

# John Pirie Secondary School 2017 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:**

Roger Nottage

**Name of Governing Council Chair:**

Sandra Stringer

**Date of Endorsement:**

190318

## School Context and Highlights

Throughout 2017 the school and community has consistently demonstrated it values public education and strives to build better futures for young people and the community. In recent years there has been a:

- 60% increase in SACE completers
- double the February SACE completion rate
- 10% increase in A-C grades achieved by students
- 55% decrease in incidents of challenging behaviour
- massive growth in successful Research Project completion
- huge improvement in facilities delivered through an \$8.85M works program that includes \$2.5M STEM (Science Technology Engineering & Maths) refurbishment
- further \$10M committed to construction of leading middle school and performing arts centres.

The extraordinary commitment of staff is the key reason for this success. Their dedication, support of each other, willingness to embrace change and work ethic are inspiring. Students and families know they are working with an exceptional group of staff who care about them, who support them but also who push them to achieve at levels they may otherwise not have realised.

At the recent Year 12 Farewell Assembly student Leah Edwards spoke to all students and staff. She talked of her personal journey through Year 8-12 and of the challenge in overcoming a difficult background. Leah is now a role model and high achiever in our school. Her personal growth is astonishing and she implored all young people to focus, to make the most of their opportunity. She said "Nothing is worse than looking back and realising you could have done more!".

This message reinforces how important our core qualities are. Respect, Responsibility, Confidence & Persistence underpin success in any endeavour. A high quality education is about more than academic achievement. Certainly we want that but we are also growing citizens, young people who will be amazing leaders and create better communities of the future. The journey continues and as always exciting times lay ahead.

## Governing Council Report

2017 saw two long serving Governing Council members leave us. Mr Robert Tolson and Mrs Judy Baldwin both held positions on council such as Secretary and Treasurer and represented many committees over the last 10 years. We would like to thank them for their contribution and commitment. New Governing Council members who joined us included The Rev Mary Lewis (Community Representative), Mrs Joanne Seyfang and Mrs Tanya McKay.

This year also saw Mr Roger Nottage reappointed as Principal for the next 5 years which is excellent news for John Pirie Secondary School. On a sad note this year Mr Michael Gaunt (Deputy Principal) and Mrs Kate Tetlow (Assistant Principal Middle School) left to take on leadership roles in other locations. We thank them for their commitment to JPSS and wish them well.

The turn out to busy bees was fantastic; great to see staff, students and parents working alongside getting their hands dirty, replacing bark chips, planting trees and plants. For the first time in the history of the school Sports Day was held on the John Pirie Secondary School oval. It went extremely well and was enjoyed by many students, staff and parents.

The Theatre Restaurant was a huge success with students and teachers doing an outstanding job. Well done everybody. Festival of the Arts again was an awesome night, showing the many talents of students including music, art and drama.

A first for the school this year is our Radio Station JPFM, thanks to the hard work of Marc Swensson and Reg Dennis. Students enjoy live and pre-recorded broadcasts at lunchtimes. Students participate actively in the program; there are many possibilities to develop skills in communication and media.

In 2017 students travelled to Rajasthan in India with the Me-To-We organisation in a 12 day volunteer abroad international experience. While there, they worked on building latrines for students in a school. They also took part in Hindi lessons, Henna workshops, Bollywood dancing and visited markets. Congratulations to Tara Baron for all her efforts to make this happen.

As Chairperson, I would like to thank all Governing Council members for their time, support and contribution this year. To all staff and students; again you have contributed to our school to make it the place it is today. You can all be proud as we continue to work together to strive for excellence and make our school greater.

## 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:

- an emphasis on writing with training & development provided by Professor Rosie Kerin (widely recognized and published local and Australian literacy expert) and the enactment of a stage 3 writing agreement
- restructuring middle school systems (Year 8 & 9) to provide more structure and consistency in routines, increased teacher continuity and more opportunity for team teaching
- continuing to establish an effective Goal Setting program in the Year 8 & 9 middle school program
- build increasing consistency in high expectations of students in relation to effort, behaviour and academic achievement
- the implementation of a QuickSmart Literacy intervention program while embedding QuickSmart Numeracy

### Strengthen Quality Teaching & Learning

The new focus in 2017 was on developing high impact pedagogies. We are doing this in order to make learning more visible to students and develop their engagement with and ownership of learning. The school engaged with Corwin Australia and purchased a 3 year professional learning program based on Prof John Hattie's renowned research to drive ongoing improvement in teacher practice during 2017 - 2019.

