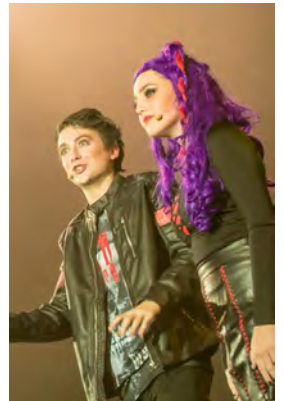


John Paul College

Unity | Christ | Learning

Secondary 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 Secondary School



As an educator, I know that 'one size doesn't fit all'. Students are individuals, with individual needs. The challenge for schools is to develop learning programmes that engage them in their learning at whatever stage they are at. In addition, students need teachers who know them and are able to give them opportunities to be successful in their learning. In the Secondary School at John Paul College, we strive to meet these two principles.

As students' progress through the Secondary School we equip them with skills to allow them to make good learning choices. Increasingly they are given opportunities to choose subjects they have particular interest in. These range from highly academic courses through to Vocational courses, traineeships and apprenticeships. Whatever pathway a student takes, the

overwhelming majority of our students choose to go on to further tertiary education when they leave school.

In parallel with the John Paul College focus on learning and achievement, our leadership and service programmes help students develop a holistic approach to life. The moment students join our school community they have the opportunity to be involved in an array of leadership and service activities. These are an essential and fully integrated part of our John Paul College way of life.

The values and ethos of John Paul College encourage students to think of others before themselves. Students participate in meaningful and effective ways of giving back to the community. We have a commitment to help 'Australians at risk' along with people less fortunate than ourselves, anywhere in the world. We believe that this helps set the scene for a fulfilled and successful life.

As you will see in this Handbook, John Paul College provides an unmatched choice of Sport, Activities and Performing Art opportunities. The challenging activities on offer bring students together with outstanding staff mentors and coaches so they can develop their skills and abilities. They then regularly test themselves against the best in a wide range of environments.

Our motto Unity | Christ | Learning is at the heart of all we do at our College and embedded in all of our programmes. This Handbook outlines to parents the support structures and cultural processes that help students achieve and flourish under this banner. As students grow through the Secondary School, I am confident that they will leave John Paul College with an exemplary education, a desire to continue to learn, a moral compass to live by and a genuine desire to make a positive contribution as a citizen of the world.

Best wishes for 2019

A handwritten signature in blue ink, appearing to read 'Allan Dennis', written on a light-colored background.

Allan Dennis
Head of Secondary School

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Term Dates 2019

Term One (10 weeks)

Monday	28 January	Australia Day
Tuesday	29 January	Term One Commences
Friday	5 April	Term One Concludes

Term Two (9 weeks)

Tuesday	23 April	Student Free Day
Wednesday	24 April	Term Two Commences
Thursday	25 April	ANZAC Day
Monday	6 May	Labour Day
Friday	21 June	Term Two Concludes

Term Three (10 weeks)

Monday	15 July	Term Three Commences
Monday	12 August	EKKA Show Day (Logan)
Friday	20 September	Term Three Concludes

Term Four (8 weeks)

Monday	7 October	Queen's Birthday
Tuesday	8 October	Term Four Commences
Monday	21 October	Student Free Day
Friday	29 November	Term Four Concludes

Contact Details

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John Paul Drive
DAISY HILL QLD 4127

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Head of Secondary School

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Boarding

Director of Boarding	Adrian Moran	Ph 3826 3466	amoran@jpc.qld.edu.au
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Chaplain	Steve Ward	Ph 3826 3343	steward@jpc.qld.edu.au
Assistant Chaplain	Tala Aufai	Ph 3826 3953	taufai@jpc.qld.edu.au
School Counsellor			

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.

The College's *Guidelines for Mutual Respect* provide detail about the expectations of our students and families.

1.3 Guidelines for Mutual Respect

Ethos

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

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

Attendance

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

Students must be at the College and ready to start class at the designated time. If a student arrives late, he/she must report to the appropriate office to sign in 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 relevant the Parent Handbook.

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, which 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 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 4.5

Co-curricular Activities

Holistic education means that the College offers a wide range of spiritual, cultural and sporting co-curricular activities in addition to our academic programme. Students, from Year Four 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 JPC or teams other than JPC are expected to also play in the JTAS/TAS competitions. Membership of a College team or group implies a commitment to attend all fixtures and training/rehearsal sessions, out of mutual respect for fellow team members and staff involved. For further detail, refer to section 6.

Property

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

Technology

Students are fortunate to learn in a technology-rich environment. Appropriate use of that technology is outlined in section 5.

