

# *St John's College Nambour*

Perwillowen Road, Nambour

A SECONDARY COLLEGE  
in  
Brisbane Catholic Education  
Archdiocese of Brisbane

## **School in Community Report** (Education Brief Beyond 2019)

Prepared: 2019  
By: Senior Leadership Team  
St John's College, Nambour



your story at  
St John's College

## Table of Contents

<b>EXECUTIVE SUMMARY</b> .....	1
<b>1.0 PURPOSE AND RATIONALE</b> .....	3
<b>2.0 CODING USED</b> .....	4
<b>3.0 LOCATION, DEMOGRAPHY AND ENROLMENT PREDICTIONS</b> .....	5
3.1 POPULATION PROJECTION BREAKDOWN .....	6
3.2 INDIGENOUS PROFILE – LAND AND PEOPLE .....	6
3.3 DEMOGRAPHICS AND SOCIO-ECONOMIC PROFILE .....	7
3.4 STUDENT POPULATION AND PROJECTIONS .....	8
3.5 CONNECTION TO PARISH.....	8
4.1 MASTER PLANNING .....	8
4.2 SCHOOL’S FAITH LIFE AND/OR SPIRITUALITY .....	9
4.3 TEACHING AND LEARNING .....	10
4.4 BUILT ENVIRONMENT .....	10
4.5 NATURAL ENVIRONMENT.....	12
<b>5.0 SCHOOL ORGANISATIONAL PROFILE</b> .....	14
5.1 LEADERSHIP STRUCTURE .....	14
5.2 PARENT/FAMILY/COMMUNITY STRUCTURES .....	14
<i>School Board</i> .....	14
<i>Parents &amp; Friends</i> .....	14
5.3 TEACHING AND LEARNING .....	14
APPROACHES TO CONTEMPORARY LEARNING AND TEACHING .....	14
<i>Middle Years (Cluster Year 7-8; 9-10)</i> .....	14
5.4 PASTORAL CARE AND WELLBEING .....	16
<b>6.0 CATHOLIC IDENTITY AND SCHOOL CULTURE</b> .....	19
6.1 SCHOOL MISSION .....	19
6.2 SCHOOL VISION.....	19
6.3 SCHOOL VALUES.....	19
6.4 SCHOOL NAME AND RATIONALE FOR NAME .....	20
6.5 SCHOOL LOGO AND ELEMENTS OF LOGO.....	20
<b>UNBIND AND SET FREE</b> .....	20
6.6 SCHOOL COLOURS .....	21
6.7 RESPECT FOR INDIVIDUAL DIFFERENCES (E.G. GENDER) .....	21
<b>7.0 LEARNING AND TEACHING PROFILE</b> .....	21
7.2 SCHOOL-WIDE PEDAGOGY .....	22
7.3 SPIRITUALITY AND CHARISM WITHIN THE CURRICULUM .....	22
7.4 LEARNING AND TEACHING OF RELIGION.....	22
7.5 INTEGRAL ECOLOGY WITHIN THE CURRICULUM .....	23
7.6 INTEGRAL ECOLOGY WITHIN THE OVERALL SCHOOL DESIGN.....	23
7.7 DIFFERENTIATED TEACHING AND LEARNING .....	23
7.8 WELLBEING – STUDENTS AND STAFF .....	23
7.9 GENERAL/SPECIALIST SUBJECT AREAS .....	24
7.10 INFORMATION SYSTEMS, TECHNOLOGY AND STRUCTURES (CLASSROOM, SCHOOL AND SYSTEM) .....	24
7.11 SAFETY, SECURITY AND SUPERVISION OF STUDENTS .....	24
7.12 PROFESSIONAL LEARNING.....	24
<b>8.0 RESOURCING</b> .....	25
8.1 OVERVIEW .....	25
8.2 CAPITAL.....	25

<b>8.2 RECURRENT .....</b>	<b>25</b>
<b>BIBLIOGRAPHY.....</b>	<b>26</b>

Executive Summary

# St John's College, Nambour

Est. 1940

Executive Summary



## Nambour (Sunshine Coast)

One of Queensland's fastest growing regions; it is estimated to increase by approx. 83300 pax by 2026. With an average growth of 2.5%.

The Nambour region is in the lower socio-economic section of the shire and attracts a large number of fee concessions for families (around 20%).

The College is currently rating at 96 on the SES.

As a destination Secondary College, the vast majority of students travel to the College by bus and so school times are dictated by transport arrangements across all schools in the region.

## Catholic Identity

### Values /Spirituality / Charism

As the College was founded and operated by the Good Samaritan Sisters, the Charism of the College is historically Benedictine in nature but operates under the auspices of Brisbane Catholic Education Office. This has given the college the values of Listening, Balance, Compassion, Community, Healing, Praying, Humility, Hospitality, Stewardship, Partnership, The Word of God and Peace.



St John's College is a highly regarded co-educational Catholic High School administered by Brisbane Catholic Education. St John's has a current enrolment of 795 students and is staffed by professional, experienced and dedicated teachers. St John's has been established for more than forty years on its present site, seventy-nine years as a Catholic school in Nambour, and has a fine tradition of engaging all students in various learning pathways including the traditional academic and flexible learning options. Furthermore, our school culture fosters a sense of belonging through our co-curricular programs, including cultural, sporting and service orientated activities.

St John's College was first established by the Good Samaritan Sisters as a secondary school on February 4th, 1940. Originally known as St Joseph's, Nambour, it was situated at the convent of the Good Samaritan Sisters. The school was relocated to the Perwillowen Road site in 1979. The College was renamed St John's in 1985 after St. John the Evangelist. *The adoption of the college motto: Unbind and Set Free comes from the story of the raising of Lazarus found in St. John's Gospel.*

In 1978, after much lobbying and discussion within the Parish Community, a Systemic Co-educational College was planned for the site. The original buildings were all demountable. St Joseph's College opened for students in Years 8 to 10 at the start of 1979. With 11 staff and 99 students, only 23 of whom were boys, the College was officially opened on March 21st, 1979.

The founding Principal, Mr Denis Hawes, was replaced in October 1979 by Mrs Kathleen Rundall. Kathleen was responsible for the expansion of the College to Year 11 (1982) and Year 12 (1983) and for the construction of many of the permanent buildings. The Double Storey Building was opened in 1983, while the GSC, Prayer Room, Library & Administration buildings were all completed in 1984. With the support of the P&F Association the construction of the College ovals and the landscaping of the site were also undertaken.

