SCHOOL CURRICULUM PROFILE

Wirreanda Secondary School

School purpose statement

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.

Our Values are:

Respect – Honesty – Responsibility - Achievement
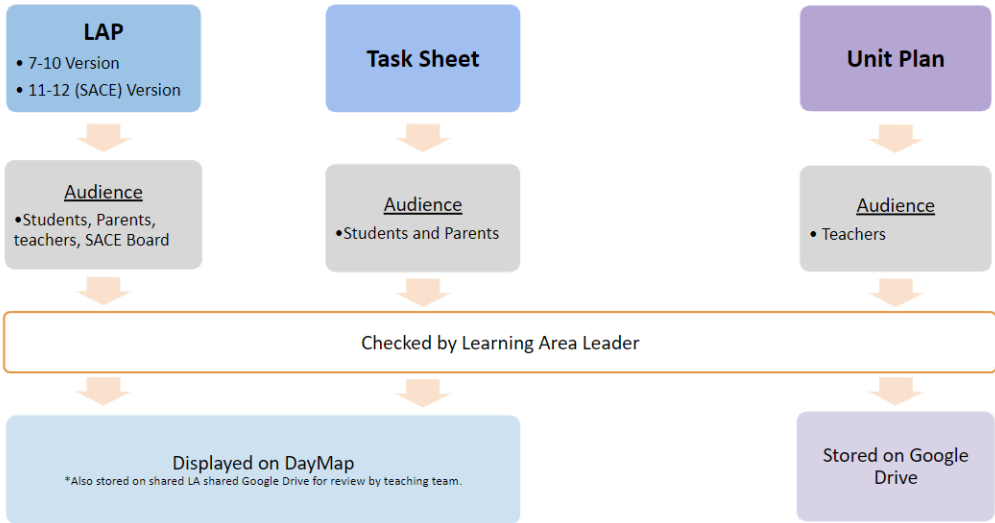
School curriculum profile

This document describes the school's approach to curriculum. It reflects current practice and outlines the school's purposeful approach to curriculum implementation to ensure all students access the full Australian Curriculum. It provides staff, families, and the community with a broad overview of a coordinated and consistent curriculum approach.

This **school curriculum profile** articulates our curriculum delivery structures. It outlines the interplay between people, time and place to best meet our students' learning needs. It provides clear curriculum direction focusing on student learning outcomes. This profile creates a shared understanding of curriculum implementation to guide:

- **planning** the curriculum
- **resourcing** the curriculum
- **assessing** learning across the curriculum
- **improving** curriculum delivery

Planning the curriculum

To meet the diverse needs of our unique school context and community, we take the following approaches to implement the Australian Curriculum learning areas, general capabilities and cross-curriculum priorities for all learners.

PLANNING	Structures and processes
Curriculum leadership	The Director of Teaching and Learning oversees school wide curriculum and collaborates with Learning Area Leaders on planning for 7-12 curriculum. The Wirreanda Secondary School curriculum leadership team consists of: Learning Area Leaders for: - English/HASS/Literacy - Science/Mathematics/Numeracy - Senior House Leaders who oversee, Activating Identities and futures (AIF), Exploring Identities and Futures (EIF) and Workplace Practices - Technologies and Arts - Health & PE - including Specialist Sports Course (SSC) - Unit & Special Class - Alternative Learning Learning Area Leaders oversee relevant planning for their curriculum area and support their teachers in the development of Teaching & Learning programs that meet learning area content, cross curriculum priorities and general capabilities.
Planning expectations	 Teachers are using data to inform their learning design. All subjects have scope and sequence aligned to Australian/ South Australian Curriculum (years 7-10)

