

SCHOOL CONTEXT STATEMENT

Updated: 05/15

School number:

1364

School name:

Warriappendi School

1. General information

Part A

School name : WARRIAPPENDI SCHOOL
School No. : 1364 Courier : Western
Principal : Mr. Chris Brandwood
Postal Address : 1 John Street, Marleston 5033
Location Address : 1 John Street, Marleston 5033
Partnership : Le Fevre Peninsula
Distance from GPO : 10 kms Phone No. : 08 82933137
CPC attached : NO Fax No. : 08 82971931

February FTE Indigenous Enrolments **2006 2007 2008 2009 2010 2011 2012 2013 2014**

Secondary.

Year 8	5	1	10	10	4	6	8	13	10
Year 9	14	7	8	10	13	12	10	6	9
Year 10	9	19	7	9	10	11	12	11	5
Year 11	8	11	10	3	9	12	9	11	10
Year 12	8	7	9	11	5	4	6	10	8
Year 12 plus									

TOTAL **44 45 44 43 46 45 45 51 43**

enrolments based on August census

Part B

• **School e-mail address** DI.1364_info@schools.sa.edu.au

• **Staffing numbers**

8.2 FTE teaching staff (including AP, Coordinator, Principal and Tier 2).

1 Aboriginal Secondary Education Transition Officer, two SSO's and a groundsman/bus driver.

• **Partnership** : The school is a member of the **Le Fevre Peninsula Partnership** as the majority of enrolments reside in the suburbs of western Adelaide.

• **Enrolment trends**

Enrolment target is 45 due to the size of the site. Student numbers fluctuate due to high mobility and attendance challenges. The demand for places is consistent.

• **Special arrangements**

: The school has a DECD bus, which collects and delivers students from the Western Suburbs. All other students are supplied with bus tickets.

Year of opening :1980.

- **Public transport access**

: The 167/168/720 bus taken from Stop 6 on King William St for students travelling from the city. This bus stops on Richmond Road near the corner of Richmond and South Roads (Stop No 3).

2. Students (and their welfare)

- **General characteristics**

:Warriappendi School is a DECD School with 100% Aboriginal cohort. Students come to the school seeking a second chance to achieve success in secondary schooling. Students have had previous difficulties negotiating secondary school with non-attendance, behavioural and social and emotional challenges. Almost all students are ESL students with an Aboriginal language as their home language and the majority are urban students. Many have missed significant schooling and therefore have multiple challenges in literacy and numeracy. The proportion of identified Special Education students is often 20-30%.

While the school is available to students from all areas of Adelaide the majority come from the west between Marleston and Port Adelaide. Over 95 percent of the students are eligible for School Card. Many students have a Families SA social worker and live in extended families in need of support. Some of our students are referred through the Interagency referral process.

To enrol, students and their carers are invited to an initial meeting with the Student Services Coordinator and ASETO to discuss the enrolment conditions, share information and take a tour of the site. Students may be declined a position in the school, based on a range of factors relating to the appropriateness of the placement and ceiling numbers. The Principal and leadership team uses discretion to assess the school's ability to offer programmes to individual students. The school uses a range of strategies to re-engage young people including personalised programs on a full and part-time basis. The school has developed an environment that gives students involvement in decisions and individual support to improve their learning outcomes. The staff is highly skilled with curriculum development and behaviour management and are fully committed to teaching and learning. There is a focus on SACE completion, VET and future pathways.

- **(Pastoral) care programs**

:The social and emotional well-being of students at Warriappendi is fundamental work. A holistic approach to pastoral care involving all teachers is in place. This is a key focus and is identified in school purposes and directions. The supports include health programs for all students, regular and ready access to Aboriginal Youth Workers (2 on site), individual case management, a range of individualised services from other agencies and close links with Aboriginal health and support organisations. The school has two school based Youth Workers (Tirkandi) who case manage students identified as needing support relating to attendance and retention. An essential feature of the philosophy of the school is the development and maintenance of quality student/teachers relationships.

- **Additional Support offered**

- Staff participate in debriefing sessions at the end of each school day. This has two purposes – supporting psychological welfare of staff and allowing discussion of student issues and needs.
- All students are provided with free transport to and from school
- All students are involved in the school breakfast, recess and lunch program
- Focus on Future Pathways including Work Education, Work Place training, VET, links with MAYFS programmes, Flexicentre etc.

- Student recreation programs with outside providers
- On site support from youth workers through the Tirkandi Project (Soc. Inclusion project)

- **Student management**

:The staff are fully committed to supporting the students in taking responsibility for their own behaviour. There is a clear school behaviour code which is regularly reviewed with staff, students and families.

The aim of the behaviour code is to support students in taking responsibility for their actions through making positive choices.

