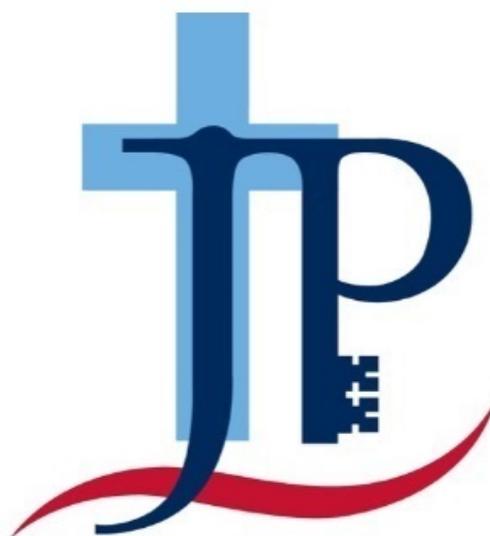




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



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 7-12. Together with the local Catholic primary schools, we 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 implement a unique, innovative educational model, aimed at enabling each student to flourish through an enquiry approach, based on brain-based learning principles and the theory of Growth Mindset, 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.

In 2018, we were delighted to see the excellent academic results of our inaugural Year 12 group.

Parent Body Message

St John Paul II reached a milestone this year, with our first graduating class of 2018. It was great to see these young women and men take that next step in their journey of life and taking with them the foundation the College has given them as self-directed and independent learners. The Community Council along with the broader community recognised their academic and workplace achievements under Australian School Based Apprenticeships.

The College continues to make its mark in the education landscape in Gungahlin, with demand for entrance to the College growing, which is a testament to its operating model and connection to the broader community.

The Community Council has continued to play a key role, providing advice across curriculum, staff selection, marketing, communications and parent engagement. We are continuing to examine ways in which the College can further engage with parents and build on parental engagement. It is clear that parents are attracted to events and forums that directly relate to the activities of their child, specifically to obtain more information about the future of education, learning strategies and the overall wellbeing of their children.

Student Body Message

2018 marked a significant year in the history of St John Paul II College for students as it was the year of our first graduating Year 12 group. Our first Year 12 Leadership team was established and it made great contributions to the College. Year 12 students enjoyed the Year 12 Retreat as a seminal experience in their College years and they achieved great academic success. They worked very successfully to create a cohesive Senior College cohort with their Year 11 peers, establishing themselves as excellent role models to the younger members of the community.

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 continued to grow and the first Year 9 Youth Ministry unit was run.

The College also successfully implemented the School Wide Positive Behaviours Framework, with a focus on respecting self, others and teachers and developing explicit, well understood behavioural expectations for behaviour across the College. The processes of the Framework enable the development of strong, positive relationships between students and a significant adult in the community.

Section Two: School Features

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

St John Paul II College caters for students in Years 7 -12. In 2018, in its sixth year of operation, St John Paul II College has an enrolment of approximately 770 students. The inaugural Year 12 Graduation Class achieved great academic success, affirming the unique education approach of the College.

The elements of the 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. 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 which 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

There are many expressions of Catholicity embedded in the life of St John Paul II College. The religious identity and culture of the community is expressed through our shared understanding of the story of St John Paul II, whose charism we draw on to inform our mission. This is a key feature of the transition of our Year 7 students into the community in their Term 1 Religious Education unit, and in their House community transitions.

A specific focus in 2018 was developing opportunities for Years 10, 11 and 12 students to embrace more opportunities, beyond their classroom learning, to encounter religious faith. The development of the CSYMA Youth Ministry program has enabled opportunities for students to opt in to experiences that deepen their personal faith and to take on additional roles in the development of liturgy and faith experiences. The significant number of students who took on the Youth Ministry class elective in Year 9 was a most effective example of this development of faith culture.

Faith formation and prayer experiences are offered in both formal and organic ways throughout the year. Staff are supported in ongoing formation through their engagement with various levels of Religious Education Accreditation, but additionally, our 2018 Staff Spirituality Day incorporated themes from the Plenary Council in a staff listening and dialogue session. This then fed into opportunities for individuals to develop their understanding of the broader mission of the College and their role within it.

Prayer is a focus of each day at the College for staff and students alike. Staff prayer is shared on Mondays and Fridays. For students, prayer forms the beginning of each day and prayer experiences are also offered through Religious Education lessons. The liturgical life of the College is supported through formal celebrations of the Eucharist at punctuated moments throughout the year, including our Opening and Feast Day masses, graduation masses and fortnightly masses before school. These also allow for further engagement with the broader Parish community.

