



Whyalla Secondary College

Inspiring Possibilities

Whyalla Secondary College

2022 annual report to the community

Whyalla Secondary College Number: 1035

Partnership: Whyalla

Signature

School principal:

Tricia Richman

Governing council chair:

Tracey Watson

Date of endorsement:

17 January 2023



Government
of South Australia

Department for Education

Context and highlights

Vision

We provide a welcoming and inclusive learning environment for all members of the Whyalla Secondary College community.

- Learning is differentiated and personalised.
- There is voice, choice and excitement.
- We embrace diversity, respect each other, work, learn and grow together.

Purpose

As a school, we believe are co-creators of a high-quality education – unlocking the potential of every student, inspiring possibilities and lifelong learning.

Whyalla Secondary College created the Site Improvement Plan last year, in preparation for 2022. Staff maintained focus on the three improvement goals to strengthen our collaborative approach to whole school improvement.

Whyalla Secondary College, a new \$100 million state-of-the-art secondary school in Whyalla, designed to accommodate students from years 7 to 12. The school is located on Nicolson Avenue in Whyalla Norrie, between the UniSA and TAFE campuses, forming an education precinct to provide students with strong links to further study options. Whyalla's 3 existing high school campuses, Edward John Eyre High, Whyalla High and Stuart High were amalgamated into the new school.

Whyalla Secondary College opened at the beginning of 2022, providing students in the Whyalla community comprehensive public education. At Whyalla Secondary College, we focus on the processes and perspectives of educators with differing expertise, as well as other professionals who collaborate to make the most of every student's learning journey.

We pride ourselves in delivering high quality teaching and learning where teachers design engaging, challenging tasks that stretch students intellectually and develop them into highly adept thinkers. Our students are encouraged to grow together and become lifelong learners. Our school tagline is 'Inspiring Possibilities.'

We value: Inclusion, Innovation and Integrity.

We do this through;

- Providing an extensive and inclusive curriculum that provides a broad range of subject choices in support of student post school pathways from University and other tertiary education to trade and other employment pathways.
- Respecting our school's diversity by providing a range of educational opportunities to students and families that are inclusive of the wide variety of cultural backgrounds.
- Providing a 'high expectations' learning environment in support of strong academic success.
- Promoting ATRiUM philosophy to provide wrap around support and learning opportunities that develops the physical, intellectual, emotional and social self. We focus on collaborating with families and the school community to provide responsiveness in teaching.
- An emphasis on student voice and leadership supports in the development of student-teacher relationships.
- A unique combination of dynamic young and experienced long serving staff that are committed to student learning and achievement.

We have a total enrolment of 1194 students; 4 English As An Additional Language students; 139 Students with Disability students; 30 Children in Care students and 200 ATSI students.

Governing council report

The WSC Governing Council committee for the first year of the College was made up passionate parents wanting to make sure that the young people in Whyalla have the opportunity to achieve their best. No fundraising balances remaining at any of the previous schools were transferred across to Whyalla Secondary College. This year, the Governing Council facilitates a few fundraising events including, the sporting colours day and the Kyton's fundraiser. Governing Council was able to make a significant contribution to the school, with the following being highlights:

- The Constitution was amended as many more parents were interested in being involved in Governing Council
- An award opportunity was developed for two awards per year level from years 7 through to 12, for students who show an outstanding effort that aligns with the College's mottos of 'Inspiring Possibilities' supported by the values of 'Inclusion, Innovation and Integrity';
- Revision of the uniform policy with the inclusion of white socks;
- Developed a way the opportunity to reduce the speed of traffic along Nicolson Avenue at drop off and pick up times;
- Ensured all other policies and key process statements developed for the College at inception stage were appropriate; and
- Had the opportunity to raise and address any concerns that both students and parents had; engaging in open and honest dialogue at meetings;
- Engaged with the school's ATRiUM philosophy as part of the teaching and learning agenda in a variety of ways.

The Governing Council continued to be regularly briefed by the Principal and other School Executive Leaders on all important aspects of the school, such as the school's Site Improvement Plan (SIP), and Wellbeing/Centacare programs.

Quality improvement planning

Goal 1 – Increase the number of students achieving SEA and higher bands for Reading.

