John Pirie Secondary School
2016 Information Handbook

Developing the potential of all

Striving for Excellence
INTRODUCTION

I am pleased to provide you with a copy of our 2016 Information Handbook. The handbook includes details about school organisation, key polices and the range of curriculum offerings available to students who attend our school. I encourage you to review it in conjunction with the school website www.jpss.sa.edu.au and the John Pirie Secondary School Facebook page, which incorporates a range of information about upcoming events and highlights of school activities.

Our school is committed to continuous improvement. We strive to build on the excellent programs offered to increasingly make our school one that is widely recognised for quality student learning and wellbeing outcomes.

The school motto “Striving for excellence”, reinforces our focus and effort and improvement. We want to ensure learners become increasingly engaged in learning and resilient in the face of challenge. The capacity to display grit, determination and to never give up is a key to improvement and achievement.

One of the features of John Pirie Secondary School that I admire most is the determination to provide inclusive programs that cater for the needs of all students. I believe we have a strong staff team committed to growth in their own practice and developing the potential of all students in our community.

I hope you find the handbook informative and look forward to working with and for you.

Roger Nottage
PRINCIPAL
## CONTENTS

1. **JOHN PIRIE SECONDARY SCHOOL – OUR PURPOSE**

2. **ABOUT JOHN PIRIE SECONDARY SCHOOL**
   - John Pirie Secondary School
   - Local Community
   - Partnerships
   - School Map
   - Key Directions 2015-2018
   - Curriculum/Pathways/Program
   - Recognising Student Achievement
   - Middle School
   - Senior School
   - Governing Council

3. **COMMUNICATION**
   - Diaries
   - Newsletter
   - Parent/Student/Teacher Interviews
   - Care Group Teachers
   - Year Level Coordinators
   - Student Counsellor
   - Facebook
   - Website

4. **SCHOOL ORGANISATION**
   - The School Day
   - Canteen
   - Bikes
   - Student Car Park
   - Lockers
   - Attendance
   - Lateness
   - Student Signing Out
   - Illness During the School Day
   - Lunch Passes
   - Home Study
   - Lost Property
   - Resource Centre – Opening Hours
   - Bus Information

5. **KEY SCHOOL POLICIES**
   - School Fees
   - School Photographs/ID Cards
   - Computer Network Acceptable Use Policy
   - School Uniform Policy
   - Homework Policy
   - Student Behaviour Management Policy Descriptive behaviour in the classroom
   - Assessment and Reporting
   - Bullying and Harassment

6. **STUDENT PARTICIPATION**
   - Presentation of Learning
   - PLP Round Table Conference Year 10
   - Student Representative Council
   - School Sport
   - ANZAC and Remembrance Ceremonies
   - Port Pirie Youth Theatre
   - Operation Flinders
   - Australian History Competition
   - Science and Engineering Challenge
   - Premier’s Reading Challenge
   - Book Week
   - Festival of the Arts
   - RAVE
   - Artist Workshops

7. **CURRICULUM**
   - SAASTA
   - Flexible Learning Options
   - Instrumental Music Program
   - Vocational Education and Training (VET)
   - Digital Technology
   - Curriculum Overview Middle School
   - SACE Pattern
   - Year 11 Curriculum Overview
   - Year 12 Curriculum Overview

8. **KEY STAFF CONTACTS**
1. OUR PURPOSE

DEVELOPING THE POTENTIAL OF ALL

We are committed to supporting young people achieve preferred futures.

Our staff understand that this means we must:

- foster the development of knowledgeable, literate and numerate young people.
- build capacity in youth to be powerful and effective learners who are able to communicate, problem solve, research and have the confidence to persist in their learning when it is challenging.
- promote the development of social capabilities that enable young people to respectfully and responsibly participate in and contribute to society.

QUALITIES

The Port Pirie Public Education Community are working together to build capacity in young people. We recognise the importance of partnering a sound educational program with the development of qualities that enable students to be more powerful in their learning traits which will support their success at school and in life.

Throughout 2014 student & community voice was the key vehicle used to identify 4 qualities. These qualities provide a common language to talk about and refer to powerful learning in every Port Pirie public educational site, and across the wider community.

Our intention is to work with key partners and the community to promote the qualities of confidence, persistence, respect and responsibility in graduates from our school.

CONFIDENCE
PERSISTENCE
RESPECT
RESPONSIBILITY
2. ABOUT JOHN PIRIE SECONDARY SCHOOL

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.

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), performing arts centre 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.

The school caters for an enrolment of up to 700 students from diverse socio-economic and cultural backgrounds. JPSS prides itself on delivering inclusive programs that develop the potential of all students. Strong academic success supports students aspiring to university entry while vocational educational training, special needs support and targeted cultural programs ensure there are options for all learners. The school has provision for Visual Arts, Drama, Music, all aspects of Technology, Hospitality and Physical Education. IT facilities include a fully networked system servicing administrative and curriculum needs.

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.

Local Community
We work with the community to ensure that every student is provided with support and the opportunity to successfully participate in learning programs and achieve the best possible educational outcomes.

We believe that all students enrolled with us:
- can and want to learn
- have a right to participate and be successful in their learning
- have a right to learn in a safe and supportive environment

Partnerships
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. The partnership is made up of 12 sites. They include:

1. Port Pirie Children’s Centre
2. Learning Together Centre
3. Port Pirie Community Kindergarten
4. Airdale Primary School
5. Napperby Primary School
6. Port Pirie West Primary School
7. Risdon Park Primary School
8. Risdon Park South Kindergarten
9. Solomontown Kindergarten
10. Solomontown Primary School
11. Mid North Education Centre
12. John Pirie Secondary School
JPSS School Improvement Plan

Our purpose

Developing the potential of all

Our culture

Inclusive programs
Safe & rigorous
Teamwork
Quality teaching
Engaged & resilient learners
Community partnerships
Continuous improvement

Our qualities

Respect
Confidence
Persistence
Responsibility

Priorities

Build a Culture of Achievement

Key actions

- Embed ‘our qualities’ into the school and wider community culture
- Create high expectations and a commitment to academic excellence
- Establish positive student identity
- Develop & implement a Numeracy & Literacy Strategy

Strengthen Quality Teaching & Learning

Key actions

- Support teachers to work collaboratively in the design, delivery and moderation of quality learning programs
- Incorporate peer observation, student feedback and self-reflection in performance & development processes
- Deliver a targeted, relevant and supported professional learning program
- Identify and implement a clear, well known position (evidence based) on highly effective teaching practice

Achievement for all 2015 – 2018
Curriculum/Pathways/Program

JPSS will continue to focus on ensuring students graduate to worthwhile pathways. We continually review and develop programs that effectively prepare young people for work and further study.

