feel welcome and respected
• to be informed of their child’s learning progress through consultation and involvement
• to be informed of school procedures
• to participate in decision making processes
• to be invited to many events to acknowledge and celebrate their child’s development and learning
The Wirreanda Disability Unit provides a comprehensive secondary education for students living with a disability. The Unit provides individualised learning and pathways for all students. Staff in the Disability Unit have a strong commitment to ensure all students reach their full potential, and families/caregivers are involved extensively on a regular basis in negotiating plans and support for students. Skills developed in the Unit via an extensive curriculum include literacy, numeracy, science, art/design, movement, health and personal development and living skills.

**Pastoral Care programs**

Home Group teachers perform a pastoral care role in managing the students in their charge. The sub schools have developed activities to support student well being and learning. There is a structured pastoral care time when a range of activities occur in response to educational needs. e.g.

**Skill Development**
- Study skills
- Goal setting
- Organisation & Time Management

**Pathway Planning**
- Monitoring Individual Learning Plans
- Course counselling and flexible pathways mapping
- University/TAFE Workshops
- Employment, Traineeship, Apprenticeship
- Round table assessment preparation
- Preparation for work experience

**Wellbeing**
- Personal development
- Anti-bullying strategies
- Harassment grievance procedures
- Positive relationships workshops
- School values workshops
- Student induction program
- Regular sub-school and whole school assemblies
- Guest speakers on a needs and programmed basis
- Road Safety Awareness/Driver Education
- Code of conduct inservice
- Webwise Safety/Internet Awareness

All Year 8 and Year 9 students are involved in a learning community with emphasis on cooperative, cross-curriculum planning and a strong team approach to curriculum delivery and care.

**Support offered**

Two Student Counsellors provide a coordinated service for students across the school. A Youth Worker also works as part of a team supporting students in the Middle School.

In addition, there are currently a number of Year Level Managers (Coordinators) who are allocated to support students across Years 8 to 12.

The Deputy Principal supports the Senior School teams with Senior Leaders responsible for the leadership and management of each year level.

The school provides a Coordinator responsible for Special Needs incorporating NEP and SHIP students. Students at Wirreanda Secondary School also have access to a range of health professionals and services as part of the school’s innovative new Learning Hub and Learner Wellbeing Centre.
The Learner Wellbeing Centre allows students and their families access to services specifically targeting the needs of adolescents. These include nurses, doctors, psychologists, community service consultants and youth workers, complementing and extending traditional school support services. The Centre is purpose-built and includes reception services, consulting rooms and meeting spaces. The Centre focuses on PERMA, the 5 elements of wellbeing identified by former SA Thinker in Residence, Professor Martin Seligman: Positive Emotion, Engagement, Relationships, Meaning and Achievement.

The Learning Hub is been designed to provide students with opportunities to develop their creativity, to own their learning, to think critically and become proficient in a range of digital devices. Students will develop high-level media skills, connect with other schools locally, nationally and globally, work collaboratively and showcase their talents and skills. Our goal is to ensure students develop the skills needed to be successful, passionate life-long learners.

Student Management
Our school culture is based on our school values of: Achievement, Responsibility, Honesty and Respect. Students and staff are expected to behave in a manner that reflects these values.

A Restorative Practice approach is being embedded by the school to encourage and support the development of self-discipline and responsibility and to focus on success as a means of developing socially responsible behaviour.

The Year Level Managers and members of the Administration Team play a key role in leading this change and supporting staff and students in its implementation. Consequences of poor behaviour are managed with the emphasis on students taking responsibility for their own behaviour.

Student Leadership and Voice
The leadership and enterprising qualities of our students are nurtured through a Student Voice Program. Students have a genuine input into school decision making and are also able to develop their leadership skills through the provision of house, sporting and other structures that are student led.

The Student Voice is made up of elected representatives from Years 8-12. Its purpose is to provide a forum for student consultation and to enable students to actively participate in school planning and decision-making. Students are also represented on a number of school committees and working parties.

Special Programs
Wirreanda is a Focus School in Sport and Physical Education and coordinates the Southern Vales Specialist Physical Education and Sport Program that includes Christies Beach and Reynella East High Schools. The SSC Course focusses on students developing high level skills in the areas of athlete development, leadership development and personal development. Students also develop a deeper understanding of areas such as: sports psychology, fitness and conditioning and nutrition as well as gaining accreditation in Coaching and Umpiring.

