



SCHOOL CONTEXT STATEMENT

School Profile:

Wirreanda Secondary School is focused on high expectations, innovation and improvement for all our young people. 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 engagement.

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 Priorities for 2025 are:

1. Positive Behaviours for Learning (Wellbeing)
2. Literacy and Numeracy Improvement (Equity and Excellence)
3. Teaching & Learning (Effective Learners)

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	dl.0638_info@schools.sa.edu.au

		2019	2020	2021	2022	2023	2024	2025
February FTE Enrolment								
Secondary								
	Year 7		85	129	174	180	128	131
	Year 8	190	204	184	218	153	159	132
	Year 9	178	176	198	176	206	143	135
	Year 10	169	167	168	178	141	171	112
	Year 11	121	147.8	152.2	145	129	116	134
	Year 12	98	104.6	112.6	106	99	105	81
	Year 12 Plus	0	1	0	1	0	10	3
Special Class			21	24	24	21	21	24
Disability Unit		18	11	14	16	42	12	11
Tailored Learning (FLO)		145	124	125	110	126	106	168
Male FTE		487	544	580	527	591	536	526
Female FTE		442	482	524	620	482	435	401

Total		929	1026	1104.8	1147	1073	971	927
School Card Approvals (Persons)		235	340	368	380	270	195	271
NESB Total (Persons)		106	38	61	59	60	86	47
Aboriginal FTE Enrolment		86	103	115	130	122	108	106

Leadership Team

Principal - Karla Pobke

Director of Teaching & Learning - Karina Van De Wiel

Director of Student Culture- Ben Balmer

Assistant Principal: Wellbeing for Learning - Lisa Cmrlec

Assistant Principal: Priority Learners - Ashleigh Golding

Senior Leader: English/HASS/Literacy - Andrea Donaldson

Middle School House Leader (Osborne) - Taylor Greeves

Middle School House Leader (Wheeler) - Mackenzie Price

Middle School House Leader (Jonker) - Abbey Plannegger

Senior School House Leader (Osborne) - Sam Brice

Senior School House Leader (Wheeler) - Sophie Bociulis

Senior School House Leader (Jonker) - Jason Baker

Coordinator: Aboriginal Education/SAASTA - Mel Scott

Coordinator: Disability Unit/Special Class - Gemma Battista

Coordinator: Inclusive Learning - Jordan Zeelie

Coordinator: Technologies/Arts - Geoff Evans

Coordinator: Mathematics 7-12- Olivia Gilbert

Coordinator: Science 7-12 - Eric Juanta

Coordinator HPE/SSC - Brodie Borg

Coordinator: Timetable/Data - Matt Siviour

Coordinator: Daily Operations - Michelle Gloyn

Staffing numbers

Staffing	Male	Female
Principal	0	1
Directors	1	1
Assistant Principal	0	2
Senior Leaders Band 2	0	1
Coordinators Leader Band 1	7	4
Teachers	23	32
(Includes Step 9 Teachers)	3	4

(Includes AST2 Teachers)	1	2
Aboriginal Education Teacher	0	1
ASETO Aboriginal Secondary Education Transition Officer	0	2
Ancillary Staff/ SSOs	7	17
GSE	3	0
School Council employees	0	0
Youth Workers	2	3
Occupational Therapist	0	0

School Support Staff

School Support staff work alongside teachers to enact 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 area of Speech Pathology.

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.

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 certificate II in construction and engineering, and certificate III in health service assistants . Students from member schools may access any of the courses delivered as part of this alliance.

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).

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.

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. 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), and an additional Special Class opened 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. Students have access to complete their schooling through modified SACE.

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 offer a number of targeted programs to meet the needs of students including SAASTA/SAASTA connect, the Clontarf Academy, and the STARS program. 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. Students can access pathway support through the Workabout centre.

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
- Counsellor
- Social Worker
- Wellbeing leader

School Facilities

We have innovative and modern learning facilities and spaces for all our young people to thrive. This includes our Student Services area, Learning Hub, modern STEM space, state of the art Performing Arts Centre, The Mindful Zone, Learning Wellbeing Centre, dedicated Year 7 and 8 learning spaces and well maintained grounds and facilities.

All of these spaces provide a dynamic learning environment designed to promote communication, collaboration, and creativity. In addition students have access to state of the art equipment to support learning across all learning areas.

The school continues to upgrade and refurbish the school to ensure students have access to high quality learning spaces. We continue to invest heavily in ensuring our learning spaces and facilities are state of the art for our young people to utilise to support their learning and growth.

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 **Tailored Learning/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 can still have the opportunity to complete their SACE or will have a personalised pathway relevant to their needs and interests. Students in Year 8-12 can access the WAVE program if they meet the criteria of the tailored provision tool.

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 relevant leaders like the Director of Teaching and learning, Director of Student Culture, Senior Leaders, Assistant Principals, Learning Area Leaders and Learner Wellbeing Leader. 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.

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 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

Wirreanda focuses on continuous reporting throughout the year which is demonstrated through summative assessments and grades displayed on Daymap for families and students to access. The school year is divided into two formal assessment periods, coinciding with the end of each semester. Student reports will be issued at the end of these assessment periods in Term 2 and 4. 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.

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.

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
- Ice Factor
- Performing Arts Nights
- Interschool Sports
- Industry Immersion Programs
- Year 7 Camp
- Year 7-10 SSC Camp
- Year 7 transition program
- Extracurricular clubs

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.

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

Performing Arts Centre, New Sport Courts (x4) with Grandstand Seating, Specialist computer rooms, industry-standard Food Technologies, digital photography suite, technology studios, science, music suite, Learning Hub, Learner Wellbeing Centre, The Mindful Zone, Student Services, SHED (specialist sport weights centre), Indigenous Learning Centre (Nunga room), Clontarf Academy Room, STARS rooms and SAASTA specialist room.

Student facilities

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

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 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.

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, believing 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.