Primary School Handbook 2016

All I can be
Dear members of the John Paul College family,

I warmly welcome all of our new parents along with our continuing families; and look forward to celebrating with you the many successes of your sons and daughters during 2016.

My belief is that school creates memories for life. It is my role, and the responsibility of every one of our staff, to ensure that each of our students has the opportunity to reach their individual potential, whilst being supported and encouraged within our learning environment. It is the responsibility of our students to be the best they can be. We encourage every student to aim high, whether it is in the classroom or during co-curricular activities.

We recognise that the young people in our care are part of a three way partnership which also includes parents and teachers. It is vital that parents are ready to have open dialogue with teachers and administration staff to create a partnership that is dynamic and successful.

We are extremely excited about this year as we look forward to once again celebrating the many kinds of excellence that come with being a member of the John Paul College family.

John Paul College is a Christian Ecumenical School that has a dynamic strategic vision which emphasises exceptional learning, teaching and strong traditional values. We will continue to help each student excel in their chosen pathway.

Our school motto is always at the centre of College life. In Unity, Christ and Learning we will continue to soar and achieve greatness in all we do in 2016, as we support every student to be the best they can be.

Exciting possibilities await every child. At John Paul College our students are the leaders who will shape tomorrow. John Paul College is at the forefront of international education and continues to provide distinct “points of difference” for our students and families. We are very proud of our global connectedness and our multicultural family with over 54 nationalities on campus. Our students, surrounded by this rich culture, in turn, appreciate and value other cultures and learn acceptance, which in turn, makes the world a better place.

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

Yours sincerely,

Peter Foster
Headmaster
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Term Dates 2016

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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 Early Learning (Long Day 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 programmes.

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, many modern air-conditioned classrooms, Early Learning 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 programme, 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 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 programme 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 programme 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)

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 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 at the College is a legal responsibility of their parents. Students may not leave the grounds for any purpose during the school 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 at 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. For further details, refer to section 4.1.

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 programme. 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 John Paul College or teams other than John Paul College 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.
Social Media and the College’s Guidelines for Mutual Respect

The Guidelines for Mutual Respect apply to all aspects of communication within our community, not just the physical environment.

In the first Twitter defamation decision in Australia (Nov 2013) the Court ordered that a former student (now 21) pay compensation damages and aggravated damages for making false allegations about a teacher at his former school. He made Twitter comments while a pupil at the school. His Lawyers argued that while he had first refused to relent he had later agreed to remove the comments and apologise.

The teacher was able to establish that she had been emotionally and professionally devastated and her career put on hold.

The judge said:

“When defamatory publications are made on Social Media it is common knowledge that they spread. The resulting evil is in the grapevine effect that stems from the use of this type of communication.”

Several recent decisions made by the Court now reinforce the concept that

- The College is not limited to the physical environment (so argument that rant was done from home is unacceptable)
- Negative communications about the College on Facebook by staff, parents and students (rants, denigration, threats) are unacceptable on many levels, legally and ethically.
- Even if the College is NOT named, if the College can be “identified” (including because other community members are on the list to whom the communication is sent), then legal remedies become available to the College.
- Such conduct can be categorised as: Breach of the Guidelines for Mutual respect, Defamation – loss of reputation, actions based on affecting the College brand and all of the aforementioned.

In this day of Social Media and Technology use, we must accept that the boundaries of communication extend beyond the physical environment and location.

We have a beautiful College community and as leaders, we are responsive to concerns raised with us. Our position as a College is to work together with you in partnership for the success of your child.

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.

John Paul College is a Christian Ecumenical School that fuses its learning environment to the IB Primary Years Program. Through an emphasis on the principles of Positive Education (SOARING), the College’s Guidelines of Mutual Respect and the PYP Learner Profile we develop students who will become adults that will make the world a better and more peaceful place.

Our community is aware of the power of modelling and that actions and attitudes are often more easily caught than taught. It is important that all members of the community including students, College staff and parents, work together respectfully, honouring the value, challenges and contribution of each individual. Our environment is heavily relational and we are well served when we make care, warmth and honesty major priorities.

As a school community, we are committed to showing care and support equally to every student. We actively seek opportunities for students, parents and staff to celebrate and acknowledge learning and accomplishments within a culture of mutual respect.

We uphold high expectations of behaviour which are clearly communicated to students and we are committed to developing productive learning environments where the objective is to always find peaceful solutions to conflict. In circumstances where behaviour does not meet these expectations, processes will be employed where effective consequences will be determined. In such instances, inappropriate behaviour will be viewed as a learning opportunity where helpful behaviour can be practised.

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 ongoing 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.

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.

How will the College help my child?
The College will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Headmaster receives a report of harm to your child, he will support the child by:

- responding rapidly and diligently to the report
- reassuring the student
- protecting the child’s confidentiality as much as possible
- offering continuous support; and
- providing counselling if requested.

What should I do if I require more information?
The College’s complete Child Protection Policy is available at the College Administration and on JPConnect. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Headmaster if you wish to clarify any matters.

2.3.3 Chaplaincy and Counselling

In today’s rapidly changing society our students are challenged daily to cope effectively and act responsibly, this challenge is often best met with the support of others. The Counselling Service in collaboration with the Learning Enhancement, Pastoral Care, and Christian Living programmes provides the John Paul College family the necessary support to assist young people in reaching their individual potential for living.

The College Counsellors are registered psychologists and provide professional counselling and assessment services to students, families and staff of the College who may be experiencing learning, personal, familial or school difficulties.

These services may include:

- personal counselling
- group counselling
- group programmes
- family and parent support and consultation
- teacher support and consultation regarding classroom strategies
- specialist educational and psychological assessment and diagnosis
- consultation with external professionals
- referral to external agencies and services
• classroom observations
• professional development for teachers
• personal support and counselling for staff members

With the consent of parents or carers, school counsellors work together with families, staff, and other professionals to improve the wellbeing and education stability of students.

Students may refer themselves to the school counsellor or consultation may be sought at the suggestion of a teacher, parent and carer or friend. Parents and carers often seek advice from school counsellors about their child’s wellbeing, educational success, behaviour, family situation or emotional concerns.

As with every part of our John Paul College experience, a vibrant partnership between school and home is crucial to our experience of success.

The Chaplain and Counsellors 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. Confidentiality is a core part of providing counselling and psychological services. Confidentiality shows respect to and for the person seeking counsel and it is a fundamental principle in all counselling situations. However, counsellors and the Chaplain are not able to keep conversations confidential if a person is a danger to themselves or to others. As John Paul College employees, we are also legally and morally obliged to report suspected abuse or neglect.

2.4 Leadership

John Paul College has a progressive and dynamic leadership programme 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 programme 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 Programmes and structure

The Primary School currently operates in single year level team groupings, from Prep – Year 6, delivering the Australian Curriculum within the framework of the International Baccalaureate Primary Years Programme (PYP). While all teachers use an inquiry approach and deliver the curriculum through Units of Inquiry, explicit instruction in core curriculum areas ensures students are progressively taught the necessary foundation skills to enable them to become capable, independent learners. As students become increasingly effective inquirers, grounding their learning in relevant real-world contexts, students become knowledgeable thinkers, able to participate in a diverse range of learning opportunities that keep them motivated and engaged.

