

John Paul College Frankston

2020 Annual Report to the School Community



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Contact Details

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|--------------------|--|
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Minimum Standards Attestation

I, John Visentin, attest that John Paul College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

21/05/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

Inspired by the Gospels' values, John Paul College provides an exemplary and holistic education within the Catholic tradition. Our community welcomes students and their families from the parishes and communities of the greater Frankston region.

We believe every student's success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience and inspires faith in action.

"With Him is the Fullness of Life" Jn 10:10

Our motto is our vision - the commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good - Christian discipleship for a just world.

College Overview

John Paul College is a Catholic, coeducational, secondary, regional college in the Archdiocese of Melbourne. The College was founded in 1979 as a result of a merger of two previously established schools: Stella Maris Girls' College (1968) and Marianist Boys' College (1973). John Paul College provides secondary education for families in the parishes of St Joseph's Chelsea, St Anne's Seaford, St John's Frankston East, St Francis Xavier's Frankston and St Jude's Langwarrin.

We treasure our spirit of community and the values that flow from it - courage, perseverance and generosity.

The strength of our House system is anchored in these values and the charism we inherit from the lives of our founders, The Faithful Companions of Jesus (FCJ) sisters and the Marianist brothers. Today, we continue to live by our values and animate them within a culture that:

- Respects the dignity of every person
- Is inclusive, compassionate, just and forgiving
- Honours the integrity of creation through careful stewardship.

John Paul College is jointly owned by its member parishes, namely: St Anne's Seaford, St Francis Xavier's Frankston, St John's East Frankston, St Joseph's Chelsea and St Jude's Langwarrin. The parish priests of these five parishes form an 'Association of Canonical Administrators'. This association is the legal owner of the College.

The John Paul College Board is a representative group of parents, canonical administrators and staff which is responsible for the development of the mission statement and general policies of the College. The canonical administrators delegate to the board the responsibility for giving advice to them and to the school's administration on a range of policy matters, including educational priorities, capital development, student enrolment and parent fees.

Principal's Report

The academic year of 2020 has been like no other the College's history. We have faced a global pandemic and responded to rapidly changing circumstances that have caused us to re-evaluate, re-imagine or even release much of what would occur in a 'normal' school year. 2020 has been anything but normal!

The 2020 academic year started in very positive terms with the introduction of 217 enthusiastic Year 7 students at the College's opening assembly. This cohort is the largest since 1995 and is a testament to the growing reputation of the College and the opportunities provided for students in all areas.

Before the end of first term the College, like many schools and businesses, was working around the clock to develop policies, processes and modes of delivery for remote learning. It has been a testament to the dedication of both teaching and support staff that we have been able to continue to deliver a high quality education, including wellbeing support services for our students and families during this tumultuous time.

We have learned a great deal about the use of technology and ways to collaborate remotely and there will be opportunities in the future, to use this learning, even when school is fully on site. We have packed several years of planned professional learning into the space of months, as staff have had to switch, within days, to working from home. The efforts of our IT team has been particularly noteworthy, as they have led us to achieve the transition to fully online teaching. They have also provided ongoing logistical support and coaching to students and staff when needed and have been our champions in 2020!

Similarly, our students have adapted to what became the new normal of working from home and using Microsoft Teams and SIMON platforms as well as other technologies to access and engage with their learning. It has been easier for some than others, but everyone has had to modify the way to access their learning in 2020. The way in which students have maintained a positive approach in difficult circumstances, has been a highlight of the year. I have also valued the support and patience of parents and carers, who have also been dealing with the uncertainties of 2020 for themselves and their children.

It was delightful to welcome back our Year 7 and 11 and 12 students in Term 4 to on site classes. The appreciation of students for the small, but important, things at school has been heightened this year. The rest of the College was able to return on 26 October along with all staff. Wonderful, life-giving activities such as the production, weekly sport, excursions, camps and retreats have had to disappear for this year. These opportunities will return, but it has been difficult to have to make the decisions to cancel them, and we are grateful for the acceptance of students and families in these decisions.

