



SCHOOL CONTEXT STATEMENT

School Profile:

Wirreanda Secondary School is focused on high expectations, innovation and improvement. Our central purpose is to develop our students' learning and wellbeing and we know that the most critical driver for this development is our focus on continued improvement of our teachers and leaders and fostering genuine student voice.

Our school values of **respect, honesty, responsibility and achievement** encapture our daily actions and forward directions at Wirreanda Secondary School. We work hard to ensure all students are provided with opportunities to succeed and that they graduate as well rounded individuals who feel a sense of worth and contribution to the local and global community.

Wirreanda Secondary School Priorities for 2017 are:

- 1~ Literacy and Numeracy Improvement: Track, monitor and respond to every learner's growth
- 2~ Improving Pedagogy: Engaging students to have an authentic and genuine voice in their learning
- 3~Learner Wellbeing: Building and Embracing Confident, Inclusive and Diverse Learners

Learning for Life

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.



Responsibility
Honesty

Achievement
Respect



1. General information

| | | | |
|----------------------|--|---------|-------------|
| School Name | WIRREANDA SECONDARY SCHOOL | | |
| School No. | 0638 | | |
| DECD Region | Panalatinga Local Partnership (Southern) | | |
| Principal | Ms Caroline Fishpool | | |
| Postal Address | 105 Richards Drive, Morphett Vale 5162 | | |
| Location Address | 105 Richards Drive, Morphett Vale 5162 | | |
| Distance from GPO | 29 kms | | |
| Phone No | 08 83297200 | Fax No. | 08 83297299 |
| School email address | dl.0638_info@schools.sa.edu.au | | |

| | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|---------------------------------|---------------|------------|--------------|--------------|---------------|--------------|------------|------------|
| February FTE Enrolment | | | | | | | | | |
| Secondary | Special, N.A.P. Upgraded etc | | | | | | | | |
| | Year 8 | 169 | 186 | 159 | 183 | 170 | 155 | 147 | 182 |
| | Year 9 | 200 | 153 | 169 | 157 | 179 | 164 | 150 | 140 |
| | Year 10 | 206.11 | 192 | 141 | 152 | 138.4 | 167.6 | 169 | 145 |
| | Year 11 | 130.86 | 165 | 168 | 119 | 133 | 122.8 | 190 | 145 |
| | Year 12 | 158.6 | 80 | 115 | 140 | 97.5 | 95.525 | 141 | 110 |
| | Year 12 Plus | 2.6 | 4 | 11.9 | 4.5 | 7.5 | 4.875 | 56 | 6 |
| Disability Unit | | - | - | 15 | 18 | 19 | 19 | 19 | 18 |
| FLO | | | | 126 | 130 | 135 | 141 | 142 | 144 |
| Male FTE | | 469.38 | 363 | 405.9 | 396 | 364.5 | 362.08 | 368 | 422 |
| Female FTE | | 409.38 | 417 | 357.9 | 359.5 | 351.15 | 347.72 | 336 | 468 |
| Total | | 878.76 | 780 | 763.8 | 755.5 | 715.65 | 709.8 | 704 | 890 |
| School Card Approvals (Persons) | | 196 | 264 | 270 | 283 | 257 | 266 | 307 | 261 |
| NESB Total (Persons) | | 68 | 70 | 77 | 93 | 110 | 118 | 87 | 118 |
| Aboriginal FTE Enrolment | | 35 | 35 | 40 | 52 | 55 | 55 | 63 | 76 |

Teaching & Leadership Staff

Principal

Caroline Fishpool

Deputy Principal

Rhoni McFarlane Whole school Improvement ~ Curriculum & Pedagogy ~ Professional Practice & Development ~ Quality Teaching & Learning ~ SACE Improvement ~ Research Project/Integrated Learning

Senior Leaders

Sarah Millar Middle School Year 8 ~ Literacy ~ 7-8 Transition ~ Attendance ~ Disability Unit

Teresa Bruno Middle School Year 9 ~ English/EALD ~ Learner Wellbeing ~ Inclusive Education

Nick Jackson Senior School Year 10 ~ Design & Technology ~ IT & Infrastructure ~ Innovative Pedagogies

Shane Cunningham Senior School Year 11 & 12 ~ SACE ~ Numeracy ~ Quality Assurance