Specific Outcomes:
- Australian Curriculum is successfully implemented.
- Teaching and Learning programs support students to achieve preferred pathways.

Information and Communication Technologies: JPSS will continue to develop ICT programs, practices and resources to support all school priorities, and therefore the Culture of Achievement.

Specific Outcomes:
- All teachers incorporate 21st Century learning strategies in their practices.
- All students have access to appropriate ICT resources to support their learning.

Recognising Student Achievement

Building the positive identity of students is important to our school. By providing opportunities for student voice and leadership to emerge, we promote young people who model the qualities of respect, responsibility, confidence and persistence that we espouse.

We know young people in our school have huge, almost limitless potential. Our role is to nurture and recognise that in ways that increasingly make it "cool" to achieve at the highest level.

The school encourages students to be involved in community events. Whether that be through Anzac and Remembrance Day ceremonies, local sporting competitions, services clubs or community groups. Active participation and leadership by youth builds confidence and signals the positive traits of young people in our school.

Student achievement is formally and publicly recognised at whole school and year level assemblies throughout the year. Annually, in November, JPSS convenes a Prize Presentation Assembly. This is a whole school event convened in the Keith Michell Theatre.

It acknowledges achievement and exceptional effort, and features performances by young people involved in the school.

The annual Festival of the Arts, sports carnivals, various assemblies, presentations of learning and achievement awards are focused on showcasing the success and positive endeavour of our students.

Middle Schooling: Years 8 & 9

John Pirie’s Middle School Program provides stability and challenging learning so every student can make a successful transition to high school. Care Group Teachers typically teach their classes for two subjects. This stability enables teachers to know their students well, and to provide effective supervision and support.

Senior School: Years 10, 11 & 12

John Pirie Senior School provides a wide range of courses and pathways to prepare students for success in further study, employment, positive adulthood and citizenship. Most John Pirie students graduate to higher education, worthwhile training pathways or work.

Governing Council

Governing Council is made up of elected parents, staff, students and other community representatives. Meetings are held 2 times per term on nights that best suit the members.

The Governing Council consists of:
Principal, 3 Staff Representatives, 2 Student Representatives, 9 Elected Parents of JPSS and 2 Community Representatives.
3. COMMUNICATION

Diaries
The student diary should be the first step in communicating with the school. Information about your child's subjects and teachers can help you to decide who you should contact regarding particular concerns.

Other purposes of the diary include:
- explaining your child's absence from school
- requesting a Temporary Pass out of school
- writing a note about your child's inability to participate in Health and Personal Education
- recording their homework
- noting student movement around the school during lessons

In addition it is one of the ways of contacting your child's teachers over any concerns or, similarly teachers contacting you.

Newsletter
The school publishes a fortnightly newsletter to containing important information as well as updates about what's happening in the school.

The newsletter is brought home by the youngest member of each family. If you would like the newsletter emailed or posted home to you, please contact the school to make arrangements for this to happen.

Parent/Student/Teacher Interviews
Interviews occur twice a year. Interviews for Year 12s will be at the end of Term 1 and at the end of Term 3. Interviews for Years 8-11 will be at the beginning of Term 2 and at the beginning of Term 4.

Interviews provide the opportunity to discuss students' progress with subject teachers and plan strategies for improvement.

Care Group Teachers
The Care Group Teacher is the teacher who takes a 10 minute (8:50-9:00am) group period for your child's class each morning. They are the first person whom parents should contact when any difficulty is experienced. If you would like to make an appointment to meet or talk with your child’s Care Group Teacher please contact Reception on 8632 0400.
**Year Level Coordinators**

Each Year Level has a Coordinator for overall management and support. The Coordinator works with students on academic, attendance and social issues that have not been resolved with the Care Group Teacher. Parents can contact the Year Level Coordinators if they are not satisfied, that the Care Group Teacher has followed up effectively.

**Student Counsellor**

The services and support of the Student Counsellor are available to any student who wishes to discuss private and/or personal difficulties. Students can make appointments to meet the counsellor through Student Services. Parents can make arrangements to contact the counsellor by calling Reception on 8632 0400.

**Facebook**

The school has a Facebook page. The page promotes events that are happening in the school. The page also promotes students’ work and achievement.

![Facebook Logo](https://example.com/facebook.png)

**Website**

The school manages a website to maximise communication. You can find further information, retrieve copies of newsletters and find out about future events. Visit our website at [www.jpss.sa.edu.au](http://www.jpss.sa.edu.au)
4. SCHOOL ORGANISATION

The School Day

Monday, Thursday and Friday

<table>
<thead>
<tr>
<th>BELL TIMES</th>
<th>Lesson Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50</td>
<td>Care Group 8:50 – 9:00</td>
</tr>
<tr>
<td>10:45</td>
<td>Lesson 1 9:00 – 9:55</td>
</tr>
<tr>
<td>11:05</td>
<td>Lesson 2 9:55 – 10:45</td>
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<tr>
<td>12:00</td>
<td>Lesson 3 11:05 – 12:00</td>
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<tr>
<td>12:50</td>
<td>Lesson 4 12:00 – 12:50</td>
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<tr>
<td>1:30</td>
<td>Lesson 5 1:30 – 2:25</td>
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<tr>
<td>3:15</td>
<td>Lesson 6 2:25 – 3:15</td>
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<tr>
<td></td>
<td>Dismissal 3:15</td>
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</tbody>
</table>

Tuesday and Wednesday

<table>
<thead>
<tr>
<th>BELL TIMES</th>
<th>Lesson Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50</td>
<td>Care Group 8:50 – 9:00</td>
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<tr>
<td>10:30</td>
<td>Lesson 1 9:00 – 9:45</td>
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<td>11:50</td>
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<td>1:05</td>
<td>Lesson 3 10:50 – 11:35</td>
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<td>1:45</td>
<td>Lesson 4 11:35 – 12:20</td>
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<td>3:15</td>
<td>Lesson 5 12:20 – 1:05</td>
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<td>Lesson 6 1:45 – 2:30</td>
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<td></td>
<td>Lesson 7 2:30 – 3:15</td>
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<td></td>
<td>Dismissal 3:15</td>
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</tbody>
</table>

Early Dismissal

Students are dismissed at 2:30pm every Tuesday. This allows for an extended staff meeting time.