I would like to take this opportunity to thank the College Board for their support and guidance over the year. Caroline McAllister has provided wise advice and encouragement to me and the College during this challenging year as the Chair of the Board. I am also grateful to the parish priests of this region who are the Canonical Administrators of this College and, in particular, the President of the Canonical Administrators, Fr Martin Adichilamackal. My sincere and heartfelt thanks also to my Leadership Team: Lynette Helisma (Deputy Principal - Learning and Teaching), Craig Judkins (Deputy Principal - Wellbeing), Paul Owsianka (Business Manager), John Riddle (Director of Faith and Mission), Sam Anstey (Director of College Organisation), KJ Maan (Director of IT) and Wendy Hayes (Principal's PA). Their individual and collective responsibility and leadership during this most disruptive and unpredictable year has been of critical importance in guiding the College community to see this through.

Education in Faith

Goals & Intended Outcomes

Goal

To strengthen the Catholic identity of the College in the context of a diverse community

Intended Outcomes

That the College community further develops a recontextualised understanding of our Catholic faith and traditions, evident in the explicit connections between faith and life.

That student participation in an engaging RE curriculum is enhanced.

Achievements

Our Catholic faith has a rich tradition of social teaching and expression of our faith through the call to serve others in need. Our mission statement also calls more specifically for the inspiration to 'faith in action' within our students. Moreover, that we educate to promote that each student is empowered to 'contribute to the common good - Christian discipleship for a just world'.

Before the impact of the pandemic, there were a range of achievements including the following:

- Continuation of newly established afternoon prayer at the conclusion of the day in class groups
- Each House group has continued their Chapel liturgy once per fortnight
- We have continued with the staff prayer roster as well as dedicated staff briefing time allocated to small liturgical focus each week.

There has been ongoing development of relationship with our local parishes, and we thank our Parish Priests for their continuous support of John Paul College, particularly in celebration of the sacraments:

VALUE ADDED

Involvement of students in the liturgical and faith life of the College include:

- Daily prayer
- Student led Friday Chapel Holy Hour
- Holy Week assembly
- Retreats - Years 7, 8 & 12
- Staff Masses — start and end of year
- Whole school beginning of year Mass

NB: Due to the pandemic and disruption to onsite activity, many of the usual faith based initiatives and events were not conducted in 2020.

Social Justice and Outreach has been enhanced by:

- Our College Soup Van - The Community Companion
- Mission Action Day (M.A.D)
- Youth Ministry and Leadership programs
- Volunteering.

These are all an 'articulation' in practical terms of our Catholic School Vision. The John Paul College Mission statement explicitly states that inspired by the Gospels' values, John Paul College provides an exemplary and holistic education within the catholic tradition. The particular focus for us is in the spirit of our founding FCJ and Marianist charisms.

All of our endeavours at John Paul College are informed and critiqued by the College motto:

With Him is the Fullness of Life.

Learning & Teaching

Goals & Intended Outcomes

Goals

To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement, involvement and achievement across the curriculum.

Intended Outcomes

That improvement in student learning outcomes will be reflected in improved results in internal and external assessments including NAPLAN and VCE/VET/VCAL.

That the outcomes and confidence of students, as learners and individuals, are enhanced.

Achievements

Despite the challenges faced due to the pandemic in 2020 our students experienced a diverse program online which has allowed for powerful learning to continue.

The online experience at John Paul allowed for many innovations in digital learning.

Throughout 2020 teachers developed the curriculum and assessments to empower student agency and self-paced learning through many digital tools. Students from Year 7-Year 12 developed their independence and collaboration skills through Microsoft Teams and SIMON. Students have further developed their digital literacy through supported research tasks and communicating their knowledge in creativity ways such as through online concept mapping, collaborative assignments through Microsoft Word and OneNote as well as through Adobe Creative tools.