Kathleen Rundall was replaced by Mrs Wendy Cutting, who began her term as Principal at the start of the 1988 school year. The replacement of the 'temporary' buildings continued. Multi-Purpose Courts were opened in 1989 and 1996. 1996 also saw the completion of a Performing Arts and Home Economics Building. At the start of 1998, P&F sponsored sails were installed to shade the assembly area. In 1997/98 the Administration Building was refurbished. Paul Blundell became Principal of the College in 1998 and in 1999 the four laboratory science block was built. All demountable buildings have been replaced with versatile classrooms. The courtyard has been redeveloped as a "café" area and the Multi-Purpose Centre was completed in 2008.

Chris Gold became Principal in 2009 and has embarked on a program of further developing the St. John's culture, spirit and growth. A strengthening of pastoral care, academic pursuits, the Arts and Vocational Pathways has been at the forefront of this development and the growth of ICLT's has become high priority with the aid of the Federal Government DER program. With the introduction of Year 7 to secondary additional classrooms and a new drama space were created. In 2017 a new ITD building was completed and in 2018/2019 an administration building, hospitality building, 2 further classrooms and a library extension were completed. Our current master planned building program has St John's ideally prepared for 5 stream status from 2020.

From humble and temporary beginnings in 1940, St John's has established itself as a significant Sunshine Coast educational institution in the twenty first century.

Year	2021	2022	2023	2024	2025	2026
YEAR 7	150	150	150	150	150	150
YEAR 8	150	150	150	150	150	150
YEAR 9	150	150	150	150	150	150
YEAR 10	145	145	145	145	145	145
YEAR 11	140	140	140	140	140	140
YEAR 12	135	135	135	135	135	135
<b>TOTAL</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>

## 1.0 PURPOSE AND RATIONALE

The development of St John's College Education Brief is for the purpose of:

- informing the development of the facilities master plan
- providing demographic information to inform future enrolment patterns, growth of the school, and relationships with other Catholic schools
- providing a curriculum framework best suited to the college and its students
- discernment of organisational structures best suited to supporting the proposed curriculum structures
- providing the systemic vision for ecologically sustainable development and its implications for facility development and student knowledge, attitudes and practice
- informing the induction and ongoing professional learning priorities for the school leadership, staff and the wider community

This brief has been prepared in a manner consistent with the expectations, policies, frameworks and guidelines presented in "Brisbane Catholic Education Schools– *A Blueprint, Planning for Excellence*". The Blueprint provides an expected foundation. This report is prepared as evidence in supporting the consolidation of St John's College, Nambour, a school within the Archdiocese of Brisbane, classification as a 5 stream College.



## 2.0 CODING USED

This School-in-Community Report is structured under four key areas:

- Location, Demography and Connections
- School Organisational Profile
- Catholic Identity and School Culture
- Learning and Teaching Profile.

Under each heading, implications for each of the seven areas below are provided, thus developing a comprehensive profile of the school. It is on the basis of this report that the school is master planned. Currency of this report is maintained as the school develops.

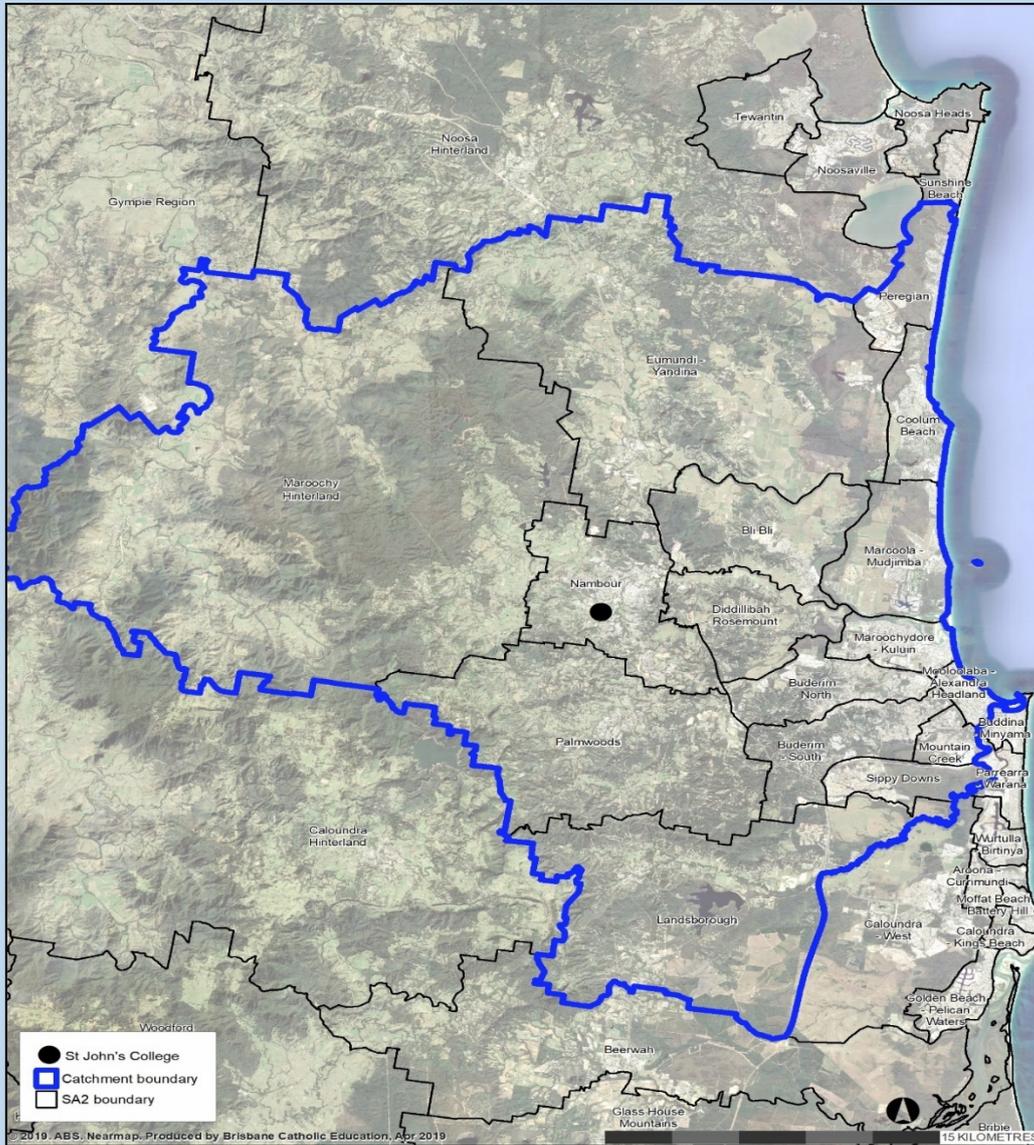
The following coding has been applied throughout this report for ease of reference:

	Catholicity, Identity, faith, spirituality
	Organisational structures, Relationships, community
	Teaching and learning (and Professional Learning)
	Natural environment
	Built environment (and Master Planning)
	Integral ecology
	Pastoral Care and Wellbeing

### 3.0 LOCATION, DEMOGRAPHY AND ENROLMENT PREDICTIONS

St John’s College is located in the SA2 region of Nambour. The St John’s College catchment includes Nambour, Maroochy Hinterland, Eumundi – Yandina, Peregian, Coolum Beach, Marcoola – Mudjimba, Bli Bli, Maroochydhore – Kuluin, Diddillabah – Rosemount, Palmwoods, Buderim – North, Buderim – South, Mooloolaba – Alexandra Headland, Mountain Creek, Sippy Downs and Landsborough. The catchment was created based on historical student travel behaviours, existing school locations and existing and projected population trends.

Map 1: St John’s College Catchment Boundaries



#### Enrolment Forecast

Year	2021	2022	2023	2024	2025	2026
YEAR 7	150	150	150	150	150	150
YEAR 8	150	150	150	150	150	150
YEAR 9	150	150	150	150	150	150
YEAR 10	145	145	145	145	145	145
YEAR 11	140	140	140	140	140	140
YEAR 12	135	135	135	135	135	135
<b>TOTAL</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>	<b>870</b>

### 3.1 Population Projection Breakdown

The projected population within the catchment for secondary aged persons is expected to increase over the next 22 years by 6,423 secondary aged persons. This increase is expected to be consistent towards 2041, especially within Landsborough, Maroochydore – Kuluin, Nambour, Eumundi – Yandina and Peregian Beach – Marcus Beach.

Table 8: Population Projections within the catchment (QGSO, 2018).

Secondary	2016	2021	2026	2031	2036	2041	Change
Buderim - North	1,192	1,314	1,384	1,354	1,359	1,364	172
Buderim - South	1,621	1,696	1,725	1,671	1,654	1,654	33
Mountain Creek	1,078	1,364	1,449	1,426	1,418	1,440	362
Sippy Downs	923	1,138	1,198	1,174	1,174	1,188	265
Coolum Beach	1,076	1,223	1,216	1,164	1,161	1,155	79
Marcoola - Mudjimba	808	926	937	889	887	881	73
Maroochydore - Kuluin	847	1,045	1,143	1,184	1,269	1,280	433
Mooloolaba - Alexandra Headland	623	716	776	795	861	919	296
Peregian Beach - Marcus Beach	309	326	304	286	284	280	-29
Peregian Springs	702	980	1,077	1,049	1,051	1,082	380
Landsborough	934	1,278	1,744	2,384	3,110	3,675	2,741
Maroochy Hinterland	441	422	417	414	417	420	-21
Palmwoods	940	1,062	1,065	1,060	1,111	1,160	220
Bli Bli	567	685	771	766	760	759	192
Diddillibah - Rosemount	306	346	338	320	322	322	16
Eumundi - Yandina	844	1,008	1,083	1,130	1,234	1,362	518
Nambour	1,553	1,804	1,978	2,044	2,166	2,246	693
<b>Total</b>	<b>14,764</b>	<b>17,333</b>	<b>18,605</b>	<b>19,110</b>	<b>20,238</b>	<b>21,187</b>	<b>6,423</b>

### 3.2 Indigenous profile – land and peoples

The traditional inhabitants of Nambour are the Gubbi Gubbi people. Gubbi Gubbi is the name of the actual language spoken by the local Aboriginal people. Gubbi Gubbi lands stretched from the Pine River in the south, to Burrum River in the north, and west to the Conondale ranges. St John’s College indigenous students currently make up 2.4% of our cohort. St. John’s has actively sort to increase enrolment of indigenous students by being a member school of “Dare To Lead” and is developing ways to encourage more indigenous families to enrol their students. One of these proposals is a “bursary” style incentive organised by the college alumni.

Indigenous enrolments increased from 11 students in 2015 to 19 in 2019. The college also took part in a local program of bringing aboriginal students from far North Queensland and the Northern territory to experience some short-term education at St. John’s. Our Acting Assistant Principal works closely with our indigenous students to ensure their needs are being met.

BI.2019.R1



### 3.3 Demographics and socio-economic profile

The median age within the catchment is 40 years of age and the age sex profile is included (below).

#### People — demographics & education

*People tables are based on a person's place of usual residence on Census night*

People <small>Persons count based on place of usual residence on Census night</small>	Nambour	%	Queensland	%	Australia	%
<b>Male</b>	5,267	47.1	2,321,889	49.4	11,546,638	49.3
<b>Female</b>	5,916	52.9	2,381,308	50.6	11,855,248	50.7
<b>Aboriginal and/or Torres Strait Islander people</b>	487	4.4	186,482	4.0	649,171	2.8

In the 2016 Census, there were 11,187 people in Nambour (State Suburbs). Of these 47.1% were male and 52.9% were female. Aboriginal and/or Torres Strait Islander people made up 4.4% of the population.

