



Wirreanda Secondary School

2020 annual report to the community

Wirreanda Secondary School Number: 638

Partnership: Panalatinga

Signature

School principal:

Ms Caroline Fishpool

Governing council chair:

Mr Colin Jevons

Date of endorsement:

28 January 2021



Government
of South Australia

Department for Education

Context and highlights

Wirreanda Secondary School (WSS) is a Category 3 site with 1026 enrolments in 2020 (10% ATSI students, 14% students with a disability and 4% EALD). Our school incorporates a Specialist Sport Special Entry program, Disability Unit/Special Classes (1 new class in 2020) and our on site FLO (Flexible Learning) program. Our context provides an opportunity for all students to enrol, be catered for and engaged at a high level throughout Year 7-12. We continue to see an increase in enrolments, with the school expecting to provide for an enrolment of approximately 1300 in 2023.

High Expectations for Learning and Raising Expectations across our community has continued to be a key focus in 2020. Providing opportunities, high expectations and structures to ensure all students are supported and challenged continues to be central to our approach as a school.

2020 at Wirreanda Secondary School has been a very exciting milestone year- our first ever Year 7 cohort was very successful, as seen from the increased numbers of Year 7 students choosing to join the pilot in 2021. We continue to be incredibly proud that WSS was selected for the Year 7 pilot program to lead the statewide Year 7 move across South Australian public schools. During our exciting change journey over recent years it became even more apparent that Year 7's joining our community was, in essence, the next piece of our puzzle which has been reinforced throughout 2020.

Innovative/future focused learning is an ongoing priority of our improvement journey. We have continued to take further steps with curriculum and pedagogical approaches. This has included the continued development of future focused structures and learning opportunities which underpin our new Year 7, 8 and 9 programs with flexible interdisciplinary links. The strength in this includes a focus on explicit teaching. In 2020 we have utilised PD time to focus on the anatomy of our Learning Blocks, including developing and building capacity through shared staff understandings and agreements of how we effectively plan, deliver and engage students in our long learning blocks. This will continue to be a focus in 2021.

The school continues to undertake a transformation of physical spaces to allow for more dynamic learning experiences for both staff and students, including the commencement of our 11 million build in 2020. The continued focus of any of our building and refurbishment works includes: Glass, Open Spaces, Seamless Integrated Technology, Removal of traditional teacher desk, and strategic use of Acoustics. The majority of our new building works will welcome students in 2021.

Next Steps: Engaging Families in Learning Journey.

Governing council report

The Governing Council continue to work closely with the School Leadership Team and although like many of us, we had to adapt to the changes that the pandemic brought upon us during 2020. Earlier in the year the Council was unable to meet in person so correspondence was made via email where any motions were proposed, seconded and passed in order to continue the role of the Governing Council in support of the School.

During 2020 we have seen the redevelopment of the school starting to take shape and although any building works of this size has to have some impact on the day to day running of the school the Leadership Team have done a great job in minimising the impact on our students and their learning environment. This year the Council has approved that the running of the School Canteen be again put out to tender as the current contract is ending. The Council has also approved amendments to the budget where required and worked closely with the finance team to ensure fees are kept to a minimum and any bad debts are recovered.

The Leadership Team have kept the Council informed regarding the introduction of the year sevens to our high school community. Despite the challenges 2020 has thrown at us all, it appears the pilot has been a great success and we thank the team for the efforts in making the introduction as seamless as possible.

The class of 2020 also had to adapt this year, but I was pleased to see and hear the great achievements of our year 12 students at the recent presentation evening. Congratulations to you all!

I look forward to working with the School Leadership Team again during 2021, and encourage any parents and carers wanting to get involved and become a voice within the school community to join with me and the council. Please feel free to contact myself or the school for more information.

Regards

Colin Jevons
(Chairperson Governing Council)

Quality improvement planning

Wirreanda Secondary School's Site Improvement Plan in 2020 continued to be underpinned by DfE strategic directions, identified areas for improvement within the Wirreanda Secondary School context and the Stages of Improvement (2019-2021) process.

Literacy

Have we met our improvement goals? Yes

45% of all Year 8 students will meet or exceed DfE SEA= 62% of cohort met SEA (70% of students who completed PAT met SEA)

50% of all Year 9 students will meet or exceed DfE SEA= 65% of cohort met SEA (70% of students who completed PAT met SEA)

55% of all Year 10 students will meet or exceed DfE SEA= 58% of cohort met SEA (66% of students who completed PAT met SEA)

What have we learned?

By applying a common reading comprehension strategy we will increase students' achievement in reading.

