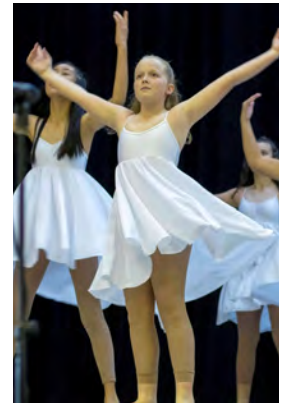


John Paul College

Unity | Christ | Learning

Primary School Handbook



2019

From the Principal



Dear members of the John Paul College Family

As Principal of our fine College, I warmly welcome you to 2019 at John Paul College. I look to our ongoing families to provide support to our many incoming families as we enjoy and work through the year together, in support of our students.

We know that parent and broader family involvement in the life of each individual student, makes a difference to the manner in which he or she integrates into school life and also has an impact on their academic outcomes. Parents who are interested and engaged in their child's schooling, assist in supporting that young person to get the best out of their schooling journey. As a College, we want to partner with you to ensure that your child or children, take full advantage of the extensive opportunities offered by the

College and that they embrace the academic life of our school, with energy, focus and commitment.

We are a College that is serious about academic outcomes for each child. We are serious about ensuring that every student has a viable academic pathway that leads to post school study or the workplace. We are also serious about their embracing the full and rich life of the College. Co-curricular activities are extensive at John Paul College and offer every student an opportunity to find his or her place.

What we are most serious about though, is assisting each young person in our care to be the best they can be. We want each boy and girl; each young adult, to leave our College equipped with life skills which include a care for each other and our world and with a genuine desire to make a difference. We want them to be authentic young people who demonstrate responsibility and respect for others.

I look forward to sharing the year with you as we progress our mission as a holistic, connected, dynamic and innovative learning community.

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

Karen Spiller OAM CF
Principal

From the Head of Primary School

Dear Parents,

Our Primary School develop students that thrive on challenge while achieving high academic outcomes.

While we focus about mastering the curriculum, we also keep alive a child's innate sense of wonder, showing children that learning is an adventure worth pursuing.

As an authorised International Baccalaureate (IB) School, our academic program engages students in learning that is relevant, relational, significant and challenging. We equip students with a unique global outlook that promotes subject depth and breadth. Students participate in blocks of learning dedicated explicitly to the teaching of literacy and numeracy, as they construct meaning and apply concepts.

Our learners apply what they learn and transfer this into new situations through the study of a range of subjects with specialist teachers for information literacy, music, art, physical education and Spanish.

Students are encouraged to reflect on their learning as critical thinkers who develop the ability to take action. They become active, caring and thinking participants who show empathy to others. Our goal is for students to remain curious and intrinsically motivated in their pursuit of lifelong learning.

We welcome your engagement and participation as we learn alongside each other. Our staff are passionate about learning and we expect that you want to know that we are doing our roles to educate your child as an individual and a whole person.

We are looking forward to a great year.



Andy Gordon

Head of Primary School

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Term Dates 2019

Term 1

Tuesday	29 Jan	Term 1 Commences
Friday	5 April	Term 1 Concludes

Term 2

Tuesday	23 Apr	Student Free Day
Wednesday	24 Apr	Term 2 Commences
Thursday	25 Apr	ANZAC Day
Monday	06 May	Labour Day
Friday	21 Jun	Term 2 Concludes

Term 3

Monday	15 Jul	Student Free Day
Tuesday	16 Jul	Term 3 Commences
Monday	12 Aug	EKKA Show Day (Logan)
Friday	20 Sep	Term 3 Concludes

Term 4

Monday	07 Oct	Queen's Birthday
Tuesday	08 Oct	Term 4 Commences
Monday	21 Oct	Student Free Day
Friday	29 Nov	Term 4 Concludes

Contact Details

**John Paul Drive
Daisy Hill
Queensland 4127**

Main Administration	Ph: 3826 3333	Fax: 3808 1028
Primary School (K-6)	Ph: 3826 3300	
Absentee Line (All Years)	Ph: 3826 3566	
Outside School Hours Care	Ph: 3826 3361	
Wet Weather Sports Line	Ph: 3826 3370	

Retail Centre

Schoolwear	Ph: 3826 3397	Fax: 3826 3318	clothes@jpc.qld.edu.au
Resales	Ph: 3826 3449		

Andy Gordon	Head of Primary School	agordon@jpc.qld.edu.au
Leanne Zammit	Head of Early Education (ELC and Kindy)	lzammit@jpc.qld.edu.au
Lindsay McQuattie	Dean of Pedagogy	lmquattie@jpc.qld.edu.au
Megan Shipman	Dean of Academic Welfare	mshipman@jpc.qld.edu.au
Vanessa Blaik	Dean of Studies	vblaik@jpc.qld.edu.au

Support Services

Jodie Barnard	School Counsellor	jbarnard@jpc.qld.edu.au
Steve Ward	Chaplain	steward@jpc.qld.edu.au

STATEMENT OF COMMITMENT TO THE PROTECTION OF CHILDREN AND YOUNG PEOPLE

John Paul College supports the rights of children and is committed to ensure the safety, welfare and wellbeing of students. John Paul College is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

In support of this commitment, John Paul College is dedicated to our Child and Youth Risk Management strategy which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in our care.

1.0 Mission and Values

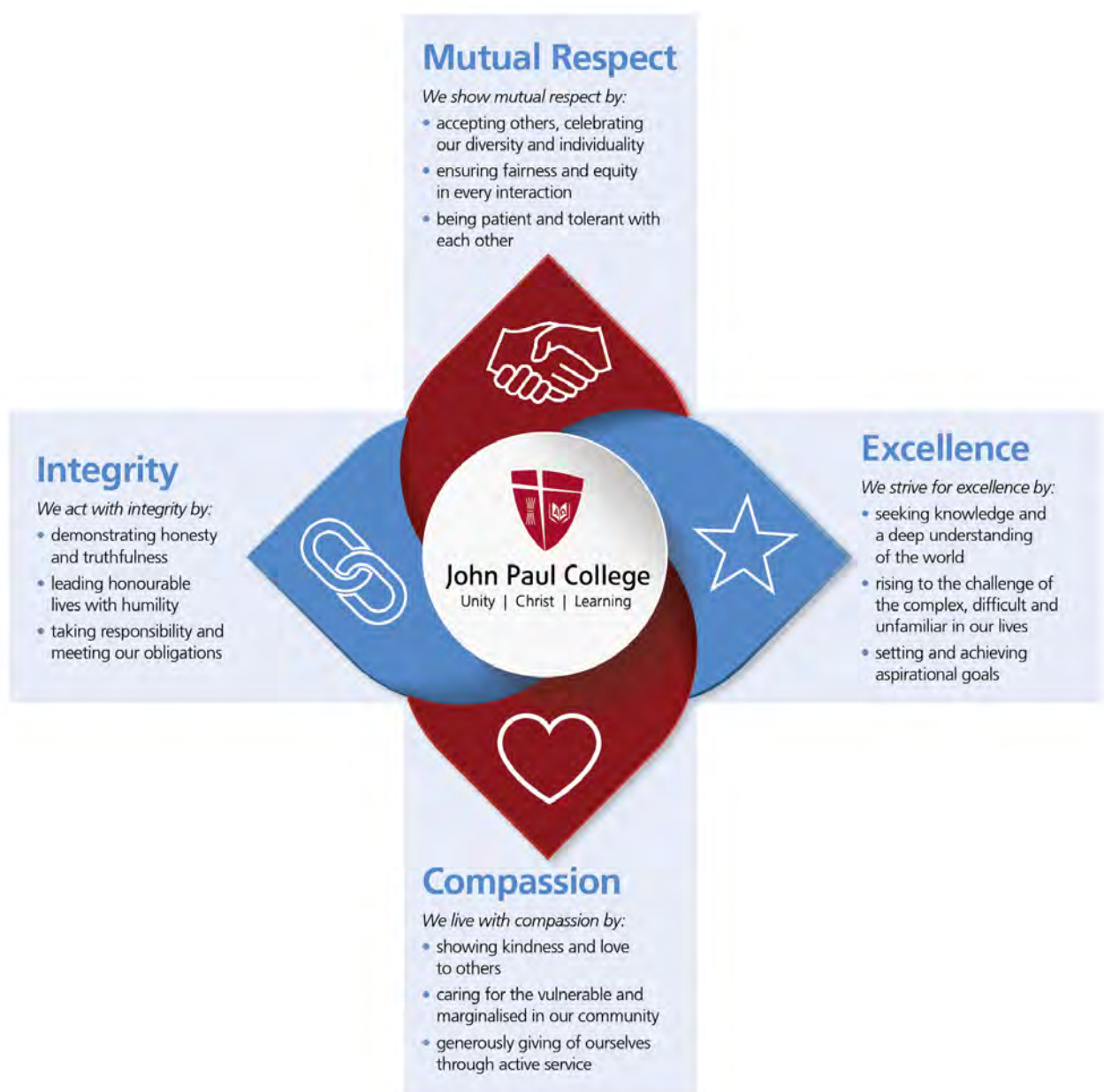
1.1 Our Purpose

To educate, to inspire, to make a difference.