PLANNING	Structures and processes
	or South Australian Certificate of Education (SACE) (years 10-12) All subjects have Curriculum Maps and Learning and Assessment Plans (LAPs) on DayMap. Use of Google classroom as a virtual classroom for students to access learning and for formative assessment. Use of Daymap for summative assessment and reporting, communication to parents/students. All learning resources and assessment tasks are collaboratively designed and available for use within the team. Google Drive is used as the place to store shared resources. All teachers use at least one "Before, During, After' Reading strategy per term, per Class, as part of the whole school literacy agreement. All teachers will explicitly teach the capabilities and dispositions to support whole school numeracy including the use of metacognition. All teachers focus on one disposition and capability in each unit of work to support introducing the South Australian Curriculum to Wirreanda Secondary School.
Specialist teachers	Students in Year 7-8 have one teacher for their Science/Maths classes and English/HASS classes. All elective and immersion subjects are taught by Specialist Teachers. These include the areas of: SSC, Health and Physical Education, Arts, and Technologies. Students from Year 9 - 12 have Specialist Teachers for all subject areas.
Planning for differentiation	Teachers have access to a range of data sets through DayMap and Power Bi including PAT, Maths/Reading, NAPLAN, attendance, Student Concern Records, One Plans and Learner Profiles for students with disabilities. Teachers use the Anatomy of Learning Block structure and lesson plan templates to plan for differentiation and high quality pedagogical approaches. Learning Area teams have regular planning time including learning area meetings and release time for planning. WSS has a range of staff members that lead and support the implementation of QDTP and work directly with students to support their learning, including: - Director of Teaching and Learning - Director of Student Culture - Assistant Principal Priority Learners - Assistant Principal Wellbeing for learning - Coordinator Aboriginal Education/SAASTA - House Leaders - Inclusive Learning Lead teachers - Inclusive Learning SSOs - Aboriginal Education Team - Wellbeing Senior Case manager

PLANNING	Structures and processes
	• WAVE Lead Teachers
Learning support intervention	Students in Year 7 and 8 have targeted literacy and numeracy intervention and engage in the Sounds Write program if they are identified as below Standard of Educational Achievement (SEA) or through other relevant literacy data/screening. All students with Inclusive Education Support Program (IESP) funding have targeted support with their learning provided by the Curriculum Support Staff. Additional learning interventions include • Aboriginal Education Literacy and Numeracy intervention • Clontarf Academy • Stars Program • Year 12 Supervised Study and SACE work completion • Smith Family after school intervention • WAVE • Inclusive Learning • Social and Emotional Intervention • Ready to learn program • Pathways program
Timetable	

2024 WSS Timetable

Block		Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00am - 10:20am	Line 3	Line 6	Staff PD (8:30 - 10:15)	Line 2	Line 5
Home Group	10:20am - 10:30am	Home Group	Movement (10:20am - 10:35am)	Line 1 (10:30am - 11:50am)	Home Group	
Movement	10:30am - 10:45am	Movement	Home Group (10:35am - 12:05pm)		Movement	
2	10:45am - 12:05pm	Line 4		Home Group (11:50am - 12:05pm)	Line 1	Line 6
Lunch	12:05pm - 12:35pm	Lunch		Lunch (12:05pm - 12:35pm)	Lunch	
3	12:35pm - 1:55pm	Line 1	Line 3	Line 5	Line 4	Line 2
Movement	1:55pm - 2:10pm	Movement				
4	2:10pm - 3:30pm	Line 2	Line 5	Line 6	Line 3	Line 4

Homegroup is a total of 135 minutes per week, with an extended 90 minute Block on Tuesdays.

Year 10 students undertake Exploring Identities and Futures (10 credits SACE compulsory) as part of their Homegroup program.

Year 11 students undertake Workplace Practices (10 credits SACE) as part of their Homegroup program.

Each line of the timetable contains 3 x 80 minute Learning Blocks that occur across the week.