What are our next steps?

Refinement of reading comprehension strategy and consistency in application.

Numeracy

Have we met our improvement goals? Yes

Goal = 45 % of year 9 Cohort achieve SEA in PATM.

Result = 60% of all students in cohort achieved at or above SEA. (69% of students who completed PAT achieved SEA)

What have we learned?

By increasing completion we will continue to provide further opportunities for students to increase SEA.

What are our next steps?

Clear and refined numeracy plan, focused specifically on knowing individual students and mathematics skills, and expected progression

SACE

Have we met our improvement goals?

Action 1: Achieved

Workshops delivered to Year 11 (Time Management) and 12 (Motivation) cohorts - positive student feedback

Senior School Home-group Program included five sessions throughout Terms 2-4 unpacking exam revision strategies

Structured Exam Revision Week and supporting PD for staff about the use of active revision strategies - complete

Action 2: Partially achieved - to be continued focus in 2021.

Professional Development provided, with increased focus on feedback and Moderation across all year levels.

Term 3 grade band distribution: Data to be added - Term 3 2020 vs 2019, Stage 1 (PLP, English and Maths), Stage 2 - all

Action 3: Partially achieved - to be continued focus in 2021

Pathway Expo for Year 11 students (Term 3)- positive student and family feedback

Increased students with guaranteed University Entrance

Discussions with Senior Students about post-school pathways, and the provision of counselling and exposure to pathways, has been positive in 2020, with favourable feedback from students and families.

Senior School attendance at Learning Conversations remains lower than desired

What have we learned?

Need to increase accountability of teachers and Learning Area Leaders for student success, including accuracy in interim reporting and regular contact home with intervention and support strategies required.

Covid did not impact many aspects of face-to-face teaching, but did impact on student motivation, resilience and optimism about the future, and family support about achievement.

What are our next steps?

Clear expectations regarding communication between subject teachers and families, including the provision of strategies that can be discussed with families to support students outside of the school environment.

Solidifying site-wide expectations regarding provision of feedback and moderation processes facilitated by Learning Area Leaders including the use of a structured moderation schedule, with a view to moderation with other schools in the future.

Improvement: Aboriginal learners

In 2020 there were 101 ATSI students across all year levels 7-12, including WAVE and the Disability Unit, with 47 in Middle School and 35 in Senior School. In the Middle School 50% of students were above SEA in Literacy, while there were 19 students above SEA in Numeracy. The attendance rate of all Aboriginal students for 2020 is 77.6%, a decline from 2019.

Through 2020 the Aboriginal Education Team focussed on the use of data (key elements 1 & 2) to inform interventions across literacy, numeracy and attendance. The Aboriginal Education Teacher (AET) used the PAT-R/M learner achievement data from the Education Dashboard and worked directly with the Inclusive Education leader to plan interventions for students (particularly Year 7s) not meeting SEA, while also ensuring that students meeting or exceeding SEA continued on this path. The 2020 PAT-R & M results indicated that this strategy was successful for Year 7 students sitting below SEA (3), with growth of some students from below to at SEA.

In 2020, the transition program, Tirkanthi Murimurinya, was successful as an additional opportunity for students to experience a taste of secondary schooling and ensure a smooth transition into senior school. The transition program had significant changes from 2019, with the main focus on the student's cultural identity, learning journey and experiencing a problem based / design thinking model of learning. The feedback sought from the day was that all students felt the program was beneficial in their transition journey.

There were 35 students enrolled in the senior school in 2020, with 12 students who were enrolled in Stage 1 Literacy and Numeracy being successful in completing these SACE components. This was due to intervention strategies and the use of APAS funding to target students in these subjects. All students enrolled in Stage 2 subjects this year were successful in completing their SACE in 2020, also through the use of targeted interventions.

