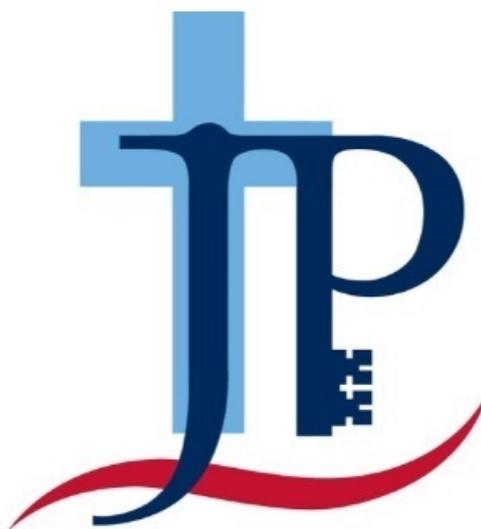




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St John Paul II College Nicholls

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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 7-11 in 2017. 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

With the College in its fifth year of operation, St John Paul II is certainly making its mark in the education landscape in Gungahlin. With students now in Years 7 – 11 the College has continued to grow with Yr 7 class sizes almost at maximum capacity in 2017.

The Community Council has continued to play a key role, providing advice across curriculum, staff selection, marketing, communications and parent engagement. The Council began a review in late 2017 of its role in the operation of the College, recognising that with the evolution of schools the role of parents is critical to the future success of students. As a result we are examining ways in which the College can further engage with parents and build on parental engagement. Following recent parent surveys it was clear that parents and carers were looking for events and forums to obtain more information about the future of education, learning strategies and the overall wellbeing of their children.

Consequently, as we look forward to 2018 and the first graduating Year 12, our key focus in the coming year would be Parental Engagement and what this means in this evolving world!

Student Body Message

2017 marked a significant year in the history of St John Paul II college for students as it was the year of our first year senior group of students. Year 11 students enjoyed the Year 11 Conference at the start of the year as a motivational and practical start to their senior studies and established themselves as excellent role models to the younger members of the community.

The Year 10 Student Leadership model was further refined and embedded in the College and the structure for Year 12 Student Leadership was developed. Year 12 Leaders were elected by staff and peers in preparation for 2018.

Students continued to embrace the values of Self Directed Learning, including working independently for one third of the week in Independent Learning Time. The Youth Ministry team was formed and the College hosted the Shine Conference during the year which offered further opportunities for our students in this area.

The College also began implementing School Wide Positive Behaviours, with a focus on respecting self, others and teachers and developing explicit, well understood behavioural expectations for movement around the College.

Section Two: School Features

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

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In 2017, in its fifth year of operation, St John Paul II College caters for students in Years 7-11 and has an enrolment of approximately 640 students.

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 to facilitate individual students' learning needs where more than one teacher is available to them; a vertical house system which fosters a sense of belonging and support of students by their peers. Students with additional needs are catered for in a truly inclusive environment where teachers work with students in mainstream classrooms to meet their individual needs. The College follows the Australian Curriculum for all subject areas and has done so since its inception. There is a flourishing curriculum that enables students to explore their passions and interests, whether academic, sporting or in the arts arena. The College facilities are state of the art and designed to support the innovative educational approach of the College.

The mentoring programme is a unique feature of the College where teachers adopt a coaching approach to assisting the holistic growth of students and working in partnership with their parents. Students attending this College come from a variety of backgrounds and nationalities and many speak a second language at home. There is an active group of Aboriginal and Torres Strait Islander students, supported by an Aboriginal Contact Teacher. They work to develop cultural understanding in the College and organise events to mark significant occasions. A large number of students from Defence families are strongly supported through a Defence Transition Mentor programme. There is a strong focus on social justice initiatives that is driven by the students through the Social Justice group.

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

In its fifth year of operation, focus has been on continuing to develop a strong Catholic identity, exploring the person of Pope Saint John Paul II, after whom we are named, and continuing to develop a vibrant and meaningful Religious Education program. In this first year with Year 11 students, it has been particularly important to implement a rigorous, challenging and engaging set of Senior Religious Studies courses.