New developments in curriculum in 2020 included students in Years 7 and 8 being offered the opportunity to take part in the STEAM Altitude program. The students were able to work on inquiry-based projects which centred around the use of spheros, robotics and building nest boxes to support the local community.

The SCIL Centre continued to support students during online learning through targeted help in Microsoft Teams.

The Resource Centre developed and implemented a research skills program for Years 7 and 8 to develop the skills needed to undertake online research tasks. The Resource centre also

implemented a new reading program in years 7-8 to further develop student's literacy skills and love of reading.

Our VCE students grew exponentially with their resilience and intrinsic motivation to continue to progress their learning while undertaking remote learning. Many of our senior students collaborated to offer those interested online study groups. VCE teachers continued to support the students through holding extra revision sessions during both remote learning and returning to onsite learning.

Other achievements in Learning and Teaching included the curriculum documentation project with staff enhancing our current Victorian curriculum plans with differentiation strategies and Learning Intentions and success criteria.

STUDENT LEARNING OUTCOMES

Without Naplan testing, Teaching staff continued to monitor student learning through online formative assessment on SIMON and Microsoft Teams. Students' assessment data through online reporting in SIMON was also used to ensure students were on track with their learning.

The staff and students look forward to continuing with the innovation learnt during this unique time in 2020 in their classes during 2021.

MEDIAN NAPLAN RESULTS FOR YEAR 9

*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

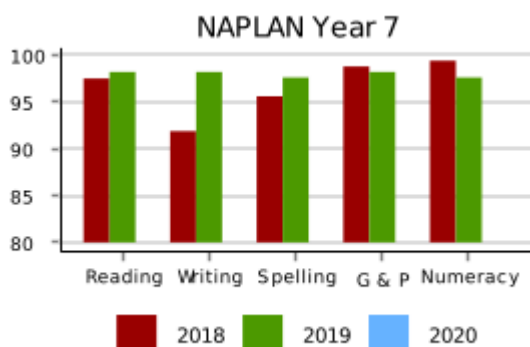
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 07 Grammar & Punctuation | 98.8 | 98.2 | -0.6 | | |
| YR 07 Numeracy | 99.4 | 97.6 | -1.8 | | |
| YR 07 Reading | 97.5 | 98.2 | 0.7 | | |
| YR 07 Spelling | 95.6 | 97.6 | 2.0 | | |
| YR 07 Writing | 91.9 | 98.2 | 6.3 | | |
| YR 09 Grammar & Punctuation | 99.2 | 93.5 | -5.7 | | |
| YR 09 Numeracy | 100.0 | 99.3 | -0.7 | | |
| YR 09 Reading | 96.8 | 95.7 | -1.1 | | |
| YR 09 Spelling | 97.6 | 92.0 | -5.6 | | |
| YR 09 Writing | 87.4 | 90.2 | 2.8 | | |

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goals

To maximise the wellbeing of all students in a safe and stimulating learning environment.

Intended Outcomes

That students have an authentic voice in their learning and wellbeing in an environment of mutual respect and positive relationships.

That the confidence and resilience of students, as learners and individuals, are enhanced.

Achievements

- Provide meaningful and relevant opportunities for learning for the broader community with a particular focus on wellbeing for learning.
- Processes developed and implemented.
- Evidence provided as part of the EMS360 Reviews.
- Strengthened relationships between student, guardians and teachers.

VALUE ADDED

Despite the challenges presented during 2020, John Paul College continued to reaffirm the importance of student wellbeing as an important building block for quality learning. Many of the programs we had planned were modified to suit an online context and in some cases, they simply couldn't occur. However our fundamental goals were the guiding force for our actions and we can be proud of what was achieved.

2020 commenced with a Year 7 intake of more than 200 students who settled quickly despite only being on site for less than a term. The attendance at the Year 7 and New Students Pastoral night was excellent and helped to form immediate connections between families and staff of the College - most importantly the Pastoral Care Teachers. Our vertical Pastoral Care structure helped our new students settle quickly and develop friendships across year levels. The Year 7 Activities week was held and engaged students in a range of activities designed to develop friendships.

