



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



**JOHN PAUL
COLLEGE**

with Him is the fullness of life

John Paul College

165 Mc Mahons Road, FRANKSTON 3199

Principal: John Visentin

Web: www.jpc.vic.edu.au

Registration: 1670, E Number: E1263

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 08 May 2026

About this report

John Paul College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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, promoted 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 a school which operates with the consent of the Catholic Archbishop of Melbourne and is operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS). MACS governs and operates 292 Catholic schools in the Archdiocese to continue the mission of Catholic education to proclaim the Good News and equip our young people with the knowledge, skills and hope to live meaningful lives and enrich the world around them.

Prior to the establishment of MACS in 2020, the College was jointly owned by the parishes of St Anne's Seaford, St Francis Xavier Frankston, St John's East Frankston, St Joseph's Chelsea and St Jude's Langwarrin.

Principal's Report

2025 has been a year of continued growth and momentum at John Paul College. Our commitment to excellence in education, pastoral care, and building a sense of community has remained steadfast, and we have seen meaningful progress across many facets of College life. There has been a focus on planning for our future as we prepare for the growing requirements of our community without losing sight of our current needs and the ongoing commitment to the College values that remain our foundations.

2025 marked a significant milestone in the life of John Paul College, with our highest-ever enrolment of 1,318 students recorded at the February census. Never before have so many students been educated here at John Paul College. This remarkable and consistent growth reflects the continued confidence that families place in our College and affirms our reputation as a leading educational institution in the greater Frankston area. This achievement is a testament to our unwavering commitment to providing a nurturing, inclusive, and high-achieving school where every student is supported to thrive. As we continue to grow, we remain focused on ensuring that John Paul College is a place where all are welcome and where every single student is individually known, challenged and supported.

During 2025 the College has made significant strides in our implementation of the MACS Vision for Instruction. Our progress has been so significant in comparison to other schools that we have been acknowledged by MACS as a leading secondary school in this endeavour. Our teachers have been undertaking professional learning and engaging in professional conversations on embedding an explicit instruction sequence which incorporates engaging all learners and structuring instruction around modelling, guided and independent practice of tasks. This instruction, along with formative assessment and regular review has been shown to have a positive impact on student learning outcomes. Our focus this year on the important student engagement strategies, as exemplified by the implementation of the clear and consistent expectations in the JPC 5, has seen a significant increase in students being better prepared for learning and maximising time in class on task. We will continue to focus on these strategies in 2026 to continue our understanding and implementation as a staff so that they impact every student in every lesson across all learning areas to benefit students.

Excitingly, the next phases of the College facilities masterplan are being brought to life. At the start of the year, we saw the opening of the new covered basketball courts which has added a multipurpose sport and assembly space for learning, recreation and gathering. This area of the College has already seen increased usage and provides a much needed all weather area for learning and play. The refurbishment plans for the Kealy Centre have progressed to their final stages, with funding and approval received for resurfacing the courts and additional seating and renovations that will ensure that this excellent facility continues to serve our

community for decades to come. Whilst final dates are not yet confirmed, it is expected that these works will be completed during 2026.

The School Review, conducted by independent external reviewers across Terms 2 and 3, provided a valuable opportunity to evaluate our progress against the goals set in our 2022–2025 School Improvement Plan. The review affirmed our identity as a vibrant and inclusive Catholic learning community, deeply rooted in the traditions of the FCJ and Marianist charisms. It highlighted our commitment to student voice, teacher capacity building, and the alignment of individual roles with our mission and values. The reviewers commended our progress and the strategic intent we have made in embracing the MACS Flourishing Learners framework, particularly the Vision for Instruction as well as our clear and visible commitment to student learning and wellbeing. The review highlighted the value of the community placed on the breadth of offerings in curriculum pathways, extra-curricular opportunities and student services that support wellbeing and inclusion. They identified the College as a distinctly Catholic environment where there is a deep sense of belonging for its students as staff track and respond to wellbeing concerns effectively. Whilst there is always more to achieve and work towards, the review report was a positive endorsement of the planning and commitment of so many at the College over the past few years.

This year also saw the culmination of our current Strategic Plan and the collaborative drafting of a new plan that will shape our direction from 2026 onwards. The new Strategic Plan aims to build on our existing priorities, Student Agency and Voice, Quality Teaching, and Clarity of Purpose and introduces renewed focus areas aligned with the evolving needs of our community. It will reflect our aspiration to empower students as active participants in their learning, to deepen pedagogical excellence, and to foster a culture of shared responsibility and purpose.

