

School Context Statement

School number: 1035

School name: Whyalla Secondary College

School profile:

School Vision Statement

Whyalla Secondary College has a clear vision of the person we hope our students will become.

We aspire to provide a stimulating and challenging education that builds upon the vast and varied talents and interests of our diverse community, preparing our students for all pathways. We aim to foster not just academically successful students, but socially informed, culturally competent, responsible, multi-talented young citizens. Our tagline, 'Inspiring Possibilities', reflects our passion to encourage different ideas, cultures, paths and experiences. We strive to empower our students to seize the day and turn their potential into the possible.

The College values support this vision with a focus on *Inclusion, Innovation and Integrity*.

Built in 2021, Whyalla Secondary College opened its doors in January 2022 and caters for students from Year 7 to 12. Our objective, promoted through our school values, is to create lifelong learners who can problem solve, think critically and creatively, and conduct themselves ethically, in a continuously evolving global environment. These core values underpin the collective consciousness of the school and are brought to life through the school interactions and personal beliefs of staff, students and Whyalla community.

Whyalla Secondary College is an ATRIUM focus school which is evident in everything we do in years 7 to 12. Instead of differentiating the places for education, we focus on providing a personalised differentiated curriculum that enhances student voice, choice and engagement to make the most of every student's learning journey. In addition to traditional subject knowledge and skills, our curriculum has a central focus on the ATRIUM capabilities where students will be actively learning, creatively thinking, relating to others, using language through symbols, ICT and being able to manage self. Competency in all five capabilities will assist students in developing effective employability skills, setting them up for success as empowered community citizens.

1. General information

School Principal name: Tricia Richman

Deputy Principal name: Christina Nicholas

Year of opening: 2022

Postal & location address: 117 Nicolson Avenue, Whyalla Norrie SA 5608

Department for Education Region: Whyalla Partnership

Geographical location: Whyalla is located 396km northwest of South Australia's capital, Adelaide and is the largest city in the Upper Spencer Gulf region.

Telephone number: 8668 9600

School website address: <https://wsc.sa.edu.au>

School e-mail address: dl.1035.info@schools.sa.edu.au

February FTE student enrolment:

	2022 (August)	2023
Year 7	212	170
Year 8	187	203
Year 9	201	181
Year 10	202	191
Year 11	183	181.2
Year 12	159	160.4
ATSI (inclusive)	197	179
NESB enrolment	29	32
Students with disabilities	139	141
School card	322 (December)	194

Staffing numbers:
Leadership

- Principal
- Deputy Principal
- 3 x Leader B5
(Assistant Principal 7/8, Assistant Principal 9/10, Assistant Principal 11/12)
- 3 x Leader B4
(Student Pathways, Daily Organisation and Timetabling x2)
- 4 x Leader B3
(Numeracy / Universal Reasoning, Literacy / Global Perspectives, Inclusive Learning, Aboriginal Education)
- 4 x Leader B2
(The Arts, Wellbeing, Specialised Pathways, Intervention)
- 11 x Leader B1
(Flexible Learning, SAASTA, Body and Mind, Year 7, Year 8, Year 9, Year 10, Science, Future Technologies, Wellbeing, Home Economics)

Total Teaching staff: 69

Total SSO staff: 58

Public transport:

Des's bus company provides transportation services on a daily basis -

<https://www.des.com.au>

Special site arrangements:

- Mint Café hold the school cafeteria contract.
- Centacare staff operate from the Interception space on a weekly basis to provide on-site counselling services for students.
- Des's cabs have a contract with the college to provide daily transportation services for students.
- Clontarf and Shooting Stars provide support for our Aboriginal community.

2. Students (and their welfare)

General characteristics:

Students attending Whyalla Secondary College primarily live in the Whyalla township and nearby surrounding areas. The high proportion of School Card holder across the site indicates the socio-economic complexities of our school community. Most students are from English speaking families and a range of socio-economic backgrounds.