Beyond Term 1, our pastoral care program focussed on checking in with all students during their remote learning. Often these sessions conducted through TEAMS provided students with an opportunity to voice how they were feeling during remote learning and maintain a connection

to both the College and their fellow students. House Charism was explored early in Term 1 as a lead into Mission Action Day which is always a fantastic way to engage students and staff.

Upon the return to school after the second remote learning period, our pastoral care program focussed on rebuilding relationships and connections which may have suffered during remote learning. Elements of the following programs were addressed in varying degrees.

Year 7 Personal Strengths and Transition. House charism and our role in the community.

Year 8 Emotional Literacy and personal strengths

Year 9 Personal strengths and life beyond school

Year 10 Gender, power and the Media

Year 11-12 Challenge, opportunity and personal strengths

STUDENT SATISFACTION

During Term 3 we developed surveys for staff, parents and students as a means to obtaining feedback on how the school was supporting student learning and wellbeing. The data obtained became central to a review of the processes and programs offered during remote learning with the long term goal to refine our practices in the event of future remote learning periods. Here are a few key results from the surveys.

- Parents overwhelmingly expressed their gratitude for the work of all John Paul College staff - for the way the remote learning period was handled and the focus that was placed upon wellbeing and connection
- Whilst student workloads were inconsistent, the majority of families felt it was appropriate
- Many staff commented on the adjustments made to the second remote learning program and were generally more positive than during the first remote period.

Most staff were generally exhausted by the demands of remote learning and were craving connection with colleagues and students. They had a range of concerns based upon their personal circumstances and the need to deliver an effective program for learning and wellbeing.

STUDENT ATTENDANCE

John Paul College places an emphasis on students attending class, on time, every day. This is the most fundamental way we can assist with the learning and development of our students.

Student attendance is recorded for every minute of the school day through our Learning Management System known as SIMON. Absent and late students are followed up by both the pastoral care teachers and the House Coordinators. Parents are contacted via SMS at the end of Period 2 if their child has been marked absent and a request is made for verification of this absence. Each term, the House Coordinators identify students whose attendance is of concern and strategies are implemented to correct this. Initial notification to parents of significant absence is made by the Deputy Principal Wellbeing via a letter home. Continued and unexplained absences are reported to the Department of Education and Catholic Education Melbourne as per the mandated requirements.

Due to COVID-19 2020 our processes were altered significantly but remained in line with the directives released through the School Operations Guides. Every morning students were required to sign into TEAMS and attend the 15 minute homeroom session. Teachers completed the attendance through SIMON and this became our official role mark. Attendance trends were closely monitored by the PC teachers and House Coordinators and parents of students who did not attend the homeroom sessions receive an SMS/email informing parents of the absence. Whilst the actual attendance percentages were not particularly accurate and did not indicate engagement with learning, they enabled us to respond to significant attendance concerns. Class teachers were requested to notify House Coordinators if they noticed trends of absence from their remote lessons and these were followed up.

Many of the processes to address attendance concerns outlined in 'Every Day Counts' were followed in addition to regular correspondence with parents. In some cases where attendance and/or disengagement were evident, we offered students to attend onsite for their remote learning as we deemed them to be vulnerable students. During the peak of the second remote learning period we had approximately 30 students attending each day for remote learning.

The remote learning periods in 2020 taught schools a great deal. In particular, the experience reinforced that learning and wellbeing must be integrated effectively. As a College we are committed to strengthening the interconnection between wellbeing and learning by implementing and embedding the principles of the exCEL framework in our day to day operations.

