



## SCHOOL CONTEXT STATEMENT

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### 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 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 2023 are:

1. Increase student's reading comprehension through a focus on Before, During and After Reading Strategies
2. Increase students' achievement in Numeracy with a focus on number sense

# 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	Karla Pobke
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
School email address	<a href="mailto:dl.0638_info@schools.sa.edu.au">dl.0638_info@schools.sa.edu.au</a>

		2018	2019	2020	2021	2022	2023
<b>February FTE Enrolment</b>							
<b>Secondary</b>							
	Year 7			85	129	174	180
	Year 8	164	190	204	184	218	153
	Year 9	177	178	176	198	176	206
	Year 10	145	169	167	168	178	141
	Year 11	129	121	147.8	152.2	145	129
	Year 12	114	98	104.6	112.6	106	99
	Year 12 Plus	5	0	1	0	1	0
<b>Special Class</b>				21	24	24	21
<b>Disability Unit</b>		17	18	11	14	16	42
<b>FLO</b>		140	145	124	125	110	126
<b>Male FTE</b>		474	487	544	580	527	591
<b>Female FTE</b>		417	442	482	524	620	482
<b>Total</b>		891	929	1026	1104.8	1147	1073
<b>School Card Approvals (Persons)</b>		315	235	340	368	380	270
<b>NESB Total (Persons)</b>		102	106	38	61	59	60
<b>Aboriginal FTE Enrolment</b>		79	86	103	115	130	122

## Leadership Staff

<p><b>Karla Pobke</b>  <b>Principal</b>          Site Improvement Plan          External School Review          HR Profile and Staffing/Personnel, STEP          9/AST2/Teacher Registration          School improvement agenda (inc Review          Processes)          Instructional Leadership/ PDP / Mentor Groups          Whole School Quality Assurance/ Strategic          Review Process/ Self Review/ Annual Report          Aboriginal Education          Community Engagement and school promotions          Critical Incidents          Quality Assurance Planning &amp; Review Processes          (inc Data Analysis)          Effective Whole School Operations Systems &amp;          Processes          Whole School Attendance Improvement Strategy          International Education</p>	<p><b>Stacey Bartlett</b>  <b>Director of Teaching &amp; Learning and Head of Senior          School</b>          Quality Teaching &amp; Learning, 7-12 Curriculum          (Australian Curriculum/ SACE) &amp; Pedagogy - anatomy          of learning blocks/HITS          7-8 PBL          Assessment &amp; Reporting Policy and Procedures          Whole School Showcasing of Learning 7-12/          Exhibition of Learning          Whole School Professional Development and          Learning Hub          Senior School Transformation 10,11 &amp; 12          SACE Improvement          9 into 10 Transition          Post School Pathways 12+          Positive Behaviours for Learning 10-12          Student Enrolment in 10-12          Student Induction in collaboration with house          leaders          Senior School Work Experience Program (Yr 10)          Oversight Student Voice - School Captains          Home Group Program/ Child Protection          Curriculum</p>
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## Assistant Principal Band 3

Assistant Principal Strategic Operations	Assistant Principal Middle School Transformation	Assistant Principal Adapting the Learning	Assistant Principal Student Wellbeing	Assistant Principal Inclusive Education
<p><b>Wayne Olifent</b>            Timetabling/ Timetable            Whole School Ops &amp;            Daily Operations            Learner Man. System            (Daymap/EMS)            Human Resources &amp;            Staffing Processes in            collaboration with            Principal            Induction Processes            Pre-service teachers            Early Career Teacher            Program            Whole School            Data/Annual Surveys            Work Health &amp; Safety            Assessment &amp; Reporting            Processes</p>	<p><b>Ben Balmer</b>            Middle School            Transformation 7, 8 &amp; 9            Year 7 into HS            Local Partnership            Primary School Links            6 into 7 Transition            Positive Behaviours for            Learning 7-9            Student Enrolment in 7-9            Student Induction in            collaboration with house            leaders            Oversight Student Voice            - Peer mentoring            Home Group Program/            Child Protection            Curriculum            Oversight of 7-12            Positive Behaviours            (Middle/Senior School)</p>	<p><b>Karina Van De Wiel</b>            FLO/WAVE            WAVE Case            management            Service Agreement            WAVE budget            WAVE staff line            management            Alternative Learning            Programs</p>	<p><b>Amy Broham</b>            Whole School Learner            Wellbeing,            Positive Behaviours for            Learning Framework            High Functioning Team            Around the Child            Approach (inc Children            In Care)            SRT Model &amp; Process            7-12 DfE Support            Services            Alignment of            community            organisations &amp; Not for            Profits w school            priorities            Learner Wellbeing            Centre/Specialist            Services            Wave 2-3            behaviour/wellbeing            interventions</p>	<p><b>Ashleigh Golding</b>            IESP Funding            Inclusive Education            Programs            Wave 1-3 targeted            learning interventions            One Plans            Special Classes            Disability Unit</p>

