

# John Pirie Secondary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

John Pirie Secondary School Number: 792

Partnership: Pirie

**Name of School Principal:**

Mr Roger Nottage

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**Name of Governing Council Chair:**

Mrs Sandra Stringer

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**Date of Endorsement:**

14 March 2017

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## School Context and Highlights

John Pirie Secondary School genuinely embraces a commitment to ALL young people. Our organization is passionate about equity and the fact that every young person deserves a quality education. We understand our purpose which is to enhance educational achievement leading to better learning and life outcomes for young people, ultimately building a stronger community and nation.

Throughout 2016 there have been some extraordinary achievements by students in school leadership, national & state selection, community work, sustained effort, growth and academic excellence. These young people show a strength of character that provides a model to others and helps to build a culture of high expectations and high performance.

At the end of 2016 school captain Amy Baker reported we have higher grades, better attendance, reduced behaviour incidents, improved grounds and a better learning environment. What is very pleasing is that parents and caregivers as well as community members notice and genuinely appreciate the improvement in our school; they are strong partners in our work.

I cannot hold in higher esteem the team of people who work at JPSS. They are dedicated, passionate educators who embrace every opportunity to change, to grow their practice and introduce curriculum initiatives that are relevant and engaging. Their morale, collaboration and work ethic is exceptional and is increasingly recognized throughout the wider community.

The school is intent on building a culture of excellence where every young person understands the connection between sustained effort, achievement at school and better futures. In 2016 new programs including the Music Excellence Program, a Maths Enrichment Course, Interact operated in connection with Rotary, Writing & Art master classes, STEM integrated learning units, student goal setting and LIFT Theory have added value to what we offer. Next year the school will launch a specialist Soccer Academy continuing a commitment to outstanding achievement and support for those with ability and work ethic.

Our school is on an incredible journey, staff morale and dedication is exceptional, data verifies success in learning continues to accelerate, enrolment remains strong and we have in excess of \$3M of facilities development programs scheduled for roll out next year.

## Governing Council Report

So many renovations and upgrades have taken place at JPSS during 2016. The new school crossing on Mary Elie Street has been completed to make it safer for all the staff, students and parents. The outdoor kitchen and barbecue area look great with new tables and seating installed and a new student toilet block was completed during the year. We convened two very successful working bees with many staff, students and parents in attendance. New soccer goals have been put up, several areas around the school cleaned up, a memorial garden area renovated, new plantings occurred and bark landscaping freshened up. These occasions provide an excellent opportunity for our school community to work together keeping our school looking good.

The Minister of Education Mrs Susan Close visited in September. The Minister was outwardly impressed with the school and students. She took time out to learn about the "Lift" and "Collaborative Learning Improvement Project" with the students and teachers involved. The Minister was treated to a beautiful morning tea prepared by students and staff.

Once again the school Open Night was a huge success; the amount of work that is put into this event by staff and students and the array of activities offered is amazing; well done everybody.

The JPSS Festival of the Arts held in September was absolutely brilliant. The array of art work on display was outstanding. The live performance by our students with the play "Box" was most entertaining as was the excellent music items performed by very capable young people. Afternoon tea was catered for by those studying food and hospitality; a great experience for them and high quality service and food was on offer. If you have never attended the Festival of the Arts night I urge you to put it in your diary for next year; it is a brilliant celebration of talent.

## Improvement Planning and Outcomes

John Pirie Secondary School has two major improvement priorities. They are to 'Build a Culture of Achievement' among young people and to 'Strengthen Quality Teaching & Learning' among staff who work at the school.

### Build a Culture of Achievement

The core focus areas during the past year have been:

- the implementation of a QuickSmart Numeracy intervention program
- provision of Maths in Action, a program aimed at high achievers in Mathematics
- embedding Goal Setting into the Year 8 & 9 middle school program
- build increasing consistency in high expectations of students in relation to effort, behaviour and academic achievement
- offering opportunities that support the aspirations, endeavour and capacity of the most capable young people in our school
- restructuring middle school systems (Year 8 & 9) to provide more structure and consistency in routines, increased teacher continuity and more opportunity for team teaching.