As we shape our new Strategic Plan we will remain focussed on adhering to the Catholic Principles for education in MACS schools:

1. MACS schools build communities of faith, hope and love in the light of Jesus Christ.
2. MACS schools are collaborative, inclusive, faith-filled communities.
3. MACS Schools recognise the inherent dignity of every person as being created in the image of God.
4. The Catholic intellectual tradition emphasises the pursuit of knowledge and excellence.
5. We are inspired by the Gospel to act for a just society.

Our student leaders have been exceptional this year and have developed a team approach to guide and inspire us all. The 2025 College motto, which was selected by our senior school

student leaders, was "One Heart, One Mind. Together we Thrive". This motto identifies the important community aspect of our school and the importance of walking the journey together in partnership. It is also a reminder of our shared commitment to ensure that all in this school community can flourish. I acknowledge and congratulate our 2025 School Captains, Rahul Subramanian and Jasmine Stephenson and Vice-captain and SRC Leader, Rita HARRAK for their leadership, which has been grounded in the College values and service for others.

The vibrant life of our school community in 2025, cannot be captured fully in this short snapshot of academic accomplishments, artistic creativity, sporting achievements, and faith-inspired outreach and service. While this report offers only glimpses into the year that was, it reflects a community alive with learning, connection, and purpose. John Paul College remains a place where everyone belongs, and where each individual is both supported and challenged to reach their full potential. I extend my thanks to all our dedicated staff who have ensured that students find success in their pathways at JPC.

As reflect on the milestones of 2025, we can rightly take pride in all that we have achieved, individually and collectively, and we look to our future with assurance and optimism. 2026 promises new opportunities to grow, to learn, and to continue striving for excellence, together.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To strengthen the Catholic identity of the College by creating a shared understanding of our Mission, Goals and Vision that enables all members of the community to contribute to the faith life of the college.

To ensure our school community is guided by gospel values to be inclusive, compassionate, just and forgiving.

To prepare our students for managing, respecting, and understanding the diversity they will encounter in the world.

As members of the Faithful Companions of Jesus and the Marianists we will:

- Seek to promote spiritual awareness that will enable the integration of faith, of religious education, of life experiences and of culture within the college.
- Educate for service, justice and peace.

Intended Outcomes

That individual roles and responsibilities that link to our mission and vision as a Catholic school are clarified and highlighted.

That a whole-school approach to mission is visible and embedded into all roles and aspects of the college.

That student and staff understanding of and participation in Catholic life is enhanced.

That student and staff understanding of our FCJ and Marianist identity is enhanced.

Achievements

In 2025 all staff, students, and the wider college community were invited and encouraged to engage in faith activities and deepen their understanding of their spiritual lives.

As a Catholic school, we recognise that we are Pilgrims of Hope, journeying together in faith and, in this Jubilee year, we have we have offered meaningful opportunities for faith formation and spiritual growth, deepening our shared sense of purpose and hope.

Our student leaders were able to see their roles and responsibilities as part of the gospel values of John Paul College and the wider mission of the Catholic Church through the Student College Leaders Training and Development Programs. We also engaged with the Australian Catholic Youth Festival with students and staff having a joyous and transformational experience, along with others from around the country.

Our staff joined in prayer through our regular meeting prayers and a dedicated space in the main staffroom which had resources for prayer. This encouraged and supported all staff members to share their prayers and reflections and contribute to the faith life of the college. We also initiated the Alpha program for staff, a series of interactive sessions designed to spark conversations about life, faith and meaning in a welcoming atmosphere. Through this program, staff members have explored new ways of connecting, reflecting and growing together in faith and community.

Fr. Chinua as the College's Custodian of Mission, along with the other parish priests of this region, continued to support John Paul College in the celebration of the sacraments throughout the year.

Value Added

We expressed and enhanced our faith and embraced all members of our college community in a variety of ways during 2025. The John Paul College Mission statement explicitly states that our college 'commitment is to ensure every member of our community is empowered to achieve success, act with integrity, and contribute to the common good - Christ discipleship for a just world. Our calling is to do this in the spirit of our founding FCJ and Marianist charisms.