There has also been an increased focus on using DapMap and other ICT tools to engage students and provide them with 24/7 access to curriculum documentation.

We continue to emphasize the importance of staff capacity building through

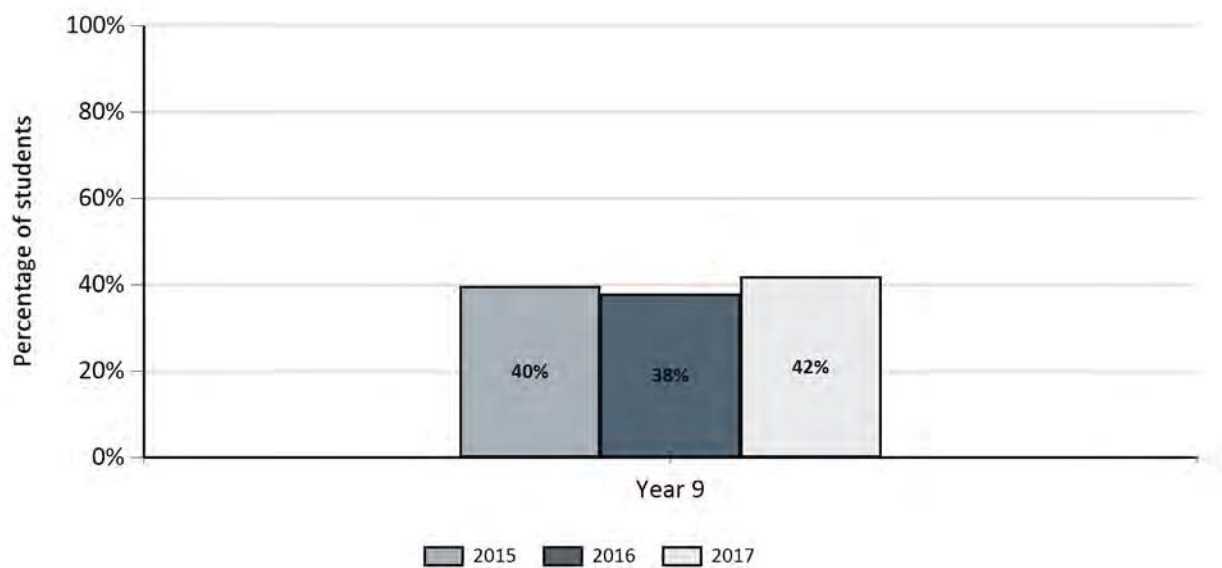
- the evolution of an effective Curriculum Design, Assessment and Moderation system that supports collaborative teamwork in order to build professional networks, develop superior curriculum units and enhance systems that support learning
- embedding a consistent practice associated with Learning Assessment Plans / Assessment Overviews across all Yr 8-10 classes and learning areas
- the rigorous implementation of a revised JPSS Performance & Development process
- opportunities to use data to monitor student progress, support intervention programs and differentiate learning

