

John Paul College Annual Report 2016 (Based on 2015 data)

Descriptive Information

John Paul College is an independent, co-educational, multi-cultural, Christian ecumenical day and boarding school, which caters for students from Child Care to Year 12, and for students in the International College. The College campus is situated in a natural bushland setting on a 53 hectare site in John Paul Drive, Daisy Hill.

John Paul College is a community-based school which reflects the needs and aspirations of parents and the local community. It actively promotes Christian ecumenism both within the school and the wider community. The College is managed by a Board of Directors, comprised mainly of parents of the College. It is a not-for-profit company limited by guarantee.

The Headmaster of the College and his staff are totally responsible for the administration of the College.

Curriculum Philosophy

The 21st century learner is now a global participant in the borderless technologically linked world where the horizons are forever expanding. Within this world, it is essential that young people are prepared for the new demands in their personal and working communities. Students need to develop the capacity to become confident risk takers, continually updating their learning skills. Flexibility, adaptability, creativity, autonomy and, above all, the ability to communicate effectively, and in the media of their time, are fundamental skills that each young person will require.

John Paul College recognises that young people have their own unique knowledge base and skill sets, varying aptitudes, and evolving aspirations. These individual qualities and needs require careful assessment, to allow interests to be met through a diverse range of flexible pathways. At John Paul College, we are committed to providing a breadth of learning that builds on prior experiences and fosters a spirit of inquiry and creativity.

Our College's commitment to a blended learning environment combines an array of traditional teaching practices with the finest technological opportunities available. The blended learning environment increasingly provides programmes that seek to meet the individual needs of its learners. This is achieved through access to digital devices, software, resources, teachers and mentors, on and off campus, which allow students to develop competencies within an information-rich, multi-layered, continuous learning environment.

School Sector:

Independent

School's Address:

John Paul Drive, Daisy Hill Queensland 4127

Total Enrolments:

1 794 (includes FFPOS)

Year Levels Offered:

P-12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

John Paul College is made up of differing and diverse families from around the globe. Approximately 10% of our student population are from overseas, with 15% of our families being here on various visas. 3% of our Secondary School students have identified themselves as being Indigenous. Approximately 1.5% of our students having been identified as children with disabilities receive assistance via our learning support structures and programs. The proportion of male to female students is almost even with 53% being male and 47% female.

Ecumenical Approach

As Queensland's first ecumenical school, we affirm the individuality of our traditions as envisioned by our Founding Fathers from the local Roman Catholic, Anglican and Uniting parishes.

Today, our community consists of children from many different denominations and religions beyond those original three. We practice acceptance and understanding of families from all faiths and ecumenism prepares our students for life in a world where religious acceptance and mutual respect are essential values for living in a multicultural, multi-faith, international environment.

Boarding

In January 2015, our new Boarding Village became a co-educational home to 48 students from a diverse range of backgrounds and nationalities as we created a global village in the heart of our school. Our boutique accommodation within a village atmosphere makes boarding at John Paul College a very special experience. We welcome boys and girls from across Queensland, from rural and indigenous communities, neighbouring states and neighbouring countries, to the John Paul College family.

Distinctive Curriculum Offerings:

John Paul College students in Years 3-12 have their own personal notebook computer, supported by a campus wide-wireless network and internet portal to deliver learning programmes anytime, anywhere. The programmes are complemented by an extensive range of software preloaded onto notebook computers or in the case of Kindergarten to Year 2 on the classroom computers. Learning programmes are further supported by a bank of digital resources that can be accessed online from home or school by notebook computer users.

Technology is integrated into our students' learning programmes, to assist with the undertaking of research, in developing creativity, logical and lateral thinking; and in achieving digital and information literacy skills essential for future employment.

John Paul College prides itself on catering for students with a range of abilities. The mission of the Learning Enhancement Programme is to provide an inclusive and culturally sensitive service which ensures that it is possible for individual students to achieve to their academic potential and develop holistically. Specialist Learning Enhancement Programme teachers provide individual, small group and in-class support for students with identified English as a Second Language and Learning Support needs, in close collaboration with class teachers and parents and in accordance to Queensland Studies Authority guidelines. In addition, Learning Enhancement Programme specialist teachers provide regular and relevant professional development for class teachers to promote an inclusive approach to teaching and facilitate differentiated instruction. Support teachers dedicated to developing gifted and talented students work closely with both students and teachers. Additionally, gifted and talented students are catered for in differentiated classrooms that incorporate enriching extension activities. These students are also encouraged to participate in a variety of academically challenging ventures including Opti-Minds, Days of Excellence and Excellence Expo. Within the Senior School, the College offers QSA registered subjects including a number with VET components. Altogether 60 subjects are offered in the Senior School.

Extra-curricular Activities:

Life skills such as teamwork, co-operation and leadership are not necessarily learned in the classroom. For this reason, John Paul College students are offered a wide range of co-curricular activities to help develop these special qualities. The College offers a vibrant performing arts programme and one of Australia's most extensive school sports programmes to allow students to 'have a go' or develop their passion to the highest level. Taking part in social and community service activities also teaches students responsibility towards their community and the world.