Age	Nambour	%	Queensland	%	Australia	%
Median age	40	--	37	--	38	--
0-4 years	717	6.4	296,466	6.3	1,464,779	6.3
5-9 years	732	6.5	317,138	6.7	1,502,646	6.4
10-14 years	642	5.7	299,097	6.4	1,397,183	6.0
15-19 years	671	6.0	296,287	6.3	1,421,595	6.1
20-24 years	683	6.1	316,860	6.7	1,566,793	6.7
25-29 years	667	6.0	320,753	6.8	1,664,602	7.1
30-34 years	752	6.7	325,943	6.9	1,703,847	7.3
35-39 years	659	5.9	305,218	6.5	1,561,679	6.7
40-44 years	668	6.0	322,901	6.9	1,583,257	6.8
45-49 years	694	6.2	322,982	6.9	1,581,455	6.8
50-54 years	703	6.3	308,727	6.6	1,523,551	6.5
55-59 years	665	5.9	292,198	6.2	1,454,332	6.2
60-64 years	638	5.7	260,685	5.5	1,299,397	5.6
65-69 years	594	5.3	242,192	5.1	1,188,999	5.1
70-74 years	538	4.8	180,406	3.8	887,716	3.8
75-79 years	407	3.6	126,084	2.7	652,657	2.8
80-84 years	317	2.8	83,731	1.8	460,549	2.0
85 years and over	436	3.9	85,528	1.8	486,842	2.1

The most common responses to the 2016 State Census for religion in the area was No Religion, so described 33.5%, Catholic 16.0%, Anglican 13.5%, Not stated 9.4% and Uniting Church 5.5%. In Nambour (State Suburbs), Christianity was the largest religious group reported overall (58.6%) (this figure excludes not stated responses).

The main language spoken within Nambour area at 87.7% of people is English. Other languages spoken at home included German 0.5%, Malayalam 0.3%, Japanese 0.3%, Thai 0.3% and Mandarin 0.3%.

The median total household income per week within the catchment is approximated at \$966 per week which is below state average.

### 3.4 Student population and projections

Our Demographer analysed the attendance of those secondary students who have reported as being Catholic in the 2016 census. Within the catchment there are 1,028 Catholic secondary students attending a government school, and there are 439 Catholic secondary students attending an independent school. This tells us that there are **1,467** Catholic secondary students within the catchment, not attending a BCE or RI school.

### 3.5 Connection to Parish

St John's College is located within St Joseph's Parish. The Parish Priest is Ft Graham Gatehouse.

The College operates independently of the Parish but in association with it. Individual students and families are able to access personal counselling through Parish facilities. At times the College is able to make its facilities available for Parish use such as the Christmas and Easter Vigil Mass. The College has developed, in conjunction with the Parish, an RCIA program for students which is run through the parish. The college and the parish work together in youth matters and help sponsor students from the college to attend the Ignite Conference and the Australian Youth conference. In recent years the college, parish and St. Joseph's primary school have formed a St. Vincent de Paul Conference called, the "Young Sams."

### 4.1 Master planning

The main entrance to the College is from Perwillowen Road and runs up the main ridge and directly in front of the main reception area. There has been significant redevelopment and new development over the past 5 years to ensure the growth in student numbers can be catered for.

The development of VET has accelerated in recent years and is an area that needs to be further developed to cater for our clientele. The Hospitality area is currently being extended with a new state of the art Kitchen and dining room to be completed in 2019. This build will also undertake the much needed refurbishment of the existing original kitchen. These facilities will allow the College to offer a Certificate III in the hospitality sector onsite.

The College is limited in its ability to expand its curriculum offerings such as dance or film and television. The College is already running a National short film festival called STuFFit, in partnership with the Sunshine Coast University and with initial support from National Bank of Australia. The Film Festival headquarters and Film and Television as well as Media Arts require a future facility that will see growth and excellence in this field. Areas under the new Hospitality rooms have been identified as potential sites for this purpose.

GLA's are under stress with increased enrolments and some classes have to be combined from time to time or the GSC and Library are timetabled as permanent classrooms for some subjects. The addition of 2 approved classrooms will relieve this situation.

The current library has been refurbished to the open plan style and an application for it extension is currently in with BCE.

The College recognises and embodies an appreciation of practices consistent, wherever possible, with Pope Francis' call in *Laudato Si'* for an integral ecology. This includes sensitive use of land and careful design of buildings and construction materials.

## 4.2 School's faith life and/or spirituality ♥

As the College was founded and operated by the Good Samaritan Sisters, the Charism of the College is historically Benedictine in nature but operates under the auspices of Brisbane Catholic Education Office. This has given the college the values of Listening, Balance, Compassion, Community, Healing, Praying, Humility, Hospitality, Stewardship, Partnership, The Word of God and Peace.

**Vision:** St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young men and women who are committed to transforming the world through example, service and leadership. "Unbind and set free" (John 11: 44).

The vision statement takes into account the [Archdiocesan Vision](#) which challenges and encourages Catholics to:

- embrace the person and vision of Jesus
- build Communion with God and others
- engage in Christ's mission in our world

The vision statement for the College is also consistent with the [Vision for Catholic Education](#) which calls us to Teach, Challenge and Transform and reflects the [National Goals for Schooling](#).

The vision for the college also accounts for the four priorities for Catholic Education in the Archdiocese as stated in the [Strategic Renewal Framework](#)

**Mission:** St John's College, in collaboration with parents and carers:

- Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.
- Is committed to a holistic curriculum which promotes the integration of faith, life and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative and ability of each student.
- Aims to stimulate a culture of learning that is life - giving and life - long.
- Is willing to engage with social justice, moral, environmental and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.

The St Joseph Parish supports the pastoral and ecological initiatives of the College and works in unison with the St John's initiatives.

**Motto:** The College Motto is: "Unbind and Set Free"

The College embraced the motto "Unbind and Set Free" in 1985 when the name of the college changed from St. Joseph's to St. John's. These words were gifted to the community by the Sisters of the Good Samaritan and taken from the scriptural verse in St John's Gospel (11:44) relating to the raising of Lazarus. This motto has remained at the centre of our spirituality at St John's, along with the story of the Good Samaritan taken from the

Gospel of Luke (10:25-37). Our prayer life has also been greatly enriched by the writings of St John of the Cross, the values of the Sisters of the Good Samaritan and the Rule of St Benedict, a true testament to our diverse and rich spiritual history.

#### 4.3 Teaching and learning

The overarching goal for learning at St. John's College is to empower learners of all ages to shape and enrich our changing world, by living the Gospel of Jesus Christ. All phases of schooling are informed through Brisbane Catholic Education's [Learning Framework](#); [Strategic Renewal Framework](#); [Religion Curriculum](#); QCAA publications; the [Australian Curriculum](#) and government regulatory compliance requirements.

