



JOHN PAUL COLLEGE COMPLIANCE DATA 2016

The information that follows relates to Information required for compliance by the Australian Government.

1. CONTEXTUAL INFORMATION

John Paul College is a Catholic co-educational secondary College comprised of 750 students from Years 7 to 12. Located in the City of Kalgoorlie-Boulder some 580 kilometres east of Perth, the College serves the community of the Eastern Goldfields of Western Australia. John Paul College offers a holistic approach to education, supporting growth in the spiritual, religious, intellectual, physical, psychological, social and emotional domains of the human person. The College is founded upon over 100 years of selfless devotion to Goldfields education by the Christian Brothers, Sisters of St Joseph, Sisters of St John of God and the Sisters of Mercy.

John Paul College prioritises literacy and numeracy support across all years and promotes programmes designed to develop competent and confident learners with well-developed literacy and numeracy skills as a basic foundation. The College is proud of our strong academic pathway for students seeking University entrance and is equally proud of our Vocational and Workplace pathway designed to meet the needs of those students seeking entry to TAFEWA or apprenticeships.

The College possesses a state of the art wireless network for the Bring Your Own Designated Device computer programme. Each classroom has a digital TV/data projector and complementary wireless computer hardware. The College encourages ICT competence across platforms with access to both Windows based and Apple laptop and desktop computer software and hardware.

A broad range of extra-curricular and co-curricular activities support the formal curriculum of John Paul College. Drama, Dance, Music, recreational and competitive sporting activities and involvement in a wide range of academic competitions enhance the educational and pastoral programs of the College. Students are provided with opportunities for community service and are encouraged to seek out and become involved in the many opportunities for leadership offered within the College. The model of schooling promoted by John Paul College encourages students to live out our College motto of 'Justice, Peace, Charity', and to make these Gospel values core to who they will become as adults in the wider community. We are a community of hope for the future and seek to journey with our students, helping them to become strong, hope-filled, lifelong learners who will confidently and successfully take their place in the world once their time with us is over.

2. TEACHER STANDARDS AND QUALIFICATIONS

All staff at John Paul College are suitably qualified for their role as a teacher at the College and have TRBWA Registration and/or Working With Children Cards.

The teaching staff in 2016 numbered 50. Of these staff 3 were 2 year trained (Teach for Australia programme), 41 were 4 year trained and 6 held higher degrees (Masters, PhD).

3. WORKFORCE COMPOSITION

The total number of staff at John Paul College including teaching and non-teaching staff was 73. Of these 50 were teaching staff and 23 non-teaching.

The staff gender breakdown was; 45 female and 28 male.

4. STUDENT ATTENDANCE

Table 1 Shows student attendance by Year Group and Gender

Year	Male	Female	Overall
12	91.62%	94.57%	93.10%
11	92.22%	90.23%	91.23%
10	90.62%	88.80%	89.71%
9	89.34%	87.10%	88.22%
8	91.78%	91.83%	91.81%
7	90.79%	93.46%	92.13%
Overall	91.06%	91.00%	91.03%

Attendance is monitored by the teaching staff during homeroom at the commencement of the school day and then throughout the day during each lesson. Non-attendance is followed up each day with a telephone call to parents/guardians to ensure the student is at home. A note is then brought in by the students following the absence and then noted on the SEQTA Data Base. If a note is not received by the end of the month a letter is sent to parents / guardians asking for an explanation.

5. SENIOR SECONDARY OUTCOMES

Senior Secondary Outcomes

Number of students eligible to achieve Secondary Graduation	73
Number of students achieving Secondary Graduation	66
Percentage of students achieving Secondary Graduation	90

WACE Externally Examinable Courses (University pathway)

Students gained an ATAR of 90+	12
Median ATAR	82.25
Number of subjects above State average	8

6. NAPLAN INFORMATION

Year 7	John Paul College Average	National Average
Numeracy	535	550
Reading	531	541
Persuasive Writing	503	515
Spelling	541	543
Grammar and Punctuation	529	540

Year 9	John Paul College Average	National Average
Numeracy	588	589
Reading	575	581
Persuasive Writing	551	548
Spelling	574	580
Grammar and Punctuation	555	570

Our results compare favourably to statistically similar schools in all areas.

7. PARENT, TEACHER AND STUDENT SATISFACTION

Parent

A significant component of a Catholic school is to support parents as the primary educators in the faith of their children. Parents play an extremely important role in the life of the school and contribute in many positive ways to the education of their children at John Paul College. When children see their parents and teachers sharing common beliefs, attitudes and goals, they feel more secure and demonstrate a greater sense of self-worth. It is through both parents and teachers working together that permits good results to be achieved. On the whole parent satisfaction with the school is high as indicated by the level of parent involvement in the following:

- College Carnivals and chaperones on ACC Carnivals.
- As members of the school community they elect, and may be elected, as members of the School Board.
- As parents in the school they are members of the Parents and Friends Association and they can offer their support through various activities held throughout the school year.
- Feedback from parents from a survey show parents are happy with the education their child has received.
- Further evidence is gathered from correspondence the College receives from our student's involvement in various activities. Those who present or are involved in activities with students provide very positive feedback as to the attitude and performance of our students in a variety of contexts.

- Anecdotal information as to parent perception is also received when a sibling may be enrolling at the College. The feedback received from parents reinforces the good educational experience students receive at John Paul College.

Student Satisfaction

The students at John Paul College have access to a wide range of excellent and up to date facilities. We are currently completing our amended Capital Development Plan that has seen the whole College being fully renovated and new buildings constructed in the last 12 years. In December 2012, to cater for the Year 7 intake in 2013 the College placed an additional classroom on site and converted one classroom to a Science Laboratory. In 2014 the College completed the building of a further 5 classrooms, two informal study areas, an amphitheatre, toilet block and a Kitchen for students use to cater for changes in Upper School requirements from 2015 and for the additional students with a full complement of Year 7 students. A sixth stream of Year Seven was added this year.

The school is well resourced and these resources are constantly upgraded to cater for the needs of the students. There are numerous cultural and sporting opportunities afforded the students and they are encouraged to actively participate in these. Our staff members are extremely supportive of and encourage the students to achieve their potential through various educational and extra-curricular programmes.

From student surveys for Years 7-11, students state they enjoy the experience of school while at John Paul College. The exit survey for Year 12's indicates the students are very appreciative and pleased with the education they received and the support they have gained from their teachers.

Staff

Our staff members participate in collaborative decision making processes relating to education and their contributions are valued and respected by the Leadership Team. They have access to Professional Development which ensures that they are cognisant of contemporary teaching pedagogy and up to date with the Courses of Study for Senior Secondary Students and the development of the Western Australian Curriculum. They are provided with the resources necessary for them to maintain a challenging learning environment for the children. During 2015 staff at the College were involved in developing and modifying a Reflective Practice tool and providing support / feedback on teaching practices in the classroom and a comprehensive mentoring programme to support our graduate early year's teachers. A group of staff also reviewed the Behaviour Management Strategy at the College. The College undertook the Lyn Sharratt School Improvement Programme based on her research and is developing a greater understanding of individualised student needs through this programme.

8. POST SCHOOL DESTINATIONS

90% of University pathway students received an offer of a place in the first round of offers.

All Non University pathway students gained an apprenticeship, traineeship, are enrolled in TAFEWA courses, or have entered the workforce.

9. SCHOOL INCOME

Please refer to the Australian Curriculum and Reporting Authority website 'My School' using the link below and search for John Paul College Kalgoorlie.

<http://www.myschool.edu.au>