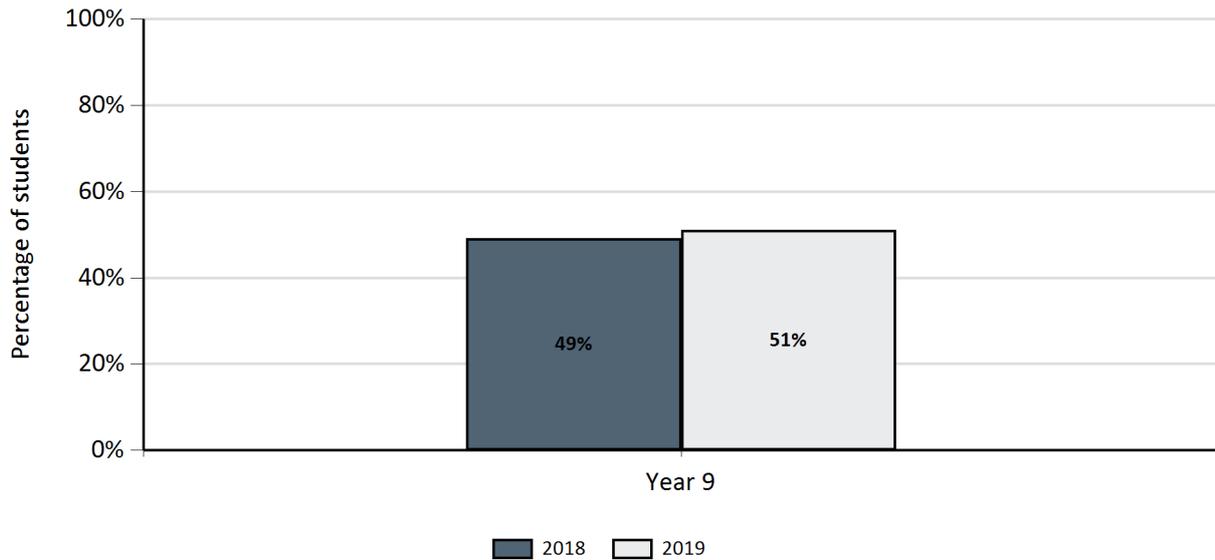
The focus in 2021 will be to use these strategies across all year levels to ensure that each individual Aboriginal learner has targeted intervention and are supported in their education. An additional focus in 2021 will be the renewal of parent/family connections to the program. Involving Parents/Caregivers in the learning journey of the child/children; using and together interpreting data to track (together) the learning progress of their child/children (key element 5).

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

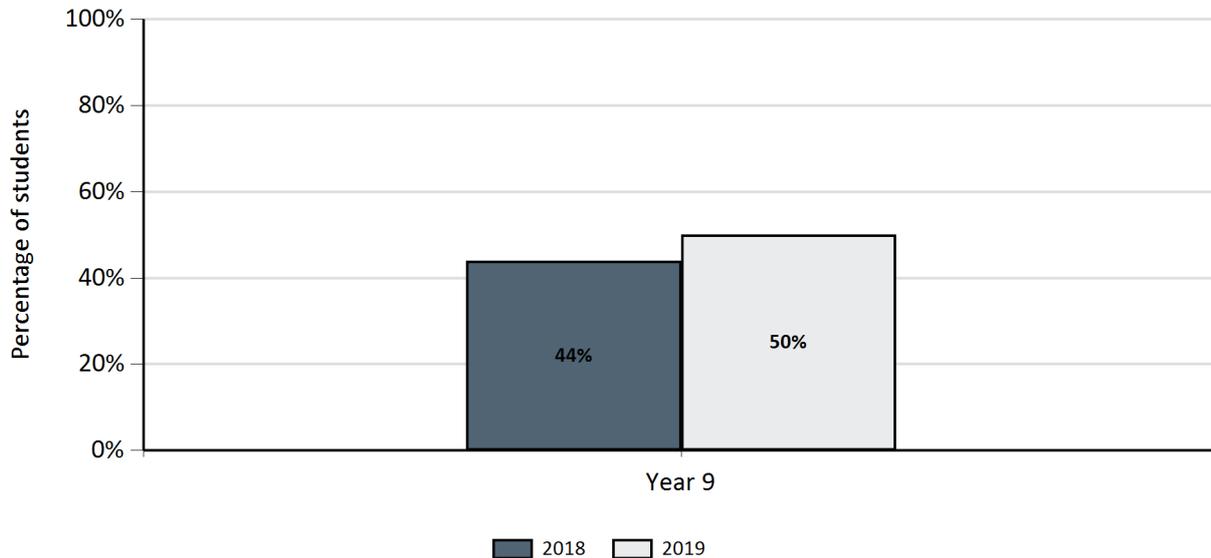


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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 2020.

*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 2020.

