



John Paul College
Unity | Christ | Learning

Senior School Parent Handbook | 2012



From the Headmaster



Dear members of the John Paul College family,

Welcome to the 2012 school year. I warmly welcome parents who are new to the College, along with our continuing families. John Paul College has a strong strategic vision emphasising excellent teaching and learning and strong traditional values.

In our 30th Anniversary year, there will be many celebrations to mark the wonderful journey of our College. I encourage all members of the John Paul College community to become heavily involved in all events and enjoy what our fine College has to offer.

It is vital that parents are ready to have open dialogue with teachers and administration to create a partnership that is dynamic and successful. We encourage every student to strive for excellence, whether it be in the classroom or during co-curricular activities.

I look forward to working with you to make your child's journey through John Paul College the finest educational experience in Queensland.

Yours sincerely,

A handwritten signature in black ink that reads "Peter Foster". The signature is written in a cursive, flowing style.

Peter Foster
Headmaster

Contact Details

**John Paul Drive
Daisy Hill
Queensland 4127**

Main Administration	Ph: 3826 3333	Fax: 3808 1028
Senior School	Ph: 3826 3386	Fax: 3826 3486
Middle School	Ph: 3826 3337	Fax: 3826 3372
Primary School	Ph: 3826 3300	Fax: 3826 3436
Absentee Line (All Years)	Ph: 3826 3566	
Outside School Hours Care	Ph: 3826 3361	

Retail Centre

Schoolwear	Ph: 3826 3397	Fax: 3826 3318
Resales	Ph: 3826 3449	Fax: 3826 3318
Books	Ph: 3826 3349	Fax: 3826 3318
Wet Weather Sports Line	Ph: 3826 3370	

Term Dates 2012

Term 1

Monday	23 Jan	Term 1 Commences
Thursday	26 Jan	Australia Day
Friday	30 Mar	Term 1 Concludes

Term 2

Monday	16 Apr	Term 2 Commences
Wednesday	25 Apr	ANZAC Day
Monday	7 May	Labour Day
Monday	11 Jun	Queen's Diamond Jubilee
Friday	22 Jun	Term 2 Concludes

Term 3

Monday	16 Jul	Term 3 Commences
Monday	13 Aug	EKKA Show Day (Logan)
Tuesday	14 Aug	EKKA Show Day (JPC)
Wednesday	15 Aug	EKKA Show Day (Brisbane)
Friday	21 Sep	Term 3 Concludes
Monday	1 Oct	Queen's Birthday

Term 4

Monday	8 Oct	Term 4 Commences
Monday	22 Oct	Student Free Day
Friday	30 Nov	Term 4 Concludes

Name	Position	Contact
Allan Dennis	Senior School Head	adennis@jpc.qld.edu.au
Mark Zietsch	Middle School Head	mzietsch@jpc.qld.edu.au
Belinda Guerra	Director of Teaching and Learning (DTL)	bguerra@jpc.qld.edu.au
Julie-Anne Skelton	Director of International Baccalaureate Programmes	jskelton@jpc.qld.edu.au
Peter Gallagher	QSA Co-ordinator and Head of Maths & ICT	pgallagher@jpc.qld.edu.au
Bronwyn Masterman	Assistant Director of Teaching and Learning (QSA)	bmasterman@jpc.qld.edu.au

Heads of Year

Stacey Lang	Head of Year 7	slang@jpc.qld.edu.au
Doug Braiden	Head of Year 8	dbraiden@jpc.qld.edu.au
Matthew Crameri	Head of Year 9	mcrameri@jpc.qld.edu.au
Brad Hamson	Head of Year 10	bhamson@jpc.qld.edu.au
Paula Leyden	Head of Year 11	pleyden@jpc.qld.edu.au
Susanne Jamieson	Head of Year 12	sjamieson@jpc.qld.edu.au

Heads of Learning

ENGLISH

Years 7 -12 Rebecca Peall rpeall@jpc.qld.edu.au

MATHEMATICS & ICT

Years 7-12 Peter Gallagher pgallagher@jpc.qld.edu.au

DESIGN TECHNOLOGIES

Applied Design, Arts, Home Economics and Hospitality
Years K-12 Deb Illingworth dillingworth@jpc.qld.edu.au

LANGUAGES OTHER THAN ENGLISH (LOTE)

Years K-12 Michelle Blackmore mblackmore@jpc.qld.edu.au

PERFORMING ARTS

Years K-12 Sharyn Walker swalker@jpc.qld.edu.au

HUMAN SOCIETY

Study of Society and the Environment, History, Geography and Commerce
Years 7-12 Shannon McGeady smcgeady@jpc.qld.edu.au
Leonie Herbohn lherbohn@jpc.qld.edu.au

SCIENCE

Years 7-12 Robyn Collins rcollins@jpc.qld.edu.au

HEALTH & PHYSICAL EDUCATION

Years 7-12 Amanda Shaw ashaw@jpc.qld.edu.au
Peter Christie pchristie@jpc.qld.edu.au

SUPPORT SERVICES

Chaplain Steve Ward steward@jpc.qld.edu.au
Careers & Pathways Manager Steve Cuthbert stevecuthbert@jpc.qld.edu.au
Employment & Training Manager Lena Southwood lsouthwood@jpc.qld.edu.au
Learning Enhancement Coordinator Lisa Strudwick lstrudwick@jpc.qld.edu.au
School Counsellors Nahum Kozak nkozak@jpc.qld.edu.au

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1.0 Philosophy

1.1 Introduction

Welcome to John Paul College, one of Queensland's largest and most progressive independent co-educational schools, offering Kindergarten to Year 12 for students, and Child Care facilities for parents with young children.

Our College is located in Daisy Hill, near Springwood on the south-side of Brisbane. We are known for our high educational standards and for the range of opportunities our students are offered through our comprehensive academic pathways and co-curricular sporting and performing arts programs.

Our 40 hectare campus features excellent facilities including a state-of-the-art aquatic centre with heated 10-lane swimming pool, an indoor sporting complex, modern air-conditioned classrooms, Child Care and outside hours child care for busy families, world class sporting ovals and well kept, litter free play-grounds to name a few.

Teaching and learning at John Paul College is supported by a leading technology program, which sees each of our students from Year 4 through to Year 12 routinely using a notebook computer in their day-to-day life at school. Our John Paul College teaching staff are dedicated professionals who are recognised as leaders in integrating technology into the curriculum.

Our aim is to develop well-balanced students who are real world ready, by providing a stimulating, positive and interconnected learning environment which supports the development of our students and improves their learning experience and outcomes.

To ensure the diverse needs of our students are met, John Paul College is divided into two schools:

Primary School (Kindergarten – Year 6)

Senior School (Years 7–12) (including Middle School Years 7 – 9)

The College also operates a Child Care Centre and the John Paul International College.

Our school community grows in an ecumenical faith-based environment where the Christian faith is foundational; where our values are embraced; where mutual respect offers a hand that reaches out and welcomes all cultures and faiths; and where the potential for our students is unlimited.

1.2 Educational Philosophy

We are what we repeatedly do. "Excellence, therefore, is not an act but a habit." Aristotle

This vision of anywhere, anytime learning is realised by the creation of a connected learning community which provides access to personalised information, services, communication and opportunities for all John Paul College stakeholders. Learning is at the heart of this community and all students and teachers have access to the tools and the information to support learning today and for a lifetime.

Teaching and Learning in the Connected Learning Community

Horizons are forever expanding in our borderless world where the twenty-first century learner is now a global participant. It is essential that young people are prepared to meet the demands that this technologically-linked global community will make of their personal and working life. To succeed students need to update their learning skills continually. Flexibility, adaptivity, creativity, autonomy and, above all, the ability to communicate effectively, and in the media of their time, are fundamental skills that each must acquire.

John Paul College recognises that young people have their own skill-sets, aptitudes, aspirations and prior knowledge. These individual needs and qualities require careful assessment, if the student's interests are to be met and their learning opportunities maximised as they navigate the diverse yet flexible curriculum pathways on offer at the College.

John Paul College's commitment to offering student's a continuous learning environment requires that our teachers combine contemporary teaching practices with the finest technological opportunities available. This modern learning environment seeks to meet the individual needs of a new style of learner while allowing them to continually develop competencies within an information-rich, multi-layered, continuous learning environment that requires use of tools such as digital devices, online databases, and a host of software.

By having access to information that provides a comprehensive picture of how a student learns, and his or her learning profile, enables the teacher to provide a rigorous and challenging program that is personalised where appropriate. This student learning profile is developed through a commitment to online, continuous communication. Parents, teachers and students all form part of this three-way collaboration process to ensure all learners are provided with opportunities to achieve personal standards of excellence, thus creating a genuine learning community.

1.3 Ecumenism

Our ecumenical school is one where our Christian Doctrine program not only highlights what we have in common, but also celebrates what is distinctive about our faiths and practices. We rejoice in the individuality of our faith and discuss our differences. We do not seek any change in practice which would be ahead of that recognised by the authority of the individual churches, but promote adherence by every church member to the laws, traditions and authority of his/her church while seeking that unity which was Christ's prayer.

By being involved in ecumenism, our first bonus is the discovery of who and what we are ourselves. As a consequence, we gain a new pride in ourselves within our own Christian beliefs and traditions, for example as Anglicans or Uniting Church members or Catholics.

Our first resolution is to promote an increased sensitivity so that we can always hear, understand and respond to those of other faiths. We do not hide our differences; we let them surface so we can discuss and understand them. This will allow us to be as one in the common love of Jesus.

To John Paul College, ecumenism is that advocacy which reaches out to reduce the breach between the various faiths. It does not seek to ignore these differences; nor does it expect that these differences will vanish overnight; but through understanding of them and through love and charity, we aim to lessen their effect. Ecumenism recognises that people from different Christian faiths and traditions can work together and towards greater unity while each preserves his or her traditional faith and practice.

1.4 College Crest, Motto and Symbol

The College crest portrays, in visual terms, the values and ideals which the College upholds and which all students are encouraged to follow. The **crest** is the shape of a shield, reminding us of St. Paul's words, *"So stand ready, with truth as a belt tight round your waist, with righteousness as your breastplate, and as your shoes the readiness to announce the Good News of peace. At all times carry faith as a shield."* (Ephesians 6:14-16)



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At the centre of the shield is the cross, the central symbol of Christianity. It reminds us that **Christ** died and rose from the dead for love of us, and that this love must remain at the centre of our lives. The openings at all ends of the cross indicate that, through Christ, we must reach out to others with the same love Christ shows his followers.

On one side of the cross is a bundle of sticks which have been tied together. As it is much more difficult to break a bundle of sticks compared to one single stick, this symbol reflects the values of Ecumenism which promotes **Unity** among all Christian denominations. Christianity, therefore, would receive added strength from a united witness. As a consequence of this ecumenical practice, we are all challenged to foster peace, harmony and unity among all humankind.

On the other side of the cross is an open book. This is a symbol of **Learning** which is the *"raison d'être"* of the College. This book has emblazoned on it the first and last letters of the Greek alphabet (the Alpha and the Omega) which remind us that Christ is the beginning and end of all learning.

It provides and carries with it the profound obligation that we prepare students to lead a life of compassion in service to others. It offers a model of education, of professionalism, of leadership and of living that is not merely about enrichment of the self but is about commitment to the welfare of our common humanity.

The Eagle is a symbol of **spirit, vision, strength and courage**. It is considered to be the king of the air and the messenger of the highest Gods. As a Christian symbol, the eagle **represents salvation, redemption and resurrection**. The eagle seems to easily ascend the skies and is held to represent a noble nature from its strength and aristocratic appearance. *"But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles they shall run, and not be weary; and they shall walk, and not faint."* (Isaiah 40:31)

A lesson to be learned from the eagle is not to depend exclusively on intellectual solutions. Through its connection to the air element, the eagle is connected to intelligence, but also to the **Spirit**, the knowing that goes far beyond intellect. When you look at an image of the eagle, the wings signify **protection**, and the gripping talons symbolize **ruin to evildoers**. In spite of its enormous size, the eagle still takes flight seemingly **effortlessly**. This symbolic cue is the epitome of John Paul College aiming to provide the 'wind beneath the wings' of its students so that they can 'soar like eagles'. Not all students can be leaders and not all leaders will succeed, but we must not allow the illusion of limitation to ground us in our flight.

The eagle teaches us to courageously face our fear of the unknown, so we are then able to fly as high as our heart's joy can take us; to soar. As members of the John Paul College family, we must give up our limited perspectives and release ourselves from comfortable, familiar thought patterns, as to fly into a larger world requires that we are brave enough to enter unknown realms.

Thus it is that the College crest reflects symbolically the philosophy and religious values that underpin the John Paul College Mission Statement and which are reflected in the College motto: Unity, Christ, Learning. The College colours are burgundy and blue.



1.5 Houses

Students are allocated by the Registrar to one of four houses: Gilmour (Blue), Burke (Red), Doulin (Green) and Enright (White). They remain in the same House throughout their schooling and all children in the one family will belong to the same House. Parents are invited to attend the various Inter-House competitions throughout the year. These are detailed in the school calendar. Houses are organised by nominated staff as House Patrons.