1.2 What We Do

John Paul College delivers a contemporary co-education grounded in traditional values. We create opportunities and pathways for all students to excel, develop character and become world ready within our culturally diverse and inclusive community.

1.3 Our Values



1.3 International Baccalaureate

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The aim of all IB programmes is to develop internationally minded people who, in recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

1.4 Christian Ecumenism

John Paul College is a Christian Ecumenical College. This means, firstly, that Christ and the Christian message is at the centre of the teachings, values and principles we espouse and, secondly, that we promote Christian Unity – that is, a united witness to the Good News of Jesus that includes, but also transcends, the parameters of individual Christian denominations.

It has always been thus; and its continued adherence to this religious and philosophical stance is enshrined in the College's statement of "What We Believe".

In order to promote Christian Unity, we encourage an attitude of respect, understanding, tolerance and love in the interactions between members of the Christian faith. Such attitudes are regularly expressed in the Christian Ecumenical worship Services which students attend, either in their respective schools on a rotational basis, or as a whole College once a term. These events are important ways for us, as a Christian Ecumenical college, to proclaim proudly and unashamedly our commitment to the Christian religion.

Notwithstanding this, the reality is that our College has grown from one which catered only for the education of children from Christian families to one which today has a significant number of students who belong to religious Traditions other than the Christian one.

As a College, we have been comfortable to allow this to happen for two reasons:

our Christian Ecumenical philosophical approach to fellow Christians (of respect, understanding, tolerance and love) is easily and appropriately applied to our brothers and sisters from other religious backgrounds, and our understanding (as expressed in the enrolment interview and acknowledged by parents when they sign the Enrolment Form) is that parents are well aware that they are entrusting the education of their children to a school whose corporate belief is committed to the proclamation and preaching of Jesus Christ.

With these two points in mind, an explicit agreement is made which states, on the one hand, that students from Faiths other than Christian are warmly welcomed into the John Paul College Family while, on the other hand, these same students are expected to attend all formal Christian activities of the College (and thus show respect, understanding, tolerance and love for their Christian friends).

Clearly this attendance does not necessitate active involvement on the part of these students; but attendance at such Services provides students who are not Christian with an understanding of (and hopefully a respect for) the Christian beliefs of others.

This is precisely where the practice of Christian Ecumenism crosses over the merely Christian aim to unite all Christians, and provides a glimmer of hope that maybe at John Paul College we can encourage our students to live in a world where religious hatred and hostility are a thing of the past because the values they experienced at school taught them to respect, understand and love peoples of all religious beliefs. In this way, our campus would be a microcosm of a future world where true harmony and peace exist.

Principles of Christian Ecumenism

The first principle is that there should be unity with legitimate diversity.

At no stage has anyone pretended that the goal of the Christian Ecumenical movement is uniformity. Only if members of one church are willing to receive the special gifts granted to other churches as gifts to be shared by the whole Church, can true unity be achieved.

Failure to follow this principle is the same as not being willing to understand another's point of view.

Secondly, there should be a commitment to cooperation.

Failure to follow this principle is the same as being self-righteous and presuming that you have all the answers.

A third principle is that there should always be an openness to reform.

The churches must be vigilant to ensure that they are always being faithful to the Gospel message and to its proclamation.

Failure to follow this principle is the same as not being willing to seek or grant forgiveness.

Fourthly, there should always be a development of doctrine.

The Gospels must be presented in new and different ways in order to respond more adequately to new and different information which becomes available as the centuries unfold.

A collective closed mind, on the part of Church leaders, would be a consequence of the failure to follow this principle.

Finally, there should always be a hierarchy of truths.

It is vital that the fundamentals of the Gospel occupy centre stage. Other teachings which arise out of other considerations and are possibly peculiar to a particular church must be seen as that, and thus be regarded as less important.

Failure to follow this principle would lead to being overly protective and jealous of one's own situation.

Prayer

In keeping with our commitment to Christian Ecumenism:

- Prayer is said in each class at the beginning and end of every day.
- All teachers are encouraged to use appropriate opportunities throughout the day to lead their students in prayer;
- Every significant staff meeting or parent gathering, or the like, will include prayer at either its beginning or end;
- All student assemblies begin with prayer.

1.5 College Crest, Symbol, Motto

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 the 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 Christian Ecumenism which promotes Unity among all Christian denominations. Christianity, therefore, would receive added strength from a united witness. As a consequence of this Christian Ecumenical practice, we are all challenged to foster peace, harmony and unity among all humankind. On the other side of the cross is an open book. This is a symbol of Learning which is the "raison d'être" of the College. This book has emblazoned on it the first and last letters of the Greek alphabet (the Alpha and the Omega) which remind us that Christ is the beginning and end of all learning.



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

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

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

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

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.



1.6 Houses

Students are allocated by the Admissions Manager 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.

2.0 Philosophy

2.1 Introduction

Welcome to John Paul College, one of Queensland's largest and most progressive independent co-educational schools, offering Kindergarten to Year Twelve for students, and an Early Learning Centre for parents with young children. John Paul College was the first school in Queensland to introduce the Primary Years Programme (PYP) of the International Baccalaureate (IB), which focuses on developing the whole child, combining intellectual rigour and high academic standards with creativity and innovation.

John Paul College is set amongst 40 hectares of pristine landscape in Daisy Hill, on the south-side of Brisbane. Our College showcases state-of-the-art future focused learning spaces. These innovative and flexible spaces complement current pedagogies and provide creative and energised learners and teachers. The inspired design of our learning spaces offers students and teachers the ability to learn in an environment that is collaborative, reflective and a place where inquiries are shared, and students are engaged. In a learning centred school, the classrooms have been designed to provide every student with the best possible learning outcomes.

The PYP has been chosen as the curriculum framework at John Paul College because of its focus on high quality, challenging, international education that seeks to provide all students with an enriching school experience. The Primary School has developed a curriculum that maximises the use of the PYP framework, aligned with the Australian curriculum and draws upon international research-based practice to provide further rigour and detail.

To ensure the diverse needs of our students are met, John Paul College provides a continuum of learning from Kindergarten to Year Twelve:

Primary School (Kindergarten to Year Six)

Secondary School (Years Seven to Twelve)

The College also operates an Early Learning Centre and the John Paul International College.

Our school community grows in a Christian 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 differences are embraced and celebrated. John Paul College will remain true to the values that the College was founded upon, and at the same time, will be open to transformational change in order to provide a well-rounded, world-leading, exceptional education.

2.2. Educational Philosophy

At John Paul College, we value a student-centred approach to learning with a focus on 'learning how to learn. Our goal is to consistently place inquiry, exploration, discovery, creativity and innovation at the centre of all learning at John Paul College. The Australian Curriculum is embraced in a way that intentionally enhances learning experiences. New content is introduced to students through transdisciplinary units of inquiry which provide authentic contexts to develop conceptual understandings and to construct meaning about the world around them.

The concept of learning has shifted increasingly due to the scale of change in the world. The traditional model of education, born in the industrial age with a one-size-fits-all approach, no longer meets the needs of our knowledge economy. Along with increasing globalisation and advances in technology, John Paul College advocates for a contemporary and innovative educational approach which extends beyond the accumulation of knowledge to developing the skills required to be innovators, change agents, entrepreneurs and design thinkers.

While inquiry is the leading pedagogy, we acknowledge that other approaches to teaching and learning need to be implemented. The inclusion of explicit teaching through a gradual release of responsibility model is required to ensure students are provided with structured instruction. Students' engagement in their learning is optimised when the purpose of learning is intentionally shared. This is expressed through learning intentions which describe what the learner should know, understand and be able to do. Learning intentions are used as the basis for tracking student progress, providing feedback and assessing achievement. The creation of success criteria helps to determine whether, and how well, learners have met the learning intentions.

The Primary School is driven by the belief that every child is capable of successful learning. Building and maintaining positive relationships between staff, students and parents is of high priority. There is a strong culture of mutual respect, trust and support among teachers, school leaders, students and parents. It is through these relationships that our students thrive in a learning community which fosters a sense of belonging and inclusivity.

2.2.1 Home / School Relationships

At John Paul College we recognise the necessity of close partnerships between the home and school to ensure the best possible outcomes for students. We actively seek ways to enhance student learning and wellbeing by partnering with parents and families, who recognise they play an integral role in their children's education.

We strongly encourage parents to become involved in their children's academic, social and personal development and we welcome your support in the classroom.

We believe that communication is the key to developing trusting relationships with parents and families. At the heart of these relationships, is a shared understanding of the College's values and we seek parent support in maintaining the standards of behaviour and performance expected. These expectations are outlined in the [Guidelines of Mutual Respect](#) which requires a consistent approach from all stakeholders.

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 are expected to 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.

