

JOHN PIRIE SECONDARY SCHOOL CONTEXT STATEMENT



Government of South Australia

Department for Education and Child Development

School Number: 0792

Updated: 02/19



School Profile:

John Pirie Secondary School is a learning community working in partnership to foster the potential of all students in a safe, positive and caring environment. We have a 'focus on learning' approach which means students are expected to perform at their potential and the staff support students through a homework program after school and through the pastoral system.

We provide a breadth of subject and extra curricula offerings to engage all students within a culture which embraces and encourages excellence. The school qualities of confidence, respect, responsibility and persistence are embedded into the life of the school, supporting our motto of Striving for Excellence. The school is a leader in developing flexible learning programs to meet the needs of all students. This is highlighted by our extensive Flexible Learning Options programs, South Australian Aboriginal Sports Training Academy and the increasing number of students who are involved in vocational education and school-based apprenticeships or traineeships. Vocational education includes hospitality, sport and recreation, horticulture, building and construction, and the metal trades.

The partnerships we have developed with other schools, TAFE, local businesses and agencies underpin the success of our students. All students participate in a comprehensive learning program in the middle school with the flexibility to explore curriculum options in the senior school to meet future aspirations. Students enjoy a range of extracurricular activities, including interschool sport, Student Representative Council, camps and performing arts showcases.

We are very proud of the past achievements of the school community and the fine traditions of our school.

1. General information

- School Principal name: **Mr Roger Nottage**
- Deputy Principal's name: **Mr Maciej Jankowski**
- Year of opening: **1995**

John Pirie Secondary School opened in 1995 as a result of the amalgamation of Port Pirie High School and Risdon Park High School. The motto "Striving for Excellence" is the vision for all school programs and activities.

- Postal Address: **40 Mary Elie Street, Port Pirie SA 5540**
- Location Address: **40 Mary Elie Street, Port Pirie SA 5540**
- DECD Partnership: **Pirie Partnership**
- Geographical location – i.e. road distance from GPO: **225 kms**
- Telephone number: **(08)8632 0400**
- Fax Number: **(08)8632 1935**
- School website address: **www.jpss.sa.edu.au**
- School e-mail address: **dl.0792.info@schools.sa.edu.au**
- JPSS Playgroup: **Yes**

February FTE Enrolment	2016	2017	2018	2019
Secondary Special, N.A.P. Ungraded etc.	12.75	20	24	24
Year 8	117	110	105	117
Year 9	120	125	110	117
Year 10	102	105	128	104
Year 11	140	96	116.8	122
Year 12	95	97	86	92.8
Year 12 plus	5	3.2	11.5	4
TOTAL	591.75	556.2	581.3	580.8
FLO	45	45	45	45
School Card percentage	55%	56%	56%	62.4%
EALD Enrolment	19	20	16	16
Aboriginal Enrolment	85	86	92	98
SWD Enrolment	115.7	103	115	113

- Student enrolment trends:

The school caters for an enrolment of up to 650 students from diverse socio-economic and cultural backgrounds. Current enrolment trends suggest numbers will remain steady.

- Staffing numbers (as at February census):

Executive Leadership Team:

- Principal: Roger Nottage
- Deputy Principal: Maciej Jankowski
- Assistant Principal: Cara Fiebig - Middle School
- Assistant Principal: Graham Hoile – Senior School
- Assistant Principal: Lisa Key – Teaching & Learning , Daily Operations
- Assistant Principal: Rachel Gray – Technology, ICT, Timetable, Daymap

Staff Numbers:

- Principal A 8 = 1
- Deputy B 5 = 1
- Leader Band 3 = 4
- Leader Band 1 = 11
- Teachers FTE = 42.80
- Ancillary Staff = 1009.75hours

- Public transport access:

Many students walk or ride bicycles (secure area provided). Some senior students drive cars. Spencer Gulf Coaches provides a public bus service to residents and students across all areas of the city. Transport needs are also supported by a local taxi service. A Departmental transport service brings students from near-by country areas. An intercity bus service provides several daily services to and from Adelaide and other local regions.

