



JOHN PAUL COLLEGE
WITH HIM IS THE FULLNESS OF LIFE

Annual Report 2016
Registered School Number - 1670
John Paul College
McMahons Road
Frankston VIC 3199
Principal – John Visentin

Minimum Standards Attestation

I, John Visentin, attest that John Paul College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2016 school year under the Australia Education Act 2013 (Cth) and the Australian Regulations 2013 (Cth). 19 May 2017

As part of the funding agreement between the Catholic Education Commission of Victoria (CECV Ltd) and the Australian Government through the Department of Education and Training, schools are required to report on certain categories of School Performance Information. Additionally, the Victorian State Government, through Victorian Registration and Qualifications Authority (VRQA), requires us to provide School Performance Information. This report is based on 2016 performance; changes are reported from the 2015 year to the 2016 year.

Staff Attendance

In terms of reporting on staff attendance the requirement is to report on teaching staff only. The average percentage attendance rate per staff member employed at the College on the last day of term was **86.24%**. This figure includes staff on extended leave such as long service leave, maternity leave, long term sickness, leave without pay and study leave.

Staff Retention

The rate of retention of staff members from 2015 to 2016 was **88.73%**. We have a number of staff who have dedicated significant service to the College and moved on to other schools or positions to further their career. We also have staff who choose to retire following significant periods of service to education. Additionally this figure demonstrates that there are a number of new staff who bring new ideas, skills and enthusiasm to the College.



Teacher Qualifications

It can be seen that we have a diversity in our teaching staff that brings a high level of skill to our work. Some staff are currently studying to enhance their qualifications and this information does not appear in this data.

Level	Percentage	Staff composition	Percentage
Masters	33.33	Principal class	3
Graduate	53.97	Teaching staff (head count)	69
Certified Graduate	6.35	FTE teaching staff	62.565
Degree Bachelor	100.00	Non-teaching staff (head count)	48
Diploma Advanced	11.11	FTE non-teaching staff	37.460
		Indigenous teaching staff	0.00

Expenditure and Teacher Participation in Professional Learning

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All teaching staff at John Paul College take part in a range of Professional Learning activities:

- Regular after school formal meetings to discuss teaching practice and to plan curriculum
- Informal meetings between smaller groups of staff responsible for particular subjects that include cross marking of student work, planning of particular teaching tasks and discussion about best practice in the particular context of specific subjects at particular year levels.
- External professional learning activities.
- Formal study.

The total expenditure on Professional Learning activities in 2016 was **\$77,148**. This represents an average expenditure of **\$1,225** per teacher on Professional Learning. There were **63** teachers who took part in Professional Learning.

Financial Performance

This information relates to financial performance for the year ending December 31 2016.

Recurrent income	\$
School fees	3,458,981
Other fee income	39,424
Private income	240,679
State government recurrent grants	2,189,036
Australian government recurrent grants	7,954,105
Total recurrent income	13,882,225
Recurrent expenditure	
Salaries, allowances and related expenses	10,079,622
Non salary expenses	4,063,024
Total recurrent expenditure	14,142,646
Capital income and expenditure	
Government capital grants	0
Capital fees and levies	580,427
Other capital income	0
Total capital income	580,427
Total capital expenditure	428,243
Loans	
Total opening balance	2,813,575
Total closing balance	2,583,891



The financial report data is derived from the Australian Government Department of Education and Training (Federal DET) Financial Questionnaire and external audited reports.

The information provided above does not include system levies charged to individual schools and intra-systemic transfers.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the My School website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Student Attendance

John Paul College believes that student attendance is crucial. It is important in terms of attention to learning and to the development of the whole person. Students who have high levels of absence are at risk of experiencing long term learning difficulties.

As such, John Paul College records student attendance for each class. Record keeping and follow up are equally important to ensure that students are given the best educational opportunities. Parents are contacted immediately via SMS when there is an unexplained absence. Follow up on unexplained absence can also involve telephone contact and parent interviews. We are required to report prolonged unapproved absences to the Department of Education and Training.