Paul Sherman WAVE ~ FLO ~ VET ~ Work Experience

Staffing numbers

Total FTE

(0.6 Ab Teacher; 0.2 ESL; 2.0 Disability Unit)

| Staffing | Male | Female |
|---|------|--------|
| Deputy Principal | 0 | 1 |
| Senior Leaders Band 3 | 3 | 2 |
| Coordinators Leader Band 1 | 5 | 10 |
| Teachers | 13.6 | 25.4 |
| (Includes Step 9 Teachers) | 7 | 10 |
| (Includes AST2 Teachers) | 4 | 3 |
| Aboriginal Education Teacher | 0.6 | 0 |
| ASETO Aboriginal Secondary Education Transition Officer | 0 | 4 |
| SSOs | 5 | 23 |
| GSE | 3 | 0 |
| School Council employees | 0 | 1 |
| Youth Workers | 2 | 3 |

School Support Staff

School support staff members are utilised across the campus. Additional support time is allocated in and funded by Special Education, Disability Unit and the Specialist Sport Course.

Enrolment trends

Year 8 enrolments have remained consistent over the last few years with an increase for 2017. We continue to develop strong community and learning connections, particularly with our feeder primary schools as an active site in the Panalatinga Local Partnership. The Specialist Sports Program continues to have a high profile in local schools and the wider community.

Special arrangements

Wirreanda Secondary School is a member of the **Panalatinga Local Partnership**, which incorporates local pre-school, primary and secondary sites. Wirreanda Secondary school works collaboratively within the Local Partnership with the Partnership focus areas of Literacy & Numeracy Improvement, Genuine student Voice and Growth Mindset.

Wirreanda Secondary School is also part of the Southern Adelaide Region of Schools which collaborates on a range of educational topics. Wirreanda Secondary School 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 High School 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 Secondary School admits students from outside of the zoned entitlement where space permits. Students who do not reside in the zone are able to apply to enrol in the Specialist Sport Course at Wirreanda Secondary School.

Wirreanda Secondary School offers programs to challenge students in learning appropriate to their interest, readiness and needs. These programs include the Specialist Sports Course, SMAF, VET, and Inclusive Support.

Approximately 40% of students are School Card recipients, 10% are on a Negotiated Education Plan and 5% are Aboriginal.

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 Secondary School 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 currently accommodates 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 facilitated by DECD. Enrolment is not zoned.

Family Charter: Wirreanda Secondary School 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 Unit** provides a comprehensive secondary education for students living with a disability, providing individualised learning and pathways for all students. Staff in the *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 opportunities for students. Skills developed in the Unit via an extensive curriculum include literacy, numeracy, science, the Arts, movement, health and personal development and living skills.

Learner Wellbeing

Home Group is an opportunity for students to develop a sense of community with their peers and their Home Group teacher.

Learner wellbeing is also fostered throughout the year with targeted programs and opportunities to explore critical skills and strategies to improve learning and wellbeing. These include, but are not limited to:

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
- Growth Mindset & Executive Function
- Positive relationships
- School values
- Road Safety Awareness/Driver Education
- Digital citizenship
- Positive Psychology
- Resilience and Perseverance

Support offered

Two Student Counsellors provide a coordinated service for students across the Middle and Senior School. A Youth Worker also works as part of a team supporting students and the Wellbeing focus across the school. Students at Wirreanda Secondary School also have access to a range of health professionals and services as part of the school's new Learner Wellbeing Centre.

The Deputy Principal, Senior Leaders and a Year Level Leader (Coordinators) are allocated to support students in each year level 8 to 12. The school provides a Coordinator responsible for students with Special Needs.

The Learner Wellbeing Centre allows students and their families access to services specifically targeting the needs of adolescents. These include 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 Learning Hub is a dynamic learning environment designed to promote communication, collaboration, and creativity. An open space where learners get to stimulate their thinking, through brainstorming, imagination, researching big questions and innovative ideas that result in new learning processes and learning outcomes. At the heart, this space is framed to support the construction of knowledge and connections between learning and the real world using modern technologies and research based learning strategies for learners of all ages.

Student Management

Our school culture is based on our school values of: **Achievement, Responsibility, Honesty** and **Respect**. Students and staff are expected to model behaviour and attitudes that reflect 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 Coordinator Counsellor Restorative Practice, Year Level Leaders 8-12 and members of the Leadership 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 actions .