Personal Appearance

Students are expected to reflect the conservative, professional nature of the College. High standards of dress and personal appearance 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 [4.7](#)

Co-curricular Activities

Holistic education means that the College offers a wide range of spiritual, cultural and sporting co-curricular activities in addition to our academic program. Students, from Year 4, are expected to participate in at least one co-curricular activity in each school year. In the event of any clash between this commitment and involvement in a community cultural or sporting group, the College team/group must take priority. Should club sport be offered by the School, the expectation is that the student will play for the School in that competition, unless otherwise approved by the Principal. 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. Responsible use of that technology is outlined in [Section 5](#).

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.

2.2.2 Academic Welfare

John Paul College is a Christian Ecumenical School that fuses its learning environment to the IB Primary Years Programme. 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, 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. There are tricky people in all walks of life and we need to practice the skills of working with tricky personalities.

Our environment acknowledges that we need to hold in tension both care and order and challenge and support. The PYP Learner Profile, with the attributes, attitudes and Transdisciplinary skills forms the metalanguage of all that we do, influencing Behaviour Management strategies and tools in each classroom and year level.

It is important to note that **All Behaviour Meets Needs!** Regardless of age, maturity or social standing. We behave in ways that we believe will meet our needs. As adults, with all our life experience, we make mistakes and/or try to manipulate people or situations – children are no different and have much less life experience. Our job is to identify the behaviour that is **unhelpful** in meeting the need and replace it with a strategy that is **helpful** to the child, the teacher and the class.

Most unhelpful behaviour can fall into one of the following categories. A Health Issue. A Safety Issue. A Social Issue. Unhelpful behaviour can be any behaviour that is stopping the teacher from teaching, the other students from learning or preventing the individual child to learn.

We should make right and helpful choices because it is the right thing to do – not because we will or won't get rewarded or punished.

As teachers in the College we are committed to the following:

1) **Care**

We strive to show care and support equally to every student and parent and treat others with mutual respect. .

This commitment is the basis of our Behaviour Management policies and also underpins our Pastoral Care priorities. In providing a contemporary education based on traditional values of Excellence, Mutual Respect, Integrity and Compassion, students are encouraged to strive for excellence in every endeavour. Students have the opportunity to reach their individual potential in a supportive and collaborative learning environment. Students are more able to achieve success when they are supported and feel that they belong to a happy and safe learning community.

We provide a structured and sequenced K-12 Academic Welfare Program which includes our SOARING Model for Positive Education and incorporates the PYP Approaches to Learning. We aim to develop skills, positive attitudes and behaviours in order for our students to meet challenges, make healthy lifestyle choices and become responsible, respectful members of society.

2) **Celebration**

We provide many opportunities for students, parents and staff to experience the joy of life, learning and relationships. We are thankful for the wonderful gifts God has given us and we frequently have special times of celebration and acknowledgement – both formal and informal. These occasions are in class, on parades, in an assembly and through concerts and carnivals.

3) **Mutual Respect underpinned by Christian Values**

In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. Jesus Christ modelled these qualities in His life and death. The news of the 'Gospel of Jesus' is the means of motivation for inviting, encouraging and developing healthy relationships within the College community. The College day begins and ends with prayer.

4) **Partnership with Parents**

We consistently involve parents when student welfare or behaviour issues arise because students benefit most when there is a strong partnership between the school and their families. Behavioural change is most likely where parents and the school have shared expectations.

5) **Relationships with Staff and Students**

We provide many opportunities for formal and informal social engagement among staff and students. We want students to enjoy school, to develop friendships and to grow in both self-confidence and self-discipline. Positive relationships with peers and adults is a key to healthy social and emotional development. It is never appropriate to yell at a child or to use sarcasm. Teachers need to be able to communicate with both parents and peers their strategies for creating classroom culture and influencing student behaviour for learning. Our Essential Agreements or Class Charter are built around the language of helpful behaviours – helpful for learning and helpful for social and emotional growth.

6) **Support Services**

We involve specialised, qualified personnel in co-ordinating greater levels of support where challenges have been identified. At a whole College level, our Chaplain and Counsellor co-ordinate assessment and support when

needed. The Dean of Academic Welfare and Head of Primary will support classroom teachers, when necessary, where inappropriate behaviours are not showing signs of improvement.

7) Prevention is Better than Cure

Each teacher has the responsibility of communicating the classroom expectations and following through with maintaining those expectations. Classroom Essential Agreements, our Responsible use of ICT Policy, our Safe School Policy and our JPC 5 for conflict resolution are all designed to front-load students with consistent expectations.

8) High Standards of Behaviour

We present and uphold high expectations of behaviour for staff and students based on our College Values, the Guidelines for Mutual Respect and the PYP Learner Profile. Consistency, consistency and consistency will be everything.

9) A Productive Learning Environment

We are committed to creating secure, success-oriented, empowering learning environments that believe that students CAN, not that they CAN'T. We have a 'high achievement' centred school. We believe students can and we create learning environments where they can. We insist that students have the right to learn and teachers have the right to teach: both parties should treat each other with dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful – to be able to participate, to be heard and to work harmoniously with others.

10) Effective Consequences in our Behaviour Management Process

We apply clear and fair procedures to manage student behaviour, recognising that individuals are imperfect, even in a Christian community. Behaviour is managed in a loving and caring environment that promotes justice and reconciliation. A consistent philosophy of Behaviour Management underpins Kindy through to Year Twelve, but specific rules, guidelines and consequences are determined for students of different ages with regard to their different developmental needs. **Most behaviour can be summarised to 1 or some of 3 issues. Is it a Health Issue? A Safety Issue? A Social Issue?** Calling out in class? A social issue. Not washing hands? A health issue. Not putting rubbish in the bin? A health issue. Running on hard surfaces? A safety issue. Calling a child a name? A social issue.

11) Peaceful Conflict Resolution

We employ structured mediation processes to resolve conflict. Any member of the community, staff, parent or student may be invited to participate in a 'round-table' conference or mediation where there is or has been conflict with another member of the community. Transformative Justice principles or our Inquiry model should be used to enable issues to be aired calmly and fairly with a view to reconciliation and behaviour change.

12) Application of Consequences

We consistently reinforce and acknowledge (note: not necessarily reward – rewarding and acknowledging are two very different things) **positive and helpful behaviour and strive to ensure that consequences and teaching for unhelpful and inappropriate behaviour are fairly administered and communicated.** Consequences don't necessarily teach new or improved behaviour. We need to define if we want to apply a consequence or provide a learning opportunity where the helpful behaviour can be practised. Any physical interaction or yelling or raised voices between a teacher and a student, including the use of a sarcastic tone or demeaning delivery of words is unacceptable.

Procedures which may be used to assist students to manage their own behaviour:

- 1) **Time-in with the classroom teacher:** Time-out should only be used if the safety, health or social issue requires the child to not be involved in the activity because it is preventing the teacher to teach or the students to learn. The child can reflect on behaviour and catch up on missed work. Time-out can be in an adjoining class – with the Team Leader. Time-in is relational. All time-out should be followed by time-in. It allows the teacher to find out what the cause of the unhelpful behaviour is. Questions can be asked like, "What need are you trying to have met when you.....? Has this happened before? What are the feelings that you have when.....? Do these feelings usually go away? How can I help?" etc. Time-in is the very first level of pastoral care.
- 2) **Time spent with the Dean of Academic Welfare, Counsellor or Chaplain**
- 3) **Natural Consequences:** If a child has littered – pick up litter. If a child has hurt another child – they now need to do something to help that same child e.g. Carry schoolbag etc.
- 4) **Community Service:** May be required as a logical consequence for littering, showing disrespect to the property of environment of the community or classroom.

- 5) **Affirmation:** Certificates, special events.
- 6) **Opportunities for Reconciliation:** Students are given the opportunity to make amends/ask forgiveness/give forgiveness, through apologies and a conflict resolution process. Students need to be welcomed back into the community or classroom for a new start.
- 7) **Consultation with Parents:** Teachers work in partnership with parents and contact them where difficulties arise involving student behaviour. We don't talk to parents using emotional language like naughty or defiant - we state and describe the unhelpful behaviour and we talk about the strategies we are using and how the parents/home can support. Where difficulties have become significant, the Dean of Academic Welfare or Head of Primary will support the classroom teacher and a Behaviour Influence card may be used.
- 8) **The use of the word Detention:** We don't have lunch-time detentions at John Paul College Primary School. A teacher may require a student for a part of the break to investigate or follow through on behaviour. A consequence could be applied here but it would be referred to as time spent with the teacher to resolve a problem. We do have **Consequences** and **Internal Suspensions:** An internal suspension may be required for severe breaches of College policy and parents will usually be advised by the classroom teacher or Dean of Academic Welfare for first offences.
- 9) **Suspension:** The length of suspension is at the discretion of the Head of Primary, in consultation with the Dean of Academic Welfare's recommendation.
- 10) **Discussion regarding ongoing enrolment:** If a student's behaviour is seriously or wilfully contravening student expectations and is not responding to the above processes, the Head of Primary and Dean of Academic Welfare will discuss the child's future enrolment.

