

2015 ANNUAL SCHOOL REPORT



St John Paul II Catholic College, Schofields

85 Hambledon Road, Schofields 2762

Principal: Mr Phillip Smith and Mr Jim Fanning

Phone: 9208 7200 Fax: 9208 7290

Email: stjohnpaul2@parra.catholic.edu.au

<http://www.stjohnpaul2.catholic.edu.au>

Introduction

About the Annual School Report

St John Paul II Catholic College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

We are proud to present you the 2015 Annual School Report for St John Paul II Catholic College, Schofields/Nirimba.

The school offers a broad curriculum for all students with an emphasis on using data to create personalised and differentiated learning. The school structures support this educational emphasis with leaders of learning for each Stage working to ensure that teaching and learning is relevant to the needs of the students.

In 2015 the school continued with a focus on Stage learning with an emphasis on a numeracy approach to learning in Stage 4 and 5 specifically and the continuation of professional learning communities at the heart of the teaching and learning process of the school. The *Mission Statement* emphasises that we strive through our own journey and story to be inviting, inclusive and just. We have used the professional learning communities to work on the Parramatta Diocesan *Strategic Intent* of improving the learning outcomes for all students and providing a professional and rewarding life for the staff.

Our journey is an ongoing one which is being evaluated constantly and one which involves all members of the school community. At all times, we have worked together as a community to develop our Catholic nature through our interaction with one another and the participation of the community in liturgical celebrations, both within the school and the parishes.

Parent

Communication to parents and caregivers is paramount and the college provides constant information through email updates which is sent approximately every three weeks on key events, including links to the newsletter, our website, our facebook page and many other key informational notes. Please add these links to your safe sites.

If at any time you have questions about your child's time at St John Paul II Catholic College the leaders of learning for each Stage are there to assist. Your child's college planner also has a wealth of information for you and is an interactive channel between you and the teaching staff.

Opportunities for further parent and caregiver interaction are also fostered through the many events hosted during the school year such as working bees; Year 7 welcome barbecue; College opening mass; Terra Sancta/St John Paul II Day; sports presentations; and the semester college awards ceremonies. Parents' and caregivers' involvement at the school is also evident through their active leading of prayer and Acknowledgement of Country at school events. These interactions make St John Paul II Catholic College a unique learning community where the relationship between the parents and caregivers, and the school is thriving.

Remember, you are an integral part of your children's journey through life and we are here with you to help them develop their skills to achieve their best for a positive and fulfilling future.

Student

Two thousand and fifteen was an amazing year for St John Paul II Catholic College. There have been so many fun and exciting things that happened during the year. This included having the Year 7 students starting their journey to the Year 12 students ending their journey at the college. The introduction of RISE UP was also implemented at the school. It stands for Respect, Integrity, Safety, Effort, Uniform and Equipment, and Punctuality. This was put into action to show the students what they should be striving for at the school. Many more exciting events happened during year like the yearly Sports Carnival, Ninja Day, Medieval Day and so much more.

Who we are

History of the school

The college was founded as Terra Sancta College in 1996 and officially became St John Paul II Catholic College at the start of 2015. It was founded as a result of the need identified by the local parish communities to establish a Catholic secondary school to serve the local parish communities and the established Catholic primary schools of Mary Immaculate Primary School, Quakers Hill; St Joseph's Primary School, Schofields; and St John's Primary School, Riverstone.

The development of the Schofields and Nirimba campuses took place in the middle of 1997, allowing Terra Sancta College to provide a continuous education for Years 7 to 12.

The school completed the building program in 2015 at the Schofields campus with the construction of a Year 7 co-operative learning space; the remodelling of the library into a modern learning centre; the creation of collaborative learning spaces for Year 8; refurbishing the staff room; and enhancement of the entrance foyer to the campus.

The school has been in existence for 19 years on the Schofields site and 18 years at Nirimba, Quakers Hill, so it is now firmly established within the local community.

