



# Wirreanda Secondary School: Learner Framework

## A holistic approach to supporting all of our young people

*Learning for Life: Our vision for Wirreanda Secondary School is one of a safe 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.*

### Student Support

### Teaching & Learning

### Behaviour & Engagement

Tier 3  
Essential for a few

- 1:1 case management
- 1:1 therapy/support (School Mental Health Service (SMHS), Youth Workers, In School Psychology)
- Alternative Learning Plan
- Referral to external services including Student Support Services
- Mental Health Care Plan/ Site Safety Plan
- Case Management of Children in Care

- Literacy Intervention
- Numeracy Intervention
- Educational Assessment as required
- External programs
- Transition to work pathways/Workskil Case Management

- Student Development Plans
- Check in/Check out forms
- Referral to Student Support Services/ Assessments
- Inclusive Learning Case Management
- Suspension and Exclusion Procedure

Tier 2  
Necessary for some

- Individualised Wellbeing Profiles
- Wellbeing triage service/case management
- Youth Workers and Occupational Therapist
- The Mindful Zone – Students utilize Mindful Minutes with mentor support
- Reset Room
- Small group or 1-1 social/emotional programs
  - Facility Dog Program
  - Youth Opportunities
  - Operation Flinders
  - Ice Factor
  - Lunch Clubs for Students with disability
  - Rock and Water

- WAVE – Alternative Learning
- Transition Class (yr 7)
- Ready to Learn Program (yr 8 and 9)
- Pathways Class (year 10)
- Learner Profiles
- Apprenticeships/Traineeships
- Inclusive Learning Support and Case Management
- SAASTA and SAASTA Connect
- YASTSA STEM and ACE Program
- Part time timetables/exemptions
- Literacy and Numeracy intervention – Sounds Write and Big Ideas in Number
- Speech Pathologist
- Modified SACE

- Positive Behaviours for Learning Tier 2 responses
- Clontarf Academy/ STARS Academy
- Aboriginal Education Team: Nunga room/ASETOs
- Lesson Progress Checks
- Restorative Conversations
- Buddy Class

Tier 1  
Universal for all

- School Life**
  - Student leaders
  - Celebrating Days of Significance
  - Extra-curricular clubs and activities including breakfast club, cadets
  - Celebrating success – House points, Attitude of gratitude assemblies
  - International Programs
- Home Group Program**
  - Effective pastoral care program aligned with school values, including KeepingSafe: Child Protection Curriculum, career education based on themes of Ready to Learn, Ready to Thrive, Ready to Belong, Ready to Connect. Zones of Regulation Curriculum for year 7
  - Wellbeing Journals (year 7s)
- Evidence-Informed Practice**
  - Using and promoting language inclusive of diverse groups (supporting gender and sexually diverse young people)
  - Trauma-informed approaches and restorative practices
  - Learner Wellbeing Centre

- Curriculum**
  - Australian Curriculum
  - SACE Curriculum
  - Whole School Literacy/Numeracy Agreement
  - Customised SACE
  - VET/Short Courses
  - Work Experience
- Pedagogy**
  - Anatomy of Learning Blocks (Pedagogical Framework)
  - 80 Minute Learning Blocks to support engagement
  - Quality Differentiated Teaching Practice
- Assessment**
  - Continuous Reporting on Daymap (Summative Assessment)
  - Learning Conversations and semester reporting
  - Formative Assessment through google classroom
  - Smartlabs
- Data**
  - Class Context and use of student data to inform planning
  - Tracking and monitoring of student progress
  - Pre and post assessment

- Positive Behaviours for Learning Tier 1 responses**
  - Movement Break after each learning block
  - Classroom entry and exit routines/seating plans
  - School Behaviour Expectations Matrix explicitly taught
  - Positive and corrective feedback for behaviours
  - Consistent application of school policies i.e Mobile phone, Uniform
- Responsive Teaching**
  - Trauma-informed practices
  - Zones of regulation
  - Restorative Practices supporting restorative conversations
  - Active supervision – pre-correcting, movement, scanning, interacting
- Relationships and Knowing your Students**
  - Access and engage with One Plans, Student Profiles and Daymap notes (Aboriginal learners, Children in Care, EALD, International student, Learner support, etc)
  - Family partnerships and regular, proactive communication (phone calls, Daymap records, email and Learning Conversations)
  - Understanding our students' aspiration and pathways beyond school

### Foundation

**School Values:** Responsibility, Honesty, Achievement, Respect

**Site Priorities:** Whole School literacy and numeracy, Positive Behaviours for Learning, Developing effective learners

**Positive Behaviours for Learning:** School Expectations Matrix – outlining positively stated expected behaviours in all areas of the school

**School/ House Culture:** Building a strong sense of community and belonging as part of the WSS community