Annual School Report to the Community
2015

St John Paul II College
Nicholls
1021 Gungahlin Drive, Nicholls 2913
Phone: 02 6163 4800
Email: office.jpc@cg.catholic.edu.au
Website: www.jpc.act.edu.au

Principal
Mrs Catherine Rey
Section One: Message from Key Groups in our Community

Principal’s Message

St John Paul II College is a welcoming and inclusive learning community, catering for students in Years 7-9 in 2015. By 2018 it will be a 7-12 College which, together with the local Catholic primary schools, will provide a K-12 Catholic pathway for families in the Gungahlin region.

At the College diversity is embraced and learning outcomes are maximised for each individual. We are implementing a unique, innovative educational model, aimed at enabling each student to flourish through an enquiry approach, based on brain-based learning principles, in a technology rich, self-directed learning environment.

Each student is mentored individually using a coaching approach to provide pastoral and academic support and to foster holistic growth. Mentor teachers work in a close partnership with parents and carers and parental feedback and input is strongly sought.

Parent Body Message

Over the past three years St John Paul II College has grown year on year, continuing to build a real partnership with the local Catholic primary schools, the parish and the broader community.

In 2015 the College completed the construction of its facilities: three wings Justice, Peace and Courage, allowing it to meet the continued and growing demand for its services as a future focused and leading education facility in Gungahlin. Its innovative learning environment, adapted to meeting individual student needs, has enabled it to support, grow and develop its students into independent individuals, who are ready to achieve their academic and career goals.

The Community Council has continued to play a key advisory role, providing advice across curriculum, staff selection, marketing and communications and parent engagement. Key initiatives in 2015 included the development of a new College website to support communication with the broader school community, increasing our Council membership and arranging “meet and greet” parent forums to engage and obtain feedback from the community.

Student Body Message

In 2015 students were in Years 7-9. Students engaged in a variety of student-led activities from charity fund raising to community gatherings. In October, the school hosted all of the students from our feeder primary schools in Four Schools Day, a celebration of Catholic schools of our parish and region. For this, JPC students ran activities for all of the younger students based on year groups and they prepared the liturgy, including vibrant live music.

Students continued to embrace the values of Self Directed Learning, including working independently for one third of the week in Independent Learning Time. Students continue to aspire to become “blue level” learners, who are assessed as conscientious students who have demonstrated superior self-managing and planning skills and whose assessment output is of a high standard.

In preparation for Year 10, interested Year 9 students participated in a Leadership preparation course and then prepared applications for leadership. Two leaders in each House were elected by the student body for leadership positions in 2016.
Section Two: School Features

St John Paul II College is a Catholic systemic Co-educational College located in Nicholls.

In 2015, in its third year of operation, St John Paul II College caters for students in Years 7-9 and has an enrolment of 324 students. It opened the second stage of the building at the beginning of the year: the Peace Wing. This wing incorporates beautiful performing arts facilities including a state of the art theatre seating 280. It also includes junior teaching kitchens, Textiles rooms and general purpose classrooms. Stage three - the final stage of the building - is currently being constructed. It will incorporate specialist facilities for Visual Arts and Design and Technology along with facilities specifically designed to meet the needs of the senior years.

The elements of the unique educational vision of the College continue to be the following: a focus on developing the individual through the philosophy of Self Directed Learning and the individual mentoring of students; one third of the week devoted to independent learning where students plan their own work and have one on one access to teachers for assistance; team teaching in large, open spaces; a vertical house system and a commitment to up-skill staff to enable them to work productively with students with additional needs in a truly inclusive environment. The College follows the Australian Curriculum for all subject areas and has done so since its inception.

Students attending this College come from a variety of backgrounds and nationalities and many speak a second language at home. There is a flourishing group of Aboriginal and Torres Strait Islander students, supported by an Aboriginal Contact Teacher and approximately 5% of the College population consists of students with a validated disability.

Along with its unique educational model, the school has a particular focus on sustainability and healthy life styles. All canteen food is cooked daily from fresh ingredients in the College commercial kitchen. The kitchen garden supplies produce to the canteen.

The school’s website can be found at www.jpc.act.edu.au
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

**Religious Life & Religious Education**

St John Paul II follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

In its third year of operation, focus has been on continuing to develop a strong Catholic identity, with particular emphasis on exploring the person of Pope Saint John Paul II, after whom we are named. Early in 2015, Archbishop Christopher Prowse made a gift to the College of a relic of St John Paul in a moving liturgy as part of the Official Opening of the Peace Wing and the relic is now housed in the College Chapel.

The College's core values of Justice, Peace and Courage are again a strong focus in Religious Education in 2015. The College has made excellent use of its chapel, with an optional Mass celebrated on a weekly basis and students also regularly access the chapel as part of the Religious Education study. Students at the College come from a diverse range of religious backgrounds and their religious experiences are valued and explored in Religious Education classes.

The community has been particularly active in the realm of practical social justice initiatives where students have led a wide variety of awareness-raising and fund-raising activities. A highlight of the Year 9 curriculum in 2015 was an integrated unit of work (English and Religious Education) on refugees, culminating in students attending a camp which simulated the refugee experience. It enabled them to develop broad insights and empathy, to examine critically the role of the media and to appreciate the complexity of the issues involved.
Section Four: Student Profile

Student Enrolment
The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>156</td>
<td>168</td>
<td>48</td>
<td>324</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student Retention
Of the students who completed Year 10 in 2013, 0% completed Year 12 in 2015.