This year, our school has prioritised reading for meaning to increase surface to deeper learning in the middle years by using Before, During and After (BDA) strategies that elicit questioning, reflection and deeper thinking. A whole differentiated learning model was developed which identifies key approaches to support literacy development across the curriculum. This was explicitly implemented into teacher practice across 2022. Leaders worked with teachers to further strengthen the design and use of highly effective closed reading instruction and focus on Before, During and After (BDA) reading strategies across all classrooms. Across years 7-10, there was a large focus on the developing our WSC Teaching and Learning Cycle, with clear processes to support teacher development of Term Plans in all subject areas. Teachers accessed specialised professional learning to upskill in using reading data to utilise in Term Plans. Improved program flexibility and understanding of explicitly teaching texts will support our next steps in improving reading across the school.

Goal 2 - Increase the number of students achieving the SEA and higher bands in Numeracy.

The Mathematics and Science learning area has consolidated their agreed approach to teaching Maths at WSC and implemented the agreed approach to prioritising teaching the mathematics curriculum sequentially and developmentally, by implementing high impact strategies that allow students to move from additive to multiplicative thinking. Next year, they will implement collaborative observations and feedback based on the agreements. This will sit within our Numeracy Improvement Plan for the College. Also, they will continue their work in using Scaffolding Numeracy in the middle years, and LAF Zones to inform and adjust next steps in developing students' ability to develop a sense of number. The Maths and Science leaders have worked with teachers to identify and foreground key Numeracy concepts within their subjects. The teachers developed a number of lessons which make explicit and reinforce Numeracy concepts which they then delivered.

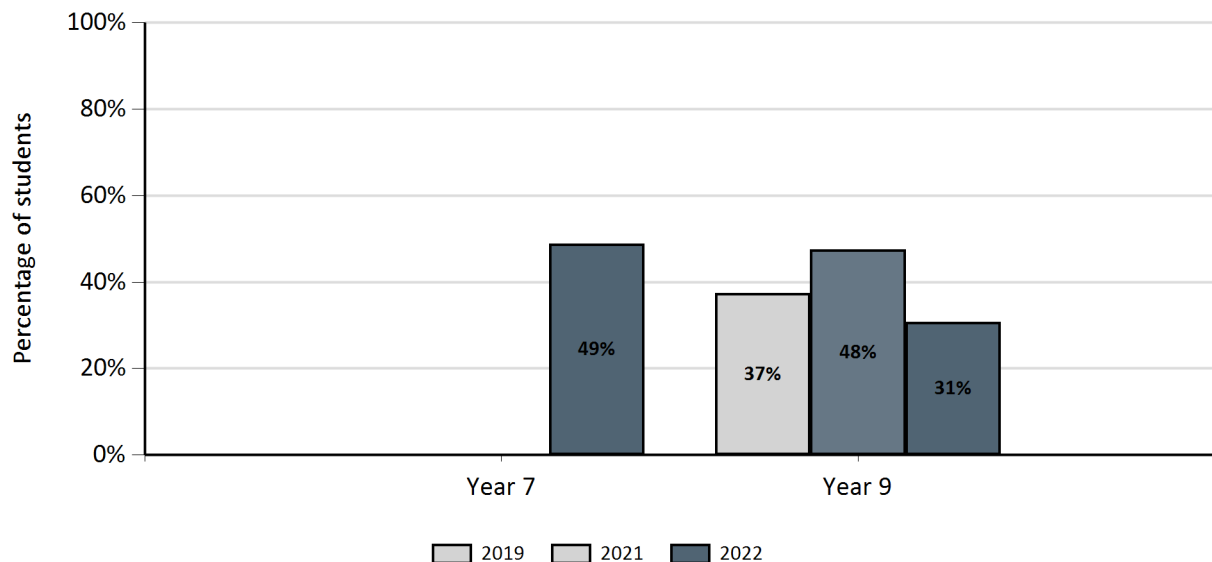
In 2023, Whyalla Secondary College has identified the need to move from two goals to one goal within its School Improvement Plan. This will see us continue a deeper focus on targeted staff professional learning to provide them with the tools to continue our focus on improving reading across the middle and senior years. In particular, Teachers will focus on lesson observations of literacy and/or formative assessment practices will be implemented and teachers will be provided feedback to support them to strengthen their teaching practice. This will be formalised as part of the school's performance and development practices.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