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

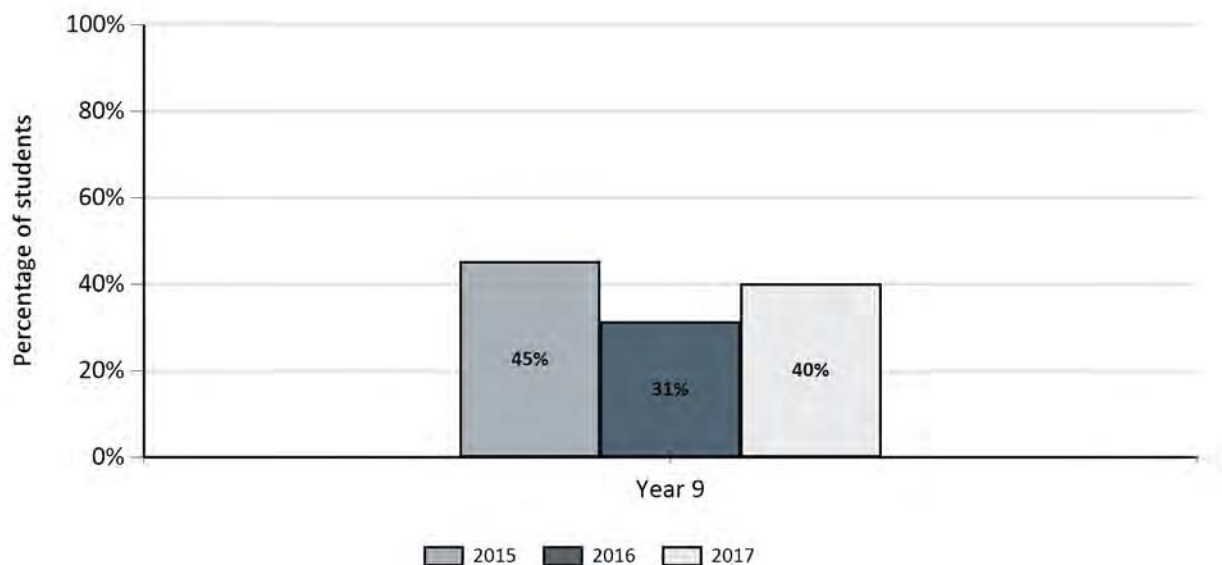
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	51%	50%
Lower progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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)
Upper progress group	16%	25%
Middle progress group	55%	50%
Lower progress group	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	117	117	0	0	0%	0%
Year 9 2015-17 Average	115.7	115.7	2.0	0.0	2%	0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>Includes absent and withdrawn students.

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

<sup>\*\*</sup>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	2017
82%	76%	87%	87%

Data Source: SACE Schools Data reports, extracted February 2017.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0.9%
A	1%	1%	2%	6.6%
A-	4%	3%	4%	7.3%
B+	7%	7%	5%	9.7%
B	9%	8%	11%	10.6%
B-	16%	12%	12%	11.2%
C+	16%	15%	19%	14.2%
C	16%	16%	20%	15.1%
C-	13%	15%	14%	11.2%
D+	6%	6%	4%	3.3%
D	4%	4%	4%	2.1%
D-	4%	4%	2%	1.8%
E+	3%	3%	2%	1.8%
E	0%	3%	1%	2.7%
E-	0%	3%	0%	0.9%
N	0%	0%	0%	0.6%

Data Source: SACE Schools Data reports, extracted February 2017.

\*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	2017
88%	83%	85%	91%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	62%	58%	53%	47%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	88%	83%	85%	93%

## School Performance Comment

The 2017 NAPLAN data indicates that as a cohort the Year 9's assessed performed above the levels of achievement recorded in 2016.

The essential data to monitor is progress i.e. the growth of students from 2015 to 2017 in the NAPLAN test. These data show that in 2017 middle and upper growth in reading was 72% and in numeracy 71% compared to the state norm of 75%. While it is marginally below the state average the data indicates that in a complex category two secondary school growth in learning achievement is comparable with state levels.

SACE data showed exceptional growth in student achievement. Of note were:

- 10 ATAR scores above 80 in 2017, compared with 6 above 70 in 2016
- 100% successful completion (87 students completed) of Research Project (including one merit award) which continues a positive trend (100% in 2017, 91.7% in 2016, 87.7% in 2015, 82.5% in 2014, 65% in both 2013 & 2012)
- SACE Completion Rate (October) of 91.23% - 52/57
- 52 SACE completer's maintains above 50 SACE completion but did not reach the 60+ target (2011 – 29, 2012 – 35, 2013 – 40, 2014 – 44, 2015 – 50, 2016 – 56).
- 6 students with an A or D level of disability achieved their SACE (now 14 in the last 2 years)
- 4 Flexible Learning Options students achieved their SACE (now 8 in 2 years; total of 11 in history of school)
- 2 Aboriginal & Torres Strait Islander students completed SACE (17 ATSI SACE completer's in the last 5) was less than the 4 target set
- 3 EALD students were successful SACE completer's
- Stage 2 A's – 14.9% A's in 2017, 6.4% 2016, 3.4% 2015 is a very significant increase
- Stage 2 B's – 31.4% B's in 2017 (Total of 46.3% Stage 2 results A or B level)
- a 12.3% increase in A or B grades in 2017 (from 34% in 2016)

There has been a 15% reduction in Year 12 students undertaking vocational training or trade training over the last 4 years. At the same time more students are achieving their SACE and academic performance has increased. While the school maintains a strong VET pathway it is evident that an increasingly stronger academic pathway is being taken up by young people in our school.

