2017

St John Paul II College

Gungahlin

Opening Hearts and Minds
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Welcome to St John Paul II College! We are a Catholic co-educational College in Nicholls in Gungahlin. We commenced in 2013 with an intake of Year 7 students and are adding a year group every year, so that in 2018 we will cover years 7-12. Together with Good Shepherd Amaroo, Holy Spirit Nicholls and Mother Teresa Harrison, we are very proud to be offering a P-12 Catholic pathway in Gungahlin, ACT. In 2017 we are delighted to be moving into the senior secondary years, catering for Years 7-11.

A welcoming and inclusive learning community

St John Paul II College is a welcoming and inclusive learning community - a flagship college of best practice in education for the community. It offers a unique, innovative educational environment where every student can flourish. Diversity is embraced and learning outcomes are optimised for each individual through a pedagogical approach which maximises active student learning. Using brain based learning principles, an inquiry approach and a self-directed learning environment, students develop self-reliance and independence. Mobile devices enhance learning. The physical design of St John Paul II College facilitates the teaching and learning with open, flexible, adaptable spaces in a beautiful, state of the art campus.

A one on one Mentor Teacher relationship throughout their six year learning journey

Our philosophy includes knowing each student well and caring for them in a welcoming and secure environment. As a Catholic school, we aim to assist each student to develop all aspects of themselves, growing emotionally, socially, intellectually, spiritually and physically, supported by strong values and the principles of the Catholic faith. A Mentor Teacher works with each student and their parents to provide pastoral care and academic mentoring to support this holistic growth and development and to be a vital link between school and home.

A strong, dynamic, community in the rich tradition of Catholic education

An essential part of our life as a Christian community, is working together for the common good whilst fostering in each individual a feeling of belonging and of self-worth. At John Paul, we work together – parents, students and staff - to form this strong dynamic community. Close ties with Holy Spirit parish, the three Catholic primary schools in Gungahlin, our neighbouring schools and other ACT Catholic secondary colleges enrich the community.

Canberra’s most modern campus, offering individualised learning for every student

St John Paul II College offers exceptionally well-equipped facilities designed for 21st century learning, a rigorous academic program and an innovative and supportive learning culture. These, together with recognition of the unique gifts that each student brings and high expectations of success for every student mean we are very well placed to enable young people to flourish.

I look forward to working with you.

Catherine Rey
Principal
Our Patron

and Motto

Justice

Peace

Courage
Pope John Paul II was born Karol Józef Wojtyła on 18 May 1920. In 1978, St John Paul II made history by becoming the first non-Italian Pope in more than four hundred years. He reigned as Pope until his death on 2 April 2005, the second-longest serving Pope in history.

St John Paul II was acclaimed as one of the most influential leaders of the 20th century. A vocal advocate for human rights and justice, he often spoke out about suffering in the world. He held strong positions on many topics, including his opposition to capital punishment. A charismatic figure, John Paul II used his influence to bring about political change and is credited with the fall of communism in his native Poland. In 1981, Pope John Paul was shot and severely wounded in an attempted assassination. However, this didn’t deter him in speaking out against governments. People of all faiths admired his courage.

St John Paul II significantly improved the Catholic Church’s relations with other faiths, he was a leader in ecumenism and universally praised for attempting to build greater understanding between Judaism, Islam and Christianity.

Pope John Paul II placed special emphasis on living a holy life, that our actions and relationships with one another should imitate Christ, by focusing on countless examples of holiness as an incentive for the people of our time. As the leader of the Catholic Church, he travelled the world, visiting more than 100 countries to spread his message of faith and peace.

Pope John Paul II’s love for young people brought him to establish the World Youth Days. The 19 WYDs celebrated during his pontificate brought together millions of young people from all over the world. At the same time St John Paul II’s care for the family was expressed in the World Meetings of Families, which he initiated in 1994.