YEARS 9 – 12 STUDENT RETENTION RATE

| | |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 78.3% |
|--------------------------------------|-------|

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y07 | 94.4% |
| Y08 | 92.2% |
| Y09 | 90.6% |
| Y10 | 91.7% |
| Overall average attendance | 92.3% |

SENIOR SECONDARY OUTCOMES

| | |
|----------------------|-------|
| VCE Median Score | 29.0 |
| VCE Completion Rate | 99.0% |
| VCAL Completion Rate | 93.0% |

POST-SCHOOL DESTINATIONS AS AT 2020

| | |
|--|-------|
| Tertiary Study | 44.0% |
| TAFE / VET | 13.0% |
| Apprenticeship / Traineeship | 5.0% |
| Deferred | 22.0% |
| Employment | 16.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 0.0% |

Child Safe Standards

Goals & Intended Outcomes

Goals: Review and update all role descriptions to ensure the primacy and clarity of child safety expectations for new and existing staff.

Review and update the induction process to ensure that all staff are fully aware of child safety requirements

Work with Student Representative Council to seek student voice in ways to communicate and embed child safety.

Offer opportunities for families to engage with issues regarding social media and other online concerns through discussion and presentations.

Achievements

During 2020 we were able to review role descriptions, including all Positions of Leadership, to ensure that the expectations of child safety as a foundational part of the role was explicit.

Since the College moved to an online environment and remote learning for significant periods of the 2020 academic year, a great deal of work was undertaken with staff, students and families related to safety of students using Microsoft Teams. The College took the decision to turn off student cameras during online classes for this reason. All remote learning processes were viewed through a child safety lens prior to distribution and implementation.

A number of wellbeing checks (online and by telephone) and surveys were undertaken to assess student need and inform staff. Students with wellbeing needs were supported on site where needed as part of the support services offered by the College during remote learning.

Social media discussion and learning sessions were held for families via zoom to assist with understanding and awareness of the issues.

Training of designated staff in CISS/FVISS/MARAM was completed.

Training of designated staff on PROTECT Protocols, in particular the "Response to Sexual Abuse in Schools" was undertaken.

We continued the implementation through the Health Curriculum of Respectful Relationships and, as a Lead School, supported other schools in their journey.

There was an administrative review and updating of the processes related to the management of documents relating to child safety, particularly court orders and associated documentation to ensure our compliance with those orders and clarity of communication to appropriate staff.

Leadership & Management

Goals & Intended Outcomes

Goals

To foster a strong professional learning culture that is based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust.

Intended Outcomes

That all staff understand and embody the vision of the College in word and action.

That a stronger Performance & Development culture is evident in collaborative practices, strong teamwork and feedback that is embedded in practice.

Achievements

- Staff supported in multiple transitions to and from remote learning.
- Professional Learning implemented in multiple ways to support remote learning.
- Support for staff working remotely provided in terms of technical needs and communication as well as staff wellbeing.
- Vision and Mission linked clearly to all Positions of Leadership in role descriptions and in selection processes.
- Professional Learning linked to Vision and Mission and strategic plans and communicated.
- Professional Learning Plan completed and communicated.
- Teaching staff review processes developed, communicated and implemented.
- Collaboration via MS Teams and Zoom implemented and refined.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional learning supports school improvement and highlights the commitment of teachers to the growth of their own professional knowledge and practice. All teaching staff at John Paul College take part in a range of Professional Learning activities:

- First aid training
- First aid, asthma and emergencies
- Life Saving Victoria
- Professional learning applicable to Learning areas
- Timetabling development

- External assessment for outcome and trial exams
- Strategies to assist students manage their mental health and wellbeing
- Staff PL with MS Teams for remote teaching

| | |
|---|-------|
| Number of teachers who participated in PL in 2020 | 76 |
| Average expenditure per teacher for PL | \$554 |

TEACHER SATISFACTION

Staff wellbeing and support surveys were undertaken during 2020 as the CEMISIS survey was not conducted. The overall satisfaction from staff on the survey was 86% positive. Staff wellbeing was reported as 24% being more stressed with working from home and 76% either the same or less stressful. 62% indicated no technology issues with the remainder indicating that remote teaching and working had been challenging from a use of technology perspective.

