John Paul College Annual Report 2014

(By publishing this Report, schools will meet both State and Australian Governments reporting requirements).

Descriptive Information

John Paul College is an independent, co-educational, multi-cultural, Christian ecumenical school, which caters for students from Child Care to Year 12, and for students in the International College. The College campus is situated in a natural bushland setting on a 35 hectare site in John Paul Drive, Daisy Hill.

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

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

Curriculum Philosophy

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

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

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

School’s address: John Paul Drive, Daisy Hill Queensland 4127

Total enrolments: 1827

Year levels offered: P-12

Co-educational or single sex: Co-educational

Distinctive curriculum offerings

John Paul College students in Years 4-12 have their own personal notebook computer, supported by a campus wide-wireless network and internet portal to deliver learning programmes anytime, anywhere. The programmes are complemented by an extensive range of software preloaded onto notebook computers or in the case of Kindergarten and Year 3 on the classroom computers. Learning programmes are further supported by a bank of digital resources that can be accessed online from home or school by notebook computer users.

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

John Paul College prides itself on catering for students with a range of abilities. The mission of the Learning Enhancement Programme is to provide an inclusive and culturally sensitive service which ensures that it is possible for individual students to achieve to their academic potential and develop holistically. Specialist Learning Enhancement Programme teachers provide individual, small group and in-class support for students with identified English as a Second Language and Learning Support needs, in close collaboration with class teachers and parents and in accordance to Queensland Studies Authority guidelines. In addition, Learning Enhancement Programme specialist teachers provide regular and relevant professional development for class teachers to promote an inclusive approach to teaching and facilitate differentiated instruction. Support teachers dedicated to developing gifted and talented students work closely with both students and teachers. Additionally, gifted and talented students are catered for in differentiated classrooms that incorporate enriching extension activities. These students are also encouraged to participate in a variety of academically challenging ventures including Opti-Minds, Days of Excellence and Excellence Expo. Within the Senior School, the College offers QSA registered subjects including a number with VET components. Altogether 62 subjects are offered in the Senior School.
Extra-curricular activities

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

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

Co-curricular offerings

Aerobics, Athletics, Australian Air Force Cadets, Australian Rules, Badminton, Basketball, Cheerleading, Chess, Cricket, Cross Country, Debating, Equestrian, Golf, Hockey, Netball, Rugby, Soccer, Softball, Swimming, Tennis, Opti Minds, Volleyball and Water Polo. Silver Strings, Orchestra, Corelli Strings, Vivaldi Strings, Beginner Strings, String Quartet, Wind Orchestra, Marching Eagles, Symphonic Band, Primary Concert Band, Junior Concert Band, Big Band, Stage Band, Rock Band 1, Rock Band 2, Guitar Ensemble, Concert Choir, Cantabile Choir, Viva Choir, 3/4 Choir, Prep 1/2 Choir, Dance, Cheer, Circus and Youth Theatre.

Social climate

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

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

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
We believe that everyone should be treated with dignity and respect. Every person has a right to feel safe and a right to learn free from anxiety. Bullying and harassment are contrary to these beliefs and can have a significant effect on children in many different forms. Further information with relation to our Child Protection Policy, Safe School Policy and Student Behaviour Management Policy can be found in the Parent Information Handbooks located on the website.

**Parental involvement**

During 2013, numerous community events offered opportunities for participation by families in the life of the School. Our School Ball themed ‘A Touch of Class’ was well attended and supported. Awards ceremonies including the annual Speech Night acknowledge student achievements, and parents willingly participate in these occasions.

We also saw families celebrate at Mayfair, Grandparents’ Day and end of year celebrations, including Valedictory events. We hosted a radio station outside broadcast, with noted weatherman, John Schluter visiting to speak with classes. Many parents accompanied their children to this special family day.

The Finch Farm continues to reignite and foster community spirit. It provides an engaging extension to our classroom learning environments and provides a link for our students to understand sustainable living practices and transfer this knowledge back to their homes. In times of global climate change, these attitudes are essential and the students of John Paul College have a real opportunity to make a difference to our planet.