1.6 What We Believe

John Paul College is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life. Our community grows in an environment where our values are embraced, where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and faiths, and where excellence in every endeavour is sought and applauded.

2.0 Ethos

2.1 Guidelines for Mutual Respect

Ethos

John Paul College is a community comprising students, parents and staff who all share in the vision and responsibility of delivering a holistic education in a supportive and co-operative Christian environment. Our ethos fosters the development of the whole person in spirit, mind, body and character. All members of our community are expected to treat others with dignity, graciousness and mutual respect, understanding the importance of co-operating in a Christian community with diverse interests and traditions, a common concern for the well-being of all its members, and for the promotion of Christian values.

Every student will take personal responsibility for their own development by diligent and careful preparation for, and participation in, all the classes and activities of which they are a member. Mutual respect requires us all to be conscious of the learning needs of others and how our actions may affect them also.

Attendance

Students are expected to attend the various formal events in the College calendar, as relevant to the School that they are in. Attendance by a student is the legal responsibility of their parent(s). Students may not leave the grounds for any purpose during the College day without permission and must sign in/out at the relevant school office.

Students must be at the College and ready to start class at the designated time. If a student arrives late, he/she must report to the appropriate office to be issued with a late slip before proceeding to class. When a student is expected to arrive to school later than the normal starting time or will be absent, then the parent should notify the relevant school between 7.30am and 8.00am.

Conduct

Students should conduct themselves at all times in a manner that reflects positively on them, their family and the College. The College maintains a 'no tolerance' policy towards the use or possession of tobacco, alcohol or any other illegal drug or substance by students on the campus, at any College activity or while wearing the College uniform. Parents share the responsibility of ensuring that the reputation of the College is maintained at the highest level when students are beyond our direct control. Behaviour or conduct in a social context that brings the reputation of the College into disrepute, that is brought to our attention, may also have serious consequences.

Grooming

Students are expected to reflect the conservative, professional nature of the College. High standards of dress and grooming are important at all times, and particularly when students represent their College in the wider community. Students are expected to wear their uniform with pride as appropriate to the occasion. All items of the uniform must be clean and kept in good repair. For further detail, refer to section 4.15

Co-curricular Activities

Holistic education means that the College offers a wide range of spiritual, cultural and sporting co-curricular activities in addition to our academic program. Students, from Year 4, are expected to participate in at least one co-curricular activity in each school year. In the event of any clash between this commitment and involvement in a community cultural or sporting group, the College team/group must take priority. Should club sport be offered by the School, the expectation is that the student will play for the School in that competition, unless otherwise approved by the Headmaster. Students who play club sport for JPC or teams other than JPC are expected to also play in the JTAS/TAS competitions. Membership of a College team or group implies a commitment to attend all fixtures and training/rehearsal sessions, out of mutual respect for fellow team members and staff involved. For further detail, refer to section 5.

Property

Students should foster the attitude of care and concern for their own property and the property of others. Interfering with, mistreating or removing any property which is not theirs is not acceptable.

Technology

Students are fortunate to learn in a technology-rich environment. Appropriate use of that technology is outlined in section 4.

Conclusion

In matters which are not specifically covered above or by other College policies, students, staff and parents are encouraged to apply the principles outlined above, to maintain the outstanding reputation of the College, the dignity of each person and the mutual respect that we encourage for each other.

2.2 Student Behaviour Management

The College Mission is achieved in a safe, secure and supportive environment where behaviour is based on a commitment to mutual respect for all members of the John Paul College family. Every endeavour is made to promote a positive, caring and cooperative atmosphere, in which the rights and responsibilities of all members of the school community are acknowledged and upheld.

Working together

Rights

Every person has the right to:

- be treated with respect and understanding
- be treated as an individual
- work and learn in a positive classroom environment
- feel safe while learning and interacting with others
- expect property and belongings to be safe
- appreciate the beauty of our surroundings
- be proud of their appearance
- enjoy the traditions and culture of John Paul College.

Responsibilities

Every person has the responsibility to:

- be respectful, truthful, courteous and considerate
- respect individual differences
- meet classroom expectations and contribute positively to the learning environment
- act responsibly and safely
- treat all property and belongings with respect and care
- care for the College environment
- adhere to uniform and dress codes
- honour the values of the John Paul College community.

2.3 Safe School Policy and Counselling

At John Paul College 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.

BULLYING and HARASSMENT means on-going verbal or physical attacks on another person. It means putting someone else down to make YOU feel better. It might be in a look or action or words. It is not fun or mucking around, it is unacceptable.

Examples OF BULLYING and HARASSMENT include:

- Hitting or being violent
- Threatening or frightening others
- Jostling, pushing and spitting on others
- Interfering with another's property by hiding, damaging or destroying it
- Using put-downs, belittling others' poor abilities and achievements

- Writing mean or spiteful notes or graffiti about others
- Making degrading comments about another's cultural religious or social background and exclusion from groups on grounds of gender, race, nationality
- Making suggestive comments or other forms of sexual abuse
- Ridiculing another's body appearance
- Using nicknames or making silly noises

If you are present when bullying happens you are encouraged to walk away and inform a teacher as soon as possible.

When does bullying and harassment occur? Anytime and anywhere

If you are bullied or harassed you can do something about it. If you are bullying and harassing others – YOU MUST STOP!

Being bullied and harassed? Here's what you can do

Ignore it. Don't let the harasser know that you are upset. Perhaps it will stop. If this doesn't work:

STEP 1 Confront them. Tell the person who is harassing you that you do not want them to continue.

If this is not successful...

STEP 2 Talk to your class teacher or Student Counsellor

If this is not successful...

STEP 3 Report the matter to the Head of School.

Remember, if ignoring it fails, then keeping it to yourself only makes it worse.

How the College will respond

ALL EPISODES OF BULLYING AND HARASSMENT WHICH ARE REPORTED TO THE COLLEGE WILL BE DEALT WITH APPROPRIATELY.

If you are bullying and harassing others the College will:

- Counsel you
- Detain you
- Interview you and your parents

2.3.1 Home / School Relationships

"Children whose parents spend time with them in educational activities or who are involved in school activities achieve more in school, regardless of socio-economic status." Benson, Charles S.: Buckley, Stuart: and Mendrich, Elliot A. "Families as Educators," Time: Contributions to School Achievement.

At John Paul College we recognise the necessity of close co-operation between the home and school to ensure the best possible educational opportunities are achieved by students. We strongly encourage parents to become involved in their son or daughter's academic, social and general development, and to communicate with the school on matters of interest or concern.

It is vitally important that the values espoused by the home and the school are in harmony, and that parents are seen to support the school in maintaining the reasonable standards of behaviour and performance expected. Parents who allow children to disregard these during the holidays, for example, by allowing haircuts or behaviour not in line with school policy, reflect that they do not hold these values deeply. Students are likely to become confused by such inconsistency.

Students at risk

We are aware of our obligation to parents to ensure that no student is placed at risk through associations which are likely, through bad example, to instil poor moral habits and attitudes. For this reason, we insist that students of John Paul College do not smoke, drink alcohol, take illegal drugs, or place themselves at risk by attending unsupervised parties or unsupervised weekend excursions during the entire time they are members of John Paul College.

The College reserves the right to protect impressionable young people from the example of fellow students who conduct themselves in a manner that makes a mockery of our stated moral position. Students who smoke or drink alcohol while they are members of John Paul College may be suspended or expelled. Those who are personally involved with illegal drugs, which is a criminal offence, will be expelled.

We urge parents to consider seriously their position on this matter so that the school can be assured of their full support and co-operation in maintaining a positive educational environment.

We realise parents of this College would never condone such behaviour, but it is necessary for parents to be aware of these problems and to warn their son or daughter against engaging in these types of activities. There is a limit to which even a school such as John Paul College can go in protecting students who have either placed themselves at risk, or been placed at risk through lack of effective supervision.

2.3.2 Child Protection Policy

John Paul College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the students 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 that their behaviour towards and relationships with students reflect proper standards of care for students. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the College mean by harm?

Recent Queensland legislation defines harm as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:

- physical, psychological or emotional abuse or neglect;
- sexual abuse or exploitation; or
- domestic or family violence.

How does the College protect students from harm?

The College has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the College becomes aware or reasonably suspects that harm has been done to a student of the College by other staff, people outside the College or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the College by a member of staff, someone outside of the College or by other students?

You should report your concerns to the Headmaster or the relevant School Head or to any other member of College staff.

What will happen next?

If you report your concerns to a member of staff other than the Headmaster, the member of staff will report it to the Headmaster immediately, or if the subject of the complaint is the Headmaster then the member of staff will report to the Chairman of the College Board.

2.3.3 Chaplaincy and Counselling

The Chaplain, Counsellors and Campus Minister work together to provide students, families and staff with the coordinated support they need to lead healthy, fulfilling, productive and responsible lives. A priority is the support of at risk students, and students with special needs and their families. This support is provided through offering:

- An understanding, supportive and confidential environment*.
- Individual and group counselling to meet the educational, emotional, social, spiritual and personal needs of students.
- Educational and behavioural assessment.
- Development of support programs in areas of specific need (academic, careers, personal, behavioural etc).
- Parent and teacher consultation regarding student needs.
- Classroom visits and support.
- Professional Development for teachers.
- Personal support and counselling for staff members.
- Referral.

*NB Confidentiality shows respect to and for the person seeking counsel and it is a fundamental principle in any counselling situation. However, there are limits. We cannot keep conversations confidential if a person is a danger to themselves or to others. Also, as John Paul College employees, we are legally and morally obliged to report suspected child abuse or neglect.

2.4 Leadership

John Paul College has a progressive and dynamic leadership program that is based on a servant leadership model. Students are encouraged to explore and develop leadership roles in each of the relevant schools in the College. Students are encouraged to build on their leadership skills through an involvement in councils, committees and by applying for formal leadership positions.

The Leadership program at John Paul College aims to be:

1. *Educational*
Students develop skills in leadership and communication
2. *Democratic*
Every student has a voice
3. *Responsible*
Students solve real problems and make real decisions
4. *Sharing*
Students share with the school executive and teachers in the decision making.
5. *Caring*
Students care about their College and what happens in it and to it.
6. *Fun and Rewarding*
Students experience enjoyment through successful participation.

Every student of the College is considered to be a leader, representing the College through their actions, role modelling and service to others on a daily basis.

2.5 Service

The Leadership Crook, which is passed each year from the departing College Captains to the new ones, symbolises the pastoral shepherd's nurture and protection of his flock. With this annual ritual, the concept and value of service to the other is reinforced as a central building block in the philosophical foundation of the College. Jesus, as the Good Shepherd, showed us by his words ("the Son of Man did not come to be served but to serve" - Mt 20:28) and his actions ("I have just washed your feet...I have set an example for you, so that you will do just what I have done for you" – Jn 13:14,15) that service to our fellow human being is far more important than any knowledge, power or authority we may possess. Our task, our goal and our responsibility is to take every opportunity to put that theory into practice.

Ecumenical Services are held regularly in the Senior School. The services are organised by students in each House Group on a rotational basis, with guest speakers from one of the traditions represented at John Paul College delivering the sermon and benediction. Parents are invited to worship with the students and the staff at these services.

3.0 Academic Overview

3.1 Senior School organisation and structure

Pastoral Care and academic structures have been established to provide a sound system of support, guidance and supervision of students.

For ease of administration and close monitoring of student development, the College is divided into the Senior School, Years 7 – 12; and the Primary School, Kindergarten – Year 6. Senior School acknowledges the special needs of students in Years 7 – 9 and a Head of Middle School oversees the special pastoral needs of these adolescents. A Director of Teaching and Learning oversees the administration of the curriculum.

Heads of Year are appointed to assist the School Head and Head of Middle School having particular responsibility for one year level, allowing for a deeper knowledge of your son/daughter's pastoral welfare.

The daily monitoring of your son/daughter's progress is the immediate responsibility of the Pastoral Care Teacher who meets regularly with the Pastoral Care class. It is the Pastoral Care Teacher who knows the student in the widest sense and who should be the student's first point of contact with problems or queries.

In Years 7 to 12, academics are organised into Curriculum Areas and each is under the control of a Head of Learning who is responsible for the administration and supervision of various subjects. Students and parents should contact the class teacher for assistance in a subject area and the Head of Learning if further information is required.

Education is a shared experience between the school and home. Parents are encouraged to contact their son or daughter's Pastoral Care Teacher or Teaching staff to discuss any aspect of the progress.

ACADEMICS: The Curriculum

The curriculum process at John Paul College is a dynamic, practical and on-going process that constantly strives to ensure that the learning undertaken by our students is meaningful, developmental and purposeful. The curriculum process is constantly guided by the College's Statement of What We Believe, which can be found in every classroom in the Senior School.

John Paul College is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life. Our community grows in an environment where our values are embraced, where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and faiths, and where excellence in every endeavour is sought and applauded.