Our current programmes cater for the individual differences of all students, in line with the developmental philosophy of the school. Teaching and learning experiences are differentiated to meet a wide range of student learning needs and abilities. Students’ instructional entry points vary with ability, and interests, as well as individual learning styles are also taken into consideration within the context of the classroom. As a result, a number of different instructional or cooperative groups are frequently operating in the classroom simultaneously. While classroom teachers cater for all learning needs within the classroom, additional Learning Enhancement teachers provide support to both teachers and students, with specialist input designed to enhance and strengthen the differentiated curriculum offerings for all students.

Each teaching team has the assistance of a Learning Assistant/s, who provides support to teachers and students with teaching and learning. Teachers plan programmes cooperatively, and the Units of Inquiry operate similarly across the team.

Specialists’ lessons in Health and Physical Education, Art, Spanish and Music are taught to offer our children as broad an education as possible.

Our children also benefit from the Senior Class Mate system which assists them in building a sense of belonging to the whole College community. These mature Senior School students fulfil a social and caring role in their regular contact with children in the Primary School.

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 Early Learning, 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 Programme 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.

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 school and our legislative and professional obligations.

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

Newsletters

To keep you informed about what is happening within the College, the Primary School and within your child’s classroom; alerts and news postings are updated daily on JPConnect, while the School Newsletter, the Burgundy and Blue is available on our portal and College App every fortnight. Parents are advised to visit JPConnect.net regularly to stay up to date with school news.

Email

To keep you up to date and informed, please ensure your email and contact details are current. Email and the College Portal are primary sources of information within the College.

3.4 Learning Enhancement

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

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

Our Learning Enhancement Programme 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

3.5 Homework

Homework is a significant and important part of the teaching and learning process. The following guidelines will help students, parents and teachers to be clear about the purpose and expectations of homework through the learner profile.

Year level expectations

Prep

Home Reading and Sight Words

In Prep the children will bring home reading each night. This needs to be read to, with and by the children. Home Reading Records will include the date the book was read, the title and a parent signature. Sight words will be based on the level that each child is at, so the words may be different for each child. Sight words will be given on a Wednesday and need to be returned on a Monday. We will also work on these in class throughout the week.

Year 1

Home Reading and sight words/ spelling words.

Reading should be done nightly and recorded in the reading log. Sight words/ spelling words should also be practised nightly using the Humpty Words booklet.

Years 2-6

Weekly homework grid and home reading.

Reading should be done nightly from Year 2 through to Year 6. Reading should take a variety of text forms for example recipes, magazines, instructions as an alternative to books. Enjoyment and a love of reading are the aims.

Why a homework grid?

The grids were established in the Primary School following some research conducted into effective and productive homework that allows for the busy life of many of our students after school and on weekends. The grids are a way of emphasising diversity, family life and active pursuits for children. They are weekly and allow for flexibility in when students complete the activities and student choice in varying the activities. It is also helpful for parents to have input into the grid activities. The learning experiences within the grid can be negotiated with the class teacher (particularly for students on individualised work programmes). There will be a compulsory section on the grid including the basics of
literacy and numeracy. The other sections should provide a balance of learning areas which:

- are varied in nature
- make connections to class learning and inquiries
- are open ended
- may be a written response or a verbal discussion.

**Suggested time allocation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep and Year 1</td>
<td>Generally not more than 1 hour per week (approx 10-15 mins per night)</td>
</tr>
<tr>
<td>Years 2-3</td>
<td>Generally not more than 1 ½ hours per week (approx 10-20 mins per night)</td>
</tr>
<tr>
<td>Years 4-5</td>
<td>Generally not more than 2-3 hours per week (approx 30 mins per night)</td>
</tr>
<tr>
<td>Year 6</td>
<td>Generally not more than 3-4 hours per week (approx 45 mins per night)</td>
</tr>
</tbody>
</table>

**3.6 Assessment & Reporting**

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

While the primary focus of assessment is constructive feedback to students, assessment information also contributes to teachers’ planning for future student learning; to state and national reporting requirements and reporting to parents. These processes are designed to improve student achievement.

Assessment practices can assist students to learn more effectively if they develop the capacity to reflect on learning, develop deeper understanding and cultivate higher order thinking skills. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- **Assessment for learning** occurs when teachers use inferences about student progress to inform their teaching.
- **Assessment as learning** occurs when students reflect on and monitor their progress to inform their future learning goals.
- **Assessment of learning** occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Regular communication of student assessment information between teachers contributes to a better understanding of a student’s development over time. This assists teachers in developing plans for students’ future learning, in the context of whole school planning. Regular communication of student assessment information forms the basis for involving parents and students in the school’s reporting processes.

Each student in the Primary school will maintain their own Learning Journal in collaboration with teachers.

Student Learning Journals provide a record of a student’s involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. A Learning Journal is a celebration of an active mind at work.

Parent/teacher discussions are an essential part of understanding a child’s development. Please feel free to discuss your child’s progress with his/her teacher at any stage of the school year, after making an appointment.

Arrangements will be made for such discussions to take place at a time convenient to both teacher and parent.

In addition to these incidental contacts, arrangements will also be made for students and parents to partake in a Three-way conference (Term 1) and Student-led Conference (Term 3).

Should parents wish to discuss concerns or receive advice on any school matter, they should feel free to contact the Team Leader or any member of the Primary Administration Team.

End of semester progress reports for each child will be provided at the end of Terms 2 and 4 for Prep to Year 6 children. These are available online for parents.

Kindergarten children will receive a Transition Statement at the end of the year.
3.7  JPConnect

*JPConnect* is the online portal for the College. Students, parents and staff are connected online to ensure that relevant family information is readily available. Additional general College information can be accessed by parents through the *Community Portal*.

*JPConnect* is a username and password protected environment and on enrolment, each parent receives notification of their unique username and password. Familiarity with the elements of *JPConnect* will ensure that your family has access to all key information and resources as they are needed.

When you gain access to *JPConnect* you will notice there are two distinct areas of the portal. The first area, *conept:p* contains targeted personal information for you and your children. The second area, the *Community Portal*, contains general information for all families of the College.

Logging in as a parent gives you access to the daily life of your child/ren through a snapshot view of the classroom on your smartphone, tablet or computer. You can receive parallel notifications of student tasks, activities and homework; you can enjoy a one-stop shop for the collection of College news and newsletters and essential documentation; can tap into the changes and updates for co-curricular and performance commitments; have the opportunity to provide feedback to appropriate groups through direct messaging and forums; and can submit data and information through electronic forms.

You can see important data about progress, timetable, academic performance, work submissions, school reports, affirmations and it is possible to track progress and learning through continuous online reporting.

**Accessing JPConnect**

Step 1: The College will send an email to each parent which includes a username and password to give access to *JPConnect*.