- SWD – 13%



- EALD – 10%
- ATSI – 17%
- School Card – 27%

Student wellbeing programs:

- SHiNE sexual health program
- Child Protection Curriculum

Student support offered:

- Centacare
- Breakfast club
- Emergency lunches
- General hygiene products
- Loan uniforms

Student management:

Student management is supported through a range of policies including our Positive Behaviour for Learning and Truancy policies which clearly outline proactive strategies and responses to negative behaviour. Students are also supported through SSO's and ASETO's in class support, the Interception space supported by Centacare staff and Reset room for Spencer Gulf students.

Student government:

- Student leadership team
- House captains
- Year 12 formal committee

Special programs:

- MacQlit
- Quicksmart Maths

3. Key School Policies

Site Improvement Plan: [School Improvement Planning template \(wsc.sa.edu.au\)](https://www.wsc.sa.edu.au/School-Improvement-Planning-template)

Annual Report 2022: [1035_SiteAnnualReport2022.pdf \(wsc.sa.edu.au\)](https://www.wsc.sa.edu.au/1035-SiteAnnualReport2022.pdf)

Policies, Processes and Procedures: [Whyalla Secondary College - Department for Education \(wsc.sa.edu.au\)](https://www.wsc.sa.edu.au/Whyalla-Secondary-College-Department-for-Education)

4. Curriculum

Curriculum Guide: [Curriculum-Guide-2023.pdf \(wsc.sa.edu.au\)](https://www.wsc.sa.edu.au/Curriculum-Guide-2023.pdf)

Subject Recommendations Booklet: [Subject recommendations for career pathways \(wsc.sa.edu.au\)](https://www.wsc.sa.edu.au/Subject-recommendations-for-career-pathways)

Subject offerings:

Middle Years:

Students have an increasing choice of subjects from years 7-10, enabling them to engage with all learning areas.

In the middle years, students study subjects from all 8 learning areas:

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Language (Italian)
- Design and Technology
- The Arts (Music, Drama, Dance, Media)

In years 7 and 8, all students engage in Literacy and Numeracy for Life, a site-initiated subject which requires students to develop and apply their literacy, numeracy and 21st century learning skills in an inquiry-based context.

Year 10 students are introduced to SACE when they study Exploring Identities and Futures.

Senior Years:

Year 11 and 12 students study the SACE. The school offers a wide range of SACE stage 1 and stage 2 subjects and is supportive of using the flexibilities in the SACE to maximise the potential for every student to achieve their SACE.

- All transitional pathways are supported through the SACE program offered – University, VET, other RTO's, school to work transition.
- Students have access to regional VET and training with other RTO's.
- Students engaged in traineeships and apprenticeships are fully supported to complete their SACE.

The range of Australian Curriculum and SACE subjects on offer can be found in our Curriculum Guide linked above or on the Whyalla Secondary College website.

Open Access/Distance Education provision: Students can study specific subjects through Open Access if a class is not offered at Whyalla Secondary College.

Special needs: Spencer Gulf is a modern, engaging, inspiring and safe learning space where students seek assistance and support in the areas of literacy, numeracy and ATRiUM capabilities catering for students with a complex range of learning needs and intellectual disabilities, including Down Syndrome and Autism Spectrum Disorder. The learning space is divided into 4 classes, each with an enclosed huddle for use as a withdrawal space, or small group work and a dedicated enclosed yard area for safe play. Each class has a designated teacher and SSO to provide support in a smaller class environment of no more than 12 students at a time. These classes can work together or separately depending on the learning that is occurring. Enrolment into Spencer Gulf is facilitated through state wide processes where a panel considers all applications and refers students to the most appropriate learning environment.

Other identified IESP students are supported by SSO's in the classroom, literacy and numeracy interventions and classroom differentiation using Tomlinson's model of differentiation where teachers differentiate the content, processes and product according to the student's readiness, interests and learning profile.

Special curriculum features:

SAASTA (South Australian Aboriginal Secondary Training Academy):

SAASTA provides Aboriginal high school students with the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture.

SAASTA Connect is a curriculum program for year 9 Aboriginal students that acts as a pre-entry engagement and incentive program for students who are intending to enrol in the Whyalla SAASTA academy in years 10, 11 and 12.

Through the SAASTA Connect program, students focus on healthy living, cultural identity, Aboriginal languages, traditional sports and respectful relationships.