Church officials began the process of making Pope John Paul II a saint soon after his death, waiving the usual five-year waiting period. In 2011 Pope John Paul II was beatified and he was canonised on 27 April 2014. Following his canonisation, the College became St John Paul II College.
Christ calls us to flourish as members of the Catholic community of St John Paul II College by:

- Following in the footsteps of Pope John Paul II as living symbols of justice, peace and courage
- Celebrating and nurturing the uniqueness of each person
- Opening our hearts and minds to wisdom through dynamic and self-directed learning
- Honouring God in all people through life-giving relationships
- Upholding the sacredness of creation

Transformed by the Spirit we are empowered to build the kingdom of God
St John Paul II College

KEYS to LEARNING and WELLBEING

- Care
  - Belonging and inclusion
  - Safety
  - Positive relationships
  - Individualised care
- Interdependence
  - Trust
  - Mutual accountability
  - Sharing power
- Diversity
  - Differentiation
  - Team teaching
  - Intervention
- Designing Learning
  - Thinking skills
  - Reflection
  - Goal setting
  - Risk taking for learning
  - Organisation
  - Perseverance
  - Critical inquiry
- Collaboration
  - Cooperative learning
  - Communication
  - Decision making
  - Seeking help
  - Supporting one another
- Shared Experiences
  - Belonging and inclusion
  - Safety
  - Positive relationships
  - Individualised care
- Skill Development
  - Emotional Intelligence
    - Self awareness
    - Self regulation
    - Empathy
    - Social skills
    - Leadership
    - Resilience
  - Designing Learning
    - Thinking skills
    - Reflection
    - Goal setting
    - Risk taking for learning
    - Organisation
    - Perseverance
    - Critical inquiry
  - Collaboration
    - Cooperative learning
    - Communication
    - Decision making
    - Seeking help
    - Supporting one another
  - Shared Experiences
    - Belonging and inclusion
    - Safety
    - Positive relationships
    - Individualised care
- Growth
  - High expectations
  - Engagement
  - Direct instruction
  - Authentic assessment
  - Feedback for learning
  - Growing confidence
  - Growth Mindset
  - Brain-based learning
- Stewardship
  - Connecting with the Catholic mission
  - Reducing ecological footprints
  - Building personal responsibility
- Self Direction
  - Motivation
  - Initiative
  - Choice & responsibility
  - Exploration & expression
  - Flexible products
  - Creative processes
- Explorer Experiences
  - Belonging and inclusion
  - Safety
  - Positive relationships
  - Individualised care
- Creativity
  - High expectations
  - Engagement
  - Direct instruction
  - Authentic assessment
  - Feedback for learning
  - Growing confidence
  - Growth Mindset
  - Brain-based learning

Connecting with the Catholic mission
Reducing ecological footprints
Building personal responsibility
High expectations
Engagement
Direct instruction
Authentic assessment
Feedback for learning
Growing confidence
Growth Mindset
Brain-based learning
Motivation
Initiative
Choice & responsibility
Exploration & expression
Flexible products
Creative processes
Self-Directed Learning (also known as Personalised Learning or Blended Learning) is the educational model which underpins College life. The classroom is at the centre of the model, but it is simply one part of a student’s experience. A Self-Directed Learning approach immerses students in a rich and stimulating environment, harnessing new technologies and creative spaces, and connecting the school day to the challenges we meet in real life.

It draws on our growing understanding of the way that the brain develops, as well as global studies of best practice education. Finland, renowned for the consistently outstanding outcomes of its schools, has refined the approach over thirty years.

Traditional models of education are designed to provide a standard product to a large number of students. The ‘chalk and talk’ model can be very successful for some, but it lacks the flexibility to accommodate different learning styles and rates of progress. Students who excel can lack the challenges to reach their true potential. Students who struggle can fall further and further behind their peers, approaching each new topic without the assumed knowledge to grasp the next steps.

We also know that learning in a job or in life rarely follows the classroom model. We are called on to recognise problems, think about how to solve them, and seek out learning without the instructions of teachers and parents. For many students, the shift from passive reliance to active self-direction comes in the crucial transition from high school to further study or work. The challenge can prove overwhelming.

Self-Directed Learning encourages students to take on the challenges of study, life and work with confidence in their own abilities and the skills they need to succeed.
Each of the eight subject areas we teach has the equivalent of three hour-long lessons in a week, comparable with other high schools. We cover the same curriculum content (the Australian Curriculum and the ACT BSSS) and do equivalent assessment. The difference lies in our use of time. Two of the three hours are devoted to traditional classroom teaching. The third hour is intensive individual learning called Independent Learning Time (ILT).

Independent learning is closely supported by teachers, with the level of guidance matched to the student’s needs. The support gradually tapers as students develop skills of time-management, planning and self-reliance.