Step 2: Visit the *JPConnect* website [https://www.jpconnect.net](https://www.jpconnect.net) and select the *Parents* link.

Step 3: Locate the parent username and password box and enter the username provided.

The username looks like: 759802@jpconnect.net

The password looks like: c90518
Step 4: JPConnect is displayed with access to coneqt:p and Community Portal. A convenient blue navigation bar ensures quick access to the vital elements of JPConnect.

**coneqt:p focusing on you and your family**

Coneqt:p is the one stop shop for information and interaction that is specifically targeted to your family. The handy menu on the left hand side gives quick access to information about each child in the family and includes a “Direqt Messaging” service for contacting our staffing team. The daily academic interactions are included under the Assessments and Courses tabs, while information about your family is summarized in the Student Information tabs.

### 4.0 Routines

#### 4.1 Attendance and Punctuality

Daily attendance by each child is necessary to ensure satisfactory progress. Therefore, parents must assume responsibility for the regular attendance of their children. Illness is the only automatically acceptable reason a child may be absent from school.

**Request for a child to be absent for any reason other than illness, needs to be in writing to the Primary School Head or Deputy Head of Primary requesting such permission, at least one week before leave is required.**

It is not expected that any student will be taken out of school for family holidays, as John Paul College provides adequate vacation periods at various times throughout the year for this purpose.

If your child is unable to attend school because of ill health, please advise the Office between the hours of 7.45am and 8.15am on the day of absence from school. This is to be followed by a note to the class teacher when the child returns to school advising the reason for his/her absence.

**Appointments in school time**

At John Paul College, we take the education of our children very seriously. It would, therefore, be expected that children would not be withdrawn from school for any appointments unless it is absolutely necessary, given the fact that there is ample holiday time for children to visit dentists and other professionals who may be treating them.

If your child has to be taken out of school for any reason such as a doctor’s appointment, it is necessary to proceed to the Primary School Office to receive a “Leave Slip” before collecting your child. A “Leave Slip” will be issued for the classroom teacher to release the child from class. When the child returns to school from such an appointment, it is necessary to sign the child back into school at the Primary School Office where a class slip will be issued for presentation to the class teacher.
If a student has an appointment (e.g. medical or dental) during school hours, notification from parents, in the form of email or written note is required to explain the reason for the request to leave. Details are provided to the class teacher out of whose class the student leaves. These procedures allow the school to account for the presence or absence of a child at all times.

This request is one of courtesy. Advance warning also allows the classroom teachers to make adjustments for the teaching of any new work that may be scheduled at that time, if at all possible.

Late procedures
If your child is late to school, it is necessary to proceed to the Primary School Office for a Late Slip, which is then presented to the classroom teacher by the child.

Our teachers assume the responsibility of supervision over the children in their charge. Therefore, it is necessary to account for the whereabouts of each child every day and for teachers to be informed about every member of their class.

Special events
At John Paul College, students are offered a wide range of experiences which include not only academic, spiritual and co-curricular activities, but also opportunities to develop commitment and loyalty and to be part of, and dedicated to, worthwhile real life experiences.

All Primary School students are also expected to participate in such events as Mayfair, Book Week Activities and annual end-of-year events, such as the Celebration of Learning Presentation Day. Of course, Sporting Carnivals, Barefoot in the Park, excursions, camps and other activities which are organised are automatically attended by all students.

4.2 Camps and Excursions

Camps
Primary students have the opportunity to experience camps in Years 4, 5 and 6. These involve an off-campus experience and incorporate many outdoor activities. All camps are a compulsory part of the curriculum.

Excursions
Throughout the year, the school will organise educational excursions. It is expected that all students will participate as part of the educative process provided by the College.

Excursions will include on and off-campus academic excursions and co-curricular, cultural and sporting excursions, such as eisteddfods and athletics, as well as school organised camps.

Prep – Year 6: Academic and Co-curricular Excursions

The cost of most excursions / camps is now charged as part of the annual school fees. If money needs to be forwarded for a particular excursion or co-curricular activity, it should be sent to the school in a sealed envelope with child’s name, class, amount, and the name of the excursion clearly marked on the outside.

Permissions for such activities will be required for each excursion or off-site activity. Notification of the details and permission requirements will be sent out by the excursion leader approximately two weeks prior to the outing. Issues regarding permission, medical concerns and limits to participation can be discussed with the teacher concerned as the case arises.

4.3 Guidelines for Parent Helpers on excursions

We appreciate the assistance of parent helpers during class excursions. To enable the excursion to run smoothly, the following guidelines apply:

- Be at the classroom or bus (as appropriate) at the pre-arranged time
- Keep a list of the children in your group and mark that roll when getting on and off the bus and during the excursion
- Please note any comments besides students’ names regarding special needs
- Please ensure that you accompany your group at all times for the whole of the excursion
- If students need to attend toilets while on excursion, please make sure that two or more students visit the bathroom at a time
4.4 Health

4.4.1 Illness or accidents at school

Children who are injured or become ill during the day will be removed from the class to rest. If necessary the School Nurse will contact the parent/guardian to come and collect the child from the Health Centre.

Health Centre

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

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 JPConnect, 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 (Yrs 3-12) and some other medications following approval from 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 organize 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.
### 4.4.2 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 Aging. 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*

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox and Shingles</td>
<td>Exclude until fully recovered or at least five days after the eruption first appeared. (Some remaining scabs are not a reason for continued exclusion)</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has stopped</td>
</tr>
<tr>
<td>Cytomegalovirus Infection</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Diarrhoea (campylobacter, giardia, shigella, cryptosporidium, rotavirus, salmonella, intestinal worms)</td>
<td>Exclude until diarrhoea has stopped.</td>
</tr>
<tr>
<td>Glandular Fever</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Hand, Foot &amp; Mouth Disease</td>
<td>Exclude until blisters have dried</td>
</tr>
<tr>
<td>Haemophilus influenzae Type B (Hib)</td>
<td>Exclude until medical certificate of recovery is received</td>
</tr>
<tr>
<td>Headlice</td>
<td>Exclude until day after proper treatment has started</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>Exclude if child cannot comply with good hygiene practices while sores are weeping. (Sores should be covered with a dressing where possible)</td>
</tr>
<tr>
<td>Human immune deficiency virus infection (HIV / AIDS virus)</td>
<td>Exclusion not necessary unless child has a secondary infection which requires exclusion in its own right</td>
</tr>
<tr>
<td>Impetigo (“school sores”)</td>
<td>Exclude until proper treatment has started. (Sores on exposed skin should be covered with a watertight dressing)</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after rash has started</td>
</tr>
<tr>
<td>Meningitis (other than meningococcal infection)</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until carrier eradication antibiotic course is completed</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum or Fifth Disease)</td>
<td>Exclusion not necessary</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Period</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ringworm, Scabies, Pediculosis, Trachoma</td>
<td>Exclude until day after proper treatment has started</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the rash started</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until child has received antibiotic treatment for at least 24 hours and feels well</td>
</tr>
<tr>
<td>Typhoid Fever (including paratyphoid fever)</td>
<td>Exclude until a medical certificate of recovery is received</td>
</tr>
<tr>
<td>Whooping Cough (pertussis)</td>
<td>Exclude for 21 days from onset or until child has taken five days of a 10-day course of antibiotics.</td>
</tr>
</tbody>
</table>

### 4.4.3 Immunisation Policy

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

- Hepatitis B – Year 8
- HPV (Cervical Cancer) – Yr 8
- Boostrix (diphtheria, tetanus & whooping cough) – Yr 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.