Location/drawing area

St John Paul II Catholic College provides secondary Catholic education across two campuses, drawing mainly from the suburbs of Quakers Hill, Schofields, Riverstone and The Ponds. The main feeder schools are Mary Immaculate, Quakers Hill; St Joseph's, Schofields; St John's, Riverstone; and Our Lady of the Angels, Rouse Hill.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	85
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	44
Number of teachers currently undertaking accreditation to teach Religious Education	10
Number of non-teaching staff (includes teachers' aides)	23
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	96.41
Percentage of 2015 teaching staff who were retained from 2014	87

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The school year commenced with a College Mass and concluded with the Advent liturgy as public expressions of the prayer and liturgical life of St John Paul II Catholic College. Lent began with the college launching the Parramatta Diocesan Caritas Lenten Appeal. Student representatives attended Ash Wednesday celebrations at both St John's and Mary Immaculate Parishes and then facilitated the liturgy and distributed ashes to staff and students in classrooms.

Throughout the year the school's spiritual life was supported by a number of regular opportunities for students to engage in Catholic liturgical celebrations. Years 7 and 8 attended the parish weekly mass at both St John's and Mary Immaculate Parishes; Rosary was held each week in the prayer room at Schofields; and daily prayer occurred each day in homeroom. Students were also introduced to their set Catholic prayer for their Year group and prayed at the commencement of each Religious Education class. All students experienced reflection days with Year 7 having a night prayer at Camp Yarramundi that focused on Mary MacKillop and Year 12 sharing a faith filled retreat. For many this was the highlight of Year 12. Other aspects of the faith experiences included Terra Sancta/St John Paul II Day that incorporated the Year 12 graduation. This event appropriately commenced with a college mass attended by parents and caregivers, as well as students from our feeder primary schools.

Social Justice

As a Catholic community, social justice is paramount to our spiritual life and is not only an obligation of our baptism but also an expression of our faith in action. In 2015 the college primarily supported: Caritas Australia; The St Vincent de Paul Society (SVDP); Diocesan Works Fund (DWF) in May and November; and the missionaries of La Salette in India. The college supported SVDP through participation in the local Door Knock Appeal, as well as working in partnership with the local SVDP chapter to use the facilities at Nirimba as a central base of operations; provision of hampers to the SVDP chapters at Mary Immaculate and St John's Parishes for the Christmas Appeal; and volunteering on the 'Vinnies Van' that involves serving the homeless and lonely members of the wider community through the preparation and delivery of meals. The college supported the missionaries of La Salette in India through spiritual and financial support that assists in improving education and, therefore, life for the children in the village. The college supported Caritas through the Project Compassion fundraising during Lent. This was introduced through the homerooms with weekly challenges to be met.

School home and parish partnerships

Partnerships are an integral part of St John Paul II Catholic College. In 2015 partnerships have been established with Year 11, Year 8 and Year 5 students. Year 11 students were invited to work with the Year 8 students in the Leading Learning program; and Year 8 engaged with Year 5 students in the Peer Learning program at Mary Immaculate Primary School, St Joseph's Primary School, St John's Primary School, and Our Lady of the Angels Primary School. Partnerships continued with the parish priests of Mary Immaculate Parish and St John's Parish which offer weekly Eucharist and Reconciliation as well as celebrating significant liturgical celebrations such as Lent, Easter, Year 12 Graduation and Retreat, and Advent.

Students and staff also joined the Mary Immaculate Parish for Stations of the Cross, where Year 8 students performed at feeder primary schools and at the parish on Good Friday. Holy days of obligation were celebrated in the performance workshop at Schofields including All Saints Day with Year 9 and the Ascension with Year 10.

Parents and caregivers are always invited to liturgical events each year, including the weekly masses at the parish, the Opening School Mass, Ash Wednesday liturgy, Terra Sancta/St John Paul II Day and the Advent liturgy. They have also been actively involved in prayer at the start of College events such as information nights and the Year 7 barbecue. At the Year 12 Farewell Mass they acted as ministers of the Eucharist, readers and carriers of the offertory gifts. Additionally, many parents and caregivers attended the principal's chat groups and working bees.