The WAVE Program provides a pathway for senior students that is an alternative to mainstream schooling. The program actively engages students through a specialised case management approach and has a strong vocational and personal development focus. Programs are tailored to individual students’ needs and enable meaningful and accredited learning and earning pathways to be developed. All students in the WAVE program are on SACE programs and classified as Flexible Learning Options (FLO) students.

3. Key School Policies

Our Vision for Wirreanda Secondary School is one of a caring and inclusive environment that values and embraces family and community partnerships.

A school that prides itself in developing creative, vibrant and resilient learners, guided by knowledgeable, innovative and passionate staff.

Our Shared Values:

- Respect
- Honesty
- Responsibility
- Achievement
School Policies

Staff, students and parents in partnership have a responsibility to maximise the learning opportunities and personal development of students within Wirreanda Secondary School.

The following school policies support the school’s key strategic directions of creating a respectful environment and building a culture of achievement.

The school’s Positive Behaviours and Respectful Relationships Policy outlines a process that advocates that the people most effective at finding a solution to a problem are the people who are most directly affected by the problem. The policy has as its focus student and staff wellbeing.

Restorative processes create opportunities for those involved in a conflict to work together to understand, clarify and resolve the situation and work together towards repairing the harm caused. It encourages students to develop a sense of accountability and personal responsibility for their own behaviour.

Staff at Wirreanda Secondary School have a responsibility to create a success-oriented learning environment in which responsible behaviour is encouraged and acknowledged and in which students feel safe in an orderly environment, free from harassment.

Our Positive Behaviours and Respectful Relationships Policy clearly outlines expectations and related consequences and the specific role statements for key personnel, and guidelines for staff.

**Students** are encouraged to:
- learn to develop a sense of personal responsibility and accountability for their own behaviour
- work in partnership with teachers and fellow students, displaying mutual respect and tolerance
- develop skills in the restorative process and
- recognise that there are consequences for inappropriate behaviour

**Staff** are encouraged to:
- develop shared understandings with students in relation to restorative practices and student behaviour
- model good teaching practice
- accept responsibility for student behaviour management
- focus on negotiated and reasonable rules and consequences
- provide a success oriented learning environment
- keep parents informed

Consistent with the Positive Behaviours and Respectful Relationships Policy, there are clear organisational structures providing support for staff and students through Year Level Managers and Deputy Principals/Senior Leaders and Counsellors. Middle and Senior School Teams meet regularly to case manage students, plan early intervention, analyse behaviour and attendance data and discuss specific needs of students.

This is supported by the celebrations of success for students who engage in a positive manner within all aspects of school life. Assemblies are held each term to acknowledge student’s success through the presentation of certificates in the following areas: Academic Performance; Sport; Service to the School; Service to the Community; Other notable achievements.

 Formal celebrations are held at the end of each year, shared with families, to acknowledge the many successes achieved by students.

**Professional Practice Policy** at Wirreanda focuses on the continual improvement of our professional effectiveness as leaders & teachers. The Professional Practice Policy encourages the use of a collaborative process aimed at enabling individuals and teams to enhance their skills and abilities in order to improve student learning outcomes.

Professional Practice supports individuals and teams to collaboratively contribute to school priorities through professional reflection, development and feedback.
Essential Elements to a Performance & Growth Culture:

- Establishing ongoing working relationships with mentor groups.
- Documenting & regularly reviewing goals with ways of measuring progress.
- Supporting & accessing Professional Development in order to work towards goals set.
- Reflecting & responding to evidence collected regarding student achievements.
- Providing regular formal and informal feedback.

The Safe School Framework Policy asserts that every child has the right to feel safe, supported and respected at school and this is essential to effective teaching. The key elements of this policy, ensure that the school is committed to a shared vision of a positive and inclusive school.

The School Attendance Policy is based on the understanding that regular attendance is essential to ensure engagement and success, an essential foundation for our students’ future. Attendance is a shared responsibility between parents/caregivers and school. The policy identifies clear roles and responsibilities for staff, students and parents/caregivers.