The College is committed to providing a seamless, integrated curriculum from Kindergarten through to Year 12, maintaining a developmental philosophy and consistency through the College's Educational Framework.

Educational Framework

In defining our educational framework, we begin with the student who is at the centre of all learning at John Paul College. We aim to provide a continuous learning journey for all students. Students will be engaged in relevant and varied learning experiences that are shaped by syllabus documents, enhanced by the varied pedagogies and the large range of learning tools available. We teach how to think, rather than what to think. It is still a curriculum providing literacy and numeracy, but it does more than just teach students how to read and write. It encourages them to analyse, draw inferences and assess written information, and incorporates computer literacy across the curriculum. Indeed, ours is a curriculum that promotes critical thinking and autonomy through the learning process.

Vocational Education and Multiple Pathways

Students can increasingly choose from a number of pathways. A range of subjects in Years 11-12 have modules embedded from the VET sector or, are stand-alone VET subjects. This means that as well as completing their Senior studies, students are able to complete modules and full certificates from the Australian Qualifications Framework. Other pathways include school-based traineeships and apprenticeships; TAFE and university subjects off-campus.

Classroom Teaching

John Paul College is dedicated to a policy of developmental teaching practice, which means that all teaching at the College must be aimed at meeting the unique abilities and interests of each student. Senior School classrooms are characterised by student initiative and participation, warmth and success. Teachers structure the learning environment so that students are able to take increasing responsibility for their own learning while developing into socially competent and globally aware citizens.

Learning Enhancement Program

Our Learning Enhancement Program takes pride in providing educational programs that place the individual student at the centre of all learning.

Our Program offers a service that facilitates the holistic development of individual students and ensures that it is possible for these students to achieve their academic potential.

Our Learning Enhancement Program caters for students across all year levels. Specialist staff are allocated to work across K-12, to provide support for the following students:

- Students with English as a Second Language (ESL)
- Students with Non-English Speaking Backgrounds (NESB)
- Students with learning difficulties or impairments
- Gifted and talented students

It should be noted that in meeting the needs of a student with a specific and documented deficit, the support provided will not advantage a student nor detract from the validity of assessment instruments.

Special consideration and other forms of support are provided for specific students, in accordance with the guidelines of the Queensland Studies Authority and principles of educational equity legislated by The Queensland Anti-Discrimination Act (1991) and the Disability Discrimination Act Education Standards (2005). Students who are not exceptional learners may also qualify for special consideration, on a short-term or long-term basis. Eligibility is determined by Queensland Studies Authority guidelines and includes documented medical conditions, long-term illnesses, bereavement and family upheaval.

For further information about the service provided by the Learning Enhancement, please contact the Learning Enhancement Centre Co-ordinator by emailing Istrudwick@jpc.qld.edu.au

Academic Structures

Academics in the Senior School are organised within Curriculum Areas. Heads of Learning contribute significantly to the overall administration and organisation of the school, as well as organising personnel, programs of work and assessment within their own faculties. They are responsible to the Director of Teaching and Learning. The Director of Teaching & Learning and Heads of Learning hold regular meetings with teachers to ensure that the work programs and academic expectations of the College are understood and professionally implemented. The Senior School Head closely monitors student development, and is in regular contact with Heads of Learning and teachers to ensure that academic standards within the Senior School are in line with College expectations.

The Senior School Head is responsible to the Headmaster for the academic monitoring program. Organisation of the senior curriculum is based on the following eight curriculum areas.

Curriculum Areas

1. Design Technologies (Hospitality, Home Economics, Visual Arts, Applied Design, Industrial Technology)
2. English
3. Health and Physical Education
4. Languages other than English (LOTE)
5. Mathematics and Information Communication Technology
6. Performing Arts
7. Science
8. Human Society (Study of Society and the Environment, History, Geography and Commerce)

The QSA Co-ordinator is responsible for all matters associated with the Queensland Studies Authority and tertiary entrance, and is assisted by the Director of Teaching and Learning, who liaises also with appropriate personnel on matters affecting students in the Senior School.

The Director of Teaching and Learning reports to the Headmaster on all matters relating to the academic program at Senior School level.

3.2 Connected Learning Community

John Paul College students are part of a connected community when it comes to computer use. Technology is completely integrated into our teaching and learning processes to support the learning needs of students, to help develop their creativity and logical and lateral thinking, to assist with research, and to develop digital and information literacy skills.

Our Child Care, Kindergarten and Junior Primary students begin their technology educational journey through the use of interactive whiteboards and access to computers in all classrooms.

Our Year 4 to Year 12 students participate in our well established Notebook Computer Program and routinely use their own personal notebook computer as part of their daily school life. This use is supported by College-wide, wireless connectivity and a range of printers.

Our parents are part of our connected community via the parent portal, where they can access up-to-date reports, news and information in relation to their child.

3.3 Newsletters & Email

Senior School newsletters are published on a fortnightly basis. All newsletters are published on JPCConnect and advised of their readiness through email to parents. Parents and students are encouraged to use email as one of the forms of communication. It is the expectation of the college that a response will be given within 24 hours.

3.4 Learning Enhancement

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- Students with learning difficulties or impairments
- Gifted and talented students



3.5 Homework

To achieve their best results, it is important that students develop good home study habits, the ability to organise themselves well and work without supervision. On average, students in Years 7 – 10 should complete 1 – 1.5 hours of homework/day; those in Year 11, 2 – 2.5 hours/day and; those in Year 12, 3 – 3.5hours/day. Students should plan their allocation of time each day so that all homework is completed and some extra study may be undertaken in the allotted time.

Recording of homework

Set homework should be recorded by the students on Outlook. Parents are requested to check that set homework has been thoroughly completed. Assessment calendars are posted on JPCConnect.

Parents can assist students with the completion of homework by:

- arranging a regular time in a suitable atmosphere, away from major distractions such as television
- check for neatness and adequate effort
- commend and encourage good effort rather than censure poor work
- contact the teacher if students have difficulty grasping aspects of work.



3.6 Assessment & Reporting

Assessment

Assessment is set according to Queensland Studies Authority syllabus requirements for each subject area and in line with John Paul College guidelines. Each Head of Learning submits a schedule of assessment to the Director of Teaching & Learning for each semester and these dates are published in the Semester Assessment Calendar which is distributed to students online.

Assessment includes both formative and summative instruments. Formative instruments are used for diagnostic purposes. Summative instruments are those required for determination of an exit level of achievement from a course of study. The College has a formal testing period for Years 11 and 12 and assessment is also given at the conclusion of a unit of work or activity. The emphasis is upon a minimal number of items of assessment to ensure significant depth; however, minimum requirements are set by the Queensland Studies Authority in order to ensure comparability across Queensland.

The school policy is outlined below.

Testing is not scheduled for 24 hours after a school function or 48 hours following a full weekend school activity.

Students need to complete all test requirements, and if absence is necessary, formal documentation (e.g. medical certificate) needs to be given to the teacher or Head of Learning. A long term problem with regard to a student's absence from the College needs to be referred to the Director of Teaching & Learning as a matter of urgency.

Clashes in test times are negotiated with Heads of Learning or the Director of Teaching & Learning.

Assessment is carried out on the due date; variations may only be granted by the Heads of Learning with the approval of the Director of Teaching & Learning.

Students who miss tests, practical tasks, orals or are late in submitting assignments must present to the Heads of Learning, documentation (from a medical practitioner) giving valid reason for the absence or lateness. Where problems arise, these will be referred to the Director of Teaching & Learning. No teacher may re-negotiate assessment times or due dates with the student.

Students must complete all assessment and assignments.

Students are given clear notice of testing and adequate notice of assignment due dates.

Specific examination requirements are given to the student by the teacher and students need to discuss their results and profiles with the subject teacher to maximise progress.

Assignments

Due dates for assignments or projects are set by the Head of Learning. Teachers must ensure that students have adequate notice of that date and have been given reading lists and appropriate research time.

Students who fail to hand in an assignment on the due date without a valid reason, as determined by the Head of Learning, are still expected to complete the assignment and will also be expected to serve a detention. The work will be marked and commented upon for diagnostic purposes, but the mark will not be counted. Deviation from this policy is at the discretion of the Director of Teaching & Learning.

Heads of Learning will co-operate to ensure that undue pressure is not placed on students by scheduling assignment due dates during examination times, or at the same time as other subject areas when this affects the same group of students.

Assignments and tests need to be stored to meet Queensland Studies Authority requirements. Years 7-10 assignments will be returned to the students at the end of the year. Assignments of Years 11 & 12 students are retained until March of the year following completion of Year 12.

Assignments should be submitted according to teacher instruction on the task sheet. A failure of technology cannot be considered a valid excuse for failure to submit an assignment. Students must allow sufficient time to print their assignments prior to the due date.

An extension of the due date for assignments can only be arranged in exceptional circumstances. Any such requests must be made to the relevant Head of Learning at least three days before the due date and be accompanied by appropriate documentation (e.g. a medical certificate).

Academic Honesty

As a result of poor study organisation, or nervousness about success in an examination/test, students may feel tempted to cheat by bringing notes into a test room, glancing at another student's worked answer, or communicating with another student during a test.

Copying without acknowledgement from a published work (plagiarism), or from another student, such that the work is not the student's own thoughts or discussion, is cheating. Such an offence will not be tolerated by the College.

Cheating will lead to cancellation of the student's test result or assignment, the informing of parents, the reworking of the paper or assignment at Saturday detention, and possibly other action deemed necessary by the Director of Teaching & Learning and School Head.

Academic Monitoring

The College has a clear commitment to sustained academic monitoring of student performance. All teaching staff are expected to maintain records of student performance that are numerical, anecdotal and accurate. The importance of academic monitoring is clearly reflected in the teacher appraisal process.

Processes relating to academic monitoring are co-ordinated and supervised by the Director of Teaching & Learning in a school-wide capacity, but implemented at the teacher level by the School Head, working through the Heads of Learning where applicable.

In the Senior School, a specific academic monitoring process for all students in Years 7-12 has been devised. Academic Audits occur for each year level at set times throughout the year and feedback is provided to the students and to parents. A feature of the process is that it seeks to encourage student ownership of any perceived academic problems and to involve students in actively resolving the problem. All teachers, across all subject areas, play an active part in the academic audit process.

There are a number of formal occasions devoted to academic monitoring e.g., Parent Teacher Nights. Pastoral Care Teachers have a responsibility in relation to academic monitoring of students in their Pastoral Care Class and are expected to be familiar with students' personal and family backgrounds, medical history, and any other details that pertain to the student which could affect the academic performance of the individual student.

Reporting times are:

Semester 1:

<i>Early semester</i>	Parent Information Night
<i>Mid-semester</i>	Parent/Teacher Interviews
<i>End of semester</i>	Formal Reporting Years 7 – 12

Semester 2:

<i>Mid-semester</i>	Parent/Teacher Interviews
<i>End of semester</i>	Formal Reporting Years 7 – 11
<i>Graduation Day</i>	Year 12 Exit Statements

Informal reporting is undertaken on a needs basis. Sudden or unexpected deterioration in academic performance will be communicated to parents as soon as practicable. All discussions with parents unless there are unusual circumstances, should take place with the student in attendance. Formal reports are published online through the Parent Portal on JPConnect.

Parent / Teacher / Student Interviews

Parents are encouraged to communicate with staff to discuss their son or daughter's progress or any other matters concerning their schooling. Email is a convenient and quick method of communication. If an appointment is required we ask that it is arranged through either the Senior School office or via an email to the teacher concerned, to ensure the availability of the teacher.

In addition, Parent Teacher Student Interview Nights are organised during the year, to allow parents to meet teachers and discuss student progress. Students are required to attend these interviews with their parents. It is a College expectation that students will wear school uniform at the interviews. These interviews are staged over a number of nights according to year level and are necessarily brief, but a further appointment can be made if lengthier discussion is required. Dates for Parent Teacher Student Interview Nights are listed on the school calendar.

Subject Selection Meetings

In third term, evenings are held for parents and the students in Years 7-10 to discuss course selections for the following year. Senior School Heads of Learning and Senior School staff are available to help students decide on suitable courses of study. It is essential that at least one parent accompany their son or daughter so that satisfactory choices can be made. These

meetings follow special activities during Pastoral Care in the Senior School to assist students in making appropriate choices. Year 10 students will attend individual SET Plan interviews to which parents are also invited.

Academic Assistance

Tutorials

Free tutorials are conducted in every subject area either before or after school. A schedule of tutorial times and rooms is published at the commencement of each semester. These tutorials are not only for those students experiencing difficulty in these subjects. They are conducted also for the benefit of competent students who may wish to do better, or for those wishing to maintain their standard. Students should contact their teacher or the Head of Learning to discuss tutorials or any academic problems.

It is the aim of the College to ensure that all students achieve their maximum potential and so we request parental support in urging students to regularly attend tutorials.

3.7 JPConnect

JPConnect is a password protected online portal designed for communication between the College and parents. JPConnect provides parents with access to alerts, messages, news items, general information, student reports, co-curricular and financial information.

