



## 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 School Improvement Plan Goals for 2021 are:

1. Increase students SEA achievement in reading
2. Increase students SEA achievement in numeracy
3. Increase students SACE achievement

# 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	
Department for Education Region	Panalatinga Local Partnership (Southern) Noarlunga 2	
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	<a href="mailto:dl.0638_info@schools.sa.edu.au">dl.0638_info@schools.sa.edu.au</a>	

		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>February FTE Enrolment</b>											
<b>Secondary</b>	Special, N.A.P. Upgraded etc										
	Year 7								85	129	
	Year 8	183	170	155	147	182	164	190	204	184	
	Year 9	157	179	164	150	140	177	178	176	198	
	Year 10	152	138.4	167.6	169	145	145	169	167	168	
	Year 11	119	133	122.8	190	145	129	121	147.8	152.2	
	Year 12	140	97.5	95.525	141	110	114	98	104.6	112.6	
	Year 12 Plus	4.5	7.5	4.875	56	6	5	0	1	0	
<b>Special Class</b>									21	24	
<b>Disability Unit</b>		18	19	19	19	18	17	18	11	14	
<b>FLO</b>		130	135	141	142	144	140	145	124	125	
<b>Male FTE</b>		396	364.5	362.0 8	368	422	474	487	544	580	
<b>Female FTE</b>		359.5	351.15	347.72	336	468	417	442	482	524	
<b>Total</b>		755.5	715.65	709.8	704	890	891	929	1026	1104.8	
<b>School Card Approvals (Persons)</b>		283	257	266	307	261	315	235	340	368	
<b>NESB Total (Persons)</b>		93	110	118	87	118	102	106	38	61	
<b>Aboriginal FTE Enrolment</b>		52	55	55	63	76	79	86	103	115	

## Teaching & Leadership Staff

Caroline Fishpool <b>Principal</b>	Whole School Improvement WSS	Panalatinga Local Partnership
Shane Cunningham <b>Deputy Principal</b>	Curriculum 7-12/ Whole School Professional Practice/Whole School Professional Development/	Innovation & Improvement/ Quality Assurance/ HR Induction/
Natalie Maddern <b>Senior Leader</b>	Senior School 10,11 & 12 Senior School Learner Wellbeing SACE Improvement	9 into 10 Transition Post School Pathways Research Project 11/12
Wayne Oliffent <b>Senior Leader</b>	Timetabling/ Timetable Whole School Operations Learner Man. System- Daymap/EMS Whole School Data/ Annual Surveys Annual Management Plan Learner Man. System- Daymap	Daily Operations Oversight Human Resources & Staffing Processes Work Health & Safety Assessment & Reporting Whole School Attendance Design and Technology Team Oversee: ATSI 7-12
Katrina Axford <b>Senior Leader</b>	Middle School 7,8 & 9 Middle School Learner Wellbeing Year 7 into HS	6 into 7 Transition 7 into 8 Transition PBL/Interdisciplinary 7, 8 & 9 Whole School Showcasing Learning
Stacey Bartlett <b>Senior Leader</b>	Whole School PD Professional Practice/PDP Pre Service Teachers School Promotions/Social Media Parent/Com Engagement Student Voice & Leadership 7-12 Entrepreneurship/ Business, Community & Industry Links VET/Career Pathways Digital Technologies/ IT	Future Focused Learning Opportunities: House Culture/Extra Curricular Focus Student Employment Scheme Student Induction Oversee: Disability Unit & Special Class/ Inclusive Education Learning Hub & Innovation
Paul Sherman <b>Senior Leader</b>	FLO/WAVE	

## Staffing numbers

Total FTE

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

Staffing	Male	Female
Principal	0	1
Deputy Principal	1	0
Senior Leaders Band 3	1.8	3
Coordinators Leader Band 1	5	10.4
Teachers	20	30.4
(Includes Step 9 Teachers)	5	8
(Includes AST2 Teachers)	4	1
Aboriginal Education Teacher	0	1.0

<b>ASETO Aboriginal Secondary Education Transition Officer</b>	0	2
<b>SSOs</b>	12	29
<b>GSE</b>	2.5	0
<b>School Council employees</b>	0	0
<b>Youth Workers</b>	0	0

### **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 on a consistent upwards trend. The school was named as 1 of 3 Year 7 to High School pilot schools in 2019, with the first Year 7 cohort commencing in 2020 (before the statewide move in 2022). 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 and SACE Improvement.

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 Secondary School 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. A bus along route 721 stops on South Road, and are within 400 metres of the school. School bus D (774) returns each afternoon at 3.35 pm from the schools bus bay. Route 723 provides access from Flaxmill and W heatsheaf Roads while route 733 services Woodcroft. (more information is available from the Southlink website).

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## **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, VET, and Inclusive Support.

Approximately 58% of students are School Card recipients, 15% Students with a Disability and 12% are Aboriginal.