Students in Year 7 - 8 have paired English/HASS & Science/Maths lines to enable 300 minutes to be allocated to English/Literacy and 300 minutes to Maths/Numeracy

PLANNING	Structures and processes
	Learning per week. Science & HASS have 200 minutes allocated each for the full year. Years 7 - 10 spend 960 minutes undertaking learning in core subjects and 480 minutes per week in Health & PE or an elective subject. Year 11 students engage in 1x line of English (full year), 1 x line of Mathematics, 1 x line of AIF + 8 x electives across the year. Year 12 students engage in 4 x elective subjects for the full year.
Curriculum planning	Year 7- 8 meet all core areas of the Australian Curriculum and engage in a full year of HPE + an Immersion in Arts or Design & Technology per Semester. Year 9-10 students meet all the requirements of the Australian Curriculum and must study English, HASS, Science, Mathematics, HPE and have an elective choice from Technologies and Arts. Year 11 and 12 students meet all compulsory requirements of the SACE and engage in a range of electives based on student choice. SAASTA, SAASTA Connect & ACE are available for Aboriginal students in years 9 - 12. Students enrolled in the Unit and Special Class engage in personalised Curriculum aligned to Australian Curriculum, Modified SACE and individual student goals. In years 7 -9 students undertake 800 minutes of learning aligned to the core areas of English, HASS, Maths and Science + 480 minutes engaged in Health & PE, Technologies and Arts. Students also engage in a range of learning targeted to reaching their goals. In years 10 - 12 students engage in Stage 1 & 2 Modified SACE Curriculum in the subject areas: English, Mathematics, EIF, Research Project, Work Studies, Health & Wellbeing, Scientific Studies, Technology, Society & Culture. Students enrolled in our alternative learning program (WAVE) engage in personalised Curriculum aligned to Australian Curriculum capabilities and literacy and numeracy continuums, SACE and individual student goals. Year 8 students engage in a hybrid model to meet the needs of the young person.
Family engagement	The school engages with families on a regular basis through a range of formal and informal opportunities. These include: ● Community Barbecue ● Governing Council ● Community groups ● Open night ● Learning Conversations ● Parent information evenings ● Homestay for International Students ● DayMap Parent portal ● Parent/Caregiver access to Google Classrooms

PLANNING	Structures and processes
	- Perception Surveys - Exhibitions of Learning - Regular parent communication through Email, Text messages, Edsmart, Newsletter, Social media - School website

Resourcing the curriculum

Resources are annually reviewed and prioritised to create and sustain a student-centred learning environment. The following resources support curriculum implementation.

RESOURCING	Structures and processes
Curriculum leadership	Wirreanda Secondary School has Learning Areas leaders allocated to all areas, as well as a range of additional leadership and time-release roles allocated to site improvement priorities. The school leadership team consists of: - Principal - Two B4 Director Roles- Director of Teaching and learning and Director of Student Culture. - Two B3 Assistant Principal Roles – Assistant Principal Priority Learners and Assistant Principal of Wellbeing for Learning. - Two B2 Senior Leader Roles - English/HASS/Whole School Literacy, Maths/Science/Whole School Numeracy. - B1 leaders include 6 House Leaders, 3 Learning Area Leaders, 1 Daily Operations/WHS leader and 1 Systems & Structures Leader, 1 Aboriginal Education leader
Teachers and learning support staff	WSS has 73 teachers including 3 Early Career teachers. Teachers collaboratively work within their learning area teams to plan and implement teaching & learning programs. We have a range of time release roles that provide time allocation to teachers to support in targeted intervention and site improvement projects. These include: - Assistant House Leaders - Active Roaming Duty - Inclusive Learning - Literacy and Numeracy Intervention - WAVE Lead teacher - Ice Factor, Operation Flinders