### Strengthen Quality Teaching & Learning

Throughout 2016 we continue to emphasize the importance of staff capacity building through

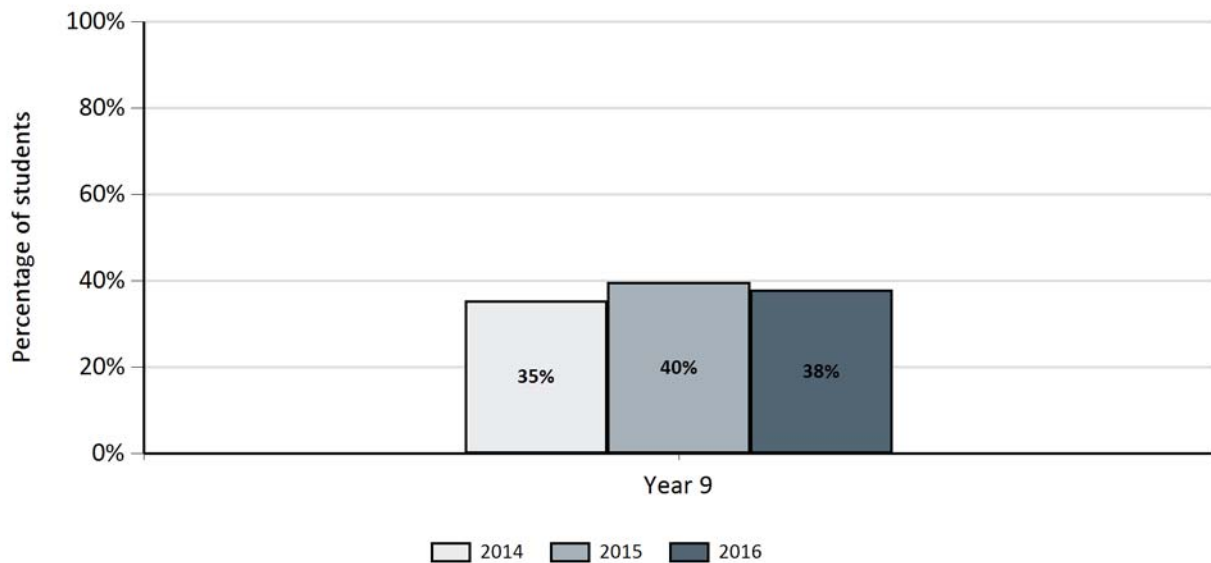
- a heavy emphasis on writing with training & development provided by the internationally recognized Stephen Graham and the eminent Professor Rosie Kerin (widely recognized and published local and Australian literacy expert)
- the enactment of 2 writing agreements requiring
  - embedding a consistent practice associated with Learning Assessment Plans across all Yr 8-10 classes and learning areas
  - the development of a Curriculum Design process that supported collaborative teamwork and observation in other schools in order to build professional networks, develop superior curriculum units and enhance systems that support learning
- the rigorous implementation of a revised JPSS Performance & Development process
- embedding a consistent practice associated with Learning Assessment Plans across all Yr 8-10 classes and learning areas
- opportunities to use data to support intervention programs and mainstream classroom practice.