Reward charts, Class Dojo, Reward boxes, Behaviour Charts – what message does it send? What message do we want to send? Does it align with PYP Learner Profile? Children should make the right choices because it is the right thing to do – not because they get or don't get something extrinsic as a result.

Students will make mistakes – how do we know? Adults do!

2.2.3 SOARING

What is SOARING?

SOARING is John Paul College's Model of Positive Education.

In the past two decades, research has intensified about what contributes to a flourishing life such as feeling well and achieving well. It's called Positive Psychology. This was heavily supported and widely broadcast by Professor Martin Seligman and colleagues. The understandings generated from this research has been gradually filtered into an increasing number of schools and it is known as Positive Education.

SOARING is JPC's Model of Positive Education; we chose the image of a tree to show how we can all 'grow' our wellbeing, that it is an ongoing process, and that like with everything, cultivation and effort over time is important. SOARING is an acronym for six areas or elements of wellbeing. They appear in the top of the SOARING Tree.

Character strengths are those gifts we all possess, in varying amounts. Practicing these appropriately supports our wellbeing and that of all those around us. Much in the same way a trunk supports a tree's canopy. They appear in the trunk of the SOARING Tree.

The SOARING Model is embedded into our Academic Welfare Program and is consistent language across the entire College.

2.3 Bullying Prevention and Management

John Paul College is committed to providing a safe, supportive and engaging school environment based on our core values of acceptance, mutual respect, unity, responsibility, truthfulness and love. We celebrate diversity and recognise the unique character strengths of each person. 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. Therefore, we do not tolerate bullying or harassment in any form.

We strive to create a positive learning environment where each member of the JPC family has the opportunity to flourish.

Bullying Prevention and Management Policy

2.4 Child Protection

Under legislation, duty of care obligations, and the Faith basis of John Paul College, the College is committed to providing a safe environment to all students and to upholding their best interests and wellbeing.

This Policy and procedures set out the requirements to provide processes which address the protection of students. It applies to all complaints of sexual and physical abuse, to other types of harm and to inappropriate behaviour. It applies to all staff and students at the College.

Child Protection Policy

2.5 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 programs 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 programs
- 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.

2.6 Leadership and Service

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

The Leadership program at John Paul College aims to be:

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

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

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.

Christian Ecumenical Services are held regularly in the College. The services are organised by the College Chaplain. Parents are invited to worship with the students and the staff at these services.

2.7 College Community Code of Conduct

This College Community Code of Conduct sets clear standards of behaviour which are expected of members of the College Community in the College environment or when attending any College related function or activity at any other location.

The Code specifies the consequences for any member of the College Community who does not comply with these standards of behaviour.

College Community Code of Conduct

2.8 Complaints Policy

The Complaints Policy is aimed at providing a mechanism for resolving concerns / complaints in a prompt well-defined consistent manner in accordance with the principles of Natural Justice, confidentiality and sensitivity.

This document sets out the internal procedures, both informal and formal, that apply within the school for responding to concerns. These procedures are designed to ensure that throughout the College there is a transparent process for responding to complaints which is fair, consistent and prompt.

Complaints Policy

2.9 Complaints Policy (Students)

This document sets out the internal procedures, both informal and formal, that apply within the school for responding to concerns. These procedures are designed to ensure that throughout the College there is a transparent process for responding to complaints which is fair, consistent and prompt.

The purpose of this Policy is to provide students with the opportunity to access and activate procedures to facilitate the resolution of a dispute or complaint.

Complaints Policy (Students)

2.10 Respectful Acceptance of Multi-Faith and Cultural Practices

This Policy seeks to outline the expectations of all students with regard to participation in College life. This includes details about variations to uniforms and grooming, school attendance and levels of participation.

Respectful Acceptance of Multi-Faith and Cultural Practices Policy

2.11 Privacy

Information is collected for the primary purpose of providing an education for your student. The College endeavours to collect the information reasonably and non-intrusively. Full and frank disclosure is required.

The secondary purposes related to the Primary Purpose include:

- To keep parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- Day-to-day administration;
- Looking after students' social and medical wellbeing;
- Fee Payment;
- Assessing hardship requests;
- Seeking donations and marketing for the College;
- To satisfy the College's legal obligations and allow the College to discharge its duty of care.

Privacy Policy

2.12 Enrolment Policy

The purpose of this Policy is to outline the guidelines and processes for enrolment. The College demonstrates its commitment to meeting the educational needs of students, in a manner that complies with relevant anti-discrimination and accreditation legislation and takes into account student learning needs while balancing the interests of all parties affected. Students with exceptional needs or disabilities are covered by this Policy.

Enrolment Policy

3.0 Academic Overview

3.1 Programmes and structure

The learning programme in the Primary School has been designed to engage students in learning that is relevant, engaging, significant and challenging. As an authorised International Baccalaureate (IB) School our philosophy is based upon the teaching and learning principles of an inquiry- based approach which sets out to develop globally significant conceptual understandings.

Through the IB Primary Years Programme (PYP) we incorporate the Australian Curriculum and Early Years Learning Framework requirements. The PYP framework provides an excellent vehicle for the delivery of the Australian curriculum, whilst at the same time providing students with a unique global outlook as well as providing subject depth and breadth. The PYP curriculum framework documents the organisation of what is to be taught through the Australian Curriculum *Content Descriptors* and the quality of learning expected of students as described through the Australian Curriculum *Achievement Standards*.

An inquiry- based approach enables our students to develop conceptual understandings in a way that transcends across the traditional subjects and apply their knowledge across a transdisciplinary framework. What matters is not the recall of discrete pieces of factual knowledge but rather the development of our students' capability to take what they have learnt and transfer this learning to new situations. Furthermore, there is a strong emphasis on academic rigour where students are challenged to develop deep understandings about issues that are locally and globally significant.

Learning through inquiry complements the rigorous approach we adopt to the development of students' Literacy and Numeracy skills. This approach strengthens the purpose and application of the development of these foundational capabilities. While building foundation skills through inquiry our students participate in blocks or learning that are dedicated specifically to the explicit and scaffolded teaching of the knowledge and skills required for Literacy and Numeracy.

Our current programmes cater for individual differences, in line with the developmental philosophy of the school. Teaching and learning experiences are differentiated to meet a diverse range of learning needs and abilities. Ongoing assessment for learning is undertaken to determine next step learning goals and a variety of teaching strategies and approaches are utilised to cater for individual learning styles and interests.

Our teachers take personal and collective responsibility for improving student learning. We place a strong emphasis on building the capacity of all staff through ongoing professional learning. The teaching staff have high levels of pedagogical knowledge in order to cater for all learning needs within the classroom. Our Learning Enhancement teachers provide additional support to both teachers and students through input which is designed to enhance and strengthen the differentiated curriculum for all students.

John Paul College has an extensive range of specialist subjects which are timetabled into the weekly programme. These subjects include Health and Physical Education, Music, Visual Arts and Spanish. In Prep and Year One, students are introduced to the Spanish language through vocabulary, greetings and songs. The Noelene Munns Learning Centre is a state-of-the-art facility which includes a library and a range of digital and design technologies. Students visit NMLC with their teacher and engage in lessons with the Teacher Librarian.

The Primary Years Programme

The Primary Years Programme (PYP) is a transdisciplinary programme of international education designed to foster development of the whole child.

The Primary Years Programme:

- is for students between the ages of 3 and 12
- encompasses academic, social, physical, emotional, spiritual and cultural needs
- combines the best research and practice in education to create a relevant, engaging, significant and challenging educational framework for all students
- promotes the application of knowledge, development of conceptual understanding and the mastery of skills
- promotes inquiry
- strikes a balance between the traditional subject disciplines and the transdisciplinary Programme of Inquiry

- encourages students to become active, compassionate and lifelong learners who understand and embrace differences
- requires ongoing, authentic assessment and reflection

The Primary Years Programme Framework

The PYP is a curriculum framework which consists of five essential elements: knowledge, concepts, skills, attitudes and action. The knowledge component is developed through the transdisciplinary Programme of Inquiry and the individual subject disciplines.

The Programme of Inquiry consists of six individual units of inquiry at each year level under the following transdisciplinary themes:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How The World Works
- How We Organise Ourselves
- Sharing the Planet

The units of inquiry are developmentally appropriate for each phase of learning and build on the learning that has taken place in previous years. The specialist teachers work in collaboration with classroom teachers to develop units of inquiry as well as teaching their own individual disciplines.

The teaching and learning methodology is based on the constructive approach and inquiry-based learning. Teachers ascertain what the students already know about the topic under investigation and then guide the inquiry by building on prior knowledge. This enables the teacher to tailor the learning programme to meet individual needs.

Primary Years Programme Concepts

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. This is achieved through a concept-driven curriculum which is important in the design of a transdisciplinary curriculum.

The PYP concepts are:

- Form What is it like?
- Function How does it work?
- Causation Why is it like it is?
- Change How is it changing?
- Connection How is it connected to other things?
- Perspective What are the points of view?
- Responsibility What is our responsibility?
- Reflection How do we know?