### **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 and Special Class**

The Unit was opened for students in January 2012, and accommodates 18 students. The initial Special Class opened in 2018 (with capacity for 12 students), with an additional Special Class opening in 2020. These classes are an integral part of the school with state of the art facilities. Places in the Unit and Special Class are allocated through a special options process which is facilitated by DfE. Enrolment is not zoned.

Family Charter: Wirreanda Secondary School Unit & Special Class 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

Staff in these classes 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 and Special Class via an extensive curriculum include literacy, numeracy, science, the Arts, movement, health and personal development and living skills.

### **Learner Wellbeing**

Learner wellbeing is 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

#### *Wellbeing*

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

- Preparation for work experience

### **Support offered**

Two Learner Wellbeing Leaders 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 specialist services as part of the school's Learner Wellbeing Centre.

**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.

### **2.5 million STEM Space (completed in 2018)**

Our STEM Space includes areas for:

- creative, critical and design thinking
- collaboration across ages and disciplines
- technology to seamlessly integrate learning and learners
- learners to become problem finders and problem solvers

This supports more dynamic learning experiences and also provides a variety of technologies to support students to demonstrate their understanding in a range of meaningful ways, including designing and prototyping solutions to identified problems.

### **11 Million School Refurbishment**

The school is currently in the later stages of this major refurbishment across the school. This build includes new and updated areas in: additional classroom block with 12 classrooms, new design and technology and art learning areas, performing arts learning areas, theatre (matching seating capacity of the local Hopgood Theatre), new sporting surfaces with outdoor raised seating and outdoor learning spaces. This will increase the schools capacity to 1300 for 2022.

### **Positive Student Behaviours**

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 Learner Wellbeing Leaders, Middle School/Senior School Leaders 7-12 and members of the Whole School 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 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.

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## **3. Key School Policies**

### **Wirreanda Secondary School School Improvement Plan Goals for 2021 are:**

- Increase students SEA achievement in reading
- Increase students SEA achievement in numeracy
- Increase students SACE achievement

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 House Leaders and Deputy Principals, Senior Leaders and Learner Wellbeing Leaders. 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.

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## 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 learners, 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

Learning Area	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
<b>English</b>			<ul style="list-style-type: none"> <li>English Semester Options</li> </ul>	<ul style="list-style-type: none"> <li>English Term Options</li> </ul>	<ul style="list-style-type: none"> <li>English Term Options</li> <li>Essential English</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Essential English</li> <li>Literary Studies</li> </ul>
<b>HASS</b>			<ul style="list-style-type: none"> <li>History &amp; Geography Semester Options</li> <li>Concept to CA\$H</li> </ul>	<ul style="list-style-type: none"> <li>HASS Semester Options</li> </ul>	<ul style="list-style-type: none"> <li>Modern History</li> <li>Geography</li> <li>Business &amp; Innovation</li> <li>Society &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>Modern History</li> <li>Society &amp; Culture</li> <li>Business &amp; Enterprise</li> </ul>
<b>Mathematics</b>	<b>PBL</b> Integrated Cross-Curriculum Project Based Learning	<b>PBL</b> Integrated Cross-Curriculum Project Based Learning			<ul style="list-style-type: none"> <li>Essential Maths</li> <li>General Maths</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Essential Maths</li> <li>General Maths</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
<b>Science</b>			<b>ICS</b> Integrated Cross-Curriculum Inquiry Centred Studies		<ul style="list-style-type: none"> <li>Biology: Cells &amp; Disease</li> <li>Biology: Ecology &amp; Ecosystems</li> <li>Marine Sciences</li> <li>Sport Sciences</li> <li>Chemistry</li> <li>Physics</li> <li>Social Psychology</li> <li>Psychology of Self</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>
<b>Design &amp; Technology</b>	PBL Cross-curricular opportunities	<ul style="list-style-type: none"> <li>Fabrication &amp; Digital Technology</li> <li>Food &amp; Textiles</li> </ul>	<ul style="list-style-type: none"> <li>Fabrication &amp; Digital Technology</li> <li>Something Tasty</li> <li>Cover the Community</li> <li>Need for Speed</li> </ul>	<ul style="list-style-type: none"> <li>Food Cultures</li> <li>Dress like you're Famous</li> <li>Metalwork</li> <li>Woodwork</li> <li>Intro to Trades</li> <li>Need for Speed</li> </ul>	<ul style="list-style-type: none"> <li>Food &amp; Hospitality</li> <li>Digital Technology</li> <li>Frame Furniture Construction</li> <li>Cabinet Furniture Construction</li> <li>Welding</li> <li>Metal Machining</li> </ul>	<ul style="list-style-type: none"> <li>Food &amp; Hospitality</li> <li>Digital Technology</li> <li>Furniture Construction</li> <li>Metals Engineering</li> </ul>
<b>The Arts</b>	PBL Cross-curricular opportunities	<ul style="list-style-type: none"> <li>Art</li> <li>Intro to Music</li> <li>Music Full Year</li> <li>Drama</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Dance</li> <li>Music</li> <li>Media for New World</li> <li>Digital Art</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Design</li> <li>Drama</li> <li>Dance</li> <li>Music</li> <li>Media for Directors</li> <li>Digital Art</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Design</li> <li>Drama</li> <li>Dance</li> <li>Music Full Year</li> <li>Photography</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts - Art</li> <li>Visual Arts - Design</li> <li>Drama</li> <li>Dance</li> <li>Music</li> <li>Photography</li> </ul>

