



John Pirie Secondary School

2020 annual report to the community

John Pirie Secondary School Number: 792

Partnership: Pirie

Signature

School principal:

Mr Roger Nottage

Governing council chair:

Mr John Rohde

Date of endorsement:

5 March 2021



Government
of South Australia

Department for Education

Context and highlights

John Pirie Secondary School (JPSS) is a Category 2 site with 650 enrolments (19.69% Aboriginal and Torres Strait Islander (ATSI) students, 17.69% students with a disability). A Specialist Soccer Academy, Aboriginal Learning Centre, Inclusive Education Unit (three special classes and an alternate SACE class), and on site FLO (Flexible Learning Options) program are integrated into operations. Our purpose is to build better futures for young people and the community more widely. We understand optimizing educational achievement for all young people is paramount to securing successful life outcomes. Our staff, with the support of community, cater for all students by addressing well-being, developing the learning capacity of young people, personalizing programs and progressively raising standards & expectations.

JPSS became a Year 7 - 12 school and transitioned 228 year 7 & year 8 students in 2020. We were proud to be selected as one of just three sites to pilot Year 7's into High School in South Australia. The contribution made by staff, confidence our community displayed in the school, as well as Department for Education assistance was outstanding. Feedback from families and students has been overwhelmingly positive, in all an exceptionally rewarding experience. Year 12 is always a challenge. The culmination of 13 years of education, demands of SACE completion, student hopes, uncertainty about futures, all create pressure. The Year 12's of 2020 have faced an added weight, a year filled with uncertainty. Their resilience and the respectful relationships that have existed throughout, is to their credit. It has been a privilege to see them progress, from early teens to young adults. All graduates are to be congratulated on their on their achievements.

In recent years we have strengthening the presence and understanding of ATSI culture & histories. The Urumbula Garden is now in its third year of development and is an icon that builds identify, cultural knowledge and leadership. The Connections Mural launched this year is an exceptional artwork that took two years to complete. The significant contributions of Judy Crosby and Bruce Mules were acknowledged when they were awarded the 2020 Rowan Ramsey Award and Governing Council Award.

Completion of the \$10.85M capital works development is expected for the start of 2022. It will provide JPSS with a stunning middle school precinct, an Inclusive Education Centre as well as the Powerhouse Performing Arts Centre. This 150 seat custom designed venue will support the emergence of a second specialist program in the arts, potentially featuring drama, music and dance.

Governing council report

2020 has been an enormously challenging year for the whole school community. Co-vid 19 dramatically changed how we all approached our children's education. At term one's end our young people had to adapt to a new learning world dealing with Zoom meetings, remote learning and working through their subject material from home. It was indeed challenging. Thankfully in South Australia face to face learning returned quickly but the consequences of the virus have lingered and many events and camps attended during a normal year were cancelled. In dealing with these challenges I have been immensely proud of our young people. Students have shown enormous resilience, working to the best of their ability while adapting and accepting the innovation needed to advance their study. My thoughts in particular have been with our Year 12 students who have had to deal with these added stresses during what is already a very busy year for them.

Sincere thanks to all to all who have worked so hard to provide guidance, understanding and many resources to help our children during this difficult year. The dedication shown by all to make our school a Centre of excellence continues to impress me .

Even with all the interruption, significant milestones were reached. We welcomed Year 7 students, their families and wonderful new teachers to our school community. Governing Council were updated regularly about the significant planning undertaken. I look forward to 2021 and the development of new learning spaces for these children along with new facilities for our ATSI and special needs students and development of the performing arts space.

The Urumbula garden has been a wonderful addition to the school. I was also pleased to attend the launch of the mural in the garden. This is an important cultural and creative space and source of much learning for not only for ATSI students but the whole school community.

Even with restrictions, school events like the Festival of Arts were successfully held showcasing the creative and artistic skills of students along with those whose strengths lay in food preparation and handling. Other events like Book Week, Science Week and extracurricular activities like soccer were also able to be successfully held.

Being a member of the Governing Council does impact on the direction of the school. Governing Council work with staff in areas like policy construction and uniform development. Through consultation with staff better calendars have been developed along with more regular, clear and relevant information to families from the website and social media.

Quality improvement planning

John Pirie Secondary School has identified three improvement foci. They are to strengthen student writing proficiency, advance innovation in the Middle School and implement high impact teaching strategies.

Embed whole school approaches to writing

Writing is central to school achievement across the curriculum, and is a vital, everyday life skill. The three year improvement journey (2017 - 2019) has been intent on strengthening willingness, stamina and proficiency in writing. Dr Rosie Kerin is a key adviser influencing the core strategic components which are:

- developing teacher capacity & expertise,
- reshaping the Year 7-9 English curriculum,
- strengthening vocabulary across all learning areas, and
- engaging students in Low Stakes Writing (English Yr 7-10 incorporating explicit teaching of writing) and Context Based Writing (Yr 7-10 in all learning areas other than English).