The BCE Religion Curriculum P-12 and associated materials are the basis for planning of Religious Education at St Johns.

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for all Learning Areas covered by the Australian Curriculum. Key Learning Areas not covered by the Australian Curriculum are sourced from the relevant state statutory body. [The Melbourne Declaration of Educational Goals for Young Australians](#) identifies the important role education plays in building a democratic, equitable and just society.

Learning at St. John's College is underpinned by the beliefs that all learners require:

- multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities will occur in individual, small group and whole group contexts
- encouragement to learn both independently and collaboratively
- challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of learning through supported, structured inquiry
- opportunities for learning which encompass the diverse aspects of all life experience
- classroom and school environments which are intellectually, socially and physically conducive to learning
- ready access to and use of appropriate technologies and resources to create, collaborate and communicate learning
- personalised learning
- essential skills in literacy, numeracy and ICT
- ability to solve real world problems in ways which draw upon a range of learning areas and disciplines

#### 4.4 Built environment

St John's building have all been given names of relevant Saints and past staff that contributed greatly to the establishment of the College.

While the St John's site has imposed some natural limitations, with consultation a suitable working environment has been built to accommodate current and future enrolments.

The leadership team works tirelessly with architects, consultants and BCE Building Service to continue to meet the changing demands of education. Master planning is carried out in conjunction with relevant experts and continues to be improved and reassessed with changing needs.

The College has adopted the Living *Laudato Si'* strategy and is working with BCE Building Services and other departments to reduce its carbon footprint.



## 4.5 Natural environment

Stewardship is a key element of the spirituality of the Archdiocese of Brisbane and is one of the fundamental Benedictine and Good Samaritan values lived out in the College. It is embedded in the Brisbane Catholic Education Strategic Renewal Framework. Care for the environment in which the College is located is a critical strategy motivated by this ministry of stewardship.



**Water:** Rainwater is harvested from two significant buildings and is used for to operate one of the toilet facilities. Planning for additional rainwater harvesting in addition to current practices should enable potable water to be used for the remaining toilet facilities and storage for garden / permaculture programs.

### **Implications for master facilities planning:**

Further tanks and plumbing to be installed on other buildings to service other toilets. Water diversions to direct water away from the site need to be implemented. All buildings need have channeling and guttering systems to accommodate the large water flows experienced in this area. A greatly improved water management plan is required for the college ovals which become unusable for long periods of time after moderate and heavy rain



**Energy:** In addition the use of the most energy efficient lighting systems is expected to maintain a low ecological footprint and minimise long term maintenance costs for the College. The College will continue to work with Building Services to meet and uphold the Living *Laudato Si'* strategy

### **Implications for master facilities planning:**

Current building design has meant that some air-conditioning is required but a passive cooling design needs to be incorporated into any new buildings. Windows have been tinted to reduce radiated heat into the classrooms.



**Waste:** The College has a recycling program for paper, plastic and cardboard. Secure waste bins have been installed to reduce the impact of native birds e.g. Ibis and Crows. Communication with parents has moved from paper based to electronic.

### **Implications for master facilities planning:**

The Master plan would allow for the reduction in usage of paper through the greater use of technology and the laptop program.



**Greening and Biodiversity:** A vegetation / landscaping plan has been developed in concert with the Coes Creek Revegetation program to ensure native timbers and bushes are maximised and introduced species removed to ensure increased bio-diversity of bird and insect life. Grants have been obtained from local government.

### **Implications for master facilities planning:**

The St John's flora in the forest area needs to be preserved and new buildings need to complement the existing environment and coexist with it (leaves, drainage, gutters).



**Health and wellbeing:** The College tuckshop will sell food in line with the Queensland Government Tuckshop Guidelines healthy eating focus. The College will provide areas to allow students to eat their meals in a comfortable environment whilst minimising waste in line with our waste policy.

**Implications for master facilities planning:**

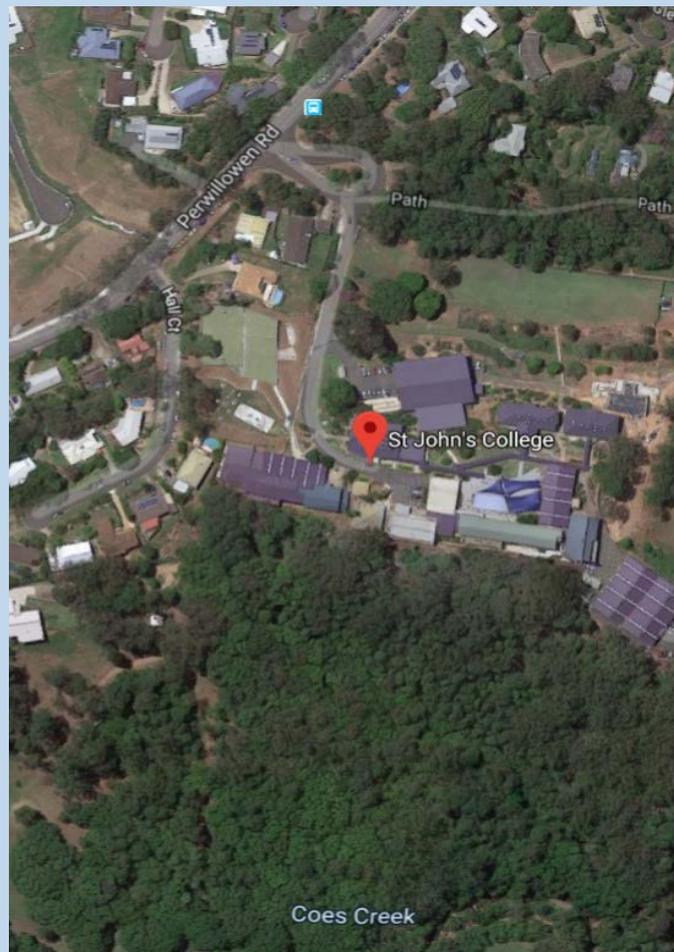
Casual eating areas and ICT enabled comfortable learning spaces need to be constructed to foster varying learning styles among our teenagers and young adults. Use of biodegradable products has been introduced in the tuckshop.



**Transport:** The majority of students travel to school by bus or private car. These have a common drop off and pick up area which needs to be split in the near future.