Involvement of our college community in the liturgical and faith life of the College included:

- Welcoming liturgy and blessing for our new staff
- Daily prayer
- Student led Friday Chapel youth group
- Holy Week assembly
- Retreats - Years 7, 8, 11 & 12
- Staff Masses
- Whole school Masses
- Pastoral group liturgies – Ash Wednesday
- Peer Support – Year 12 students engaging Yr 7 students with the RE program
- Alpha program
- Australian Catholic Youth Festival

Social Justice and Outreach activities:

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

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

In alignment with our School Improvement Plan and Annual Action Plan, our 2025 goals continued to focus on strengthening the quality and consistency of teaching and learning across the College. A central priority was the ongoing implementation of the MACS Vision for Instruction, with a clear emphasis on explicit teaching as the foundation for effective classroom practice.

Alongside this, we aimed to further embed a shared instructional approach across all learning areas, strengthen teacher collaboration through Professional Learning Communities, and expand opportunities for students to engage in meaningful and diverse learning pathways. Supporting both student achievement and teacher development remained at the core of our work.

Achievements

Achievements

In 2025, John Paul College continued to build a strong and cohesive learning culture, underpinned by evidence-based teaching practices and a commitment to continuous improvement.

Key achievements for the year include:

- Continued implementation of the MACS Vision for Instruction, supported by Tom Sherrington's WalkThrus. This work has strengthened consistency in classroom practice and provided teachers with practical, accessible strategies to support explicit teaching.
- Ongoing development of Professional Learning Communities (PLCs), which have provided structured opportunities for teachers to collaborate, trial instructional strategies, and reflect on their impact on student learning.
- Introduction and embedding of the JPC 5, a clear and consistent set of expectations that support positive learning behaviours across all classrooms. This has contributed to improved learning conditions and greater alignment between teacher practice and student engagement.

- Expansion of EduBites as a staff professional learning initiative. These sessions have continued to provide accessible, practical learning opportunities for staff, contributing to a strong culture of collegiality and professional growth.
- Strengthening of subject-based learning experiences, with students engaging in a wide range of classroom, co-curricular, and experiential learning opportunities including excursions, camps, incursions, and retreats that deepen understanding and engagement.
- Continued growth in student pathway opportunities, supported through the Subject Preferences and Careers Expo, which again attracted strong participation and enabled students to make informed decisions about their future learning.
- Preparation for the introduction of the Victorian Pathways Certificate (VPC) in 2026, further broadening the range of pathways available to students and supporting diverse learner needs and aspirations.
- Ongoing leadership and support provided by Learning Area Leaders and the Senior Learning and Teaching Team, ensuring alignment of practice and sustained focus on teaching quality across the College.

Student Learning Outcomes

Student Learning Outcomes

Throughout 2025, the College maintained a strong focus on monitoring and responding to student learning data. Analysis of NAPLAN, PAT, and other internal assessment measures indicates a substantial improvement in student outcomes, reflecting the impact of targeted teaching strategies and a consistent instructional approach across the College.

These improvements are evident across key domains, with more students achieving at or above expected standards. This reflects both the quality of classroom practice and the effectiveness of intervention and extension strategies implemented throughout the year.

Senior Secondary Outcomes

Senior Secondary outcomes in 2025 continued to demonstrate positive growth. There has been a notable improvement in VCE performance, with results reflecting both strong student application and the consistent implementation of effective teaching practices across senior classes.

Completion rates across VCE and VCE VM remained high, and the breadth of pathway options continues to support students in achieving outcomes aligned with their individual goals.

Post-School Destinations

Our focus on broadening pathways and supporting informed decision-making has continued to be reflected in positive post-school destination data. Students are pursuing a wide range of pathways including tertiary study, vocational education, apprenticeships, and employment, demonstrating the College's commitment to supporting diverse futures.

As we reflect on 2025, it is clear that John Paul College continues to strengthen its culture of learning. Through a consistent focus on explicit teaching, strong professional collaboration, and a wide range of opportunities for students, the College remains well placed to support every student to achieve success and continue to grow.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	541	70%	535	66%
	Year 9	542	50%	551	55%
Numeracy	Year 7	552	77%	544	74%
	Year 9	560	69%	563	70%
Reading	Year 7	549	78%	545	77%
	Year 9	565	69%	567	71%
Spelling	Year 7	535	72%	531	71%
	Year 9	562	72%	565	75%
Writing	Year 7	551	76%	550	74%
	Year 9	581	73%	587	75%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	98.30%
VCE VM Completion Rate	90%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]

Student Wellbeing

Goals & Intended Outcomes

Goals

Promote the importance of student voice within the college community, providing collaborative opportunities for students to be actively involved in college decisions by formal and informal means.