Teachers set assignments or tasks to be completed each week in Independent Learning Time. Students will then plan each hour of their time with their parents, and submit the plan for the approval of their Pastoral Care teacher. Through this process they learn to identify very specific goals, as well as workable strategies to achieve them.

Teachers are rostered on the floor for each hour-long session, available at all times for advice and support. Students know which teachers are on the floor in particular areas at any given time, and structure their plan around specialist teachers they may wish to consult.

SELF-DIRECTED LEARNING: Key Concepts for learning

A Growth Mindset: A fixed mindset tells us that talent is innate, and so achievement is beyond our control. A growth mindset shows us that improvement is always possible, and it comes about by effort and determination.

Brain-based Learning: Many practices in education are accepted simply because they have always been followed, not because they are proven to be effective. Brain-based learning looks to our ever-expanding knowledge of how the brain develops and functions. It translates research into better teaching practices and support structures for students.

Inquiry Learning: In an Information Age, no curriculum can cover more than a fraction of the knowledge that is there for us to unlock. Inquiry Learning gives students the keys to that incredible resource: framing the questions, seeking the best sources, weighing the evidence and forming defensible conclusions.

An extra hour of practical PE is built in each week for all students in Years 7-10. Teacher-run skills sessions also occur regularly in independent learning time for each year group to develop general skills or literacy and numeracy skills. Teacher led subject tutorials are also regularly offered for students.

Whilst students work towards individual goals in a majority of independent learning sessions, they may also collaborate on small group projects either as extension challenges or to support each other’s learning needs.

A critical role for Mentor Teachers

The Mentor relationship is key to Self-Directed Learning. Each Mentor Teacher develops a close relationship of trust with students and their family, and can respond swiftly and sensitively should concerns arise.
Partnering with families

Families have a crucial role in the education process, supported by our College staff. We believe parents and carers are a student’s most important role models — a relationship far more important than supervising their homework. We work with families to guide students to independence, recognising that skills of planning, thinking and reflecting are nurtured in the home as well as the classroom.

Each week students plan and complete an Independent Learning timetable in consultation with their parents or carers, reflecting on where their time is best spent. This weekly discussion is very important, not only in helping students to plan but also in encouraging them to show pride in their progress. Parental input and feedback play a key role in enabling us to respond proactively to individual needs — whether more challenges or more support is required.

The Role of Technology

Technology is an integral tool which gives students the flexibility to easily access what they need for all their work, both in classes and in independent learning sessions. Cutting edge technology including strategically placed Mac Desktops and IT Labs, technical support and wi-fi across the college as well as integrated use of iPads is an essential partner to the self-directed learning philosophy.
Pastoral Care

As educators, we have the unique privilege and responsibility of sharing a young person’s journey to adulthood. Our College’s pastoral care system recognises the importance of that relationship, and the integral place for family and community in education. We are committed to providing an environment in which every student can flourish, in the knowledge that their individual qualities are valued.

Key to that commitment are the expectations placed on students and staff. We teach, learn and share ideas in a culture of mutual respect. In that framework, we promote healthy self-esteem, appreciation of difference and care for one another.

Houses

All staff and students are assigned to one of six Houses, each with its own identity. The Houses provide continuity and ongoing support for all students, with both formal and informal leadership opportunities. Students represent their Houses both within the College and out in the community.

Each House is named for a modern day prophet: inspirational men and women from every continent who walked in Christ’s footsteps in our time. As contemporaries of St John Paul II, they represent his breadth of vision and generosity of spirit. We honour their lives and seek to take up their legacies through our Houses.

Our Houses include students from all year levels. A student remains within their House throughout their time in our community, building friendships and peer networks. As students progress to senior years, they play an important mentoring role for new students, learning through sharing knowledge with others. Students are also encouraged to pursue community projects through their Houses, building their skills as leaders, organisers and communicators.

Student Leadership

In 2016 the College adopted a formal student leadership structure for students in Year 10. Interested students undertook leadership training, completed an application process and then two students from each House were voted into a formal leadership position by the students in their House. The process will further develop as students move into the senior school in 2017. Student Leaders work closely with the students and staff in their House to progress key areas of interest, both within their House and in the global school community.
Every student at the College has a designated Mentor Teacher. This relationship is central to the student’s academic progress, as well as their personal development. The Mentor Teacher meets regularly with the student for an in-depth, one-on-one conversation on their progress, their goals and their wellbeing.

Mentor Teachers are trained in coaching techniques to understand and develop each student’s capabilities. By working with the student over time, they become a stable and trusted source of guidance.

