SASPA Conference
Activating Equity

2022-2025

Our school context

- 970 students
- 174 students in onsite TLP program
- 1 Disability Unit classes, 2 Special Classes
- 120 students in Specialist Sport Course
- 106 Aboriginal Students
- TLP students across site - 338 students recommended for tailored learning provision. 170 students in current onsite tailored learning program (WAVE)
- 491 reported for NCCD as needing supplementary or higher support
- More than 50% of students below SEA for literacy and numeracy

Site Improvement

WSS SITE IMPROVEMENT 2025

GUIDING PRINCIPLES
School Vision and values and WSS context
·School community – we are all in this together
·School culture – everyone is responsible
·Inclusive Practices – how we meet the needs of all our young people
·Students are at the centre – how are we having impact (student voice)
·Literacy and Numeracy is central to our approach to improvement

Wellbeing   Equity and excellence

Thrive and prosper
Learn and achieve

Learner agency   Effective learners

GOAL 1: POSITIVE BEHAVIOURS FOR LEARNING (WELLBEING)

GOAL 2: LITERACY & NUMERACY IMPROVEMENT (EQUITY AND EXCELLENCE)

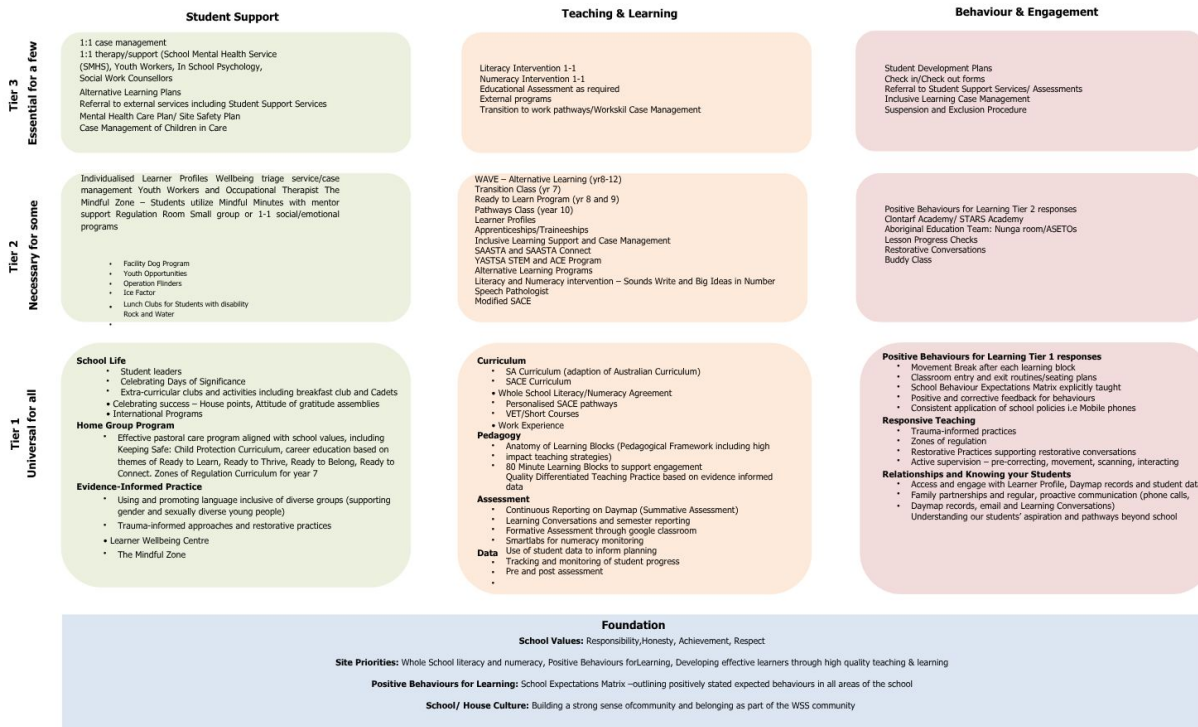**GOAL 3: TEACHING & LEARNING (EFFECTIVE LEARNERS)**