- Special site arrangements:

John Pirie Secondary School has 5 feeder primary schools. These include Airdale PS, Napperby PS, Port Pirie West PS, Risdon Park PS and Solomontown PS. Positive relationships and communication occurs between the schools. A Year 7/8 Transition Program operates annually to support effective induction of new students into secondary school users.

John Pirie Secondary School (JPSS) is a member of the Pirie Partnership. Pirie Partnership sites work collaboratively to deliver improved education and care outcomes for all children and students. Pirie Partnership sites include:

- | | |
|--------------------------------------|-----------------------------------|
| 1. Port Pirie Children’s Centre | 5. Napperby Primary School |
| 2. Learning Together Centre | 6. Port Pirie West Primary School |
| 3. Port Pirie Community Kindergarten | 7. Risdon Park Primary School |
| 4. Airdale Primary School | 8. Risdon Park South Kindergarten |

9. Solomontown Kindergarten
10. Solomontown Primary School

11. Mid North Education Centre
12. John Pirie Secondary School

2. Students (and their welfare)

- General characteristics:

John Pirie Secondary School is a co-educational school, with students from Year 8 to Year 13.

Students engage in the range of learning programs offered. There are opportunities for personal and social development, leadership skills and many extra-curricula activities. This is provided in an environment that values inclusivity, flexibility and differentiation of the curriculum.

- Student well-being programs:

The school works closely with feeder primary schools through a range of collaborative initiatives that ensure a smooth transition from primary to secondary school. From the start of year 8 an induction and ongoing transition program offers a variety of both in class and year level programs to ensure students feel welcome and develop a sense of belonging. The roll class structure is central to student learning and wellbeing. Each day commences with 10 minutes daily administration time. Home Group teachers form a pivotal link between home and school and assist students with organisational matters, and provide support and encouragement to become involved in the life of the school. The Personal Learning Plan (year 10) is a scheduled subject for Semester 1. Further support is provided by Counsellors, Youth Workers, Pastoral Care Worker, Middle and Senior School Teams.

- Student support offered:

Students and their families have access to two student counsellors. The school has strong links with a range of support services and agencies in the local area. There is a **Student Intervention Team** which identifies and case manages students at risk due to behaviour, disability, social or emotional factors.

A Pastoral Care Worker is also available for students. After school study is run on Wednesdays and Thursdays to support students with their learning.

In the Senior School, students have access to Apprenticeship Brokers who assist them to secure positive pathways beyond school.

A Breakfast programme operates every morning from 8.20am.

- Student management:

A code of behaviour has been developed through consultation with students, staff and parents. It is supported by procedures in the school which recognise that students need different levels of intervention and support and opportunities to learn to manage their own behaviour effectively. There is an expectation that students will develop an increasing level of self-management and personal decision making throughout their years at school. The school utilises Student Development Plans and a range of outside agencies in supporting students. Whilst unacceptable behaviours are not tolerated,

students are given the opportunity and support to change their behaviour. There is zero tolerance to violence.

- **Student Representative Council (SRC):**

The SRC plays an important role in the school by providing a forum for the students' needs and ideas to be heard. The SRC members are encouraged to obtain leadership skills such as public speaking, confidence and organisational abilities.

The members of the SRC are often asked to represent our school at functions inside and outside of school.

Each year representatives are nominated and elected by their peers and staff. The SRC has four active working groups: Qualities, Facilities, Fundraising and Special Events and Lunch-time Activities. The SRC members meet three times a term.

- **Special programmes:**

John Pirie Secondary School offers a range of programs and initiatives to support student learning including an extensive Transition Program for students going into Year 8.