## Staffing numbers

Total

Staffing	Male	Female
Principal	0	1
Deputy Principal	0	1
Assistant Principal	2	3
Senior Leaders Band 2	0	3
Coordinators Leader Band 1	6	10
Teachers	25	23
(Includes Step 9 Teachers)	4	5
(Includes AST2 Teachers)	1	3
Aboriginal Education Teacher	1	0
ASETO Aboriginal Secondary Education Transition Officer	0	2
Ancillary Staff/ SSOs	13	28
GSE	3	0
School Council employees	0	0
Youth Workers	2	1
Occupational Therapist	0	3

## School Support Staff

Support staff support the school wide priorities through a range of administration roles, classroom support roles, wellbeing support, inclusive learning, WAVE support, grounds/facilities and Aboriginal education roles. In addition to school based support we have school buy in services in the areas of Psychologist, Speech Pathologist and Occupational Therapist.

## Enrolment trends

Year 7 enrolments have remained on a consistent trend. 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. Our senior school enrolment numbers reflect the fact that a number of our students chose to pursue alternative vocational pathways or employment options that suit student interests and pathways.

## 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 and Fleurieu Secondary Schools Alliance which collaborates on a range of educational topics and vocational pathway options. Wirreanda Secondary School provides students a range of onsite and offsite vocational education training as part of this alliance. Wirreanda Secondary School offers a number of Vocational Certificates onsite including construction and Engineering pathways. 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 is within 400 metres of the school. School bus D (774) returns each afternoon at 3.35 pm from the school's bus bay. Route 723 provides access from Flaxmill and Wheatsheaf 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.

Approximately 58% of students are School Card recipients, 17.5% Students with a Disability and 12% are Aboriginal.

### **International Students**

An increasing number of international students are accessing a variety of programs at Wirreanda Secondary School. Most of these students have come from Europe, South America and Asia. The impact of COVID 19 has impacted our international program over recent years, but it is returning strongly in 2023. This year we have a number of short and long term international student programs including the Koishikawa Study Program.

### **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), 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.

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.

### **Aboriginal Education**

The Aboriginal Education team provides holistic education and support for a growing number of Aboriginal students. Strategies and support are provided to assist students in a dynamic and culturally appropriate manner. Support includes monitoring student progress, facilitating tutoring, cultural and community activities,

excursions and specialised programs, supporting career pathways and helping students apply for scholarships. We work inclusively with Workabout Centre, SAASTA/SAASTA connect and the Clontarf programs. The team is committed to ensuring that all Aboriginal students have the skills and resources for their future pathways and to ensure they are set up for long term success.

### **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 through Home Group and learning programs

- Ready to Learn
- Ready to connect
- Ready to Belong
- Ready to Thrive

Pathway Planning

- Monitoring Individual Learning Plans
- Course counselling and flexible pathways mapping
- University/TAFE Workshops
- Employment, Traineeship, Apprenticeship
- Preparation for work experience

Learner Wellbeing team

- Youth Workers
- Facility Dog Program
- Psychologist
- School Mental Health Service
- Occupational Therapist
- Counsellor
- Social Worker
- Learning & Culture Leaders

### **School Facilities**

**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.

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.