For access to JPConnect parents will require a unique username and password.



JPConnect informs the school community of such things as:

- Student's reports
- Student's academic timetable (including private music lessons)
- Co-curricular activities
- Excursion permissions and details
- Absentee notifications
- Parent functions
- Messages from the Headmaster
- Special events
- School calendar

Steps to Connect

1. You will need an email address.
2. Visit <https://www.jpconnect.net/>
3. Select New user register from the bottom right of the dialogue box and complete to the e-form and press submit.
4. Your details will be processed and you will receive an email at a later date with your username and password details.
5. After you receive your username and password, go to: <https://www.jpconnect.net>
6. Fill in your details in the parent dialogue box and click login.
7. You will now be able to view information from the myFamily page or the myChild pages.

4.0 Routines

4.1 Attendance and Punctuality

Absences

Because daily attendance by each student is necessary for satisfactory progress to be made, and as a result of the responsibility of our duty of care, parents must assume responsibility for the regular student attendance.

Illness is the only automatically acceptable reason a student may be absent from school. The School Head, can give permission for a child to be absent from school for any other reason except illness.

To assist parents in reporting their son or daughter's absence, the College has installed a specific phone line to take all College absentees. Please contact 3826 3566 from 7.30am to report student absence or late arrival. A message service is available to parents who wish to leave details prior to this time. To assist this process please report absentees by 8.15am.

Regular attendance and punctuality are of the highest importance. Except in extraordinary circumstances, permission should not be sought for extra holiday periods or for appointments within school hours. Parents should expect, except in exceptional circumstances, for additional holiday requests to be refused.

Holidays

The College deliberately publishes all its holiday dates early in the year so that parents can make holiday arrangements. As a school which takes very seriously the task of educating each child, we find it unacceptable to have students withdrawn for holidays during school time. If extraordinary circumstances necessitate that holidays be taken outside scheduled times, the matter must be discussed with and permission sought from Senior School Head.

Students who attend John Paul College on a student visa are required to be at school on every school day. International students studying on a visa must have a medical certificate for every day of absence. Requests for leave at the beginning or end of a term to facilitate travel overseas cannot be granted and students who make such arrangements may find themselves in breach of their visa conditions.

Appointments in School Time

If a student has an appointment (e.g. medical, dental) during school hours, she/he must bring a note from home explaining the reason for the request to leave. The note will be given to the Senior School Head or Middle School Head for approval and signature, and then presented to the class teacher out of whose class the student leaves.

Any student who leaves the school, must first 'sign-out' and obtain a campus leave pass. When the student returns, they must 'sign-in' at the Senior School office, and the time of return will be electronically recorded. If this occurs before 9.00am or after 2.00pm the student must sign-out from the Senior School or Middle Schooling office. Between the hours of 9.00am and 2.00pm students must sign-out from the Main Administration office.

Main Administration	Phone: 3826 3333
Senior School	Phone: 3826 3386 Fax: 3826 3486 Email: seniorschoolstudentservices@ipc.qld.edu.au
Middle School	Phone: 3826 3332

Punctuality

Students are expected to be at school and ready for roll call in their first academic lesson (with books out and bag away) before 8.20am. If a student arrives late she/he must report to the Secretary of the school, to be issued with a late slip before proceeding to class. If a student is expected to arrive at school later than the normal starting time, then a parent should notify the school prior to 8.10am, as per the procedure for absentee notification. If the student arrives after 9.00am, he/she must report to the Main Administration office.

School Functions

The most important event on the school calendar is Speech Night. Attendance at Speech Night is compulsory for students, and it is hoped that as many parents as possible can accompany their children.

There are a number of less formal social functions which parents and students are encouraged to attend. They provide the opportunity to meet other parents, your son or daughter's classmates, and many of the staff. Some of these events are partly intended as fund raising ventures and parental support is particularly important.

At various times, socials are held for students, to provide an opportunity for social interaction under well-supervised conditions. Socials are organised and overseen by Senior Staff and Pastoral Care Teachers, and parents are welcome to assist with supervision. Students are expected to dress casually but modestly and in good taste.

Students in Years 11 & 12 may also attend more formal social functions. A dinner dance is held for Year 11 students, and a Senior Formal in Year 12. At the beginning of the year, the Senior Induction is held to celebrate the commencement of the Year 12 cohort's final year at John Paul College and to recognise the Student Leadership team.

The most important social event for the Senior School is Valedictory Day which marks the end of each student's high school life. This is a formal function for graduating students and their parents.

4.2 Camps and Excursions

Our camps are an integral part of the John Paul College program. John Paul College provides for students of Years 7 – 12 a variety of outdoor education experiences ranging from a Year 7 Tour to Canberra to a Year 12 Retreat. The Outdoor Education Program strives to encourage the development of students through experiential education and develop important like skills of:

- Decision Making
- Problem Solving
- Communication
- Relationship Development

Outdoor education, tours and camps incorporate a sequenced and progressively challenging program designed to further develop a student's social and emotional abilities during their years as a member of the John Paul College community. The program is aligned with the aims of the College in the areas of Pastoral Care and Personal Development.

4.3 Health

4.3.1 Illness or accidents at school

If a student becomes ill during the day, he/she will be sent to the School Head or Middle School Head, and then given permission to go to the Health Centre. The Health Centre is staffed by a full time Registered Nurse between the hours of 8.00am and 4.00pm. If the illness is serious, parents will be contacted. Under no circumstances will students be allowed home unless parents or close relatives can be reached. Students are not to make their own arrangements to go home for safety reasons.

PARACETAMOL OR OTHER MEDICATION IS NOT ADMINISTERED WITHOUT PARENTAL PERMISSION. WHERE STUDENTS ARE REQUIRED TO BRING MEDICATION TO SCHOOL, THE SCHOOL HEAD MUST BE ADVISED.

In case of accidents, the student will be treated at the Health Centre by the Nurse, or if the accident is serious, taken by QAS to hospital. Parents will be contacted and the student will be accompanied to hospital by a member of staff.

Student Medical Information

To ensure the best possible health provisions for each student, up to date information is imperative. A Student Medical Profile may be downloaded off JPCConnect, completed and forwarded to the Health Centre at the beginning of each school year. This can be updated accordingly when necessary. If your child has a specific medical condition, a plan of action may be implemented following consultation between parents, health professionals, teaching staff and the student.

Medication

All medications are to be kept in the Health Centre. Students are not permitted to carry any medication (prescription or over the counter) on their person or in their locker/bag. The exception to this is asthma medication (Years 3 – 12) and some other medications after it is cleared with the Health Centre.

Prescription Medication

If a child requires prescription medication, it must be supplied in the original packet or container, with the pharmacy label attached, showing the student's name and directions of use. A medication permission form can be completed by the parents/guardian when the medication is dropped off to the Health Centre or OHSC. OHSC staff will organise for the medication to be brought to the Health Centre after 8.00am. The school nurse can return the medication to OHSC after 3.00pm if the child is being collected from there.

Asthma Management

All students with asthma should have an Asthma Management Form completed by their Medical Practitioner and forwarded to the School Nurse. Medication for students in Preschool – Year 3 must be kept with the School Nurse, along with a signed permission slip for administration. Students in Years 4 – 6 are encouraged to carry their puffers with them for their own use, only. Puffers must not be used by any other student.

If there is no Asthma Action Plan provided by you for your child's asthma management, standard asthma first aid will be applied if someone has asthma or difficulty breathing.

NOTE: Medication for students in Prep – Year 3 must be kept with the School Nurse, along with a signed permission slip and directions for administration.

Anaphylaxis Management

In Primary School, students with medical conditions such as anaphylaxis, diabetes or epilepsy are encouraged to wear medical alert tags to assist staff in the event of an emergency. Numerous staff members come into contact with the children and this is a way of making them aware should the need arise.

All students with Anaphylaxis must have an Action Plan signed by a medical practitioner – a copy of this should be forwarded to the School Nurse. Primary students are encouraged to keep an epipen and a copy of the Action Plan in a waist wallet with their class teacher. This can go with the students if they attend specialist lessons outside of their classroom. Students may carry a second epipen, together with a copy of their Action Plan securely in their school bag, for attending co-curriculars and movement to and from school. Students may carry an epipen on their person, securely fastened in a waist wallet or similar bag, particularly at lunch time.

Parents are requested to replace epipens before the expiry date, and notify the College should there be a change in contact phone numbers.

4.3.2 Infectious Diseases – exclusion from School

Children with infectious diseases must be excluded from school for the specified time, as recommended by the Australian Government Department of Health and Ageing. In cases of minor ailment, parents are asked to use discretion about whether a child is fit to attend school. Usually if you are in doubt, then he/she is not well enough to attend.

Minimum exclusion times

As recommended by National Health and Medical Research Council

CONDITION	CASES
Chickenpox and Shingles	Exclude until fully recovered or at least five days after the eruption first appeared. (Some remaining scabs are not a reason for continued exclusion)
Conjunctivitis	Exclude until discharge from eyes has stopped
Cytomegalovirus Infection	Exclusion not necessary
Diarrhoea (campylobacter, giardia, shigella, cryptosporidium, rotavirus, salmonella, intestinal worms)	Exclude until diarrhoea has stopped.
Glandular Fever	Exclusion not necessary
Hand, Foot & Mouth Disease	Exclude until blisters have dried
Haemophilus influenzae type b (Hib)	Exclude until medical certificate of recovery is received
Headlice	Exclude until day after proper treatment has started
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started
Hepatitis B	Exclusion not necessary
Hepatitis C	Exclusion not necessary
Herpes (cold sores)	Exclude if child cannot comply with good hygiene practices while sores are weeping. (Sores should be covered with a dressing where possible)
Human immune deficiency virus infection (HIV / AIDS virus)	Exclusion not necessary unless child has a secondary infection which requires exclusion in its own right
Impetigo ("school sores")	Exclude until proper treatment has started. (Sores on exposed skin should be covered with a watertight dressing)
Influenza and influenza-like illnesses	Exclude until well
Measles	Exclude for at least four days after rash has started

CONDITION	CASES
Meningitis (other than meningococcal infection)	Exclude until well
Meningococcal infection	Exclude until carrier eradication antibiotic course is completed
Molluscum contagiosum	Exclusion not necessary
Mumps	Exclude for nine days or until swelling goes down
Parvovirus (erythema infectiosum or "Fifth Disease")	Exclusion not necessary
Ringworm, Scabies, Pediculosis, Trachoma	Exclude until day after proper treatment has started
Rubella (German measles)	Exclude until fully recovered or for at least four days after the rash started
Streptococcal infection (including scarlet fever)	Exclude until child has received antibiotic treatment for at least 24 hours and feels well
Typhoid Fever (including paratyphoid fever)	Exclude until a medical certificate of recovery is received
Whooping Cough (pertussis)	Exclude for 21 days from onset or until child has taken five days of a 10-day course of antibiotics.

4.3.3 Immunisation Policy

John Paul College supports the recommendations of the National Health and Medical Research Council in Australia, that all children should be immunised, unless there is a clear medical reason as to why this should not occur. Queensland Health provides the following vaccinations as a School Based program through the Logan City Council:

Hepatitis B – Year 8

Varicella (Chicken Pox) – Year 8

HPV (Cervical Cancer) – Year 8

Boostrix (diphtheria, tetanus & whooping cough) – Year 10

All students vaccinated will be provided with a record of immunization. Parents are encouraged to provide this information to their GP so that family records may be kept up to date.

Further information about immunization can be obtained from the School Nurse. Parents are asked to update their children's records when changes occur.

4.3.4 Immunisation program

It is expected that all students at John Paul College will be vaccinated according to the following schedule:

National Immunisation Program (NIP) Schedule

AGE	VACCINE
Birth	Hepatitis B (hepB)
2 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) Haemophilus influenzae type b (Hib) Polio (inactivated poliomyelitis IPV) Pneumococcal conjugate (7vPCV) Rotavirus
4 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) Haemophilus influenzae type b (Hib) Polio (inactivated poliomyelitis IPV) Pneumococcal conjugate (7vPCV) Rotavirus
6 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) Haemophilus influenzae type b (Hib) Polio (inactivated poliomyelitis) (IPV) Pneumococcal conjugate (7vPCV) Rotavirus
12 months	Hepatitis B (hepB) Haemophilus influenzae type b (Hib) Measles, mumps and German measles (rubella) (MMR) Meningococcal C (MenCCV)
18 months	Chickenpox (varicella) (VZV) 18–24 months Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander children in high risk areas)
4 years	Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) Measles, mumps and German measles (rubella) (MMR) Polio (inactivated poliomyelitis) (IPV)
10–13 years	Hepatitis B Chickenpox (varicella) (VZV)
12–18 years (School based program)	Human Papillomavirus (HPV)
15–17 years	Diphtheria, tetanus and whooping cough (acellular pertussis) (dTPa)

Further information about immunisation and vaccination can be obtained from the School Nurse. Parents are asked to update their children's records annually.