Primary Years Programme Attitudes

In order to be an internationally minded person it is important that there is a focus on the development of personal attitudes towards people, the environment, learning and the wellbeing of individuals and groups. In PYP schools, students demonstrate:

- **Appreciation:** Appreciating the wonder and beauty of the world and its people
- **Commitment:** Being committed to their own learning, persevering and showing self-discipline and responsibility
- **Confidence:** Feeling confident in their ability as learners, having the courage to take risks, applying what they

have learned and making appropriate decisions and choices

- **Cooperation:** Cooperating, collaborating, and leading or following as the situation demands
- **Creativity:** Being creative and imaginative in their thinking and in their approach to problems
- **Curiosity:** Being curious about the nature of learning, about the world, its people and cultures
- **Empathy:** Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded about the perspectives of others
- **Enthusiasm:** Enjoying learning and willingly putting in the effort into the process
- **Independence:** Thinking and acting independently, making their own judgment based on reasoned argument, and being able to defend their judgements
- **Integrity:** Being honest and demonstrating a sense of fairness
- **Respect:** Respecting themselves, others and the world around them
- **Tolerance:** Being sensitive about differences and diversity in the world and being responsive to the needs of others

Approaches to Learning

ATLs are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

The IB approaches to learning skills are:

- Thinking Skills
- Research Skills
- Social Skills
- Communication Skills
- Self-management Skills

The IB approaches to teaching skills are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

Action

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by students as a result of their learning. John Paul College students are given the opportunity and the power to choose to act, to decide on their actions, and to reflect on these actions in order to make a difference.

3.2 Information and Communication Technologies

The ever-increasing impact of information and communication technologies (ICT) on teaching and learning is recognised at John Paul College. Technology is fully 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 design skills.

Our Early Learning, Kindergarten and Junior Primary students begin their technology journey through a range of technology tools and devices including interactive whiteboards, computers and iPads.

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

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 century 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.

The use of ICT at John Paul College allows for:

- the documentation of learning, making it available to all stakeholders
- feedback and reflection
- authentic learning experiences
- access to a broad range of sources of information
- access to a range of tools to store, organise and present their learning
- communication with a wide-ranging audience

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. ICT tools should be used critically, with integrity, and there is to be specific attention given to the validity and reliability of information gained through their use.

3.3 Diverse Learning

Diverse Learning and Extension Program

Students at John Paul College are part of an inclusive, rich and dynamic learning environment where the expectations are high and individual learning styles are identified and catered for. We have a strong belief that every student is an individual and while they may present at different stages in their learning and may progress at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities, time and the necessary support.

The successful identification and management of student diversity is achieved through collaboration with a variety of support staff across the Primary School including Diverse Learning Teachers. Reasonable adjustments are made for students with a disability or learning need to ensure that we offer a service that facilitates the holistic development of students enabling all students to experience success.

Our Diverse Learning Model caters for students across all year levels. Specialist staff are allocated to work across Kindergarten to Year Six, to provide support for the following students with diverse learning needs:

- Gifted and Talented students
- English as an Additional Language or Dialect (EAL/ D)
- Students with learning difficulties and verified disabilities
- Indigenous students
- Students identified through College data collection as requiring additional extension

Diverse Learning Teachers work as a member of a year level team, collaborating with class teachers and specialist staff, to enable all students to realise their potential. This occurs within a learning community that operates from an acceptance and appreciation of differences. This whole-school team approach assists in the provision of quality differentiated teaching practice that responds to meet the needs of all students.

3.4 Home Learning Philosophy & Expectations

John Paul College empowers all children and adults within the community to reach their highest individual potential, as well as encouraging internationally-minded learners. We strive towards developing students who exemplify the IB Learner Profile, have a passion for life-long learning and share a sense of responsibility toward themselves and their community. The Primary School home learning policy supports this mission by providing engagements that develop the PYP essential elements of learning, including understanding, knowledge, skills and a developing sense of responsibility towards taking action.

The purpose of home learning connections in the Primary School includes:

- practising, refining and reviewing skills that will support your child in reaching their highest potential
- encouraging students to problem-solve by applying learned knowledge in new contexts
- collecting data or research for in-class analysis and evaluation
- providing opportunities for families to interact
- encouraging a balanced lifestyle
- developing a sense of responsibility by encouraging students to take action

We believe that home learning tasks should help your child develop independence, responsibility, commitment and key skills that prepare them for future learning expectations. As well as this, we believe in the importance of leading a balanced life. This means time to play and relax. We acknowledge that our students work hard throughout their school day. Therefore, we strongly believe that when they reach their home, their time should not be used to work for long periods. We value unity and believe it is essential that we provide home learning tasks that do not cause conflict or stress to the family, but rather, unite them through reflections, questioning, the sharing of collaborative tasks or having fun together.

Expectations for home learning at each grade level

Activities will vary in nature and be differentiated according to the needs of the students, but many will be designed so that students are able to complete them independently.

Home learning tasks associated with the Unit of Inquiry will be set when relevant. Due to the flexible nature of the inquiries, this may not be every week, and at times, may be a task that extends beyond a week.

It is our expectation that every student should engage with reading every night. This will be personalised according to the developmental stage of each student, but the goal is to develop a love of reading, and in doing so, develop the attitudes and skills necessary to become a successful reader. The length of time is at the parent's discretion. Remembering our goal, it is important that this does not become a chore for you and your child.

The time allocated to complete the home learning tasks will vary from student to student and is dependent on their needs and their age.

Year level expectations

It is important to note that year level expectations vary according to the learning, focus and developmental stages of the students. Your child may receive tasks that are not subject based, such as relationship building, health or service learning activities. The subject specific tasks may also change according to the learning goals and your child's needs. While we have an expectation that students at any age engage with reading on daily basis, other tasks will be flexible. An essential goal of home learning will be to help students develop their approaches to learning. The approaches to learning include self-management, research, thinking, communication and social skills as defined by the PYP framework. Many home learning experiences will be assigned to help support the development of these skills. If you have any questions regarding the validity or purpose of your child's home-learning experiences, please do talk to your child's teacher.

As well as daily reading, here is a list of possible learning experiences you may see your child engaging with at home:

- Literacy experiences
- Mathematical experiences to support number sense and other key mathematical concepts such as data handling, geometry or problem solving
- Passion projects. These are student-driven projects that encourage the application of higher-order thinking skills, self-management behaviours, the development of research skills and aim to support student development in all areas.
- The gathering of information. This type of research may include accessing a multimedia resource, an article or even facilitating a survey with the intention of using the information for analysis, evaluation and synthesis in the classroom.
- Action. This will vary according to the student's age however, is an essential and valued element of our program.

- Collaborative tasks. There will be times throughout the year when the students are assigned a task that involves other people for the purpose of building unity, connection and community. We encourage you to support your child through these tasks, but acknowledge the time constraints that some families may face.

Holiday expectations

It is not an expectation that teachers will assign home learning tasks over the holidays. Your child may be encouraged to continue reading or make connections to real-life mathematical experiences such as cooking, shopping or even working with currencies if traveling abroad.

Building the link between home and school

If a parent or guardian believes that the home learning does not meet the needs of their child, please **make contact with your child's class teacher**. We strongly encourage a dialogue so that we are able to work together as a team to support your child's holistic development.

3.5 Assessment & Reporting

This Policy outlines the principles and processes relating to assessment and reporting. The aim is to formulate guidelines for policy on tracking, assessment and reporting which achieve the best balance between reliability, continuity, validity and benefit to learners, teachers and parents.

Primary School Assessment Policy – pending review

3.6 Scholarships

This Policy outlines the purpose of and procedures for application for scholarships within a number of areas in the College. It applies to students from within and external to the College. Scholarships are offered to students for their secondary years, and the policy also outlines the process of review.

Concessions Policy

3.7 ICAS Participation

ICAS is a series of international academic competitions, presented as multiple-choice examinations, that provide students with the opportunity to test their performance against participants across Australia.

The six ICAS competitions occur throughout Terms Two and Three and each address a different set of discipline-based academic skills: Digital Technologies, Science, Spelling, Writing, English and Mathematics.

The 15 highest-performing students in their cohort from Years Three to Six participate in each ICAS competition as a representative of our school. Students are eligible if they meet the following criteria:

Students selected for participation in an individual ICAS competition should:

- Have demonstrated a high level of skill development in the subject area assessed in that competition
- Be able to miss up to an hour of class time *per competition* to complete the assessment without a significant, adverse effect on their learning

Data considered, at minimum, for student selection is:

- Identified gifted students
- Past ICAS performance and participation (provided by Gifted Ed. Facilitator)
- Formative and Summative assessments of academic skill development
- Teacher knowledge of student skill development
- Student interest in the subject area
- PAT-R Results (for ICAS English)
- PAT-M Results (for ICAS Mathematics)

4.0 Routines

4.1 School Hours

Classrooms open their doors at 8:15am.

Classes take place in the Primary School at the following times:

Prep to Year Two: 8:30am to 3:00pm

Years Three to Year Six: 8:30am – 3:15pm

4.2 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 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.

