



WIRREANDA SECONDARY SCHOOL PROSPECTUS



Wirreanda Secondary School

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 High School after one of the oldest homesteads in the district. From its early years, Wirreanda High School was recognised for its strong interest in Sport and Physical Education.

In 2014, Wirreanda High School formally changed its name to Wirreanda Secondary School maintaining its strong focus on sports through the Specialist Sports Course along with developing new future focussed programs and initiatives.

Wirreanda Secondary School is a member of the Panalatinga Local Partnership, which incorporates local pre-school, primary and secondary sites. Our school works collaboratively within the Local Partnership with the focus areas of Literacy & Numeracy Improvement, authentic Student Voice and completion of SACE.

Wirreanda Secondary School is committed to high expectations, innovation and improvement. Our central purpose is to develop our students' learning and wellbeing and driving this development is our focus on the continued improvement of learning and teaching.

Our school values of respect, honesty, responsibility and achievement advance our daily actions at Wirreanda Secondary School. We work hard to ensure all students are provided with opportunities to succeed and that they develop into empowered, confident life long learners who feel a sense of worth and contribution to the local and global community.



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.

Learning For Life

Our Shared Values are

- Respect
- Responsibility
- Honesty
- Achievement



We acknowledge that Wirreanda Secondary School is located on Kaurna land. We pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.



caring & inclusive environment

In the Middle and Senior Schools our Learner Wellbeing Centre aims to provide our learners with educational opportunities to equip them with the skills required for rapidly changing circumstances and contemporary work, social, and recreational environments. For our young people, developing confidence and strategies required to deal with uncertainties and complex situations is necessary in our current world. At Wirreanda Secondary School we support students to manage change and stress, and overcome difficult situations. This leads to enhanced resilience, awareness, and positive mindsets for our students.



Student Learning

At Wirreanda Secondary School we are challenging the traditional model of school and seeking to pursue learning that is meaningful, valuable and ultimately nurtures young people to be lifelong learners. We aspire to foster curiosity and to develop our students' critical and creative thinking and questioning skills. By developing these skills and dispositions in our students, the students and graduates of Wirreanda Secondary School will be able to be the present and future problem solvers of issues that are relevant both locally and globally. Every year we have processes in place to continue to refine our customised subject offerings and educational experiences so that our curriculum is up-to-date and relevant for today's students. Our students also contribute their perspective to the specific design of assessment tasks and learning activities, further refreshing and updating how our students learn.

We explore learning through a range of approaches, including Project Based Learning (PBL), Inquiry Based Learning (IBL) and Interdisciplinary approaches. These allow students to explore ideas, issues and themes that are connected and relevant to themselves. Students learn to work independently and in teams, present in formal and informal settings, manage projects and processes and contribute to solving genuine local issues. Staff empower students through a focus on collaborative learning and a commitment to teaching the whole child; intellectually, socially and emotionally, to ensure they develop skills that are future focussed and agile.



Transition to Secondary School

A supportive and ongoing transition program is in place, in collaboration with local primary schools, to ensure a smooth introduction to high school. We also engage in a range of projects with our local feeder primary schools, including projects where primary schools have the opportunity to work collaboratively with our staff to plan and implement projects utilising our facilities and resources. Our Specialist Sports Course (SSC) also provides a range of opportunities to inspire students in upper primary to pursue the SSC program with clinics and workshops provided both on our grounds, in our specialist sports facilities and within the primary setting. Wirreanda Secondary School accepts enrolments from the area bounded by Sherriffs/Pimpala Road, Panalatinga Road, Bains Road, Piggott Range Road, Church Hill Road, Main South Road, Flaxmill Road, and the Southern Expressway. The school accommodates all students within this district as well as students with sibling rights. Enrolment in the Specialist Sports Course is not zoned, but is determined through special entry application to the school.

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.

Curriculum

Our core business is to provide a safe, caring and supportive environment that is achievement-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 year 7-10 students, guided by the Australian Curriculum
- an extensive range of Senior School 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
- a focus on students designing and driving learning through student voice.

Middle School

Wirreanda Secondary School places great importance on setting our students up for success and raising aspirations. We believe this is achieved by supporting our students with positive student-teacher relationships. Middle School leaders and teachers work in a collegiate manner to adopt different ways of using learning spaces, student groups and pedagogy. Teachers are responsible for knowing their students on an individual level and respond to their developmental needs and different learning styles using a variety of differentiated methodologies.

There is a range of opportunities for students to find their passions and talents throughout their time in Middle School. These include exposure excursions, camps, student leadership, entrepreneur, STEM programs, Specialist Sports Course and many more. These opportunities will allow students transitioning from Middle to Senior School to make more informed decisions about their future study and career paths.