These results are considered to be the best SACE results achieved in the history of John Pirie Secondary School. They belong to all Yr 8-12 teachers as the culture, expectation and grounding that we push for in middle school is crucial to senior school achievement. Some proportion of the 2017 results can be related to cohort however the higher expectations and strengthening culture of achievement is a significant influence. The key for us moving forward is to get higher highs and also higher lows in the more challenging years.

## Attendance

Year level	2014	2015	2016	2017
Year 8	83.4%	86.5%	85.4%	87.1%
Year 9	82.5%	84.0%	82.0%	81.3%
Year 10	77.5%	80.8%	79.0%	76.2%
Year 11	75.4%	80.7%	80.2%	77.4%
Year 12	73.5%	86.5%	80.3%	82.0%
Secondary Other	72.4%	82.9%	85.4%	86.8%
Total	78.4%	83.4%	81.4%	81.0%

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 0.4% in S1 attendance from 2016. 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 2017 the pattern (2013 -2017) of reduced behaviour issues continued. The number of significant incidents recorded in 2017 fell by 24% from the previous year. The reduction in violence continues to fall despite anecdotal evidence which suggests we now more effectively identify and record even minor incidents. In the 5 years 2013 - 2017 the number of incidents of violence has fallen by 56%.

## 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 including greater compliance with the student dress code
- staff who genuinely care about young people and show a strong commitment to building better futures for them
- the range of alternate programs offered to cater for all students
- the quality of programs and curriculum on offer to students with learning difficulties
- well maintained school grounds, classroom refurbishments and major capital works enhancements
- supportive and capable school leadership
- 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 the achievement of students.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	12	5.9%
Other	2	1.0%
Seeking Employment	19	9.3%
Tertiary/TAFE/Training	10	4.9%
Transfer to Non-Govt School	7	3.4%
Transfer to SA Govt School	39	19.0%
Unknown	116	56.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

All relevant history screening processes have been followed. No incidents of breaches in screening occurred during 2017.

## 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	100
Post Graduate Qualifications	32

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	49.2	2.4	25.6
Persons	1	51	3	35

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$8,715,091.71
Grants: Commonwealth	\$1,000.00
Parent Contributions	\$320,189.39
Fund Raising	0.00
Other	\$70,853.14

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

## 2017 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 2017 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 2017 a transition class was established to support students struggling to transition into mainstream through significant and ongoing behaviour events. Individualized programs were developed.	Reduction in behaviour incidents; all students transitioned into mainstream.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD students received individualized support from teachers and trained school services officers during 2017.	Increase in literacy levels. Three achieved SACE.
	Improved Outcomes for Students with Disabilities	Additional in-class SSO support, 1:1 mentoring, targeted programs to increase learning and wellbeing outcomes. Established a 2nd special options class in 2017.	6 students with an identified disability achieved their SACE in 2017.
Targeted Funding for Groups of Students	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 continued into 2017 (start up in 2016) and QuickSmart Literacy introduced in 2017. 60 students involved in L & N intervention programs. Year 12 retreat, Art Expo, University Pathways programs, SSSSA participation, leadership and citizenship seminars are actively encouraged and supported. During 2017 students participated in international volunteer trip to Rajasthan in India. These experiences broaden horizons for young people from a regional community. AET's, tutors and mentors employed to support engagement and achievement of ATSI students. ATSI Arts Program, SAASTA and cultural programs continue to be implemented.	Increased PAT Maths achievement in Tm 3 2017 assessment. Continuing ATSI SACE completion. More students seek an ATAR, increased round 1 university offers.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	Not applicable.	
Other Discretionary Funding	Better Schools Funding	Increased staffing to address wellbeing, engagement and achievement of all. Provision of senior school Science and Maths. Funded appointment of Better Writing consultant and Visible Learning Plus.	Increase in students completing SACE; increased academic achievement.
	Specialist School Reporting (as required)	Not applicable.	
	Improved Outcomes for Gifted Students	During 2017 LIFT Theory, Music Excellence Program, Writing and English master classes continued. A Soccer Excellence Academy and multi language program was introduced. Students were funded to undertake holiday tuition.	Keeping students connected to school and inspiring engagement.
	Primary School Counsellor (if applicable)	Not applicable.	