Four concepts guide the discussion:

1. **Head**: academic progress
2. **Heart**: emotional wellbeing and relationships with others
3. **Hands**: involvement in the College and wider community
4. **Spirit**: mindfulness, self-reflection and search for meaning

A report from each meeting is provided to parents, to help the College to partner with families in wrapping support around the student.

The report includes an update on academic results, which Mentor Teachers monitor closely to intervene if concerns are flagged.

The Mentor Teacher is also available to students and families at any time outside the arranged meetings, for encouragement, advice and support.
Allowing learning anywhere, anytime

The physical design of St John Paul II College, along with the use of technology, facilitates the educational vision of the College, enabling learning to occur anywhere, anytime. The embedding of technology into the curriculum also allows for an expansion of time and place where student learning is not limited to one particular classroom or particular period of time.

Schools in the 21st Century, like workplaces and homes, integrate technology for communication, collaboration and intellectual achievement. Access to digital information, virtual tools and resources enhances the educational experience and achievements for students:

“Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that allow them to learn (pull) the necessary material themselves. Key to this is the ability to get the information they need any time anywhere without being in the physical presence of a teacher”


Technology allows for high levels of engagement, for self-expression and, crucially, enables students to go at their own pace and in an order that suits them. As such, it is an ideal partner to the Self-Directed Learning philosophy of St John Paul II College.

Smart technology, intelligently used

Our College embeds Information Communication Technologies (ICT) into the curriculum, so students can learn how and when to use various programs and apps. These skills do not displace paper resources, including tasks requiring handwriting.

IPads are the central learning tool for students in Years 7-9 and Moodle (the JPC on-line learning platform) is the key element for students to access learning resources. Through Moodle, students and their parents have access to all of the information that students need for assignments, Independent Learning Time and classwork.

Families supply an iPad for their child. From Year 10, families have the option to supply a laptop to facilitate the increased demands of word processing as students move into the senior years.

Our online learning system “Moodle” enables students to access unit outlines, assignments, class work and notes from anywhere – either at school or at home. We strongly encourage families to become familiar with Moodle to follow and support their child’s progress.
Our College adheres to the national standards set out in the Australian Curriculum, The ACT Board of Senior Secondary Studies (BSSS) and the Church’s guidance on Religious Education provided through Treasures New and Old.

Each of the subject areas we teach has the equivalent of three hour-long lessons in a week, comparable with other high schools and colleges. We cover the same curriculum content (the Australian Curriculum and the ACT BSSS) and do equivalent assessment.

**Religious Education**

As a Catholic College, we recognise Religious Education as critical to a student’s understanding of the world and their purpose within it. Our Religious Education program opens students to the richness of the Catholic tradition, and its role in shaping our society. We also welcome the sharing of the beliefs and experience of members of our community from other faith backgrounds. Together, we explore the contemporary challenges people of conscience and faith are called upon to face.

As students move into Years 11 & 12, Religious Education assumes even greater significance as it facilitates the exploration of key philosophical and ethical issues and enables students to synthesise complex ideas, to develop informed views and present sophisticated points of view. These are skills essential for success in both further study and the workforce. Historically, ACT Catholic Colleges have found that, for the majority of their students, it has been a strong contributor to their Year 12 results.
YEARS 7 AND 8

Year 7 is a time of transition as well as opportunity for students to explore a range of subject paths. Our program prepares students to take full advantage of their middle schooling years.

Central to the Year 7 program is the linking of related disciplines to help students approach learning holistically. Our integrated subjects reinforce the core competencies shared across fields, and encourage students to make the connections required for solving real-world problems.

Students also begin or continue language studies, with a choice of French or Chinese (Mandarin). Their chosen language becomes a core subject for the next two years.

The Year 8 program allows students to build on the skills and interests developed in their introductory year. Students undertake eight subjects, including the experience of further electives. The components of Year 7 integrated subjects are taught as discrete subjects from Year 8 onwards. Connections are still made across subject areas.

Electives are offered, with students cycling through one each term. This ensures that students have the opportunity to experience a range of subjects in Years 7 & 8 before making elective choices in Years 9-12.