Positive feedback included:

- Appreciation to Leadership Team for supportive measures put in place
- Appreciation to Wellbeing Team for the survey and other supports
- Many comments that JPC is doing a lot of work to support staff, and that the hardship is driven by factors outside our control.

Challenges for staff included:

- Negative impact of Stage 4 restrictions on personal and family life
- Workload related to following up students who do not attend meetings/submit work and learning how to use new technology
- Missing collegial connections
- Teaching students - concerns regarding a lack of engagement from some, student wellbeing concerns and getting through the curriculum.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 88.6% |
|--------------------------------|-------|

| ALL STAFF RETENTION RATE | |
|---------------------------------|-------|
| Staff Retention Rate | 89.0% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| Doctorate | 1.4% |
| Masters | 27.8% |
| Graduate | 48.6% |
| Graduate Certificate | 6.9% |
| Bachelor Degree | 94.4% |
| Advanced Diploma | 8.3% |
| No Qualifications Listed | 1.4% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3.0 |
| Teaching Staff (Headcount) | 88.0 |
| Teaching Staff (FTE) | 79.2 |
| Non-Teaching Staff (Headcount) | 59.0 |
| Non-Teaching Staff (FTE) | 58.6 |
| Indigenous Teaching Staff (Headcount) | 1.0 |

College Community

Goals & Intended Outcomes

Goals

To develop dynamic family, parish and community partnerships in support of learning and wellbeing.

Intended Outcomes

That student learning will improve through more active partnerships with parents, and the local and wider community.

That the profile of the College in the community will continue to strengthen.

Achievements

Every year John Paul College disseminate information to parents and carers through various digital platforms. This information is intended to enhance the capacity of parents and carers to support the education, health and wellbeing of their children. It continued as usual throughout 2020 and covered a range of topics, including:

- General parenting articles - written by *Parenting Ideas* psychologists
- Access to free webinars on parenting issues
- Information about supporting the mental health and wellbeing of young people and adults, with a particular focus on life changes through the lockdown periods.

Like many other schools John Paul College was limited in being able to offer onsite programs for transitioning Year 7 students, yet transformed these programs to the Community in an Online platform. This included:

- '*Science in primary program*' through various videos which covered safe science experiments, that students could perform at home
- Online transition experience was provided via the College website which includes various activities from secondary subjects such as Science, English, Humanities, Religion, Health and Physical Education and the Arts
- Each of the primary schools in FSP cluster a personalised video from the College Principal to help to continue to strengthen the relationship during COVID.

John Paul College Alumni reunions were put on hold due to COVID. Alternative Alumni reunion engagement was established to strengthen and build the relationship with the College and the Alumni community. A series of videos were put together which were emailed to cohorts and placed on the College website. An Alumni and Reunion events section was built on the College website to increase engagement. John Paul College also developed an Alumni logo to give our Alumni community a strong identity whilst still connecting to JPC.

Launched a new digital Newsletter in Term 3 of 2020, to support Remote Learning as well as promote College celebrations. This new approach in providing essential College information to our community during a time of social distancing and remote learning, maintain social connectedness throughout the College community.

John Paul College continue to have an active Cultural Reference Group (CRG) in partnership with St. John's Primary School and the Frankston Homework Club, Brotherhood of St. Laurence.

The CRG prioritises relationships of trust and support with CALD students and their families. The partnership approach ensures continuity in support as students transition from primary to secondary education. These stronger relationships have improved communication between families and the school, enabled families to be better connected to their child's learning, and has assisted the school to be more responsive to individual student needs. Using researched backed resources from the Centre for Multicultural Youth the CRG reviewed systems and processes to identify how JPC can be a more culturally responsive school. In response to this review JPC is:

- Updating primary to secondary transition and data collection processes
- Developed a culturally appropriate resource database (the Lib guide) for staff and students
- Rolling out a professional development program in culturally responsive practices to support staff from across the school
- Facilitating student voice through various programs and activities to guide CRG priorities, including the Multicultural Students Leaders Forum in 2020.