Student Leadership and Voice

When students have a genuine voice in how the school is run, they are more likely to be engaged and feel themselves to as "shareholders," which of course makes the school a better place. Student Voice at Wirreanda Secondary School is about valuing and encouraging students to be actively involved in our school community, a critical part of decision making and supported to bring plans and ideas into action. Our students are encouraged to create opportunities for themselves and others, organise and participate in a range of extracurricular activities, assisted to embrace leadership opportunities and share their ideas, perspectives and concerns in forums shared with peers, staff, parents and the wider community.

Special Programs

The Specialist Sport Course at Wirreanda Secondary School has been established to assist talented student athletes to achieve at the highest levels of performance in their chosen sport and to help develop their educational, emotional and social wellbeing. The program also provides structures and processes to support students accessing a range of post-school options. The specialist course provides student athletes with access to a number of specialist facilities, coaches and services.

The **FLO/WAVE Program** provides a pathway for 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, or work towards, SACE programs and classified as Flexible Learning Options (FLO) students.

3. Key School Policies

Wirreanda Secondary School Priorities for 2017 are:

- 1~ Literacy and Numeracy Improvement: Track, monitor and respond to every learner's growth
- 2~ Improving Pedagogy: Engaging students to have an authentic and genuine voice in their learning
- 3~ Learner Wellbeing: Building and Embracing Confident, Inclusive and Diverse Learners

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.

There are clear organisational structures providing support for staff and students through Year Level Leaders 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 and progression of all 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 to acknowledge student's success through the presentation of certificates in areas such as: Growth Mindset, Academic Effort and Performance; Sport; Service to the School; Service to the Community and other notable achievements. Formal celebrations are held at the end of each year, shared with families, to acknowledge the many successes achieved by students.

The **Professional Practice Policy** at Wirreanda Secondary School 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, facilitated through mentor groups and professional learning communities that meet regularly. Professional Practice supports individuals and teams to collaboratively contribute to school priorities through professional reflection, development and feedback.

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.

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 Australian Curriculum
- 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 and innovative teaching and learning opportunities
- 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

In 2017 students in year 8 will participate in a cross-curricula approach to learning which will combine English, Maths, Science and HASS explored through integrated projects focussed on developing skills in collaboration, communication, critical thinking and innovation. In addition to this combined pedagogical approach, students in year 8 will have access to the following subjects:

| | | | |
|--------------------|-------------|----------------|---------|
| Health | Technology | Home Economics | Drama |
| Physical Education | Visual Arts | Music | Spanish |

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

Year 9

Students undertake studies from the following Learning Areas:

| | | | |
|--------------------|-------------|----------------|-------|
| English | Maths | Science | HASS |
| Health | Technology | Home Economics | Drama |
| Physical Education | Visual Arts | Music | |

There is also an opportunity for students to participate in the Specialist Sport Course.

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.

Year 10 Course Overview

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

Compulsory Semester Subjects

| | |
|---|---|
| English (2 semesters) | |
| Maths (2 semesters) | |
| Science (2 semesters) | |
| Health & Physical Education (1 semester) | History (1 semester) |
| Personal Learning Plan (PLP) (1 semester) | Elective Subjects x 5 (1 semester each) |

Optional Semester Subjects

Students are also able to choose 5 semester units from the subjects below.

| | | | |
|--------------------|-------------------|----------------------|------------------------|
| Music A/B | Drama | Design | Photography |
| Art | Specialist Sport | Child Studies | Woodwork |
| Physical Education | Outdoor Education | Digital Technologies | Race F1 Technology |
| Food Technology | Fashion Design | Metalwork | Introduction to Trades |

Year 11 – Stage 1 Program

Year 11 and 12 students have access to a wide and diverse range of subject offerings. A range of VET programs is also available in the senior school.

Compulsory Subjects:

| | |
|--|---|
| English (2 semesters) English/Essential English/Literature | |
| Maths (1 semesters) Essential Maths/General Maths/Mathematical Methods/Specialist Maths | |
| Integrated Learning (1 semester) | Research Project (Stage 2 - 1 semester) |

Optional Semester Subjects

Students are also able to choose 5 semester units from the subjects below.

