

Wirreanda Secondary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Wirreanda Secondary School Number: 638

Partnership: Panalatinga

Name of school principal:

Caroline Fishpool

Name of governing council chairperson:

Colin Jevons

Date of endorsement:

03/02/2020

School context and highlights

Wirreanda Secondary School (WSS) is a Category 3 site with 910 enrolments in 2019 (12% ATSI students, 15% students with a disability and 4% EALD) incorporates a Specialist Sport Special Entry program. We have a Disability Unit, Special Class and an on site Flexible Learning program.

High Expectations for Learning and Raising Aspirations: Our commitment to high expectations and providing a positive learning environment for all students was further developed in 2019. Providing opportunities, high expectations and structures to ensure all students are supported and challenged continues to be key to our work.

Year 7 to High School Pilot: Wirreanda Secondary School was announced as a Year 7 Pilot school in 2019. As we progressed on our exciting change journey over recent years with a focus on developing effective curriculum and approaches for young adolescents it became even more apparent that Year 7's joining our community was, in essence, the next piece of our puzzle.

Innovative/future focused learning is an ongoing priority of our improvement journey at Wirreanda Secondary School. Across the year we continued to take further steps with new curriculum and pedagogical approaches and adapting to our unique timetable, including factors that foster teaching that is responsive to our learners. Some of these include:

Transformation of physical spaces to allow for more dynamic learning experiences for both staff and students, including finalising our plans for our 11 million build to commence early 2020

Extensive Transition programs that incorporate opportunities for Year 5, 6 and 7 students ongoing throughout the year
A unique timetable structure with longer blocks of learning time, a later starting time, a longer lunch for structured extracurricular and blocks of learning enabling collaboration

Development of future focused structures and learning opportunities which underpins our new Year 7, 8 and 9 programs with flexible interdisciplinary links with students co-designing learning and assessment (with structures linked into Yr 10 options)

A specialist scholarship scheme that allows students to access learning they are passionate about beyond beyond the classroom

Opportunities outside of the classroom such as Yr 7 and Year 8 Camps

Next Steps: Engaging Families in Learning Journey. Engaging families in the learning journey is a continuing priority for us, to ensure the aspirations we foster are nurtured and encouraged beyond the school environment.

Governing council report

The Governing Council and the school leadership team meet twice per term to discuss topics of interest relating to school issues and improvements. The leadership team keep the council up to date with plans for improvements to the curriculum and the facilities at Wirreanda Secondary School. These council meetings are attended by members of the leadership team, elected parent representatives, student leaders and members of the community such as local members from councils and state government. This gives is a balanced group of interested parties to discuss and deal with any topics or issues raised in relation to the running of the school.

I encourage any parents interested in pro-actively participating in the running of the school to the benefit of our students to contact the school or myself and join the Governing Council for 2020.

During 2019 we officially opened the new STEM building providing our students the latest in state of the art facilities. Plans are now under way to significantly upgrade the rest of the school that will make Wirreanda Secondary School a modern and leading education facility to the south. Wirreanda Secondary School has also been selected as one of the trail schools to introduce year seven into high school and a great deal of planning has been put in place to facilitate this integration. So some exciting times lay ahead.

Another part of the council roles is to work with the school to ensure the school finances are under control. The Business Manager provides the finance committee with budgets and balance sheets ensuring the process is transparent. I would like to extend my thanks to the leadership team, the parent members, local government members and the student leaders for attending the council meetings in 2019.

Improvement planning - review and evaluate

Wirreanda Secondary School's Site Improvement Plan in 2019 continued to be underpinned by DfE strategic directions, identified areas for improvement within the Wirreanda Secondary School context and the new Stages of Improvement process.

LITERACY

Increase students' SEA achievement in reading - If we adopt consistent practices to explicitly teach Reading Comprehension, then we will increase students' achievement in reading.

Planned school actions associated with revised focus actions (comprehension and vocabulary) have been completed, although it is too early to make conclusive statements about the impact on learning. Year 8 PAT-R data (2019), however, suggests an improvement in both student value associated with diagnostic literacy assessment, and comprehension strategies.

What have we learned?