Interdisciplinary learning in Middle School

Interdisciplinary learning combines learning from multiple disciplines to develop new ways to think about issues and solve problems. Our future-focused approach to education requires the development of an innovative and engaging curriculum that integrates learning across subjects. Interdisciplinary learning requires academic stretch addressing the knowledge, skills and understanding of the Australian Curriculum, real-world issues that matter to learners, projects that extend beyond the classroom connecting with professionals and the wider community, regular Exhibitions of Learning and assessment of their work. Across the school, students will have many opportunities to engage in interdisciplinary learning, taking students on a journey of creativity and exploration with real-world connections. Students learn problem-solving skills by successfully navigating cross-curricula learning challenges, enhancing engagement and developing a deeper understanding.

Exhibitions of Learning are critical to this approach and allow students to create public tangible products, that solve problems or answer essential questions. Creating public products develops authenticity and encourages higher quality work. Products also make what the students have learned tangible so they can be shared with our community publicly rather than a private exchange between student and teacher. Making student work public is an effective way for students to communicate with parents, community members, and the wider world about what they have learnt and demonstrate what they can do.





Senior School (Years 10 - 12)

Our Senior School philosophy is based around developing a Culture of Achievement, whilst supporting our students to aspire towards success and fulfillment. We achieve this by focusing on the development of skills, knowledge and dispositions that will enable them to become successful, effective learners and members of the community.

Senior School is an exciting and unique time in a young person's schooling. At Wirreanda Secondary School, we view our Senior School students as young adult learners. As students transition between Years 10, 11 and 12, they are increasingly accountable for their learning experience, for communicating with their teachers, balancing their commitments and meeting their obligations. As a result, we afford our Senior School students increased opportunities to design and influence their learning program through the subjects they select, the VET courses they pursue, and extracurricular activities in which they participate.

Pathways to SACE completion

At Wirreanda Secondary School, we provide students with a range of flexible ways to complete their South Australian Certificate of Education (SACE) as this allows students to focus on the skills and subjects that most interest them and complement their future pathways, whilst also exposing them to industries they may not have previously considered. As such, our curriculum design has been driven by the need for Senior School students to exercise choice when designing their SACE pathway. They are provided with a range of options when constructing their personalised English and HASS curriculum, as well having access to a diverse range of subjects in Mathematics, the Sciences, Creative and Visual Arts, Health and Physical Sciences, and Digital and Physical Technologies. Further information regarding the courses currently offered is available in our course handbook.

In addition to the school-based curriculum, Senior School students may also access a variety of VET courses whilst completing their SACE. This often allows students to gain a recognised qualification and credits towards their SACE, whilst completing school-based studies. For further information, please refer to the VET information page.



Vocational Education & Training (VET)

Vocational Education assists students in becoming job ready while remaining at school. It is a combination of broad vocational learning (developing key transferable work skills) and specific industry related skills through Vocational Education and Training (VET).

VET qualifications are recognised across Australia and contribute to achieving SACE. Studying a VET program while still at school can:

- Provide students with a head start in their chosen career
- Make senior school studies more relevant and interesting
- Enable students to work towards completing their SACE as well as gaining a training qualification.
- Provide opportunities to learn “on the job” while undertaking work placement
- form part of an apprenticeship program.

Wirreanda Secondary School has a long tradition of providing vocational pathways for students and has expanded the number of offerings in recent years. Wirreanda Secondary School offers the following VET courses:

- Certificate II Hospitality (Kitchen Operations)
- Certificate II Construction Pathways- Doorways 2 Construction
- Certificate II Engineering Pathways
- Cert III Early Childhood Education and Care

Southern Adelaide & Fleurieu Trade School

The Southern Adelaide & Fleurieu Trade School is a collaborative partnership between secondary schools and area schools within the Southern Region of the Department of Education & Children’s Services.

The Southern Adelaide Fleurieu Trade School works collaboratively to offer a range of VET programs to all students. This provides access to a great variety of VET programs. More information about VET courses offered through the Southern Adelaide and Fleurieu Trade School can be obtained by visiting the website www.safssa.sa.edu.au/.

Short Courses

Students at Wirreanda Secondary School have the opportunity, on occasions, to participate in short courses offered through TAFE or other related Registered Training Organisations (RTO’s). These courses vary in both cost and length. Students who successfully complete such courses obtain credit towards their SACE. More information about VET Short Course offerings can be found by speaking to the VET Leader.

Wirreanda Adaptive Vocational Education Program (WAVE)

The WAVE program is an alternative pathways program for students who have disengaged from mainstream schooling for a number of reasons. WAVE engages students through an individualised approach, which includes specialised case management allowing identification of students' goals and interests and highlighting any barriers. Students are able to achieve SACE, enrol in VET courses and short courses like white card through WAVE.