Every child of compulsory school age (until the age of 17) is required to be enrolled at an educational institution and must attend on every day that instruction is provided. Although there is no legal requirement for post-compulsory aged learners to be enrolled, there is an expectation that once enrolled learners will attend on a regular basis.
Our Shared Vision:

Our vision for Wirreanda Secondary School is one of a caring and inclusive environment that values and embraces family and community partnerships.

A school that prides itself in developing creative, vibrant and resilient learners guided by knowledgeable, innovative and passionate staff.

Improving Pedagogy

Feedback for learning is embedded in teaching practice.

Focus on Literacy & Numeracy Improvement & Sustainability

Staff using data to inform teaching and learning.
<table>
<thead>
<tr>
<th>2014 Priorities</th>
<th>Key Strategies</th>
<th>School/Classroom Practice</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restorative Practices are introduced to the school community</strong></td>
<td>PD focused on Restorative Practices in the wellbeing area</td>
<td>❖ Teachers using restorative language in the classroom.</td>
<td>Significant improvement in the data set with respect to Harassment &amp; Bullying &amp; Student Engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Relationships are respectful and conducive to learning.</td>
<td>Increase positive student responses to connection with the school: “I am happy to be at my school.” From 56.4% to 60% Teacher Quality: Increased positive relationships between students, staff and community. “My teachers are caring &amp; supportive” From 61.2% to 64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Positive culture established based on a growth mindset.</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback for Learning is embedded in teaching practice</strong></td>
<td>Professional learning provided that focuses on developing understanding &amp; skills in relation to Feedback for Learning.</td>
<td>❖ Teachers are using a range of FFL tools in the classroom.</td>
<td>Observations and mentor meetings confirm staff use of FFL techniques are embedded in practice.</td>
</tr>
<tr>
<td></td>
<td>Support provided by LH team.</td>
<td>❖ Teachers are knowledgeable &amp; responsive to student learning needs</td>
<td>Student surveys display evidence that teachers are responsive to individual needs and scaffold various learning opportunities.</td>
</tr>
<tr>
<td></td>
<td>Professional conversations in PP Mentor groups including classroom observations and data collection focus on FFL.</td>
<td>❖ Students recognise and articulate strategies as active learners</td>
<td></td>
</tr>
<tr>
<td><strong>Explicit teaching of literacy and numeracy is a key focus in all curriculum areas</strong></td>
<td>Providing PD opportunities to identify and incorporate literacy and numeracy capabilities in the AC.</td>
<td>❖ Explicit teaching of skills that develop literacy and numeracy capabilities</td>
<td>Literacy and Numeracy capabilities mapped across all curriculum areas</td>
</tr>
<tr>
<td></td>
<td>Provide PD on explicitly teaching literacy and numeracy skills.</td>
<td>❖ Literacy and Numeracy is included in all curriculum area and leadership meetings</td>
<td>Evidence of explicit teaching plans to develop skills in teaching literacy and numeracy</td>
</tr>
<tr>
<td></td>
<td>Observation documentation and support including explicit literacy and numeracy teaching.</td>
<td></td>
<td>Explicit literacy and numeracy teaching is observed</td>
</tr>
</tbody>
</table>
4. Curriculum

Our core business is to provide a safe, caring and supportive environment that is success-oriented and supports students in their academic, social and emotional development. Central to our achievement of this objective is the design and delivery of an inclusive curriculum which provides:

- a broad, comprehensive range of learning experiences for students under compulsion, guided by the National Curriculum and the South Australian Curriculum, Standards and Accountability (SACSA) Framework
- an extensive range of post-compulsory options providing for many post-school pathways, and valuing completion of the South Australian Certificate of Education (SACE)
- support for students with disabilities, students at risk, and those with high intellectual potential
- a focus on developing literacy and numeracy
- access to a broad range of sporting and physical activity opportunities
- access to learning technologies
- community partnerships that develop and enhance the enterprising skills of our students.

Middle School

Wirreanda Secondary School places great importance on the student-teacher relationship, the need for nurturing of young adolescents, their search for identity, and the integration of curriculum. The school recognises that young adolescents have their own special needs which, unless addressed, will hinder sound learning.