The initial scope of planned literacy actions was broader than initially realised. Reducing actions to one focus per semester enabled staff to develop and implement new skills, increasing the likelihood of sustainable shifts in practice. Interactive PD confirmed there is a diverse range of teacher knowledge regarding comprehension strategies on site which, in turn, confirmed the need to address foundational skill-gaps before addressing less familiar strategies. Teachers are incorporating literacy aspects within Learning Intentions, however students are not necessarily understanding the Learning Intentions, which may also be the case with respect to the introduction of new vocabulary.

What are our next steps?

2020: Focus on the establishment of home learning (reading), and reading for pleasure (investigation of "break out"/anchor reading card) within year 7 pilot model.

2020: Forensic reading strategy to be confirmed as a consistent comprehension strategy used across classrooms during induction/Week 0. All students in all LAs should know how to utilise the Forensic Reading comprehension strategy.

NUMERACY

Increase students' SEA achievement in numeracy - If we explicitly make connections between mathematics and authentic experiences and teach mathematical concepts increasing fluency, then we will increase students' numeracy skills as measured by NAPLAN tests.

What have we learned?

Our year 8, 9 and 10 students harbour gaps in numeracy skills particularly in 'number' as evidenced by low percentages of students answering correctly for relatively low difficulty questions in the PAT-M. For example 9% of Yr students answered correctly for a number question (order of operations and arithmetic) that had a difficulty of 131. And 3% of Yr 10 students answered correctly for a number question (Index laws) that had a difficulty of 135.4.

Helping students to make connections between mathematical concepts and authentic contexts, including in other learning areas increases the value they attribute to numeracy.

What are our next steps?

Work with mathematics teachers to delve deeper into the PAT data in order to identify topics of weakness and common misconceptions amongst students to inform teaching and learning for 2020.

Initiate individualised learning programs (online learning platform) in maths for middle school classroom and home learning to develop and consolidate learning in key mathematical concepts.

SACE

Increase students' SACE achievement - If we use pedagogical approaches (outlined in the WSS SACE Improvement Plan) based on high expectations for every student's achievement, then our senior school students will achieve at a higher level.

A more comprehensive analysis of meeting goals through SACE achievement data can be found in the School Performance comment.