4.3 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 to Year Six: Academic and Co-curricular Excursions

The cost of most excursions / camps is 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.

4.4 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
- Behaviour of students on excursion is of the same expectation as that on campus. Please refer any behaviour issues to the class teacher
- Throughout the excursion, please support the school's expectation regarding uniform standards.
- Only take photos on personal devices with the teacher / organisers permission and do not post photos of other people's children on social media

4.5 Volunteers

This policy aims to provide clear guidelines for staff and volunteers regarding the involvement of volunteers in activities under the auspices of John Paul College and to ensure the College and volunteer comply with current legislative requirements in relations to working with children.

Volunteer Management Policy

4.6 Health

4.6.1 Illness or accidents at school

Children who are injured or become ill during the day will be removed from the class and sent home. If necessary, the College will contact the parent / guardian to collect the child.

4.6.2 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

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

Parvovirus (erythema infectiosum or Fifth Disease)	Exclusion not necessary
Ringworm, Scabies, Pediculosis, Trachoma	Exclude until day after proper treatment has started
Rubella (German measles)	Exclude until fully recovered or for at least four days after the rash started
Streptococcal infection (including scarlet fever)	Exclude until child has received antibiotic treatment for at least 24 hours and feels well
Typhoid Fever (including paratyphoid fever)	Exclude until a medical certificate of recovery is received
Whooping Cough (pertussis)	Exclude for 21 days from onset or until child has taken five days of a 10-day course of antibiotics.

4.6.3 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 program through the Logan City Council:

Hepatitis B – Year Eight

HPV (Cervical Cancer) – Year Eight

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

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.

Parents are asked to update their children's records when changes occur.

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

Age	Vaccine
Birth	Hepatitis B (hepB)
2 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) <i>Haemophilus influenzae</i> type b (Hib) Polio (inactivated poliomyelitis IPV) Pneumococcal conjugate (7vPCV) Rotavirus
4 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) <i>Haemophilus influenzae</i> type b (Hib) Polio (inactivated poliomyelitis IPV) Pneumococcal conjugate (7vPCV) Rotavirus
6 months	Hepatitis B (hepB) Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) <i>Haemophilus influenzae</i> type b (Hib) Polio (inactivated poliomyelitis) (IPV) Pneumococcal conjugate (7vPCV) Rotavirus
12 months	Hepatitis B (hepB) <i>Haemophilus influenzae</i> type b (Hib) Measles, mumps and German measles (rubella) (MMR) Meningococcal C (MenCCV)
18 months	Chickenpox (varicella) (VZV)
18-24 months	Pneumococcal polysaccharide (23vPPV) (Aboriginal and Torres Strait Islander children in high risk areas)
4 years	Diphtheria, tetanus and whooping cough (acellular pertussis) (DTPa) Measles, mumps and German measles (rubella) (MMR) Polio (inactivated poliomyelitis) (IPV)

10-13 years	Hepatitis B Chickenpox (varicella) (VZV)
12-18 years (School based program)	Human Papillomavirus (HPV)
15-17 years	Diphtheria, tetanus and whooping cough (acellular pertussis) (dTPa)

Parents are asked to update their children's records annually.

4.6.4 Medication

All medications are to be kept with an adult. The first carer is the classroom teacher and OSHC staff member, following that, Student Reception. Students are not permitted to carry any medication (prescription or over the counter) on their person or in their bag. The exception to this is asthma medication for students in Years Three to Twelve.

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 given to Student Reception at the Primary Office or OSHC. Student Reception or OSHC staff will organize for the medication to be given to the classroom teacher after 8.00am. OSHC will collect the medication after 3.00pm if the child is being collected from there.

4.6.5 Asthma

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 Prep to Year Two must be given to the School Nurse, along with a signed permission slip and directions for administration. Students in Years Three – Six 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 Two must be kept with the School Nurse, along with a signed permission slip and directions for administration.

4.6.6 Anaphylaxis

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.

Risk Minimisation Measures

We follow the recommendations of ASCIA Anaphylaxis Prevention Guidelines, as follows:

Food bans at schools are not recommended by allergy consumer organisations because there is the risk of complacency about avoidance strategies if a food is banned.

While they do not recommend blanket food bans, they do encourage staff and parents to consider children with severe allergies in our school planning (e.g. staff not having nuts in the classroom, consideration of sites for excursion, consideration of foods for special food / cultural days).

This involves removal of items with nut/s as an ingredient, but does not apply to those foods labelled 'may contain traces of nuts'.

Risk minimisation includes asking parents not to send nut spreads (e.g. peanut butter) on sandwiches.

On school camps, themed days or other special events where there are children with severe allergies, it should be requested that foods containing nuts are not taken or supplied, consistent with our Risk Minimisation Policy. School excursions to food processing factories or restaurants, for example, may require careful planning prior to minimise the risk of accidental exposure. (Reference: ASCIA Anaphylaxis Prevention Guidelines)

- Please **do not** send in any **nut products where nuts are the ingredient**.
- Please **do not** send in **whole egg products (egg sandwiches, boiled eggs)**

4.6.7 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, or within five meters of an entrance at any time.

4.6.8 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

4.6.9 Concussion Policy

This Policy provides guidelines regarding protocols when dealing with a concussion for the health and safety of students. It outlines recognition, required action and recovery. It applies to students who may have incurred the concussion off site and emphasises the need for communication and consistency of follow up action.

Concussion Policy

4.7 Uniforms and Personal Appearance

The College policy about dress and personal appearance outlines the expectations for students in relation to school-related activities. It specifies the details applicable to a range of circumstances, given the significance of uniforms and personal appearance at all times when students represent John Paul College in the wider community. (Refer also to the policy about 'Responsible Behaviour'). When a student is spectating at a co-curricular activity, a student must wear full HPE uniform or full formal school uniform.

4.7.1 John Paul College Formal Uniform

The Formal 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.

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.

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. Hair needs to be cut with scissors or not shorter than a blended blade 3 to ensure that hair does not look shaved or so short, that a child's scalp can be seen. Shaved parting lines on boy's hair are not allowed.

All fringes should clear the eyebrows.

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. Chains, offering medical information, or of special religious significance, may be worn inside the blouse or shirt. 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 – Year Three: Boys and Girls

- Grey shorts for boys (Elasticated waist)
- Grey socks for boys

- Grey trousers for boys
- Burgundy culottes for girls
- Burgundy socks for girls
- Unisex Shirt
- Unisex burgundy school hat (Bucket hat is an option for the PE uniform)
- Unisex burgundy pullover
- Unisex formal jacket
- Unisex track suit
- *Black school shoes – in Prep, these shoes should be Velcro fastening

****Black leather shoes, plain, standard soles (no Mary Jane styles). Prep – Year 2: Velcro fastening; Years 3 – 12: Lace-up fastening***

Years 4 – 6: Girls

- Formal dress
- Burgundy tie
- Burgundy culottes
- Formal blouse
- Burgundy socks
- Burgundy straw hat
- Unisex burgundy pullover
- Unisex formal jacket
- * Black school shoes

Years 4 – 6: Boys

- Formal shirt
- Grey shorts (Zip front with belt loops)
- Grey trousers
- Grey short socks
- Grey felt hat
- Unisex burgundy pullover
- Unisex burgundy jacket
- *Black school shoes

Bags

P – 12 Medium, large and X-Large school back pack

P – 12 Trolley bag

4 – 12 Sports bag

Accessories

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

All Uniform items, burgundy reading folder 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 may wear long trousers.
- Scarves and gloves may be worn on particularly cold days (burgundy or black) to and from school.

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. Shoes should not be bulky, embellished or have chunky bases. During Year Two, students can transition from Velcro fastening to lace-up, as they are replaced. Black leather, lace-up shoes are compulsory from Year Three.

4.7.2 John Paul College HPE Uniform

The sports uniform and appropriate footwear is to be worn for all Physical Education lessons which are a vital part of the curriculum, and also to all sporting fixtures, practices and games periods

- 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 One to Six 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.

Students being driven home by parents from the school car park after sports practice may wear sports uniform home.

Prep – Year Two: Boys and Girls PE Uniform

- JPC sports polo shirt
- JPC burgundy sports shorts
- JPC white 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 Three – Six: PE Uniform

- JPC sports polo shirt
- House polo shirt
- Burgundy JPC shorts
- White JPC sport 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)
- JPC swim shirt
- Sports cap / visor or bucket hat
- JPC Tracksuit

4.7.3 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.

Please note: The Retail Centre will be open during holiday times as specified on www.jpconnect.net

4.8 Student Property

Please mark all personal possessions clearly. If this is done, there will be no difficulty in returning articles which have been misplaced. Where a student's item has been found and is labelled, parents will receive a system generated notification advising it has been located and that it is available for collection. An article which cannot be identified as belonging to an owner, will be placed in the Lost Property box behind the Primary School Office for one week, then sent to the Retail Centre. Please make sure that if your child is looking for lost property that he/she visits the Lost Property Box and / or Retail Centre.

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.

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.