**Implications for master facilities planning:**

Bus drop off and set down areas should be Master planned in consideration of the Development Application. The addition of another 60+ students in 2020 makes this a priority. The College has invested in a Traffic Management plan and is in consultation with Council and local government to provide a safe area for all students.



## 5.0 SCHOOL ORGANISATIONAL PROFILE

### 5.1 Leadership structure

Leadership structures are determined by the Brisbane Catholic Education Leadership Team and embedded within the college's staffing formula. At present the College Leadership structure includes the Principal, Deputy Principal, Assistant to the Principal administration, Assistant to the Principal Religious Education and Business Manager.

The College also has 18 middle leadership role holders including Pastoral and Curriculum Leaders.

Staffing is also in line with Brisbane Catholic Education staffing policies.

### 5.2 Parent/family/community structures

#### School Board

In line with Brisbane Catholic Education policy St John's has a College Pastoral Board. Collaborative strategies in the domains of school board, school leadership and parent leaders together with parish leadership enhance and co-ordinate communication, policy direction and community engagement.

The College Board works with the College Leadership to develop overarching policies for the general functioning of the school in line with the expectations of the community. These policy statements are included in Appendix Four of this document.

#### Parents & Friends

The Parents and Friends Association is representative of an involved and effective parent body within the school. The College is exploring ways to facilitate parent to parent sharing and collaboration through this organisation.

### 5.3 Teaching and learning

#### Approaches to contemporary learning and teaching

Whole school approaches to Pedagogical Philosophy, curriculum development and delivery ensure alignment between the varying elements of the curriculum: methodology, assessment and reporting, and lead to the creation of supportive learning environments. Similarly, connections between the knowledge, skills, values, attitudes and understandings inherent in each discrete Learning Area are also forged.

The curriculum at St. John's is currently organised as Middle Schooling and Senior schooling programs with some "transition" elements for Year10 in semester two. The [Australian Curriculum](#) has been adopted in these middle years of schooling over the past four years.

#### Middle Years (Cluster Year 7-8; 9-10)

Currently a "Middle Years of Schooling" philosophy supports fewer teachers across learning areas in Year 8 to maximise the teacher student relationship for each student and consequently pastoral support. The philosophy seeks to minimise room changes and disruptions. In this context, students cover a core curriculum in Religious Education,

English, Maths, Science, Study of Society and Health and Physical Education. The time allocated to these areas approximates the recommendations in the ACARA documentation with Health and Physical Education being used to cover many of the personal development aspects of the curriculum and to provide for 1.5 hours of physical activity each week. Students in Year 7 & 8 are exposed to a wide range of other curriculum areas including the Arts, Technology and Design, LOTE and ICT. In Year 9 and 10 these subjects form the major electives for students.

Year 9 operates with a continuation of Core and a leaning toward greater specialisation in elective subjects which leads into a greater refinement of this strategy in Year 10 whilst also preparing students for the senior years of schooling. A Year 10 project is currently underway and seeks to refine assessment for learning, placing greater emphasis on formative assessment and the type and meaning of assessment. The College has sought to be included in the early introduction of Assessment for Learning to further develop this concept

There is a strong emphasis on improving writing skills across years 7-10 and Visible Learning in all year levels with an emphasis on Learning Intentions and Success Criteria. Specialist facilities are used where they are available for the middle years but they often clash with the senior phase. Technology in the form of a 1:1 laptop program operates through an integrated wireless system for all year levels Years 7-12.

**Please note:** This model requires some specialist high end computer facilities for subjects such as Graphics, Media Arts and Multimedia to accommodate the licencing issues involved with specialist programs.

In the Middle Years consideration needs to be given to:

- providing students with relevant support in managing the personal, social, physical and intellectual demands of this significant period of growth and development
- using evidence such as that outlined in the National Middle Schooling research to develop a responsive curriculum
- establishing linkages with existing primary and secondary schools
- establishing physical representations of the college's religious identity, in symbols and icons.
- teaming teachers within the Middle Years classes to ensure greater consistency in knowledge of and relationships with students
- flexible spaces that support individual, small group and whole class work
- appropriate ICT infrastructure to accommodate fixed and portable devices
- provision of undercover sports areas by covering two large basketball courts behind the library to accommodate HPE classes in the middle school.

## 5.4 Pastoral care and wellbeing 😊

The College has structured its pastoral care system in two multi age vertical groups: Years 8-10 and Years 11/12. This contributes to the family atmosphere of the College and yet allows a different focus to be placed on the different age groups. The College is sited along a narrow ridge and has limited space for building despite the large grounds.

The college is proud of its “Buddy” system where Year 11 students are paired with one or more year 7 student this continues over two years where the students move into year 12 & 8 respectively. The Welcome BBQ in week 3 of the year is a highlight of this system where all buddies engage in activities after school and parents join students for a BBQ and introductions. The connections made are strong and lasting.

The college has strengthened the “Buddy” system with the involvement of Year 11 students **with Year 7 students**. This would allow for a two-year connection with buddies. Also, the college Student Leadership program enables seniors to identify their leadership capabilities and be recognised in a broad based structure that is developed from Year 10.

The revised pastoral care Groupings capitalises on the association of “buddies” in Years 11 and 12. This will enable the new students to the school to integrate more fully and with greater confidence into the family of St. John’s.

College facilities have been developed either side of a central corridor of movement that maximises interaction between all members of the College community as they move across this area. This has promoted the family / community aspect of the College.

A student services centre is operational and includes work placement, careers advice, campus minister, support for students with special needs, and pastoral co-ordinators. This area until recently house the College Councillor, however 2019 saw the move of this service to the new administration building.

The Student Services Centre are not branded for one cohort of students over another, hence the capacity to facilitate both accelerated and learning support and guidance means a more holistic approach to learning needs to be supported.



## 5.5 Built environment

The College is a school with 795 students and some of the facilities are no longer in keeping with contemporary student-centred learning that reflect our Vision for Learning and Pedagogical philosophy. There are areas of the College which are truly specialist. The College operates all facilities across the full spectrum of age levels. At present there are specialist rooms for Hospitality (2), Drama (2), Science (4), Visual Arts (2) and Design & Technology (3). In most areas, the College operates facilities as multipurpose areas. Science laboratories, the music room, business, Indonesian, Dance and graphics areas are all used to accommodate other subjects.