Conclusion

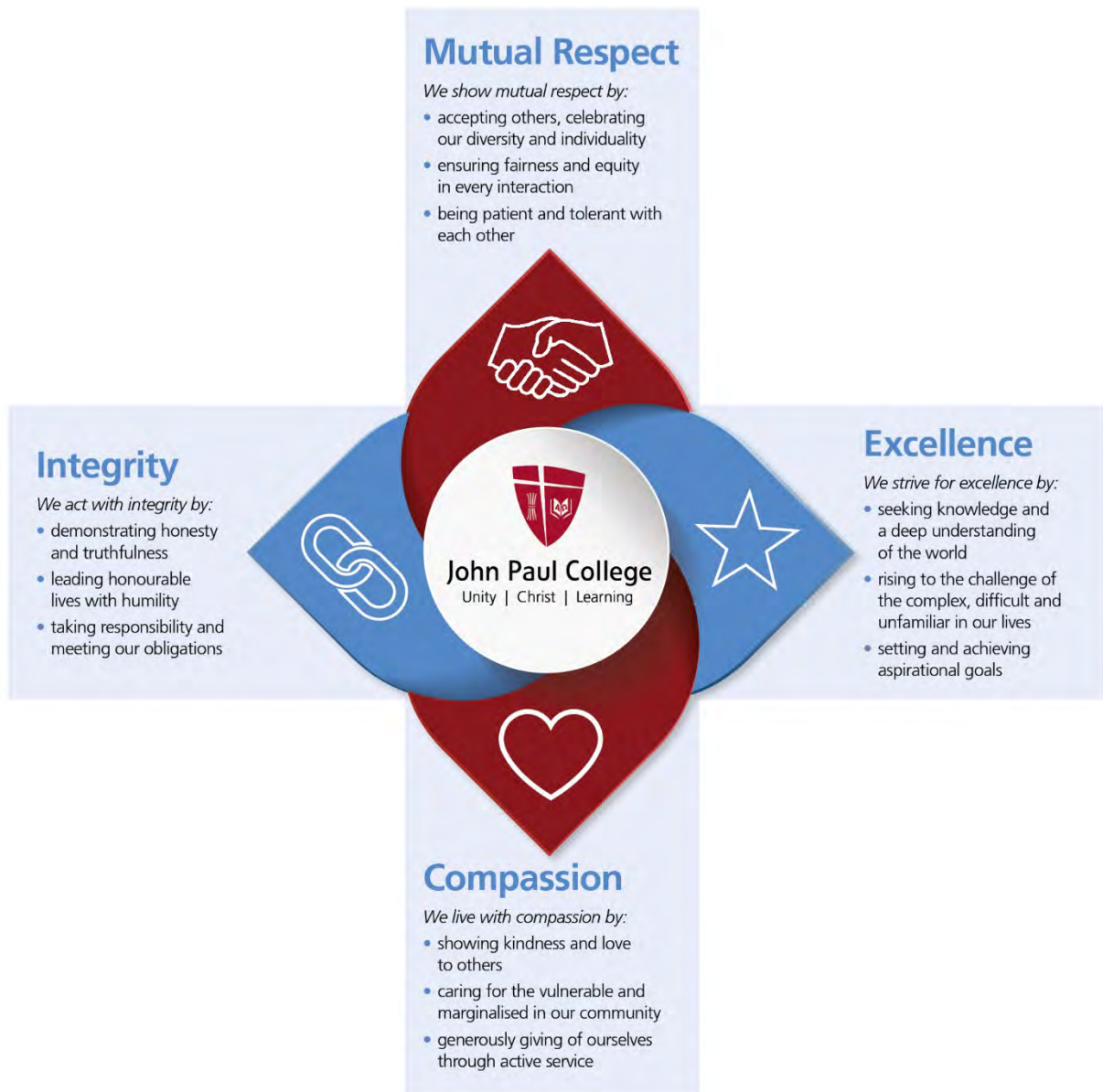
In matters which are not specifically covered above or by other College policies, students, staff and parents are encouraged to apply the principles outlined above, to maintain the outstanding reputation of the College, the dignity of each person and the mutual respect that we encourage for each other.

1.4 Our Values

At John Paul College we place great importance on growing our students so they become people who are acknowledged in our world as being great citizens. We proactively promote the values of:

- Mutual respect
- Integrity
- Compassion
- Excellence

We use the following diagram to promote these values in our classrooms, campus, sports fields and performing arts venues.



1.5 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:

1. 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
2. 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 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.

1.6 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 Ecumenism which promotes **Unity** among all Christian denominations. Christianity, therefore, would receive added strength from a united witness. As a consequence of this ecumenical practice, we are all challenged to foster peace, harmony and unity among all humankind.

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

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

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



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

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

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

On enrolment, a student is allocated 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 independent co-educational schools, offering Kindergarten to Year Twelve for students, and Early Learning facilities for parents with young children.

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

Our 36 hectare campus features excellent facilities including a state-of-the-art Aquatic Centre with a heated 10-lane swimming pool, an indoor Sporting Complex, modern air-conditioned classrooms, Early Learning and Outside Hours School Care, world class sporting ovals and a beautiful and open campus environment.

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

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

To ensure the diverse needs of our students are met, John Paul College is divided into two schools: Primary School (Kindergarten to Year Six) and Secondary School, (Year Seven to Twelve). The College also operates an Early Learning Centre and the John Paul International College.

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

2.2 Educational Philosophy

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

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

Teaching and Learning in the Connected Learning Community

Horizons are forever expanding in our borderless world where the twenty-first century learner is now a global participant.

It is essential that young people are prepared to meet the demands that this technologically-linked global community will make of their personal and working life. To succeed, students need to update their learning skills continually. Flexibility, adaptivity, creativity, autonomy and above all, the ability to communicate effectively, and in the media of their time, are fundamental skills that each must acquire.

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

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

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

2.2.1 Home/School Relationships

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

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

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

Students at risk

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

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

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

We realise parents of this College would never condone such behaviour, but it is necessary for parents to be aware of these problems and to warn their son or daughter against engaging in these types of activities.

There is a limit to which even a school such as John Paul College can go in protecting students who have either placed themselves at risk, or been placed at risk through lack of effective supervision.

2.2.2 Academic Welfare

Academic Welfare at John Paul College encompasses ALL of the student. It focusses on growing students both academically and holistically, and provides the foundation in which students develop. The Academic Welfare Programme, and Academic Mentors take pride in managing and supporting each individual student's learning journey and pathways.

The overarching goal of Academic Welfare is to develop, confident, self-regulated lifelong learners using planning, performance and reflection to guide student development. The programme is guided by current research and embeds both the Australian Curriculum Personal and Social Capability continuum and our SOARING Model for Positive Education, while also developing students' learning and academic skillsets to equip them with the tools for success as a 21st Century Learner.

The Academic Welfare Programme spans from Kindy through to Year Twelve, and each stage builds upon the last to support student development. In the Secondary School, we have Academic Mentors, and Heads of Year to support students. Academic Mentors build meaningful and lasting relationships to support student development and learning, both in and out of the classroom, and Heads of Year oversee programmes and support students, staff and the community. We use student data, both academic and wellbeing to get a clear and full picture of each and every student in our care to best facilitate their learning and support them.