Our average daily student attendance for 2016 was 92.24%. Attendance by year level is as follows:

Year 7	94.04%
Year 8	91.88%
Year 9	91.97%
Year 10	91.08%

Proportion of Students Meeting the Minimum Standards

John Paul College Year 7 and 9 students participate in the annual National Assessment Program - Literacy and Numeracy (NAPLAN) in the four areas of Reading, Writing, Language conventions and Numeracy. A high percentage of students continue to meet the National Minimum Standards in each domain. The NAPLAN results remain consistent over time with changes in the main being fairly minimal. Writing at Year 9 has shown the biggest increase whereas Year 9 Grammar and Punctuation has shown the largest decline.

NAPLAN Tests	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
Year 7 Reading	96.2	99.3	3.1	96.7	-2.6
Year 7 Writing	94.7	97.0	2.3	98.3	1.3
Year 7 Spelling	96.0	95.6	-0.4	95.9	0.3
Year 7 Grammar & Punctuation	96.7	97.8	1.1	99.2	1.4
Year 7 Numeracy	97.4	99.3	1.9	97.5	-1.8

Year 9 Reading	97.5	100.0	2.5	96.2	-3.8
Year 9 Writing	90.7	84.7	-6.0	89.1	4.4
Year 9 Spelling	95.5	92.0	-3.5	94.2	2.2
Year 9 Grammar & Punctuation	94.3	94.9	0.6	92.7	-2.2
Year 9 Numeracy	99.4	97.8	-1.6	99.3	1.5

Value Added

The College enhances the development of the students through the myriad of experiences and opportunities that are made available to them. The faith dimension is central to our College and students participate in retreat programs and liturgies; additionally they can volunteer for various community service activities. Our Community Companion is a food trailer which serves local homeless people. All students are involved in social justice activities at a house level.

John Paul College offers extensive enrichment opportunities that support and extend the core skills and applications as provided by the curriculum. These opportunities include, but are not limited to, participation in the annual JPC Production, Arts Night, Dance Squad, Instrumental Music Program, Vocal Ensembles, Performing Arts Club, Dante Alighieri Competitions, Young Writers Events, Australian Mathematics Competition, Australian National Chemistry Quiz, Aurecon Bridge Building Competition, Victorian Titration Competition, Australian Geography Competition, The Evatt Competition and the National History Challenge. Students also participate in many cultural and sporting activities through Southern Independent Schools (SIS) including Chess, Debating, Public Speaking, Theatresports, Book in a Day, Art and Technology Exhibition, Athletics Carnival, Cross Country Carnival, Swimming Carnival and weekly sports. The College monitors the academic performance of students from Year 7 to Year 10 with diagnostic results on an annual basis, which allows us to gauge growth over time.

Students at John Paul College receive awards from The University of Melbourne (Kwong Lee Dow Young Scholars Program), the Australian Defence Force Long Tan Leadership and Teamwork Award and the Dunkley Student Recognition and Encouragement Award. We also have a well-developed internal Awards Program, culminating in an Annual Awards night each December as well as an Awards ceremony in early February.

The aims of the Pastoral Care program are to address the social and emotional wellbeing of all students at John Paul College, as well as their development of an awareness of others. These aims include:

- To foster student connectedness and belonging to the school community by nurturing strong interpersonal relationships between teachers, students and families, and by providing opportunities for students to feel part of a group that encourages cross age support, friendship, inclusivity and community involvement.
- To provide opportunities for each student to mature as a unique, holistic individual equipped with the life skills, emotional resilience and confidence to develop their potential and share their gifts.
- For the values of Community Service and Social Justice to be a lived experience which actively teaches students that they as individuals and as a community can make a difference to their world.
- To support students as reflective lifelong learners through explicit teaching of goal setting, time management, establishing a homework routine and effective use of a daily planner, and by encouraging engagement, motivation, and the pursuit of excellence.