SAASTA Academy for Aboriginal students in years 10 to 12 takes place in a structured and highly supportive classroom environment by SAASTA teachers with the assistance of ASETO's and relevant community members to support learning. In addition to the educational outcomes achieved by our students, we place a strong emphasis on enabling them to grow as people, connect with their culture and develop their leadership. As a result of this focus, SAASTA students are considered ambassadors and role models who represent not only SAASTA but Whyalla Secondary College, their families and the Whyalla community.

Flexible Learning Options:

Whyalla Secondary College offers additional programs to address learning barriers in young people through various levels of intervention. Most students engage in classes where staff use a range of quality differentiated teaching practices to address learning needs. The two intervention classes we offer are called Integrated Learning and Flex.

Both programs have a reduced class size, are supported by an SSO, and have the flexibility to be transitioned to the most suitable program on a bi-termly basis. Integrated Learning is a full-time onsite program focused on embedding literacy, numeracy and other essential skills and knowledge in project based, hands on learning. Flex is located at the adjoining TAFE campus and delivered as a part time program catering for students who face additional barriers to learning and engagement, focusing on addressing these barriers to support transition back into mainstream education or employment.

Pro Active Programs:

Several proactive programs are facilitated at Whyalla Secondary College to assist student learning in making better choices in education. These programs include Operation Flinders, Duke of Ed, Youth Opportunities and the Young Women Lead program.

Student assessment procedures and reporting:

Whyalla Secondary College uses the DayMap learner management system to communicate assessment tasks, provide written feedback, allocate grades for tasks and summative semester reports. Ongoing Learner Review assessment is completed every 3 weeks to track student achievement and engagement. All students are assessed against the Australian Curriculum achievement standards and SACE performance standards in accordance with Department for Education policies. Parents also have the opportunity twice a year to meet with staff to discuss their child's learning during Learning Conversation events or contact individual teachers as needed via phone call or a meeting.

Joint programs:

Industry Connections

Whyalla Secondary College has a partnership with TAFE SA and other RTO's who offer students the opportunity to complete nationally recognised certificate courses alongside traditional learning via our Industry Pathways Program. The Industry Pathways Programs are designed to provide educational opportunities and advancement for students who have identified specific areas of interest for their pathway. Working with our partners across industry, tertiary education institutions and the wider community, there are a number of specialist programs available. All specialist programs are designed to allow students to be eligible for SACE completion and an ATAR ranking (University entry).

Local Delivery:

Smaller schools across the Eyre Peninsula are supported by our staff to offer stage 2 curriculum opportunities via local agreement. Staff deliver online lessons to students in these communities and visit each term to work intensively with students face to face supporting learning across the region.

5. Sporting Activities:

- Sports Day
- House Madness Day
- Staff vs Student games (basketball, netball, volleyball)

6. Other Co-Curricular Activities:

Social Club, school band, House Madness Day, Sports Day, camps and excursions, significant cultural days such as; Reconciliation Week and NAIDOC week, awards night, whole school and cohort assemblies, Harmony Day, IDAHOBIT day, book week, numeracy & literacy week, Wear It Purple! Day and R U OK? Day

7. Staff (and their welfare)

Staff support systems

Staff PD around Restorative Journeys with Kerrie Sellen, visits from Department for Education Organisational Psychologists focus around team building, staff meetings (general information, team building activities), training opportunities with Plink, SHiNE training, first aid training, Employee Assistance Program.

Performance Management

Personal Development Plans (PDP) every 6 months.

Staff utilisation policies

The Deputy Principal works collaboratively with the Daily Operations Leader and Learning Area leaders to deploy teaching staff to classes. Each year, staff can provide information to their Line Manager or Learning Area Leader regarding their skills and interests. This is done through both their PDP and an annual questionnaire that is answered on an individual basis.

Access to special staff

3 x Instrumental Music teachers

8. Incentives, support and award conditions for Staff:

Travelling time: 396km from Adelaide, 5-10-minute local drive

Housing Assistance: Available

Relocation assistance: Available for teaching staff

Please click on the following link for further information regarding the availability of country incentives [Country incentives and support for teachers and leaders \(edi.sa.edu.au\)](http://edi.sa.edu.au)

9. School Facilities:

Buildings and grounds: The school is in excellent condition as it opened in January of 2022. The preventative maintenance schedule is extensive although to be expected with a facility of this size. Works pending include; removal of wall in building 1 to enable Music stores to be made into a teaching room.