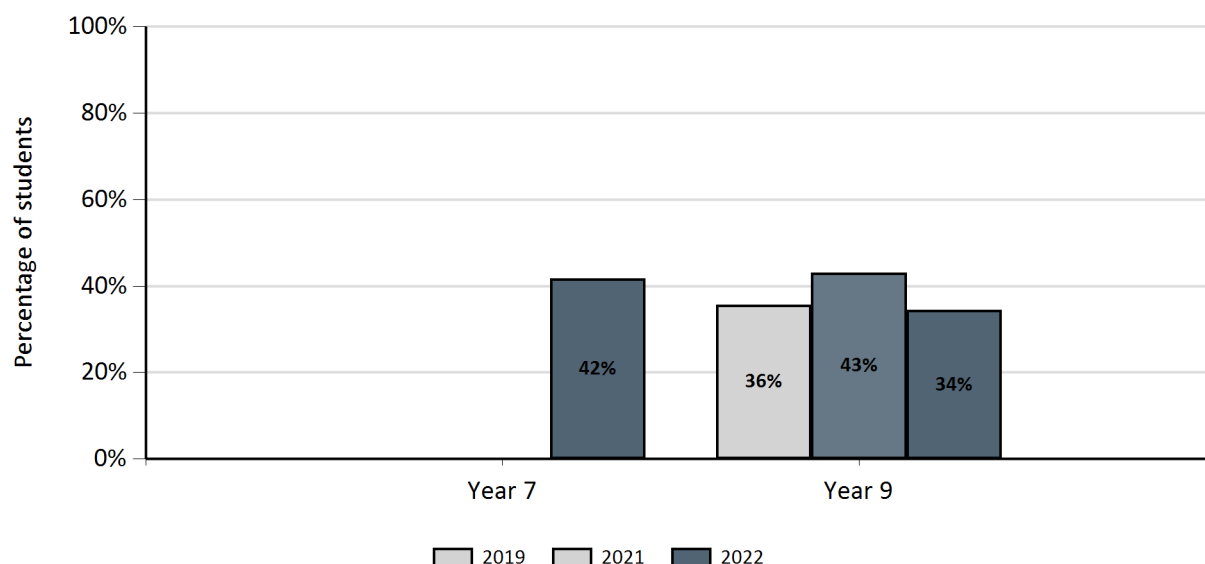


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	225	225	19	12	8%	5%
Year 07 2021-2022 Average	225.0	225.0	19.0	12.0	8%	5%
Year 09 2022	221	221	11	6	5%	3%
Year 09 2021-2022 Average	212.5	212.5	13.0	5.5	6%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

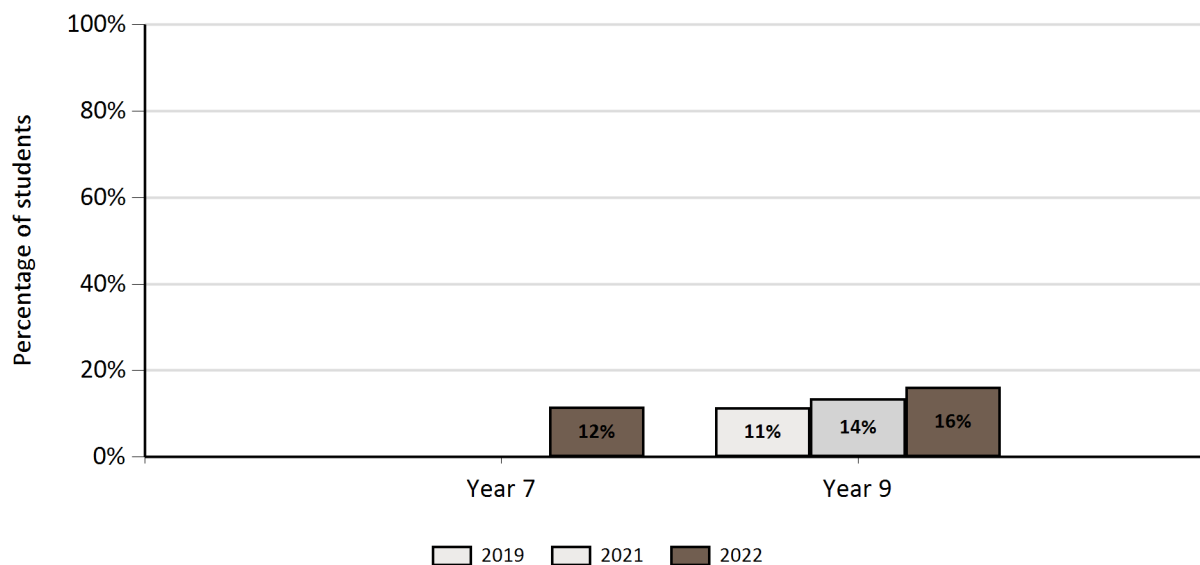
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