There are many opportunities for parents to participate in their child’s education. Our school calendar invites parents to Parent/Teacher meetings, Family Nights, Technology Information and Cyber Safety Evenings, Parent Morning Teas, Careers Pathways Information Evenings, Education Week, Book Week, Reconciliation Week, Celebration Nights, Come and See us in Action days and concerts. Parents are also encouraged to become involved with the diverse range of *Friends of* groups that service individual co-curricular groups. Altogether, there are 18 groups available to parents to support the array of co-curricular activities in the school. Parents elect the members of the Board of Directors of John Paul College Limited and all current Board members are either current or past parents of the College.
## School Income broken down by funding source

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>9,974,021</td>
<td>5,459</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>2,968,620</td>
<td>1,625</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>18,34,313</td>
<td>9,871</td>
</tr>
<tr>
<td>Other private sources</td>
<td>623,742</td>
<td>341</td>
</tr>
<tr>
<td><strong>Total gross income</strong> (excluding income from government capital grants)</td>
<td>31,600,696</td>
<td>17,296</td>
</tr>
<tr>
<td><strong>Total net recurrent income</strong></td>
<td>29,908,705</td>
<td>14,392</td>
</tr>
</tbody>
</table>

### Capital expenditure 2013

<table>
<thead>
<tr>
<th>Source</th>
<th>$ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government capital expenditure</td>
<td>326,830</td>
</tr>
<tr>
<td>State/Territory Government capital expenditure</td>
<td>0</td>
</tr>
<tr>
<td>New school loans</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Income allocated to current capital projects</td>
<td>750,938</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>2,077,768</td>
</tr>
</tbody>
</table>
Staffing Information

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>1%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.3%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>79.5%</td>
</tr>
<tr>
<td>Diploma</td>
<td>5%</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

In order to continue the development of the 21st century learning environment, it is essential that professional development is provided to our teachers that facilitates the delivery of differentiated instruction and allows teachers to address the many learning styles within their classrooms. As such a continued focus on meeting the needs of the students is at the heart of professional development. Opportunities are provided for teachers to attend a variety of workshops on developing authentic inquiry programmes, Primary Years Programme, aligning planning, learning and assessment, Common Curriculum Elements, VET TAA accreditation, student learning styles and differentiated learning.

The College’s curriculum documents follow the P-10 Key Learning Areas and Senior Studies curriculum documents, as such continued professional development was provided through a range of workshops within specialist subject areas.

With every teacher and every student from Years 4-12 having access to his or her own notebook computer, professional development in software, hardware and pedagogical practice is provided regularly to ensure that ICTs are an integrated part of 21st century classroom life.
<table>
<thead>
<tr>
<th>Description of Main school-focused PL activity</th>
<th>Number of teachers participating in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putting the Strategic Vision into Action</td>
<td>148</td>
</tr>
<tr>
<td>• Flexible learning environments</td>
<td></td>
</tr>
<tr>
<td>• Negotiated and personalised learning for all learners</td>
<td></td>
</tr>
<tr>
<td>ACEL Leadership Conference</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Team Sessions</td>
<td>148</td>
</tr>
<tr>
<td>Enhancing Technology Skills for the Classroom</td>
<td>148</td>
</tr>
<tr>
<td>Best Practice – classroom pedagogy</td>
<td>148</td>
</tr>
<tr>
<td>Focus on Literacy Strategies for Success for all Students across the Curriculum</td>
<td>148</td>
</tr>
<tr>
<td>Inspiring Learners - Differentiation</td>
<td>57</td>
</tr>
<tr>
<td>Michael Ymer – Maths</td>
<td>57</td>
</tr>
<tr>
<td>IB teacher training and programme development</td>
<td>12</td>
</tr>
<tr>
<td>Lee Crockett 21st Century Fluencies</td>
<td>148</td>
</tr>
<tr>
<td>Marzano Institute</td>
<td>2</td>
</tr>
<tr>
<td>Emerging Principals</td>
<td>2</td>
</tr>
<tr>
<td>Program</td>
<td>Participants</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Mindfulness and Positive Education</td>
<td>5</td>
</tr>
<tr>
<td>Indigenous Education</td>
<td>91</td>
</tr>
<tr>
<td>CERT/VET Training</td>
<td>6</td>
</tr>
<tr>
<td>Future Leaders Programme</td>
<td>4</td>
</tr>
<tr>
<td>Middle Years Conference</td>
<td>2</td>
</tr>
<tr>
<td>Aspiring Women Leaders Conference</td>
<td>2</td>
</tr>
<tr>
<td>Thai Bridge Project</td>
<td>1</td>
</tr>
<tr>
<td>First Aid Training</td>
<td>110</td>
</tr>
<tr>
<td>Total number of teachers</td>
<td>148</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PL (as recorded in Financial Questionnaire)</th>
<th>Average expenditure on PL per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>$467,331</td>
<td>$3157.64</td>
</tr>
</tbody>
</table>

The total funds expended on teacher professional development in 2013 was $467,331.