FLIPS

The FLIPS Centre is part of FLIPSIDE. FLIPSIDE is a planned multi-strategy approach to re-engaging young people with learning. It provides early intervention and/or intensive support to remain connected to learning, school and the community.

The Flips Centre is a place for delivering curriculum and targeted programs for students in a variety of modes. Students have the opportunity for one on one tutoring and case management of their learning plans. The small teacher/student ratio supports a positive learning culture.

Flexible Learning Options (FLO)

FLO provides flexible ways to support students in their living and learning; it helps establish future pathways. FLO enrolments are limited at about 45 a year. FLO enrolled students have a learning program tailored to meet their individual needs. Each FLO student works with their own personal youth worker (also called a 'case manager') who will talk to them about what they want to do with their life. Students can discuss with them any difficulties they are experiencing and they will help them work towards practical solutions.

Instrumental Music Program

Each week, Instrumental Music Branch staff visit the school to provide tuition. Currently, the following instruments are taught:

- Flute
- Clarinet
- Saxophone
- Trumpet
- Trombone

Students participating in this program receive a 30 minute lesson (with a small group) each week. Students are withdrawn from their normal lessons to attend.

Students are responsible for catching up on lesson work missed and are required to do any homework that has been set while they are absent.

Presentation of Learning

All students in Middle School are expected to complete a Presentation of Learning each year. Students present to a panel consisting of teachers and parents.

The Middle School panel presentations are assessed against stated criteria and recorded on the appropriate form, which is then sent home as part of the report package at the end of Term 4.

PLP Round Table conference Year 10

A conference is undertaken during year 10 as part of the personal learning plan. The year 10 round table conference is one of the assessment tasks of the PLP and is included in the overall assessment for that subject.

SAASTA - South Australian Aboriginal Sports Training Academy

SAASTA is a program that provides Aboriginal and Torres Strait Islander high school students with the skills, opportunities and confidence to Dream, Believe and Achieve in the areas of sport, education, employment and healthy living. The SAASTA program at John Pirie Secondary School targets students from years 10-12 who are studying the South Australian Certificate of Education (SACE). Subjects delivered within the program include; Integrated Learning – Power Cup and SAASTA Shield, Integrated Learning – Health & Fitness and Certificate III in Sport and Recreation.

Students are given the opportunity throughout the year to participate in state-wide events including sports and leadership clinics, career expos and cultural workshops. A highlight of these activities is the Aboriginal Power Cup, which is a 9-a-side football carnival managed by the Port Adelaide Football Club in conjunction with SAASTA.



Soccer Excellence Academy

The Soccer Excellence Academy is a program that provides students with a personal interest in soccer, the opportunity to apply their skills and passion for the game whilst being assessed under the requirements of the Australian Curriculum. The program is designed to develop knowledgeable and competent players who are able to demonstrate efficiency in the technical fundamentals of the game. It offers both boys and girls an opportunity to pursue a comprehensive study of soccer by imparting a high level of expertise in theoretical knowledge, technique and skills, fitness and game awareness. Students will represent the school and compete in a variety of Inter-school competitions both in Port Pirie and Adelaide. The program is supported by local soccer clubs in Port Pirie, and is sponsored by local organisations and businesses.

As students progress through the program into the senior school, they will gain exposure to the following opportunities:

- A practical link to a career or part time employment pathway in the Sport and Recreation Industry (VET units) and the attainment of associated certificates and accreditation.
- Specific practical strategies to support leadership roles such as player, coach, referee, administrator, trainer or mentor in the school system or the community.