A system of formal warnings supports students (through modelling), to take responsibility for their own behaviour. Programmes are also offered to assist students to develop self awareness and coping mechanisms. The school's values of Respect, Responsibility and Resilience are promoted across the school in all aspects of school life.

- **Student government**

:Student participation is encouraged in decision making processes in the school.

The school has a 'Student Voice' committee which meets each week with representatives from the four care groups. This group reviews/discusses school issues, policies, programmes and develops and manages identified projects. The group also drives the recycling programme, of which funds are redirected back to student resources.

- **Special programmes**

:Aboriginal Studies and/or curriculum with significant Indigenous perspectives are taught at all levels of the school. The major focus is to foster students' sense of identity, pride in their cultural heritage, knowledge of Aboriginal culture and a knowledge of contemporary issues. The school aims to foster Aboriginal community participation via regular home contact, through the School Governing Council and Achievement Day celebrations.

We strive to foster a positive concept of "self" and wellbeing. Health and personal development are enhanced through relevant programs, eg single sex health classes. Students are encouraged to have a positive attitude towards setting and attaining realistic goals for their future.

3. Key School Policies

- **Statement of Purpose**

: **OUR VISION:**

The school aims to support students to develop their skills, interests and abilities through providing a broad and engaging curriculum, in conjunction with affective social supports.

OUR PURPOSE:

Many students who enrol at Warriappendi School have experienced difficulties with achieving success in mainstream schooling. Warriappendi strives to re-engage young people in the processes of education and future planning while providing an environment for which students feel a strong sense of identity, belonging and achievement.

OUR VALUES:

Respect - Developing relationships requires respect for self, community and beyond.

Responsibility - Developing learners take responsibility for learning, choices and plan

Resilience - Developing future plans requires persistence, optimism and determination.

Site Strategic Directions 2014 – 2016

Key Direction 1 : Teaching and Learning

Learning outcomes for middle school students are improved, and a seamless transition into senior school is developed / enhanced.

Key Direction 2 : Health and Wellbeing

Student Well Being is supported through curriculum and health plans appropriate to the needs of the student cohort.

Key Direction 3 : Student Pathways

All school leavers have a strategic transition plan (in ILP) that supports into an appropriate post school option.

• Recent key outcomes 2009 - 2014

- 2009 - 6 Students achieved SACE
 - 2010 – 7 Students achieved SACE
 - 2011 – 1 Student achieved SACE
 - 2012 – 3 Students achieved SACE
 - 2013 – 5 Students achieved SACE
 - 2014 – 4 Students achieved SACE
-
- Placement of students in work experience
 - Students accessing further training in TAFE, Flexicentre, Tauondi College, SYC, MAYFS.
 - Trade Skills Centre in Hospitality begins construction.
 - Music programme with regular band performances.
 - Refurbishment of classrooms and student common room.
 - Improving appearance of school grounds including the refurbishment of Sports facility, further development of wetlands/frog pond, paving, fencing, solar power system, and native gardens
 - Re-focusing of school values, vision and purpose and Strategic Directions
 - Significant training relating to ACARA curriculum development and integration.
 - Staff training in Challenging Behaviours, EALD, SACE, VET, Special Education.
 - Improved processes with regard to assessing and inducting all new students, and implementing internal testing processes and/or Guidance assessments where appropriate (PAT R and PAT M). ILPs for all students are updated each term, with clear plans and strategies.

4. Curriculum

• Subject offerings

:An adapted secondary curriculum is planned, presented and evaluated by teachers experienced in this diverse student body. Creativity is the focus, with the overall purpose to improve attendance, participation and attainment while targeting the following identified student needs:

- literacy and numeracy skills
- health and personal development
- positive concept of self
- developing sense of future and post school options.

Core subjects: SACE (a range of tailored Stage 1 & 2 subjects) , English, Mathematics, Media Studies, Music, Hospitality, Aboriginal Studies, Health & PE, Art, Technical Studies, Information Technology and Work Education.

Elective programs focus on recreation, hobbies & sport.

- **Special needs**

:Individual programs are designed for students with special needs. A significant 1:1 programme is coordinated and delivered by school staff. All students have a Warriappendi Individual Learning Plan. Aboriginal mentors are employed to support students in a range of learning areas.

The school is well supported by Guidance and Special Education staff.

Work experience placements specifically tailored for students with special needs.

- **Teaching Methodology**

:A wide range of teaching methodologies cater for diverse needs and abilities to encourage attendance and participation. Teachers recognise that our students have a variety of learning styles and develop programmes which offer individualised learning options.

- **Assessment procedures and reporting**

:Curriculum is constantly under review and development. Reports of student progress are written at the end of each term. End of semester reports are more significant with assessment and general comments for a range of attempted National Curriculum/school based and SACE/VET options. Frequent phone contact, Student Led Conferences (twice per year), home visits by Aboriginal Workers and school Achievement Days enable families and carers to celebrate achievements, view student work and discuss aspects for development. A School to Community Partnership Agreement was developed in 2014 which fosters community collaboration.