The teaching and learning of Religion is enabled through creative, challenging and engaging units of work enabling students to develop their understanding of Christian beliefs and practice, but also the ways that Christianity encounters the broader world. This informs social action and justice, with a key example of this including the connection of Luke's gospel and Jesus' preferential option for the poor with our Year 9 Refugee Immersion. In 2018, a record number of students participated in the Vinnies Winter Sleepout, and the Act for Peace Ration Challenge, with both experiences (amongst others) enabling students to explore the connection between faith and social action.

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 2018:

Girls	Boys	LBOTE*	Total Students
368	399	70	767

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2016, 62% completed Year 12 in 2018.

2018 was our inaugural Year 12 group of students. Several students completed the requirements for Year 12 and obtained an ACT Senior Secondary Certificate by the end of Semester 1. They are not included in the percentage above as they were not present for the August Census.

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 2018 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91%
Year 8	90%
Year 9	89%
Year 10	90%
Year 11	94%
Year 12	93%

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, 2018 Graduating Class	54.5%	16.7%	21.2%	7.6%

Section Five: Staffing Profile

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
61	21	82

* This number includes 54 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

In 2018, the College formally adopted a Professional Learning Community approach to Professional Learning, dedicating all meetings to professional learning and dialogue. The focus was on formative assessment leading to differentiation in the classroom. All teachers undertook action research on a particular strategy for five weeks at a time and reported back to colleagues on their undertaking. Giving effective feedback was also an area covered in this way. Middle managers delivered professional learning sessions and colleagues worked both in faculty and in across faculty groups.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
17	43	0

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 7	Reading	547	542
	Writing	516	505
	Spelling	546	545
	Grammar and Punctuation	540	544
	Numeracy	551	548

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 9	Reading	591	584
	Writing	567	542
	Spelling	584	583
	Grammar and Punctuation	591	581
	Numeracy	589	596

Student Credentialing

ACT Year 10 Certificate

All students in Year 10 received a Year 10 Certificate:

ACT Year 12 Certificate

All students in Year 12 received a year 12 Certificate: the ACT Senior Secondary Certificate

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 2018

In 2018, the College achieved the key improvements it had targeted. The College's Positive School Wide behaviour Framework was developed and implemented. To achieve this, a new leadership position was created for each House: the Leader of Wellbeing. The person in this position worked with the Leaders of Learning and Wellbeing in each House to further develop relationships with students who needed extra support to help them understand and adopt the expectations of the College.

The College also implemented a formal Professional Learning Community through devoting all staff meetings to professional learning. Middle leaders led dialogue after the delivery of relevant information sessions. Every member of staff then developed a strategy they implemented over the next five weeks, reporting their success or otherwise at the next staff meeting. Middle leaders monitored their staff during the implementation period and facilitated discussions following the presentation of projects.

Resources were also devoted to bringing together relevant individual student data into a very accessible form to enable teachers to easily use this to further improve student outcomes.

Priority Key Improvements for 2019

In 2019 the College will target the following:

- improved retention of students from Year 10 into Year 11. With our very impressive first set of Year 12 results in 2018, we expect that this will engender confidence in the College's expertise with regard to the senior years. However, we will revamp the processes for transition into the senior College. In particular, bringing these forward in the year and emphasising the specialist pathways that students can access in the senior school.
- improved differentiation in classes through targeted professional learning within the professional learning community framework. The process to be followed will identify three broad differentiation focus areas that faculties will work on over the course of the year. Faculties will choose one of these each term and implement a number of strategies over a ten week period and report on their learning to colleagues. As they rotate through each focus area, teachers will benefit from the experience of those who have implemented strategies in that focus area, thus building the collective expertise of the group over the year.
- improved literacy and numeracy outcomes for students in all bands of achievement.

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. The School Wide Positive Behaviour Framework focuses on enabling students to understand behavioural expectations and accept responsibility for their own behaviour and to bring about just outcomes for all concerned. The successful implementation of the School Wide Positive Behaviours Framework, including the development of the position of the Leaders of Wellbeing to support its implementation was a strong feature of 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 Wide Positive Behaviour Framework may be accessed on the School's website or at the Administration office.

Anti-bullying

The College's anti-bullying policy is the Positive Peer Relations Policy. It works in conjunction with the School Wide Positive Behaviour Framework and outlines the steps that staff will take to work with students if they report being bullied. It outlines the investigation process to be followed and the restorative justice processes to be implemented to support all parties.

Discipline

The School Wide Positive Behaviour Framework can be accessed on the College Website and through the Administration Office at the College. It outlines the philosophy behind the approach, its different elements and the specific processes to be implemented at the College. The framework is based on ensuring that behavioural expectations are made very explicit to students. For students who need further support, an adult, usually a Leader of Wellbeing, works closely with individual students to develop a positive relationship with them and, through targeted workshops and other means, helps them understand what the expectations look like in situations that may be challenging to that student.