Learning Area	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>• HPE</li> </ul>	<ul style="list-style-type: none"> <li>• HPE</li> </ul>	<ul style="list-style-type: none"> <li>• HPE</li> <li>• PE &amp; Sport</li> </ul>	<ul style="list-style-type: none"> <li>• HPE Semester Options</li> <li>• PE: Powering Athletic Performance</li> <li>• PE: Elite Sport Performance</li> <li>• O.Ed: Cycling, Touring &amp; Climbing</li> <li>• O.Ed: Down South Adventures</li> <li>• The Miracle of Life</li> </ul>	<ul style="list-style-type: none"> <li>• Health: A world in Crisis</li> <li>• Health: Make a Difference</li> <li>• PE: Sport &amp; Athletic Performance</li> <li>• PE: The Way of the Athlete</li> <li>• O.Ed: Coast, Surf &amp; Climb</li> <li>• O.Ed: National Parks, Walks &amp; Climbs</li> <li>• Child Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> <li>• Integrated Learning: Physical Education</li> <li>• Outdoor Education</li> <li>• Child Studies</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Spanish</li> <li>• Auslan</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish</li> <li>• Auslan</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>		
<b>Specialist Sports Course</b>	<ul style="list-style-type: none"> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>• SSC</li> </ul>		
<b>SACE</b>				<ul style="list-style-type: none"> <li>• PLP</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>	
<b>VET</b>				<ul style="list-style-type: none"> <li>• Hospitality Cert II</li> <li>• Creative Industries (3D Animat) Cert III</li> <li>• Doorways to Construction Cert I</li> </ul>	<ul style="list-style-type: none"> <li>• Doorways to Construction + Cert II</li> </ul>	
					<ul style="list-style-type: none"> <li>• Sport &amp; Recreation Cert II &amp; III</li> <li>• Music Industry Cert III</li> <li>• Early Childhood Cert III</li> <li>• External VET Courses</li> </ul>	

## Assessment procedures and reporting

The school year is divided into four assessment periods, coinciding with the four school terms. Year 7-11 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/Student/Teacher Learning Conversation evenings are held in the middle of Term 1 and Term 3. All students in Years 9-12 are provided with grades as a measure of achievement at the end of each term. Year 7 & 8 students are provided with elective subject grades at the end of each term but a detailed PBL report is provided at the end of each semester.

## Special needs

Learning support is provided for students with Negotiated Education/ One Plans. This support is provided across all year levels. Special programs for students at risk exist from years 7-12.

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## 5. Sporting Activities

In 1996 Wirreanda High School 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.

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## 6. Other Co-Curricular Activities

As a school, we value extracurricular activities and provide a wide range of these activities for our students including:

Digital Leadership	Student Captaincy	House Captaincy
Sports days	Interschool sports	SAPSASA
Inspire Mentor Program	Peer Support Training	Student forums
Deadly Start to HighSchool	Community Projects Abroad	Reconciliation Projects
VET Short Courses	Health Expo	VET programs
Drama Productions	Dance & Music nights	Arts Tours (biannual)
iTrack	Year 7 Transition Program	Ski Trip (biannual)
Road Awareness Program	Japanese Study Program	International Trip (biannual)
Year 7 & 8 Camp	Year 9/10 SSC Camp	

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## 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 a large number of 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 the Middle School and Senior School (Vertically Grouped Houses) and special focus areas. Other Coordinator positions are currently allocated to Innovative Pedagogy, Learner Wellbeing, Inclusive Education, The Unit, MS & SS Leaders, Health & Physical Education, SSC, VET/Work Experience, FLO/WAVE.

### **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 Course
- Data
- The Learning Hub
- Finance
- Facilities
- Administration
- FLO/WAVE
- Learner Wellbeing Centre
- Community

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## **8. School Facilities**

### **Buildings & Grounds**

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

### **Cooling**

All buildings have air-conditioning.

### **Further Development/Refurbishment of Facilities**

We continue to undertake significant work to improve learning facilities across the site. During 2018 the site completed the 2.5 million STEM build, with work currently in the later stages of 11 million worth of building works due to be complete midway through 2021.

### **Specialist facilities**

New Theatre, Dance/ Drama performance space, New Sport Courts (x4) with Grandstand Seating, 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, large high resolution screen or Interactive whiteboard.

### **Student facilities**

Canteen, Learner Wellbeing Centre, Learning Hub, Tute Room, Nunga Room, Senior Space.

### **Sporting Facilities**

1 gymnasium, New Sporting Courts with tennis- basketball and netball courts (with elevated seating overlooking the 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- Student Learning Conversations 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, available on our website, 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.

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## 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 50% of students are School Card recipients, there are 110 students from NESB and approx 120 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 High School 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 the 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. 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.