- **Joint programmes**

:Memorandums of agreement have been established with some TAFE Colleges to enable Warriappendi to work collaboratively in delivering appropriate programs. The school works closely with MAYFS, Kamangka, Tauondi College and Service to Youth Council to provide a range of educational and social opportunities.

5. Sporting Activities

:There are opportunities for students to participate in sporting activities through the curriculum. Examples include Swimming, Aquatics, Basketball, Ten Pin Bowling, Rock Climbing, Table Tennis and Gym work. As the school does not have adequate sporting facilities, most sporting activities occur in the community accessed with our school bus.

6. Other Co-Curricular Activities

- **Special**

:The school is actively involved with cultural festivals such as Cultural Week, NADOC, and Arts programs such as Come-Out. Staff from our Tirkandi project work to engage students in after school sporting and holiday programmes.

7. Staff (and their welfare)

- **Staff profile**

:Teachers appointed to Warriappendi School need to have a commitment to working with challenging Aboriginal students in a caring, non-confrontational way. Primary and/or middle schooling experience is an advantage. Teaching staff are expected to be available each day from 8.30 am to 4.00pm. All teachers are eligible for the Special Class Allowance. The teacher/student ratio is nominally 1:8.

- **Leadership structure**

:One Principal, four Coordinators (Senior School, Middle School, VET and Student Services)

- **Staff support systems**

:Daily debriefing meetings. Wednesday afternoons (2.30 – 4.30) are used for professional development and staff meetings. Teachers work in teams at Warriappendi and time is set aside for the team to have curriculum/planning meetings.

- **Performance Development**

:The Principal has regular meetings with individual staff re Performance Development aligned with AITSL. The school is a supportive place, which fosters collegiality, positive feedback and team teaching. Collaborative processes and democratic decision making are valued and practiced in all aspects of school life.

- **Staff utilisation policies**

:The Student Services Coordinator and Principal undertake daily management duties of the school.

Personnel Advisory Committee advises on management of HPI, TRT and leadership/teaching positions. A Finance Advisory Committee is active in guiding the school budget in line with school priorities. All staff have an active involvement in defining school direction and priorities. All teachers are required to work across curriculum areas according to student needs.

- **Access to special staff**

:Warriappendi accesses Integrated Support Services staff regularly. In particular the school is continually developing links with the SACE Board, Aboriginal Education and External Support Services.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

:1+1 complexity points = 2 placement points.

- **Cooling for school buildings**

:All buildings, most areas have reverse cycle air-conditioning.

9. School Facilities

- **Buildings and grounds**

:Warriappendi is situated at Marleston, 5 kms from the GPO on the corner of South Road and John Street – enter from John Street. It is within walking distance of Keswick Train Station and is serviced by Trans Adelaide buses from the city via South Road and Richmond Road. The school is on the site of the original Richmond Junior Primary School and as such is not easily adapted to the physical needs of teenage students.

- **Specialist facilities**

:Technical studies workshop, Music Room, Art Studio, Wetlands/frog Pond, Auto shed.

- **Student facilities**

:A Common room and basketball court are available for student relaxation during break times.

- **Staff facilities**

:Staff preparation area and staff room. Access to EDSAS and general computer use.

- **Access for students and staff with disabilities**

:Most buildings and amenities are wheelchair accessible.

- **Access to bus transport**

:Trans Adelaide from the city.

10. School Operations

- **Decision making structures**

:Warriappendi school aims to involve all members of the school in making decisions that affect their role and interests in the school. Decisions achieved by consensus.

- **Regular publications**

:A school newsletter/magazine is published each term. A staff diary is updated daily. A staff handbook is available for staff.

- **Other communication**

:Regular phone calls and home visits enhances home-school communications.

- **School financial position**

:The school is in a sound financial situation with a healthy reserve. The school has limited ability to raise funds. This school charges no school fees. It is a Category 1 school (Index of Disadvantage). School Card, Aboriginal Study and the Global Budget provide school funds. The school has difficulty in attaining relevant documentation to collect school card funds.

- **Special funding**

:Support through the Global Budget using Index of Disadvantage, Aboriginal learners, disadvantage support and School Card.

11. Local Community

- **General characteristics**

Few students live in the local area.

- **Parent and community involvement**

:We do not have a substantial locally based school community. Our parents and carers come from all areas of the metropolitan area and interstate. We value community involvement as we recognise that positive parent-school relationships impact upon student learning outcomes. A School to Community Partnership Agreement has been developed to enhance the relationships with families.

- **Feeder schools**

:All schools possible – most are in the western metropolitan area.

- **Local Government body**

:City of West Torrens.

I certify that this is a true and accurate statement.

Chris Brandwood

Principal