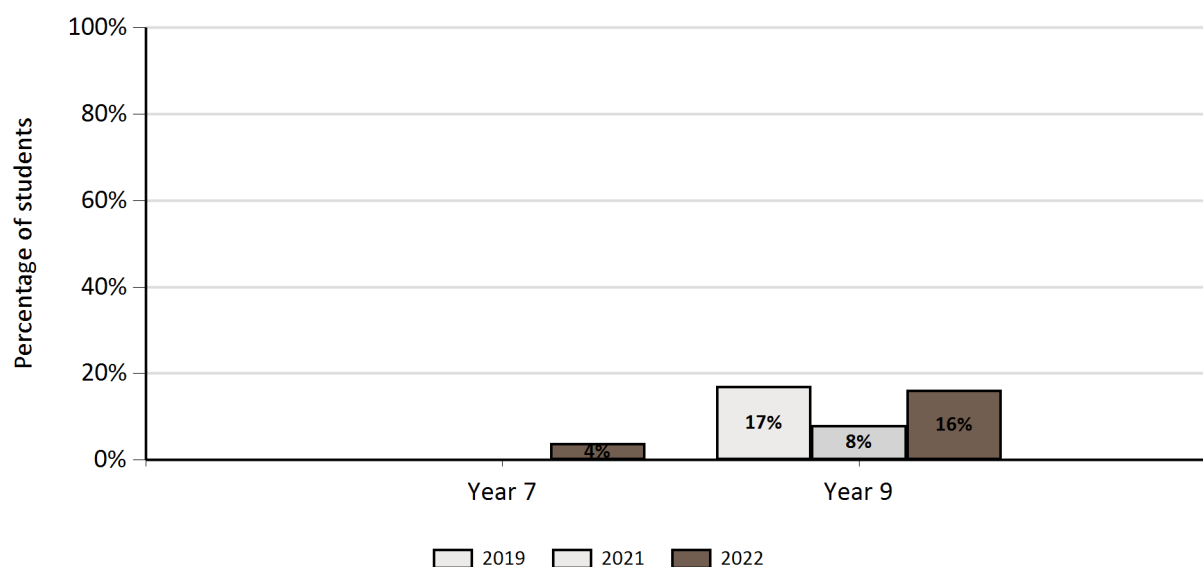
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	26	26	0	0	0%	0%
Year 07 2021-2022 Average	26.0	26.0	0.0	0.0	0%	0%
Year 09 2022	37	37	0	0	0%	0%
Year 09 2021-2022 Average	37.0	37.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Our focus for 2022 (and continuation for 2023) is listed below:

Learner Review Tracking and Identifying – Tier 1

Aboriginal Education Senior Leader:

- Aboriginal Education Senior Leader to attend Learner Review meetings every 3 weeks where Learner Review data highlights student achievement, growth and their observable behaviours in class.

- Senior Leader collates Aboriginal learner data and identifies target students for:

- o AETs (curriculum) to work intensively with for the next 2-week period

- o ASETOs (engagement) to work intensively with for the next 2-week period

- o Referral to Literacy or Numeracy Intervention Coordinators.

Senior Leader shares this information with the Aboriginal Education Team.

Learner Review Intensive Intervention Response – Tier 2

From Learner Review data and target students identified by Executive Leadership and Senior Leader Aboriginal Education:

AETs:

- AET (Literacy or Numeracy) meets with the student to review their achievement data. Determine curriculum/pedagogy intervention steps for teachers and/or the student.

- AET may deliver short bursts of intervention (i.e. how to write compound sentences) or work with the teacher to support QDTP.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Withdrawal Intervention Model (Intervention Coordinators & SSOs):

- Literacy and Numeracy Intervention Coordinators prioritise referrals sent by Senior Leader for supplementary or substantial intervention. This prioritisation is clearly documented in the Literacy and Numeracy Intervention Procedure.
- Literacy and Numeracy Intervention Coordinators communicate with Aboriginal Education Senior Leader when a student is accepted into a withdrawal intervention program.
- Intervention SSOs share participation and engagement outcomes with ASETOs.
- Intervention SSOs share achievement/strategy information with AETs.
- Intervention Coordinators document intervention in One Plan (Support).

Teachers

- Partner with ASETOs, AETs and Intervention SSOs to deliver quality differentiated teaching practice, responsive to each learner's needs, as documented in the One Plan.