Student writing samples, the volume of writing undertaken, and improved SACE achievement verify significant advancement in willingness, stamina and some growth in proficiency. Writing must remain a sustained focus in 2021 with greater emphasis on explicit teaching and data collection important steps going forward.

Advance Innovation in the Middle School (Year 7-9)

The school has been preparing for Year 7 into High School. The pilot which commenced in 2020 provided added impetus with Professor Donna Pendergast delivering foundation training in middle years teaching and supporting staff to develop a middle school philosophy and improvement plan. Family engagement, self-regulation and project based learning surfaced as priorities and a detailed plan was developed and actioned during 2020.

The global pandemic limited family engagement however the use of social media became a focus with significant engagement evidenced. Self-regulation conferences trialed at year 7 were successful and as a result staff along with Governing Council endorsed their roll out throughout Year 7, 8 and 9 in 2021. Project based learning training occurred with Xavier College and Reynella East College. Teachers visited sites to gain resources and observe teaching approaches. In 2021 a JPSS year 7 trial will inform a Year 7-9 approach in term 2.

Implementing high impact teaching strategies across the school

JPSS engaged in a three year (2017-2019) Visible Learning professional development program based on Prof John Hattie's research. The intention is to enhance quality teaching by developing knowledge of and capacity to implement high impact teaching practices. The site identified learning intentions and success criteria as well as Characteristics of an Effective Learner as a priorities for consistent language and teacher practice across the site. Expectations were captured in a JPSS Statement of Practice and resources developed to support teacher use of these approaches. A school review, unit plans and observations verify their use although greater consistency, broadening the manner in which they are used and more opportunities for educators to share a toolkit of strategies will be explored in 2021.

Improvement: Aboriginal learners

The Aboriginal Learner Achievement Leaders' Resource informs planning, creates dialogue between key stakeholders, and identifies a clear pathway to pursue improved learning outcomes for ATSI students.

The structured planning process through various key elements forces leaders to think with different headsets and domains; this naturally leads to dialogue where the manager of the resource needs to discuss a clear direction with different staff members onsite.

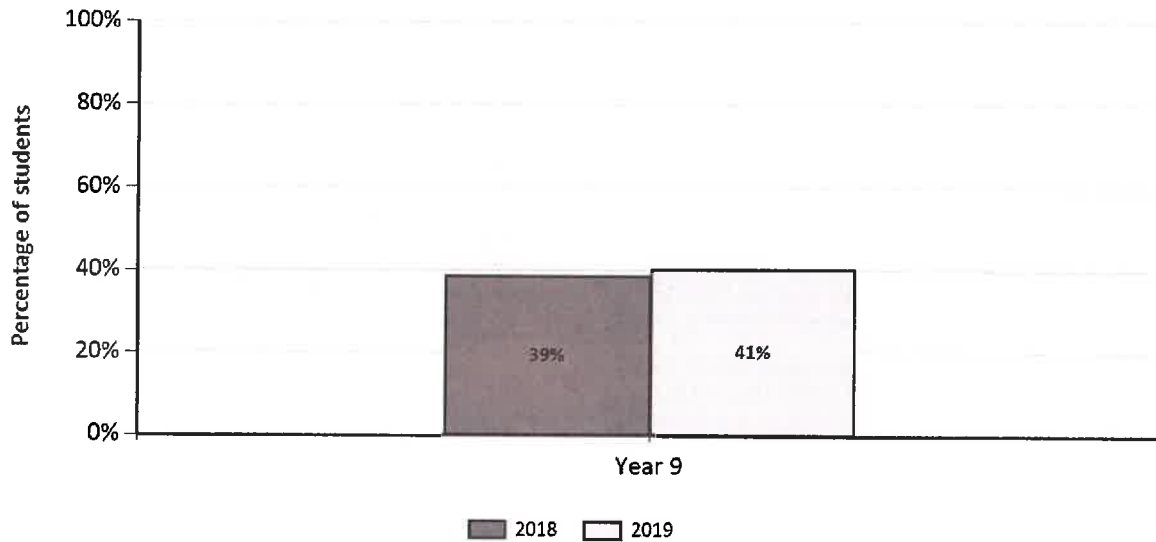
Continually improving outcomes for ATSI students is a nationwide approach, and localizing this to a planning document creates a system which hopefully transcends just the classroom and school, and into the wider community.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