*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 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	176	176	12	3	7%	2%
Year 9 2017-2019 Average	163.7	163.7	10.0	3.3	6%	2%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
98%	96%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	0%	0%	0%
A	3%	1%	1%	2%
A-	7%	5%	4%	3%
B+	7%	8%	8%	9%
B	12%	14%	21%	19%
B-	15%	16%	20%	15%
C+	19%	22%	21%	19%
C	28%	25%	18%	23%
C-	7%	5%	4%	7%
D+	0%	3%	1%	1%
D	1%	1%	1%	0%
D-	0%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
100%	94%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	94%	98%	99%
Percentage of year 12 students undertaking vocational training or trade training	28%	43%	30%	68%

School performance comment

Numeracy:

PAT-M data indicated 63% of participating year 7 students met SEA, 68% year 8 who participated met SEA, a 5% increase from 2019, 73% year 9 met SEA, a 5% increase and 68% of year 10, also a 5% increase from 2019. The Year 10 cohort shows an increase in the median scale score of 5 points (125 to 130) over three years indicating growth. Year 9 participation showed an increase in 2020 however, participation in Years 8 and 10 decreased slightly, reflecting attendance. 2019 PAT-M data was used to target specific numeracy concepts resulting in an increase in correct responses up to 18%.

Mathspace data shows higher use of the platform outside of school compared to in school in February and March, as was expected. As the year progressed usage decreased inside and outside school with home usage similar to school. This indicates that student's use of the platform for home learning is influenced by their familiarity with the platform in the classroom. It is recommended that teachers allocate a small amount of time each week to Mathspace to continue to promote home learning.

Literacy:

PAT-R showed highest completion rates in years 7, 8 and 9, all above 90% - improvement from 2019. Although Year 10 completion rates are below 90%, there has been 9% improvement from 2019, despite decreased attendance. 58% of year 7 students tested met SEA, 70% of year 8 students tested met SEA, although this is a decrease from 90% in 2019. 71% of Year 9 students tested met SEA and 66% of Year 10 students tested met SEA.

myON usage data indicates a lexile growth of 94.6L for Year 7, 66.9L for Year 8 and 38.6L for Year 9. The Year 7 cohort is reading the most outside of school hours, whilst the Year 9 cohort spent little time on the platform inside and outside of school. The myON home learning competition has increased student use of the platform across the year, as well as increased the range of individual students participating in the competition. 2021 will continue to implement focus of myON within the classroom routinely to encourage independent use of the platform outside of school hours.

SACE:

89 students successfully completed the South Australian Certificate of Education in 2020, 48 of whom achieved an ATAR - an improvement on 2019. We focused on developing independent study and revision skills, and targeted professional development regarding moderation was effective in ensuring consistency and rigour. As a result, over 90% of school-based assessment results were confirmed by the SACE Board. 33% of school-based results fell in the A and B bands, with an increase in A band results compared with 2019.

Many students applied for alternate-entry programs: 16 achieved guaranteed admission at Flinders University. In addition, 27 students successfully sat the UniTest to supplement their ATAR for entry to Flinders University; 13 students were successful in using their Year 11 results to obtain an offer from Flinders University, and 7 students for Adelaide University. 34 students received a first-round offer and there was an increased number of students applying for study through TAFE.

Attendance

Year level	2017	2018	2019	2020
Year 7	N/A	N/A	N/A	83.2%
Year 8	88.1%	88.5%	85.5%	84.0%
Year 9	84.9%	84.6%	83.8%	80.5%
Year 10	80.3%	83.6%	80.7%	80.5%
Year 11	85.2%	82.7%	82.3%	82.9%
Year 12	83.1%	83.1%	82.1%	82.8%
Secondary Other	84.6%	89.0%	87.3%	85.5%
Total	84.4%	84.9%	83.3%	82.5%

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

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

Attendance comment

Review of structures and processes was a focus in 2020 and will continue in 2021, including refining intervention strategies for Habitual and Chronic school non-attenders. The development of FLIP and Home Learning programs for these students has allowed them to remain connected while not physically on site. Despite COVID, whole school attendance only declined slightly from 2019, however Year 11 & 12 recorded an increase in overall attendance. Strategic use of SSO support to re-engage and provide support to students and families through 2020 has had positive outcomes for these students.

Behaviour support comment

We continue to uphold high expectations around achievement and behaviour for learning, which are clearly articulated to staff and students, and will continue into 2021. As an interim measure, student incident forms were digitised which was effective in providing virtual communication channels. In 2021, an online platform to proactively track the self-reporting of violence and bullying will be launched. Furthermore, this year's increased online presence has seen students gravitating towards online communication, including bullying and harassment via anonymous social media extension apps. In response, the school increased our focus on the e-safety Commissioner's role, referred parents appropriately and educated students about online behaviours.

Client opinion summary

The focus of the 2020 school surveys continued the previous trend reflecting the strategic direction of the school.