### 4.4.4 Immunisation Programme

It is expected that all students at John Paul College will be vaccinated according to the following National Immunisation Programme (NIP) Schedule.

<table>
<thead>
<tr>
<th>Age</th>
<th>Vaccine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B (hepB)</td>
</tr>
<tr>
<td>2 months</td>
<td>Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis (DTPa)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus influenzae</em> type b (Hib)</td>
</tr>
<tr>
<td></td>
<td>Polio (inactivated poliomyelitis (IPV)</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal conjugate (7vPCV)</td>
</tr>
<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>4 months</td>
<td>Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis (DTPa)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus influenzae</em> type b (Hib)</td>
</tr>
<tr>
<td></td>
<td>Polio (inactivated poliomyelitis (IPV)</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal conjugate (7vPCV)</td>
</tr>
<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>6 months</td>
<td>Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis (DTPa)</td>
</tr>
<tr>
<td></td>
<td><em>Haemophilus influenzae</em> type b (Hib)</td>
</tr>
<tr>
<td></td>
<td>Polio (inactivated poliomyelitis (IPV)</td>
</tr>
<tr>
<td></td>
<td>Pneumococcal conjugate (7vPCV)</td>
</tr>
<tr>
<td></td>
<td>Rotavirus</td>
</tr>
<tr>
<td>12 months</td>
<td>Hepatitis B (hepB) <em>Haemophilus influenzae</em> type b (Hib)</td>
</tr>
<tr>
<td></td>
<td>Measles, mumps and German measles (rubella) (MMR)</td>
</tr>
<tr>
<td></td>
<td>Meningococcal C (MenCCV)</td>
</tr>
<tr>
<td>18 months</td>
<td>Chickenpox (varicella) (VZV)</td>
</tr>
<tr>
<td>18-24 months</td>
<td>Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander children in high risk areas)</td>
</tr>
<tr>
<td>Age Group</td>
<td>Vaccines</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4 years</td>
<td>Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa)</td>
</tr>
<tr>
<td></td>
<td>Measles, mumps and German measles (rubella) (MMR)</td>
</tr>
<tr>
<td></td>
<td>Polio (inactivated poliomyelitis) (IPV)</td>
</tr>
<tr>
<td>10-13 years</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td></td>
<td>Chickenpox (varicella) (VZV)</td>
</tr>
<tr>
<td>12-18 years (School based programme)</td>
<td>Human Papillomavirus (HPV)</td>
</tr>
<tr>
<td>15-17 years</td>
<td>Diphtheria, tetanus and whooping cough (acellular pertussis) (dTPa)</td>
</tr>
</tbody>
</table>

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

4.4.5 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.

4.4.6 Sun Safety

The risk of skin damage, and ultimately skin cancer is a threat to the student and staff population at John Paul College. Subsequently, students and staff will be required to take measures in order to minimise the risk of skin damage. The John Paul College 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 College 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 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 Physical Education 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
- Seek the appropriate head wear for participation in the activity or
- Apply sunscreen (available from all staff rooms).

We educate our students to:

- be aware of the school’s SunSmart Policy
- take responsibility for their own health and safety by being SunSmart
- comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
- Apply SPF 30+ broad-spectrum, water resistant sunscreen 20 minutes before going outdoors
- Use shaded or covered areas when outdoors
- Act as positive role models for other students in all aspects of SunSmart behaviour
- Help to design and regularly update the SunSmart Policy
- Participate in SunSmart education programmes

4.4.7  John Paul College 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
- swim-style compression short / lycra swim shorts or
- PE shorts together with
- sun shirt (swim shirt/rash shirt)

**Girls**

- One piece swim suit or
- Swim suit with swim-style compression short / lycra swim shorts or
- Swim suit with PE shorts together with
- Sun shirt (swim shirt/rash shirt)
- Islamic swim attire permitted

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/rash shirt) is to be worn to ensure that the students are adequately protected from the harmful effects of sun exposure.
4.5 Instrumental and Vocal Music Tuition

Instrumental Performance Programme

Students from Prep to Year 12 have the opportunity to be involved in the ensemble based performance programme. Instrumental ensemble opportunities include Concert Bands, Stage Bands, Symphony Orchestra, String and Guitar Ensembles and other exciting ensembles. A contemporary music stream is also offered where students can specialise in jazz or rock styles and participate in the contemporary ensembles such as Rock/Jazz bands. Student involvement in the Instrumental Performance Programme is focused on participation in performance groups and is supported by enrolment in either group and/or private lessons. Students may also elect to undertake music examinations such as A.M.E.B, A.B.R.S.M., Trinity etc. Auditions are held at the end of year for placement into their instrumental ensemble.

The School of Performing Arts offer tuition for Piano and Strings from Prep, Guitar Tuition from Year 2 and Vocal and Instrumental tuition from Year 5. Student participation in the Instrumental Programme requires a full year commitment.

Beginner Ensemble Programme Years 3 to 6

In recent years, the John Paul College School of Performing Arts has developed and implemented the "Beginner Ensemble Programme", which acts as an extension to traditional classroom music teaching practices. This inclusive and innovative programme of teaching and learning encourages students from Year 3 (Beginner Strings) to Year 4 - 6 (Beginner Band) to participate in group music tuition, designed to allow students to explore the exciting world of music making with their peers. Private lessons are a further option after participation in each particular strand of the Beginner Ensemble Programme.

Junior Concert Band (Years 4 & 5) students have a 30 minute group music lesson during the academic school day. The Primary Concert Band (Year 6), and Primary Strings (Year 4) students have the option of a 30 minute group and/or 30 minute private music lesson. Beginner Strings (Year 3) students have a 1 hour group lesson at a fixed time during the academic day. The Beginner Strings lesson is conducted by performing arts staff to ensure that students learn in an 'ensemble based environment' to give students the opportunity to develop a sound knowledge of their instrument in a fun and motivating team environment. Students are collected from a central location in Primary School by performing arts staff and on conclusion of the ensemble lesson returned to the Primary School.

4.6 Noelene Munns Learning Centre (NMLC)

Reading encourages children to be thinkers, be open minded and knowledgeable. Primary students have access to our well-resourced Learning Centre and the expertise of our teacher-librarians and helpful support staff. We offer a wide range of book and audio visual resources for students to borrow, lunch time activities, as well as online resources and e-books through the secure Learning Centre workspace.

Being a responsible borrower is encouraged and every child from Prep to Year 3 will need a library bag to carry books to and from school and to keep them in good order.

The bag needs to be made of sturdy material and to be able to comfortably hold a large picture book. Please mark the library bag clearly with child's name and year level. John Paul College Library Bags are available for purchase at the Retail Centre.