At John Paul College, Academic Welfare, wellbeing and mentoring go hand in hand to ensure that each and every student is supported through their learning journey.

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. Practising 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 Programme and is consistent language across the entire College.

2.3 Bullying

John Paul College is committed to providing a safe, supportive and engaging school environment based on our core values of mutual respect, integrity, excellence and compassion. 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

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. This support may include the following:

- A supportive and confidential environment*
- Initial individual and/or group counselling to support the educational, emotional, social, spiritual and personal needs of students
- Educational and behavioural assessment
- Development of support programmes in areas of specific need (academic, careers, personal, behavioural)
- Parent and teacher consultation regarding student needs
- Classroom visits and support
- Professional Development for teachers
- Personal support and counselling for staff members
- Referral

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

2.6 Leadership and Service

John Paul College has a progressive and dynamic leadership programme across Years Seven to Twelve. The leadership programme is based on the Servant Leadership model. Students are encouraged to explore and develop leadership roles in all year levels and build on their leadership skills through an involvement in councils, committees and formal leadership positions.

The Leadership Programme at John Paul College aims to be:

1. Educational

Students develop skills in leadership and communication

2. *Democratic*

Every student has a voice

3. *Responsible*

Students solve real problems and make real decisions

4. *Sharing*

Students share with the school executive and teachers in the decision making

5. *Caring*

Students care about their College and what happens in it and to it

6. *Fun and Rewarding*

Students experience enjoyment through successful participation

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

2.7 College 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 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 Organisation and Structure

Pastoral care and academic structures have been established to provide a sound system of support, guidance and supervision of students. For close monitoring of student development, the College is divided into different schools. The following roles ensure students are well catered for in their learning and holistic development:

- The Head of Secondary School has responsibility for promoting learning for all students in Year Seven to Twelve.
- The Dean of Studies is responsible for student academic progress through Year Seven to Twelve. The Dean of Studies is also responsible for overseeing Assessment and Reporting along with leading a successful and vibrant Vocational and Careers programme.
- The Dean of Academic Welfare provides leadership and management in all areas associated with student welfare and management in the Secondary School. The Dean of Academic Welfare is also responsible for the provision of a supportive environment where all students can thrive.
- The Dean of Pedagogy is responsible for developing teacher capability and ensuring teachers have the opportunity to stay current with 'Best Teaching Practice' as enunciated in the latest research.
- Heads of Year assist the Dean of Academic Welfare. A Head of Year has particular responsibility for their year level, allowing for a deeper knowledge of each student's Academic Welfare.

The daily monitoring of a students' progress is the immediate responsibility of the Academic Welfare (AW) teacher who meets regularly with the Academic Welfare class. It is the Academic Welfare teacher who knows the student in the widest sense and who should be the student's and parents' first point of contact with problems or queries.

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

Education is a shared experience between the school and home. Parents are encouraged to contact their son or daughter's Academic Welfare teacher or specific subject teacher to discuss any aspect of the progress.

ACADEMICS: The Curriculum

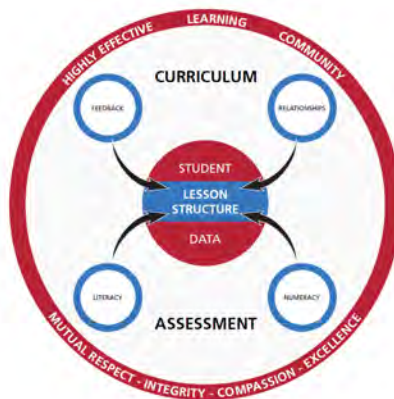
The curriculum at John Paul College is dynamic, practical and on-going. It constantly strives to ensure that the learning undertaken by our students is meaningful, developmental and purposeful. The curriculum is constantly guided by the College's Statement of What We Believe, which can be found in every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

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

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

Educational Framework

We aim to provide a continuous learning journey for all students. In defining our educational framework, we begin with the student who is at the centre of all learning at John Paul College.



In order for teachers to clearly understand how best to support a student in their learning, they must also know how they learn and what success they have had in past learning. Teachers can then develop programmes and lessons that support students.

The diagram above highlights these concepts by having the student and his/her data at the centre. Students will engage in relevant and varied learning experiences (Lesson Structure) that are shaped by the Australian Curriculum and Queensland syllabus documents. The curriculum offered at John Paul College has a focus on literacy and numeracy, but it does more than just teach students how to read and write, it encourages them to analyse, draw inferences and assess written information, and incorporates twenty-first literacies across the curriculum.

Vocational Education and Multiple Pathways

Students can increasingly choose from a number of pathways. A range of subjects in Years Ten, Eleven and Twelve provide students with opportunities to complete vocational competencies and training. This means that as well as completing their senior studies, students are able to complete modules and full Certificates or Diplomas from the Australian Qualifications Framework. Other pathways include school-based traineeships and apprenticeships; TAFE and university subjects off-campus.

Classroom Teaching

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

Learning Enhancement Programme

Our Learning Enhancement Programme assists individual students who require additional support. See 3.5 for further details.

It should be noted that in meeting the needs of a student with a specific and documented deficit, the support provided will not advantage a student nor detract from the validity of assessment instruments. Special consideration and other forms of support are provided for specific students, in accordance with the guidelines of the Queensland Curriculum and Assessment Authority (QCAA) and principles of educational equity legislated by The Queensland Anti-Discrimination Act (1991) and the Disability Discrimination Act Education Standards (2005). Students who are not exceptional learners may also qualify for special consideration, on a short-term or long-term basis. Eligibility is determined by Queensland Curriculum and Assessment Authority guidelines and includes documented medical conditions, long-term illnesses, bereavement and family upheaval.