4.9 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 can view and update details at any time using the Family Management tab in JPCconnect.

4.10 Healthy Eating and Tuckshop

FOOD Policy and Measures to minimise exposure to confirmed allergens

Please let the classroom teacher know if your child has any food allergies or dietary needs

- Packaging and lunch bags should be easy to open.
- Please do not send glass, tinned food or popper straw wrappers (Remove straw from wrapper before sending).
- Ice bricks are encouraged in summer to keep food items fresh.
- Lunches cannot be stored in the fridge or heated in the microwave due to supervision and health and safety requirements.
- Children requiring fruit in smaller parts need to bring their fruit cut up and placed in a small container. We are unable to leave eating supervision to cut up or prepare fruit.
- Please pack a spoon where necessary (eg. for yoghurts/ custards).
- Water bottles filled with water are essential.

Tuckshop

John Paul College operates a cashless tuckshop. The state-of-the-art tuckshop uses touchscreen and swipe card technology. The College has introduced a new debit card for Years Four to Six students, with all staff and students (Prep to Year Twelve) 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 Four to Six 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 JPCconnect.

The tuckshop is operated by Metropolitan Canteens for the College. For students in Years Four to Six, 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 to Year Three, 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.

4.12 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-librarian and helpful support staff. We offer a wide range of book and audio visual resources for students to choose, lunch time activities, as well as online resources and e-books through the secure Learning Centre workspace.

To care for books and resources on loan, John Paul College Library Bags are available for purchase at the Retail Centre.

Choosing Resources

Students choose from a balanced selection of resources to enhance their love of reading and learning.

Prep to Year Three students choose up to 3 resources each week for a period of one week. Students in Years Four to Six may choose up to six resources for two weeks. Reminder slips will be issued to students if resources are not returned by the due date. **Students may not choose additional resources until their overdue items are returned.**

Opening Hours

The NMLC is open from 7:00am to 6:00pm, Monday – Friday during term time. Students from Prep to Year Three, must be accompanied by a parent before or after school. Extra resources may be chosen at these times, at the discretion of parents. Students in Prep to Year Three without a parent will be booked into OSHC and charged accordingly. Students not collected by 6:00pm will be directed to the Security wait zone area at Markwell car park.

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.

4.13 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 One, with the exception of school and public holidays.

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

4.14 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:

Morning 7.45am – 8.30am

Afternoon 2.55pm – 3.40pm

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 Principal 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 Two 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.

Years Three to Six 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 Three will arrive at school by bus, the services outlined below are included for your information, as arrangements may be made for students of Years One, Two and Three 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 Four to Six 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 Admissions 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

Non-Government Schools' Bus Assistance application forms are available from the Independent Schools Queensland website; www.isq.qld.edu.au

Children under the age of eight 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 eight years are requested to be supervised and/or assisted by an older when travelling on school services operated by Mt Gravatt Bus Service.

All school bus timetables are available online via www.mtgcoach.com.au. Please contact Mt Gravatt Bus Service on 3841 3722 for any additional information.

Timetables for all Mt Gravatt Coach services are available via www.mtgcoach.com.au.

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

Translink 13 1230 or www.translink.com.au

4.15 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 Program* (OSHCP). Early Learning Care is provided in the Kindy building.

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

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

The Program 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 8.00am 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 (2.55pm). 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.

4.16 Access to Campus

There are many opportunities for you to participate in your child's education apart from regular classroom assistance. During the year, you will be advised when these occur so that you will be able to participate in the full academic and social list of the school community. When on the College campus, it is expected that you follow instructions that may be given to you by authorised College personnel, in particular relating to parking, traffic flow, emergency and safety procedures (Lockdowns and evacuations).

Boom-gates are used to control traffic movement within the campus and only parents with approved access may bring vehicles through these entry points.

Upon entering classrooms, understand that the teacher or staff member who has invited parents to participate is the authorised College representative, and the College expectations regarding their conduct are conveyed at the staff member's discretion.

4.17 Dogs on Campus

Dogs are not permitted on the John Paul College campus, which includes the Cec Munns Sporting Centre. Notwithstanding police dogs, security dogs and service dogs as per the "Guide, Hearing and Assistance Dogs Act 2009". This regulation has been established in order to provide for the health and safety of John Paul College students, staff and visitors, for the protection and efficient use and enjoyment of the College's property and for the responsible management and operation of the College. Requests for special permission for a dog to enter the property must be approved by the Principal.

4.18 Responsible Behaviour Policy

This document outlines some of the expectations and procedures within a positive learning environment and in accordance with our ethos. The rights and responsibilities are identified, along with expectations regarding specific matters (eg grooming, uniforms and behaviour). Management of and responses to bullying are also included. Inappropriate behaviours with examples form part of the policy statement.

Responsible Behaviour at John Paul College

4.19 Substance Misuse Policy

This Policy outlines the procedures relating to dealing with substance misuse by students. Specific instances are described and the management of each considered. The roles, rights and responsibilities of staff are also detailed, including support services.

Substance Misuse

4.20 Communication

It is important to stay up to date with communication from the College about your child and the College events and activities.

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, *ENGAGE* 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

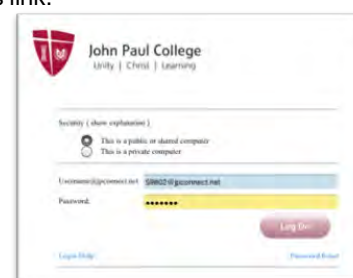
Step 1: The College will send an email to each parent which includes a username and password to give access to *JPConnect*

Step 2: Visit the *JPConnect* website <https://www.jpconnect.net> 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: c905t8



Step 4: *JPConnect* is displayed with access to *ENGAGE* and *Community Portal*. A convenient blue navigation bar ensures quick access to the vital elements of *JPConnect*.



ENGAGE Parents focusing on you and your family

ENGAGE Parents 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 “*Direct Messaging*” service for receiving notifications. The *Family Management* tab includes all information relating to finance and online forms and the *Courses* tab provides overviews of subjects offered while the *Reporting* tab delivers each semester’s academic report.

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 week. 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.

Yearbook and publications

The Yearbook is distributed to the youngest in the family and provides a record of activities for the year.

Other publications are released from time to time, including the Eagle Magazine and SOAR.

5.0 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.

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.

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.

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.

5.1 Student Responsible Use Agreement

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 practise the principles and values of the College

- b. respect and protect the privacy of others
- c. respect and protect the integrity, availability, and security of all electronic resources
- d. respect and protect the intellectual property of others and
- e. respect and protect College equipment.

I understand:

- all College provided wireless devices used by students 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.

John Paul College Student Responsible Use Policy Agreement (Primary)

5.2 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

5.3 Cyber Safety

In the case that the student receives or accidentally accesses inappropriate material, the student MUST immediately minimise the screen and inform the teacher. This includes any material which is offensive, abusive, racist, pornographic, sexist or excessively violent. If the student receives, knows of or suspects another student of receiving any harassing or threatening messages, or any other content that makes them feel uncomfortable, the student must immediately inform a teacher. The student must NEVER give out their password to another student or any person outside the College. If the student suspects or knows another student or a person outside the College has their password, they must inform a teacher and change their password immediately.

5.4 Use of Mobile Phones and Other Digital Devices

Primary Students' Personal Phone and Portable Digital Device Use

This Policy outlines details of the expectations around the student use of mobile phones, smart phones and other BYOT digital devices when on campus. It is part of a wider suite of policies around appropriate use of technology (refer to 'Student Responsible Use Guidelines').

Student Use of Mobile Phones and Other Digital Devices

5.5 Social Media

This Policy (along with the Responsible Use Policy) provides guidance regarding appropriate use of social media environments and the expectations of students. It includes expectations for appropriate posting, material posted by others, and use of social media during school hours. There exist expectations when identified as a College member on social media environments. Response to breaches is also included.

Student Social Media Policy

5.6 Printing Facilities

Printers connected to the College network are located in various buildings throughout the College. Printer facilities are available for staff and students and a network integrated FollowMe print solution provides users with the option to collect their print jobs from any available device on campus.

General features of printing access at John Paul College

Students are able to print via the wireless network to any student printer in the College from devices connected to the JPC network; notebook, desktop or other computing device.

Each student is allocated a printing quota equivalent to the charges for printing 500 black and white pages per term. Students who exceed their initial quota can purchase further credit from the Techsphere Service Centre.

In special circumstances, students may present their need to the relevant HOS, who, in consultation with teachers, may approve an increase in printing allocation for that individual student for special circumstances.

Current charges for student printing are 1 cent per black and white sheet and 10 cents per colour sheet, plus an additional charge if the student elects to make use of the stapling facilities on the printers.

Students can view their remaining balance using the printing management tool accessed through the Uniflow client on the College notebook.

Printer drivers are automatically added to College provided notebook computers and desktops. Students can access and add additional printer drivers as required, while on campus, from Network Programs - Printers

Students must use the secure FollowMe printing services for all printing.