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<thead>
<tr>
<th>Year 7 Core Subjects</th>
<th>Year 8 Core Subjects</th>
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<td>Religious Education</td>
<td>Religious Education</td>
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<tr>
<td>Integrated Humanities (English, History and Geography)</td>
<td>English</td>
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<tr>
<td></td>
<td>Studies of Society and the Environment (History and Geography)</td>
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<tr>
<td>Integrated Maths and Science</td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>Languages (French or Chinese)</td>
<td>Languages (French or Chinese continuing from Year 7)</td>
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</tbody>
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**Electives Year 7 & 8**

Art  
Dance  
Drama  
Food Technology  
Media  
Music  
Sustainability  
Textiles Technology  
Wood Technology
YEARS 9 AND 10

As students approach their senior years the College encourages reflection on study and career paths, seeking to open rather than exclude future choices. A broad array of electives allow students to test a range of possible futures, whether they seek a vocational or academic path.

Students are not required to study a foreign language, but are encouraged to continue the study of their chosen language as an elective.

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<thead>
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<th>Year 9 Core Subjects</th>
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<td>Religious Education</td>
<td>Religious Education</td>
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<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Studies of Society and the Environment (History and Geography)</td>
<td>Studies of Society and the Environment (History and Geography)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Physical Education and Health</td>
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</tbody>
</table>

**Electives Year 9 & 10**
- French
- Chinese
- Dance
- Drama
- Information Technology
- Food Technology
- Textiles Technology
- Wood Technology
- Sustainability
- Visual Arts
- Photography and Graphic Design
- Music
- Introduction to the Law
- Business and Economics
- Advanced Sports Studies
YEARS 11 AND 12

The ACT senior secondary system allows students to undertake specialist areas of study according to strengths and interests without limiting pathways and career options. Subject selection is made under the ACT Board of Senior Secondary Studies (BSSS) structure and with the guidance of teachers and parents. The system is flexible and based on continuous assessment across the two years of study.

The BSSS awards the ACT Senior Secondary Certificate (for all students who meet the requirements for a standard package) and the Year 12 Tertiary Entrance Statement (for those students seeking direct university entrance). All students in the ACT must study English and are strongly encouraged to continue their study of Mathematics. In our Catholic colleges, all students study some Religious Education. Vocational Education subjects are also available and may lead to nationally recognised certification or statements of attainment.

At St John Paul II College, students generally study six subjects in Year 11 and five subjects in Year 12. The following courses will be offered in Year 11 in 2017:

- Religious Studies (T/A)
- English- Essential English (A), English (T), English Literature (T)
- Mathematics- Specialist Mathematics (T), Mathematical Methods (T), Mathematical Applications (T), Essential Mathematics (A)
- Science- Biology (T/A), Chemistry (T), Earth and Environmental Science (T/A), Physics (T)
- SOSE- Business (T/A), Economics (T), Geography (T/A), History (T/A), Legal Studies (T/A)
- Languages- Continuing French (T), Continuing Chinese (T/A)
- PE/Health- Exercise Science (T/A), Physical Education (A)
- The Arts- Dance (T/A), Drama (T/A), Design Technology and Graphics (T/A), Photography (T/A), Visual Art (T/A), Media (T/A), Music (T/A)
- Technologies- Hospitality (T/A/V), Information Technology (T/A), Furniture Construction (A/V), Textiles (T/A)
- Behavioural Science- Psychology (T/A), Sociology (T/A)

In 2017, vocational courses will be delivered through a third party/MoU arrangement with St Francis Xavier College (Registered Training Organisation 88024) under the auspices of the Canberra Region Pathways Trade Training Centre.
Our College starts with the premise that every student has the right to learn, to progress, and to do so as part of a peer community. We are an inclusive school. Living out our values means supporting all students to learn together, responding to their diverse needs but recognising their common entitlement to belong.

The College’s unique teaching model accommodates different styles of learning and rates of development. Our classrooms are designed to be flexible and welcoming spaces, well supported with technologies that are accessible to all students. Mentor teachers partnered with every student guide their progress, and help to set academic goals that students have the confidence to reach.

Individual needs are discussed in a sensitive and respectful manner, including the family in the goal-setting process.

Our teachers are flexible and adaptive in their approach. We look to harness each student’s interests and strengths, with teaching styles appropriate to their needs. The College is committed to the ongoing professional development of its staff, as the most important resource for our students and their families.

**SUPPORT at every stage**

Students with special educational needs are fully engaged in our classrooms.

For gifted students who progress more quickly than their peers, teachers provide the coaching and extension challenges to nurture their potential.