TERM DATES

<table>
<thead>
<tr>
<th>Term</th>
<th>Begins</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
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<tr>
<td>Term 1</td>
<td>January 27</td>
<td>April 10</td>
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<tr>
<td>Term 2</td>
<td>April 27</td>
<td>July 3</td>
</tr>
<tr>
<td>Term 3</td>
<td>July 20</td>
<td>September 25</td>
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<tr>
<td>Term 4</td>
<td>October 12</td>
<td>December 11</td>
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<tr>
<td>2016</td>
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<tr>
<td>Term 1</td>
<td>February 1</td>
<td>April 15</td>
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<tr>
<td>Term 2</td>
<td>May 2</td>
<td>8 July</td>
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<tr>
<td>Term 3</td>
<td>July 25</td>
<td>September 29</td>
</tr>
<tr>
<td>Term 4</td>
<td>October 16</td>
<td>December 15</td>
</tr>
</tbody>
</table>
Canteen

The school’s canteen is run by Metro Canteens and provides a range of food and drinks, from stir fries and potato bakes to sandwiches and fruit salad. Specials and theme days, such as Mexican and Italian, also provide variety and healthy choices for the students. The cookies are also a winner!

The canteen is open for breakfast and before school for ordering of lunches. Students are strongly encouraged to order, as this assists staff in purchasing the right amount of food each day.

The service is also available to students at recess and lunch each day. Year levels have their own entrance and serving area. Job opportunities are available at the beginning of each year for students who wish to serve in the canteen.

Bikes

Students are able to ride their bikes to school. They are kept locked in a cage next to the Administration Building which is located in front of the Senior School wing.

Student Car Park

Senior students who drive to school are required to park their car in the Gym Car Park.

Lockers

Lockers are available to students in their Care Group Rooms. Students are responsible for locks for their lockers.

Attendance

Success in learning is strongly linked to regular attendance.

DECD has an attendance standard of 95%. All students under the age of 17 are legally obliged to attend a full time school program. We strongly encourage positive attendance patterns from Year 8-12. Just one day absent a week totals 40 days a year and is almost a term out of school. Being successful in learning is very difficult in these circumstances.

Parents are requested to phone the school before 10.00am on 8632 0415 to explain any unplanned absence or to place a note in the student’s diary on the day before any planned absence.

When the school has not recorded an explanation for non-attendance, an SMS will be sent advising that your child has been absent for the morning period and request a response to the text with an explanation for the absence.

“Success in learning is strongly linked to regular attendance.”


**Lateness**

When a student is late for school, they are required to report to Student Services to sign in for the day. A note explaining lateness should be included in the student’s diary.

**Students Signing Out**

Students may sign out of the school for urgent or important business that is not able to be conducted outside of school hours. Such reasons may include:
- medical appointments
- meetings with agencies (eg. Boystown, CAMHS, UCW etc)

Parents/Caregivers must write a note in the diary requesting permission for a student to sign out.

The diary note must be presented to the care group or subject teacher to be counter signed.

At the time of their departure the student reports to Student Services to be signed out. They will receive an exit slip and should carry this to verify permission to leave the school.

When returning to school the student must sign back in through Student Services.

**Illness During the School Day**

Students feeling ill or in need of first aid should report to the Student Services area where a School Services Officer, trained in First Aid, will attend to them.

Parents will be contacted to collect students if it is not appropriate for them to return to class. STUDENTS SHOULD NOT LEAVE SCHOOL WITHOUT PERMISSION or TELEPHONE HOME THEMSELVES BECAUSE THEY ARE NOT WELL.

In emergencies students will be transported immediately to the Port Pirie Hospital. If necessary, this will be by ambulance.

Students will only be allowed to leave the school if and when a staff member has made contact with a parent/caregiver.

**Lunch Passes**

Parents may apply for a permanent lunch pass. Application forms are available from Student Services and the school website.

Permanent lunch passes will only be approved to permit students to go home for lunch. Students should:
- sign out at student services
- carry the permanent lunch pass with them in their diaries so that they can show it to teachers or yard duty staff
- students who leave the school using a permanent lunch pass must be signed back into school prior to the start of after lunch lessons

The permanent lunch pass will be revoked in the event that students are not honouring this agreement.

**Students are not permitted to leave the school to purchase their lunch down the street.** This is because:
- leaving school grounds increases the risk of accident, injury and inappropriate behaviour
- effective supervision of students is not possible out of the school
- the school supports a canteen which offers a variety of meal options

Exceptional circumstances include students who have left school for the day e.g. home study, are participating in an off-site TAFE program, some vocational education courses, sanctioned excursions or for approved sign out reasons.

Parents who wish to collect their children for lunch or who drop in food for lunch may do so.

Students who are discovered leaving the school without sign out permission will in the first instance receive lunch detention as a consequence.

**Home Study**

Students in the SACE years may have non-contact “Study” time which allows them to sign out of school to study at home.

The details of this option are explained to students and their families by the senior school team each year.

Where Home Study is approved, students are expected to have it noted on their timetable (COPY IN THE DIARY) and sign out through Student Services.

**Lost Property**

Lost property is located in Student Services. Loss of property should be reported to the Care Group Teacher or Student Services. Any article of clothing found should be handed into Student Services.

Students are strongly encouraged to have all articles of clothing clearly marked with their name. Students should not bring unnecessary sums of money to school.

**Resource Centre – Opening Hours**

The Resource Centre provides students with access to computers, text, media and other resources to support their learning.

The Resource Centre is open all day except during recess and the first half of lunchtime.

Students are able to access the Resource Centre until 5:00pm each day for study purposes.
**Bus Information**

Department of Education and Child Development (DECD) provides a school bus service to students who live in the Port Pirie Area and who are eligible to travel to the nearest government school. There is no cost to parents for the DECD bus service. DECD buses are coordinated by John Pirie Secondary School.