RESOURCING	Structures and processes
	• SAASTA, SAASTA Connect, ACE There are support staff employed to support teaching and learning across the school. This includes youth workers, case managers, mentors, engagement officers, administration staff, front office, learner wellbeing and student services staff, grounds staff, finance. Further student support is provided through the Facility Dog Program, 1 x speech pathologist, 1 x occupational therapist and the school mental health service.
Staff meeting structure	Formal staff meetings occur through the morning huddle structure. Whole Staff Huddle occurs every Monday 8:30am – 9:00am. Wednesday Professional Learning time occurs every Wednesday between 8:30am – 10:15am with the intent of providing high-quality professional learning that supports staff and students in becoming lifelong learners and provides meaningful opportunities to collaborate and engage with whole school directions. Tuesday, Thursday and Friday 8:30am – 8:50am is a bookable huddle time when different teams come together to collaborate, to share information, or access optional Professional Learning opportunities.
Class structures	Middle School classes (Year 7 – 8) are grouped in House colours and in Home groups. These classes access all core learning together. Each home group has the same teacher for Science/Mathematics and English/HASS. Year 9 and 10 classes are grouped in Home Groups and attend their core lessons of Maths, Science, English and HASS together. Other electives are decided based on student choice. Year 11 and 12 students have a Home Group and Activating Identities and Futures (AIF) Class allocated to them, all other subjects are decided by student choice and recommendations made via subject selection and pathway counselling processes.
Learning spaces	Specialist Learning Areas include the STEM building Labs and Makerspace, the Learning Hub, Performing Arts with theatre, music rehearsal rooms and dance space, Arts building with CAD computer workshops & ceramics kiln room, Technology workshops for timber and metal fabrication, the Trade Training Centre, Gym and 6 x external basketball courts with sporting surface, the SHED, Yoga space,Food technology kitchens and a textiles room.
Learning resources	Wirreanda Secondary School is transitioning to 1:1 devices for all students through the Department for Education. In 2025, all Year 7 and 10 students will be provided with a device through the 1:1 program. This is the 2nd year of a 3 year roll out and

RESOURCING	Structures and processes
	by the start of 2026 all students will be part of the 1-1 device program. We also are resourced with a fleet of daily and long-term loan laptops that all students can access when required. Three specialist computer labs exist and are bookable by all learning areas. Students access their learning via Daymap and Google Apps for Education. Google classroom is used as the virtual learning space for student work and can be accessed by parents/caregivers.

Assessing learning across the curriculum

Systematic assessment informs teaching and learning improvement.

ASSESSING	Structures and processes
Evidence of learning	For students in years 7 to 10, Teachers will assess and report on learners' progress and achievement using a balanced range of evidence collected against the Australian Curriculum achievement standards. In years, 11 and 12 teachers assess student learning in accordance with the learning requirements, assessment types, performance standards of the subject outline and the SACE Board's policies and procedures.
	Throughout the learning sequence, students will have their learning assessed regularly. Assessment takes a number of different forms depending on the purpose of the assessment. Common forms of assessment are diagnostic, formative and summative, and for each of these, they can be formal or informal.
	• Diagnostic assessments are a form of pre and post assessment that allows a teacher to determine an individual's strengths, weaknesses, knowledge and skills prior to instruction. The data from these assessments support teachers to plan for the varying needs of students in their class. • Formative assessments are utilised to monitor the process of learning and to provide ongoing feedback to help students move their learning forward. They are also used to help teachers identify what students have understood and what they have not so that they can improve their instruction and lesson planning. • Summative assessment usually occurs toward the end of the learning sequence and indicates a student's level of achievement against the AC achievement standards or SACE performance standards. • If there are gaps in student evidence against achievement/performance standards, teachers will look for evidence of student learning in any work that the student has submitted to support summative assessment against the achievement/performance standards.
State and national	NAPLAN - Year 7 and 9 PAT Reading and PAT Maths - Year 7-10 LEAP levels for all EALD students A- E Grade Collection against Australian Curriculum Year 7-10 A+-E- Grade collection against SACE Year 10-12

ASSESSING	Structures and processes				

Assessment Timelines

		Term 1	Term 2	Term 3	Term 4
DfE Prescribed Assessments	7 & 9	NAPLAN (Year 7 and 9) - Literacy and Numeracy			
	7 - 10			PAT-R and PAT-M	
School Based	7 - 11	Learning Conversations	Semester 1 written report A- E	Learning Conversations	Semester 2 written report A- E
	12 (Stage 2)	A+ - E- Grade	Semester 1 written report A+ - E-	A+ - E- Grade	Semester 2 written report A+ - E-
	WAVE	Progressive Report	Progressive Report	Progressive Report	Progressive Report
	Unit & Special Class	Learning Conversations	Semester 1 report	Learning Conversations	Semester 2 report
Continuous Reporting	7 - 10	Each term teachers will complete two Summative tasks with their class that are graded and displayed on Daymap			
	11 -12	Each term teachers will complete one or two Summative tasks with their class that are graded and displayed on Daymap			
Other assessment that is ongoing throughout the year	Whole School	Formative Assessment via Google Classroom Development of One Plans			

Improving curriculum delivery

Maintaining high expectations for improving teaching and learning includes consistent and accessible curriculum documentation.