Holistic Approach for our young people

Wirreanda Secondary School: Learner Framework
A holistic approach to supporting all of our young people

Updated 15/10/2024

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, Social Work Counsellors Alternative Learning Plans Referral to external services including Student Support Services Mental Health Care Plan/ Site Safety Plan Case Management of Children in Care	Literacy Intervention 1-1 Numeracy Intervention 1-1 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 Learner Profiles Wellbeing triage service/case management Youth Workers and Occupational Therapist The Mindful Zone – Students utilize Mindful Minutes with mentor support Regulation 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 (yr8-12) 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 Alternative Learning Programs 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 and Cadets • Celebrating success – House points, Attitude of gratitude assemblies • International Programs **Home Group Program** • Effective pastoral care program aligned with school values, including Keeping Safe: 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 **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 • The Mindful Zone	**Curriculum** • SA Curriculum (adaption of Australian Curriculum) • SACE Curriculum • Whole School Literacy/Numeracy Agreement • Personalised SACE pathways • VET/Short Courses • Work Experience **Pedagogy** • Anatomy of Learning Blocks (Pedagogical Framework including high impact teaching strategies) • 80 Minute Learning Blocks to support engagement Quality Differentiated Teaching Practice based on evidence informed data **Assessment** • Continuous Reporting on Daymap (Summative Assessment) • Learning Conversations and semester reporting • Formative Assessment through google classroom • Smartlabs for numeracy monitoring **Data** 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 phones **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 Learner Profile, Daymap records and student data • 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 through high quality teaching & learning

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

Change Journey

- High Expectations, high support
- Clear and consistent expectations and communication
- Resourcing where it is going to make the biggest difference
- Understanding local context and building learning programs to meet the needs
- Literacy and Numeracy intervention

WSS Changes for Impact

2022
- Implementation of PBfL as a whole school approach - 3 year pilot
- Changes to MS structure - year 7/8 house based
- New Principal and leadership structure
- Redesigned Literacy Intervention Model
- Updated and refined SIP (more explicit and targeted)
- Implementation of SWD Learner Profiles for QDTP
- Whole school literacy intervention - literacy classes for year 7 and 8
- Wellbeing focus on student regulation through PL through OT support services

2023
- Update of Anatomy of Learning Blocks aligned to HITS
- New timetable structure (reduced block size to promote student engagement and additional movement breaks)
- Implementation of Modified SACE
- Implementation of improvement sprint PL model to drive whole school improvement
- Middle school structure - aligned HG's to house, all core classes the same, same teacher for Math/Science and English/HASS, updated PBL model, designed MS classrooms to be more fit for the purpose
- Core teacher/ HG teacher model in MS
- Middle School Alternative Learning pilot in WAVE
- Increase in HG program time and intentional design of program
- Transition screening process for year 6 into 7
- Strengthen tier 2/3 social and emotional intervention programs
- Employment of Speech Pathologist with focus on tier 1-3 literacy focus
- Development of Learner Framework and update of SIP to focus on literacy and numeracy intervention
- Redesign of Numeracy intervention - inclusion of Big Ideas in Number as an intervention structure as opposed to previous tutoring model
- Sounds Write intervention, embedded Morphology in English classes
- Learner Wellbeing - tailored service provision by trained staff for tier 2 and 3 students including expansion of Wellbeing team (Youth Worker, OT, In School Psychology, Counsellors, School Mental Health Service)
- Introduction of reset room, zones of regulation curriculum in MS, whole school focus on trauma informed practice as part of tier 1 PBfL practices, increase in interventions (Youth Opportunities, Hoops for Life etc)
- Expansion of breakfast club to 5 days a week
- OT Buy in Service providing OT training and teacher support
- Speech Pathology Charter