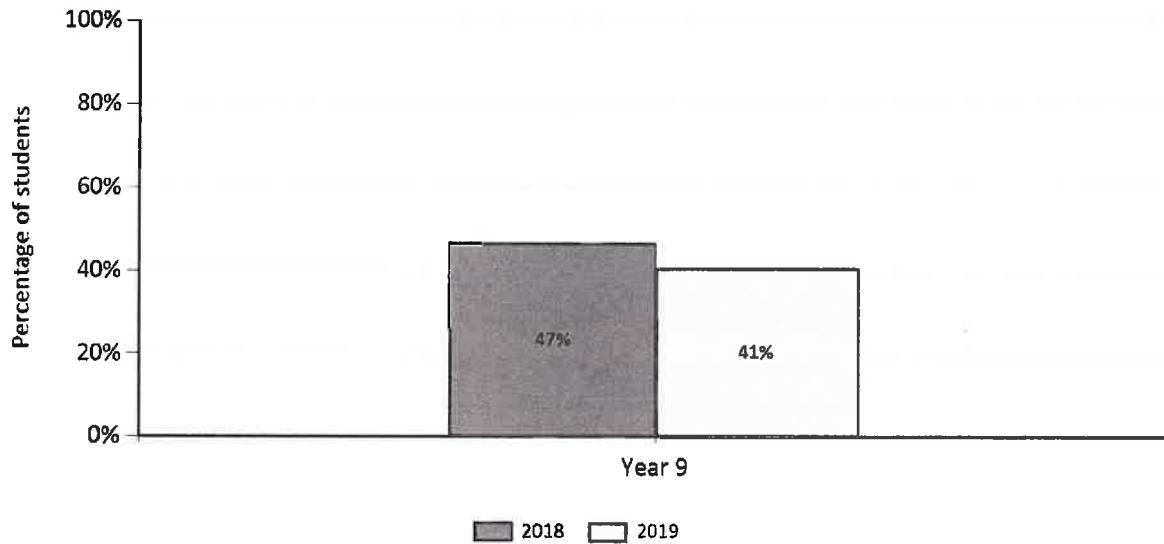


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	57%	50%
Lower progress group	22%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	17%	25%
Middle progress group	54%	50%
Lower progress group	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	116	116	4	4	3%	3%
Year 9 2017-2019 Average	112.0	112.0	3.0	3.0	3%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020	2020
87%	93%	92%	94%	94%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	1%	0%	1%	1%
A	7%	4%	3%	5%
A-	7%	5%	6%	5%
B+	10%	6%	8%	9%
B	11%	11%	16%	16%
B-	11%	13%	12%	17%
C+	14%	16%	11%	15%
C	15%	25%	25%	20%
C-	11%	14%	11%	6%
D+	3%	4%	3%	1%
D	2%	1%	2%	3%
D-	2%	1%	2%	0%
E+	2%	0%	1%	1%
E	3%	0%	0%	1%
E-	1%	0%	0%	0%
N	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020	2020
91%	91%	94%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	96%	94%	97%
Percentage of year 12 students undertaking vocational training or trade training	51%	57%	53%	48%

School performance comment

SACE Achievement

February SACE completion, the number of students achieving an above 60 ATAR, success of FLO, ATSI & SWD cohorts (100% potential SACE completion in 2020) as well as A & B percentages demonstrate vast improvement in achievement and inclusivity over the last 8 years.

SACE data showed continuing improvement in student SACE achievement. Of note were:

- 5 above 80 in 2020 (2nd best year in last 7 years).
- 61 SACE completers, second only to 2019 for the highest number of SACE completers recorded at JPSS.
- SACE Completion Rate (October) of 96.8% in the highest recorded at JPSS.
- SACE Completion Rate (February) of approx. 70.1% (61/87) is equivalent to that achieved in 2019, is expected to exceed State Ave, for the 2nd consecutive year and represents a 266% improvement over 8 years.
- 4 FLO students (100% of potential completers), completed SACE, now 24 in 5 years.
- 5 ATSI students (100% of potential completers) now 25 in 5 years, completed SACE.
- 9 students with disabilities achieved their SACE, now 30 of 31 potential completers (96.8%) in the last 3 years.
- 100% successful Research Project completion (50/50 students completed at C- or better) continues a fantastic trend.
- Stage 2 A's – 10.7% A's in 2020 was the second highest in 7 years, the 4 year average (2017-20) is 11% compared to the 3 year average (2014-2016) of 5%, a 220% increase in A grades in 7 years.
- The percentage of A's & B' totaled 52.8%; easily the schools best performance in at least a decade.

The senior school leadership team, teachers and ancillary staff supporting Stage 2 students deserve every accolade. However these results recognize the efforts of all staff and support agencies. The emphasis on improvement, better academic outcomes & therefore better futures for young people pushes the boundaries of expectation. There is a greater sense of urgency and a stronger culture of achievement among students that generate an overall trend toward higher achievement & higher equity.