Intended Outcomes

- Students engage in discussion regarding important school decisions.
- Staff work collaboratively with students to identify opportunities for student involvement in school decision making.

Achievements

During 2025 we have seen:

- Significant increase in student representation on a range of committees and working parties providing further opportunities for Student Voice.
- Stabilisation of the number of presentations to the counselling services of the school
- Significant achievements in the area of pathway identification leading to students tasting success and engaging more with education and training
- Embedding of positive behaviour principles and multi-tiered system of Supports (MTSS).

Value Added

2025 has been a year of consolidation in the wellbeing space with new structures becoming embedded and existing practices refined. It has also been a year of remarkable growth for so many of our students as they build their resilience, their knowledge and understanding of our role and purpose within our community.

John Paul College continues to growth in enrolments with another 250 year 7 students commencing their secondary journey. Transition to a new school environment can be challenging for some and these students were supported and made to feel part of the JPC family. All Year 7 students had the opportunity to bond as a year level during their activities program which saw them spend time at Gumbuya World, the Cable Park and Luna Park. They also participated in a swimming carnival – all within their first few weeks of school.

John Paul College places significant focus on establishing an effective environment to allow learning to occur. Part of this is building knowledge and supports in the areas of social awareness, mental health, self-image and identity. As part of our new Horizons Program, we engaged with organisations such as The Man Cave, SMACK Talk, Safe on Social, Toolbox Education and Be Wise to help our students and staff navigate the complexities of the modern world. Students and staff engaged very well with all programs, and we made a commitment to these programs through our involvement with the School Focussed Youth Services (SFYS) Program and the SWELL Network.

Throughout the year we also reviewed the systems within the school to improve the collaboration between wellbeing, counselling and learning diversity. The structures in place ensure that all students have access to the services they need in a timely manner. It is about working collaboratively to identify individual needs and how best to support these students. During 2026, our focus will be to refine these structures even further and improve the scope of the service we offer.

The connection between wellbeing and learning continues to strengthen through a process of collaboration and shared goals. The Wellbeing for Learning Committee meet regularly to look at school wide challenges through both a learning and wellbeing lens. This ensures that decisions made reflect a holistic approach to learning and engagement.

An important element of wellbeing is also providing opportunities for students to flourish. We are pleased with many such opportunities here at JPC. Our Passport to Leadership Program and Introduction to Leadership Program engaged record numbers of students who explored leadership capacity and understanding whilst also building practical leadership knowledge. Our Student Representative Council (SRC) promoted many initiatives throughout the year and provided an important opportunity for student voice to be heard and valued. Several SRC members also had the opportunity to be involved with College Committees such as the Child Safety Committee, the Teaching and Learning Committee and the Wellbeing Leaders Committee.

Our Time and Space events were a significant highlight of the year with record numbers of students and parents participating. This very simple concept engages parents and their child in the art of conversation – to break down the barriers that may exist with connection and help them all come together in a supportive and caring way. As a College we have made a commitment to continuing this association.

Throughout 2025, more than 6000 commendations were issued to students for achievement at school. Many of these commendations simply reflect that students are trying to give their best whether that be in the classroom or as college representatives. We presented more than 100 Bronze Commendations, more than 50 Silver commendations and 10 Gold Commendations - the first ever awarded at JPC. All of these students were acknowledged at various whole school assemblies throughout the year.

Student Satisfaction

The MACSSIS survey was conducted in 2025 to provide students with an opportunity to provide their perceptions of aspects of the College. The student data showed a similar pattern to that found since 2022 with student feedback showing close alignment with the MACS average across secondary schools and continued incremental improvement in most domains.

Pleasingly, there was significant growth in the area of Student Safety and Enabling Safety with up to a 3% increase on the 2024 results which built upon previous improvements in 2023. There was a 10% improvement in student reporting of how often there is physical violence at school showing that students do not have to be concerned about their safety. Additionally the students reported improvement in the domain of Teacher-student relationships in comparison to previous years with a 3% improvement on the 2024 result. This was particularly strong in the senior years with Years 11 and 12 having even greater growth.