There are three hard court areas for PE and sport two of these have been recently covered. The MPC, Multi- Purpose Centre, completed in 2008, is an undercover facility which is the only space large enough to accommodate the entire school for assembly. This area used for that purpose, for whole school celebrations such a school Mass, and to allow some of students a recreational space under cover at break times. In recent times the school has upgraded the facility to accommodate our annual Sports Night and Awards Night.

The Good Samaritan Centre is utilised as both a sacred space, a gathering area, a large group lecture area (eg for senior English), a second performance area and a space for parent meetings and information nights.

The College has provided two specialist laboratories to accommodate Graphics, ICT, Multimedia and Media Arts. All students are able to access the 1-1 laptop program.

The College library, book hire, uniform, tuckshop, administration and student services are all part of the central core services that service the whole school. In recent times the College has developed four small sound- proofed rooms for specialist instrumental music, the beginning of a student services area with the College counsellor, the Vocational Education and work placement officer in an area co existing with two of the year co-ordinators near the library. Other year coordinators are located in the Lazarus Building in shared office arrangements.

To allow each learning area to develop, resources applicable to their subject area and to allow students to access these, there has been some identification of GLA s with particular learning areas. This has allowed different KLAs to establish furniture arrangements that facilitate strategies and methodologies that are applicable to their areas and has given core rooms for resource distribution.

The College has developed a strong reputation in the Arts - Visual Art, Music and Drama. A new Art and Drama facility was built as part of the Year 7 to Secondary move in 2015 and we are grateful for the opportunity to upgrade these facilities and convert the previously used rooms to GLA's.

With a site that originally grew rapidly and then had a number of restructures over a long period of time as other Catholic secondary schools were developed in this region, many student services are not centrally located. The College has traditionally had a strong emphasis on academic learning in the senior school and until recently did not cater extensively for non- academic students pursuing certificate qualifications.

Presently a proportion of staff are catered for in a common work space area which facilitates communication, collegiality, collaboration, formation of professional learning communities and sharing of best practice. This space was upgraded with teachers moving in at the being of 2019.



## 6.0 CATHOLIC IDENTITY AND SCHOOL CULTURE

### 6.1 School Mission

St John's College, in collaboration with parents and carers:

- Provides a Christian based education in the Catholic tradition and develops a community of faith and learning that is open and inclusive of other faith and cultural traditions.
- Is committed to a holistic curriculum which promotes the integration of faith, life and culture.
- Endeavours to provide a quality education that is equitable and strives to engender the creativity, initiative and ability of each student.
- Aims to stimulate a culture of learning that is life-giving and life-long.
- Is willing to engage with social justice, moral, environmental and political issues with a special concern for those on the margins of society.
- Cultivates right relationships through the hospitality of heart and place.

### 6.2 School Vision

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young people who are committed to transforming our world through example, service and leadership. We believe all members of our community are 'called to be Neighbour to all' and the 12 Samaritan values illustrated through our Good Samaritan parable are the pillars on which our school is built. These values are: Hospitality, Balance, Community, Listening, Prayer, Peace, Healing, Word of God, Stewardship, Humility, Partnership and Compassion. As an inclusive and authentic Catholic community, we constantly strive to develop the whole student; mentally, physically, emotionally and spiritually. The strength of the relationships we share within the College is key to our ability as educators to facilitate the development of respectful, responsible and resilient young people.

### 6.3 School Values

As the College was founded and operated by the Good Samaritan Sisters, the Charism of the College is historically Benedictine in nature but operates under the auspices of Brisbane Catholic Education Office. This has given the college the values of Listening, Balance, Compassion, Community, Healing, Praying, Humility, Hospitality, Stewardship, Partnership, The Word of God and Peace.

St John's college provides.....

- A Catholic secondary education which provides a caring and disciplined environment
- A secondary school where students consistently achieve excellent academic results
- A broad curriculum which facilitates a solid foundation for University or Vocational pathways

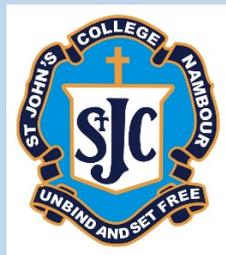
- A range of programs which foster student leadership.
- A school community that supports and encourages every student to achieve their best.
- A school with facilities that include: a new Performing Arts and Art area, two Hospitality kitchens, a Design Technology block, Information & Communication Technology facilities, a Multi -Purpose Centre and 1:1 Laptop Program for Years 7 – 12.
- A school with a proud tradition of excellence in sporting and cultural pursuits
- A school that fosters positive relationships among all in the community
- A school that fosters environmental awareness and protection

#### 6.4 School name and rationale for name

The College was originally named St Joseph's College in 1940 in line with its origins at St Joseph's Primary school but the name was changed to St John's College in 1985 to eliminate the confusion caused by having the two schools in close proximity being known as St Joseph's. The College was named after St John the Evangelist in connection to the college motto of "Unbind and Set Free", adopted from that Gospel, the only Gospel account of the raising of Lazarus.

#### 6.5 School logo and elements of logo

### Unbind and Set Free



The emblem provides a visible articulation of the college, our connection to the community of Nambour, and our religious identity as Catholic Christian. It is also a connection with St. Joseph's Primary as both schools share the centre abbreviation of St J C.

'These words have a deep significance for all Christians, especially for those who are trying to live by the word of God.'

It is essential to understand that the way to best realise the message of Christ is to discipline ourselves... I recommend that discipline be seen as the capacity to become a disciple... This discipline requires that we shed the bindings of selfishness and narrow-mindedness. It

requires that we shed the ropes of negativity and gloom... instead we should learn all about what it means to truly live – to live in such a way that our lives are replicas of the Christ.

The Christ is light filled and happy, joyful and determined, loving and compassionate. It is, therefore, important that students be taught in ways that bring them to the realisation of what it means to be educated in life, so that they may become joy filled and loving.”

## 6.6 School colours

The College has defined its Houses for Pastoral and sporting purposes through our connection to the environment and the stewardship of the flora and fauna on our 17 hectare site. The four College houses are called:

Acacia (Gold), Banksia (Red), Casuarina (Blue) and Melaleuca (Green).



## 6.7 Respect for individual differences (e.g. gender)

As per inclusive enrolment policy.