2024
- Increase in alternative learning programs to meet the needs of students - Ready to Learn class, Pathways class and transition class
- Learner Wellbeing - Introduction of The Mindful Zone, mentor support, Rock and Water, tiered support structure and intentional referral processes, assessment of tier 2 and 3 students
- Tailored provision tool/ NCCD data collection across site
- WAVE support structure change including change from external provision to internal provision (case managers, mentors and Workskil)
- Teachers supporting across site
- Social/Emotional support and intervention programs
- SVA program pilot
- Inclusion of diagnostic screener tool Smartlab to support intervention identification
- Inclusion of tier 3 numeracy intervention in Semester 2
- Art and Technology immersion subjects in year 7 and 8

2025
- Whole school implementation of wellbeing supports and intervention
- Whole school use of resources, staffing, funding
- Consolidation of Learner Wellbeing framework
- PBfL 3rd year of pilot
- Learner Profiles

Government of South Australia
Department for Education

School Expectations Matrix

WIRREANDA SECONDARY SCHOOL

	ALL SPACES ALL THE TIME	LEARNING SPACES	SHARED SPACES, CANTEEN, LIBRARY, TOILETS	TECHNOLOGY
RESPECT Self, others, the environment & the community	We behave safely We encourage others We respect people's beliefs We put rubbish in the bin We use equipment the right way	We support others to learn We use our manners We keep our spaces tidy	We listen to others We move safely through the school We use respectful language online and face to face We walk on the paths	We only use school permitted devices We use technology appropriately We respect people's privacy online We use technology (including AI tools) to support our learning
RESPONSIBILITY Your actions, your future, our community	We let everyone have a go We have kind conversations We look after each other We leave the school clean and tidy We wear our school uniform	We are proud of what we do We focus on learning We are prepared for class We try our best	We flush the toilet and wash our hands We put our toilet paper in the toilet We leave the space as we found it We listen to who is speaking We are calm	We screenshot, block and report interactions online that make us feel uncomfortable We are prepared with our device charged We place our mobile phone in our lockers
HONESTY Keep your word & your commitments	We give and receive feedback We stay inside school boundaries We own our actions We use movement passes to move around the school	We support others positively We admit our mistakes We participate in our learning	We stay in our place in the line We walk away and report conversations/actions that are inappropriate We wait our turn	We keep smart devices/phones off or in flight mode We give credit to original authors and creators when using their work We keep our passwords private We use our own computer only
ACHIEVEMENT Enable personal growth & the growth of others	We celebrate the success of others We recognise growth We seek and respond to feedback from others We include others We work to repair relationships	We set goals for our learning We acknowledge people's right to learn We see mistakes as learning opportunities	We actively participate in house competitions We are kind to others We support each other to succeed	We use our devices for learning We support others to use devices correctly We turn in our work on time

LEARNING SPACES

RESPECT
Self, others, the environment & the community
- We support others to learn
- We use our manners
- We keep our spaces tidy

RESPONSIBILITY
Your actions, your future, our community
- We are proud of what we do
- We focus on learning
- We are prepared for class
- We try our best

HONESTY
Keep your word & your commitments
- We support others positively
- We admit our mistakes
- We participate in our learning

ACHIEVEMENT
Enable personal growth & the growth of others
- We set goals for our learning
- We acknowledge people's right to learn We see mistakes as learning opportunities

SHARED SPACES

RESPECT
Self, others, the environment & the community
- We listen to others
- We move safely through the school
- We use respectful language online and face to face
- We walk on the paths

RESPONSIBILITY
Your actions, your future, our community
- We flush the toilet and wash our hands
- We put our toilet paper in the toilet
- We leave the space as we found it
- We listen to who is speaking
- We are calm

HONESTY
Keep your word & your commitments
- We stay in our place in the line
- We walk away and report conversations/actions that are inappropriate
- We wait our turn

ACHIEVEMENT
Enable personal growth & the growth of others
- We actively participate in house competitions We are kind to others
- We support each other to succeed

TECHNOLOGY

RESPECT
Self, others, the environment & the community
- We only use school permitted devices
- We use technology appropriately
- We respect people's privacy online
- We use technology (including AI tools) to support our learning

RESPONSIBILITY
Your actions, your future, our community
- We screenshot, block and report interactions online that make us feel uncomfortable
- We are prepared with our device charged
- We place our mobile phone in our lockers