Students also reported a stronger sense of School Belonging with an increase of 3% from 2024 data. There was a significant 8% increase in positive responses to the question related to the frequency of people in the students' classes being kind and helpful. This is an indicator that the focus on expectations around behaviour that was heightened during the year has had an impact on our culture.

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, Coordinators. Where prior notice of an absence has not been communicated to the College, 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 Senior Student and Year level 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 MACS as per mandated requirements.

One of the new initiatives implemented has been the creation of an Attendance Liaison Officer who works with individual students who have been identified as school avoiders and refusers. Importantly, this position has enabled us to identify and support students before they become school avoidant. This proactive approach has had a significant impact on a

small number of students. In some instances, they have returned to school on modified timetables as a transitional step to full timetables, and in other situations, pathways have been identified and pursued. This initiative highlights the focus we place on individualised support and working within the MTSS framework of supports.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.24

Average Student Attendance Rate by Year Level	
Y07	88.46
Y08	85.33
Y09	86.49
Y10	84.58
Overall average attendance	86.22

Leadership

Goals & Intended Outcomes

CLARITY OF PURPOSE

Goal

Implement structure and process which provide clarity and shared understanding of purpose.

Intended Outcomes

Develop a Position of Leadership structure that meets current and future needs of the College.

Achievements

In 2025 we have we have reviewed, updated and added to our capacity in many of the positions and teams that support teachers in their work and provide services to students, families and staff.

The College Leadership Team was reviewed in terms of the composition, roles and responsibilities. There were three additional appointments to the SLT with the Deputy Principal: Faith and Mission role being added to replace the previous Director role as well as the Director of Inclusion and Wellbeing and Director of People and Culture roles being welcomed to the SLT for 2026.

The College initiated a review of the Pastoral team to explore how individual roles work in collaboration as well as looking at new structures for the future. This work will be completed in 2026.

We continued our work from 2024 this year in reviewing our processes and workflows to seek greater efficiency and improved communication. The effectiveness of the individuals impacted and teams has had a significant positive effect on learning outcomes.

Our Professional Learning approach for both teaching and support staff has been further developed and embedded, building upon our initial changes during 2024. The clarity that this has brought has opened opportunities for staff to see their learning aligning with College and MACS strategic goals. Processes for accessing Professional learning for support staff were further streamlined and additional investment in PL for individuals and teams was provided.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

In 2025, John Paul College continued to implement a purposeful and coherent approach to professional learning, designed to strengthen teacher practice, enhance student outcomes, and build leadership capacity across the College.

A key focus for 2025 was the ongoing implementation of the MACS Vision for Instruction, with whole-staff PL days and short-day workshops targeting high-impact teaching and wellbeing-focused practice. Whole-staff days explored the power of explicit teaching (Vision for Instruction), strategies for engagement and de-escalation (Vision for Engagement), and deepened our Catholic identity through the annual Faith & Spirituality Day.

Short-day workshop afternoons provided practical, classroom-focused learning aligned to college priorities. Sessions included:

- Adopting a CBT framework to challenge anxious thoughts and support student wellbeing
- Making learning work for every student, with strategies for modifying, differentiating and extending learning
- Caring for our students through loss and grief
- Shaping the future of the Horizons program
- Unlocking the power of Copilot and other ICT tools for teaching and planning

Professional Learning Communities (PLCs) remained a central structure to foster collaboration and shared responsibility for student learning. PLCs continued to focus on collective, impactful teaching, particularly around explicit instruction, coherent lesson design, effective lesson openings, student engagement and assessment for learning, providing an embedded space for teams to inquire into practice and monitor impact over time.

Weekly EduBites sessions also ran throughout the year, offering short, targeted PL before school on Tuesdays. These sessions provided staff with regular opportunities to explore current educational trends, ICT innovations and internal expertise in a flexible, low-threshold format that supported just.in.time professional learning.

In addition to college-based initiatives, staff engaged in a wide range of compliance, formation and external professional learning, including first aid and emergency management training, mandatory OHS and Child Safe modules, wellbeing and mental health sessions, faith formation, subject-specific conferences, leadership development and further study opportunities. These layered experiences supported staff in building contemporary pedagogical skills, strengthening leadership capability and nurturing personal and spiritual wellbeing.