Following Pope Francis' declaration of the theme for Unity in 2017, the inspiration for our College theme in 2017 comes from the letter of St. Paul to the Philippians as he exhorts that community to work together humbly, celebrating their differences but coming together in one mind to build the kingdom of God. So our theme - *Sharing one mind, one heart, and one spirit in Christ* - celebrates this. We also draw inspiration from the words of our patron St. John Paul II who implores us to "Open wide the doors of Christ", to allow God's love to move our hearts to action. In 2017, we celebrate our very diverse population - diverse in both ethnicity and religious backgrounds - working together to bring about the Kingdom of God in our own JPC community.

The College's core values of Justice, Peace and Courage are again a strong focus in Religious Education in 2017. The College has made excellent use of its chapel, with an optional Mass celebrated regularly before school and students also often accessing the chapel as part of their Religious Education study.

The community has again 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 2017 was again a unit of work on refugees, culminating in students attending a camp which simulated the refugee experience. It enabled them to develop broad insights and empathy, to appreciate and examine critically the complexity of the issues involved.

2017 is also the foundation year for our Youth Ministry Team. The College was fortunate to host the Catholic Schools Youth Ministry Shine Conference, welcoming approximately 300 young people from across the Archdiocese in an inspirational day of witness and sharing.

We look forward to further developing this team in 2018.

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 2017:

Girls	Boys	LBOTE*	Total Students
317	314	56	631

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 0% completed Year 12 in 2017.

The College only encompasses Year 7 to Year 11 in 2017.

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 2017 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90%
Year 8	90%
Year 9	88%
Year 10	89%
Year 11	94%
Year 12	0%

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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	0%	0%	0%	0%

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
48	17	65

* This number includes 42 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Whole school professional learning included further work on John Hattie's Visible Learning model and cultural competency through the AIME mentoring program. Considerable focus continued to be placed on the upskilling of all staff in ACT senior secondary processes. Individual members of staff engaged in a variety of experiences including a number pursuing post graduate study, attending learning experiences in their subject area, completing the three day cultural competency course, completing required RE accreditation and practical training to meet the needs of students with disabilities.

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.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	29%	29%	9%	16%
	Writing	19%	17%	19%	28%
	Spelling	29%	33%	13%	16%
	Grammar and Punctuation	19%	29%	15%	19%
	Numeracy	20%	33%	14%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	22%	21%	20%	21%
	Writing	21%	15%	31%	37%
	Spelling	23%	22%	22%	22%
	Grammar and Punctuation	17%	19%	29%	25%
	Numeracy	17%	24%	16%	16%

Student Credentialing

ACT Year 10 Certificate

There were 101 students in Year 10 and there were 101 Year 10 Certificates awarded.

ACT Year 12 Certificate

In 2017, St John Paul II College encompasses Year 7 to Year 11 and does 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 2017

In 2017, the College is further refining and embedding processes and structures for Years 11 and 12, focussing on effectively assisting Year 11 students to manage the expectations associated with their senior studies. We are developing a student leadership structure for a formal Year 12 Leadership team in 2018. We are refining our processes of classroom observations to further develop the College's culture of effective team teaching and also further formalising our processes for the induction of new members of staff and for the transitioning of early career teachers to full teacher registration. Professional learning is again focusing on pedagogy, particularly elements of Hattie's Visible Learning model and the College will look at implementing School Wide Positive Behaviours, with a focus on respect. We are also working with a group of students from Years 7 and 8 to improve their self-awareness with regard to literacy and numeracy and their ability to improve their own skills through this. 2017 brought a much larger Year 7 cohort and there is a focus on ensuring appropriate facilities are in place as we continue to grow.

Priority Key Improvements for 2018

In 2018, the College will focus on formalising the documentation and processes for school wide implementation of the School Wide Positive Behaviours framework. To support this, six Leaders of Wellbeing - one for each House - will be appointed. Their role will be to support teachers and students in their House to develop the new skills required for successful implementation of the framework. The structure of staff and leadership meetings will be transformed so that all meetings adopt the Professional Learning Community approach of professional dialogue. Teachers will discuss pedagogical improvements, trial them in between meetings and report back to each other on the outcomes of the trial at the following meeting. A Numeracy and Literacy committee consisting of teachers from across each learning area will research best practice, develop whole school approaches and work with their learning area to implement these.