JOHN PIRIE SECONDARY SCHOOL

School Improvement Plan

Our qualities **Respect** **Responsibility** **Confidence** **Persistence**

Our students Collaborate effectively Self regulate Seek challenge Show resilience

Our staff Support each other Cater for all Deliver quality teaching Continuously improve

Priorities

Build a Culture of Achievement

Key actions

- Embed whole school approaches to the **teaching and learning of writing**
- Advance innovation in **Middle School** systems and teaching approaches

Strengthen Quality Teaching & Learning

Key actions

- Implement **high impact teaching strategies** across the school
- Increase the use of **DAYMAP** and **ICT tools**

Building Better Futures

2017 - 2019
Reviewed December 2018

4. Curriculum

- Subject offerings:

Middle Schooling: Years 8 & 9

John Pirie Secondary School students in the middle years have a curriculum and teaching methodologies designed to suit the needs of young adolescents in a learning environment which is challenging and supportive of student success. To assist in this, the middle school is structured into care groups with teachers who typically teach their classes for two subjects. This stability enables teachers to know their students well, and to provide effective supervision and support.

Middle school students complete studies in each of the eight curriculum areas with subjects including: English, Maths, Science, Humanities, Design and Technology studies, Physical Education, Art, Information Technology, Drama, Music and Languages (Pitjantjatjara and German). John Pirie Secondary School also provides a Learning Assistance Program for students with an Individual Education Plan (IEP) and this can take the form of withdrawal for intensive support, in-class support or separate teaching groups.



Senior School: Years 10, 11 & 12

John Pirie Secondary School is committed to a senior years' curriculum which provides Years 10, 11 and 12 with flexible, relevant learning.

Parents/caregivers and senior students will be engaged in this dynamic process of using the senior school to construct a successful transition to a future beyond school for each individual.

John Pirie Secondary School offers a broad curriculum with students able to choose from a wide range of subjects to design a course to meet individual needs. Over the senior years students will develop skills in working with others, problem solving and lifelong learning. The curriculum addresses diverse student interests and abilities and provides opportunities for students to be experiencing positive relationships with teachers and with one another while engaging in relevant learning.

Students are able to choose from a range of pathways and special programs available. Students may combine a number of different pathways and can gain credit towards multiple awards/qualification studies in the senior school. By careful and guided subject selection, students can:

- Work in areas of their interest
 - Gain industry accredited qualifications
 - Gain their SACE certificate
 - Qualify for university study with an ATAR (Tertiary Entrance Rank) score
- Open Access/Distance Education provision:
Due to our size and breadth of our curriculum, the need for students to access courses through Open Access and other flexible delivery modes is minimal, but may be necessary for a few Senior Secondary subjects attracting small student numbers.
 - Learning Difficulties:

John Pirie Secondary School has an enrolment of 115 students with identified Learning Difficulties, including 14 Special Class students. Year 8 Students with Learning Difficulties are encouraged to participate in mainstream classes where appropriate. These students receive extra support during transition from primary school, as well as targeted SSO support both in class and through special programs.

Students from Years 8 to 10 who have been identified through their NEP as needing intensive support in Literacy and Numeracy may be withdrawn from mainstream English and Maths lessons to engage in targeted small group programs. Some students also participate in other specialised programs according to their developmental, academic and social/emotional needs. These include Protective Behaviours, mentoring and speech.

A Middle School Special Class named M36 is primarily made up of Special Class and D Level students from Years 9 and 10. M48 learning programs are tailored to student needs identified in their NEP and include a focus on social and life skills. These students also participate in a range of alternative options including Horticulture and Animal Husbandry which may lead into Certificate 1 and 2 VET module completion.

Middle School Special Class (M48) students may be promoted to the Senior Support Class (S37). Educators who work with S37 strive to support students complete SACE (South Australian Certificate of Education) by delivering a variety of curriculum offerings including Community Studies contracts that enable each student to access learning based on their own strengths, interests and needs. S37 students are encouraged to participate in work experience placements and benefit from a structured transition program to support workforce entry. Students are linked with Disability Employment Networks (DENs) including Community Bridging Services, Bedford Industries, Orana and Uniting Care Wesley.

Students with Learning Difficulties who are not in M48 or S37 remain in mainstream classes with SSO support. They are encouraged to participate in alternative programs on an interest basis. Students with Learning Difficulties who complete their SACE in mainstream classes are also offered the support of DEN programs, work experience support, access to tutoring programs and SSO support during lessons.