Expenditure And Teacher Participation in Professional Learning	
<p>Collectively, the 2025 professional learning program reinforced a culture of continuous improvement and shared professional growth at John Paul College, with structures such as PL days, short workshops, PLCs and EduBites and coaching for key leadership positions, working together to align staff learning with college goals and the evolving needs of students.</p> <p>Staff also attended external professional learning across a diverse range of areas:</p> <ul style="list-style-type: none"> • Training and Assessor Certifications • Subject-specific conferences and workshops • Women in Leadership forums • Intervention Framework training • Sponsored postgraduate study • Artificial Intelligence in education • Mental Health First Aid • Advanced Explicit Teaching practices 	
Number of teachers who participated in PL in 2025	110
Average expenditure per teacher for PL	\$1530.00

Teacher Satisfaction

The MACSSIS survey was conducted in 2025 to provide staff with an opportunity to provide their perceptions of aspects of the College.

Following on from the significant improvement evident in the perceptions of teaching and non-teaching staff across every single one of the indicators from 2023 to 2024, which was seen in an average 8% increase, there was more modest growth evidenced in the 2025 data.

Importantly, there was an increase in 2025 in the perceptions of staff safety and psychological safety: how safe it feels to take risks and make mistakes in this school as both were up by an additional 2% from the 2024 data, which is a total increase of 12% for 2023 data.

The work that the College has done in to articulate and align the College strategic plans saw an increase of 3% in the perceptions of staff of the coherence of the school's improvement strategy. Similarly, the focus of work on the MACS Vision for Instruction, led to perceptions of the social and learning climate of the school increasing by 2%.

Teacher Qualifications	
Doctorate	0
Masters	20
Graduate	13
Graduate Certificate	2
Bachelor Degree	51
Advanced Diploma	2
No Qualifications Listed	56

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	128
Teaching Staff (FTE)	121.87
Non-Teaching Staff (Headcount)	103
Non-Teaching Staff (FTE)	80.111
Indigenous Teaching Staff (Headcount)	1

Community Engagement

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

The College provides a number of different communication avenues for families to engage in their child's learning and wellbeing as well as community events. The school's Learning Management System, SIMON and the associated parent portal PAM, allows 24 hour up-to-date reporting on results, attendance, behaviour and activity permissions for parents and guardians.

In 2025 we continued our online Student/Parent/Teacher interviews each semester which saw increased numbers of families and students engaged with their teachers to support learning outcomes.

The College provides a regular digital newsletter which is distributed to families and this is supported by social media communication of events and activities on Facebook and Instagram.

In 2025, the College held a number of events and opportunities to engage our partner parish primary students to assist with their transition from primary to secondary education. These included:

- Transition days for each of the seven parish primary schools. These days provide primary students an opportunity to experience a day in the life of a secondary student. The Transition Day experience encourages a confident and smooth transition to secondary school and allows primary students to engage with staff and student helpers.
- Primary students were invited onsite to watch and enjoy the first performance of the College's production.

- The College holds two orientation activities for parents and students prior to the year 7 start as well as information packs to support the transition from primary school
- The College held a series of Discovery mornings and school tours for prospective families and these have reached capacity due to the significant growth in demand.

There were a number of community based events that fostered a sense of belonging, supported wellbeing and strengthened the relationship with between the College and families.

- Mother's Day Breakfast
- Father's Day Breakfast
- Year 10 Formal
- Year 11 Formal
- Year 12 Graduation Mass and Valedictory Celebration
- Time and Space, Mother and Child
- Time and Space, Father and Child
- Subject Selection and Pathways Expo

Further development of reunions for Alumni was undertaken in 2025 with strong attendance for the classes of 1985 and 1995 in November.

Parent Satisfaction

Parental responses to the annual MACSSIS surveys showed some areas increase in overall positive endorsement of the College from the 2024 results.

The greatest gains were made in Catholic Identity: Families' perceptions of and engagement with the overall Catholic identity of the school. This domain had a 7% increase on 2024 data with Year 7, 9 and Year 10 families showing the greatest increases on positive responses to the questions.

In the areas of School Climate: Families' perceptions of the social and learning climate of the school and Student safety: Perceptions of student physical and psychological safety while at school showed a significant difference between male and female respondents to the surveys. Females were 6% higher than males in the area of student safety and 14% higher in the area of school climate. This may not necessarily be statistically significant as there were low numbers of respondents to the surveys, but with similar numbers of males and females completing the responses, there are some opportunities for further exploration of the data.

The increases in 2025 indicate that the work done to strengthen families' understanding a commitment to the Catholic identity of the College and improvements in our communications has started to bear fruit.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.jpc.vic.edu.au