The involvement of the teaching staff in professional development activities during 2013 was 100%.
Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>176</td>
<td>1245</td>
<td>95.22%</td>
</tr>
</tbody>
</table>

For permanent and temporary staff and school leaders the staff attendance rate was 95.22% in 2013.

Proportion of teaching staff retained from the previous year:

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year</th>
<th>Number of these staff retained in the following year (the programme year)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>131</td>
<td>88.51%</td>
</tr>
</tbody>
</table>

From the end of 2012, 88.51% of staff were retained for the entire 2013 school year.

Key Student Outcomes

Average student attendance rate:

<table>
<thead>
<tr>
<th>Total number of students</th>
<th>Number of school days in programme year</th>
<th>Total number of student absences</th>
<th>Average Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>176</td>
<td>1684</td>
<td>95.1%</td>
</tr>
</tbody>
</table>

The average attendance rate as a percentage in 2013 was 95.1%
Average attendance rate per year level:

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Average attendance rate for each year level as a percentage in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindy</td>
<td>98.0%</td>
</tr>
<tr>
<td>Year Prep</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.0%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.3%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.0%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95.2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

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

- Electronic Rolls are marked by all teachers each morning and afternoon (and in the case of Senior School, each timetabled lesson)
- Each morning, any unexplained absences (not previously notified by parents) are followed up by absentee officers phoning home.
- Appropriate entries are then entered into the Attendance Maintenance system.
Academic performance
The College has maintained a strong profile for its achievements, most notably in its pioneering work in the application of 21st Century technology to the classroom setting and a definitive approach to pastoral care.

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Our year-long efforts towards academics were rewarded with some outstanding results. The Class of 2013 continued John Paul College’s tradition of academic excellence, ending the year on a high note. We celebrated the success of 10 students achieving the top score of OP 1 or equivalent.

25% of our OP eligible students achieved an OP of between 1 and 5 and 84% of our OP eligible students received an OP between 1 and 15. Our students involved in completing the International Baccalaureate Diploma Programme in Years 11 and 12 continue to achieve strong results with two achieving better than 40 out of 45 credits (a score equivalent to an OP 1).

Our international students also achieved very high results with many returning to their own countries to study at prestigious universities.

In 2013, we continued to introduce Positive Education as part of the curriculum. This initiative emphasises the need for students to focus on:

- Strong Outcomes,
- Activity,
- Relationships,
- Interests,
- Noticing and
- Giving.

This is summarised in our SOARING model and is based on the Martin Seligman approach to Social and Emotional Wellbeing.
## Reading, Writing and Numeracy Benchmark Data

### READING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2012)</td>
<td>445</td>
<td>408</td>
<td>419</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>522</td>
<td>497</td>
<td>502</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>565</td>
<td>533</td>
<td>540</td>
<td>98.3</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>603</td>
<td>572</td>
<td>580</td>
<td>99.2</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2012)</td>
<td>441</td>
<td>407</td>
<td>416</td>
<td>97.2</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>505</td>
<td>470</td>
<td>478</td>
<td>98.2</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>538</td>
<td>515</td>
<td>517</td>
<td>99.2</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>595</td>
<td>548</td>
<td>554</td>
<td>91.5</td>
</tr>
</tbody>
</table>

### SPELLING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2012)</td>
<td>423</td>
<td>396</td>
<td>411</td>
<td>98.2</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>506</td>
<td>485</td>
<td>494</td>
<td>98.2</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>568</td>
<td>542</td>
<td>549</td>
<td>98.3</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>602</td>
<td>578</td>
<td>583</td>
<td>98.4</td>
</tr>
</tbody>
</table>