- Special curriculum features:

Vocational Education and Training (VET)

VET refers to national vocational qualifications that are endorsed by industry. Students with VET qualifications are well prepared to take on apprenticeships, further training and skilled jobs.

John Pirie Secondary School offers a wide range of VET curriculum offerings to Senior Students.

These include:

- Certificate II in Production Technology
 - Certificate II in Automotive Vehicle Servicing
 - Certificate II in Automotive Vehicle Servicing (Heavy Vehicles)
 - Certificate II in Construction Pathways
 - Certificate II in Electrotechnology (Career Start)
 - Certificate II in Kitchen Operations
 - Certificate III in Commercial Cookery
 - Certificate III in Allied Health
 - Certificate III in Sport and Recreation (SAASTA Program only)
- Learning technologies:

JPSS will continue to develop ICT programs, practices and resources to support all school priorities and therefore the Culture of Achievement. Teachers are expected to incorporate 21st Century learning strategies in their practices. All students have access to laptops, a wireless network, secure 5 Megabyte network storage, printing and computer classrooms to support their learning.

John Pirie students learn a variety of applications within the areas of multimedia, digital imaging, graphic and web page design.

Students also learn word-processing, the use of spread sheets, and how to access and critically evaluate information on the Internet.

Students have a username and password that allows them to log into the school's network and internet.

If inappropriate use of any digital equipment occurs, the John Pirie Secondary School Student Behaviour Management policy and Cyber Agreement Policy will be enacted and may involve loss or restricted access to ICT resources.
 - Assessment and reporting procedures:

Subject Reports

In the school year there are four assessment periods, one each term. During each assessment period, students may be given a combination of tests, assignments, projects and practicals. These results are combined to form an achievement grade for each subject.

Year 8, 9, 10 and 11 students will receive a report each term.

Year 12 students receive a school report at the end of Terms 1, 2 and 3.

There will be an opportunity for parents/caregivers to discuss the report in more detail in Terms 1 and 3 during Parent/Teacher interviews.

Achievement Grades and what they mean. (Australian Curriculum)

- A** - Excellent achievement of what is expected at this year level
- B** - Good achievement of what is expected at this year level
- C** - Satisfactory achievement of what is expected at this year level
- D** - Partial achievement of what is expected at this year level
- E** - Minimal achievement of what is expected at this year level

NA – A grade cannot be given. This could be due to the ongoing nature of the work in the subject, and/or SACE board moderation.

In the case of students with a disability, the school will negotiate both the student's learning program and appropriate reporting arrangements with the student and their Parent/Caregivers. These will be documented in the student's learning plan, e.g. NEP.

The Australian Curriculum

Students in Year 8, 9 and 10 will be assessed progressively against the new Australian Curriculum.

SACE

Subject grades A-E Stage 1 and A+ - E- Stage 2 are based on performance standards (available on SACE Board Website) described in each subject outline.

5. Sporting Activities

Students are encouraged to participate in a wide variety of sporting activities available at John Pirie Secondary School. Athletics Carnival and Swimming Carnival are convened in Term 1 and offer healthy competition among the four house teams: Hewett, Neilson, Ross & Lewis. Secondary school knockout sport competitions are popular. Teams are nominated on the basis of interest and in the past have included:

- Australian Rules Football
- Basketball
- Soccer
- Hockey
- Netball
- Indoor cricket

Senior students are often involved in coaching, umpiring and running lunchtime competitions.