## Performance Summary

### NAPLAN Proficiency

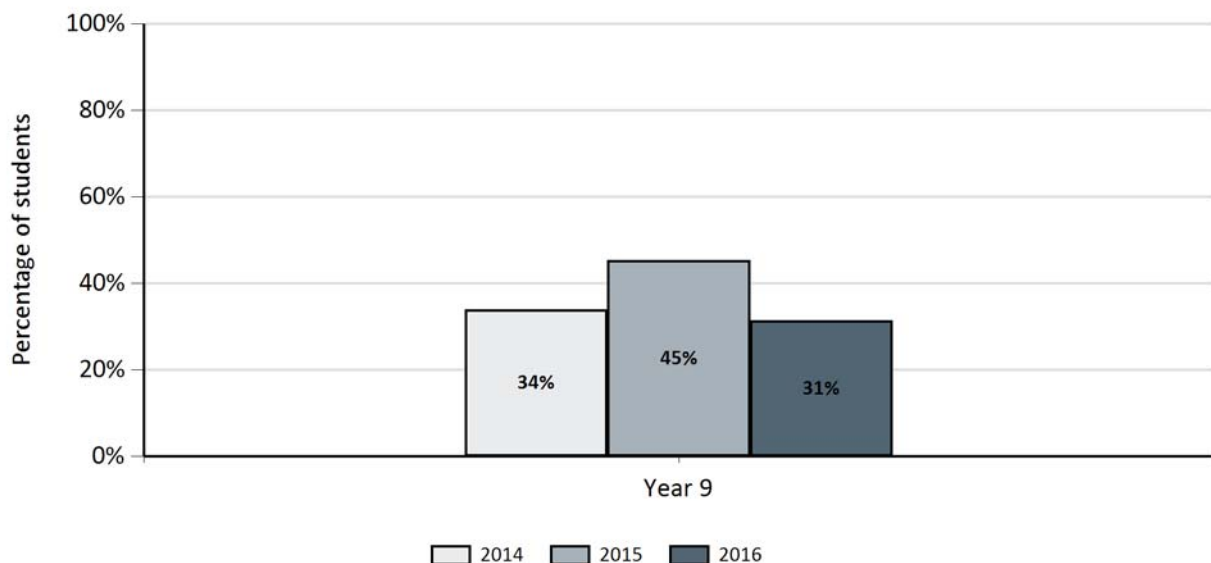
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	38%	25%
Middle progress group	51%	50%
Upper progress group	11%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	45%	25%
Middle progress group	42%	50%
Upper progress group	12%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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%.

## 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 9 2016	124	124	5	0	4%	0%
Year 9 2014-16 Average	123.7	123.7	4.0	2.0	3%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## South Australian Certificate of Education - SACE

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

2014	2015	2016
82%	76%	87%

Data Source: SACE Schools Data reports, extracted January 2016.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	1%	1%	2%
A-	4%	3%	4%
B+	7%	7%	5%
B	9%	8%	11%
B-	16%	12%	12%
C+	16%	15%	19%
C	16%	16%	20%
C-	13%	15%	14%
D+	6%	6%	4%
D	4%	4%	4%
D-	4%	4%	2%
E+	3%	3%	2%
E	0%	3%	1%
E-	0%	3%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*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 that year.

2014	2015	2016
88%	87%	84.8%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	60%	60.4%	48.75%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	75.4%	75.3%	77.5%

## School Performance Comment

The 2016 NAPLAN data indicates that as a cohort the Year 9's assessed during 2016 performed below expectations and discontinued a 3 year trend of increasing literacy and numeracy progress by successive Year 9 cohorts in reading and numeracy.

The implementation of QuickSmart Numeracy and Maths in Action strategies during 2016 are participated to have an impact on 2017 NAPLAN Numeracy achievement.

The greater emphasis on writing proficiency is one possible explanation for an improvement in NAPLAN writing achievement in 2016.

SACE data continued to show very positive growth in student achievement. Of note were

- More than treble the students with an ATAR above 70
- 91.8% Research Project successful completion
- 9 students with disability achieved their SACE
- 4 Flexible Learning Options students achieved their SACE (previous best in any year was 1 student)
- 4 Aboriginal & Torres Strait Islander students successfully completed SACE
- 3 EALD students were successful SACE completers
- the increase in A grades (up 3%) in 2016
- a 10.3% increase in A-C grades in 2016

2016 was the fifth successive year in which the number of student SACE completers increased (grown by 93%, almost double over the last 5 years). There has also been improvement in the percentage of actual SACE completers from February potential completers; an increase of 19% in the last 3 years.