HONESTY
Keep your word & your commitments
- We keep smart devices/phones off or in flight mode
- We give credit to original authors and creators when using their work
- We keep our passwords private

ACHIEVEMENT
Enable personal growth & the growth of others
- We use our devices for learning
- We support others to use devices correctly
- We turn in our work on time

ALL SPACES ALL THE TIME

RESPECT
Self, others, the environment & the community
- We behave safely
- We encourage others
- We respect people's beliefs
- We put rubbish in the bin
- We use equipment the right way

RESPONSIBILITY
Your actions, your future, our community
- We let everyone have a go
- We have kind conversations
- We look after each other
- We leave the school clean and tidy
- We wear our school uniform

HONESTY
Keep your word & your commitments
- We give and receive feedback
- We stay inside school boundaries
- We own our actions
- We use movement passes to move around the school

ACHIEVEMENT
Enable personal growth & the growth of others
- We celebrate the success of others
- We recognise growth
- We seek and respond to feedback from others We include others
- We work to repair relationships

Use of toilets

How we respectfully use our bathroom facilities

- One person at a time in each toilet
- Use the facilities responsibly
- Wash and dry your hands after using the toilet
- Report any damage or grafitti to Student Services

We have provided the facilities for you to increase safety and health in the toilets.
Facilities will be locked for 20 minutes after each bell to ensure each cubicle is clean and free from damage and graffiti.

Evacuation

Guidelines for how we stay safe in an emergency event

- Listen to the bell sounds and words carefully
- If alert is sounded, wait in your classroom If evacuation is sounded, calmly exit your classroom
- Walk calmly to the oval via the quickest path E Block, WAVE, Trade Centre walk past North Courts if safe
- Find your Home Group Cone
- Sit down behind your Home Group cone and wait further instructions
- Wait to be dismissed by year level

Bike Shed

Guidelines for how we use the bike shed and move through the school

- Walk your bike or scooter through the school
- Place your bike or scooter in a free space at the rack
- Only touch your own bike or scooter
- Leave the bike shed as soon as you have put your bike or scooter away

Remember for the safety of others you must walk your bike or scooter through the school.

It is unsafe to ride your bike through the carparks at the start and end of the day as cars will be entering and leaving.

Supervised Study

Procedure for entering the Atrium and beginning study

- Store your bag in your locker before arriving at Supervised Study.
- Bring learning resources and a charged device into Supervised Study.
- Check in with the supervising teacher to be marked present on the roll.
- Make a plan of what you would like to achieve in the study block.
- Work through each task quietly.

Behavioural Expectations:

Ask for permission and a movement pass from the Supervising teacher before leaving the Supervised Study space.

Respect others' right to study by keeping noise level down and the space tidy.

If late to school, sign in at student services before going to the study space.

If leaving school early, sign out through student services.

Behaviour Flowchart

WIRREANDA SECONDARY SCHOOL

- Teachers using proactive strategies and routines to ensure positive and productive classroom environment including seating plans
- Students are engaged in learning

Students Following Classroom Expectations

PBfL Positive Acknowledgements Card

Student Name:

Learning for Life

Respect   Responsibility   Honesty   Achievement

- Teachers use a variety of techniques to keep an safe and inclusive learning environment. including:
  - change of seat
  - refer to explicit expectation on matrix
  - review values and routines
- behaviour can include (but not limited to):
  i. talking over teacher
  ii. using devices incorrectly
  iii. disrupting other students
  iv. walking in and out of class
  v. swearing
  vi. leaving class without a movement pass

Unexpected behaviour is occurring

Responses to behaviour
- Restorative conversation
- Warning
- Make up time
- Clean up classroom
- Community service
- Remove device
- ARD

- Teachers use a variety of techniques to keep an safe and inclusive learning environment.
- Teachers ensures safety of other students
- If appropriate – evacuate the classroom

Unsafe behaviour is occurring

Responses to behaviour
- ARD response
- House Leader intervention
- Take home
- Internal suspension
- Suspension

Jigsaw Activity - Form groups of 4

In your group of 4 each of you will attend a taster session of our 4 areas of focus and then you will come back together and share.