For further information about the service provided by the Learning Enhancement Centre, please contact the Dean of Academic Welfare, Mr Jacob Elms at jelms@jpc.qld.edu.au

Academic Structures

Academics in the Secondary School are organised within Faculties. Heads of Faculty contribute significantly to the overall administration and organisation of the school, as well as organising personnel, programmes of work and assessment within their own faculties. They are responsible to the Dean of Studies. Heads of Faculty hold regular meetings with teachers to ensure that the work programmes and academic expectations of the College are understood and professionally implemented. The Head of Secondary School closely monitors student development, and is in regular contact with Heads of Faculty and teachers to ensure that academic standards within the Secondary School are in line with College expectations.

The Dean of Studies is responsible to the Head of Secondary School for the academic monitoring programme. Organisation of the senior curriculum is based on the following six learning areas.

Learning Areas

1. Science, Technology and Engineering
2. Languages
3. Physical Education and Healthy Living
4. Mathematics
5. The Arts
6. Humanities

The Dean of Studies is responsible for all matters associated with the Queensland Curriculum and Assessment Authority and tertiary entrance, and liaises with appropriate personnel on matters affecting students in the Senior School.

3.2 Communication Technologies

John Paul College students are part of a connected community when it comes to computer use. Integrated digital technology resources within their learning spaces supports the learning needs of students, to help develop their creativity and logical and lateral thinking, to assist with research, and to develop digital and information literacy skills.

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

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

Newsletters are published electronically on a weekly basis and are published on JPConnect, as well as articles updated daily to keep you abreast of College activities. Parents and students are encouraged to use email when communicating with the College. It is the expectation of the College that a response will be given within 24 hours during the working week or on the Monday after weekend correspondence.

3.3 Diverse Learning

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 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 and Enrichment Model caters for students across all year levels. Specialist staff work 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

Diverse Learning Teachers work across the Secondary School, 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 Expectations for Homework

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

Recording of homework

Set homework should be recorded by all students. Parents are requested to check that set homework has been thoroughly completed. Assessment calendars and homework are visible on JPConnect. Parents can assist students with the completion of homework by:

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

3.5 Assessment and Reporting

Assessment

Assessment is set according to Queensland Curriculum and Assessment Authority (QCAA) syllabus requirements for each subject area and in line with John Paul College guidelines. Each Head of Faculty submits a schedule of assessment to the Dean of Studies for each semester and these dates are published in the Assessment Calendar, which is distributed to students online and is also available for parents.

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

The school policy is outlined as follows:

Testing is not scheduled for 24 hours after a school evening function that required full student attendance or 48 hours following a full weekend school activity.

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

Clashes in test times are to be negotiated with Heads of Faculty or the Dean of Studies.

Assessment is completed or submitted on the due date; variations may only be granted by the Heads of Faculty with the approval of the Dean of Studies.

Students who miss tests, practical tasks, orals or are late in submitting assignments must present documentation (e.g. a medical certificate or letter from a medical practitioner, not related to the student) to the Heads of Faculty giving valid reason for the absence or lateness. Where problems arise, these will be referred to the Dean of Studies. No teacher may re-negotiate assessment times or due dates with the student. Students must complete all assessment and assignments, unless otherwise approved by the Dean of Studies.

Students are given clear notice of testing and adequate notice of assignment due dates. Specific examination requirements are given to the student by the teacher and students need to discuss their results and profiles with the subject teacher to maximise progress.

Assignments

Due dates for assignments or projects are set by the Head of Faculty. Teachers ensure that students have adequate notice of that date and have been given reading lists and appropriate research time. Students who fail to hand in an assignment on the due date without a valid reason, as determined by the Head of Faculty, are still expected to complete the assignment and will also be expected to serve a detention. The work will be marked and commented upon for diagnostic purposes, but the mark will not be counted. Deviation from this policy is at the discretion of the Dean of Studies.

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

Assignments and tests need to be stored to meet Queensland Curriculum and Assessment Authority requirements. Years Seven to Nine assignments will be returned to the students at the end of the year. Assignments of Years Ten, Eleven and Twelve students are retained until March of the year following completion of Year Twelve.

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

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

Academic Honesty

Academic integrity is an essential component of learning. The ideas and work of others must be acknowledged and sources appropriately cited. Plagiarism, collusion, duplication and cheating are actions considered to be in breach of academic honesty.

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

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

Cheating will lead to cancellation of the student's test result or assignment, informing the parents, the reworking of the paper or assignment, and possibly other action deemed necessary by the Dean of Studies and/or Head of School.

Penalties for Academic Dishonesty are significant. Depending on the degree of the offense, a student may receive no credit for an assessment task which could have a significant negative impact on the overall grade for the relevant subject.

In the semester a student is found in breach of the expectations of Academic Honesty, they are not eligible for an academic award.

Academic Monitoring

The College has a clear commitment to sustained academic monitoring of student performance. All teaching staff are expected to maintain records of student performance that are numerical, anecdotal and accurate. The importance of academic monitoring is clearly reflected in the teacher appraisal process. Processes relating to academic monitoring are co-ordinated and supervised by the Dean of Studies in a school-wide capacity, but implemented at the teacher level by the Head of Secondary School, working through the Heads of Faculty where applicable.

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

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

Reporting times are:

Semester One:

Wednesday 13 February	Parent Information sessions
Thursday 7 March and Tuesday 12 March	Parent Teacher Student Reviews
End of Semester	Formal Reporting Years Seven - Eleven

Semester Two:

Thursday 1 August and Tuesday 6 August	Parent Teacher Student Reviews
End of Semester	Formal Reporting Years Seven - Eleven
Graduation Day	Year Twelve Exit Statements

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

Parent / Teacher / Student Interviews

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

email to the teacher concerned, to ensure the availability of the teacher. You can find the teacher's email on JP Connect under Family Management, Contact Us Staff Email.