Religious Education

In 2015 the Religious Education programs provided the opportunity for students to reflect on their own life experience and to research religious and related social issues significant to Australia's multi-faith culture. The Religious Education programs are drawn from *Sharing Our Story* in Stage 4; Board of Studies Teaching and Educational Standards (BOSTES) endorsed course, Catholic Studies in Stages 5 and 6; and the BOSTES developed course, Studies of Religion, in Stage 6. The Year 7 units of work and assessment tasks were integrated with Human Society and Its Environment and English that introduced the use of iPads in the creation and presentation of their work. The Year 8 units of work were taught independently but used integrated skills and some assessment tasks from the English programs. During this introductory phase student progress was assessed each term and monitored on a data wall.

Professional Learning of staff in Religious Education

In 2015 staff attended professional learning outside the school, including the Islamic Sciences and Research Academy (ISRA) inservice, Studies of Religion Conference, religious literacy and 'Vinnies Van' training. Subsequently they were required to present their learning to other members of staff and/or become leaders in training others. Religious Education staff also engaged in professional learning through integrating aspects of the learning plan such as using effective feedback; creating a writing continuum; using NAPLAN data to develop effective literacy and numeracy strategies; and integrating Information and Communication Technologies (ICT) in units of work. The Year 7 Religious Education staff assisted in training others in the use of Google Apps and the effective use of iPads in the classroom.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	95	92	48	55
	Literacy	94	92	50	51
	Reading	98	95	50	57
	Writing	92	87	38	40
	Spelling	95	93	64	60
	Numeracy	99	96	46	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	88	89	37	40
	Literacy	88	88	32	42
	Reading	92	92	42	47
	Writing	83	80	30	34
	Spelling	92	90	57	51
	Numeracy	99	96	40	51

In 2015 students have compared favourably with nationwide achievements at minimum standard in both literacy and numeracy. A targeted approach, initially by the English teachers, and then the whole staff has shown positive results from the intervention in writing. This will continue in 2016.

In Stage 4 the English Mathematics Stage 4 (EM4) program was undertaken to target specific teaching and learning strategies in literacy and numeracy. The college also instigated strategies such as learning intentions in order to ensure that every child can succeed. Other strategies have included spelling strategies and lists for specific subjects and the Survey, Question, Read, Recite, Review (SQ3R) approach for reading, and the 3 Level Reading Guide for comprehension. As part of the EM4 project, high yield strategies have been embedded into the English Mathematics programs.

In response to the School Measurement Assessment and Reporting Toolkit (SMART) data the college embarked on a program of individual intervention in term 4 for Year 7 and 9 students who were vulnerable in any of the NAPLAN domains. Students met in small groups once per week and worked with a teacher on their identified area of need. The literacy students focused on guided reading and the numeracy on open-ended problem solving.

Record of School Achievement (RoSA)

In 2015 nine Year 10 students and six Year 11 students requested a Record of Student Achievement (RoSA) from the Board of Studies Teaching and Educational Standards (BOSTES).

Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	51	78
English Standard	34	42
English Advanced	88	91
Ancient History	58	61
Food Technology	56	57

The 2015 Higher School Certificate (HSC) results for St John Paul II Catholic College reflected the hard work and partnerships of the students, teachers and families. The current cohort of students has achieved good results which are similar to the results achieved in the 2014 HSC.

A number of subjects scored above the state average including Ancient History, Community and Family Studies, Food Technology, Human Services, Hospitality and Entertainment Industry.

Of particular interest were the results for Dance and Drama where three students were nominated for higher honours in this year's HSC. Two students had dance pieces nominated for 'Callback 2015' and one student's drama piece was nominated for 'On Stage 2015'.

Over time our results have continued to measure up favourably against state averages in many subjects. Trends in student performances show that the results for the college are in line with those experienced state wide and they measure up very well in comparison to other schools in the same socio-economic status.

The Higher School Certificate is not simply about Australian Tertiary Admission Rank (ATAR) and band 6 results. A comprehensive school caters for all students and, for some, it was an achievement to have completed six years of secondary school. There are also many students who completed vocational education courses through Technical and Further Education (TAFE) as well as courses delivered onsite. These students have also achieved their personal best and deserve their rewards.

In order to address any results which are of concern the college continues to use the DeCourcy

Analysis and the BOSTES Results Analysis package. Additionally the teachers and students are interviewed individually to determine effective teaching strategies.

School curriculum

In 2015, the college supported a number of students via programs including life skills training, peer tutoring and transition and the development of individual learning plans.