### GRAMMAR AND PUNCTUATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2012)</td>
<td>454</td>
<td>419</td>
<td>428</td>
<td>100</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>528</td>
<td>495</td>
<td>501</td>
<td>98.2</td>
</tr>
</tbody>
</table>
### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2012)</td>
<td>417</td>
<td>386</td>
<td>397</td>
<td>99</td>
</tr>
<tr>
<td>Year 5 (2012)</td>
<td>513</td>
<td>481</td>
<td>486</td>
<td>100</td>
</tr>
<tr>
<td>Year 7 (2012)</td>
<td>563</td>
<td>539</td>
<td>542</td>
<td>99.2</td>
</tr>
<tr>
<td>Year 9 (2012)</td>
<td>618</td>
<td>573</td>
<td>584</td>
<td>98.4</td>
</tr>
</tbody>
</table>

Apparent retention rate

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Year 10 Base</th>
<th>Year 12</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>177</td>
<td>219</td>
<td>126.1 %</td>
</tr>
</tbody>
</table>

Year 12 student enrolment as a percentage of the Year 10 cohort is 126.1%

**Value Added**

The empowerment of students, teachers, parents and the community distinguishes John Paul College as a very real example of a 21st century learning community that adds value to students’ learning. This, blended with a knowledge management system, appropriate infrastructure and 24-hour access to an online student-centred curriculum has allowed the College to create an anywhere, anytime school where parents, teachers and students are part of an interconnected learning community.
Within the Senior School a range of Vocational Education and Training opportunities exist. Student achievement in accredited vocational education modules (whether embedded in Authority subjects or SAS subjects) is based on industry-endorsed competency standards and is recorded on the Senior Certificate. The modules are recognised within the Australian Quality Training Framework (AQTF), and this may give advanced standing towards and/or credit on entry to higher level courses at TAFE institutes and other registered training organisations. Senior School students have the opportunity to be involved in a range of VET subjects either embedded with modules or in a stand-alone subject; school-based apprenticeships; traineeships, TAFE certificates and university subjects.

The tracking and monitoring of student performance in alignment with their potential is under continual review. Student action plans are reviewed by the Dean of Studies in collaboration with teachers, parents and students when a student has been identified.

Indigenous Student Programme
This programme continues to be developed under the leadership of Mr Mark Zietsch, Head of Middle School. The main purpose of the programme is for mutual learning between Indigenous and non-Indigenous peoples through the sharing of historical and contemporary perspectives. In addition, it is our vision to provide a holistic education for Indigenous children as members of the John Paul College family. The programme aims to offer high-quality educational opportunities and pathways in a secure learning environment to young Indigenous learners; to provide an education poised to make a real and lasting contribution to the next generation of Indigenous leaders and to enrich the lives of the John Paul College family by developing an understanding and appreciation of Indigenous culture both past and present. We have made subtle changes to the physical environment of the College, such as the flying of the Aboriginal and Torres Strait Islander flags, Yarning circles, Indigenous Australian theme gardens as well as the addition of the Acknowledgement of Traditional Owners at all formal assemblies. The programme interlinks with the new National Curriculum, ensuring that Indigenous perspectives are embedded into all aspects of the curriculum.

Overseas Student Exchange Programme
The College’s Student Exchange Programme continued to strengthen throughout 2013 and creates invaluable opportunities for our students. Students and staff participated in an exchange with St. Andrew’s Scot School in Buenos Aires, Argentina to forge a Sister School relationship, becoming our first “Spanish” speaking Exchange School. Alongside this, students visited sister schools in Germany and Japan. Some members of our College leadership team visited schools in China and Korea, enhancing their understanding of cultures from which some of our students come, and looking for opportunities to develop sporting exchange programmes.
How computers are used to assist learning

In the blended-learning environment teachers select and design learning experiences using a range of digital and non-digital tools, to support the learning needs of our students.

Students at John Paul College begin their educational journey immersed in a resource-rich environment. Along with the traditional sandpit, finger paints, blocks, books and play dough, that you would expect to find in any primary school, our students work and play with tools and equipment that prepare them for developing control, mastery and independence in the future. The early years’ program provides the building blocks for control over the personal computing environment, and this programme naturally supports the introduction of the personal notebook computer as part of the Year 4 programme.

Throughout upper Primary and Middle School, students interact with their notebook computers in all classroom experiences. The practice of “having a go” and a “taste of what educational technology has to offer” is a critical element of the classroom experience for all students. Their notebook computers are used for investigations in all Key Learning Areas: whether it is for brainstorming and planning in English, for drill and practice in Maths, for research and investigation in SOSE, or for gathering and analysing data in Science – students rely on their notebook as a tool and a key resource in their learning.