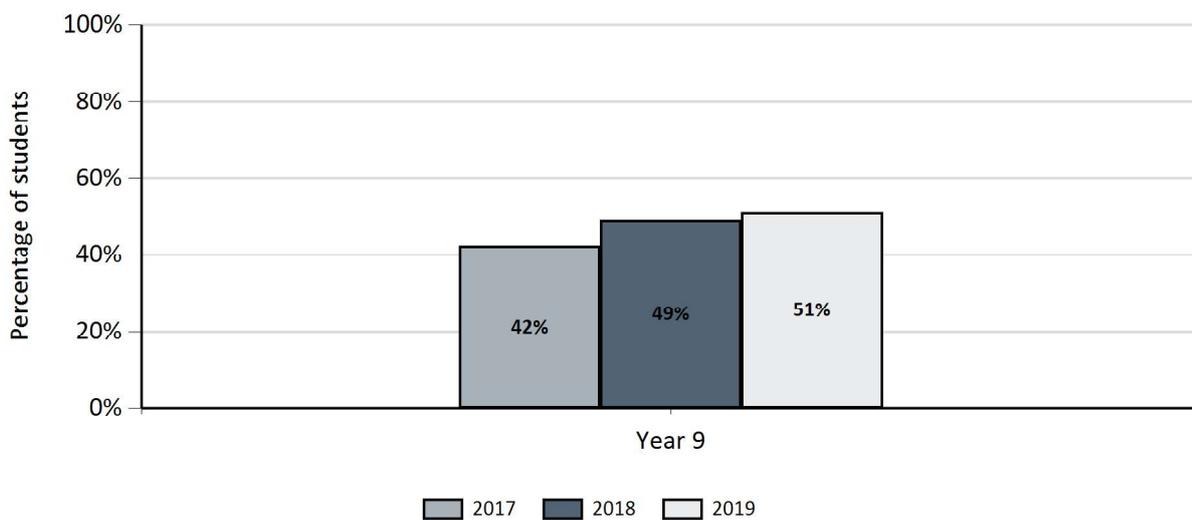


Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

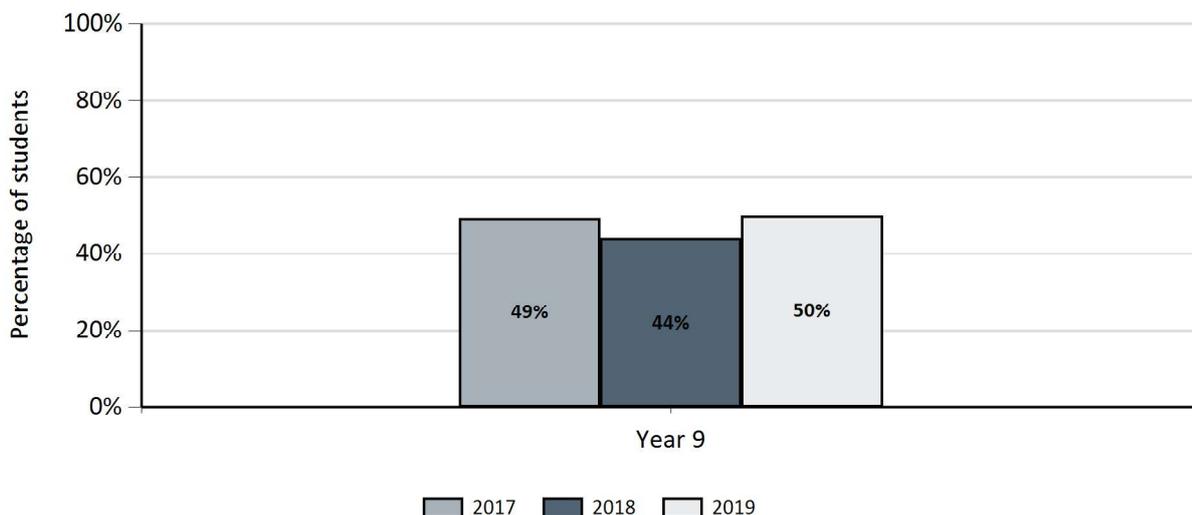
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 7-9 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | 16% | 25% |
| Middle progress group | 52% | 50% |
| Lower progress group | 32% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 7-9 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | 26% | 25% |
| Middle progress group | 57% | 50% |
| Lower progress group | 17% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 9 2019 | 176 | 176 | 12 | 3 | 7% | 2% |
| Year 9 2017-19 average | 163.7 | 163.7 | 10.0 | 3.3 | 6% | 2% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|
| 95% | 98% | 96% | 98% |

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

| Grade | 2016 | 2017 | 2018 | 2019 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 0% | 0% |
| A | 2% | 3% | 1% | 1% |
| A- | 4% | 7% | 5% | 4% |
| B+ | 6% | 7% | 8% | 8% |
| B | 11% | 12% | 14% | 21% |
| B- | 16% | 15% | 16% | 20% |
| C+ | 22% | 19% | 22% | 21% |
| C | 27% | 28% | 25% | 18% |
| C- | 7% | 7% | 5% | 4% |
| D+ | 2% | 0% | 3% | 1% |
| D | 2% | 1% | 1% | 1% |
| D- | 0% | 0% | 0% | >1% |
| E+ | 0% | 0% | 0% | >1% |
| E | 1% | 0% | 0% | 0% |
| E- | 0% | 0% | 0% | 0% |
| N | 0% | 0% | 0% | 0% |

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|
| 93% | 100% | 94% | 98% |

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

| | 2016 | 2017 | 2018 | 2019 |
|--|------|------|------|------|
| Percentage of year 12 students undertaking vocational training or trade training | 31% | 28% | 43% | 30% |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 25% | 23% | 29% | 24% |

School performance comment

Our 2019 NAPLAN results revealed that 51% of students achieved the Department for Education SEA (Standard of Educational Achievement) in Reading, which is an increase from 49% in 2018 and 42% in 2017, thus breaking the historic sawtooth achievement pattern, with 2019 being the third year of consecutive improvement. Likewise, NAPLAN Numeracy data indicates that 50% of year 9 students have met or exceeded SEA in 2019. While the 2019 target of 55% was not reached, the 2019 results are an increase from last year (44%) which averts a downward trend and restores our students to the historical average range. PAT-M data indicated that 53% of all enrolled year 9 students met SEA, however, when students who did not participate were not taken into account 68% of students met or exceeded SEA. Participation rates for PAT-R were also influential - increasing on 2018 participation rates in all year levels - with 89% of year 8 and 79% of year 9 students completing the assessment. This highlights the importance of maximising student participation in PAT and NAPLAN in order to obtain reliable data to inform teaching and learning. This improvement is attributed to the intentional upskilling of staff with regards to the PAT assessment and subsequent data analysis and interpretation, also resulting in staff being better equipped to understand and discuss the PAT assessment structure with students and families. We expect to continue to see improvements in PAT completion and the use of data in Learning Conversations into 2020.