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

Subject Selection Meetings

A Subject Selection Information Evening for Year Ten students and parents is held in Term One, Check the calendar for the date. Students and parents will have the opportunity to hear about the changes to QCAA qualifications that will be implemented in 2020. The College will outline the impact on the learning for our current Year Ten students. This is the second cohort to go through the new qualification. Secondary School Heads of Faculty and Secondary School staff will be available to help students decide on suitable courses of study throughout terms One and Two. It is essential that at least one parent accompany their son or daughter to this meeting so that appropriate subject choices can be made.

In Week Two of Term Two, Year Ten students will attend individual SET Plan interviews to confirm their subject choices for the Queensland Certificate of Education (QCE). Parents will be invited to the SET Plan meetings.

Academic Assistance

Tutorials

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

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

3.6 JPConnect - Under Construction

3.7 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](#)

3.8 ICAS Participation

International Competitions and Assessments for Schools, ICAS, is a series of academic competitions that provide students with the opportunity to measure and track their performance against participants across Australia in six discipline-based academic skills examinations: Digital Technologies, Science, Spelling, Writing, English and Mathematics.

The ICAS competitions are developed by the University of New South Wales and occur annually throughout Terms Two and Three

Secondary students will be selected to participate in each ICAS competition as a representative of our school.

Participation in the English, Spelling, Writing, Mathematics and Science competitions is one component of our focus for extension in Years Seven, Eight and Nine Extension classes and therefore, students involved in each of these classes will also be involved in the relevant examination programme.

For more information, please contact Joel Bonomini or access the link below.

[ICAS Information](#)

4.0 Routines

4.1 Attendance and Punctuality

School Hours

Students are expected to be in class by 8:20am.

Classes finish at 3:20pm

Absences

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

Illness is the only automatically acceptable reason a student may be absent from school. The Head of Secondary School can give permission for a child to be absent from school for other reasons.

To assist parents in reporting their son or daughter's absence or late arrival, there is an online absence form on JPCconnect (the link is accessed from the *Trending link*) or a specific phone line to take all College absentees. Please contact the absentee line from 7.30am onwards on Ph: 3826 3566 or email absencenotification@jpc.qld.edu.au to report a student's absence or late arrival. A message service is available for parents who wish to leave details prior to this time. To assist this process please report absentees by 8.30am.

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

Holidays

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

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

Appointments in School Time

If a student has an appointment (e.g. medical, dental) during school hours, a parent/guardian must lodge an absence form online, use the email: absencenotification@jpc.qld.edu.au, email the appropriate school office, phone the absentee line or send the student with a signed note with details of the appointment, departure time and expected arrival back at school. This will be noted on our administration system and the relevant teachers will be made aware of the expected appointment.

Any student leaving the school campus must first 'check-out' from either Main Administration, Gorman Centre or Drake Office. When the student returns, they must 'check-in' at any of the offices below, and the time of return will be electronically recorded.

Main Administration	Phone:	3826 3333
Gorman Centre	Phone:	3826 3386
Drake Office	Phone:	3826 3414

Students **must** be at school and in their academic welfare class ready for roll call before 8.20am. They must have with them the learning materials (laptops and books) required for Periods One and Two. Academic lessons start at 8:30am

School Functions

Two of the most important events on the school calendar are the:

- Secondary School Leadership Induction Assembly on Friday 8 February (9.00am)
- Speech Night on Monday 4 November (7.00pm)

These events are compulsory for all students.

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

At various times, socials are held for students, to provide an opportunity for social interaction under well-supervised conditions. Socials are organised and overseen by senior staff and pastoral care teachers. Students are expected to dress appropriately and in accordance with our ethos. Modesty and good taste are paramount.

Students in Years Eleven and Twelve may also attend more formal social functions. A Dinner Dance is held for Year Eleven students, and a Senior Formal in Year Twelve.

Valedictory Day, which marks the end of a Year Twelve student's high school life, is an extremely important event in the Secondary School Calendar. In 2019 this event is on Friday 15 November. This is a formal function for graduating students and their parents.

4.2 Camps and Excursions

Our camps are an integral part of the John Paul College programme. John Paul College provides for students a variety of outdoor education experiences. The outdoor education programme strives to encourage the development of students through experiential education and develop important life skills of:

- Decision Making
- Problem Solving
- Communication
- Relationship Development

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

4.3 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](#)

4.4 Health

4.4.1 Illness or Accidents at School

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

In case of serious accidents, the student will be treated at the Health Centre by the nurse and taken by Queensland Ambulance Service to hospital accompanied by a staff member. Parents will be contacted.

Please make sure your contact details are current.

Student Medical Information

To ensure the best possible health provisions for each student, up to date information is imperative. A Student Medical Profile can be accessed on JPConnect, under the Family Management tab to be checked and updated accordingly, when necessary. If your child has a specific medical condition, a plan of action may be implemented following consultation between parents, health professionals, teaching staff and the student.

4.4.2 Medication

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

Prescription Medication

If a child requires prescription medication, it must be supplied in the original packet or container, with the pharmacy label attached, showing the student's name and directions of use. A medication permission form can be completed by the parents/guardian when the medication is dropped off to the Health Centre.

4.4.3 Asthma Management

All students with asthma should have an Asthma Management Form completed by their medical practitioner and forwarded to the school nurse. 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.

4.4.4 Anaphylaxis Management

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. The students are in contact with numerous staff 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. Students are encouraged to keep an Epipen and a copy of the action plan on their person. Students may carry a second Epipen, together with a copy of their action plan securely in their school bag, for attending co-curricular activities and movement to and from school. Parents are requested to replace Epipens before the expiry date, and notify the College should there be a change in contact phone numbers.

4.4.5 Infectious Diseases – exclusion from School

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

Minimum exclusion times

As recommended by National Health and Medical Research Council

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

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

4.4.6 Immunisation Policy

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

Hepatitis B – Year Eight
 Varicella (Chicken Pox) – 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.