5.7 Non-JPC Computing devices on Campus

John Paul College provides the technology tools required by the College for students to participate as required in all educational activities within the College learning programs; these tools include technologies provided in the classroom and the personally assigned notebook computer.

It is an expectation of the College that students will ensure they bring technology tools, including the College provided assigned notebook, to the College each day to have them available for supporting learning. The College provided notebook includes all applications and network access required for College educational purposes. This level of access to applications the College network resources is only available on College provided devices.

To provide Senior Primary and Secondary School students with flexibility, the College supports BYOT to be used on campus in line with the following guidelines and expectations:

- Personal technology devices should be assessed by Techsphere to ensure connectivity, compatibility and device security. Devices with wireless services will be configured to connect to the College's education filtered wireless network with support from Techsphere. (Appropriate network and Internet services can be accessed via the College network infrastructure. Wireless enabled devices can be connected to the College wireless network. It is expected that all BYOT will have virus protection)
- Devices with wireless services will be configured to connect to the College's education filtered wireless network with support from Techsphere
- All classwork and homework must be able to be opened, edited and saved in a format compatible with the College provided applications
- Access to John Paul College drives will not be accessible to BYOT devices

- All policies regarding appropriate use of technology apply to BYOT when used on the campus.
- Approval of BYOT of use while on the College network and campus is at the discretion of the College
- Use of BYOT during class is at the discretion of the teacher
- 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 any further use of the device by the nominated student may be banned.

Use of Non-JPC Data Services at John Paul College

Note: this includes mobile phones enabled with data services, USB and other data card devices, and other non-JPC data service enabled computing devices such as 3G/4G enabled devices.

All College provided devices will connect to the network and gain Internet access through the John Paul College network infrastructure. BYOT devices and personal data provisions must not be used as tethered hotspots for College provided devices.

Students found to be accessing the Internet via a 3/4G or College provided devices while on campus, or employing methods to bypass College filtering and monitoring, may be subject to disciplinary action.

The College reserves the right to confiscate any non-compliant devices and/or require the student to leave the device at home.

Consequences for non-Compliance (Device or Data Services)

John Paul College reserves the right to disconnect any non-compliant user or non-compliant device from accessing College provided services.

6.0 Co-Curricular Activities

6.1 Introduction

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

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

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

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.

To ensure a balanced education, students in Years Four to Six must participate in at least one co-curricular activity per year, or one whole-of-year activity. If a child in Prep to Year Three 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.

If for some reason a student is unable to attend a Saturday fixture or cultural performance students must seek permission from the relevant Head of Co-curricular.

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.

Co-curricular Uniforms

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

Sporting/Cultural Rehearsal Clashes

It is a priority at John Paul College to cater for the needs of all students. If students experience a clash with sporting and cultural activities, they should contact the relevant Head of Co-curricular.

Junior TAS Sporting Venues Directory

The Junior 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 Junior TAS competition.

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 Eight to Twelve | The Associated Schools Association - Co-educational | REGION Metropolitan East Region, South District.

Years Four to Seven | JTAS Primary | REGION Metropolitan East Region, Logan District.

6.2 Performing Arts

The School of Performing Arts offers students the opportunity to participate in an extensive cocurricular program covering marching bands, concert bands, orchestras, stage bands, chamber groups and choirs. For further information, please refer to the Performing Arts Handbook via JPCConnect.

6.2.1 Instrumental and Vocal Music Tuition

Instrumental Performance Program

Students from Prep to Year Twelve have the opportunity to be involved in the ensemble based performance program. 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 Program 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 Two and Vocal and Instrumental tuition from Year Five. Student participation in the Instrumental Program requires a full year commitment.

Beginner Ensemble Program Years Three to Six

In recent years, the John Paul College School of Performing Arts has developed and implemented the "Beginner Ensemble Program", which acts as an extension to traditional classroom music teaching practices. This inclusive and innovative program of teaching and learning encourages students from Year Three (Beginner Strings) to Year Four to Six (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 Program.

Junior Concert Band (Years Four and Five) students have a 30 minute group music lesson during the academic school day. The Primary Concert Band (Year Six), and Primary Strings (Year Four) students have the option of a 30 minute group and/or 30 minute private music lesson. Beginner Strings (Year Three) students have a one 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.

6.3 Sports

Parents and guardians are encouraged to utilize the Sports and Activities Handbook via JPCConnect to access information on co-curricular and sporting activities. This gives up to date information on each co-curricular. As co-curriculars are available for students each term, parents and students will be notified via JPCConnect. Once students have registered for an activity, information will be sent directly to parents via email 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.

6.3.1 Sports Selection Policy

The purpose of this policy is to provide a framework for coaches, selectors and the John Paul College community for the selection of John Paul College sporting teams. The process for selection into John Paul College sporting teams should reflect fairness, unity and contribution.

Sports Selection Policy

6.4 Co-curricular Codes of Behaviour

6.4.1 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.

6.4.2 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.

6.4.3 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.

7.0 Parent Involvement

7.1 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.

7.2 Parents and Friends Association

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

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

7.3 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.**

7.4 Class Representatives

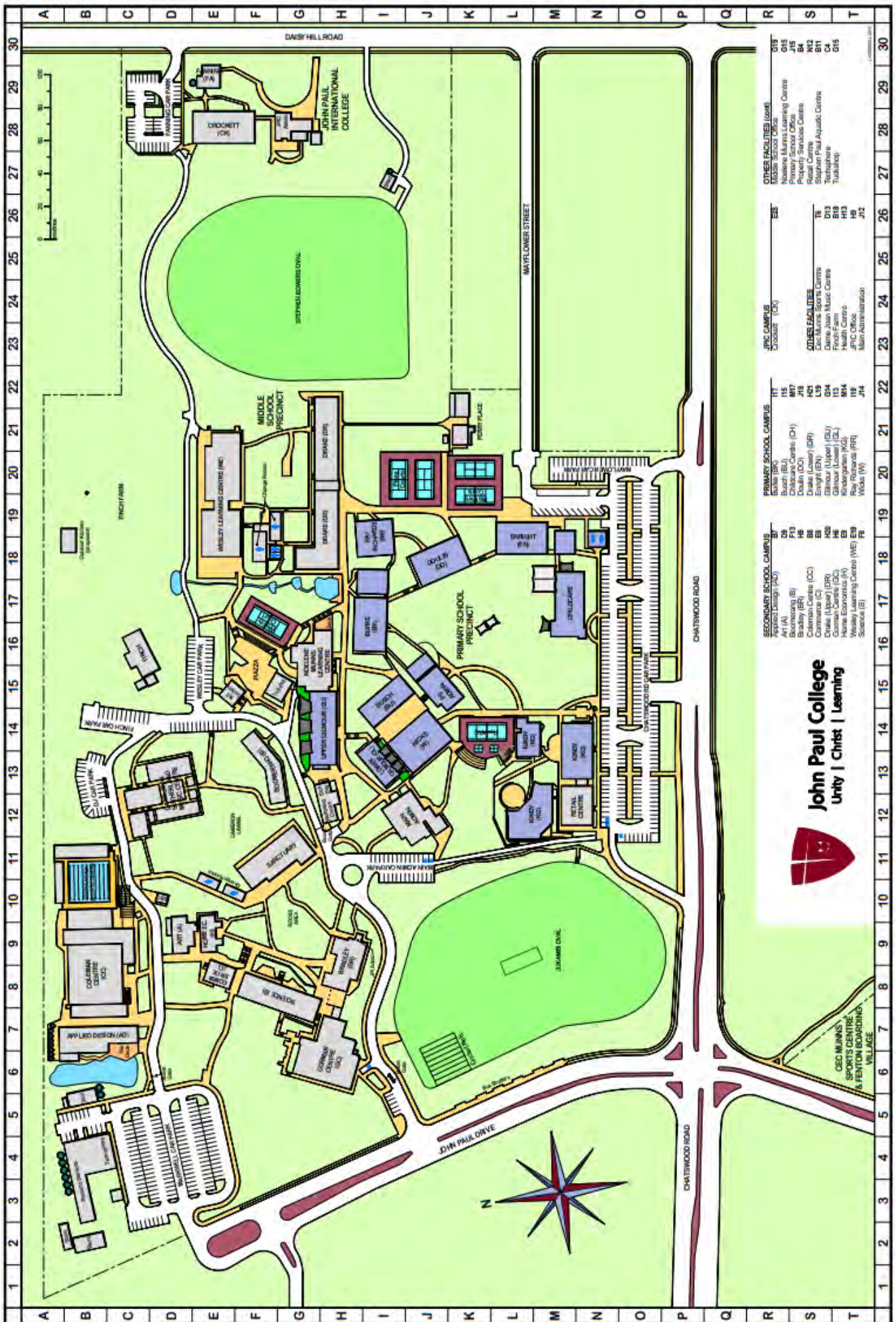
We encourage parents to connect to build a strong school community and we establish, maintain and support a system of Year Level Parent Representatives to facilitate this socialisation.

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 the Head of Primary School and Dean of Academic Welfare 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
- Parent Prayer Network
- Playgroup



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