Borrowing

Students are encouraged to borrow a balanced selection of resources to enhance their recreational reading.

Prep to Year 3 students may borrow up to 3 resources each week for a period of one week. Students in Years 4 to 6 may borrow up to 6 resources for two weeks. Reminder slips will be issued to students if resources are not returned by the due date. Students may not borrow until their overdue resources are returned. As we encourage our students to be principled, we ask that lost or damaged resources are replaced or the cost reimbursed to the college.

Use after hours

Students from Prep to Year 6, in the company of parents (not with older siblings), may access the Learning Centre from 7.30am until 8.15am and from 3.30pm until 5.00pm Monday - Thursday and until 4.30pm on Friday. Extra resources may be borrowed at these times at the discretion of parents.

The only exception to after school use is for students who are going to swimming. They may use the Learning Centre until their swimming lesson begins. Names of those students will be coordinated through the primary office.

Volunteers

Parent help is always appreciated with the processing of new materials. Please see the learning centre staff or phone 3826 3439 to offer your time.
4.7 Use of Mobile Phones and Other Digital Devices

Primary Students’ Personal Phone and Portable Digital Device Use

Mobile phones 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.

Mobile phones are permitted, but not necessary and use limited to urgent situations. The primary point of contact during the school day is through the teacher.

The following expectations constitute the John Paul College policy on the use of mobile phones and other similar digital devices by students in the Primary School.

- Students must display courtesy, consideration and respect for others whenever they are using a mobile phone or digital device
- Mobile phones or digital devices should not be used in any manner or place that is disruptive to the normal routine of the College
- Primary students should only use their mobile phones before or after school, and in a responsible manner.
- Student use of additional technologies in class is at the discretion of the teacher
- Mobile phones or digital devices are not to be brought into an area where examinations are taking place unless permission is given by the teacher
- Students should have mobile phones and other digital devices switched off and out of sight during assemblies and services
- 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
- Music accessed on all devices should be conducive to learning and must be legally acquired.
- Headphones/earphones/earbuds are only to be used at the teacher’s discretion and are not to be worn while moving around the College campus or between classrooms.
- In-device 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
- Open access to data has certain risks. Data access should be protected by parental username and password. The College strongly recommends that students use only phones that have a disabling facility.
- Normal expectations in relation to the Guidelines for Mutual Respect and the Responsible Use of Technology applies to the use of mobile phones and digital devices
- This policy also applies to students during school excursions, camps and co-curricular activities. The College reserves the right to prohibit student devices on particular College excursions or tours.

Failure to abide by policy expectations may result in disciplinary action.

4.72 Use of Non-JPC Computing devices at JPC

Note: this includes all network enabled devices such as Smart phones, iPhones, iTouchs, iPads, Windows, Android and Unix devices.

1. JPC provide the technology tools required by the College for students to participate as required in all educational activities within the College; these tools include classroom technologies such as projectors and interactive whiteboards, and student tools such as a notebook computer.

2. It is an expectation of the College that students will ensure they bring technology tools, including the JPC provided notebook computer, to the College each day to have it available for classroom and other educational activities as required. JPC provided notebooks include all the applications and network access required for College educational purposes. JPC applications and access to the JPC network resources are only available on JPC devices.

3. To provide Senior Primary and Senior School students with flexibility, JPC allows non-JPC devices to be used on campus with the following requirements to be adhered to at all times:
i. Personal technology devices should be assessed by Techsphere to ensure connectivity, compatibility and device security. (Network and internet services can be accessed via the College's LAN/WAN infrastructure. Wireless enabled devices can be connected to the College wireless network. All BYOT must have virus protection approved by the College.)

ii. Devices with wireless services will be configured to connect to the College’s education filtered wireless network with support from Techsphere.

iii. All classwork and homework must be able to be opened, edited and saved in a format compatible with the College provided applications.

iv. Access to John Paul College drives and printers will not be accessible to supplementary devices.

v. All policies regarding appropriate use of technology apply to BYOT when used on the campus.

vi. Devices with inadequate virus protection will not be authorised for use on the campus.

vii. Approval of BYOT for use while on the College network and campus is at the discretion of the College.

viii. Use of BYOT during class is at the discretion of the teacher.

ix. At any time, by request of a staff member, a student may be required to submit their supplementary device for audit.

Breaches may result in the device being confiscated and further use by the nominated student may be banned.

4.8 Notebook Computer – Years 4-6

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 3496) or Security (3826 3338).
- While on campus, if not in class, your notebook must be with you, secured in the classroom or storage facility or with Techsphere. (Unsecured devices may not be covered by insurance if lost or stolen).
- Do not permit other students to use your notebook.
- Passwords are for personal use and should not be shared with other students.

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.

Use of the College’s ICT is guided and governed by the same core values and behavioural expectations that apply to all other aspects of the John Paul College community.

The following Guidelines outline the use of the John Paul College Information and Communication Technologies (ICT) infrastructure, systems and resources. 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 appropriately. The College is committed to:

- providing learning experiences that maximise the benefit of ICT 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, purposefully and responsibly;
- minimising the potential for inappropriate use of the network through the installation of appropriate filtering and monitoring systems; and
- demonstrating for students the correct use of equipment and providing instruction and guidance around 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 appropriate 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 and interactions in the digitally rich world of the 21st century.

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 support students in developing the appropriate values, understandings and practices when interacting in an online environment.

4.10 John Paul College Student Responsible Use Policy Agreement (Primary Students)

It is an expectation that the John Paul College ICT infrastructure, systems and resources are to be used in a responsible, ethical and legal manner and in accordance with the College Educational aims and objectives.

In using the technology at John Paul College, I must:

a) respect and protect the privacy of others

b) respect and protect the integrity, availability, and security of all electronic resources

c) respect and protect the intellectual property of others

d) respect and practise the principles and values of the College, and

e) respect and protect College equipment.

I understand:

- all wireless devices used by student on campus will be connected to the John Paul College wireless network
- all content created, accessed and communicated on College equipment or using the College network can be monitored
- all policies and protocols apply to USB drives, external hard drives and other technology equipment brought into the College or connected to College provided equipment or network
Students are to abide by the Responsible Use Policy as stated below.

As a responsible and safe user of technology I understand that:

I will use the College notebook computer, network and technology resources for educational purposes.

Guidelines for Responsible Use are detailed in the College Code of Conduct, the Student Handbook and the Techsphere Handbook to help me understand my responsibilities.

4.10.1 ACCEPTABLE USE

I will show RESPECT by:

a. protecting the privacy of others (e.g. I will only use my password; I will access materials that are meant for me; I will not distribute private information in any form; if I am asked by my parents or teachers, I will only share digital images with the permission of the people in the image).

b. protecting the College network services (e.g. my password is not to be shared to give people outside of the College access to the network; software and data on the network is for my personal use and should not be copied, destroyed or damaged).

c. working on my notebook to help me learn and I will only share files on my computer to help with my class work.

d. protecting the intellectual property of others (e.g. I will always acknowledge the original creators of words and pictures I use; I will only access and use appropriate and legal copies of games, music and software).