Hepatitis B vaccine should be given to all infants as soon as practicable after birth. The greatest benefit is given within 24 hours, and must be given within 7 days. Total of three doses of hepB required following the birth dose, at either 2m, 4m and 6m or at 2m, 4m and 12m.

Give a total of 4 doses of Hib vaccine (2m, 4m, 6m and 12m) if using PRP-T Hib containing vaccines. Use PRP-OMP Hib containing vaccines in Aboriginal and Torres Strait Islander children in areas of higher risk (Queensland, Northern Territory, Western Australia and South Australia) with a dose at 2m, 4m and 12m.

Medical at-risk children require a fourth dose of 7vPCV at 12 months of age, and a booster dose of 23vPPV at 4 years of age.

Two doses of hepatitis A vaccine are required for Aboriginal and Torres Strait Islander children living in areas of higher risk (Queensland, Northern Territory, Western Australia and South Australia). Contact your State or Territory Health Department for details. Contact your State or Territory Health Department for details.

These vaccines are for one cohort only within this age range, and should only be given if there is no prior history of disease or vaccination. Dose schedules may vary between jurisdictions. Contact your State or Territory Health Department for details. Information concerning these programs will be sent out to parents during the year. Further information about immunisation and vaccination can be obtained from the school nurses.

4.3.5 Smoke-free environment

John Paul College is a smoke-free environment and as such, smoking is not permitted on any part of the College grounds at any time.

4.3.6 Sun Safety policy

The risk of skin damage, and ultimately skin cancer is a threat to the student and staff population at JPC. Subsequently, students and staff will be required to take measures in order to minimise the risk of skin damage. The JPC Sun Safety Policy (for students and staff) provides an opportunity to develop personal skills to minimise the impact of sun exposure.

Student Policy

The formal JPC hat is to be worn when students are in academic uniform and in direct exposure to sunlight, at all times, including:

- Travelling to and from school
- During morning tea and lunch
- During excursions and
- During other college events where necessary.

Students who fail to wear the formal hat when required will be directed by staff to:

- Seek appropriate shade,
- Seek the appropriate head wear for participation in the activity or
- Apply sunscreen (available from all staff rooms).

The John Paul College PE hat (or suitable College co-curricular hat) is to be worn when students are in PE uniforms and in direct exposure to sunlight at all times, including:

- Physical Education classes (or the like)
- Classes whereby students are required to be outside
- Travelling to and from school
- During morning tea and lunch
- During excursions and
- During other college events where necessary.

Due to the high risk of sun damage during PE classes, a NO HAT NO PLAY rule will be strictly enforced.

Students who fail to wear the PE hat when required will be directed by staff to:

- Seek appropriate shade
- See the appropriate head wear for participation in the activity or
- Apply sunscreen (available from all staff rooms).

Staff Policy

A suitable and appropriate hat is to be worn by staff who are in direct exposure to sunlight, at all times including:

- Duty times
- Normal timetabled classes
- During morning tea and lunch where necessary
- During excursions and
- During other college events where necessary.

Should staff not have an appropriate hat, they should apply sunscreen that is available from any staff room.

4.3.7 JPC Swimming Uniform Policy

In keeping with the standards and expectations that John Paul College upholds, a consistent and appropriate set of guidelines for students in relation to swimming uniform is needed. To maximise participation and give students the best opportunity to fulfil course requirements, a swimming uniform policy has been devised for students participating in pool activities. This policy does not extend to those who are involved in co-curricular swimming activities.

Boys

- Speedos or
- PE shorts together with
- Board shorts or
- Sun shirt (swimshirt/rashie)

Girls

- One piece swim suit or
- Swim suit with board shorts or
- Swim suit with PE shorts together with
- Sun shirt (swim shirt/rashie).

To maintain the quality and longevity of the PE shirt and House shirt, these are not to be worn in the pool. A suitable sun shirt (swim shirt/rashie) is to be worn to ensure that the students are adequately protected from the harmful effects of sun exposure.

4.4 Instrumental and Vocal Music Tuition

The School of Performing Arts offers students the opportunity to participate in tuition programs in instrumental music and voice. These programs are supported by an extensive co-curricular program covering marching bands, concert bands, orchestras, stage bands, chamber groups and choirs.

Through the Instrumental Music Program, students across the College receive private lessons and/or tutorial lessons in a range of instruments. Tutorial lessons in small groups are held on a weekly basis, where charges are levied on a term basis. A nominal charge per term is levied to cover the costs of administration and music resources. In addition, students have the option of enrolling in private lessons which are held weekly, with charges levied for the lesson. Fees for tutorial and private lessons are charged for all scheduled lessons, including lessons which students fail to attend. Piano students across the College undertake private lessons only.

The Vocal Program provides students in the Senior School with the opportunity to undertake private lessons with a specialist voice teacher. Within this program, students may elect to study either classical or contemporary voice. Lessons are held weekly on a private, fee-paying basis.

Lessons for both instrumental music and voice are held during class time on a given day, Monday to Friday, at a rotating time, so that a student in the Senior School should miss no more than two lessons in the one subject per term, due to the static nature of the academic timetable. Where parents find that these lessons occur more frequently, they should contact the Secretary for the School of Performing Arts to have this corrected.

When scheduled music lessons clash with formal assessment, the latter takes precedence. However, students are required to advise their instrumental music and vocal teachers well ahead of examination time (as per Semester Planner) so that other arrangements can be made.

A music pass must be presented to the class teacher when exiting from, and returning to, class, showing the day and time of the lesson. If students miss taking down homework or assignments because of a music lesson, it is their responsibility to obtain the work from the teacher or another student. Music lessons are not an excuse for failure to complete homework, unless the task would be impossible because the student has missed necessary class instruction. In this case, teachers will assist students in making up the work.

Students are required to enrol in the instrument music or vocal tuition programs for the whole school year, and only under extenuating circumstances will a student be allowed to withdraw from the program.

Students participating in the instrumental music and vocal tuition programs automatically become members of either an instrumental ensemble, or a choir. They are able, therefore, to gain a sense of individual achievement and the satisfaction of participating in a group.

Under the direction of the Director of the School of Performing Arts, the various school ensembles perform at College functions and in the community. Membership of an ensemble may mean the student will need to be at school for early morning practices. Parents are requested to ensure that students arrive for all practices on time, and that students treat their commitment to the ensemble with the same respect as is required for all co-curricular activities.

Enrolment forms for the instrumental music and vocal tuition programs are available from the School of Performing Arts office.

4.5 Learning Technology Centres

The Learning Commons is a vibrant and inviting space for collaboration, socialisation, study and reflection. It aims to support our students in their academic and recreational pursuits by integrating technology, staff expertise and flexible, comfortable spaces. In particular, the Learning Commons assists students by providing:

- an environment supporting both individual and group work and new and emerging technologies
- advanced catalogue access, providing students with access 24/7 to information and resources
- a modern collection including print and non print material
- both novels and general interest reading materials
- a dynamic virtual environment, via the Portal, providing a gateway to resources within and beyond our walls
- assistance to students in their research and the fostering of 21st century skills

The Learning Commons is available for student use Monday to Friday, 7.30am to 5.00pm.

4.6 Lockers

Each student in Years 8-12 is allocated a locker. The locker is used for storing books, blazers (Years 10 –12), equipment and valuables. Year 7 will use their Pastoral Care classroom as a locker and all books, equipment and valuables may be stored there. The student is responsible for purchasing a lock from the Bookshop and if lost, the student will be required to pay for a replacement lock. Students should be encouraged not to bring valuables and money to school, but should they need to, this should be lodged at the Administration Office, or with the School Secretary. No student is to interfere with another's lock or locker. Lockers are out of bounds between classes, and students must, therefore, at one break take out all materials required until the next. Loitering in the locker areas is not permitted.

4.7 Use of Mobile Phones and Other Digital Devices

Mobile phones, MP3 players and other similar digital devices have become a normal and acceptable technological accessory for people of all ages to use to their own advantage. As in the wider society, so too is this the case increasingly in schools.

The College recognises that there are occasions when it is genuinely appropriate and beneficial for students to have access to such devices. Students may, for example, need to contact parents in emergencies or to confirm or change a collection time after school. However, there are occasions when the use of these devices by students should be restricted.

The following expectations constitute the John Paul College policy on the use of mobile phones, MP3 players and other similar digital devices by students.

- The College strongly recommends that students use only phones that have a disabling facility.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- These devices should not be used in any manner or place that is disruptive to the normal routine of the College.
- Students should only use their mobile phones before or after school, or during recess and lunch breaks.
- Students should have mobile phones switched off and out of sight during classes, assemblies and services, ensuring that they are stored in a safe and secure place, for example, in uniform pocket or notebook computer case. Storage of these devices in student bags, unsecured on port-racks, is not advisable.
- MP3 players and similar digital devices must be switched off and out of sight during assemblies and services however their use during class time is at the discretion of the teacher and the music being listened to should be conducive to learning and must be legally procured.
- Earphones or headphones are not to be worn while moving around the College campus for the following reasons:
 - If hearing is restricted then student safety is at risk.
 - Students are not able to return greetings if they cannot hear them.
- These devices are not to be brought into an area where exams are taking place.
- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Students must not photograph or film other individuals without their consent or send harassing or threatening messages.
- Mobile phones and other portable digital devices are brought onto College property and used at their owners' risk. No liability will be accepted by the College in the event of the loss, theft or damage of any device.
- This policy also applies to students during school excursions, camps and co-curricular activities. The College reserves the right to ban the taking of devices by students to certain College excursions or tours.
- Failure to abide by the above policy expectations will result in appropriate disciplinary action being taken against the offending student(s).

It is hoped that the pursuance of this policy will lead to the sensible and trouble free use of mobile phones and other digital devices by students.

4.8 Notebook Computer

The care and security of the notebook is of paramount importance. Students have been given the following guidelines to assist them to properly care for their notebook.

Security

- Never leave your notebook unattended.
- In the case of a lost notebook – contact Techsphere immediately. Off campus access is through Techsphere (3826 3358) or Security (3826 3338)
- While on campus, if not in class, your notebook must be with you, secured in your locker or with Techsphere. Otherwise it is considered as being unsecured and may not be covered by insurance if it goes missing.
- Lockers are used only for “Daytime storage”.
- For added security, we recommend adding a “startup” password to your notebook or using the security measures in the Operating System. If you need assistance in setting this up, Techsphere will provide this support.
- Do not permit other students to use your notebook.

4.9 Technology

The empowerment of students, teachers, parents and the community is the striking innovation that distinguishes John Paul College as a very real example of a 21st learning community. This, blended with innovation in knowledge management, an unparalleled infrastructure and 24-hour access to an online student-centred curriculum has allowed the College to realise our simple vision – to create an anywhere, anytime school where parents, teachers and students are part of an interconnected learning community. In providing students with such opportunities, we recognise the importance in educating our students to become responsible, ethical and safe users of technology. Our overall goal is to maintain a cybersmart culture which is in keeping with the values of the College and our legislative and professional obligations.

The following Guidelines outline the use of the John Paul College Information and Communication Technology systems. Adherence is for the benefit of all users as well as for ensuring a safe, digital environment.

4.9.1 School

At John Paul College, staff members take all reasonable measures to ensure that students use the computer network correctly. The College is committed to:

- Providing learning experiences that maximise the benefit of the ICT's and enhance classroom practices;
- Developing in students the relevant competencies to be effective and critical users of information and the relevant skills to use the Internet and other information communications technologies safely and responsibly;
- Minimise the potential for inappropriate use of the network through the installation of appropriate filtering and monitoring systems; and
- Teaching students the correct use of equipment and online etiquette including respecting the privacy of other students' work, email procedures and the need to keep information private.

4.9.2 Parents and Guardians

We believe that the proper use of information communications technology should be a joint responsibility between parents, guardians and College staff. Parents and guardians should, therefore, share with the College the responsibility for setting and conveying standards for acceptable use when using electronic media and information sources. We recognise the necessity of close co-operation between the home and College in this area in order to provide the best possible educational opportunities for students. It is vitally important that the values espoused by the home and the College are in harmony, and that parents support the College in maintaining acceptable standards of use.

4.9.3 Students

As users of the John Paul College Information and Communication Technology systems, students have important responsibilities when accessing the network and the Internet. This is to ensure their safety and the safety of others and to develop the appropriate responsibilities when interacting in an online environment.

Students are to abide by the Responsible Use Policy as stated below.

4.10 Responsible Use Policy

1. In using the technology provided by and through the College, the student must:
 - a. Respect and protect the privacy of others. This includes:
 - Using only assigned accounts.
 - Not viewing, using or copying passwords, data, or networks to which they are not authorised.
 - Not distributing private information in any form (including through emails, photographs, mobile phones and the Internet) about others or themselves.