Option 1 - [Literacy and Numeracy Intervention and Whole School Numeracy](#)
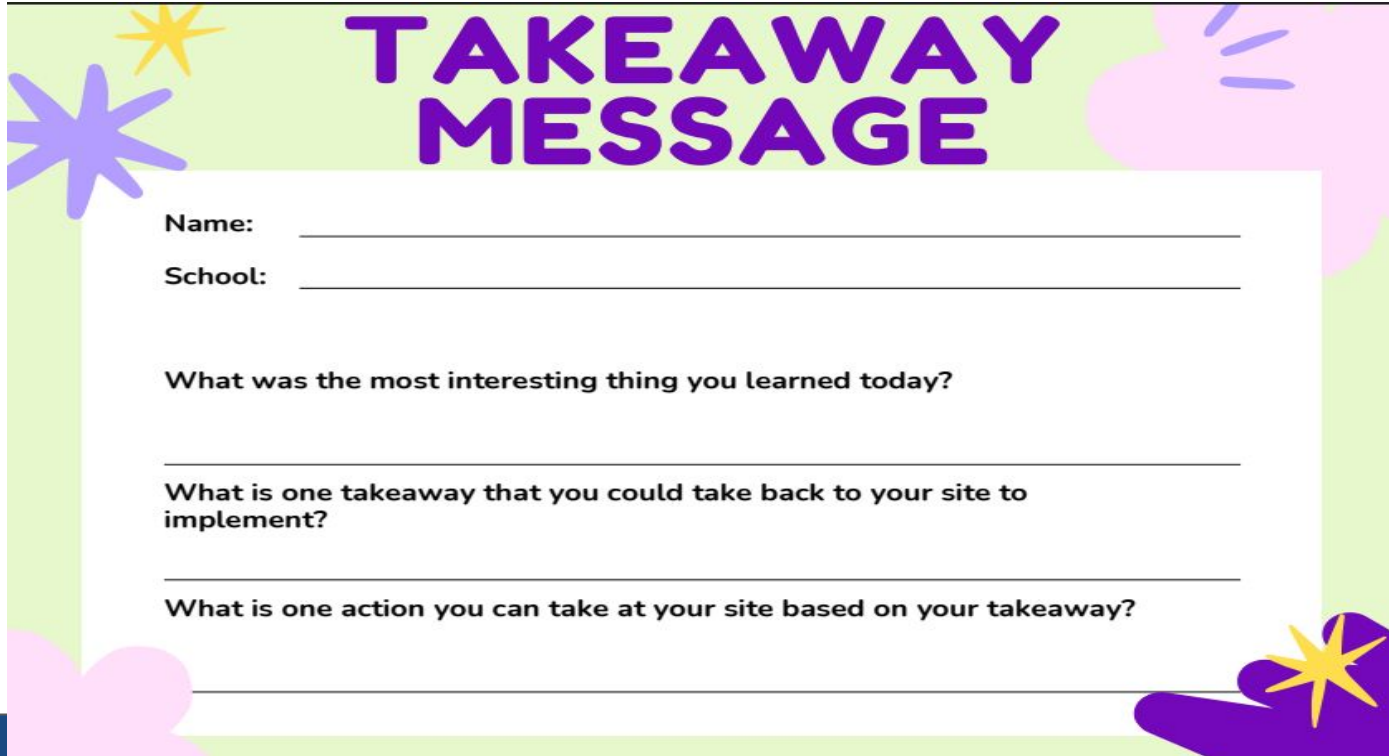
Option 2 - [Wellbeing Structures](#)

Option 3 - [Aboriginal Education and tier 2 and 3 social and emotional interventions](#)

Option 4 - WAVE/Tailored Learning including Ready to Learn, Pathways

Ongoing barriers

- Staffing
- Leadership capacity building
- Increased complexity of students
- Financial barriers
- Inconsistent enrolment numbers/ transient enrolment
- Sheer number of students that need additional support

Takeaway Message

Session Feedback

Please provide session feedback using the QR code below

2025 SASPA Conference Feedback - Breakout Session 3