There was also homework assistance and Mathematics and English tutoring courses. the college participated in English Mathematics Stage 4 (EM4) and Extending Mathematical Understanding (EMU) programs. Students identified as a result of NAPLAN tests were given individual and small group assistance to help them achieve national benchmarks.

Through Technical and Further Education (TAFE) and Technical and Vocational Education and Training (TVET), students accessed a variety of courses. Senior students also completed courses at the Australian Catholic University and Western Sydney University, concurrently with their HSC studies. Year 10 students were able to enter TAFE courses as they studied for the RoSA. Those who entered TAFE and/or employment received individual assistance and guidance. For some students work experience was arranged to assist them.

The enrolment and transition of Year 6 into Year 7 involved the current Year 7 students visiting the feeder schools. Other transition activities included individual interviews, tours of the campuses, a full day attendance in term 4, whole-school events and a 'meet and greet' barbecue. Year 7 is a transition year at the school with students working primarily with two main teachers.

Other co-curricular activities included Year 7 camp and Year 12 retreat, as well as Years 7 to 11 reflection days. Representative activities and sports were offered in netball, soccer, cricket, tennis, golf, swimming, athletics, cross country, rugby league, basketball and Australian Rules football. There was also strong interest in the performing arts, shown in events such as the college musical nights, and music ministry for liturgical events, as well as public speaking, debating and mock trial.

Initiatives to promote respect and responsibility

The action plans for 2015 involved leaders of learning and student learning liaison teachers for each Stage designing and delivering programs specific to the Year group and Stage cohorts. These programs addressed respect for self, family, school and the wider community. The local police school liaison officer played an active part in this agenda.

The Peer Tutoring program saw Year 11 students assisting Year 8 students in class. In return, the Year 8 students visited Year 5 students at the feeder schools. This program gave students the opportunity to engage actively and support others in the college. The project engendered responsibility in the Year 11 and Year 8 students as well as a sense of community belonging and respect among all participants.

Peer support operated during Learning Enrichment on a Thursday afternoon when Year 10 students worked with the new Year 7 students to assist with their transition from the various feeder primary schools into the St John Paul II Catholic College community.

The Restorative Practice program continued throughout the year. This program concentrated on working with students so that they could understand the impacts of their actions on others. The program has been in operation at the college for a number of years and has a significant impact upon the way members of the community treat others respectfully.

Professional Learning

Staff professional learning days focused on mandatory training in emergency first aid, anaphylaxis training and child protection, as well as school compliance and the implementation of the national curriculum. Additionally there was an emphasis on NAPLAN analysis and the Results Analysis Package of the Higher School Certificate in order to inform teaching and learning in 2015 and into 2016. The EM4 project continued this year involving English and Mathematics teachers in Stage 4 attending a number of professional learning days.

There was also an emphasis throughout the year on formation and staff well-being. Students and staff have also been continuously updated on the restorative justice approach to welfare. A great deal of the staff professional learning has occurred within the context of the college's

professional learning communities in order to reinforce the cross-curricular nature of much of the professional learning.

Annual school priorities

Priority 1	To increase knowledge of intentional discipleship of Jesus and the Sacraments through the charism of St John Paul II
Reason for priority 1	This priority was chosen as a result of Quality Catholic Schooling (QCS) data referring to parental awareness in school/parish activities and creating opportunities to foster parish youth activities at the college. The school also decided to use the Sherry A. Weddell text, <i>Forming Intentional Disciples: the Path to Knowing and Following Jesus</i> . The text provides practical ways of raising awareness and forming a personal relationship with God.
Steps taken to achieve priority 1	One strategy used a St John Paul II quote of the week and its connection to an understanding of God. Students, especially the SRC, attended Mary Immaculate events such as Praying, Accepting, Reaching, Teaching Youth (PARTY) and Youth For Christ (YFC). There was the inclusion of parents and caregivers in prayer at school events and communication with the community through the website and newsletters.
Status of priority 1	Achieved

