



## JOHN PAUL COLLEGE COMPLIANCE DATA 2020

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 700 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 School Improvement Focus Team (SIFT) oversees the College School Improvement Plan (SIP) and ensures action is taken to improve the College SIP focus areas, with the voice of Staff and Students at the centre of all initiatives.

The College's recent Capital Development programme includes the construction of a Trade Training Centre, Robotics Laboratory, Textiles and Fashion Room, Special Needs Centre and new Art Room. This has enabled the College to expand course offerings.

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 at the College and have TRBWA Registration or Police Clearances and Working with Children Cards.

The teaching for John Paul College is numbered 58. Of these staff, 1 was a Teach for Australia trainee teacher, 50 were 4 year trained and 7 held higher degrees (Masters, PhD).

### 3. WORKFORCE COMPOSITION

The total number of staff at John Paul College including teaching and non-teaching staff was 86. Of these 58 were teaching staff and 28 non-teaching.

The staff gender breakdown was: 60 female and 26 male.

One member of staff was of indigenous origin (1 female).

### 4. STUDENT ATTENDANCE

The table below shows student attendance by Year Group and Gender as a percentage:

Year	Male	Female	<i>Average</i>
12	94.94	90.95	92.95
11	91.48	91.63	91.56
10	90.38	88.94	89.66
9	88.69	88.59	88.64
8	87.59	86.65	87.12
7	90	90.59	90.3
<b>Total</b>	<b>90.51</b>	<b>89.56</b>	<b>90.04</b>

Attendance is monitored by the teaching staff during Home Room at the commencement of the school day and then throughout the day during each lesson. Non-attendance is followed up each day with a text message 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 Database. If a note is not received by the end of the month, an email is sent to parents/guardians asking for an explanation.

### 5. ANNUAL ASSESSMENTS

#### WACE Externally Examinable Courses (University pathway)

Students gained an ATAR of 90+                    4  
Median ATAR    71.00

#### NAPLAN Information

Due to the COVID-19 pandemic, no NAPLAN testing was conducted in 2020.

Year 9 students were given the opportunity to participate in the Online Literacy and Numeracy Assessment (OLNA) in lieu of NAPLAN testing. The following table indicates the number of Year 9 students that successfully completed OLNA components:

Component	Number	Percentage
<b>Numeracy</b>	84	66
<b>Reading</b>	110	86
<b>Writing</b>	102	80

## **6. PARENT, TEACHER AND STUDENT SATISFACTION**

### **Parent Satisfaction**

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.
- As members of the school community they may elect, and be elected, as members of the School Advisory Council.
- 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 recent Climate surveys show parents are happy with the education their child has received.
- Further evidence is gathered from correspondence the College receives from our students' 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.

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 the students and encourage them to achieve their potential through various educational and extra-curricular programmes. Aligning with our school improvement initiatives and the student to teacher feedback process, students complete PIVOT surveys which provide teacher, departmental and whole school data. This data is then utilised to better cater for students needs and improve the teaching and learning experiences of our students at John Paul College. 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 12s indicates the students are very appreciative and pleased with the education they received and the support they have gained from their teachers.

## Staff Satisfaction

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. This year Teacher learning Network has been utilised as a platform for staff driven Professional Development. They are also provided with the resources necessary for them to maintain a challenging learning environment for the children, particularly with a Visible learning focus which has been a central aspect of our School Improvement Plan. The College undertook the Lyn Sharratt School Improvement Programme based on her research from 2016 – 2018 and is developing a greater understanding of individualised student needs through this programme. Current Professional Development focuses on Visible Learning, with particular reference to feedback. The College School Improvement Focus Team meets regularly to ensure school improvement is constantly attended to. Staff are also surveyed in the School Climate Surveys on a regular basis.

## 7. 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>.

## 8. SENIOR SECONDARY OUTCOMES

Number of students eligible to achieve Secondary Graduation:	39
Number of students achieving Secondary Graduation:	35
Percentage of students achieving Secondary Graduation:	89.7%
Number of students undertaking vocational training or training in trade:	0
Number of students attaining a Year 12 certificate or equivalent VET qualification:	9

## 9. POST SCHOOL DESTINATIONS

100% 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.

## 10. ANNUAL SCHOOL IMPROVEMENT

Please refer to the Principal's Report for 2020: [Principal's Report 2020](#)