Further information about immunization can be obtained from the school nurse. Parents are asked to update their children’s records when changes occur.

Currently it is not John Paul College policy to cover/include International students in any immunisation programmes that are delivered through the school. All international students should be adequately covered with their own country’s health programme

4.4.7 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 at any time.

4.4.8 Sun Safety policy

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 JPC Sun Safety Policy (for students and staff) provides an opportunity to develop personal skills to minimise the impact of sun exposure.

Student Policy

The formal John Paul 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 excursions and during other college events where necessary

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

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

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

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

Due to the high risk of sun damage during PE classes, a NO HAT NO OUTDOOR ACTIVITY 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)

4.4.9 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](#)

4.5 Uniform and Personal Appearance

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

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

Uniform and Personal Appearance

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

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

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

All girls' dress and skirt lengths must be on or below the knee. Their dress length must be altered to meet this standard as they grow in height. Girls with pierced ears may wear one pair of plain unadorned, standard sized studs or sleepers in the earlobe. Clear nail polish may be worn. Make-up, false-eye lashes and mascara are not to be worn in conjunction with the uniform although a light foundation for girls is acceptable.

For boys, piercings of any kind are unacceptable.

In keeping with the conservative, professional dress code of the College, tattoos and body piercings are not acceptable.

Chains, offering medical information, or of special religious significance, may be worn inside the blouse or shirt.

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

Students who are spectators at John Paul College TAS and Club games must wear full school uniform with hat or full PE uniform with hat. Students are expected to take care with their appearance, to keep their clothes, including shoes, clean and presentable. Socks must be worn up and the use of non-constricting garters is recommended.

Ties are worn by boys on Principal Assembly days in Terms Two and Three and on formal occasions, unless otherwise advised by the Head of Secondary School. There is a special tie for Year Twelve students in recognition of their leadership role.

Blazers are compulsory for all students in Secondary School. They are to be worn to and from school during the winter months, at formal school functions, and at school services and Principal's Assemblies throughout the year.

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

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

4.5.1 Formal Dress Day Requirements

On Principal Assembly days, students are required to wear their full formal uniform with boys wearing blazers, long trousers and ties, and girls wearing blazers. Girls must wear stockings on formal days in Terms Two & Three.

4.5.2 HPE Uniform Requirements

The HPE uniform may be worn to school if participating in co-curricular activities from 7.00am to 8.00am. Students must wear full formal uniform to school and change into PE uniform if they have HPE in periods Two and Three. For practical classes in lessons three and four, students should change at morning tea break and then change back into formal uniform at lunch. For practical classes in lesson Five & Six, students should change at lunch and return to their formal uniform for the journey home, unless engaged in co-curricular activities after school.

4.5.3 JPC Swimming Uniform Policy

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

Boys:

Speedos, board shorts or PE shorts together with sun shirt, swim shirt or rashie.

Girls:

One-piece swimsuit, swimsuit with board shorts, or swimsuit with PE shorts together with sun shirt, swim shirt or rashie.

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

4.5.4 Blazer Embroidery & Criteria for Laurels

The College facilitates a process for blazer embroidery twice a year – at the end of Term Two and at the end of Term Four, at no charge to families to ensure students have the opportunity to display their achievements on their blazer. A letter is sent out to parents with the relevant instructions, allowing parents to take up this offer.

The eligible awards fall under the following categories:

On the right breast pocket:

Co-curricular Awards include: Blue awards, Burgundy awards and Co-curricular captaincy recognition.
Cum Laudé Awards include: Cum Laudé, Magna Cum Laudé Summa Cum Laudé and Cum Laudé
Praestantia Speech Night Major Awards include: Dux, Proxime Accessit, Academic Honours and Major Speech Night Awards.

On the left breast pocket:

Year Twelve Leadership positions include School Captain, Vice-Captain, House Captain and Prefect and senior laurels awards.

Criteria for Laurels - Key Selection Criteria:

Evidence of positive contribution to the John Paul College community

- Prefect duties
- Spirited co-curricular involvement
- An active Class Mate
- Mentoring of peers

Evidence of academic effort

- Passing grades and/or
- Improvement in academic achievement/consistent academic

Excellence Evidence of personal development

- Engagement in the Pastoral Care Programme
- Proudly and correctly wearing the John Paul College uniform
- Unswervingly subscribes to the Guideline of Mutual Respect
- Embraces and demonstrates in action What we Believe

4.6 Student Property and Lockers

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

Lost property that includes uniform items, books and stationery will be processed through the Retail Centre. If items are named they will be returned to the owner via the Retail Centre. Items not claimed by the end of the term will be laundered and made available for re-sale through the "second hand" store. Any musical instruments found as "lost property" will be sent directly on to the School of Performing Arts office.

Lunch boxes and drink bottles if not claimed 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.

At any point in time when an item is not being used or carried by the student it should be stored in an appropriate place.

- Each student is allocated a locker. The locker is to be used for storing books, blazers, equipment and valuables. Students in Year Ten & Eleven are required to bring their lock from the previous year. Students are encouraged not to bring valuables and money to school, but should they need to, this should be lodged at the Administration Office. No student is to interfere with another's lock or locker. Lockers are out of bounds between classes, and students must, therefore, at one break take out all materials required until the next break. Loitering in the locker areas is not permitted. Year Twelve students will receive a different lock for lockers that are situated in the Gorman Centre. Replacement locks are available from the Retail Centre.
- Students with musical instruments at school must store them in the appropriate Performing Arts area.
- Students with large items of sporting equipment that are too big to be stored in lockers should contact the coordinator of their particular sport to find a suitable place to store these items.

- Items and equipment are not to be stored on top of lockers or in areas that are not designed for storage.

4.7 Emergency Contact

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

It is essential that parents leave all emergency telephone numbers with the school, including the family doctor, and ensure that an up-to-date record is available at all times. Parents are able to update their details on JPCconnect.