Students with disabilities and special needs are supported proactively and continually. Well before the school year begins, the College liaises closely with the student’s family and current school to ensure the appropriate structures are in place. A Personalised Plan is developed based on the student’s individual educational needs and sets out the student’s pathway, including any modifications to the curriculum or assessment procedures identified through consultation. A Learning Support Teacher, along with the Mentor Teacher, monitors the student’s progress to ensure that his/her needs are being met.

**SUPPORT for students from Defence families**

Our College recognises the extra challenges which face ADF families through their unique circumstances. Our Defence Transition Mentor (DTM) works together with our Mentor Teachers, Pastoral Care Teachers and Co-
ordinators to provide support, assistance and advocacy for students from Defence families.

The DTM’s role includes:

- assisting with the integration of students into our school community
- supporting students as they transition out of the community when the family moves
- building relationships
- providing care throughout times of parental deployment, exercises or courses
- educating the community in matters relating to Defence families.

**SUPPORT for indigenous students**

Our indigenous students are supported by an Aboriginal Contact Teacher who works closely with them, meeting with them once a week to check goals and monitor academic progress and well-being. Mentor Teachers and families meet early in the year to develop a Personalised Learning Plan which Mentor Teachers track during the year.

The group also provides students with leadership opportunities as they lead the whole community in activities of cultural significance during the year.

Teachers at JPC are supported in developing their own skills and understanding of indigenous culture through attendance at targeted professional learning courses.
JPC offers a rich and contemporary program of activities to complement the formal Australian school curriculum. We encourage every student to pursue their passions and talents as a central part of a fulfilling life.

**Sport**

All students take part in Physical Education through the curriculum. Our excellent facilities are regularly opened by our PE staff for lunchtime games and sport.

Students are encouraged to represent the College in our sports teams at gala days throughout the year and as part of our growing program of weekend sports which includes Netball and Cheer.

Students also have the opportunity to qualify for ACT teams in swimming, cross-country and athletics.

**Music**

The College has a flourishing culture of music education catering to students at all levels of experience.

We are proud to welcome students to our growing Concert Band, devoting the first term of the Year 7 music elective to students who wish to join the group. The intensive program extends students who excel in their chosen instrument, whilst offering first-time learners access to a performing band.

The Band represents the College at community and campus events, including fêtes, liturgies and Four Schools Day.

We also cater for students who love contemporary music through our rock bands and Unplugged music programs, celebrating a wide range of musical genres.

Students seeking private music tuition have access to a range of experts in vocal and instrumental tuition.

**Indigenous culture**

The College respects and celebrates Indigenous cultures as rich and living traditions. Students are invited to lead and take part in an Indigenous Group, through which knowledge is shared across the school community. Indigenous
students work with staff to coordinate whole-of-school events marking NAIDOC Week and Sorry Day, as well as other cultural and awareness activities initiated by students.

**Lunchtime groups**

Our lunchtime program reflects the diversity and enthusiasm of our staff and students. Popular activities include a Chess and Games Club; Debating; the Da Vinci Decathlon; a photography club; fitness club and Dance groups.

**The College in the Community**

The College encourages students to contribute to the local and global community by fundraising and hands-on activities. Our students take the lead in identifying and coordinating initiatives that reflect our ethos of giving back. They are supported by staff who harness the community program to build skills of leadership, innovation and teamwork. Each House also adopts a House Charity each year to allow students to build a deep understanding and engagement in key challenges facing the community.
Sustainability is at the heart of campus life at St John Paul II College. We empower our students to take responsibility for their wellbeing, and contribute to the wellbeing of others, as stewards of the environment we share.

Our ethos is built into all we do, in and outside the classroom.

The College campus is a model of smart design, built to the highest standards of efficiency as well as functionality. It has the facilities to provide hands-on, practical and relevant skills for living.

An integral feature is our College canteen, where all meals are prepared on the premises from fresh, locally sourced and unprocessed ingredients. As part of our commitment to minimising landfill waste, no food is packaged.

Students are actively involved in the kitchen, learning about healthy food, ethical choices and the place of food in cultural life. They harvest produce from our College kitchen garden, and can volunteer in the canteen and commercial kitchen to build work-ready skills.

Our Sustainability curriculum reinforces our message of responsible stewardship.