6. Other Co-Curricular Activities

Assemblies provide an important opportunity to:

- Honour traditions of the school
- Reinforce expectations and standards
- Recognise outstanding effort and high achievement
- Raise awareness and build knowledge of important community/social issues

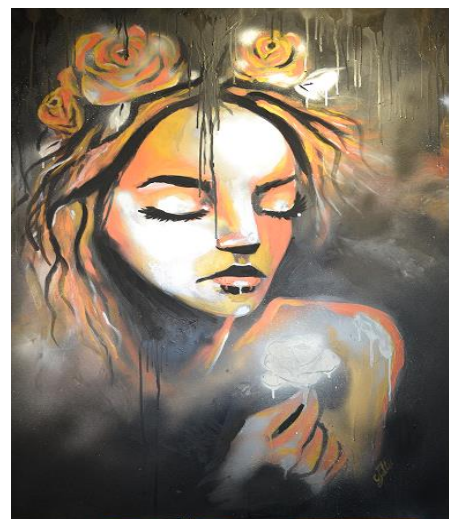
School captains and student leaders take a lead role in compering assemblies. The aim is to have as many students as possible speaking or performing at an assembly to increase their confidence and public speaking skills.

Presentation Night, Year 8 and 9 Graduation, Year 12 Breakfast and the Senior School Formal are feature events in the school calendar.

Yr 10, 11, 12 camps and trips vary according to curriculum needs. They include extended camps for Outdoor Education students and a Yr 11/12 ski trip (Year 10's may fill vacant spaces) to Mount Hotham. This popular biennial event occurs over 7 days towards the end of Term 2. Operation Flinders provides a 7-day bushwalking challenge coordinated by SAPOL. The experience is intended to build resilience and capacity in youth developing skills & attitudes necessary for successful participation in school & community life. Year 12 students have a Retreat that focuses on study skills to prepare them for success.

Through the school's Art program, community groups are involved with joint ventures such as the Port Pirie Youth Art Prize and exhibitions at the Port Pirie Regional Art Gallery. Students also participate in RAVE which is a dance spectacular competing against other schools in surrounding districts. A Festival of Arts is held annually and show cases the John Pirie Secondary School Art Prize winner as well as music and drama performances.

Muso Magic is a two-day workshop that ignites the imagination of both students and teachers. Muso Magic provides an innovative approach to team building. It offers a platform for creative thinking and gives students the chance to express themselves in non-traditional environments.



7. Staff (and their welfare)

- Staff profile:

Many staff live in the community and have developed strong personal links with community groups, service clubs, sporting organisations and community members. The staff turnover is relatively high however this is balanced by some long serving, experienced and highly capable teachers and school service officers. At JPSS approx. 50% of teachers are in their first 5 years of teaching while about 25% have worked at the school for more than 10 years.

- Staff support systems:

Each member of staff has a designated performance development manager who has responsibility for staff support, supervision and enactment of the school performance & development policy. The induction program extends for up to 12 months and supports staff new to the school.

Teamwork and collegiate support from co-workers is acknowledged as a cultural strength at JPSS. Staff feedback verifies that the cohesiveness and effective working relationships that exist among a team of highly dedicated educators is valued. Staff are also supported through learning area groups, sub school teams and by members of leadership.

The school has an active staff social committee who play a vital role in ensuring morale is enhanced.

- Training & Development:

Staff access professional learning to support their work. Opportunities to take on additional roles are plentiful and provide the chance to specialise or grow expertise outside of immediate duties. JPSS is often described as a GROWTH school in that employees within reasonable bounds are able to pursue professional growth in areas of responsibility or interest.

- Access to special staff:

The school has access to specialist staff including Instrumental Music teachers, Speech Pathologists, Guidance Officers, Behaviour Management Officers, Social Workers and Special Educators.

8. School Facilities

- Buildings and grounds:

The school is situated in the town centre close to main shopping precincts. With approximately 7 hectares of land there are a number of grassed areas including a main oval. The buildings are a mixture of original stone (1910), solid main buildings and a range of pre-fabricated classrooms. Since the amalgamation, building improvements have included a new six-classroom middle school block, upgraded Senior School wing and new Gymnasium. An Administration upgrade was completed in 2014.