Attendance

Year level	2017	2018	2019	2020
Year 7	N/A	N/A	N/A	78.6%
Year 8	87.1%	83.0%	80.6%	76.9%
Year 9	81.3%	83.0%	78.3%	69.3%
Year 10	76.2%	76.8%	79.5%	66.5%
Year 11	77.4%	78.8%	72.0%	65.1%
Year 12	82.0%	72.5%	74.4%	70.1%
Secondary Other	86.8%	79.1%	80.4%	72.2%
Total	81.0%	79.0%	77.2%	71.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

2016-2019 attendance data demonstrated a decline in student attendance (approx. 3%) over those 4 years. This occurred despite an increase at Year 10 and Year 12 in 2019.

As a result, in 2020 the JPSS attendance team reviewed school systems and increased emphasis on accurate roll checking through DayMap. The wellbeing team worked even more closely with attendance officers to address chronic non-attenders. The school added alternate programs in boxing, fitness and construction, while maintaining personalized programs offered through FLIPS, FLO, ATSI, Soccer and the learning difficulties team.

It is difficult to compare 2019 & 2020 data as COVID significantly impacted attendance. The trend remains counterproductive to higher achievement and needs to be a continuing emphasis in 2021.

Behaviour support comment

Data verifies that during 2013 - 2020 shows a continuing trend toward reduced behaviour issues. A reduction in violence continues despite anecdotal evidence which suggests we now identify and record minor and off-site incidents while complexity and enrolment has increased. Staff and the wider community comment on the strengthened school dress code and a more positive tone observed while at school and in the community.

Client opinion summary

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

- increased respect demonstrated by students including greater compliance with the student dress code
- staff who genuinely care about young people and show a strong commitment to building better futures for them
- the range of alternate programs offered to cater for all students
- the quality of programs and curriculum on offer to students with learning difficulties
- well maintained school grounds, classroom refurbishments and major capital works enhancements
- strong partnerships that exist with a range of agencies and community organizations
- supportive and capable school leadership
- a focus on positive student identity and programs that recognize and build capacity in high achievers.

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

This enhanced client and community perception is further evidenced in the success of the Year 7 into High School pilot and trend toward increasing school enrolment.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	4.1%
Other	2	1.0%
Seeking Employment	27	13.8%
Tertiary/TAFE/Training	5	2.6%
Transfer to Non-Govt School	6	3.1%
Transfer to SA Govt School	42	21.5%
Unknown	105	53.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All relevant history screening processes have been followed. No incidents of breaches in screening occurred during 2020.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	86
Post Graduate Qualifications	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	50.8	1.6	31.8
Persons	1	52	2	42

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$10,101,063
Grants: Commonwealth	\$5,600
Parent Contributions	\$243,618
Fund Raising	\$0
Other	\$99,417

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	A range of programs to support students, 1:1 with mentors / teachers included Operation Flinders, boxing, fitness and ATSI Arts Excellence.	100% SACE completion among ATSI, SWD and FLO cohorts.
	Improved outcomes for students with an additional language or dialect	EALD students received individualized support from teachers and trained school services officers during 2020.	Improved English outcomes for students.
	Inclusive Education Support Program	Alternate SACE class, additional in-class SSO support, 1:1 mentoring, targeted programs to increase learning and well-being outcomes. A third special options class commenced in 2020.	Greater inclusion and successful achievement for students with disabilities.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	QuickSmart Numeracy & Literacy continued in 2020 with 30 students involved in these L & N intervention programs. Year 12 retreat, Art Expo, University Pathways programs, SSSSA participation, leadership and citizenship seminars are actively encouraged and supported. AET's, tutors and mentors employed to support engagement and achievement of ATSI students. ATSI Arts Program, SAASTA, Urumbula Garden and range of cultural/community programs continue to be implemented.	5 ATSI students (100%) complete SACE.
Program funding for all students	Australian Curriculum	Professional learning for teachers with experts, in particular writing, innovate middle school approaches and through project based learning.	Review of the year 7 & 8 English Curriculum.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Increased staffing to address well-being, engagement and achievement of all. Provision of senior school Science and Maths. Funded appointment of Better Writing consultant, supported literacy & numeracy intervention.	Substantial improvement in SACE achievement over time.
Other discretionary funding	Specialist school reporting (as required)	Soccer Excellence Academy operated throughout 2020, students compete school soccer, state & national competition. Extended from one academy team in 2017 to three in 2020.	Regional, state and national representation. Improved attendance & achievement.
	Improved outcomes for gifted students	During 2020 Soccer Academy, Writing master classes, and the multi-language Language Futures Program continued. Students were funded to undertake holiday tuition.	Keeping students connected to school, and inspiring engagement.