VALUE ADDED

John Paul College has continued to strengthen and further develop our partnership with our cluster primary schools (the Cluster) through the FIRE Carrier program.

In partnership with Sherry Balcombe from the Aboriginal Catholic Ministry (ACM), we developed and ran an online Commissioning Ceremony for new FIRE Carrier staff and students. This is the first time a FIRE Carrier Commissioning Ceremony has been held online. The ACM were grateful to have this opportunity, and they will continue to utilise this format with other schools

into the future. JPC contacted and began an ongoing connection with Local Young emerging Aboriginal Leader Shaydon Ritchies and Elder Wenzel Clark who led our Acknowledgement of land, smoking and Yidaki aspect of the ceremony.

During remote learning in 2020, the Cluster undertook several activities to maintain our commitments to our Covenants (Reconciliation Action Plans).

The Cluster committed to a number of activities during Reconciliation week that were then compiled into a video clip and shared with our individual school communities, and FIRE Carrier staff from across the Cluster undertook professional development with the Koori Heritage Trust. Local Aboriginal organisations and representatives were consulted with and were involved in each of these activities.

John Paul College has also:

- Established and maintained an Aboriginal Torres Strait Islander Dillybag Libguide, a database of culturally relevant and appropriate resources for staff and students. This can be accessed through our Learning Management System for the whole school community
- Embed Aboriginal perspective through the Curriculum in Humanities and emerging in other Learning Areas
- Provided opportunity for, and encouraged staff to attend, professional development opportunities on Cultural Competency Training
- Established and strengthened partnerships with local gathering places Nairn Marr Djambana and Willum Warrain
- Included an Acknowledgement of Country in the school planner, on our website, at the beginning of school gatherings (meetings, event and assemblies) and display in classrooms and offices
- Promoted significant dates and activities with the broader community through our JPC marketing
- Provided ongoing cultural support and communication to our Aboriginal families and students (some also FIRE carriers) via our Cultural Liaison person including Cultural PSG, Cultural Identify plans, MACS A&STI funding, information on scholarships, MACS events, pathways and resources, AIME mentoring, tutoring and local, Koorie and all nations' events.

PARENT SATISFACTION

During Term 3 we developed surveys for staff, parents and students to obtain feedback on how the College was supporting remote learning. The data obtained became central to a review of

the processes and programs offered during remote learning with the long term goal to refine our practices in the event of future remote learning periods. .

Parents overwhelmingly expressed their gratitude for the work of all John Paul College staff for the way the remote learning period was handled and the focus that was placed upon wellbeing and connection. The support for teachers and the College was high during 2020 from parents as they appreciated all that was being done from a safety perspective as well as supporting the learning and wellbeing of students.

Some comments from parents include:

- I am ever so grateful for the amazing support and guidance John Paul College has provided
- Appreciate the quick and thorough response from the College
- We acknowledge the incredible work over the last few weeks of your teachers in supporting the learning and wellbeing of our children.
- The teachers have been exceptional in their support for our children over this lock down period.
- The financial support for our family during this time has helped take away the stress for us.
- We have appreciated the regular and detailed communication from the College over this lock down. It has helped us support our sons for their learning.

Future Directions

The College is starting the first stage of the Master plan in 2021 with a new learning building and extensive extensions upgrading of the Food Technology building scheduled to begin in semester 2. These works will be completed prior to the 2022 academic year. There are also planned upgrades to other teaching areas and Stage 2 of the Master plan will be undertaken in conjunction with the completion of Stage 1..

Further developments in teaching and learning will include a review of the College's elective offerings and the development of a College teaching and learning charter which will lead to further pedagogical and curriculum development.

Further development of the College's pastoral care program are planned for the next two-year period which will see a consolidation of many of the current programmes and additional opportunities added.