Priority 2	To improve students' reading and writing levels at the point of need through differentiation and the gradual release of responsibility to enable them to access the curriculum
Reason for priority 2	This priority was chosen as a result of 2014 Year 7 NAPLAN results and 2014 Progressive Achievement Tests in Reading (PAT-R) data which clearly indicated the need for improvement in reading and writing levels.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> Teachers engaged in professional learning about reading comprehension strategies. They developed flipped classrooms on Survey, Question, Read, Recite Review (SQ3R) and 3 Level Guide, used learning intentions and success criteria and they explicitly taught SQ3R and 3 Level Guide. There was planning of student learning within the gradual release of responsibility framework based on student learning needs, identified from recent data, supported by case management meetings.
Status of priority 2	Achieved

Priority 3	To increase our students' ability to problem solve by using consistently challenging tasks
Reason for priority 3	This priority was chosen as a result of the data analysis on previous NAPLAN results indicating that our students who fell into the middle bands of NAPLAN were not being challenged enough, as indicated by a clustering of students not progressing into higher bands.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ■ Teachers used a variety of problem solving activities (each lesson) that encourage reasoning and communication of solutions as well as lesson warm ups targeting number strategies. ■ Problem solving activities were structured around Newman's prompts. ■ There were Year 7 and 8 weekly homework sheets with five questions targeting the four Mathematics Assessment Interview (MAI) domains and a reasoning question.
Status of priority 3	Achieved

Projected school priorities

Priority 1	Increase knowledge of Catholic Values, especially Mercy, through the charism of St John Paul II
Reason for Priority 1	In 2015 St John Paul II Catholic College became our official name and so a continued exploration into St John Paul II's charism assists us in forming a Catholic world view. His charism is built on being with others, all others. Mercy is essential to this world view, and the 2016 Extraordinary Jubilee of Mercy calls on us to become more effective signs of God's action, within the Catholic values embedded in the learning continuum and in our school community.
Steps to be taken to achieve Priority 1	Students' work samples will provide evidence of the explicit teaching of the Catholic Values, especially mercy. The Year 7 program, Initiation and Belonging, will integrate the understanding of mercy, especially in relation to the 'lost' parables in the Gospel of Luke. The implementation of the Professional Learning Plan will contain an obligation to embed Catholic values across all units of work. World youth Day (WYD) pilgrims will promote WYD in the school and the parishes.
Priority 2	To improve Year 8 students' achievement in writing by explicit teaching and descriptive feedback, as measured by the school developed matrix
Reason for Priority 2	Our analysis of 2015 Year 7 students NAPLAN data shows that their achievement in the area of writing requires closer attention. Specific teaching in this area will improve the quality of students' written responses.
Steps to be taken to achieve Priority 2	Professional reading/s for English teachers will focus on effective writing strategies. It will also focus on how to use data and how to decide an area of enquiry using high yield strategies, as well as writing being driven by purpose, audience and context. Teachers will also provide explicit feedback to students based on marking criteria, matrix and success criteria. This will include a writing and publishing process being taught.
Priority 3	To improve Year 8 students' ability to problem solve challenges, through teacher descriptive feedback and self assessment as measured by an improvement of one level in the problem solving strand of the college developed matrix
Reason for Priority 3	Data analysis on Year 7 2015 NAPLAN results indicate that our students who fall into the middle bands of NAPLAN need to be challenged with high order tasks. This is indicated by a clustering of students in the middle of the results.
Steps to be taken to achieve Priority 3	Teachers will have an understanding of descriptors/levels of problem solving to allow for descriptive feedback. Student work samples will be examined to align to descriptors of problem solving. Students will be challenged with more difficult mathematical problems using Newman's 5 Prompts and Polya's 4-Step Problem-Solving Process, along with the Maths Toolbox as an enabling prompt. Teachers and students will learn specifically about the Bar Model strategies, co-teaching and co-planning.

Community Satisfaction

Parent satisfaction

The QCS data collected and reported showed that there had been a significant improvement in the extent to which parents found that the student reporting provided useful information about their child's progress. Education programs were improving. Plus there was an improvement in the way students were well-prepared and supported during the transition to the next Stage of their schooling.

Student satisfaction

The QCS data collected and reported showed that students felt positive at school. They liked, and were connected to, the school. Teaching and student learning was becoming more purposeful and stimulating. They felt motivated to do well, but did not always feel confident in their ability to learn. Students felt safe from bullying at school.

