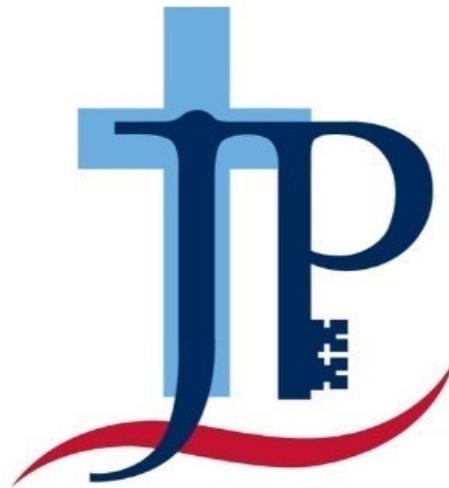




ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



St John Paul II College Nicholls

1021 Gungahlin Drive, Nicholls 2913

Phone: 02 6163 4800

Email: office.jpc@cg.catholic.edu.au

Website: www.jpc.act.edu.au

Principal

Mrs Stephanie O'Meara

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 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 2020 we were delighted to again see excellent academic results of our Year 12 group.

Parent Body Message

Having come of age as a Year 7-12 College in 2018, St John Paul II continues to make its mark on the Canberra education landscape. In 2020 demand for entrance to the College continued to grow, with 900 students across all years. Whilst COVID-19 presented challenges, parents were impressed with the resilience showed by both students and teachers and the success of remote learning. Students adapted remarkably well due to the school's philosophy of Self-Directed Learning which enabled them to take charge of their learning in remote mode.

The College Council has continued to play a key role providing advice across curriculum, staff selection, marketing, communications and parent engagement. We continue to examine ways in which the College can further engage and build parental engagement. It is clear that parents are attracted to events and forums that relate directly to the activities of their child and offering more of these will enhance engagement with the parents. A particular parental focus is engagement with students and the school on future vocational possibilities as students transition to post-school pathways.

Student Body Message

COVID-19 strongly impacted the life of our College in 2020. Remote learning was successful for many students who relished the independent work; for others, it was challenging. Teachers and Mentors did an excellent job supporting the student body, both academically and personally.

Given the opportunities missed due to COVID, particular efforts were made to strengthen the bonds between the Year 12 students and provide them with a memorable year. The Year 12 Formal was a fitting culmination with the school hall transformed into a beautiful, sophisticated venue and a gourmet meal prepared and served by our professional canteen staff.

Students continued to embrace the values of Self Directed Learning, with a particular focus on ensuring the quality of work through careful planning. Social justice activities to raise awareness and funds for a variety of causes were again strongly supported by JPC students. The Youth Ministry team developed further, becoming more established in the JPC community.

The College continued to embed the School Wide Positive Behaviours Framework, with a focus on respecting self, others and teachers, ensuring understanding of explicit expectations for behaviour.

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 2020, its eighth year of operation, St John Paul II College has an enrolment of approximately 900 students. The three Year 12 Graduation Classes to date have achieved great academic success, affirming the unique education approach of the College. Ex-students also attest regularly to their ability to manage themselves, speaking of their superior time management and organisation skills compared to peers, which have equipped them exceptionally well to succeed in their chosen pathways.

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; and, 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. 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

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. The values and charisms of their House Patron are also a feature of Year 7 transition.

A specific focus in 2020 was providing ongoing opportunities for Years 10, 11 and 12 students to embrace more opportunities, beyond their classroom learning, to encounter religious faith. The ongoing development of the CSYMI Youth Ministry program and the implementation of ACU Academy has enabled opportunities for students to deepen their personal faith and take on additional roles in the development of liturgy and faith experiences.

Within the context of our 2020 theme, 'The Joy of the Lord is my Strength', faith formation and prayer experiences were offered in both formal and organic ways throughout the year. Staff were supported in ongoing formation through their engagement with various levels of Religious Education Accreditation, but additionally, our 2020 Staff Spirituality Day allowed staff to explore Pope Francis' *Fratelli Tutti* through the importance of social relationships. Through this staff also explored opportunities to reach out to the broader community.

Prayer is a focus of each day at the College for staff and students alike, who are provided with a variety of opportunities including Christian Meditation. 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 based on the Brisbane Curriculum. Students are empowered to develop their understanding of Christian beliefs and practice within our contemporary multi-faith context. 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. JPC students experienced faith in action through a variety of social justice events including the Act for Peace Ration Challenge and Project Compassion, organised by students.