| | | | |
|-------------|-----------------------|------------|-------------|
| Biology A/B | Business & Enterprise | Outdoor Ed | Photography |
|-------------|-----------------------|------------|-------------|

| | | | |
|--------------------------------------|---------------------|----------------------------------|----------------------|
| Chemistry A/B | Modern History | Music A/B | Digital Technologies |
| Physics A/B | Tourism | Art A/B | Health A/B |
| Psychology | Workplace Practices | Design A/B | Food & Hospitality |
| Welding | Child Studies | Dance A/B | Metal Machining |
| Scientific Studies Marine Biology | | Cabinet & Furniture Construction | |
| Scientific Studies Sport & Nutrition | | Frame Furniture Construction | |
| Physical Education A/B | | | |

Vocational Education and Training (VET) Courses

- Certificate 2 Hospitality (Kitchen Operations)
- Certificate 2 Sport and Recreation
- Certificate 2 Doorways 2 Construction
- Certificate 2 Doorways 2 Construction Plus
- Certificate 2 in Creative Industries (Media) 3D Animation
- Certificate 3 Music

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 term 3 with an additional Course Counselling session 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 8-12.

5. Sporting Activities

In 1996 Wirreanda became the first Specialist Physical Education and Sport School in South Australia. Beyond our Specialist Sport course 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:

Digital Leadership
Sports days
Inspire Mentor Program
Deadly Start to HighSchool

Student Captaincy
Interschool sports
Peer Support Training
Community Projects Abroad

House Captaincy
SAPSASA
Student forums
Reconciliation Projects

VET Short Courses
Drama Productions
iTrack
Road Awareness Program

Health Expo
Dance & Music nights
Year 7 Transition Program
Japanese Study Program

VET programs
Arts Tours (biannual)

7. Staff (and their welfare)

Staff Profile

We have a range of strengths, skills and quality teaching expertise across our staff, with a focus on continuous improvement through Quality Teaching and Learning. We are fortunate within our teaching staff to have approximately 50% Step 9/AST2 teachers, with support and expectations provided annually to review individual plans for all staff.

Leadership structure

The Administration Team comprises the Principal, Deputy Principal and 5 Senior Leaders (Leader Band 3). The school also has Coordinators (Leader Band 1) responsible for a number of learning areas and leadership and management of year levels and special focus areas. Other Coordinator positions are currently allocated to Innovative Pedagogy, Student Counselling, Inclusive Education, The Unit, Year Level Leaders, Health & Physical Education (including SSC), VET/Work Experience, WAVE, Student Voice for Learning & Leadership and Monitoring Data and Student Growth.

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 Secondary School 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:

- Science
- Technology Studies
- Home Economics
- Information Technology
- Special Education
- Specialist Sport
- The Learning Hub
- Finance
- Facilities
- Administration
- WAVE
- Learner Wellbeing Centre

8. School Facilities

Buildings & Grounds

2 x 2 storey, 2 x 1 storey, 3 transportable buildings, 2 x Gymnasiums and the Trade Training Centre.

Cooling

All buildings have air-conditioning.

Specialist facilities

Specialist computer rooms, industry standard Home Economics, digital photography suite, technology studios, science, music suite, Learning Hub, Learner Wellbeing Centre, SHED (specialist sport weights centre) and an Indigenous Learning Centre (Nunga room).

Every teaching space has a Data Display or Interactive whiteboard.

Student facilities

Canteen, VET/Work Experience Office, Learner Wellbeing Centre, Learning Hub, Tute Room, Nunga Room, Senior Space.

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

At Wirreanda Secondary School we aim to communicate in a range of ways with our staff, students and community. Key to this is the way we utilise technology, including our school website which provides a gateway to our school Learner Management System; Daymap and our range of social media. Students and staff access daily notices via Daymap which also hosts term calendars, key dates and upcoming events.

Parent newsletters are published and distributed twice a term and also hosted on our website. Information evenings and family events are held throughout the year, providing opportunities for families to gain information and to celebrate learning and achievement.

Parent –Teacher interviews are conducted at the end of term 1 and during term 3 and 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.

Other critical information is shared throughout the year and is published on our website including:

- School Prospectus
- Annual Report
- Policies and procedures
- School Newsletter

A Staff Handbook is produced each year which provides staff with operational and organizational information. Staff are also provided with a Monday Memo weekly with ongoing information shared relating to Whole School improvement, Human Resources/Staffing and Finance/Facilities.

10. Local Community

General characteristics

Most of Wirreanda Secondary School 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 Secondary School.

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 and are actively involved in Finance Committee, Canteen, Uniform and Sport committees.

Feeder schools

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

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. W heatsheaf 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.