- Heating and cooling:

The school is fully air-conditioned.

- Student facilities:

A Student Services area is available with Student Counsellor support. There are dedicated rooms for Aboriginal students and staff. A Year 12 study area

has been developed to support Year 12 students. Seating and covered shelters are available for students. Students can access lockers and have a safe place to store bicycles. Senior students who drive to school are required to park their car in the Gym car park.

The canteen is operated by Metro Canteens. It offers a range of food and drinks at competitive prices.

- Staff facilities:

Teachers have a designated workspace or office and a modern well equipped staffroom. A conference and interview room provide quality venues for a range of parent, staff & student meetings. The reception area exists within the new administration wing and offers a welcoming environment for all visitors.

9. School Operations

- Decision making structures:

The Senior Leadership Team (Principal, Deputy Principal, Senior Leaders and School Business Manager) make daily routine decisions where there is minimal impact on stakeholders or where an interim decision is urgently required.

The Leadership Group (Senior Leadership and all coordinators) develop processes where wider consultation is seen as desirable.

The school has formal grievance procedures to ensure due process is followed and outcomes are equitable.

Relevant decision-making powers have been delegated to major committees including PAC, Governing Council, Leadership, Student Intervention Team, Facilities, Finance, Timetabling and SRC.

- Regular publications:

Publications include a Newsletter every fortnight, JPSS Facebook which is updated regularly, the school's website, curriculum handbooks and school information handbook. Daily staff and student bulletins are also published.

10. Local Community

- General characteristics:

Port Pirie is a regional city of approx. 19,000 people, 225kms from Adelaide. The city serves a large rural hinterland and is the focus for provision of a wide range of services including shopping and health services.

Nyrstar (The Smelters) is a major industry and has a wide range of associated support industries. Efforts are being made to attract other industries into the city.

Port Pirie is striving to be a tourism destination and a step off point to the Clare Valley, Mid North, Flinders Ranges and the Outback, Yorke and Eyre Peninsula and Far North Mining Operations. Port Pirie is known to many as the "City of Friendly People."

- Parent and community involvement:

Governing Council members are involved with sub committees, including Curriculum, Finance, Bus, Facilities and Canteen. The school is involved in

community events such as Science Week, Masters Games as well as Anzac Day and Remembrance Day ceremonies. Partnerships have been formed with local businesses to promote traineeships and apprenticeships.

- Other local care and educational facilities:

An excellent range of childcare and kindergarten options are available.

- Commercial/industrial and shopping facilities:

The Keith Michell Theatre is a beautifully appointed and technically outstanding venue which attracts many professional shows. As well as being an audience member, opportunities exist for people to become involved with amateur productions. There is a thriving Youth Theatre Group and a range of clubs that also cater for children, e.g. gymnastics, calisthenics, ballet, Guides and Scouts.

Art is taking an increasingly high profile in the city, and the Tourism and Arts Centre is a focal point, attracting a wide range of exhibitions. The Centre features a technically sophisticated and highly regarded Art Gallery that promotes local arts and crafts through displays and workshops.

The city is also becoming known for its events based tourism which features, for example, the Southern Flinders Music Festival and the Regional Masters Games which attracts around 2000 competitors.

- Other local facilities:

Sports facilities include golf, football, sailing, bowling, netball, basketball, cricket, tennis, volleyball, darts, table tennis, youth and hockey clubs. There is a shared school/community gymnasium.

- Availability of staff housing:

Housing is available through private rental agents.

- Local Government body:

Local government is the Port Pirie Regional Council which has publications available, describing the local area.

11. Further Comments

John Pirie Secondary School's motto "Striving for Excellence", reinforces our focus on continuous improvement and effort to ensure learners become increasingly engaged in learning and resilient in the face of challenge. The school is characterised by progressive approaches to teaching and learning. The staff are very supportive of each other and make new staff members welcome. They are committed to growth in their own practice and developing the potential of all students in the community.