Continued Building Works with a focus on Teaching and Learning

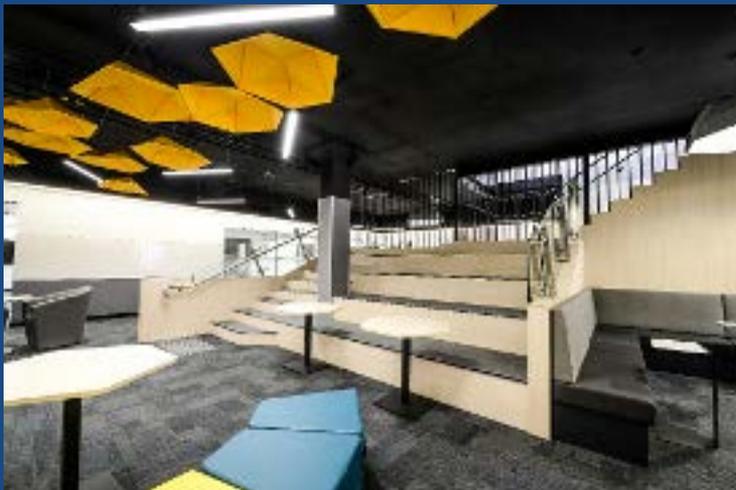
At Wirreanda Secondary School, we have continued to develop flexible and dynamic learning spaces, which incorporate high-level technology and provide collaborative, interdisciplinary opportunities.

Our \$11.5 million major building works were completed in 2021 and have provided new and upgraded facilities across the whole school, including contemporary learning environments for students to develop the skills needed to create their own future. This complements the previous \$2.5 million STEM building fund, which enabled us to refurbish existing facilities to support future STEM priorities.

The vision for our new spaces includes areas for staff and students to engage in critical, creative and design thinking, and for learners to collaborate across year-levels and disciplines. These modern, flexible spaces encourage our learners to be curious, to use their imagination, to be innovative, to develop leadership skills and to work effectively in groups; all vital skills for both civic success and achievement in the jobs of the future.

This vision - to provide a strong framework for Quality Teaching and Learning - has been underpinned by: incorporation of glass to allow natural light; use of open spaces to provide flexibility and encourage collaboration; seamless integration of technology to support a variety of learning experiences; removal of the traditional "teacher desk"; and, the use of acoustics which enable multiple, large groups to come together and/or engage in quiet work. These decisions have been deliberate and made in consultation with the latest research, design and education experts, teaching staff and students.

Our new and refurbished learning environments promote the use of new pedagogies such as inquiry-based learning, problem-based learning, interdisciplinary approaches, and vertical grouping. In addition, the multiple configurations possible within these spaces generate creativity, curiosity and ubiquitous learning as learners become more self-directed, collaborative and flexible through their use of the space.





Inclusive Learning

Our aim is to provide opportunities for all students to succeed in their learning. Wirreanda Secondary School has a number of structures and programs that support students with One Plans, both in and outside of the classroom, including:

- MacqLit Literacy Intervention
- QuickSmart Numeracy Intervention
- Social and Emotional Skill development
- In-class support from Ancillary Staff and Specialised Lead teachers
- Teacher support to adjust/modify learning programs
- Onsite speech pathologist and occupational therapist
- Use of adaptive technologies and
- Connections with external service providers and support networks.

There are a wide range of reasons why some students are identified as needing additional support either in or out of class. Our Inclusive Learning team ensure that each student's learning, social and behavioural needs are planned for and that our school-wide high expectations are consistently maintained.

Students with disabilities attending a Department for Education site will have a One Plan. The One Plan provides a framework for teachers, students and their family to negotiate goals, strategies and modifications that will support the learning needs of students within departmental guidelines.

For students who have a One Plan and are transitioning into Wirreanda Secondary School, transition meetings occur in conjunction with Learner Profile Interviews in Term 4 prior to their commencement. These meetings involve key primary school staff, parents and Wirreanda Secondary School staff to review the One Plan in order for the planning of subject differentiation or accommodation of content delivery for learning in the classroom.

Specialist Sports Course

The Specialist Sports 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 Sports Course is designed to enable those students who can demonstrate a special interest, commitment, and ability in sport to experience an educational program to support their sporting development. This includes the development of skills, knowledge, and fitness for their sport and development in sport related areas such as exercise physiology, coaching, officiating, nutrition, sports medicine and sports psychology.

The aims of the Specialist Sports Course are to provide student athletes with access to:

- Athlete development to maximise performance using a holistic approach
- Development of and actioning a clear Individual Athlete Plan with assistance from the Athlete Development Lead Teacher, Specialist Sports Course Team and additional support services
- Sport Science services, such as coaching analysis, sports injury courses and nutrition. This includes a range of state of the art traditional training methods, strength and conditioning, psychology, recovery, rehabilitation and sport specific skill development
- Sport experience in coaching/officiating
- Various professional facilities within the school environment and within local, state and national sporting communities
- A range of technologies to enhance and aid their individual athlete development.



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