I will show that I am a CO-OPERATIVE user by:

e. using the internet to search for content that will help me with my classwork. I will search for things online that I know are acceptable at our College. I understand that content which is rude or violent or uses unacceptable language such as swearing is not appropriate for my searching of the Internet.

f. appropriately using the security, monitoring and filtering software that is in place to protect me.

g. installing additional appropriate and legal software, music and games to a limit of 1GB.

4.10.2 CYBERSAFETY

I will show INDEPENDENCE by:

a) using the Internet sensibly. I must protect my personal information (and the personal information of others) when I am online (e.g. ask an adult before entering my real name, address, email address, phone number, photos or bank details.

b) creating a pretend name or nickname that doesn’t reveal whether I’m a boy or girl for use when online.

c) making up passwords to use online which are hard to guess but easy for me to remember. To avoid having it stolen, I will never reveal it to anyone (except my parents or teacher) – not even my best friend.

I will show INTEGRITY by:

d) following the College Code of Conduct. This means I must not use the Internet, email, mobile phones or any ICT equipment to be rude, mean or to bully anyone. If I receive any messages that make me feel uncomfortable I will show an adult right away.
e) seeking help if I am unsure. If I find anything that is mean, rude or makes me feel uncomfortable, I can click on the Hector Safety Button, turn off the screen or close the notebook lid and then get a teacher or adult straight away.

f) talking to my parents or teachers about anyone online who wants to make personal contact with me or meet me.

As a REFLECTIVE learner, I understand that the Responsible Use Policy strictly PROHIBITS some activities.

In signing the Responsible Use Policy I know that:

- I must not alter, move or delete files belonging to others.
- I must not alter, move or delete files belonging to others.
- I must not give my password to another student or a person outside the College.
- I must not use another person’s password.
- I must not access sites or files during class time that are not relevant to the lesson.
- I must not hack or attempt to gain unauthorised access to the files or network of any organisation or individual.
- I must not access any proxy sites that attempt to mask or hide their identity or network activity from the College’s network security.
- I must not access, download, send or display offensive, abusive, racist, pornographic, sexist or excessively violent material.
- I must not violate copyright laws (including copying and transmitting documents, software, music files or video files).
- I must not plagiarise the works of others found on the Internet.
- I must not deliberately damage computer equipment.

4.10.3 BREACHES AND CONSEQUENCES

I understand that if I breach these guidelines, the College may need to tell my parents and there will be a consequence. In serious cases the College may take disciplinary action against me which could include detention, suspension or expulsion.

I understand that all of these policies and protocols apply to USB drives and external hard drives brought into the College.

4.11 Outside School Hours Care

Outside School Hours Care takes place before school, after school and during school vacations, and consists of care for all students at who attend John Paul College. All children enrolled at John Paul College are automatically enrolled in the Outside School Hours Care Programme (OSHCP). Early Learning Care is provided in the Kindy building.

Under the National Quality Framework (NQF), our programme is rated as Excellent.

The programme is based on the overall College Philosophy as outlined in this Information Book. The aims of the Programme, together with other detailed information regarding the Programme, can be found in the Parent Information Booklets which are available from Outside School Hours Care.

The Programme is organised and conducted by a qualified and experienced staff team, headed by a Coordinator of OSHC, Assistant Coordinator and Certified Supervisor.

Before School Care is held in the OSHC room in the Doulin building from 7.00am. Children attending Before School Care must be signed in by a responsible adult/caregiver. However, children who arrive at school, unsupervised, before 8.15am will be directed to Before School Care, where they will be signed in by a staff member, and parents will be charged accordingly.
After School Care is conducted until 6.00pm and uses OSHC room with adjacent playground. Children are able to proceed directly to After School Care at the end of their school day. Prep children attending After School Care are assisted to the rooms by OSHC staff at the conclusion of their day (2.5pm). For safety reasons, supervision is provided at the Chatswood Road and Mayflower car parks until 3.30pm. After this time, all children who are not collected will be required to attend After School Care. For regular Before and After School Care, parents are requested to fill in a booking form which is available from OSHC. This will be used as a guide for staffing. Extra places will still be available for care which is needed on a casual basis.

4.12 Transport – to and from School

Road safety procedures

The safety of our children is of utmost importance to us. It is, therefore, important that careful road safety precautions be outlined for your information.

Children are to enter the school grounds along the pathways provided. There is comfortably only enough room for two cars to pass on the driveways and children who walk along the driveways put themselves at risk. Within car parks, students should use the footpaths provided, and then cross directly to their awaiting vehicle.

Children who are delivered to and collected from school need to alight from cars in the “set down” and “pick-up” areas designated for that purpose.

School crossing

We are fortunate to have an official school crossing and “Lollipop” assistants to ensure the safe crossing of all children on Chatswood Road. It is important that children who cross Chatswood Road use the road safety service both in the mornings and the afternoons.

Times for this service are as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>7.45am – 8.30am</td>
</tr>
<tr>
<td>Afternoon</td>
<td>2.55pm – 3.40pm</td>
</tr>
</tbody>
</table>

It is suggested that children who alight from cars on Chatswood Road are to do so on the footpath side of the vehicle and not on the street side, in order to ensure safety at all times.

Car parking

At John Paul College, we are fortunate to have been provided with generous car parking facilities for the convenience of parents. It is to be noted, however, that a certain number of the parking bays are for the use of selected staff and need to be kept clear at all times.

For the safety of our students, it is absolutely necessary to keep the driveways clear of parked cars at all times. This sensible procedure will allow for the smooth flow of traffic for all parents and will help avoid traffic congestion.

Specific car parks have been set aside for Ambulance Bays and Disabled Parking. Parents are requested to co-operate with the Administration to ensure that others are not disadvantaged or put at risk by non-compliance with these requests.

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, eg. 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.
   d. Main Admin car park, Admin staff and bona fide visitors only - entrance from John Paul Drive.
5. 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.

6. 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.

**Bus arrangements**

We do not encourage students in Prep to Year 3 to catch the bus home from school, but if this has to be arranged then we would appreciate your contacting the Primary Office and informing us of such.

Students in Year 3 who catch the bus home from school will remain with their class teacher until 3.15pm when they will be released to walk to the bus stop. Years 4 to 6 students who catch the bus home from school will be dismissed from class as usual, at 3.15pm. They will walk directly to the bus stop.

**Bus travel notification:**

Prior to the commencement of bus travel, to or from school, written notification of the arrangements, including responsibilities for others (e.g. Names of siblings who may be collected from After School Care), must be submitted to the Primary School Head. This information will then be given to all staff with responsibilities for these students.

While it is not expected that students from Kindergarten to Year 3 will arrive at school by bus, the services outlined below are included for your information, as arrangements may be made for students of Years 1, 2 and 3 to take advantage of these services for the journey from school to home in the afternoons.