Teachers work in a collegiate manner and adopt different ways of using teaching spaces, teaching groupings and pedagogy. Teachers are aware of developmental needs of young adolescents, and are prepared to use a variety of methodologies to suit varying learning styles.

Subject offerings

**Year 8**

Most students undertake studies in the following areas:

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society &amp; Environment</td>
<td>Art</td>
<td>Health</td>
</tr>
<tr>
<td>Technology</td>
<td>Home Economics</td>
<td>Drama</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Music</td>
<td></td>
</tr>
</tbody>
</table>

Students meeting specific entry criteria may enter the Specialist Sports Course.

**Year 9**

Students undertake studies in the following subjects:

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society &amp; Environment</td>
<td>Art</td>
<td>Health</td>
</tr>
<tr>
<td>Technology</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

There is also an opportunity for students to participate in the Specialist Sport Course or specialize in Music.
Senior School

Year 10

The tenth year of schooling is of great importance, as students have moved from Middle Schooling into their Senior Years where the foundation preparation begins for the SACE (South Australian Certificate of Education).

The SACE is designed to help students gain essential skills and knowledge for work and life. The Personal Learning Plan (PLP) is a compulsory component of the SACE at year 10. It helps students map out their future and identify the goals they need to achieve as they progress towards work, training or higher education.

Year 10 students have a broad choice of subjects across each of the eight curriculum areas in a 7 line timetable.

Year 10 Course Overview

Year 10 subjects are arranged in curriculum areas and are offered as semester subjects. Students must choose 14 semester subjects according to the following pattern:

10 Compulsory Semester Subjects
- Full year of English (2)
- Full year of Science (2)
- Full year of Maths (2)
- Semester of Health (1)
- Semester of History (1) & 1 Semester of Geography (1)
- Semester of Personal Learning Plan (1)

Optional Semester Subjects

Students are also able to choose 4 semester units from the subjects below.

The Arts:
Design
Drama
Art
Music
Music Industry Certificate 3

Phys Ed & Specialist Sport Course
Physical Education
Outdoor Education

Technology/Technology Studies
Keyboarding / Office Simulation
Metalwork
Woodwork
Photography
Digital Technology
Introduction to Trades
Race F1 Technology

Home Economics
Child Studies
Food Technology
Fashion Design
Hospitality Certificate 2

Society & Environment
History / Geography

Special Sport Course (SSC)
Football
Dance
Cricket
Netball
Basketball
Soccer
Sport & Recreation Certificate 2
Year 11 – Stage 1 Program
Year 11 and 12 students have access to a wide and diverse range of subject offerings arranged in six common choice lines.
A range of VET programs is evident available in the senior school.

In selecting their Stage 1 program, students must incorporate the following:
- Two units of English/Literacy
- One unit of Mathematics/Numeracy
- One unit of Integrated Learning in preparation for the compulsory Research Project at Year 12

**Art**
**Business & Enterprise**
**Biology**
**Cabinet Furniture Construction**
**Chemistry**
**Child Studies**
**Computer Aided Drafting**
**Dance**
**Design**
**Digital Technologies**
**Drama**
**English**
**Literacy for Work & Community Life**
**Food & Hospitality**
**Frame Furniture Construction**
**Health**
**History (Modern)**
**Integrated Learning**
**Information Processing & Publishing**
**Music**
**Mathematical Studies**
**Mathematical Applications**
**General Maths**
**Metal Machining**
**Outdoor Education**
**Personal Development (Peer Support)**
**Photography**
**Physical Education**
**Physics**
**Psychology**
**Scientific Studies - Sport & Nutrition**
**Scientific Studies - Marine Science**
**Specialist Sport Coaching**
**Tourism**
**Workplace Practices (Stage 2)**
**Welding**

**Vocational Courses**
- Sport & Recreation Certificate 2
- Doorways 2 Construction
- Doorways 2 Construction +
- Music Industry Certificate 2
- Hospitality Certificate 2
- Other Trade School Courses

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Year 12 – Stage 2 SACE Program