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 2020:

Girls	Boys	LBOTE*	Total Students
432	466	113	898

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2018, 44% completed Year 12 in 2020.

We are still building our reputation as an education provider for seniors. The unique situation of the ACT means that government colleges are an attractive option. Retention and parent confidence are growing steadily as the strong academic success of our graduates is recognised in the community.

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.

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, 2020 Graduating Class	65%	11%	9%	15%

Section Five: Staffing Profile

The following information describes the staffing profile for 2020:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
69	27	96

* This number includes 59 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

In 2020 the College continued its successful Professional Learning Community approach to professional learning, dedicating all meetings to professional learning and dialogue. The focus was on the core skills of creative and critical thinking. Teachers developed classroom activities and lessons to provoke and challenge students to think more critically and in a more analytical way.

The AITSL Teaching Continuum was used to identify areas of challenge and potential for growth. Staff undertook a series of self-selected workshops where they focused on developing these skills and attributes.

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
19	51	1

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. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

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 2020

In 2020 the College targeted the following:

- Improved student engagement through interactive classes.
- Teachers focused on developing the core 21st century skills of creative and critical thinking and undertook professional learning in staff meetings to develop classroom activities and lessons to provoke and challenge students to think more critically and in a more analytical way.
- Teacher capacity was also developed through use of the AITSL Teaching Continuum and a focus on improving writing skills was begun.

The use of technology to centralise student data was a focus and the ongoing development of functionality of the Student Management System has greatly improved each staff member's ability to track student attendance, well-being and academic progress.

The need to access remote learning affirmed the College's approaches to independent learning as well as ensuring strong pastoral care of students through the Mentor teacher structure.

The Science facilities were upgraded to accommodate the growth in students and classes. Negotiations were progressed to acquire a second block of land for sporting facilities for the College and planning to upgrade current ovals was undertaken.

Priority Key Improvements for 2021

In 2021 priority areas are:

- Improved student skills in critical thinking and problem solving. All staff will be upskilled in The Writing Revolution which drives thinking through developing writing skills in the context of curriculum content.
- The development of teacher skills in High Impact Teaching Practices.
- Further development of teacher skills in the use of data to determine "where to next?" to improve outcomes for students.
- A coherent approach to measuring and reporting on student success.
- An increase in the level of self-regulation and resilience in students.
- The upgrade of the College oval.
- The purchase of and planning for a second block of land to accommodate sporting facilities.

Section Eight: School Policies

Student Welfare and Behaviour Management

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 further development and increase in coordinators in the position of Leaders of Wellbeing to support its implementation was a strong feature of 2019.

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.

Student Welfare and Behaviour Management Policies were reviewed in June 2019.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.jpc.act.edu.au/our-community/jpc-parents/policies/>.

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>.

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 satisfactory (28%). 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, opportunities to be involved in the life of the school and the effectiveness of the School Council. Due to COVID-19 opportunities for involvement were curtailed.

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

The student response to the School Improvement Survey was excellent (57%) and students expressed satisfaction in all areas of the school. They strongly 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. 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. A strong majority 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 (82%) and staff expressed agreement across the board with the survey statements, indicating satisfaction in all areas. Least agreement was around the clarity of communication of the school improvement agenda and that all students, particularly high achievers are appropriately engaged, challenged and extended. There was strongest agreement amongst staff that they are known and supported by school leaders, that they have a lot of satisfaction from their work at the school and that the mentor relationship gives them great insights into their students. They also expressed very high satisfaction with the school climate which is conducive to professional learning and the improvement of practice as well as providing opportunities to improve teaching practice. Equally high agreement was about the explicit school emphasis on the differentiated learning in each classroom and the opportunities to share skills and knowledge with others and to participate in professional learning conversations.

Section Ten: Financial Statement

Income

- Commonwealth Recurrent Grants (51.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.1%)
- Fees and Private Income (35.2%)
- Other Capital Income (0.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,899,560
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,254,914
Fees and Private Income ⁴	\$6,082,107
Other Capital Income ⁵	\$27,882
Total Income	\$17,264,463

Expenditure

- Capital Expenditure (4.5%)
- Salaries and Related Expenses (67.4%)
- Non-Salary Expenses (28%)

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$766,738
Salaries and Related Expenses ⁷	\$11,365,490
Non-Salary Expenses ⁸	\$4,725,627
Total Expenditure	\$16,857,854

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.