- b. Respect and protect the integrity, availability, and security of all electronic resources. This includes:
- Observing all network security practices.
 - Not providing their password or access to the College network to another student or anyone outside the College.
 - Not destroying or damaging data, networks, or other resources.
 - Not installing any software onto the network without authorisation from Techsphere.
 - Not creating “peer to peer” networks or sharing their notebook’s resources across the College network without express permission of a teacher or Techsphere.
 - Not accessing any proxy sites that attempt to mask or hide their identity or network activity from the College’s network security.
 - Not hacking or attempting to gain unauthorised access to files or the network of any organisation or individual.
- c. Respect and protect the intellectual property of others. This includes:
- Not altering, moving or deleting files belonging to others.
 - Not plagiarising, copying or presenting as their own, the work of others.
 - Not infringing or violating copyright laws (including copying and transmitting documents, software, music, games and/or video files) without license or permission. Such games or music should be legally acquired. Students may be required to provide software licences or proof of music purchase for any installed items found on their notebook during inspections or servicing.
- d. Respect and practise the principles of the Guidelines for Mutual Respect. This includes:
- Communicating only in ways that are appropriate and respectful. Harassing, insulting, defaming or attacking others through any digital communication amounts to cyber-bullying and is not acceptable.
 - Not accessing, downloading, sending or displaying offensive, abusive, racist, pornographic, sexist, obscene language or excessively violent material in any electronic communication.
 - Not sending emails that contain information which is abusive, impolite, offensive, defamatory, inaccurate or illegal.
 - Not sending spam, chain letters, or other mass unsolicited mailings.
 - Not accessing sites, applications or files during class time that are not relevant to the lesson.
 - Accessing only appropriate sites. Inappropriate sites include, but are not limited to:
 - Sites that are illegal;
 - Are pornographic or contain inappropriate or obscene sexual material;
 - Advocate hate/violence;
 - Contain discriminatory material; or
 - Other inappropriate games or software.
 - Storing only up to 1GB of either music and/or games. If more than this is detected by the College, then the excess may be wiped immediately. Music is to be stored under the “My Music” folder and students are requested to create an accompanying “My Games” folder for the installation of games.
 - Ensuring material on computers is age-appropriate as per the Government classification for movies and games.
 - Not engaging in network gaming on the College network unless under the direction of a teacher.
- e. Respect and protect College equipment. This includes:
- Ensuring the student follows the care and protection instructions for notebooks and other College technology equipment.
 - Not deliberately damaging or defacing computer and other technology equipment.

All of these policies and protocols (excluding the 1 GB music/games limit) apply to USB drives, external hard drives and other technology equipment brought into the College or connected to College provided equipment or network.

4.10.1 Cyber Safety

In the case that the student receives or accidentally accesses inappropriate material, the student MUST immediately minimise the screen and inform the teacher. This includes any material which is offensive, abusive, racist, pornographic, sexist or excessively violent.

If the student receives or knows or suspects another student of receiving any harassing or threatening messages, or any other content that makes them feel uncomfortable, the Student must immediately inform a teacher.

The student must NEVER give out their password to another student or any person outside the College. If the student suspects or knows another student or a person outside the College has their password, they must inform a teacher and change their password immediately.

4.10.2 Breaches and Consequences

Dependent upon the nature of the breach, a first offence in relation to breaking any of the above protocols could lead to suspension or expulsion (the student's access to the Internet and other College provided Network and technology resources may also be restricted).

If games, images or videos depicting pornography at a significantly higher level than the appropriate age of the student or child pornography i.e. depicting children below the age of 16, are detected an escalation to probational enrolment will be implemented at the very least. This will be determined by the Headmaster.

Consequences, along with possible restrictions to access to College provided technology, network resources and/or the Internet will include:

- a. Detention
- b. A second offence – three day suspension from school.
- c. A third offence – probational enrolment.
- d. Any further offence – expulsion.

Depending on the severity of the breach, a Student's access to the College provided technology, network and Internet may be:

- a. Restricted including forced reduction in download speed and / or capacity from the Internet.
- b. Limited to specific access times.

4.11 Transport – to and from School

Students are expected to travel straight to school and home. They must not visit shopping centres on the way unless accompanied by a parent, or the visit has been authorised by the parent in writing and a request for permission made to the School Head. Students are reminded that their behaviour while travelling to or from school must be of the highest standard.

Students are required to wear full formal school uniform when travelling to and from school. The only exception is following an afternoon practice session that finishes around 5.00pm, when the student may go home in full sports uniform if travelling home by car but otherwise will need to change into full school uniform.

Bicycles

Students who ride to and from school must do so in a way that does not endanger their life or the lives of others, always obeying traffic laws. The wearing of protective helmets is compulsory. Cyclists will dismount at the lower parking lot, or at the Mayflower Street entrance, and walk their bicycles to the nearest rack. They should be chained, and that area is out of bounds to all students until afternoon dismissal.

Buses

John Paul College is serviced by the following bus companies:

Logan City Bus Service

Mt Gravatt Coaches

Updated information on routes is available from the Main Office, or from the bus companies. Students are picked up and set down at the bus shelters on John Paul Drive.

Students using Public transport must behave in an exemplary manner at all times. The College will support any move by the bus companies to ban those students whose behaviour is unacceptable for a period of time. A duty teacher supervises bus departures in the afternoons.

Car Parking

As a result of the unavoidable congestion at school opening and closing times, it is important that the following rules and protocols be understood and demonstrated by all parents using the College car parks.

1. Common courtesy and common sense should be used at all times, e.g. to go in turn when two lines of traffic are merging; to allow sufficient space for other drivers to reverse out of car parks, etc.
2. Under no circumstances should students disembark from cars in carriage-ways, even if the line of traffic is momentarily halted.
3. Movement across car parks by pedestrians should be by use of the pedestrian crossings.
4. Car parks are allocated as follows:
 - a. Primary School/Middle School – Chatswood Road car park – entrance from Chatswood Road
 - b. Senior School/Middle School – Markwell car park – entrance from John Paul Drive.
 - c. John Paul International College – John Paul International College car park – entrance from Daisy Hill Road.
5. Main Admin car park – Outside School Hours Care before 7.30am and after 4.00pm; Admin staff and bona fide visitors only - entrance from John Paul Drive.
6. If there are special needs, e.g. a temporary infirmity, parents should call the College Security and Safety Officer on 3826 3338 in order to make special arrangements.
7. All parents are reminded that the Headmaster has the authority, under relevant legislation, to ban persistent offenders from driving on campus.

All of the above rules and protocols have, as their one ultimate aim, the safety and security of our students, which is our paramount consideration.

Student Pick-Ups

Senior School students should be collected from the Markwell car park. All students remaining at Chatswood Road and Mayflower Street car parks at 4.00pm will be moved by staff to the Security Building at the Markwell car park where supervision is more readily available. Parents collecting students after 4.00pm will be required to collect them from this area. Staff will not permit students to wait, unsupervised, in car parks or other areas of the campus for the students' own safety.

Students involved in co-curricular activities should wait at the Markwell car park at 5.00pm where supervision is available. Any student remaining on campus who is not collected by 5.30pm will be moved to the Security Building at the Markwell car park.

The safety of our students is always of paramount importance and your assistance in this matter will ensure their safety on, and around, our campus.

Student Drivers

Senior students wishing to drive to school must submit a completed application form together with driver's licence to the Senior School Head for approval.

Once approval has been granted, student drivers are required to:

- Fix the student driver sticker to the top left corner of the windscreen.
- Lodge car keys at the Student Services Desk immediately upon arrival at school.
- Collect car keys no earlier than 3:30pm from the Student Services Desk.

Student Drivers are not permitted to transport other students to or from any John Paul College function or to or from school without permission from the Senior School Head. Should a driver's family wish the driver to transport siblings, permission

must be sought in writing. Should a student driver wish to transport other students at any time, permission must be sought in writing by families of both the driver and the passenger.

4.12 Emergency contact

From time to time, accidents or emergencies will occur. If a child is ill or has a minor accident contact will be made with the parent and further instructions obtained. If the accident is serious, an ambulance will be called immediately and parents advised accordingly.

It is essential that parents leave all emergency telephone numbers with the school, including the family doctor, and ensure that an up-to-date record is available at all times. Parents are able to update their details by downloading the associated form from JPCconnect. The completed form should be returned to Main Administration.

4.13 Tuckshop

John Paul College operates a cashless tuckshop. The state-of-the-art tuckshop uses touchscreen and swipecard technology. The College has introduced a new debit card for all JPC staff and students called My School Account. Through the 'myschoolaccount' web page, internet banking and via the phone, parents can access and manage their account securely, enabling them to top-up, set a low balance alert and access reports on purchases.

Every purchase made from the account can be tracked and viewed online and all funds deposited can only be spent at the John Paul College tuckshop. Students will be required to use their school ID card to make purchases from the tuckshop. Purchasing by card is safer and more secure than cash, with a photo and identification displayed on the register screen every time a purchase is made. If a student loses or forgets his/her ID card, he/she can get a temporary replacement from the Main Administration Office.

Parents are provided with a unique ID number and a link to activate their account. Parents will require both identifiers to activate the account. The tuckshop menu and online ordering will be available through JPCconnect.

The tuckshop is operated by Metropolitan Canteens for the College. Senior School students do not order lunch or morning tea. The tuckshop operates on a self-serve basis. Students are required to line up in the designated areas and move quickly and quietly as they make their selection. When paying for their food, students scan their purchases and then their school ID card. Price lists will be distributed to students during the first week of school. At all times in the tuckshop Piazza precinct, students are to be mindful of their manners.

4.14 Student Property

Please mark all personal possessions clearly. If this is done, there will be no difficulty in returning articles which have been misplaced. An article which cannot find an owner will be kept at Student Services for up to a term. Please make sure that if your child is looking for lost property that he/she visits Student Services.

If children take home another child's named item of clothing by mistake, please return this article to the respective school office as soon as possible.

Please ensure all articles of clothing and equipment are clearly and permanently labelled.

Lost property that includes uniform items, books and stationery will be processed through school offices. Items that are named will be returned to the owner via the school offices. Un-named items will be held for one month in each of the school offices. Items not claimed by the 29th day of each month will be sent to the Retail Centre where they will be laundered and made available for re-sale through the "Second Hand" store.

Any musical instruments found as "lost property" will be sent directly on to the School of Performing Arts.

Lunch boxes and drink bottles must be emptied before placing in the lost property bin. If not claimed, these will be disposed of after one week.

Items that may cause health and safety concerns will be reported to security, who will then make the decision as to how the item should be dealt with.

4.15 Uniform & Retail Centre

Full formal school uniform is compulsory for daily attendance and for all functions in connection with the College. It must also be worn when travelling to and from the school.

The only exception to this rule is that students who practice until 5.00pm in the afternoon may leave in sports uniform – only if they are leaving campus by car. If students are walking home, full day uniform must be worn. At sporting matches and practices, at Physical Education and co-curricular afternoon events, full sports uniform or other prescribed dress (such as whites for cricket etc.) must be worn.

Uniform and Grooming

As young men and women attending John Paul College, students are expected to reflect the conservative, professional nature of the College. Dress and grooming are of particular importance at all times when students represent John Paul College in the wider community. Students are expected to maintain the code of dress on the sporting field, or as spectators.

Students' hair styles should be neat, sensible and conservative in nature. As such, punk styles, crew cuts, spikes, wedges, ridges or any other unusual lines or shapes cut into the hair are unsuitable. Girls' hair, longer than the collar, should be neatly tied or plaited with a burgundy ribbon, headband or scrunchy, to keep it in place. Fringes should clear the eyebrows.

All student's hair must be a natural and conservative single colour at all times. It may only vary by a mild shade lighter or darker than the student's natural colour. The colour is to be maintained throughout term time and must never show regrowth. Foils, highlights and streaks remain unacceptable. All other expectations of grooming and appearance remain as stated in the Guidelines for Mutual Respect.

Chains, offering medical information, or of special religious significance, may be worn inside the blouse or shirt. Girls with pierced ears may wear one pair of plain studs or sleepers in the earlobe. Clear nail polish may be worn. For boys, piercings of any kind remain unacceptable.

Students whose appearance is contrary to the neat, conservative nature of a John Paul College student may be sent home until such time as their appearance meets the expectations of the College, and assurances have been received from the student, and his or her parents, or guardians, that appropriate dress and grooming will be maintained in the future.

Students who are spectators at John Paul College TAS and Club games must wear full school uniform with hat or full PE uniform with hat.