As a consequence more students chose courses that delivered an Australian Tertiary Acceptance Rank (ATAR), there were more university applications and more first round offers at university than recorded in the history of the school.

## Attendance

Year level	2014	2015	2016
Year 08	83.4%	86.5%	85.4%
Year 09	82.5%	84.0%	82.0%
Year 10	77.5%	80.8%	79.0%
Year 11	75.4%	80.7%	80.2%
Year 12	73.5%	86.5%	80.3%
Secondary Other	78.4%	85.6%	86.3%
Total	78.4%	83.4%	81.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

The attendance data shows a decline of 2% in S1 attendance from 2015. The attendance team meet twice a term to review school systems and at risk students to promote positive habits among families and young people. Attendance awards given at the end of each term recognize outstanding school attendance.

## Behaviour Management Comment

Data verifies that during 2016 the pattern (2013 -2016) of reduced behaviour issues continued. The number of significant incidents recorded in 2016 fell by 13.25% from the previous year. Of particular note was the reduction in violent incidents falling by 33% from 2015 and a drop of 54% from 2013. There is a continuing culture change where students are more respectful to teachers and each other and display increased focus on learning.

## Client Opinion Summary

The positive perception of the school internally and throughout the wider community is evidenced through feedback received that indicates clients value:

- increased respect demonstrated by students
- greater compliance with the student dress code
- staff who genuinely care for and go to extremes to support learners
- enhancements to the school environment through classroom refurbishment and well maintained school grounds
- supportive and capable school leadership
- support for students with learning difficulties
- a focus on positive student identity and programs that recognize and build capacity in high achievers

All members of the school community comment on having greater pride in the school, its appearance, positive perception in the community and achievement of students.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	4.7%
Other	4	2.4%
Seeking Employment	22	13.0%
Tertiary/TAFE/Training	9	5.3%
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	30	17.8%
Unknown	96	56.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All relevant history screening processes have been followed. No incidents of breaches in screening occurred during 2016.

## Teacher Qualifications 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	94
Post Graduate Qualifications	29

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	1.0	46.8	2.5	26.7
Persons	1	48	3	35

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	8729927.62
Grants: Commonwealth	58747.98
Parent Contributions	280568.37
Fund Raising	Nil
Other	69570.59

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	In 2016 a transition class was introduced to support students struggling to transition between significant and ongoing behaviour events and mainstream schooling. Individualized programs were established.	Reduction in behaviour incidents. High risk students need alternate programs
	Improved Outcomes for Students with an Additional Language or Dialect	20 EAL students who received individualized support during 2016. All have shown progression and have increased their literacy levels.	Increase in EALD level assessment SACE achievement
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Additional in-class SSO support, 1:1 mentoring, targeted programs to increase learning and wellbeing outcomes.	9 students with an identified disability achieved their SACE in 2016
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	QuickSmart Numeracy introduced in 2016. Five staff trained, 25 students involved in intervention numeracy delivered 3 @ 30mins per week.  Port Pirie is a regional community. Students are somewhat isolated from resources and exposure to the range of services provided in a larger metropolitan city. Year 12 retreat, Art Expo, University Pathways programs, SSSSA participation, leadership and citizenship seminars are actively encouraged and supported to broaden horizons.  AET's, tutors and mentors employed to support engagement and achievement of ATSI Arts Program, SAASTA & University Pathways continued to be implemented.	Increased PAT Maths achievement in Tm 3 2-16 assessment  75% ATSI SACE completion rate  More students seek an ATAR, more Round 1 university offers
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding  Specialist School Reporting (as required)	Supported increased school staffing to address wellbeing, engagement and achievement of all. Enabled the provision of senior school classes in Science and Maths.  Not applicable	Increase in students completing SACE; enhanced school environment.
	Improved Outcomes for Gifted Students	During 2016 LIFT Theory, Music Excellence Program, Maths in Action, Writing and English master classes were introduced.	Keeping students connected to school and inspiring engagement.
	Primary School Counsellor (if applicable)	Not applicable	