A three tiered approach differentiates the level of support that individual students receive, depending on their level of need. The College works closely with the family to support growth and understanding in the student.

The Student Welfare Policy including anti-bullying and discipline was reviewed January /2018.

The College's School Wide Positive Behaviour Framework was developed and implemented during 2018. This was in response to the Schools for All Report which outlined the expectation that all schools would implement this framework. This framework outlines a very positive way of approaching student welfare and wellbeing. It outlines processes to enable students - particularly those who may be struggling - to develop very positive relationships with at least one caring adult in the school. That adult works proactively with the student to enable them to understand what respectful relationships and behaviour explicitly look like in particular situations. The new position of Leader of Wellbeing was developed to support the positive implementation of the framework.

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

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG 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>.

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 (42%). Parents expressed extremely high rates of satisfaction with all aspects of the school's operation. Areas of lesser satisfaction (albeit still very high) were the communication of explicit, clearly communicated improvement targets, including improving student outcomes, satisfaction with their child's learning progress and with the management of behaviour incidents.

The strongest areas of agreement for parents were that the College is a safe place for their child and that they would recommend St John Paul II College to others. The physical learning facilities and amenities were greatly appreciated. Equally strong satisfaction was expressed about the the interest staff take in their child, the way the College celebrates student achievements and the way the Mentor Teacher relationship fosters engagement with their child's learning and their growth.

Student Satisfaction

In the School Improvement Survey, the student response was very good (just over 50%) and students expressed high satisfaction in all areas of the school. They overwhelmingly agreed that the unique structures of the school - Independent Learning Time and having a Mentor teacher - support both the development of their academic skills and their overall growth and development. Also in the highest category of satisfaction, students expressed feeling safe at school, encouraged to do their best and that they regularly use technology to help them learn. They felt that teachers care about them, that the school celebrates student achievement, gives them opportunities to do interesting activities and encourages them to care for others and to be good community members. They strongly agreed that they would recommend St John Paul II College to others.

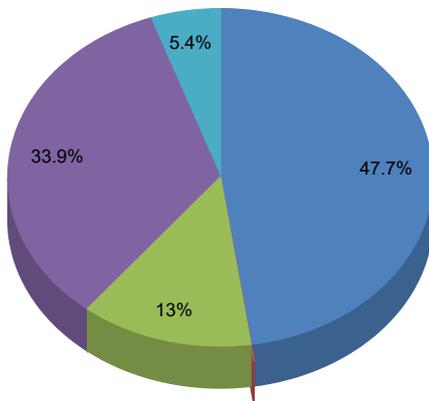
The two areas of least satisfaction, but with the majority of students still agreeing with the statement, were that students enjoy the prayer life of the school and that the homework they do helps them learn.

Teacher Satisfaction

The staff completion rate of the survey was excellent (74%) and staff expressed agreement across the board with the survey statements, indicating overwhelming satisfaction in all areas. Least agreement was around the use of effective strategies to ensure that all students, particularly high achieving students, are challenged and that collaborative planning processes are effective, although satisfaction was still at a very high level with these. There was strongest agreement amongst staff that they would recommend St John Paul II College to others, that they are known and supported by school leaders and that the College encourages a climate conducive to professional learning and the improvement of practice as well as providing opportunities to improve teaching practice. Staff also expressed very high agreement about their own high level of satisfaction from working in the College. They greatly appreciated the open communication between staff and school leadership, the productive staff meetings, the opportunities to share skills and knowledge with others and to participate in professional learning conversations.

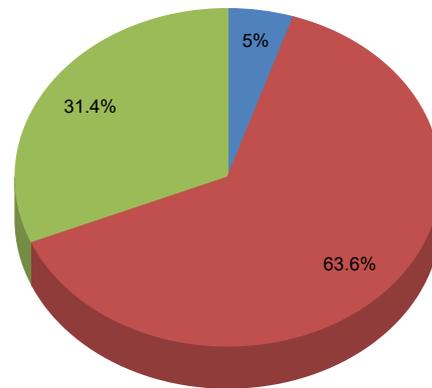
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (47.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (13%)
- Fees and Private Income (33.9%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (5%)
- Salaries and Related Expenses (63.6%)
- Non-Salary Expenses (31.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,284,651
Government Capital Grants ²	\$2,735
State Recurrent Grants ³	\$1,716,324
Fees and Private Income ⁴	\$4,466,023
Other Capital Income ⁵	\$706,267
Total Income	\$13,176,000

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$709,002
Salaries and Related Expenses ⁷	\$9,003,922
Non-Salary Expenses ⁸	\$4,435,924
Total Expenditure	\$14,148,847

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.