Continuing with our focus on Tracking and Monitoring Growth and Achievement in 2023, our school will continue to prioritise clear and detailed documentation of curriculum, instructional and/or environmental adjustments, including cultural considerations in the One Plan.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2022
100%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2022
A+	1%
A	4%
A-	7%
B+	10%
B	15%
B-	18%
C+	20%
C	21%
C-	5%
D+	0%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2022
95%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2021	2022	2019	2020
Percentage of year 12 students undertaking vocational training or trade training	#Error	36%	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	100%	#Error	#Error

School performance comment

NAPLAN

Year 7

110/225 students (48.89%) achieved SEA in Reading.

19/225 students (8.44%) achieved Higher Bands in Reading.

94/225 students (41.78%) achieved SEA in Numeracy.

12/225 students (5.33%) achieved Higher Bands in Numeracy.

Year 9

68/221 students (30.77%) achieved SEA in Reading.

11/221 students (4.98%) achieved Higher Bands in Reading.

76/221 students (34.39%) achieved SEA in Numeracy.

6/221 students (2.71%) achieved Higher Bands in Numeracy.

SACE

Year 11

Stage 1 students showed consistent achievement across semester 1 and 2. The percentage of students who achieved A's overall is 12.4%, B's is 20.2%, C's is 60.8% and D/E's is 6.7%.

School Based Apprenticeships

As a school community we remain passionate and committed to the continual improvement of our school in order to maximise the opportunities for all our students and families. Our school signed up 27 new apprentices/trainees this year, making a total of 32 students who have undertaken a school-based apprenticeship (SBAT). WSC has 16 continuing students who successfully completed their SACE through SBAT this year. Our school supported 48 apprentices/trainees in total in 2022.

Entrepreneurial Learning

Our school held a year 9-10 Market Day, which saw 4 of our students win in the state-wide prize in the ShareMarket Competition. Year 7-8 students participated in the Microsoft Hackathon Challenge day, where 6 students came in the top 10 across Australia and received a National Award. 1 student achieved top marks in her business subject through the UniSA Accelerate Program in Business – our first student to complete a university subject within her SACE certificate. Year 7-12 students participated in a national career week, where WSC partnered with Workabout to support Aboriginal students in the Aim Higher program. We were also recognised as the first school in South Australia to partner with the accredited program, Ticket to Work for our students who access learning in our inclusive space.

Transition into High School

Vital connections were developed between WSC and the primary schools within Whyalla to successfully transitioned 212 students. Our teachers utilised information provided by primary teachers to develop Learning Plans that support individual learning and behaviour goals to better understand the pedagogy and curriculum approaches. This partnership also allowed our leaders to understand where Year 6 and 7 students were with their learning, and how we could value added when they started at the beginning of the year. Our Whyalla wide transition days were very successful in introducing the double cohort to the school's values – we were able to teach our younger students about the importance of ATRiUM philosophy through a range of team building activities. The teacher recruitment process for primary school teachers to make the transition to high school was a successful experience for WSC. From the process, we had a number of primary school teachers who joined our teaching team at the beginning of the year.

Centacare Services

The School Counselling Program is a highly confidential and professional service which supports and assists students with any personal, family or school issues that may be affecting them. This is a contract service offered by Centacare Catholic Country SA within Whyalla Secondary College to support student's wellbeing throughout their time at school. The school counsellors have a Bachelor in Social Work and are trained in therapeutic interventions. The aim of the School Counselling Program is to support a student to explore options and ways to cope with any situation. The School Counselling Program has assisted with issues related to: Family, Mental health, Stress management, Time management, School, Conflict, Anger, Bullying, Friendships, Self-esteem, Body image, Grief and loss, Relationships and Communication.

Attendance

Year level	2022
Year 7	77.8%
Year 8	80.8%
Year 9	70.0%
Year 10	64.8%
Year 11	71.5%
Year 12	82.1%
Secondary Other	72.6%
Total	74.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

WSC has clear key process statements and procedures for recording, monitoring and following up attendance. Year Level and Wellbeing Leaders meet weekly to follow up chronic and habitual non-attendance through 3-week learner review cycles, which identify student absence at percentages deemed 'at risk'. Oversight of non-attendance across each year level is managed by the Assistant Principal (years 9 and 10), who is responsible for whole school attendance, and supported by the Year Level Leaders, MiND teachers and Student Services SSO's. Parents accessed Daymap to view student attendance in real time. SMS messages were sent when students were absent. 'U' attendance was reduced each term through teacher follow-up and careful monitoring by student services and year level leaders. A highlight for the College this year was minimising the number of students who were truant through our newly developed Truancy Procedure. If parents receive a text message, they are then asked to communicate with their child to present themselves to their respective year level community service. This procedure has seen the truancy rates drop from 1410 records in Term 3 to 945 records in Term 4.