**Art**
**Biology**
**Business & Enterprise**
**Chemistry**
**Community Studies**
**Child Studies**
**Design**
**Drama**
**English Communications**
**Food & Hospitality**
**Furniture Construction**
**Health Studies**
**Info Processing & Publishing**
**Modern History**
**Mathematical Applications**
**Mathematical Studies**
**Metal Engineering**
**Music / Music Industry (Cert III)**
**PE (Integrated Learning)**
**Photography**
**Physical Education**
**Physics**
**Society & Culture**
**Specialist Mathematics**
**Sport & Rec VET**
**SSC (Integrated Learning)**
**Tourism**
**Workplace Practices**
Assessment procedures and reporting
The school year is divided into four assessment periods, coinciding with the four school terms. Year 8-11 students are provided with a report for each term, while Year 12 and 13 students are provided with reports for the first three terms. In addition, Parent-Teacher interview nights are held at the end of Term 1 and a Course Counselling meeting is held with parents during Term 3 for Years 8-11. All students are provided with grades as a measure of achievement.

Special needs
Learning support is provided for students with Negotiated Education Plans. This support is provided across all year levels. Special programs for students at risk exist from years 10-12.

5. Sporting Activities
In 1996 Wirreanda became the first Specialist Physical Education and Sport School in South Australia. A Specialist Sport Course is offered to students across the State that aims to enhance sporting skills and prepare students for a lifelong involvement in sport and sport-related activities. This program has since expanded into the Southern Vales Specialist Physical Education and Sport Program, which includes Christies Beach High School and Reynella East College in cooperative developments with Wirreanda as the coordinating school.

Students have many opportunities to be involved in sport, through local, zone and knockout competitions. VET Certificate Courses related to the sport industry are a feature of SACE Physical Education and Specialist Sport programs. The school also makes flexible curriculum arrangements for students who are participating in sport at an elite level, involving heavy training requirements.

6. Other Co-Curricular Activities
As a school, we value extra-curricula activities and provide a wide range of these activities for our students including:

<table>
<thead>
<tr>
<th>Arts Expo</th>
<th>Digital Leaders</th>
<th>Road Awarness Program</th>
<th>Sports days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interschool sports</td>
<td>VET programs</td>
<td>Year 7 Transition Program</td>
<td>iTrack</td>
</tr>
<tr>
<td>Open night</td>
<td>Science Week</td>
<td>Japanese Student Study Program</td>
<td>Straight talk</td>
</tr>
<tr>
<td>Next steps</td>
<td>City Impact</td>
<td>Australian Maths competition</td>
<td>Harmony Day</td>
</tr>
<tr>
<td>Student forums</td>
<td>Life in the Uni Lane</td>
<td>Inspire Mentor Program</td>
<td>Wear It Purple Day</td>
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<tr>
<td>SRC training</td>
<td>Idaho Day</td>
<td>World Environment Day</td>
<td>Driver Education</td>
</tr>
<tr>
<td>Senior First Aid</td>
<td>Music nights</td>
<td>Deadly Start to HighSchool</td>
<td>Drama Productions</td>
</tr>
<tr>
<td>Chess Club</td>
<td>Mentoring program</td>
<td>VET Short Courses</td>
<td>Projects Abroad</td>
</tr>
<tr>
<td>Home Work Club</td>
<td>Reconciliation Projects</td>
<td>Recording &amp; Multi Media CD Project</td>
<td>Health Expo</td>
</tr>
</tbody>
</table>
7. **Staff (and their welfare)**

**Staff Profile**
(please refer to table on page 2).

**Leadership structure**
The Administration Team comprises the Principal, Deputy Principal and 5 Senior Leaders. The school also has Coordinators responsible for a number of learning areas and leadership and management of year levels. Other Coordinator positions are currently allocated to Digital Pedagogy, Student Counselling, Special Education, The Disability Unit, Year Level Leaders, Society & Environment, The Arts & Technology, VET/Work Experience, WAVE and Specialist Sport.

**Staff support systems**
Performance Development is undertaken by all staff and includes a register of training and development required to meet school objectives. The Professional Practice processes at Wirreanda provide the opportunity for all staff to be part of a mentor group and to engage in one-to-one Performance Development with a line manager.

An induction program is provided for new staff including a buddy system.