Enrolment Policy
The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 98%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.
The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

**Student Post School Destinations**

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<table>
<thead>
<tr>
<th>Destination Data</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12, 2015</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>9</td>
<td>33</td>
</tr>
</tbody>
</table>

* This number includes 22 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

Along with Professional Learning in legislated areas, whole school learning included self knowledge and knowledge of each other through a study of the Enneagram, team teaching, the meeting of individual needs through implementation of the Australian Curriculum, the development of coaching techniques and curriculum development. Individual members of staff engaged in a variety of experiences including a significant number pursuing post graduate study, attending professional learning experiences in their subject area and in areas such as behaviour management and differentiated curriculum.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>20%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Student Credentialing

ACT Year 10 Certificate

In 2015, St John Paul II College did not have a Year 10 cohort.

ACT Year 12 Certificate

In 2015, St John Paul II College did not have a Year 12 cohort.
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

During 2015, the school grew by a full year level and recruited a large number of extra members of staff to cater for the growth. Along with careful support and induction of new members of staff into the unique educational environment of the College, key areas of improvement for the year were the refinement of structures and processes with regard to Independent Learning Time which occupies one third of the timetabled week, continued work on developing expertise in team teaching with a particular focus on ensuring effective differentiation to meet individual needs and the further development of processes for the structured mentoring of staff. Year 9 units of work were revised and refined and the detailed development of units of work for Year 10 took place. The College's kitchen garden became more productive and began to routinely supply produce to the commercial kitchen to create dishes for the canteen.

Priority Key Improvements for 2016

In 2016 the College will grow to include Year 10 students. A key focus for the year will be preparing for the senior years to come in 2017 and 2018. Senior policies and processes will be developed and induction into the expectations and processes of the ACT senior system will be a focus for students, families and staff. Career pathways, subject selection processes and the development of a week of transition activities for Year 10 students to prepare them for Year 11 will be part of this. Recruitment of staff for 2016 and again for 2017 will have the focus of ensuring staff has the curriculum expertise for Years 11 & 12.

Pedagogy, particularly use of formative assessment and classroom observations for effective differentiation, will again be a priority as will the development of a tool to monitor the quality of tasks and assignments.

Sustainability priorities will include the development of more effective processes to reduce waste in the College and further development of the kitchen garden to supply the canteen with fresh produce.
Section Eight: School Policies

Student Welfare Policy

St John Paul II College is committed to ensuring that students feel safe and secure at school and that their environment is an ordered and happy one, conducive to learning and free from harassment, intolerance and humiliation. Each student has the right to be treated with dignity, courtesy and respect. As such, there is zero tolerance for any bullying behaviour and the school intervenes immediately should concerns arise or incidents be reported. Glasser principles alongside those of restorative justice are employed to enable students to accept responsibility for their own behaviour and to bring about just outcomes for all concerned.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s Positive Peer Relations Policy and the Pastoral Care Statement is available on the school website or from the College Reception.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The school follows the Catholic Education Policy as listed on the CE website. Our school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the College Reception.
Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents at JPC in 2015 strongly supported the school. Parental feedback indicated that the community has developed a better understanding of the philosophy of Self-Directed Learning and the structures of Independent Learning Time and feel confident that students are progressing well in this environment. A large number of parents showed appreciation of the transition processes put in place to move into Years 11 & 12. Parents have continued to support the College in volunteering their skills on interview panels and in presenting to students. They have also supported their students and the college by attending special school events and express their appreciation at being invited to these. Parents continue to express their appreciation for the close collaboration between school and home through the Mentor relationship which strongly values their feedback and input and gives them a trusted member of staff with whom to liaise. Parents were very pleased to see the second stage of the building completed and delighted at the further learning opportunities afforded to their children in Performing Arts, Food Technology and Textiles Technology as a result.

Student Satisfaction

In the Student Satisfaction Survey given to students at the end of 2015, respondents expressed high satisfaction with all aspects of their experience at the College. Highest agreement was the recognition that individuals are expected to act responsibly at school and that they feel safe. 80% of respondents felt they had grown academically and as a person during the year at JPC and just under 80% felt that they were productive during Independent Learning Time. The same number felt that the College has clear rules and expectations. A similar percentage of students also felt that they are encouraged to improve the standard of their work and that teachers help them with their work and that they have a sense of belonging. They also appreciated the opportunities to be involved in extra-curricular activities. Areas where students felt there could be improvement were in ensuring that all teachers had good control in classes and that students show more care for each other.

Teacher Satisfaction

Staff expressed strong satisfaction in all areas of College life in the satisfaction survey completed at the end of the year. 92% of staff felt that as a community, good progress had been made during the year. 88% felt that they were committed to JPC. A very high percentage also felt that the school encourages a climate conducive to learning and the same number felt that they made a difference to the students' learning during Independent Learning Time. 82% of staff felt they had opportunities for professional development and the same percentage felt that their performance was reviewed professionally. A high percentage also felt that they had trust in the leadership and that Leadership staff were open and understanding. Where staff felt improvement could be made was in ensuring that all staff support each other by following agreed practice and that more could be done to ensure that student management is consistent.
Section Ten: Financial Statement

### Income

- **Commonwealth Recurrent Grants** (46.7%)
- **Government Capital Grants** (0%)
- **State Recurrent Grants** (14.8%)
- **Fees and Private Income** (31.3%)
- **Other Capital Income** (7.2%)

### Expenditure

- **Capital Expenditure** (65.8%)
- **Salaries and Related Expenses** (21.3%)
- **Non-Salary Expenses** (13%)

### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,324,909</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$1,057</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$734,184</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,558,205</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$357,404</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$4,975,759</td>
</tr>
</tbody>
</table>

### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$11,083,287</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,581,766</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$2,188,310</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$16,853,363</td>
</tr>
</tbody>
</table>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture.
and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.