If for any reason parents/caregivers are overseas or away and uncontactable for a period of time, the students must be placed in the care of a suitable close relative or friend. It is the parents' responsibility to inform the school of the change, the period of the change, the names of the care givers, their address and their contact details.

4.8 Healthy Eating and Tuckshop

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 parents to consider children with severe allergies when planning and organising lunches, snacks, etc.

Tuckshop

John Paul College operates a cashless tuckshop. The state-of-the-art tuckshop uses touchscreen and swipe card technology. Parents are able to manage their tuckshop account on-line in a secure environment. Through the My Student Account parents can top-up the account, set a low balance alert and access reports on purchases.

[CLICK HERE for My Student Account](#)

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

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

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

4.9 Noelene Munns Learning Centre

Reading encourages children to be thinkers, be open minded and knowledgeable. Secondary students have access to our well-resourced Learning Centre and the expertise of our teacher-librarian and helpful support staff.

Use after hours

Students from Year Seven to Year Eleven may access the Learning Centre from 7.00am until 8.10am and from 3.30pm until 6.00pm Monday to Friday.

4.10 Year Twelve Study Centre

Year Twelve students have access to the study centre on the top floor of the Gorman Centre. Students may access this from 7:00am through to 6:00pm. It is designed to give Year Twelve students the opportunity to study in an environment that reflects many of the opportunities they will have when they go to University in the following year.

4.11 Retail Centre

School wear Phone; 3826 3397

Resales Phone: 3826 3449

The John Paul College Retail Centre is located at the top of the Primary School carpark, off Chatswood Road. To assist you, the Retail Centre has EFTPOS available and accepts major credit cards.

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

MONDAY TO FRIDAY 7.30am to 4.00pm

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

Senior Boys Uniform

Senior School shirt – tucked in
Grey shorts
Grey trousers (compulsory for formal events)
Unisex burgundy pullover
Black leather lace-up school shoes*
Grey long socks
School tie - Terms Two & Three, Principal's Assembly days and events
Blazer
Grey felt hat
Unisex track pants (Optional)
Unisex tracksuit top (Optional)

Senior Girls Uniform

Senior School dress – Formal days and events
Unisex burgundy pullover
Black leather lace-up school shoes*
Burgundy socks
Girls tie – worn with formal dress
Blazer
Burgundy hat
Unisex track pants (Optional)
Unisex tracksuit top (Optional)
House polo shirt

Accessories

House polo shirt

Burgundy scarf

Burgundy hair ribbons

Burgundy scrunchies

Burgundy hair bands, clips and ties

Stockings

General

Bags

P – Twelve Small School backpack

P – Twelve Medium School backpack

P – Twelve Large School backpack

P – Twelve Trolley bag

Ten – Twelve School carry bag

Four – Twelve Sports bag

HPE Uniform

JPC HPE polo shirt

House polo shirt

JPC HPE shorts

White John Paul College sport socks

Suitable HPE shoes that are fit for the purpose of athletic activity: Skate shoes, converse shoes or basketball boots are not appropriate for HPE purposes.

4.12 Transport – to and from school

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

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

Bicycles

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

Buses

John Paul College is serviced by the following bus companies:

Logan City Bus Service 3200 6754

Mt Gravatt Coaches 3808 7800

All school bus timetables are available online via www.mtgcoach.com.au Please contact Mt Gravatt Bus Service on 3808 7800 for any additional information. Students are picked up and set down at the bus shelters on John Paul Drive.

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

Car Parking

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

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

Student Pick-Ups

Secondary students exiting the College after school may not use the main driveway coming off John Paul Drive, unless they are going to the bus stop or walking to the lights to cross the road. All other students should be collected from the Markwell carpark. All students remaining at Chatswood Road and Mayflower Street car parks at 4.00pm will be moved by staff to the Security Building at the Markwell car park where supervision is more readily available. Parents collecting students after 4.00pm will be required to collect them from this area. Staff will not permit students to wait, unsupervised, in car parks or other areas of the campus for the students' own safety.

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

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

Student Drivers

Senior students wishing to drive to school must submit a completed application form together with a copy of their driver's licence to the Head of Year for approval. A new application is required each year. Once approval has been granted, student drivers are required to:

- Lodge car keys with the appropriate Head of Year immediately upon arrival at school.
- Collect car keys no earlier than 3:30pm.

Student Drivers are not permitted to transport other students to or from any John Paul College function or to or from school without permission from both parents and the Head of Year.

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

4.13 Students Use of Uber

It is an offence in Queensland for Uber drivers to transport young people on their own, when they are under 18 years old. Therefore it is inappropriate for students under 18 to use Uber rides to get to and from school.

4.14 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 life 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 conduct are conveyed at the staff member's discretion.

4.15 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.

4.16 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 (e.g. personal appearance, uniforms and behaviour). Management of and responses to bullying are also included. Inappropriate behaviours with examples form part of this policy statement.

[Responsible Behaviour at John Paul College](#)

4.17 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 Policy](#)

5.0 Technology

5.1 ICT Responsible Use Policy

John Paul College supports students with a wide range of information technology resources for educational purposes. Our students are privileged to engage in a 21st century technology rich learning environment featuring innovation in knowledge management, a contemporary and robust infrastructure and 24 hour access to an online student-centred curriculum. In providing students with such opportunities, the College recognises the importance of educating our students to become responsible, ethical and safe users of Information and Communications Technologies (ICT). Our students are responsible for using the ICT infrastructure systems and resources legally, appropriately and responsibly. Our goal is to maintain a cyber-smart 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.

The 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.

Staff

All staff members are responsible for ensuring technology provided by the College for use by both staff and students is used appropriately and that policies and procedures are followed to protect users, resources, equipment, network and infrastructure.

Parents and Guardians

We believe that the appropriate use of ICT 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.