**Port Davis Road Bus 1558**
The Port Davis Road bus travels along the shortest passable all weather route to the corner of Exchange Road and Lower Broughton Road and then travels north towards Port Pirie.

**Port Germein Bus 1605**
The Port Germein bus travels from Port Pirie north via Highway 1 to Baroota Siding Road, then east to Reserve Road. The bus will then travel south on Reserve Road and Reservoir Road to Gorge Road and back to Highway 1. The bus then travels into Port Germein collecting all students who reside there, before travelling on to John Pirie Secondary School.

**Wandearah Bus 1623**
The Wandearah bus travels from Port Pirie via the Port Broughton Road to Wandearah Road. It then travels west to the corner of Wandearah Road and the Old Port Broughton Road. It turns around and returns directly east to the Port Broughton Road before travelling north to John Pirie Secondary School.

**Warnertown Bus (Private)**
The Warnertown Bus commences its run on Port Davis Road and travels onto Augusta Highway to the bus stop adjacent to the Flinders Rest Hotel. It proceeds across the railway line and onto Waits Road. It then turns onto Warnertown Road and travels in to John Pirie Secondary School.

**Solomontown Primary/Risdon Park Primary LOOP**
Students who have sought temporary approval to travel past their nearest government school to attend another government school of choice, either Solomontown Primary School or Risdon Park Primary School, will disembark from the bus that brings them into John Pirie Secondary School and board Bus 1623 to travel to these schools.

**Napperby Bus Loop**
The bus loop commences at Country Gardens and travels towards Napperby. The bus turns at the corner of Scenic Drive and Oaks Road and travels past Napperby School to the corner of Nelshaby and Napperby Road. It turns left at this corner and proceeds to the S road intersection where it turns onto Blights Road. The bus proceeds along Blights Road to Jacobs Corner, turns around and travels back to Scenic Drive Corner. The bus turns left and follows Scenic Drive to the Napperby township before turning at Oaks Road and proceeding to Napperby Primary School. From here the bus travels directly in to JPSS.
5. **KEY SCHOOL POLICIES**

**School Fees**
The 2016 School Fees are $303.00

The fee is charged to cover some costs associated with the educational program, school environment and furniture provision.

**This charge also funds the:**

- supply of an initial stationery pack.
- use of text books.
- provision of some classroom consumables, education material, apparatus and equipment used in subjects studied during the year.
- supply of an ID card which assists borrowing library and text books from the Resource Centre. The card is also used for identification when travelling by public transport.
- student diary allowing them to keep a record of their homework and organise their daily activities. It is also an important means of communication between school and home and contains relevant information.
- access to the school curriculum computer network.
- provision of an initial credit for internet, e-mail and printing services.

We expect all families to pay fees as it enables students to be offered opportunities to achieve academically, to use learning technologies, and to participate in extensive co-curricula and sporting programs available.

While school fees cover the cost of most resources used in teaching programs, it is important to note that some courses will require the payment of additional fees for materials, such as camps and excursions.

John Pirie Secondary School will always seek to recover unpaid Materials and Services Charges through personal consultation and negotiation. However, where this is not successful, the school will engage the DECD Central Collection agency to recover charges which remain unpaid.

**Applications for School Card** assistance should be made at the beginning of the year. Automatic approval does not carry forward from one year to the next.

**School Photographs/ID Cards**
Photographs will be taken during Term 1 each year, with a catch-up day for those absent. Payment for school photographs will be made via a payment envelope on the day the photographs are taken.

Payment envelopes will be issued to students. The school does not handle photograph money. All arrangements are between parents and the photography company.
Computer Network
Acceptable Use Policy

General
The computer network, Internet access facilities, computers and other ICT equipment/devices bring great benefits to the teaching and learning programs at JPSS and to the effective operation of the school. The ICT equipment is for educational purposes appropriate to this environment, whether it is owned or leased either partially or wholly by the school, and used on or off the site.

To access computers, all students must have signed a copy of the Cyber Agreement Policy which describes in detail appropriate behaviours with regards to ICT equipment.

Inappropriate use of ICT equipment will result in loss of computer access for 3-5 school days and damage to equipment may result in suspension and invoicing families for cost recovery. The teacher will make contact home. In the case of serious offences, a member of the leadership team will make the necessary contact home.

If students bring their own device to school, they are expected to follow the user agreement and ensure all content is appropriate to the school environment. Inappropriate use of personal ICT equipment may result in it being confiscated for collection at the end of the day, or referral to SAPOL if potential eCrime is involved.

Cyber Safety
The overall goal of JPSS is to create and maintain a cyber-safe culture that is in keeping with legislative and professional obligations. The User Agreement includes information about staff/student obligations, responsibilities, and the nature of possible consequences associated with cyber-safety breaches that undermine the safety of the school environment.

All students will be issued with a User Agreement and once a signed consent form has been returned to school, students will be able to use the school ICT equipment.

Rigorous cyber-safety practices are in place which include Cyber-safety Use Agreements for staff and students, who have been involved in the development of the agreement. Child protection education, such as the “Keeping Safe” Child Protection Curriculum, includes information about remaining safe when using technologies and is provided to all students.

Material sent and received using the network is monitored. Filtering and/or monitoring software is used to restrict access to certain sites and data, including email. Where a student is suspected of an electronic crime, this will be reported to the South Australian Police. Where a personal electronic device, such as a mobile phone, is used to capture images of a crime, such as an assault, the device will be confiscated and handed to the police.

While every effort is made by schools and DECD administrators to prevent students’ exposure to inappropriate content when using the department’s online services, it is not possible to completely eliminate the risk of such exposure. In particular, DECD cannot filter internet content accessed by your child from home, from other locations away from school or on mobile devices owned by your child.

DECD recommends the use of appropriate Internet filtering software.

More information about Internet filtering can be found on the websites of the
- Australian Communications and Media Authority at http://www.acma.gov.au
- NetAlert at http://www.netalert.gov.au
- Bullying No Way at www.bullyingnoway.com.au

Plagiarism and Copyright Infringement
Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.

Students will:
- Not plagiarise works that they find on the Internet, CD-ROMS, or any other source of research material.
- Respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright.
- Use a Bibliography to identify the source of any work that is protected by copyright.