Middle School students and families report our Home Learning policy is important to them with a clear positive trend emerging as this becomes habitual. Year 7-9 students (59%) and parents (88%) continue to value Exhibitions of Learning, our 4 C's (92% of parents) and understanding our interdisciplinary models (68% students, 72% parents), a pleasing trend.

Senior School students report knowing how to study effectively and while their aspirations continue to remain high (73% aim to achieve an ATAR and 80% to achieve their SACE), they are feeling less informed about their post-school pathway options (62%). Parents disagreed believe we are preparing students for the future (83%), a strong and reaffirming trend.

Students report improvement in the use and consistency of Learning Intentions and Success Criteria across the school. Year 7-12 students revealed that they receive, understand and can use feedback from teachers to improve the quality of their work. However, this significantly declined when reviewing parent involvement in providing feedback. 85% of families report talking about 'what happens at school' often but identified a need to support active parental engagement in learning (48%) and how to help students learn at home (66%).

Year 7/8 students report feeling ready to start High School (85% Year 7, 68% Year 8) with the majority feeling supported during this transition. As they progress, data shows students feel less prepared for the next year, an area for improvement. However, parents believed the school prepared students well (83%).

85% of Parents are informed and continue to praise our values (82%) and high expectations (83% parents, 91% of staff). Parents can access teachers (78%) and proactive contact home has improved (42% via phone, 64% via email), however, remains an area for improvement with a preference for personal approaches. 86% of responses say school leaders take feedback seriously. Parent and student understanding of how to use DayMap and particularly how to check attendance (65%) shows a positive trend, with growth experienced since 2019.

Compared to last year, 85% of staff believe the quality of teaching and learning has improved at this site and that change initiatives are managed well (84%). Communication, behaviour, shared leadership and staff voice are clear areas for development.

Intended destination

Leave Reason	Number	%
Employment	54	19.0%
Interstate/Overseas	42	14.8%
Other	3	1.1%
Seeking Employment	70	24.6%
Tertiary/TAFE/Training	53	18.7%
Transfer to Non-Govt School	11	3.9%
Transfer to SA Govt School	48	16.9%
Unknown	3	1.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Wirreanda Secondary School had approximately 120 Third Party Providers working in a variety of areas across the site. We also have volunteers and community members on the 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 qualifications and insurance. All personal details of volunteers and third party providers are entered onto EDSAS. The school monitors and responds to DfE requirements for volunteers and third party providers.

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	120
Post Graduate Qualifications	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	72.3	1.8	29.4
Persons	1	78	2	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$41,792
Grants: Commonwealth	\$13,450
Parent Contributions	\$535,962
Fund Raising	\$2,054
Other	\$18,093

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

2020 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 2020 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 wellbeing and engagement	FLO/WAVE program onsite with fulltime attendance required and clear programs leading to a pathway for all students.	All students either on a designated SACE completion or employment/trainee pathway
	Improved outcomes for students with an additional language or dialect	Increasing teacher knowledge of EALD learners and individualised support for students with a focus on literacy development.	70% of students (years 7-10) inc. GPA 55% of students (years 7-10) increase
	Inclusive Education Support Program	Targeted support for students 7-12 with identified learning difficulties in reading and vocab development. Supports our WAVE 1-3 approach and programs attempting to shift students to be supported across the site.	7-10 71% inc PAT-R & 65% increased PAT M. 100% SACE Completion.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	ATSI Targets 7-12: 1. Increase the number of ATSI students achieving A and B grades 2. Increase the percentage of ATSI students who achieve their SACE 3. Increase retention of senior ATSI students from Year 11 to Year 12 Funding has been utilised to provide additional support for all ATSI students, including tutorial support and additional teacher/tutorial support for successful completion of compulsory SACE subjects. Focus on literacy and numeracy skills Year 7-12	Stage 1/2 100% SACE Completion, including identified pathways/traineeships for all ATSI students. Increase in students SEA PAT M/PAT R. Increase in A/B grades.
Program funding for all students	Australian Curriculum	LDAM Feedback for Learning, focused on sharing feedback and moderation skills. Curriculum Resources continued review and future refinement of our scope and sequencing.	Feedback/moderation focus and 7-10 Curriculum Planning.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Building Leadership Capacity both within and without leadership titles. Improve Chronic/Habitual Attendance, Connections/Connectedness, Pedagogy.	100% staff classroom observations complete 100% PDP process complete
	Specialist school reporting (as required)	Specialist Sport Program focused on athlete development and increased opportunities for students in relation to high performance.	Increased enrolment and retention of SSC students- program expanded to Year 7.

Improved outcomes for gifted students

Focus on Individual growth

Continued growth of students at expected or above SEA