Technology Agreement and Student Declaration

Parents and students are asked to read and sign the documentation outlining expectations for technology supply and use. Students are asked to sign the declaration on a yearly basis, whilst parents are asked to sign the agreement upon supply of a notebook as part of the JPC Notebook Programme.

5.2 Notebook Computer

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

Security

- Never leave your notebook unattended.
- In the case of a lost notebook – contact Techsphere immediately. Off campus access is through Techsphere (3826 3496) or Security (3826 3338).
- While on campus, if not in class, your notebook must be with you, secured in your locker or with Techsphere. Otherwise it is considered as being unsecured and may not be covered by insurance if it goes missing.
- Lockers are used only for “daytime storage”.
- Do not permit other students to use your notebook.

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 Mobile Phones and Digital Devices

Increasingly students are complementing the functionality of the College assigned notebook with additional personally owned mobile devices to support their connectivity, time management, organisation, research and study.

Bring Your Own Technology (BYOT) provides an effective process that supports John Paul College to efficiently incorporate student-owned devices into the College learning environment while maintaining the security of the College infrastructure. BYOT refers to any of the following technologies with wireless capabilities:

- notebooks
- tablets
- slates
- readers
- smart phones

In addition, mobile phones, MP3 players and similar digital devices have become a normal and acceptable technological accessory for people of all ages to support personal, recreational and educational needs.

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

Secondary Students' Personal Phone and MP3 Player Use

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

The following expectations constitute the John Paul College Secondary School policy on the use of smart phone functionality:

- Students must display courtesy, consideration and respect for others whenever they are using a mobile phone
- Headphones/earphones/earbuds are not to be around the College campus.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the College
- Student use of additional technologies in class is at the discretion of the teacher
- Mobile phones are not to be brought into an area where examinations are taking place unless permission is given by the teacher.
- Phone calls and text messages should only be taken before or after school or during recess and lunch breaks.
- Students should have mobile phones switched off and out of sight during class time, assemblies and services.
- Personal mobile phones should be stored in a safe and secure place. Storage in student bags is not recommended or accepted as safe storage.
- Mobile phones and other portable digital devices are brought onto College property and used at their owners' risk. **No liability will be accepted by the College in the event of the loss, theft or damage of any device.**
- In-device cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Students must not photograph or film other individuals without their consent
- Normal expectations in relation to the Guidelines for Mutual Respect and the Responsible Use of Technology applies to the use of mobile phones.
- The College strongly recommends that students have phones provided by parents that have a disabling facility.
- Music accessed on any devices must be legally acquired.
- This policy also applies to students during school excursions, camps and co-curricular activities. The College reserves the right to prohibit student devices on particular College excursions or tours.

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

5.5 Non-JPC Computing Devices

Increasingly students are complementing the functionality of the College assigned notebook with additional personally owned mobile devices to support their connectivity, time management, organisation, research and study.

Bring Your Own Technology (BYOT) provides an effective process that supports John Paul College to efficiently incorporate student-owned devices into the College learning environment while maintaining the security of the College infrastructure. BYOT refers to a constantly changing and growing range of devices with wireless capabilities such as:

- notebooks
- tablets
- slates
- readers
- smart phones

These devices rely on a range of operating systems including Windows, Apple, Android and Unix devices

Use of BYOT Computing Devices at John Paul College

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 programmes; 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 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. (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.

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.

5.6 Social Media Policy

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 Use Policy](#)

5.7 Breaches and Consequences

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

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

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

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

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

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

5.8 Student 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 Head of Secondary School, 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 Programmes - Printers

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

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 programme to complement the student's academic life. We encourage all students to become highly committed in both of these domains. Students who wish to participate in a particular co-curricular activity are assured their full involvement will be supported.

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

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

For more detailed information, please refer to the Handbooks on JPConnect or contact either the Head of Sport & Activities or the School of Performing Arts. 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 into 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, rehearsals, matches or performances, or to arrive late for these commitments.

Students are discouraged from making personal arrangements which conflict with their co-curricular commitments and it is important that parents support their child's commitment by not placing them in a position that forces them to shun their responsibilities to their team or group. We urge parents to recognise their child's obligations to his/her team or group, and ensure that these obligations are met. If for some reason a student is unable to attend a Saturday fixture or cultural performance, students must seek permission from the Head of Sport & Activities / Director of the School of Performing Arts.

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

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 Head of Sports and Activities or Mrs Gill Kowald in the Dame Joan Sutherland Music Centre in order to resolve the students' clash.

Senior

Cultural Priority Days Wednesday and Friday

Sporting Priority Days Tuesday and Thursday **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:

Secondary School: TAS - The Associated Schools Association - Co-educational | REGION Metropolitan East Region, Logan District.

6.2 Performing Arts

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

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

For further information, please refer to the Performing Arts Handbook via JPCConnect.

6.3 Sports

Parents and guardians are encouraged to utilize the Senior 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

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.

6.4 Co-curricular Codes of Behaviour

The College has expectations about the conduct of participants in our sporting program. Codes of Conduct apply to coaches, parents and students which are in keeping with the ethos of the College.

Student, Parent & Coach Codes of Behaviour

7.0 Parent Involvement

7.1 School-based Activities

There are many opportunities for parents to participate in the education of their children apart from regular classroom assistance. Our school calendar outlines such activities as Parent/Teacher Meetings, Family Nights, Sporting Carnivals, Cultural Events and Performances, etc. During the year, parents will be advised when these opportunities occur to enable them to participate in the full academic and social life of the school community

7.2 Parents and Friends' Association

The aim of the Parents' and 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' and Friends' Association. The input of parents at such meetings is regarded as essential.

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

7.3 "Friends of" Groups

"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.

7.4 Parent Network

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

Year Level Representatives help facilitate communication between parents for:

- Carpooling for school and co-curricular runs
- Organising get-togethers for kids outside school time
- Staying informed on social issues for your older kids
- Help new families feel welcome
- Liaison with Heads of Faculty 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

[College Map](#)

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