Note
Copyright law can be very confusing. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. A recommended reference book is ‘Copyright and the Internet’ (Australian Copyright Council) which is available from many libraries.
**School Uniform Policy**

Students at John Pirie Secondary School are expected to conform to the school’s dress code.

Supporting the policy assists us to:

- Establish school identity, spirit and pride.
- Separate the weekend and non-school life from school and learning time (it helps create a learning environment).
- Prepare young people for the disciplines of work after school.
- Create a safer place as unauthorized people are more readily identifiable.

The dress code includes a range of comfortable, appropriate clothing based around the school colours of maroon, black, white and grey.

Covered shoes or sandals are also a requirement at school.

Only small brand logos (approximately palm size) are allowed on clothing.

Please note that most items are available from our uniform shop located in the Front Office from 8.30-5.00pm.

Students arriving out of school uniform have a choice of:

- Changing into a loan uniform
- Having a school uniform brought in from home
- Going home to change

Every effort is made to provide uniform or support students to have access to uniform at our school.
JOHN PIRIE SECONDARY SCHOOL UNIFORM POLICY

MALE AND FEMALE STUDENT DRESS CODE

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>White or maroon school shirt, or “polo” shirt</td>
</tr>
<tr>
<td>Shorts</td>
<td>Grey or black shorts (at a modest length)</td>
</tr>
<tr>
<td>Long pants</td>
<td>Plain grey or black long pants</td>
</tr>
<tr>
<td>Hipster pants</td>
<td>Girls’ grey or black hipster pants</td>
</tr>
<tr>
<td>Maroon windcheater</td>
<td>Hooded maroon</td>
</tr>
<tr>
<td>Jumper</td>
<td>Knitted maroon school jumper</td>
</tr>
</tbody>
</table>

Length of all dresses, skirts and shorts: around the knee, and no more than 10cm above, from the middle of the knee. Length of all trousers: above the sole of the shoes. Must be properly hemmed. No frayed edges. Leggings are unacceptable.

John Pirie Secondary School Uniform Shoe Policy:
Shoes must be fully closed in, with thick soles, and provide adequate support and protection. NOTE: Thongs and Ugg boots are unacceptable.

Sport and Physical Education

Students are required to wear a change of clothes. A polo top made of specially designed ‘cool dry’ fabric is available from the school’s uniform shop.
JOHN PIRIE SECONDARY SCHOOL UNIFORM POLICY

Protective Clothing

At John Pirie Secondary School, we provide a safe learning environment and insist on strict adherence to safety rules. Guidelines regarding clothing, hair safety, footwear, and eye protection are explained to students attending Science, Technology Studies and Home Economics.

Uniform Shop

40 Mary Elie Street
Opening Hours
Monday - Friday 8:30am – 5:00pm
Telephone: 8632 0400
Homework Policy
Homework is an important strategy to help students learn to organise their time in order to meet their commitments with increasing workloads and to succeed in their learning.

Homework Expectations

Year 8 & 9 Students: Approximately 60 minutes on four nights per week

Year 10 Students: Approximately 90 minutes on four nights per week

Year 11 Students: Approximately 120 minutes on four nights per week

Year 12 Students: Students require an organised, documented study plan.

Year 8 and 9 students will have a set homework timetable, which will be written into the diary. At Year 10, the homework timetable will be more flexible, with classes and teachers negotiating deadlines and time commitments, in order to complete set assignments.

This approach is taken at Year 10, as a preparation for, and transition into the demands of SACE.

After School Study
The school offers After School Study on Wednesday and Thursday. After School Study is run in the Resource Centre from 3:20 – 4:30pm. Students have access to computers and books from the Resource Centre.

After School Study is staffed by teachers who volunteer their time to assist students with their individual needs.

Student Behaviour Management Policy
The school supports and values successful learning and positive behaviour. Students are expected, taught and empowered to accept responsibility for their learning and behaviour, to make positive and responsible decisions and to consider and accept the consequences of their actions.

We do not tolerate misbehaviour or harassment. No student is allowed to interfere with the rights, safety or learning of others.

Classroom Strategies
Each class negotiates a set of classroom expectations based on the school’s principles, in particular:

- Students have the right to learn in a positive environment, free of disruptive behaviour.
- Teachers have the right to be able to teach in a positive learning environment, free of disruptive behaviour.
- Disruptive behaviour is unacceptable and will result in logical consequences.

Persistent disruptive behaviour will result in withdrawal from lesson.

Being respectful to self, others and school property:
Abusive, offensive or threatening language directed at staff or students is unacceptable. Consequences imposed may include:
- Yard Duty, Detention
- Parent contact
- Referral to a counsellor, conflict resolution
- Buddy Class
- Internal Suspension
- External Suspension

Violence threatens safety and wellbeing of students and staff. At JPSS we are determined to develop a culture of Respect and Responsibility in our school. Most often students involved in violence are suspended pending exclusion and the incident is reported to SAPOL.

Disruptive Behaviour in the Classroom
Buddy Class
A Buddy Class Referral is used as part of the behaviour management process. The following progressive steps ensure that students are given an opportunity to improve their behaviour and avoid being sent to Buddy Class.

Verbal Warning
Name on Board
In Class Movement
Out of class Time Out
Buddy Class

For each Buddy Class Referral the:
- Referring teacher will contact home via a phone call or letter
- Student will complete a “Reflection Sheet”
- Student and referring teaching will meet to discuss the issue prior to their next lesson

Fourth Buddy
1 day Internal Suspension organised by the year level coordinator. Reflection Sheet Completed

Fifth Buddy
3 days External Suspension organised by the year level coordinator.

The Buddy count zeros after 25 days without a referral.

If a student continues to disrupt the learning of others after this procedure, he/she will be externally suspended.
Detention
Detention is held at lunch time or after school. Detention may be used as a consequence for misbehaviour outside of subject lesson, e.g. disobedience in the yard, abusive or offensive language, truanting, and Care Group related issues (persistent lateness, homework not completed, not wearing correct school uniform, etc).

Community Service
Students may be asked to complete community service, such as yard clean up, as a consequence for misbehaviour.

Serious Breaches of Behaviour
Sometimes inappropriate behaviour is severe and steps are not followed. On these occasions a student may be sent to buddy, detention, suspension or even exclusion because of their initial behaviour.