In their senior years, the *Horizons* programme allows athletes competing at state and national levels, and exceptionally accomplished musicians, to complete Years 11 and 12 over three years. This gives them time to further develop their skills while maintaining an academic focus. Access to specialist coaches and health and fitness professionals provide *Horizons* students with every opportunity for future success at the highest level.

In the cultural arena, the school has 43 performance groups in the instrumental, choral, drama, cheer, dance and circus programs with over 900 participants from K-12 and over 590 students undertaking instrumental music lessons

In the sporting domain, John Paul College students continued to achieve success with a large number of primary and secondary students gaining selection in Metropolitan East teams. John Paul College also has a number of students representing Queensland and Australia in their respective sports. The College won a record number of TAS and JTAS Premierships in Cricket, Tennis, Basketball, Netball, Rugby, Hockey and Football.

Co-curricular offerings

Aerobics, Athletics, Australian Air Force Cadets, Australian Rules, Badminton, Basketball, Chess, Cricket, Cross Country, Debating, Equestrian, Golf, Hockey, Netball, Rugby, Soccer, Softball, Swimming, Tennis, Opti Minds, and Volleyball.

Silver Strings, String Quartets, Orchestra, Vivaldi Strings, Corelli Strings, Beginner Strings, Wind Orchestra, Marching Eagles, Symphonic Band, Primary Concert Band, Junior Concert Band, Clarinet Ensembles, Big Band, Stage Band, Jazz Combo, Rock Band 1, Rock Band 2, Chamber Choir, Concert Choir, Cantabile Choir, Viva Choir, Year 3/4 Choir, Year 1/2 Choir, Prep Choir, Dance, Cheerleading, Circus, Youth Theatre and Primary Drama.

Social Climate:

John Paul College is an ecumenical school with children from different Christian traditions learning and worshipping together, living our commitment to Christian unity. We affirm the individuality of our traditions, we acknowledge our differences; and we rejoice in our efforts to understand each other's beliefs. This acceptance of each other's Christian beliefs has extended to include families of all faiths.

John Paul College recognises that protecting students from harm and risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our College will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

We believe that everyone should be treated with dignity and respect. Every person has a right to feel safe and a right to learn free from anxiety. Bullying and harassment are contrary to these beliefs and can have a significant effect on children in many different forms. Further information with relation to our Child Protection Policy, Safe School Policy and Student Behaviour Management Policy can be found in the Parent Information Handbooks located on the website.

Parental Involvement:

Parents are welcome to be involved in the Parents and Friends Association and a wide variety of 'Friends of' groups across the College from Kindergarten through to Performing Arts and Sporting groups. Whilst the Board is elected by the Members, the majority are parents. Throughout the College, parents involve themselves in classroom activities and volunteer their assistance at events and attending excursions. Some parents make themselves available to assist with coaching and in preparation for the School Musical. Parents form the majority of the Unity Council and participate regularly in discussions and presentations. There is an open invitation to parents to attend information evenings and feedback forums, as well as focus groups regarding specific topics. These inform the strategic planning for the College Leadership Team and Board committees.

Parent, Teacher and Student Satisfaction with the School**Satisfaction Data:**

Following up from the parent survey conducted in 2013, a further parent survey is in preparation for 2016. It focuses on the themes of Teaching and Learning, Co-curricular activities, College Culture, Communication, Strategic Directions and Facilities. Questions regarding aspects that impress and suggested improvements are included. An overall satisfaction with the College and an indication of how likely parents are to recommend it to others will be evident. Following the survey, parents will be informed of the outcomes through a Parent Forum.

Parent feedback is occasionally sought regarding issues such as communication across the College. Student input is received regarding pastoral care and their wellbeing. Preferences for subject offerings are also regularly surveyed. Staff satisfaction is gauged through regular meetings, interviews and feedback collated from surveys, including teaching preferences, aspirations, pastoral care provisions and their own wellbeing.

Contact Person for Further Information:

Further information can be obtained through our corporate website <http://www.ipc.qld.edu.au/> or by contacting our registrar at registrar@ipc.qld.edu.au Parents can obtain information through the parent portal at <https://www.jpconnect.net/>

School Income Broken Down by Funding Source

Net Recurrent Income 2015	Total	Per Student
Australian Government recurrent funding	10,676,566	5,951
State/Territory Government recurrent funding	3,342,345	1,863
Fees, charges and parent contributions	19,941,214	11,116
Other private sources	794,252	443
Total gross income (excluding income from government capital grants)	34,754,377	19,373
Total net recurrent income	28,700,031	15,998

Capital expenditure 2015`	\$ Total
Australian Government capital expenditure	0
State/Territory Government capital expenditure	0
New school loans	0
Income allocated to current capital projects	5,411,392
Other	347,150
Total capital expenditure	5,758,542