During 2019, a total of 91 students successfully completed the South Australian Certificate of Education. Of those students, 50% satisfied the criteria to receive an ATAR, with our Dux for 2019 achieving an ATAR of 90.85. Twenty students received an offer to continue their studies at university in a range of degrees; 17 of whom were offered a position in their first preference university degree, with the majority considering placements at Flinders University. Other Wirreanda Secondary School graduates have chosen to pursue trades, employment or further studies through TAFE and other education providers.

This year we experienced the benefits of a past focus on moderation, with majority of school based assessment results being confirmed by the SACE Board; a trend we look to continue. Approximately 40% of subject results for 2019 were awarded at the A or B level, with these results being realised across a range of curriculum areas including Mathematics, the Sciences, English, Design and Technology, the Arts, and the Research Project.

In 2020, Wirreanda Secondary School will continue to focus on SACE improvement — in particular, the development of effective, efficient, independent study skills, and the upskilling our Senior School teachers in the provision of thought-provoking feedback aligned with the subject performance standards — with the long-term goal of increasing the number of B band results achieved across all subject areas.

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|-----------------|-------|-------|-------|-------|
| Year 8 | 87.9% | 88.1% | 88.5% | 85.5% |
| Year 9 | 81.0% | 84.9% | 84.6% | 83.8% |
| Year 10 | 83.1% | 80.3% | 83.6% | 80.7% |
| Year 11 | 83.9% | 85.2% | 82.7% | 82.3% |
| Year 12 | 85.4% | 83.1% | 83.1% | 82.1% |
| Secondary other | 81.9% | 84.6% | 89.0% | 87.3% |
| Total | 84.0% | 84.4% | 84.9% | 83.3% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

As a school we continue to review our processes relating to whole school attendance and close case management of all individual students. In 2019, although with a slight error in enrolment/attendance data systems, there was a slight decline in total whole school student attendance from 2018. Effective structures and processes will be a focus in 2020, including working closely with primary schools regarding patterns of Habitual and Chronic student non-attendance. DfE Support Services continue to be consulted regarding chronic non-attendance.

Behaviour support comment

Wirreanda Secondary School continues to uphold high expectations of all students. Behaviour incidents across all year levels maintained similar numbers to 2018. High expectations around achievement and behaviour for learning continued to be developed and clearly articulated to staff and students, with processes and structures to support this. This will continue to be a focus for 2020. Serious incidents of violence have continued to decrease annually. Student reporting of incidents of Bullying and Harassment via the online report form increased in 2019 leading to more timely follow up by House & Learner Wellbeing Leaders. This has resulted in students reporting that they felt supported and that their concerns were followed up appropriately.

Client opinion summary

In 2019 the focus of the school surveys (student and parent) continued to reflect the strategic direction of the school. Wirreanda Secondary School continued its focus on providing all students with authentic learning experiences with voice and choice in their learning; supported by the parent body with 65% of responses agreeing that the school provides these opportunities.

Interdisciplinary approaches continue to be a focus at Wirreanda Secondary School with PBL (Year 8) and ICS (Year 9 & 10). Parent responses were supportive of this approach to learning with parents 68% and 58% understanding the purpose of PBL and ICS respectively. Professional development focused on structuring learning blocks to optimise student outcomes including lesson starters, visual learning intentions and success criteria. Through PBL & ICS 81% of students agreed that they had learnt effective strategies for critical thinking and 84% of these students agreed they knew how to be successful in class.

BYOD & ICT processes were refined in 2019 resulting in improved connectivity and less interruption to the learning. 96% of parent responses reported that the ICT infrastructure and other resources were accessible to their child and 85% of parents reported that they believe the teachers use advancing technologies.