Teacher satisfaction

The QCS data collected and reported showed that staff were enthusiastic and passionate about their work individually and were increasingly feeling the same way when working in groups. The results indicated an increase in these areas when staff were working in groups compared to the previous two years. They were providing each other with positive feedback about how to improve their teaching.

Student Profile

Enrolment Policy

St John Paul II Catholic College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	501	535	1036
2014	544	547	1091
2015	586	517	1103

Enrolment numbers continue to increase each year showing a strong school community support for the college.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	93
Year 8	91
Year 9	91
Year 10	87
Year 11	91
Year 12	91
School average	90.54

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	335
Students with disabilities (SWD)	43
Indigenous	28

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address

attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 76%.

Retention from Year 10 to Year 12 continues to be a focus for the college. The need to provide flexible pathways is one area being examined.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	36
Percentage of Year 12 students who undertook training in a trade while at school	1
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

Each year St John Paul II Catholic College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination of students leaving Year 12	%
University	65
Technical, and Further Education (TAFE)	25
Workforce	8
Other/Unknown	2

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

St John Paul II Catholic College values relationships as the cornerstone of its mission and therefore the college does not tolerate bullying.

There is an underlying philosophy of care, based on the gospel values of respect for self and for others. At all times, behaviour should reflect a caring and respectful attitude. This attitude is identified in behaviour which would be courteous, honest, being aware of others, and striving to reach one's potential. Expectations, rules and procedures, published in the student planner, are reflections of this underlying philosophy.

In 2015, the focus for staff and students was on welfare rather than merely management. A strong indication of the commitment to staff and student welfare was the continuation of a well-being committee to oversee the college's welfare policies. There has been a strong focus on two way respect between teachers and students, restorative practice and acceptance of responsibilities for one's actions. A great deal of emphasis was placed on reviewing what was occurring when things went wrong for students and how they could deal with similar issues in future.

The practices and procedures of the college are fair, demonstrate natural justice and are founded on care and concern for the individual.

The college is continually reviewing its policies on student welfare, discipline and anti-bullying. One major change to student welfare has been the introduction of the RISEUP initiative. RISEUP stands for Respect, Integrity, Safety, Effort, Uniform and equipment, Punctuality.

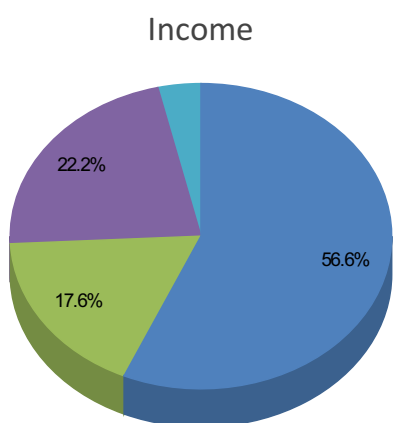
The full text of student management/welfare and discipline policies can be obtained through either of the campus offices at St John Paul II Catholic College.

Complaints and grievances policy

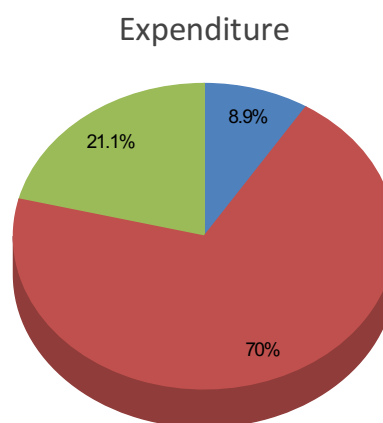
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy during 2015.

Section Eleven: Financial Statement



- Commonwealth (56.6%)
- Capital (0%)
- State (17.6%)
- Fees (22.2%)
- Other (3.6%)



- Capital (8.9%)
- Salary (70%)
- Non-Salary (21.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,327,980
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,900,476
Fees and Private Income ⁴	\$3,651,541
Other Capital Income ⁵	\$599,345
Total Income	\$16,479,342

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,472,591
Salaries and Related Expenses ⁷	\$11,516,236
Non-Salary Expenses ⁸	\$3,473,468
Total Expenditure	\$16,462,295

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.