Behaviour support comment

This year, the proportion of suspensions decreased across each term, with the number of student exclusions also slightly decreasing. Students at WSC provided feedback to staff that the teachers and leaders are responsive and proactive when dealing with matters associated with bullying and harassment. As part of the Professional Learning improvement plan, wellbeing sessions were organised by the wellbeing team who ran sessions during Tuesday staff meetings that focus on proactive information that empowers students to take positive action and responsibility when confronted with a range of issues while working in a complex school environment. All staff have engaged in Restorative Practices professional development; these strategies are well-documented in our Positive Behaviours for Learning Key Process Statement, which all teaching staff utilise to support behaviour in their classrooms. The appointment of 5 Centacare Counsellors has contributed towards building strategies in students to deal with their social and emotional wellbeing that empower young people to self-regulate, improve resilience and take on responsibility.

Parent opinion survey summary

Effective communication was an area that indicated significant as an area of strength, with most parents indicating a preference for emails, Daymap portal and published school newsletters. Parents also have a high regard for the importance of education in their child's life and acknowledges the challenges that in its first year with 10 schools (7 primary schools and 3 high schools) amalgamating into one school. Areas for growth is focused on providing parents with the opportunity to have input and have useful discussions about their child's learning, and clearly promoting the school's behaviour processes with community knowledge and understanding. We continue to seek new ways to communicate with parents and ensure that they are well informed and included in decision making where possible. We work closely with our Governing Council and Student Leadership to seek ways to improve.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	2	0.8%
DE - DECEASED	1	0.4%
IL - ILLNESS	2	0.8%
NG - ATTENDING NON-GOV SCHOOL IN SA	45	17.7%
NS - LEFT SA FOR NSW	5	2.0%
NT - LEFT SA FOR NT	7	2.8%
PA - PARENTING/CARER	6	2.4%
PE - PAID EMPLOYMENT IN SA	29	11.4%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	35	13.8%
QL - LEFT SA FOR QLD	10	3.9%
SM - SEEKING EMPLOYMENT IN SA	52	20.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	41	16.1%
U - UNKNOWN	6	2.4%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	1.2%
VI - LEFT SA FOR VIC	2	0.8%
WA - LEFT SA FOR WA	8	3.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Whyalla Secondary College follows the Department for Education Relevant History Screening requirements. All employees are screened through the Teacher's Registration Board and the Working With Children Check. Parent volunteers also have WWCC screening, complete Responding to Abuse and Neglect training online and participate in site induction sessions to familiarise themselves with site protocols and procedures.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	22
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	12.0	0.0	4.0
Persons	0	12	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$15,966,727
Grants: Commonwealth	\$0
Parent Contributions	\$550,145
Fund Raising	\$0
Other	\$163,259

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was used to look at additional resources for engagement and tools for dealing with inconsistent behaviour.	Establishment and promotion of the schools Positive Behaviours for Learning Key Process Statement.
	Improved outcomes for students with an additional language or dialect	One to one support with students, flexibility in teaching and learning approaches and assessment, additional support offline when required.	Literacy and Numeracy Achievement.
	Inclusive Education Support Program	One to one classroom support to help meet educational outcomes. Specific intervention plans were also put in place to support learning outcomes.	Increase support provided to students from years 7-12 who partook in curriculum conversations or our subject counselling process to support individual pathways.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>To reduce social and financial barriers faced by isolated/indigenous students in order to increase the ability to fully participate in education within the school community, while improving their potential to remain at school and complete their secondary education.</p> <p>Numeracy and literacy improvement through resources, alternative classes and Career Ready Program where necessary.</p>	Students access a greater range of resources. Increase in attendance at educational excursions. Increase in engagement and targeted programs.
Program funding for all students	Australian Curriculum	Support Services staff and AESTO's to support with homework club after school on Wednesdays.	Increase in student achievement in literacy and numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	Improving the results that students achieve by reducing class sizes, providing greater assistance and support for students with disabilities or behavioural problems.	Targeted intervention resulted in increased education achievement in subjects.
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