Senior Boys Uniform

- Senior School shirt – tucked in
- Grey shorts
- Grey trousers (compulsory for formal events)
- Unisex burgundy pullover
- Black leather lace-up school shoes*
- Grey long socks
- School tie - Terms 2 & 3, Formal Fridays and events
- Blazer (Year 10, 11, 12)
- Grey felt hat
- Fleecy jacket (not suitable for assemblies, services)
- Unisex track pants
- Unisex tracksuit top
- House polo shirt
- Burgundy scarf

Senior Girls

- Senior School dress – Formal Fridays and events
- Senior School blouse – worn with burgundy skirt
- Burgundy formal skirt
- Unisex burgundy pullover
- Black leather lace-up school shoes*
- Burgundy socks
- Girls Bow – worn with formal dress
- Blazer (Year 10, 11, 12)
- Burgundy straw hat
- Fleecy jacket (not suitable for assemblies, services)
- Unisex track pants
- Unisex tracksuit top
- House polo shirt
- Burgundy scarf

Accessories

- Burgundy hair ribbons
- Burgundy scrunchies
- Burgundy hair bands
- Burgundy hair clips
- Burgundy hair ties
- Stockings

General

Bags

P – 12 Small School backpack

P – 12 Medium School backpack

P – 12 Large School backpack

P – 12 Trolley bag

10 – 12 School carry bag

4 – 12 Sports bag

PE Uniform

Sports polo shirt

House polo shirt

Burgundy shorts

White John Paul College sport socks

Predominantly white sneakers

Students are expected to take care with their appearance, to keep their clothes, including shoes, clean and presentable. Socks must be worn up and the use of non-constricting garters is recommended. Ties are worn by boys on Fridays and in Terms 2 and 3 and on formal occasions, unless otherwise advised by the School Head. There is a special tie for Year 12 students in recognition of their leadership role.

Blazers are compulsory for all students in Years 10-12. They are to be worn to and from school during the winter months, at formal school functions, and at school services and Headmaster's Assemblies throughout the year.

Hats are a part of the formal school uniform, and must be worn to and from school, except by students riding bicycles, who must wear protective headgear. Hats are also to be worn at outdoor and other designated functions.

*Shoes**

Both boys and girls are required to wear the regulation Clarks style leather lace-up school shoe. Shoes must be black leather lace up shoes with suitable sole. Shoes should not be bulky, embellished or have chunky bases.



Retail Centre

Schoolwear Phone: 3826 3397

Resales Phone: 3826 3449

Books (including second-hand books) Phone: 3826 3349

The John Paul College Retail Centre is located at the top of the Primary School Carpark, off Chatswood Road.

For your convenience, the Retail Centre will be open at the following times from the first day of Term 1.

MONDAY	7.30am to 4.00pm
TUESDAY	7.30am to 4.00pm
WEDNESDAY	7.30am to 4.00pm
THURSDAY	7.30am to 4.00pm
FRIDAY	7.30am to 4.00pm

To assist you, the Retail Centre has EFTPOS available and accepts major credit cards.

Please note: The Retail Centre will not be open during holiday times, other than when specified on JPCconnect.

5.0 Co-Curricular Activities

5.1 Introduction

At John Paul College, academic and co-curricular activities are important in the overall holistic development of the student and we offer a wide ranging co-curricular program to complement the student's academic life. We encourage all students to become highly committed in both of these domains. Students who wish to participate in a particular co-curricular activity are assured their full involvement will be supported.

John Paul College is a major force in inter-school, regional, state and national competitions, with a pleasing number of students gaining state and national selection. Our students are encouraged to take part in sport, with special emphasis on fitness, skill development and self discipline.

Similarly, our cultural opportunities are also recognised nationally and internationally. The College's major productions receive the highest accolades, giving performance students of all ages the opportunity to excel.

This booklet summarises our cultural, sporting and related co-curricular opportunities for the information of parents and students. Should you have any queries, please do not hesitate to contact either the Director of Activities or the School of Performing Arts. Please refer to JPConnect for specific details.

This booklet also contains the College's Co-curricular Code of Behaviour for students, parents and coaches involved in co-curricular activities. This clearly outlines the College's expected standards of behaviour for groups involved in the College's co-curricular program. We encourage parental involvement and welcome their assistance as coaches and managers of sporting and other teams and most importantly parents are invited to attend matches, practices or performances to support and encourage their children.

We look forward to seeing every student play a full and active part in the co-curricular life of the College.

Student Responsibilities

We encourage all students to participate in the co-curricular activities offered at John Paul College. We must insist that, when a student accepts membership of a school team or group, she or he accepts all the commitments involved in that membership. It is, therefore, not acceptable for students to miss practices, matches or performances, or to arrive late for these commitments.

Students are discouraged from making personal arrangements which conflict with their co-curricular commitments and it is important that parents support their child's commitment by not placing them in a position that forces them to shun their responsibilities to their team or group. We urge parents to recognise their child's obligations to his/her team or group, and ensure that these obligations are met.

If for some reason a student is unable to attend a Saturday fixture or cultural performance students must seek permission from the Director of Activities / Director of the School of Performing Arts.

Students must wear full sports uniform or other prescribed dress to practices and competitions. They will not be permitted to participate if they are improperly dressed and parents will be advised. Students are expected to show complete respect to coaches, managers and umpires, to learn to win or lose gracefully and with dignity, and always to behave in a manner that reflects positively on themselves and the College.

DIRECTOR SCHOOL OF PERFORMING ARTS (K-12)

Mrs Cherie Godfrey

Phone: 3826 3383

Fax: 3826 3433

Email: cgodfrey@jpc.qld.edu.au

Location: Dame Joan Sutherland Music Centre

DIRECTOR OF ACTIVITIES (K-12)

Mrs Karen Graham

Phone: 3826 3340

Fax: 3826 3440

Mobile: 0419 812 664

Email: ksgraham@jpc.qld.edu.au

Location: Main Administration Building

Primary Sports Master

Mr Phil Hoyt

Phone: 3826 3390

Email: phoyt@jpc.qld.edu.au

Parents and students are reminded of the school policy, stated in the Code of Conduct, that if a student is involved in an activity outside the College, which is offered at the College, then the students must participate in that activity for the College.

To ensure a balanced education, students in Yrs 4 – 12 must participate in at least one co-curricular activity per semester or one whole year activity. However, if a child in P-3 elects to participate in a co-curricular activity he/she must remain in that activity for the duration of its course: e.g. Choir – Full year, Soccer – Full Season.

Team and Ensemble Selections.

It is important that parents leave operational matters, such as team and ensemble selections and recognition of achievement (like trophies) to the appointed Coaches, Directors and Administrators.

Uniforms

Full and correct sports uniforms must be worn at all sporting fixtures and training sessions. Full school uniform, sports uniform or other required rehearsal uniform must be worn as directed for cultural co-curricular rehearsals. Only students being driven home by parents from the school car park, after sports practice or cultural rehearsal finishing at 5pm or later, may wear sports uniform or rehearsal uniform home.

Sporting/Cultural Rehearsal Clashes

It is a priority at John Paul College to cater for the needs of all students. If students experience a clash with sporting and cultural activities, they should contact Mrs Karen Graham in the Main Administration office or Jenny Pocklington in the Dame Joan Sutherland Music Centre in order to accommodate the students

TAS Sporting Venues Directory

The TAS sporting venues directory will be available on the College website – www.johnpaulcollege.com.au. This provides detailed maps and locations of schools in the TAS competition.

Senior

Cultural Priority Days Wednesday & Friday

Sporting Priority Days Tuesday & Thursday

Primary

Cultural Priority Days Tuesday & Thursday

Sporting Priority Days Wednesday & Fridays

Training

Training days/times for a number of co-curricular sports/activities will be determined by the Co-ordinator prior to the commencement of the season.

The College participates in a number of Sporting Associations:

Years 8 –12 | The Associated Schools Association - Co-educational | REGION Metropolitan East Region, South District.

Years 4 – 7 | JTAS Primary | REGION Metropolitan East Region, Logan District.

5.2 Performing Arts

5.2.1 Concert Bands

Years 5 - 12

The School of Performing Arts offers students the opportunity to perform in a number of ensembles which include - Wind Orchestra, Symphonic Band, Primary Concert Band, and the Junior Concert Band.

Students receiving tuition on brass, woodwind and percussion instruments have the opportunity to join a Concert Band as their core ensemble. These (brass, woodwind and percussion) students enrol for a full year and receive a minimum of one group lesson and a rehearsal with at least one concert band each week.

For an additional cost private lessons are optional for all students from Yr 6 - Yr 12. The majority of students enter tuition and the Concert Band Program through the Junior Concert Band in Year 5. Brass, woodwind and percussion students must participate in at least one concert band in order to be eligible for extension ensembles in any year (e.g. Big Band, JPCConnection, JPCConquest). Participation in the Wind Orchestra and Symphonic Band requires a College performance uniform which is available for purchase through the College Retail Centre.

Ensembles

Wind Orchestra; Symphonic Band; Primary Concert Band; and Junior Concert Band

5.2.2 Big Bands

Years 7 - 12

Big Band is a full-year extension activity available to students enrolled in brass, woodwind, percussion, guitar and keyboard tuition. Students audition for a position in Big Band for a full year and must contribute to the Concert Band Program concurrently with Big Band/Stage Band commitments. Participation in Big Band requires a performance costume which is purchased at own cost to the student.

Ensembles

Big Band and Stage Band

5.2.3 Guitar Ensembles

Years 3 - 12

Guitar Ensembles are the core ensembles for students receiving tuition on guitar and bass-guitar. Students commit to tuition for a full year (group lesson; with the option of additional private lesson at extra cost) and must commit to a minimum of one guitar ensemble while receiving tuition. Advanced students have the option of auditioning for Big Band and/or JPCConnection as an extension ensemble while receiving tuition.

Ensembles

Rock Band 1 and Rock Band 2; Guitar Ensemble 1 and Guitar Ensemble 2

5.2.4 Choirs

Years 2 - 12

Choirs are full-year core ensembles for students wishing to perform in a vocal ensemble and/or receive singing tuition. Students from Years 2 - 12 commit for a full year to perform with a choir of their age/performance standard. Students from Years 7 - 12 may apply for and enrol in private singing tuition (at additional cost) for a full year. Students receiving tuition must commit to and participate in a choir concurrently. Choral students must participate in at least one core choral ensemble in order to be eligible for extension ensembles in any year. Participation in Performance Choir requires a performance uniform which is available for purchase through the College Retail Centre.

Ensembles

Performance Choir (Yrs 7 – 12); Chamber Choir; Primary School Choir; Primary Chamber Choir; Years 3 – 4 Singstars; and Year 2 Choir

Extension ensembles: JPCConnection and JPCConquest

5.2.5 Marching Band

Years 7 – 12

This ensemble is a full year ensemble available to students enrolled in Brass, Woodwind and Percussion tuition and students interested in auditioning for Colourguard. This ensemble will be based on the American "drum corps" style and will also utilise electronic instruments such as guitar and bass guitar. The remaining musicians will be part of the visual show which will consist of choreographed musicians and guard/dancers. Musicians and interested guard/dancers are invited/auditioned or may apply to join this ensemble. The Guard program will teach dance and guard skills for incorporation into the Marching Band. Performers in this ensemble require a performance uniform which is provided in part by the College.

Ensembles

Marching Band including Colourguard

5.2.6 JPC Fusion (Cheer and Dance)

Years 4 - 12

JPC Fusion encompasses the performance domains of cheer and dance. Students have the option of being involved in cheer and dance or they may choose to participate in all genres. The Cheer program will consist of a Pom (Dance) and Cheer (Stunts and Tumbling) Program. There are four teams available in each domain. - Levels 1, 2, 3 and 4. The Dance program will consist of a Jazz and Hip Hop program. There will be two troupes available - Intermediate and Advanced. JPC Fusion performs at John Paul College events as well as state, school and national competitions. JPC Fusion is offered as a full year co-curricular for students in Years 7-12. Rehearsals occur once a week for each domain plus additional competition rehearsals throughout the year. JPC Fusion students are selected via an audition. Any new students to the College in 2011 should contact the co-ordinator to see if positions are available. Places in all domains are limited due to venues, staffing and competition requirements. Cheer and Dance students will be required to purchase uniform/costume items depending on which domain they choose.

Extension Ensembles

JPCConnection; JPCConquest

5.2.7 Orchestra and String Ensembles

Years 3 - 12

String Ensembles and Orchestras are the core ensembles for students receiving tuition on violin, viola, cello and double bass. These students enrol for tuition for a full year and participate for the full year in a minimum of one ensemble, of appropriate standard, concurrently. Group tuition is the core tuition but, dependent upon standard, private tuition (at additional cost) may be required.

Silver Strings is a full year extension ensemble available to advanced students. It is an audition ensemble which requires a full year commitment to Orchestra. Silver Strings members are required to provide, at own cost, conservative Concert Blacks (costumes) as members of these premier ensembles. Participation in Orchestra requires a College Performance Uniform which is available for purchase through the College Retail Centre.

Ensembles

Orchestra; Silver Strings and Simply Strings; Munchkin Maestros; Year 4 Strings and Year 3 Beginner String Ensemble.

5.2.8 Youth Theatre

Years 7 - 12

Youth Theatre is a full year core co-curricular ensemble for students seeking performance opportunities in the dramatic arts. The various ensembles provide direction and development to students appropriate to their age/standard. Members of Youth Theatre may be required to rent/purchase costume items, from time to time, as part of the co-curricular commitment.

5.2.9 Art

Years 7 - 12

Art co-curricular requires a full semester commitment. This activity involves students working collaboratively and individually to create and present a range of visual art forms. Students undertake collaborative projects for areas in the school and explore personal art making projects.