Suspension
**Internal Suspension** means that the student does not attend normal classes for a period of time ranging from one to two school days. They will work supervised in the Study room, on tasks set by their subject teachers.

**External Suspension** from school means that the student does not attend school for a period of time ranging from three to five school days. Students are not to enter the school grounds during the period of suspension.

A suspension conference with all stakeholders must be held, and a Student Development Plan must be generated, prior to re-entry.

Exclusion
A student may be excluded after repeated suspensions or where behaviour is particularly serious e.g. violence, drug offences, property damage or vandalism. Exclusions are generally between 4 and 10 weeks.

Assessment and Reporting

**Subject Reports**
During 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.

For Year 8-11 students, there is an opportunity for parents/caregivers to discuss the report in more detail in Terms 2 and 4 during Parent/Teacher interviews.

Parent/Teacher Interviews for Stage 2 are held in Term 1 and 3.

**Achievement Grades and what they mean. (Australian Curriculum)**
Students in Year 8, 9 and 10 will be assessed progressively against the new 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/carers. These will be documented in the student’s learning plan, e.g. NEP.

**SACE**
Subject grades A-E Stage 1 and A’ - E Stage 2 are based on performance standards (available on the SACE Board Website) described in each subject outline.
Bullying and Harassment
All members of our school community have a right to learn and work in an environment which is safe, inclusive and free from harassment, violence and bullying. Behaviour which threatens this right is not acceptable and will not be tolerated.

Bullying
Bullying is repeated verbal, physical, social or psychological behaviour that is harmful, including the misuse of power by an individual or group towards one or more persons. It can include inappropriate behaviour that targets an individual or groups’ identity, race, culture, sexual behaviour etc. Cyber bullying refers to bullying through information and communication technologies.

Examples of bullying and harassment can include:
- Physical intimidation or assault
- Writing offensive comments or drawings
- Laughing at or making unpleasant comments about people
- Getting a group to frighten, threaten or intimidate others
- Hiding, stealing or destroying property
- Inappropriate and unwanted comments
- Spreading rumours
- Ignoring or excluding others

What do you do about bullying & harassment?
If you are bullied or if you know someone who is being bullied, please report to:
- Your Care Group Teacher
- Year Level Coordinator
- Student Counsellor
- Assistant Principal
- Parent/Caregiver/Trusted adult/Principal/Deputy Principal
- Friends

If you are a bystander to bullying, you have a responsibility to report it. Further information is made available on the school website or can be gained by contacting the school.

Remember ”Everyone has the right to feel safe all the time.”
6. STUDENT PARTICIPATION

Presentation of Learning (Year 8/9)
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 Personal Learning Plan and is included in the overall assessment for that subject.

Student Representative Council (SRC)
The SRC plays an important role in the school by providing a forum for students' needs and ideas to be heard.

The SRC members are encouraged to possess 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’s representatives are nominated and elected by their peers. The SRC members generally meet three times a term.

School Sport
A wide variety of sporting activities are available to students attending John Pirie Secondary School. Students are encouraged to participate in sports.

Knockout Sport Competition
In the past, John Pirie Secondary School has participated in the following sports:
- Australian Rules Football
- Basketball
- Swimming
- Athletics
- Soccer
- Netball

The school convenes an athletic and swimming carnival during Term 1 each year.

In recent years JPSS teams have participated in local soccer and basketball competitions.
Anzac and Remembrance Day Ceremonies

Our school has a close association with the Port Pirie RSL sub branch. Often students studying Australia’s engagement in conflicts use the RSL displays and membership as a key resource. From time to time Art staff have partnered with the RSL to create murals or backdrops which bring to life displays of war memorabilia. In addition our school honours the tradition of Remembrance by having all students participate in Anzac Day and Remembrance Day ceremonies each year.

Anzac Day often falls during the school vacation. School captains lay a wreath at the community service and when school resumes for Term 2 a whole school assembly is dedicated to reflecting on the sacrifice made by Australian servicemen and women who have served our country in all military operations.

On Remembrance Day all staff and students attend the community service in front of the World War 1 Memorial in Gertrude Street. Here our entire school community pay their respects to those who have served and made the ultimate sacrifice. The chance to remember, reflect on and respect our history as a nation, a town and community is a tradition students at John Pirie Secondary School warmly embrace.

Port Pirie Youth Theatre

John Pirie Secondary School has a strong connection with the Port Pirie Youth Theatre which supports students to demonstrate the school qualities through extra-curricular activities. Students interested in Drama may audition for the Port Pirie Youth Theatre and become involved in a full length musical production.

The youth theatre begins its season each year in Term 1 Week 2 with an information night and auditions. Participants then undertake intensive rehearsals to develop the performance, including songs and dances. They rehearse every Wednesday, and occasionally on Sundays, from February through to the performance in early September. Students also participate in an overnight camp during Term 1 in which they build positive relationships with each other; a crucial aspect that underpins the ensemble work required in the production.

Taking part in Youth Theatre allows students the opportunity to develop valuable life skills, including creativity, team work, independence, communication skills and the John Pirie Secondary School Qualities of Respect, Responsibility, Confidence and Persistence.
Operation Flinders

John Pirie has a long association with Operation Flinders, sending one or two teams per year for at least the last 20 years. With a team comprising ten students this has seen over 200 of our past and present students complete this program.

The aim of Operation Flinders is to provide young men and women who have been identified as being at risk, with demanding outdoor challenges and support, to help them develop their personal attitudes and values of self-esteem, motivation, team work and responsibility so they may grow as valued members of the community.

Participants are encouraged to develop as a team and undertake different roles within their group over the eight day expedition. This often sees the development of strong bonds between the participants and the adults that accompany them. This shared experience helps build a relationship that can transfer into positive support on their return to school.

The program matches closely with the school qualities of persistence, respect, responsibility and confidence.