Students who arrive before 8.15am are cared for in the Before School Care facility. Students from Years 4 to 6 may avail themselves of these transport services to and from school if they so desire. These details will be recorded on the “School Arrangements” forms and Heads of School notified accordingly. All students going home by bus must advise their classroom teachers accordingly.

The following private bus services are available to students attending John Paul College. Full route details are available from the Registrar’s office. Fare details are obtainable from each company.

**Bus Transport to John Paul College:**

Translink provides a single public transport network covering South East Queensland, with one Translink ticket permitting transport via bus, trains and ferries within the system. Zones, fares and concessions have been standardised across the system.

Full route and fare details are available from the Translink website. [www.translink.com.au](http://www.translink.com.au)

Non-Government Schools’ Bus Assistance application forms are available from the Independent Schools Queensland website; [www.isq.qld.edu.au](http://www.isq.qld.edu.au)

**Children under the age of 8 travelling on Mt Gravatt Bus Service**

In order to provide the safest possible transportation for your student parents/carers please be advised that children under the age of 8yrs are requested to be supervised and/or assisted by an older when travelling on school services operated by Mt Gravatt Bus Service.


For all other suburbs, please access the Translink website for information of transportation to the College from the suburb where you live or work.

Mt Gravatt Coaches 3841 3722
Logan City Bus Service 3200 9606 / 3200 6754

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 JPConnect. 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 swip Card technology. The College has introduced a new debit card for Years 4-6 students, with all staff and students (Prep – Year 12) provided with an online account 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 in Years 4-6 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.

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 JPConnect.

The tuckshop is operated by Metropolitan Canteens for the College. For students in Years 4-6, 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. At all times in the tuckshop Piazza precinct, students are to be mindful of their manners.

For students in Prep-Year 3, parents may order online via their ‘myschoolaccount’. Please note that the paper bag ordering system no longer operates, and all orders must be submitted online.

No soft drinks are to be purchased by Primary School students at the Tuckshop.

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 placed in the Lost Property box in the Sails Area near the Primary School Office for up to a term. Please make sure that if your child is looking for lost property that he/she visits the Sails Area.

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 are emptied before being placed 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

The school uniform for all children at John Paul College is compulsory and designed to be both functional and attractive. It is worn with pride by our students and has become well recognised and well respected within the community.

Full school uniform is to be worn to and from school and to all school functions except for HPE days when the HPE Uniform can be worn to and from school. Attendance with siblings at formal school functions requires full school uniform to be worn. Students being driven home by parents from the school car park after sports practice may wear sports uniform home.

Full and correct sports uniform must be worn at all sporting fixtures, practices, HPE lessons and games periods.

Uniforms must be clean, pressed and in good state of repair, with shoes polished.

All girls’ dress lengths must be on the knee. Their dress length must be altered to meet this standard as they grow in height.

Hats are a compulsory part of the formal uniform and must be worn to and from school and whenever the child is outdoors.

When a student is spectating at a co-curricular activity, a student must wear full HPE uniform or full formal school uniform.

The sports uniform and appropriate footwear are to be worn in order to participate in all Physical Education lessons which are a vital part of the curriculum.

- Children in Prep are permitted to wear their sports uniform to and from school two days per week, as indicated by the teacher at the start of the year.
- Children in Years 1 - 6 are permitted to wear their sports uniform to and from school on the days they have their HPE lessons.

Students who attend After School Care may wear their sports uniform home from the facility after 4.00pm if they go directly home by car.

Our standards also require children to be dressed neatly and tidily at all times, both in summer and winter, when wearing the full school uniform. Therefore, **T-shirts, cardigans, tracksuits, socks and shoes which are not regulation school uniform, are not allowed.** T-shirts are not permitted to be worn underneath the regulation school uniform.

Our standards also require that our students present themselves with regulation hair requirements. Girls’ hair, if longer than shoulder length, must be tied back with uniform ribbons, scrunchies or hairclips purchased only at the College Retail Centre. Girls whose hair is above the collar may wear a headband which may be purchased only at the College Retail Centre.

Boys’ hair must be cut in a conservative fashion. Long hair which reaches the top of the collar is unacceptable. Hair styles for boys and girls must be conservative – punk styles, crew cuts, spikes, wedges, ridges or any other unusual lines or shapes cut into the hair are unacceptable, as is dyed or artificially coloured hair. Fringes should clear the eyebrows and hair must be worn above the collar. Girls with long hair must wear it tied back or up, and must have it tidy around the face.

Students who continue to flout uniform, or hair regulations, will be sent home until such time as their uniform or hair meets the requirements of the College, and assurances have been received from the student and his / her parents, or guardians, that such disrespect will not be repeated.

At John Paul College, no jewellery is allowed to be worn as part of the school uniform with the exception of one pair of plain unadorned standard sized studs or sleepers in the earlobe for girls. Religious jewellery of special significance for a specific faith may be worn, if approved by the Deputy Head, in consultation with the Chaplain. For boys, piercings of any kind remain unacceptable.

In keeping with the conservative, professional dress code of the College, tattoos and body piercings are not acceptable. Rings are not allowed and coloured nail polish is unacceptable.

These expectations remain in place for those students attending Vacation Care.

It may be necessary for you, as parents, to assist your child to maintain articles of uniform daily (e.g. cleaning of shoes) in the appropriate John Paul College condition. The uniform, including hair ribbons and socks, is available from the College Retail Centre only. Special opening times, prior to the commencement of school are advised annually.

A lay-by system is available at the Retail Centre and sizes can be changed should your child/ren grow during the Christmas Holiday period.
Prep – 3: Boys and Girls
- Grey shorts for boys
- Grey socks for boys
- Burgundy culottes for girls
- Unisex burgundy school hat (Bucket hat is an option for the PE uniform)
- Unisex burgundy pullover
- *Black leather shoes – in Prep, these shoes should be Velcro fastening
- Unisex track suit

*Black leather shoes, plain, standard soles (no Mary Jane styles). Prep – Year 1: Velcro fastening; Years 1 – 12: Lace-up fastening

Prep – 2: Boys and Girls PE Uniform
- JPC sports polo shirt
- Burgundy JPC sports shorts
- White JPC sports socks
- Sports shoes (hi-tops are not permitted as part of the PE uniform, unless participating in that sport on court, eg during basketball game)

Years 4 – 6: Girls
- Primary School dress
- Burgundy tie
- *Black shoes
- Burgundy socks
- Burgundy straw hat

Years 4 – 6: Boys
- Primary School shirt
- Grey shorts
- Grey trousers
- *Black shoes
- Grey short socks
- Grey felt hat

Years 3 – 6: PE Uniform
- JPC sports polo shirt
- House polo shirt
- Burgundy JPC shorts
- White JPC sport socks
- Sports cap / visor or bucket hat
• JPC Tracksuit

**Bags**
- P – 12 Small School backpack
- P – 12 Medium School backpack
- P – 12 Trolley bag
- 4 – 12 Sports bag

**Accessories**
- Burgundy hair ribbons
- Burgundy scrunchies
- Burgundy hair bands
- Burgundy hair clips
- Burgundy hair ties
- Tights (Years 4 - 6)

All Uniform items and school bags (except shoes) are to be purchased from the Retail Centre and are to be clearly labelled with the student’s name.