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. In 2017, the College is exploring the School Wide Positive Behaviours Framework with a view to implementing it fully in 2018.

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 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>.

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

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

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for improved outcomes for students. In the School Improvement Survey, the parent response rate was very good. Parents expressed very strong satisfaction with all aspects of the operation of the school. They either agreed or strongly agreed with positive statements regarding the safety and wellbeing of their child at school as well as the school responses to their concerns and the management of behavioural incidents. They appreciated the learning environment and high expectations of teachers, the engagement of their child in their learning, the challenge they experienced and the progress they are making. Parents felt welcome at the school and that it was easy to contact staff when required, that teacher conferences were helpful and that the school celebrates student achievements. They appreciated the religious identity of the school and the partnership with the parish. Areas of lesser satisfaction were the opportunities for parents to be involved in the school community and the communication of explicit, clearly communicated improvement targets.

Student Satisfaction

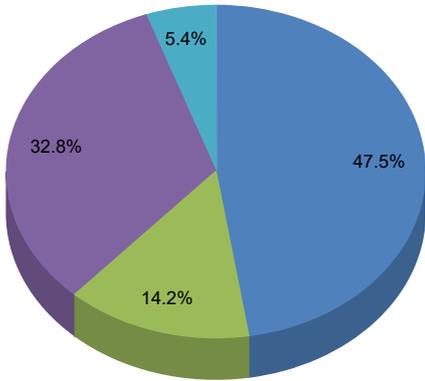
In the School Improvement Survey, the student response was excellent (78%). Students expressed high satisfaction in all areas of the school. They either strongly agreed or agreed that they feel safe at school, that they feel strongly encouraged to care for others, that all their teachers encourage them to do their best and that the school celebrates student achievement. Also in this highest category, they felt that their teachers care about them, that they regularly use technology to help them learn, that they would recommend the school to others, that the school gives them opportunities to do interesting activities and encourages them to be a good community member. Other areas of strong agreement were around teachers assisting students to improve their learning and giving good feedback and that teachers help students set and achieve learning goals. The two areas of least satisfaction, but with the majority of students still agreeing with the statement, were that students enjoy the prayer life of the school and that the homework they do helps them learn. Some students also felt that students' opinions weren't always taken seriously.

Teacher Satisfaction

The staff completion rate of the survey was also excellent (77%) and staff expressed agreement across the board with the survey statements, indicating strong satisfaction. Least agreement was around consistency of approach to student behaviours and the use of meeting time. There was strongest agreement that staff felt known and supported especially in regard to their wellbeing by the Leadership team, that they felt they had access to a wide range of professional learning activities and conversations and that they felt encouraged to share their professional learning with others. Also strongly supported were statements about being encouraged to improve teaching practice and student learning, including through the use of technology, that there is a strong Catholic identity in the school and that staff felt they had opportunities to have direct input into decisions affecting their work. They also agreed strongly that they would recommend the school to others.

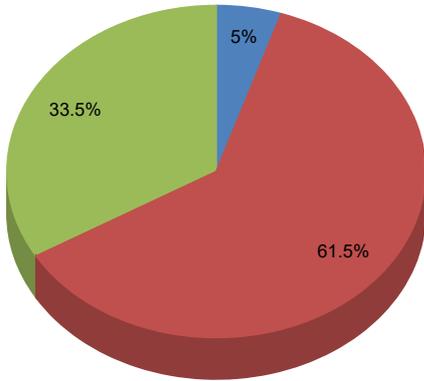
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (47.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.2%)
- Fees and Private Income (32.8%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (5%)
- Salaries and Related Expenses (61.5%)
- Non-Salary Expenses (33.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,932,823
Government Capital Grants ²	\$1,811
State Recurrent Grants ³	\$1,478,342
Fees and Private Income ⁴	\$3,407,560
Other Capital Income ⁵	\$563,261
Total Income	\$10,383,797

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$565,072
Salaries and Related Expenses ⁷	\$6,901,489
Non-Salary Expenses ⁸	\$3,760,157
Total Expenditure	\$11,226,718

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.