Australian History Competition

The study of History at JPSS allows our students to better understand the world we live in and to develop skills in critical thinking so they can make informed opinions about local and international issues that directly impact them. As part of our focus on History at JPSS we have taken part in The Australian History Competition, sponsored by the History Teacher’s Association of South Australia, for the last three years with participation and awards growing each year. The multiple choice competition tests skills of historical enquiry in year levels 8, 9 and 10 directly linked to the Australian Curriculum that all students study. The test is highly engaging and we encourage all students of JPSS to take part.
Science and Engineering Challenge

The Science and Engineering Challenge is a nationwide Science, Technology, Engineering and Mathematics outreach program presented by the University of Newcastle in partnership with communities, Rotary clubs, universities and sponsors. Students compete in school teams, participating in a series of exciting activities that are designed to demonstrate the varied and practical elements of the science and engineering industries. The Challenge focuses on inspiring students in year 10 to consider a future career in science and engineering by choosing to study Science and Mathematics in years 11 and 12. The John Pirie Secondary School and Rotary Club of Port Pirie have a long association with the challenge which involves participant schools from Jamestown, Kadina, Whyalla, Port Broughton & Gladstone. Year 10 students are selected to participate based on their interest and the challenge is eagerly contested.

Premier’s Reading Challenge

The Premier’s Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to encourage students to read more books, enjoy reading and to improve literacy levels. The Challenge requires students to read 12 books between the beginning of the school year and early September.

Students at John Pirie Secondary are encouraged to take part in the challenge and are awarded with certificates and medallions. We have several Hall of Fame readers at this school. Students are well supported and encouraged by our library staff to complete the challenge. From 2016 the Premier’s Reading Challenge will be incorporated into the Year 8 English teaching programme.

Book Week

Book Week has become an important event on the John Pirie Secondary School calendar. It is a celebration of books, literature and literacy. Each year the Australian Children’s Book Council promotes books with this themed week. Our library plays an integral role in supporting the theme and is the decorative hub. Our students are encouraged to take part in competitions and literacy activities both in their English classes and individually. Visiting guest authors are invited in to stimulate our budding writers and live theatre performances entertain and encourage our students. This week is truly a celebration of reading, writing and creativity to inspire our students at John Pirie.

Festival of the Arts

John Pirie Secondary Schools Festival of the Arts is an annual event introduced in 2013 to showcase the artistic talents of our students. There are visual arts display accompanied by live music performance and drama production. On the night the winner of the JPSS Art Prize is announced.

Students have the opportunity to be involved in this event in a number of ways. They can enter art pieces into the JPSS Art Prize, enter art pieces in the community art prize, audition for a live music performance slot or participate in the drama production.

RAVE

RAVE is an annual dance competition open to all education settings and dance schools. Students from all year levels are able to nominate to be involved in this extra curricular activity. Students compete against other secondary schools in the region. Students also have the opportunity to choreograph their own solo piece and compete against other dancers in their age bracket.

Artist Workshops

Collaborating with the Port Pirie Regional Art Gallery the school is able to offer an array of extra curricular art related workshops. These workshops give students the opportunity to further enhance their artistic growth. These workshops vary dependent on the artist visiting the region.
SAASTA

The South Australian Aboriginal Sports Training Academy (SAASTA) is a unique sporting and educational 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 clinics, intensive TAFE blocks, leadership clinics, career expo’s 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.

Flexible Learning Options (FLO)

FLO provides flexible ways to support students in their living and learning; it helps establish future pathways.

FLO Offers:

Support for living – 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, including things such as getting on better with family and friends.

Support for learning – each FLO student learns skills and gets qualifications through interesting, enjoyable and relevant activities. The case manager and teaching staff work closely with students to identify what skills and qualifications they need. Students are able to get special help with literacy and numeracy if needed, so that they are better able to acquire the skills for a job and live a more successful independent life.

Together with their personal case manager and/or a teacher, students will develop a Flexible Learning and Transition Plan, based on their interest and goals. They can get accreditation for their learning which will help them to get a job or move into further education and training.

Most of the support work and learning programs are provided outside of school, in places like youth organisations, community groups or health agencies. Some of the activities use school or TAFE facilities, or training rooms in other Registered Training Organisations.

Students who may be FLO enrolled are identified through the Student Intervention Team and during the subject counselling process.

Music Instrumental 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.

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)

Students may also complete VET Qualifications through School Based Apprenticeships or Traineeships.

Digital Technology

John Pirie has wireless networks across the whole site, and teachers incorporate ICT components into courses.

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.

Each student is provided with a secure 5 Megabyte area on the network for storage of his/her files required for various subjects.

Each student is allocated printing funding and students are able to access printing for school specific work in the form of print cards from their teachers.

If inappropriate use of any digital equipment occurs, the John Pirie Secondary School Student Behaviour Management policy and Cyber Agreement Policy will be followed.
Curriculum Overview Middle School

Detailed information about all courses and pathways is available in the 2016 Prospectus or on our website www.jpss.sa.edu.au

<table>
<thead>
<tr>
<th>YEAR 8 CURRICULUM OVERVIEW</th>
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<tbody>
<tr>
<td>Full Year</td>
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<td>Full Year</td>
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<td>Full Year</td>
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<td>Full Year</td>
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<td>Full Year</td>
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<td>Full Year</td>
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<tr>
<td>Full Year</td>
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<tr>
<td>Semester</td>
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<table>
<thead>
<tr>
<th>YEAR 9 CURRICULUM OVERVIEW</th>
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<tbody>
<tr>
<td>Full Year</td>
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<tr>
<td>Full Year</td>
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<td>Full Year</td>
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<td>Full Year</td>
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<tr>
<td>Full Year</td>
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<tr>
<td>Semester</td>
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<td>Semester</td>
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<td>Semester</td>
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<td>Semester</td>
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</tbody>
</table>

A wide range of elective subjects is offered to meet individual student needs and pathways.

These include:

- The Arts: Drama, Music, Visual Arts
- Technologies: Design and Technology, Materials Design & Technology (timber) Materials Design & Technology (metal), Digital Technologies
- Languages: German, Pitjantjatjara
Curriculum Overview Senior School

### YEAR 10 CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Year</td>
<td>English</td>
</tr>
<tr>
<td>Full Year</td>
<td>Maths</td>
</tr>
<tr>
<td>Full Year</td>
<td>Science</td>
</tr>
<tr>
<td>Semester</td>
<td>Geography</td>
</tr>
<tr>
<td>Semester</td>
<td>History</td>
</tr>
<tr>
<td>Semester</td>
<td>Personal Leaning Plan</td>
</tr>
<tr>
<td></td>
<td>(10 credits SACE unit – must pass with A, B or C)</td>
</tr>
<tr>
<td>Semester</td>
<td>Elective 1</td>
</tr>
<tr>
<td>Semester</td>
<td>Elective 2</td>
</tr>
<tr>
<td>Semester</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Semester</td>
<td>Elective 4</td>
</tr>
<tr>
<td>Semester</td>
<td>Elective 5</td>
</tr>
</tbody>
</table>

A wide range of choice subjects is offered to meet individual student needs and pathways.