SSO support is provided in the following areas:

<table>
<thead>
<tr>
<th>Science</th>
<th>Technology Studies</th>
<th>Art</th>
<th>Home Economics</th>
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</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>Special Education</td>
<td>Specialist Sport</td>
<td>Learning HuB</td>
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<tr>
<td>Home Economics</td>
<td>Finance</td>
<td>Facilities</td>
<td>Administration</td>
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<tr>
<td>WAVE</td>
<td>Learner Wellbeing</td>
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</tbody>
</table>

8. **School Facilities**

**Buildings & Grounds**
2 x 2 storey, 2 x 1 storey, 3 transportable buildings, New Gym and the Trade Training Centre.

**Cooling**
All buildings have air-conditioning.

**Specialist facilities**

Every teaching space has a Data Display or Interactive whiteboard. Laptop and iPad trolleys are placed throughout the school to facilitate student access.

**Student facilities**
Canteen, VET/Work Experience Office, Learner Wellbeing Centre, Learning Hub, Tute Room, Nunga Room, Year 12 Study Rooms.

**Sporting Facilities**
2 Gymnasiums, 6 Tennis courts, 2 Outdoor Netball/Basketball courts, 2 Cricket nets, Football oval, Soccer oval, Hockey pitch, Weights training facility, Rock Climbing Wall.

9. **School Operations**

**Decision making structures**
The three major decision-making groups have staff, parent and student representation.

These are:
- Executive Committee.
- Governing Council.
- PAC

All staff are encouraged and expected to be actively involved in decision-making by attending and participating in the work of the Executive Committee, general staff, school support staff, faculty and year level meetings. In addition, staff members are encouraged to become involved in committees and working parties that are established as the need arises.
Communication
A School Calendar including key dates and events is provided each year. A daily bulletin is circulated to all staff and a student bulletin is read to students in morning Home Group. A Parent Newsletter is published twice per term. Student assemblies for each year level are held frequently and whole-school assemblies twice per term. Information evenings for parents are organised at the start of each year. Parent–Teacher interviews are conducted at the end of term 1. A Course Counselling Night in Term 3 enables parents to obtain relevant information for student curriculum choices for the following year. A Course Handbook is produced on an annual basis to assist with this process. A School Prospectus is produced each year. A Staff Handbook is produced each year which provides staff with operational and organizational information.

10. Local Community

General characteristics
Most of Wirreanda’s students are drawn from Morphett Vale, Woodcroft, Hackham and Onkaparinga Hills areas. These areas are almost exclusively residential with some shopping centres and light industry. The community contains a broad mix of ethnic groups. Approximately 36% of students are School Card recipients, there are 110 students from NESB and 55 Aboriginal students attending Wirreanda. The local school community has high expectations that the school will provide opportunities and support for students to achieve academically. Student participation and achievement in sport is also a high priority for many parents. In 1995 the Minister for Education and Children’s Services accorded Wirreanda the status of Specialist PE and Sport School.

Parent and community involvement
The Governing Council is the main avenue for parent involvement. Parents are encouraged to represent the parent body on the Executive, are actively involved in Finance Committee, Canteen, Uniform and Sport committees. In addition, the School Council employs a Community Liaison Officer and Work Experience Assistant.

Feeder schools
Major feeder primary schools for Wirreanda Secondary School are: Morphett Vale, Coorara, Flaxmill, Woodcroft, Pimpala, Hackham East and Morphett Vale East.

Other local care and educational facilities

| Child-care: | Emu Childcare Centre, on Wheatsheaf Road. |
| Preschool:  | Playgroups in local primary schools and Hackham East Kindergarten |
| CPC:        | Flaxmill CPC. |

Major shopping facilities
Located at the Colonnades Shopping Centre, Southgate Shopping Centre at Reynella and Woodcroft Shopping Town.

Other local facilities
Morphett Vale Basketball Stadium, Morphett Vale Table Tennis Club, Rugby League Oval, SUNA, Morphett Vale Football Club including tennis facilities. Indoor Cricket Arenas, Swimming Centre at Colonnades. Wirreanda Medical Centre, States Road, Morphett Vale. Wheatsheaf Road Medical Centre, Morphett Vale. Community libraries at Noarlunga Centre and Woodcroft.

Local Government Body
Onkaparinga City Council, Ramsay Place, Noarlunga Centre, telephone: 8384 0666.