The student leadership program allows for students at Year 12 and 9 to undertake a formal leadership position across a variety of portfolios, including Arts, Sport, Social Justice, Academia and Environment. The leadership program allows students to gain an understanding of service leadership and equips them with the skills required to bring about positive change in both the school and wider community. Student leaders were involved in the planning and implementation of several whole school events such as Mission Action Day, Sports Carnivals and fundraising. There are also opportunities for students, across all year levels, to become members of their House Committees.

Median Standardised Results -Year 9

The median score achieved by Year 9 students in Reading, Persuasive Writing, Spelling, Grammar and Punctuation and Numeracy as assessed by NAPLAN is the middle score obtained by Year 9 students at the College.

These results are a snapshot of student performance on a particular day and are within the appropriate range. The limitation of using the median is that it does not show the full range of student results. There are numerous other indicators of student performance.

The median NAPLAN results for Year 9 2016 demonstrate our students achieve as expected in all domains compared to the median results in similar schools and Australian schools.

Year 9 2016 Median NAPLAN Result	John Paul College
Reading	569.40
Writing	560.20
Spelling	575.60
Grammar and Punctuation	547.40
Numeracy	570.65

Strategies to further the learning of students in literacy and numeracy include Individual Educational Plans, where appropriate, and use of ACER Progressive Achievement Tests. The Stewart Centre for Individual Learning provides a vital service, assisting students both in and out of the classroom, and assisting teachers with support in curriculum development.

Senior Secondary Outcomes

The College provides a wide range of senior educational opportunities. The overall successful completion rate of the Victorian Certificate of Education in 2016 was 100% with a median VCE study score of 27 whilst 96% of Victorian Certificate of Applied Learning units were satisfactorily completed.

Year 9 -12 Retention Rates

This figure compares the students enrolled in Year 9 three years ago with students currently enrolled in Year 12 – in other words the same cohort at different times in their schooling.

John Paul College offers a range of programs for senior students and caters for a diverse group of students. By offering access to a large number of VET courses together with VCAL at both Intermediate and Senior level, as well as a significant number of more traditional VCE subjects, John Paul College is well placed to cater for the needs of its students from Years 7 - 12.

Students who leave include those who have been successful in securing an apprenticeship or who have decided to study full time at TAFE.

The Year 9-12 retention rate is 74.07%.

Post-School Destinations

The College's education provision facilitates students' pathways to further learning at the University or TAFE level, traineeships and apprenticeships and employment. Over the years the College has been successful in facilitating student progress in these pathways. In 2015, 75% of students applied to VTAC for a tertiary place. Of these 93% received an offer.

The On Track Data for 2016 (relating to Year 12 2015)

In Education and Training - April	
Tertiary Study	51.0%
TAFE/VET enrolled	24.0%
Apprentice/Trainee	13.0%
Deferred	4.0%
Employment	8.0%



The findings from *On Track* are based on Year 12 2015 completers or early leavers from the 2015 school year. The data shows a continued demonstration that the College provides pathways for all students.

Parent, Teacher and Student Satisfaction

The College actively encourages and solicits community input and expressions of satisfaction and/or concern. This input is used in review of practices and procedures and in the development of new practices and procedures.

The College is involved in a cyclic review process – School Improvement Framework – through the Catholic Education Melbourne. Through this process staff, students and parents are surveyed annually. Parents have identified improvements in 2016 in the areas of community engagement, particularly the value and opportunities for parent input and the College's reporting practices and student engagement, particularly their child's connectedness to the school and student motivation. Students have identified high levels of confidence in their ability to learn at this school and strong levels of engagement in their learning. The staff have indicated that the College's commitment to social justice is a strong part of our Catholic identity. Staff have indicated that they are confident of being able to make a difference to student learning and that they can optimise students' opportunities.