**Winter**
- In addition to the dress for girls, the JPC burgundy pullover and tights or stockings can be worn. These are available from the Retail shop. Warm undergarments are obviously also recommended.
- Boys in Senior Primary may wear long trousers.
- Scarves and gloves may be worn on particularly cold days (burgundy or black).
- The tracksuit remains an option for Primary students.

Students are expected to take care with their appearance, to keep their clothes, including shoes, clean and presentable. 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 traditional black leather school shoes (no Mary Jane styles). In Prep, the black leather school shoe should have Velcro fastening. Black leather, lace-up shoes are compulsory from Year 2. Shoes should not be bulky, embellished or have chunky bases.

**Retail Centre**

**Schoolwear**
Phone: 3826 3397

**Resales**
Phone: 3826 3449

The John Paul College Retail Centre is located at the top of the Primary School Car Park, off Chatswood Road. For your convenience, the Retail Centre will be open from 7:30am – 4:00pm, Monday to Friday from the first day of Term 1, with the exception of school and public holidays.

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 www.jpconnect.net
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 programme 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 programme. 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.
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 Years 4 – 6 must participate in at least one co-curricular activity per year or one whole year activity. However, if a child in Prep - Year 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. Students being driven home by parents from the school car park, after sports practice or cultural rehearsal 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 4 - 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 either a group and/or private lesson and a rehearsal with at least one concert band each week. The majority of students enter tuition and the Concert Band Programme through the Junior Concert Band in Year 4. 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)

Ensembles: Wind Orchestra; Symphonic Band; Primary Concert Band; and Junior Concert Band, Marching Eagles

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 Programme concurrently with Big Band/Stage Band commitments.

Ensembles: Big Band and Stage Band

5.2.3 Guitar Ensembles

Years 2 - 12
Contemporary Ensembles are the core ensembles for students receiving tuition on guitar and bass-guitar. Students commit to tuition for a full year (group lesson and/or private lesson) and when ready, will be auditioned for a place in an appropriate ensemble.

Ensembles: Rock Band 1, Rock Band 2, Jazz Combo

5.2.4 Orchestra and String Ensembles

Years 3 - 12
String Ensembles and Orchestras are the core ensembles for students receiving group and/or private tuition on violin, viola, cello and double bass. These students enrol for tuition for a full year and audition to be placed in an ensemble/extension ensemble according to their ability.

Ensembles: Beginner Strings, Corelli Strings, Vivaldi Strings, Orchestra, Silver Strings
5.2.5 Choral and Vocal Programme

The aim of the Choral Programme is to provide as many students as possible with a positive choral experience. From the youngest and most inexperienced singer in the Primary School, through to highly accomplished and well-trained performers in Year 12, students are able to be part of a progressive choral programme that caters for vocalists of all levels. There is a progression of choral ensembles in the College, which allow students to gain a seamless choral education. These ensembles include Prep Choir, Years 1, 2 and 3 Singstars Choir, Years 4, 5 and 6 Viva Choir, Cantabile Choir and the premier Concert Choir Years 7 to 12. The Vocal Programme provides students from Year 5 with the opportunity to undertake private lessons with a specialist voice teacher. Students who are enrolled in the vocal programme are required to join a co-curricular choral ensemble. Student participation in the Choral and Vocal Programmes require a full year commitment.

5.2.6 Cheer Programme

Students in Years 1-12 have the opportunity to participate in the cheer programme at the College. A highly successful programme, JPC students have been National Champions in cheer and have also participated in many cheer competitions in the USA including the IASF Dance Worlds and the COA Ultimate Nationals. Cheer is a full year co-curricular and students audition each year for group placement. Students may be placed into different groups each year as all students develop cheer skills at their own rate. The number of groups changes annually based on the enrolment of students.

Students in the cheer programme at JPC learn fundamental skills in stunting, tumbling and cheer performance and perform at school events and competitions throughout the year. A number of groups are available throughout the programme catering for beginner (Level 1) to advanced students (Level 4/5). Cheerleaders are encouraged to develop their skills following cheerleading safety progressions in order to maximise the memory of movement required for cheerleading tumbling and stunting. Cheer students are required to wear a cheerleading shirt, black mid-thigh bike pants and sneakers for rehearsals and are required to purchase/ hire a performance uniform for performances and competitions.

5.2.7 Dance Programme

Students in the dance programme at JPC are exposed to a range of dance genres such as Jazz, Hip Hop and Contemporary and are given performance opportunities at school events and at competitions. A number of groups are available throughout the programme catering for beginner through to advanced students. Students are encouraged to develop their performance, personal style and dance technique. Dance students are required to wear a Performing Arts Polo shirt, dance leggings/ bike pants and dance shoes for rehearsals and are also required to purchase costumes for performances and competitions.

5.2.8 Drama Programme

The Youth Theatre Company and Primary Drama Club provides young people at John Paul College with the chance to explore new directions and differing styles in theatre, through both performance and workshop programmes. In addition, it seeks to fully develop the dramatic talent, skills and abilities of the members. Students from both Primary and Secondary schools are invited to be part of the programme.

Members of the Youth Theatre perform at Drama showcase evenings and are encouraged to audition for College performances. Student participation in the Drama Programme requires a full year commitment.

5.2.9 Trix Circus Programme

Students in Year 4 – 12 have the opportunity to participate in the circus programme at an additional cost. Two streams are offered: Beginner/Intermediate and Advanced. The students work with exceptional and professional trainers from Trix Circus. Students who participate in the JPC Circus programme learn ground skills such as tumbling, adagio, mini-tramp and strength work, and also learn aerial apparatus such as the lira, web, silks and trapeze.
5.3 **Sports**

Parents and guardians are encouraged to utilize JPConnect to access information on Co-curricular activities. This service 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 JPConnect. Once your son or daughter has registered for an activity, information will be sent directly to parents via the messages section of JPConnect, 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 Primary students.

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<th>Year Level</th>
<th>Timing</th>
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<td>Cricket</td>
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<tr>
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<td>All Year</td>
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<tr>
<td>Hockey</td>
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<td>Terms 2 &amp; 3</td>
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<tr>
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<td>Terms 2 &amp; 3</td>
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<tr>
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<td>Years 5 &amp; 6</td>
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</tr>
<tr>
<td>Touch Football</td>
<td>Years 5 &amp; 6 (JTAS)</td>
<td>Term 4</td>
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</tbody>
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**Discipulus Concilium (Student Council)**

The Primary Discipulus Concilium (Student Council) is a co-curricular activity for Year 6 students. This activity will include a commitment of one afternoon session of an hour per week, starting after the Primary Leaders are selected. The activity will run for the whole year. Further details will be forthcoming during the first few weeks of Term 1.

5.4 **Co-curricular Codes of Behaviour**

5.4.1 **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.

5.4.2 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.

5.4.3 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 invited 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. A Friends of Primary Group supports specific initiatives within the Primary School.

6.4 Class Representatives

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