5.3 Sports

Parents and guardians are encouraged to utilize JPCConnect to access information on Co-curricular activities. This services offers up to date information on each co-curricular. As co-curriculars are available for students each term, parents and students will be notified via JPCConnect. Once your son or daughter has registered for an activity, information will be sent directly to parents via the messages section of JPCConnect, this may relate to upcoming fixtures, events, carnivals, cancellations, uniform requirements, etc. Co-ordinators or specific coaches will also communicate information to parents via email on a regular basis.

Below is a list of the sports that are offered to Senior School students. *List subject to change

Activity:	When Offered:	Open to:
AEROBICS	All year	Years 10-12
ATHLETICS	Terms 3 & 4	Years 7-12
AFL	Terms 3 & 4	Years 8-12
BADMINTON	Terms 2 & 3	Years 8-12
BASKETBALL		
TAS Girls	Term 1	Years 7-12
TAS Boys	Terms 3 & 4	Years 7-12
Club	Terms 1, 2 & 3	Years 7-12
CRICKET		
TAS	Term 1	Year 7-12
Club	Term 4	Year 7-12
CROSS COUNTRY	<i>Squad</i> Terms 1 & 2 <i>Optional</i> Terms 3 & 4	Years 7-12
EQUESTRIAN	All year	Years 7-12
FOOTBALL		
TAS Boys & Girls	Trimester 3	Years 7-12
Club Season	March to September	Ages U7-U17
GOLF		
Beginners & Advanced	All year	Years 7-12
HOCKEY Girls		
TAS	Trimester 2	Year 8-12
Club	April to August	Years 8-12
NETBALL		
TAS	Terms 2 & 3	Years 8-12
Club	March to August	Years 7-12
RUGBY		

Activity:	When Offered:	Open to:
TAS	Terms 2 & 3	Years 8-12
Club	Terms 1 & 2	Years 7-12
TOUCH FOOTBALL	TAS Trimester 3	Years 8-12
SWIMMING	All year	Years 7-12
TENNIS	Training offered all year	
TAS Girls	February – April	Years 8-12
TAS Boys	May - July	Years 8-12
VOLLEYBALL		
TAS Girls	Terms 3 & 4	Years 8-12
TAS Boys	Term 1	Years 8-12
WATER POLO		
Boys GPS	Terms 3 & 4	Years 8-12
Girls QWPC	Term 4	Years 8-12

5.4 Other co-curricular activities

5.4.1 John Paul Community Care

Years 7 – 12:

Teacher: Mr Steve Ward
 Email: steward@jpc.qld.edu.au

Community Service is offered as a full year Co-curricular activity for students in Years 7 - 12. Each student must be involved in activities equal to a twelve week season throughout the year to qualify for this co-curricular.

5.4.2 Debating

Years 7 – 12:

Teachers: Ms Bronwyn Masterman
 Email: bmasterman@jpc.qld.edu.au

This is a full year co-curricular activity, with debates in each term.

5.4.3 Australian Air Force Cadets

All Year

Teacher: Mr Shane Howard (Security)
 Email: showard@jpc.qld.edu.au

Air Force Cadets is held on Monday evenings 5:50pm – 9:00pm during school term time. *Students (boys & girls) must be 13 years of age before April 30th to apply. A yearly fee of approximately \$120:00 is required. Some uniform items are issued by the Air Force after official enrolment. Flying and gliding scholarships are offered each year. Uniform: The uniform issued through the Air Force must be returned when the student's participation ceases.

5.5 Co-curricular Codes of Behaviour

5.5.1 Parents' Co-curricular Code of Behaviour

- Remember that children participate in sport for their enjoyment, not yours.
- Encourage children to participate, do not force them.
- Focus on the child's efforts and performance rather than winning or losing.
- Encourage the children always to play according to the rules and to settle disagreements without resorting to hostility or violence.
- Never ridicule or yell at a child for making a mistake or losing a competition.
- Remember that children learn best by example. Appreciate good performances and skilful plays by all participants.
- Support all efforts to remove verbal and physical abuse from sporting activities.
- Respect officials' decisions and teach children to do likewise.
- Show appreciation for volunteer coaches, officials and administrators. Without them, your child could not participate. A simple 'thank you' goes a long way with people.
- Respect the rights, dignity and worth of every young person regardless of their gender, ability, cultural background or religion.
- Support 'the team' in a positive manner whether winning or losing.
- Encourage 'the team' aspect of each contest and not just your own child.

5.5.2 Students' Co-curricular Code of Behaviour

- Play by the rules set by the coach, officials and the school.
- Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition.
- Control your temper. Verbal abuse of officials and sledging other players, deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in this school.
- Work equally hard for yourself and/or your team. Your team's performance will benefit, so will you.
- Be a good sport. Applaud all good plays and always acknowledge the person who made the pass to create the basket.
- Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor or team mate.
- Co-operate with your coach, team mates and opponents. Without them there would be no competition.
- Participate for your own enjoyment and benefit, not just to please parents and coaches.
- Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.

5.5.3 Coaches' Code of Behaviour

- You must set the example for being supportive and positive. The team is a reflection of how you coach. They will be negative if you are always critical.
- On commencement of each season lay down your team rules immediately to all players and parents. Leave no grey areas.
- Remember that young people participate for pleasure and winning is only part of the fun.
- Never ridicule, swear or yell at a young player for making a mistake or not coming first.
- Be reasonable in your demands on players' time, energy and enthusiasm..
- Operate within the rules and spirit of your sport and teach your players to do the same. It is imperative our children represent the school with class.
- Ensure that the time players spend with you is a positive experience. All young people are deserving of equal attention, opportunities and fairness.
- Avoid overplaying the talented players; the just-average need and deserve equal time, especially against easier opposition.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of all players.
- If there is conflict with a player due to poor attitude or form, deal with it professionally, never in the public eye and if necessary, include parent/s so the message is clear to all parties.
- Show concern and caution toward sick and injured players. Follow the advice of a physician when determining whether an injured player is ready to recommence training or competition.
- Obtain appropriate qualifications and keep up to date with the latest coaching practices and the principles of growth and development of young people.
- Any physical contact with a young person should be appropriate to the situation and necessary for the player's skill development.
- Respect the rights, dignity and worth of every young person.
- Show respect for the referees. Never argue with the referee, as students will be influenced by your behaviour. Always discuss concerns calmly and at an appropriate time.

6.0 Parent Involvement

6.1 School-based Activities

There are many opportunities for you to participate in your child's education apart from regular classroom assistance. In our school calendar you will see outlined such activities as Parent/Teacher Meetings, Family Nights, Sporting Carnivals, Cultural Events and Performances, etc. During the year, you will be advised when these opportunities occur so that you will be able to participate in the full academic and social life of the school community.

6.2 Parents and Friends Association

The aim of the Parents & Friends' Association and all of its sub-committees is to lend support to the School Administration in its endeavour to provide the best educational outcomes for your children. All parents are encouraged to attend meetings of the Parents & Friends' Association. The input of parents at such meetings is regarded as essential.

The major Parents & Friends' Association fund raising activity is Mayfair.

6.3 Friends of Group

Friends of Groups operate to support a number of the Co-curricular activities within the College. They assist with raising funds and co-ordinating events associated with sports teams and SOPA groups. Any parent is welcome to attend their meetings.

6.4 Parent Network

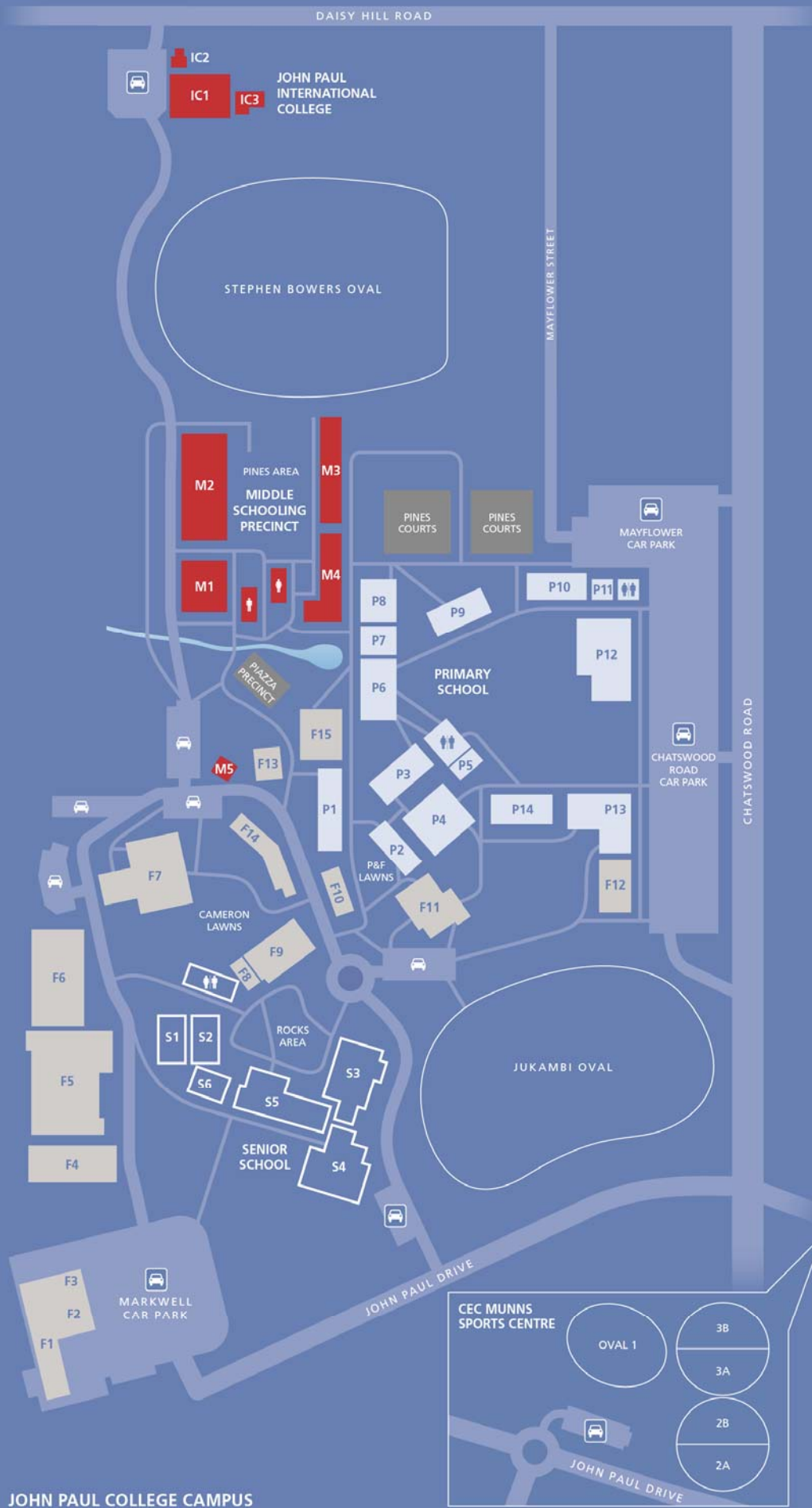
We encourage parents to connect to build a strong school community and we establish, maintain and support a system of Year level Parent Representatives to facilitate this socialisation.

Year Level Representatives help facilitate communication between parents for:

- carpooling for school and co-curricular runs
- organising get-togethers for kids outside school time
- staying informed on social issues for your older kids
- help new families feel welcome
- liaise with Heads of Schools to increase ways that staff can assist with and benefit from parent engagement and create information evenings that are structured to foster parent engagement.

Parents also have the opportunity to socialise and establish connections at:

- Book club
- Craft group
- Parent Prayer Network



FACILITIES

Property Services	F1
Security	F2
Community Support Services	F3
Applied Design Centre	F4
Coleman Centre	F5
Aquatic Centre	F6
Dame Joan Sutherland Music Centre	F7
Techsphere	F8
Library	F9
Health Centre	F10
Main Administration	F11
Retail Centre (uniforms and books)	F12
Tuckshop	F13
Boomerang Building	F14
Cranmer Learning Commons	F15

SENIOR SCHOOL

Art	S1
Home Economics	S2
Bradley Building	S3
The Gorman Centre / Senior School Office	S4
Science	S5
Commerce	S6

MIDDLE SCHOOLING PRECINCT

Old Wesley	M1
New Wesley	M2
Drake Building	M3
Pines Building / Middle School Office	M4
Lockers	M5

PRIMARY SCHOOL

Gilmour 1-5	P1
Gilmour 6-7	P2
Busch Building	P3
Wicks Building	P4
Primary School Office	P5
Burke Building	P6
Burke Annexe	P7
Ray Richards Building	P8
Doulin Building	P9
Enright Building	P10
Teacher Resource Room	P11
Child Care Centre	P12
Kindergarten	P13
ARC - Assembly and Recreation Centre	P14

JOHN PAUL INTERNATIONAL COLLEGE

Crockett Building	IC1
Fanning Building	IC2
Administration	IC3

- Staff parking
- Public parking
- Toilets



John Paul College Ltd

CRICOS 00500B

John Paul Drive

Daisy Hill

Queensland 4127

www.johnpaulcollege.com.au