The parent survey provided insight into the way in which Wirreanda Secondary School communicates with parents regarding events, learning exhibitions, attendance and progression of learning of their child. The majority of parents used the school Facebook, Newsletter and Website to stay informed about school events and information, however 60% of parents do not use Daymap to access the student reports with 44% not using daymap to check attendance.

76% of parents reported that they have access to their child's teacher(s) when they needed, however, it highlighted the need for increased teacher communication with only 48% contacting the parents via email and 22% via phone to discuss their child's progress. Parents responded positively (73%) towards the leadership of the school and felt that school values are actively reinforced (83%) and that Wirreanda Secondary School has a culture of high expectations (74%). A majority of parents (75%) felt the school is a safe place for their child and 65% reported their child enjoys coming to school each day. Parents also reported that the school prepares their child for transition between the years (74%) and for the future (76%).

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 36 | 13.2% |
| Interstate/Overseas | 27 | 9.9% |
| Other | 2 | 0.7% |
| Seeking Employment | 131 | 48.2% |
| Tertiary/TAFE/Training | 10 | 3.7% |
| Transfer to Non-Govt School | 13 | 4.8% |
| Transfer to SA Govt School | 38 | 14.0% |
| Unknown | 15 | 5.5% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

In 2019 Wirreanda Secondary School had approximately 100 Third Party Providers working in a variety of areas across the site. We also have volunteers and community members on Governing Council. All third party providers and volunteers must provide proof of a current DCSI Child Related Employment Screening or a DHS Working With Children Check. They also must provide a current RAN-EC certificate and if working one on one with students, a copy of their insurance. All personal details of both volunteers and third party providers are entered onto EDSAS and the school monitors this.

Qualifications held by the teaching workforce and workforce composition

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

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 114 |
| Post Graduate Qualifications | 43 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who 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

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 68.4 | 1.5 | 29.5 |
| Persons | 0 | 75 | 2 | 36 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|------------|
| Grants: State | 273,000 |
| Grants: Commonwealth | 17,168.13 |
| Parent Contributions | 521,315.96 |
| Fund Raising | 2070.10 |
| Other | 113,731.00 |

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 funding section | Tier 2 category (where applicable to the site) | Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|--|--|
| Targeted funding for individual students | Improved behaviour management and engagement | Case Management and supporting individuals needs of students focused on individual growth. | Retention/ Attendance/ Engagement rates leading to SACE completion/ pathways |
| | Improved outcomes for students with an additional language or dialect | Targeted identification and support for identified EALD students, focused on individual growth | 50% of EALD increased levels/15% improved by 3 or more levels |
| | Improved outcomes for students with disabilities | Targeted Intervention for students including a focus on effective differentiation in long learning blocks and individual needs of students. Includes a WAVE model for withdrawing identified students to provide support. | 50% Year 8 increased GPA 63% Year 9 increased PAT-M scores |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | ATSI team consists of AET and ASET plus tutorial support provided through APAS funding. APAS 2019 Targets: <ol style="list-style-type: none"> 1. Increase the number of ATSI students achieving A and B grades 2. Maintain the percentage of ATSI students who achieve their SACE 3. Increase Retention of Senior ATSI students from Year 11 to Year 12 Utilised to employ tutorial support for SACE completion, specifically Stage 2 students and the compulsory subjects in Stage 1. This includes supporting students during study lines and in class for compulsory subjects such as Research Project. | Stage 2 100% SACE Completion Stage 1 Compulsories- 100% Literacy & Numeracy (One remaining to be complete and assessed in 2020) |
| Program funding for all students | Australian Curriculum | | |
| | Aboriginal languages programs initiatives | | |
| | Better schools funding | Improve Attendance & Connections/Connectedness Improved Pedagogy: Utilised for extensive Professional Practice program led by skilled staff focused on classroom observations/ Research & Evidence of best practice. | 100% Classroom Observations 100% complete PDP reviews for all staff |
| Other discretionary funding | Specialist school reporting (as required) | Specialist Sport Program focused on athlete development and increased opportunities for students in relation to high performance. | Increased retention of SSC students and enrolments for 2019. |
| | Improved outcomes for gifted students | | |
| | Primary school counsellor (if applicable) | | |