Staffing Information

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1%
Masters	13%
Bachelor Degree	81%
Diploma	5%

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of Main school-focused PL activity	Number of teachers participating in activity
Enabling the Strategic Directions	147
Art and Science of Teaching	147
Developing Leadership Skills	15
Curriculum Team Sessions	147
Operating in an Online Learning Environment	147
Coaching Workshops	20
ABSA Duty of Care Workshop	6
Positive Education – a Pastoral Approach	147
IBPYP teacher training and programme development	12
CERT/VET Training	6
Future Leaders Programme	2
Middle Years Conference	4
First Aid and or Resuscitation Training	110
Total number of teachers participating in at least one activity in the programme year	147

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
147	\$192 376 as recorded in Financial Questionnaire A further \$325 086 was allocated to include staff bursaries, PD for clerical staff and the employment of pedagogical coaches who work alongside teachers	\$3,520.15
The total funds expended on teacher professional development in 2015		\$517 462
The proportion of the teaching staff involved in professional development activities during 2015		100%
The major professional development initiatives were as follows: Positive Education, Operating in an Online Learning Environment, Art and Science of Teaching (Learning Goals and Proficiency Scales), Leadership Training and Instructional and Peer Coaching.		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
147	176	1123	95.65%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.65% in 2015			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
130	112	86%
From the end of 2014 86 % of staff were retained for the entire 2015 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
372416	2116	21930	350486
The average attendance rate for the whole school as a percentage in 2015 was 94.1%			

Average student attendance rate for each year level:

Yea Level	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
Kindy	6512	37	137	6375
Year Prep	20592	117	1277	193615
Year 1	20240	115	1376	18864
Year 2	20944	119	1227	19717
Year 3	24992	142	1510	23482
Year 4	17776	101	974	16802
Year 5	22704	129	1430	21274
Year 6	21296	121	1185	20111
Year 7	25520	145	1480	24040
Year 8	19360	110	1218	18142
Year 9	53504	304	1871	51633
Year 10	40128	228	2482	37646
Year 11	40128	228	2645	37483
Year 12	37620	220	3118	34502

Year levels	Average attendance rate for each year level as a percentage in 2015
Kindy	97.9%
Year Prep	93.8%
Year 1	93.2%
Year 2	94.1%
Year 3	94.0%
Year 4	94.5%
Year 5	93.7%
Year 6	94.4%
Year 7	94.2%
Year 8	93.7%
Year 9	96.5%
Year 10	93.8%
Year 11	93.4%
Year 12	91.7%

A description of how non-attendance is managed by the school:

Electronic Rolls are marked by all teachers each morning and afternoon (and in the case of Senior School, each timetabled lesson)

Each morning, any unexplained absences (not previously notified by parents) are followed up by absentee officers phoning home.

Appropriate entries are then entered into the Attendance Maintenance system.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	450	426	99.2
Year 5 (2015)	532	499	99.1
Year 7 (2015)	554	546	98.5
Year 9 (2015)	601	580	97.6
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	434	416	99.2
Year 5 (2015)	507	478	97.3
Year 7 (2015)	534	511	91.5
Year 9 (2015)	585	547	91.7

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	415	409	96.2
Year 5 (2015)	511	498	97.4
Year 7 (2015)	556	547	97.7
Year 9 (2015)	591	583	93.8
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	455	433	96.2
Year 5 (2015)	533	503	97.4
Year 7 (2015)	549	541	94.6
Year 9 (2015)	589	568	93.8
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	424	398	96.2
Year 5 (2015)	518	493	98.2
Year 7 (2015)	571	543	99.2
Year 9 (2015)	623	592	97.7

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	190	220	115.8%
Year 12 student enrolment as a percentage of the Year 10 cohort is 115.8%			

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	141
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an Overall Position (OP)	98
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	14
Number of students awarded one or more Vocational Education and Training (VET) qualifications	65
Number of students awarded a Queensland Certificate of Education at the end of Year 12	131
Number of students awarded an International Baccalaureate Diploma (IBD)	4
Percentage of Year 12 students who received an OP1-15 or an IBD	86%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98%

Post-school Destination Information

John Paul College summary of findings in relation to main destinations of students (includes overseas students) based on 160b respondents contacted by the Careers Adviser:

Yr 12 Destinations	2015	
	Number	Percentage
University	160	71.11%
University of Queensland	45	20.00%
Queensland Uni of Tech	44	19.56%
Griffith University	38	16.89%
Other universities in QLD	9	4.00%
Interstate University	8	3.56%
Overseas University	8	3.56%
Overseas (return home)	8	3.56%
TAFE-Through QTAC	7	3.11%
TAFE direct	0	0.00%
Apprenticeship (& TAFE)	7	3.11%
Work, fulltime	13	5.78%
Work, not fulltime	2	0.89%
Repeat	0	0.00%
Looking	0	0.00%
Unknown	0	0.00%
Total	189	100.00%