Opportunities are created whereby students access, construct and publish information, utilising collaborative strategies, in real-time and virtual spaces. Students investigate how data is transformed into information, how information becomes knowledge, and how knowledge allows understanding and insight.

The Senior School aims to extend and build on the proficiencies developed in the Primary and Middle Schools by enabling students to make choices, to solve problems, and to harness the technology to create and communicate new knowledge.

The technological infrastructure inherent in the Gorman Centre, as the hub of the Senior School, challenges our 21st century learners to become mature masters of the digital domain. With an informed series of key strokes, the notebook computer puts our students in a position to access an unprecedented array of data, information and tools. The interactive nature of the Gorman Centre ensures that teachers and students are working in a collaborative, online, interconnected community. Thus the notebook computer becomes the nexus that enables students to gain 24/7 access to their learning environment.

Student thinking, student participation and student interaction is far more accountable in the digitally enhanced classroom. The notebook computer supports a more personalised form of learning and is customised to support the exploration of different key learning areas throughout the School. This personalisation also means that students can be called on during teacher directed lessons to electronically poll an opinion, cast a vote, answer a question, respond to a survey or participate in a lively, real-time computer-mediated discussion.
Each student’s notebook computer affords the opportunity to enter a new world of curriculum possibilities, allowing authentic engagement and involvement in their learning. Learning experiences are purposefully designed to develop the attributes of a life-long learner. In this way, each student learns to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be a successful citizen of the 21st Century.

School progress towards its goals each year

Professional Renewal
2013, saw the introduction of a new system of professional renewal for teachers which consisted of each teacher being provided with the equivalent of 30 minutes per cycle to visit their peers to view best practice. Alongside this the position of Director of Teaching Practice was implemented to oversee and manage the processes that would lead to enhanced classroom performance.

Positive Education
Throughout the course of 2013, development continued both within the academic and social-emotional programmes at John Paul College. Based upon the work of Martin Seligman, staff undertook training and had access to a variety of sessions that further enhanced their understanding of the features of positive education. The SOARING tree, with its focus on Strong Outcomes, Activity, Relationships, Interests, Noticing and Giving has become a central part of our educational philosophy and is evident in all classrooms.

Parent Forums
During the latter part of the year, the parent community was asked to complete a satisfaction survey to provide feedback about aspects of the College life. Summaries of this gathered data were then used to inform future operational decisions and provide for Parent Forums intended to assist in shaping future strategic planning.

Boarding Facility
The redevelopment of the recently purchased village accommodation commenced with a view to creating a Boarding Village to open in 2015. Planning for the enrolment and staffing strategies began along with work to prepare the facilities as an alternative accommodation for families currently unable to access our College.

International Links
The College continues to forge ties with overseas educational communities, including Argentina and China. A visit by the Shanghai Symphonic Youth Orchestra, and a high level basketball team from China are initial steps to link the countries. Along with the development, further sister school agreements in China, our presence, connection and reputation in that country, and with the local Chinese community, has been a focus.
Post School Destinations

John Paul College summary of findings in relation to main destinations of students (includes overseas students) based on 214 respondents contacted by the Careers Adviser:

<table>
<thead>
<tr>
<th>Yr 12 Destinations</th>
<th>2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td>154</td>
</tr>
<tr>
<td>University of Queensland</td>
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</tr>
<tr>
<td>Queensland Uni of Tech</td>
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<td>13.78%</td>
</tr>
<tr>
<td>Griffith University</td>
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<td>23.11%</td>
</tr>
<tr>
<td>Other universities in QLD</td>
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<td>3.11%</td>
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<tr>
<td>Interstate University</td>
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</tr>
<tr>
<td>Overseas University</td>
<td>6</td>
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</tr>
<tr>
<td>Overseas (return home)</td>
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</tr>
<tr>
<td>TAFE-Through QTAC</td>
<td>7</td>
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</tr>
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<td>TAFE direct</td>
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<tr>
<td>Apprenticeship (&amp; TAFE)</td>
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<tr>
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</tr>
</tbody>
</table>

**Presentation of Information**

Further information can be obtained through our corporate website [http://www.jpc.qld.edu.au](http://www.jpc.qld.edu.au/) or by contacting our registrar at registrar@jpc.qld.edu.au. Parents can obtain information through the parent portal at [https://www.jpconnect.net/](https://www.jpconnect.net/).