All students in Year 8 take Sustainability as an elective, learning to make informed choices as citizens in a changing world. Students can elect to continue their studies in Years 9 and 10; or participate in community service programs tackling local sustainability challenges.
Uniform Years 7-10

All students are required to have the JPC school bag and hat.

Girls Winter Uniform

The College red V-neck wool pullover
The College short or long sleeve white shirt with contrast piping
The College knee-length pleated skirt
Black lace-up leather school shoes - traditional, polishable.
Navy or Black tights
Optional College navy weather-proof jacket

Girls Summer Uniform

The College summer dress (knee-length)
Black lace-up leather school shoes - Traditional polishable
White ankle socks

Boys Winter Uniform

The College red V-neck wool pullover
The College long sleeve blue shirt
The College tie
The College extendable dark grey pants
Black lace-up leather school shoes - traditional, polishable
Grey ankle or the College long socks
Optional College navy weather-proof jacket

Boys Summer Uniform

The College short sleeve blue shirt
The College extendable dark grey short
Black lace up leather school shoes - traditional, polishable
Grey ankle or the College long socks

Boys & Girls Sports Uniform

The College short sleeve polo shirt
The College navy sports shorts
Traditional sports shoes
White ankle socks
The College tracksuit
The College hat

The JPC Uniform policy sets out in detail specific requirements for hair, makeup and jewellery.

Uniform Years 11 & 12

Students in Years 11 & 12 will have a senior uniform. Details will be available later in 2016.
School Fees 2016

<table>
<thead>
<tr>
<th>Fee / Levy</th>
<th>Year 7 &amp; 8</th>
<th>Year 9 &amp; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Tuition Fee – per student</td>
<td>$820 per term</td>
<td>$842.00 per term</td>
</tr>
<tr>
<td>College Levy – per student</td>
<td>$589.00 per term</td>
<td>$5589.00 per term</td>
</tr>
<tr>
<td>Building Fund – per family</td>
<td>$158.00 per term</td>
<td>$158.00 per term</td>
</tr>
<tr>
<td>Total</td>
<td>$1567.00 PER TERM</td>
<td>$1522.00 per term</td>
</tr>
</tbody>
</table>

In Years 7, 9, 11 and 12 there will be a camp, conference or retreat experience which will incur an additional cost. We expect Year 11 2017 fees to be only a slight increase on existing fees.
Dear Parents,

Welcome to Holy Spirit Parish, Gungahlin, one of the largest and fastest growing parishes in the Diocese of Canberra-Goulburn. You are now part of a young and vibrant Catholic community, in a new and rapidly developing part of Canberra. Guided by our call “empowered by the Spirit to serve” we look forward to supporting you and your family as members of our community.

We understand that choosing a school for your child is a very important decision and we thank you for considering the Catholic Schools in Holy Spirit Parish. We are very fortunate to have in the Parish three primary schools and a secondary school, providing a complete Catholic pathway from pre-school through to Year 12, namely:

- Holy Spirit Primary School, Nicholls
- Good Shepherd Primary School Amaroo
- Mother Teresa Primary School, Harrison
- St John Paul II College

Mother Teresa and Holy Spirit Primary schools now offer Early Learning Centres for pre-school education.

St John Paul II College has been in operation since 2013 when it began with an intake of Year 7 students. It is situated in Nicholls on a beautiful campus with state of the art facilities. The College will add a new year group each year, reaching Year 12 in 2018. In 2017, it will encompass Years 7 to 11.

Each school offers a wonderful learning environment underpinned by Catholic values and teaching, and we encourage you to contact the schools directly to discuss how they best meet your family’s needs and expectations.

All four Schools and the Parish work together, seeking to build a strong and integrated Parish community where we support one another, each organisation sharing their gifts and talents. Special occasions such as Parish and School Masses are celebrated jointly by the school and Parish, and a cooperative approach is taken for large social and fund-raising events. Our Parish team plays an important role in connecting the Parish and schools through their school visits, attendance and participation in assemblies and Masses.

The bricks and mortar of the schools, Holy Spirit Church and Parish Centre in Amaroo, are the physical foundations of the Parish in Gungahlin. Together we are building the spiritual foundations of a new community, built on Christ through the Catholic faith.

The Parish and Schools desire the best for yourselves and your children. We encourage you to come and join us in our weekend Mass celebrations or connect with some of the social groups within our community.

Yours in Christ,

Fr Mark Croker
Parish Priest
Your future starts today, not tomorrow.

St John Paul II