IMPROVING	Structures and processes
Curriculum planning review	Curriculum planning is audited within Learning Areas at the end of each semester. This includes a review of LAPs, Curriculum Alignment, Scope & Sequence, Unit Plans, Task Design, Assessment Rubrics and connected pedagogical approaches.
Pedagogical focus	Wirreanda Secondary School, has developed the Anatomy of Learning Blocks

IMPROVING	Structures and processes
	Pedagogical Framework which communicates our method for Lesson Structure. This includes a focus on: ● Preparing for a lesson through data literacy ● Creating Conditions for Learning ● Developing Expert Learners ● Elicit & Responding to Evidence of Learning The Anatomy of Learning Blocks represents and incorporates High Impact Teaching Strategies. AoLB supports teachers to embed: ● High quality Learning Intentions and Success Criteria ● Lesson Structure ● Explicit Instruction ● Before, During & After Reading Strategies
Assessment	Assessment policy and timelines are reviewed as required to align to overarching site curriculum review and Australian Curriculum, SACE and DfE requirements.
Professional learning	The professional learning calendar is designed to engage all staff in learning aligned to our whole school directions. Professional Learning at WSS supports Curriculum development and review through a focus on: ● Pedagogical practices (anatomy of learning blocks, high impact teaching strategies) which support and engage a diverse range of students (Know your students and QDTP) in achieving success. ● Explore ways to create and maintain effective learning environments (Positive Behaviours for Learning) ● Engage in improvement sprints that seeks to inform our practice (collaborative inquiry) ● Strengthen the capacity of teachers to deliver a guaranteed and viable curriculum for all learners (collaborative curriculum development, high quality learning and assessment plans, literacy and numeracy interventions) ● Foster collective responsibility for improved student learning outcomes (Site Improvement Plan targets) ● Provide opportunities for staff to work collaboratively on learning from and with each other (TeachMeet, Huddles, Planning sessions) ● Provide opportunities for staff to focus on personal learning goals and their own professional learning (PDP processes and instructional leadership)
Community engagement	We engage our community in curriculum design through regular feedback strategies including: ● Parent evenings ● Governing Council ● Parent perception surveys

IMPROVING	Structures and processes
School improvement goals	Goal 1: Positive Behaviours for Learning (Wellbeing) ● Learners feel they belong to the school community by having safe and inclusive spaces ● Learners are supported to align behaviours to school expectations matrix ● Learners demonstrate the school values as part of the WSS school community ● Learners have access to tier 1, tier 2 and tier 3 behaviour and engagement interventions (Learner Framework) ● Learners built resilience to engage with learning Goal 2: Literacy and numeracy Improvement (Equity and Excellence) ● Teachers improve literacy and numeracy outcomes through implementation of an improvement sprint. ● Teachers improve literacy and numeracy outcomes through quality differentiated teaching practice ● Teachers improve numeracy through positive dispositions and connect the learning to real life numeracy skills. ● Teachers use diagnostic data to plan for multiple entry and exit points ● Teachers use responsive teaching practices in learning spaces to meet the needs of all students Goal 3: Teaching and Learning (Effective Learners) ● High quality Curriculum aligned to Australian Curriculum and SACE ● Implement South Australian Curriculum including dispositions and capabilities in Wirreanda Secondary School teaching and learning. ● High quality pedagogy through the implementation of Anatomy of Learning Blocks framework and high impact teaching strategies and QDTP ● High quality task design and assessment practices ● Ongoing analysis and interpretation of data by teachers and students to inform teaching & learning and assessment ● Curriculum is linked to contextualised pathways relevant to our students

last updated: January 2025