These include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English &amp; Literature</td>
<td>Pure Maths</td>
</tr>
<tr>
<td>English</td>
<td>General Maths</td>
</tr>
<tr>
<td>English for Life</td>
<td>Maths in the Workplace</td>
</tr>
<tr>
<td>Business Enterprise</td>
<td>Music</td>
</tr>
<tr>
<td>Wood Design &amp; Construction</td>
<td>Information Processing and Publishing</td>
</tr>
<tr>
<td>Drama</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>German</td>
<td>Photography</td>
</tr>
<tr>
<td>Health</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Media</td>
<td>Science and Electronic Programming</td>
</tr>
<tr>
<td>Metal &amp; Energy Technology</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Nutrition &amp; Food Production</td>
<td></td>
</tr>
</tbody>
</table>

Note: Resources and student numbers will determine final subject offerings. Students may also select to complete electives for a full year.

Year 10 students also have access to one Vocation Course: CERT II in Kitchen Operations.
SACE – South Australian Certificate of Education

Stage 1 – Years 10 & 11
- Numeracy, 20 Credits
- Literacy, 20 Credits
- PLP, 10 Credits
- Research Project, 10 Credits
- Free Choice subjects from either Stage 1 or Stage 2, 80 Credits

Stage 2 – Year 12
- Compulsory Stage 2, 60 Credits
# YEAR 11 CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Credits</th>
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<tbody>
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<td><strong>Full Year</strong></td>
<td>English</td>
<td>20</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td>Maths</td>
<td>10</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>Maths</td>
<td>10</td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>PLP or choice</td>
<td>10 (Year 10)</td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>Choice</td>
<td>10</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>Choice</td>
<td>10</td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>Choice</td>
<td>10</td>
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<td><strong>Semester 2</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>Choice</td>
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</table>

*NB: If PLP has not been passed at Year 10, it must be completed at Year 11.

A wide range of subjects are offered to meet individual student's needs and pathways. These include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>History</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>Information Processing &amp; Publishing</td>
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<tr>
<td>Art (2D)</td>
<td>Material Products - Wood</td>
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<tr>
<td>Art Design</td>
<td>Mathematics – Various Courses</td>
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<tr>
<td>Biology</td>
<td>Media Studies</td>
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<td>Business and Enterprise</td>
<td>Music</td>
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<td>Chemistry</td>
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<td>Child Studies</td>
<td>Photography</td>
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<td>Community Studies</td>
<td>Physical Education</td>
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<tr>
<td>Drama</td>
<td>Physics</td>
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<tr>
<td>English - various courses</td>
<td>SAASTA Integrated Learning (Power Cup)</td>
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<td>Food and Hospitality</td>
<td>Sport and Recreation</td>
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<tr>
<td>German</td>
<td>Tourism</td>
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<td>Health</td>
<td>Work Place Practices</td>
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<tr>
<td>Subjects</td>
<td>Credits</td>
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<tr>
<td>Aboriginal Studies</td>
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<td>Biology</td>
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<td>Child Studies</td>
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<td>Classical Studies</td>
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<td>Community Studies (Non ATAR Subject)</td>
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<td>English Communications</td>
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<td>Work Place Practices</td>
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Note: Resources and student numbers will determine final subject offerings.

VET Courses or School Based Apprenticeships can be combined with Year 11 or 12 Studies
## 8. Key Staff Contacts

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<tr>
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<th>Position and Responsibilities</th>
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<tbody>
<tr>
<td>Mr Roger Nottage</td>
<td>Principal</td>
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<tr>
<td>Mr Michael Gaunt</td>
<td>Deputy Principal</td>
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<tr>
<td>Mrs Rachel Gray</td>
<td>Assistant Principal – Technology, ICT, Timetable Coordinator and Daymap Manager Year 9 Coordinator</td>
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<tr>
<td>Mrs Kate Tetlow</td>
<td>Assistant Principal – Middle School</td>
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<tr>
<td>Mr Graham Hoile</td>
<td>Assistant Principal – Senior School</td>
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<tr>
<td>Mr Maciej Jankowski</td>
<td>Assistant Principal – Teaching and Learning</td>
</tr>
<tr>
<td>Mrs Annie Inkster</td>
<td>Student Counsellor</td>
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<tr>
<td>Mr Bruce Mules</td>
<td>Student Counsellor</td>
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<tr>
<td>Mrs Tracey Pepe</td>
<td>FLO Coordinator</td>
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<tr>
<td>Mrs Emma Pendry</td>
<td>FLIPS Centre &amp; Students at Risk Coordinator Student Counsellor</td>
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</tbody>
</table>
| Miss Jasmin Simounds | SACE & VET Coordinator, Special Events  
**Senior School Coordinator** |
| Miss Lauren Keynes | Arts Coordinator  
**Year 8 Coordinator** |
| TBA               | Health Physical Education Coordinator  
**Year 8 Coordinator** |
| Mr Peter Robbel   | Aboriginal Education Coordinator  
**Year 9 Coordinator** |
| Mrs Karen Rohde   | English, EALD, Languages Coordinator  
**Year 10 Coordinator** |
| Mrs Tara Mark     | Humanities and Social Sciences & PLP Coordinator  
**Year 10 Coordinator** |
| Mr Matt Black     | Learning Difficulties Coordinator                                   |
| Mr Tyson Wait     | Maths/Science Coordinator                                           |
| Mrs Sonya Bennett | Business Manager                                                     |
| Mrs Lynne Madigan | Finance Officer                                                      |
John Pirie Secondary School
40 Mary Elie Street Port Pirie SA 5540

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Facsimile +61 8 8632 3195
Email: dl.0792.info@schools.sa.edu.au
Web: www.jpss.sa.edu.au