Heating and cooling: The school has extensive heating and cooling throughout which is managed through the Building Management System.

Specialist facilities and equipment:

- Theatre space with retractable seating for 200+ people
- Full industrial kitchen
- Inclusive Education Centre (Spencer Gulf)
- Library
- Specialist CAD/IT space
- Design and Technology Centre catering to Woodwork
- Textiles
- Art with clay room and kiln
- Food Technology kitchens
- Two court indoor gymnasium
- Full fitness centre (weight rooms)
- 5x multipurpose outdoor courts
- 2x soccer pitches
- 1x AFL sized oval
- Outdoor Education equipment
- Health Science programs
- SAASTA academy
- Shooting Stars programs on site
- Clontarf program on site
- 5x Centacare counsellors on site full time
- VR room (Lumination)

**Student facilities:**

- Canteen
- Senior school lounge (year 12 common room)
- Student leaders
- Social club programs
- Access to Centacare counsellors
- Interception room
- Heat and eat areas in learning commons
- Huddles

Staff facilities:

- Canteen
- Staff lounge including; vending machine, coffee machine, fridges, microwaves
- Teacher bases
- Staff social club
- Access to Centacare counsellors

Access for students and staff with disabilities:

- Lift access to all floors
- Ambulant toilets
- Full ambulant bathroom facilities

Access to bus transport:

- 2x free school bus services in am and pm for students
- School bus
- Mini van

10. School Operations:

Decision making structures:

The school works within DfE policies, procedures and guidelines and enacts local practices to ensure compliancy.

Most decision making will occur with the 'Stakeholder' group/team responsible for leading the area in question. Currently the standing groups/teams are:

- Executive Leadership Team
- Whole School Leadership Team
- SACE Team
- ATSI Team
- Inclusive Education Team
- IT Management Team
- WHS Team
- Governing Council
- Finance Advisory Committee

Changes to local policies and practices that affect the whole of site are taken to the Executive Team, through to Leadership, staff, students, parents/carers, and Governing Council.

Regular publications:

Whyalla Secondary College communicates with the community through fortnightly newsletters, daily Facebook posts, curriculum guide, staff handbook, student parent handbook, subject recommendations booklet, weekly website updates, monthly Whyalla News features.

Other communication:

The school also uses Instagram, YouTube and our official website.

School financial position:

The Business Manager collaborates with the principal to ensure a robust budgeting and budget monitoring system is in place. The school is financially stable. All Leaders have a budget, and the management of this budget is identified through their Job and Person specification.

Governing Council have agreed to maintain school fees at the allocated base level set by the Department.

11. Local Community

General characteristics:

Whyalla is located on Eyre Peninsula's Spencer Gulf in South Australia, a warm climate with accessible ocean shores. With vivid scenery, small city charm, mystic outback landscapes and year-round activities to do. Locals are awed by vivid colours and textures that shape Whyalla.

Parent and community involvement:

Governing Council, fundraising committee.

Feeder schools:

- Nicolson Avenue Primary School
- Memorial Oval Primary School
- Hincks Avenue Primary School
- Fisk Street Primary School
- Long Street Primary School
- Whyalla Town Primary School

Other local care and educational facilities:

- Whyalla Special Education Centre

Commercial/Industrial and shopping facilities:

Other local facilities: Whyalla Hospital Services, two aged care facilities, a selection of dentists, orthodontists, chiropractors, physiotherapists, general practitioners and pharmacies.

Availability of staff housing:

Government housing is available for teaching staff

Accessibility:

Bus:

Website: [Bus Timetables & Bookings - Stateliner](#)

Duration: 4-5 hours from Adelaide CBD

Average cost: \$69.90

Airplane:

Average cost: \$420

Duration: 40 minutes from Adelaide

Driving:

Average cost: dependant on fuel prices

Duration: 4 hours from Adelaide

12. Further Comments

Whyalla Secondary College provides a supportive and collegial working environment for staff. There are opportunities for growth and development both as a lead practitioner and leader.