Our **Performing Arts Centre** provides state of the art facilities for students in the Performing Arts including Music, Dance, and Drama. The theatre has the seating capacity of the local Hopgood Theatre and is used for a range of school performances and events.

The school continues to upgrade and refurbish the school to ensure students have access to high quality learning spaces. Additional spaces in the school that have recently been upgraded include: additional Middle School classroom block with 12 classrooms, new design and technology learning areas, new sporting surfaces with outdoor raised seating and outdoor learning spaces, and whole school painting.

### **Positive Behaviours for Learning**

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. We are a positive behaviours for learning pilot school allowing a consistent approach to behaviour across the site.

This 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.

### **Specialist Sports Course**

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**

All school policies are based on Department for Education guidelines or policies. Where a local policy is not needed, the school utilises the Dfe policies as the key point of reference.

There are clear organisational structures providing support for staff and students through Middle School/Senior School Leaders, Senior Leaders, Assistant Principals, Deputy Principal 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: 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 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 and SACE
- 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.

### **Assessment procedures and reporting**

The school year is divided into two assessment periods, coinciding with the end of each semester. Ongoing reporting of student progress is available through Daymap. In addition, Learning Conversations are held in the middle of Term 1 and Term 3 where families can discuss the progress of their student with home group teachers.



### **Special needs**

Learning support is provided for students with One Plans through the Inclusive Learning team. This support is provided across all year levels. Targeted intervention is provided for students for literacy and numeracy as identified through diagnostic testing.

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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. The school also makes flexible curriculum arrangements for students who are participating in sport at an elite level, involving heavy training requirements.

The Specialist Sports Course 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.

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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 (but not limited to):

- Student Leadership
  - Zone and Knockout Sport
  - Instrumental Music Program
  - Performing Arts Nights
  - Interschool Sports
  - Industry Immersion Programs
  - Year 7 and 8 Camps
  - Year 7-10 SSC Camp
  - Year 7 transition program
  - Extracurricular clubs
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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 experienced teachers.

### **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 line management. 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
- Inclusive Learning
- Specialist Sport Course
- Data

- The Learning Hub
- Finance
- Facilities
- Administration
- FLO/WAVE
- Learner Wellbeing Centre
- Community

## 8. School Facilities

### Buildings & Grounds

2 x 2 storey, 4 x 1 storey, 1 transportable building, 1 x Gymnasium, 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.

### 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 large high-resolution screen and “teacher caddie” (in lieu of a traditional sit down teacher desk).

### Student facilities

Canteen, Learner Wellbeing Centre, Learning Hub, Inclusive Learning Space, Nunga Room, Senior Space (Atrium), Student Services

### Sporting Facilities

1 gymnasium, new Sporting Courts with tennis, basketball and netball courts (with elevated seating overlooking one set of courts), 2 outdoor netball/basketball courts, 2 cricket nets, football oval, soccer oval, weights training facility, rock climbing wall.

## 9. School Operations

### Decision making structures

The two major decision-making groups have staff, parent and student representation.

These are:

- Leadership team.
- Governing Council.

All staff are encouraged and expected to be actively involved in decision-making by attending and participating in the work of consultative groups, general staff, school support staff, learning area 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 mid term 1 and mid term 3 in conjunction with Course Counselling Night. Course Information Night, early in Term 3 enables parents to obtain relevant information for student curriculum choices for the following year. A Course Handbook along with detailed course cards, available on our website, is produced on an annual basis to assist with this process.

Edsmart is being utilised to improve communication with families and ensure that key permissions for students can be obtained quickly and effectively.

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 updated each year which provides staff with operational and organisational 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**

The majority 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 58% of students are School Card recipients, there are 80 students from NESB and approx 130 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 also participate in a range of school activities including Learning Conversations, Exhibitions of Learning, Open Night and Sports Day. Wirreanda Secondary School values the input of parents and families and believe that we should be working in partnership with families to ensure we are getting the best outcomes for students.

**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.