# 7.0 LEARNING AND TEACHING PROFILE

## 7.1 Overview

Professional learning needs are identified, and activities planned by the staff and leadership of the school working in partnership. These are aligned with the school *Vision and Mission Statements*, the *Curriculum* vision outlined in this document and School Renewal processes established by Brisbane Catholic Education. Alignment of the curriculum with the policies and practices of Brisbane Catholic Education, the National Curriculum and those of the Queensland Studies Authority are facilitated locally.

Staff of the college are involved in collaborative PD and sharing best practice. We will continue to enhance this model and involve other schools in the sharing and collaborative

approach. Staff are encouraged to create online professional learning communities and groups and the concept of an “unconference” has been initiated.

To ensure continuity of school culture, attention is given to the renewal of staff and to the induction of new staff appointed to the school. This induction process is also appropriate to families starting at the school to ensure the evangelisation and catechisation process to build a strong cultural base in the school and wider parish community.

- Years 7–9
- Years 10–12

The college will consider the placement of Year 10 in its phases following finalisation of the new Queensland curriculum.

School age appropriate learning phases are supported through spaces that provide flexibility in a variety of learning environments. Flexibility of space maximises the use of flexible groupings within learning phases with interconnected indoor and outdoor learning spaces.

BCE may expand the use of land for Church facilities at a later date.

## 7.2 School-wide pedagogy

The school-wide pedagogy incorporates Visible Learning and pedagogical requirements of BCE.

Other pedagogies consistent with the philosophy of the College’s charism enhances connections to the charism as a way of living and experiencing the Gospel.

## 7.3 Spirituality and Charism within the curriculum

Charism and its associated spirituality, is embedded through the college through a range of practices, via:

- Regular Meditative prayer, meditation
- Regular retreats and practices
- Prayer and liturgical practice
- Social justice activities
- Curriculum connections/foci through all syllabuses as determined appropriate
- Appropriate signage throughout college
- Celebrations and events
- Community-building and nurturing activities and focus
- Connections with parish.

## 7.4 Learning and teaching of Religion

As per Brisbane Catholic Education Syllabus and syllabus-supporting documentation, inclusive of overt reference to the papal encyclical “*Laudato Si*” – *Care of Common Home*”.

## 7.5 Integral ecology within the curriculum

The college maintains and develops a “*Living Laudato Si*” Strategy Map” and works in conjunction with School Development Services (SDS) to ensure that it adopts an integral ecology within its community from its commencement.

Current work in developing an integral ecology involves partnerships with energy and water providers/advisors. Recommendations from their 2018 reports are to be considered within the development of this college (See SDS partner reports).

At all times there should be a respectful alignment between building footprint, natural landscape, land use, curriculum, and religious life of the Catholic school to ensure that the college exists within an integral ecology.

## 7.6 Integral ecology within the overall school design

Attention to the climate crisis and rising energy costs is a key priority in the development of this school. A genuine ecological approach requires that biodiversity and responsible water use and management be adopted. Full engagement with BCE’s School Development Services team’s processes for data collection and management will be a characteristic of this school from its first footprint.

## 7.7 Differentiated teaching and learning

- The teaching and learning programs provide a differentiated and relevant curriculum to each student
- A breadth of appropriate vocational courses is undertaken for Years 10–12
- In Years 7–10, units within subjects will include an emphasis on integral ecology and healthy sustainable living/lifestyles
- Further differentiation will occur in the planning, assessing and reporting phases.

## 7.8 Wellbeing – students and staff

The wellbeing of staff and students is integral to this college community. Strategic, ongoing approaches will be used to plan and structure wellbeing (viz. consideration of a positive psychology framework, incorporation of positive psychology within pastoral care and wellbeing programs, the development of a wellbeing centre or other strategic approaches to proactively meet the wellbeing needs of students)



## 7.9 General/Specialist subject areas

- St John's College offers Indonesian as a language other than English that will be taught from Year 7–12. The language chosen provide continuity from what is offered within the two feeder Catholic primary schools in the area.

## 7.10 Information systems, technology and structures (classroom, school and system)

- The college has adopted BCE recommendations regarding laptop devices, infrastructure and learning resources. It has adopted the systems supported by Brisbane Catholic Education.

## 7.11 Safety, security and supervision of students

- The College has engaged an external provider to assist with the traffic management plan.
- Support staff have been offered additional hours to assist with the supervision of students.
- Crossing Guards are paid by the college to man the road crossing after school.

## 7.12 Professional Learning

- Central to quality teaching is quality professional understandings, ongoing research and practice. Use of learning opportunities will be made of those offered through BCE, QCAA, VET and RTOs.



## 8.0 Resourcing

### 8.1 Overview

- The school is financially supported by the total Brisbane Catholic Education community of schools. This is an important consideration to ensure financial viability. Support for the school covers many aspects and is sourced from a number of areas. Financial Support can be split between capital and recurrent as follows:

### 8.2 Capital

- The majority of capital facilities development costs has been covered through the Government Capital Grants Block Grant Authority (BGA) program. This program is administered through the Queensland Catholic Education Commission (QCEC). The BGA program supports funding for all school buildings together with basic additional allocations for landscaping, furniture and equipment (including ICT infrastructure). This is funded by the school cash reserves and by way of Archdiocesan Development Fund (ADF) long term loan arrangements.
- Some additional financial capital funding is available through various Brisbane Catholic Education grants.

### 8.2 Recurrent

- Significant recurrent financial support for the school will come from Brisbane Catholic Education.
- The school has established a tuition fee and levy structure that will ensure the long term financial viability of the school.
- All resource management is managed by the principal and the business manager.
- The school is staffed according to the Brisbane Catholic Education staffing formula.
- The school's Strategic Renewal Plan will account for resource allocations and for the equitable disbursement of funds across all phases of learning.
- The identification of non-funded projects are made with a view to using College resources to satisfy needs that cannot be otherwise met through the above processes.

## Bibliography

Pedagogy and Space, State of Victoria, Department of Education and Early Childhood Development, Leading Practice and Design Innovation and Nest Practice Division, Melbourne, February 2009

Online resource:

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/pedagogy.pdf>

Students Needs, Teacher Practice and Learning Spaces, State of Victoria, Department of Education and Early Childhood Development, Leading Practice and Design Innovation and Nest Practice Division, Melbourne, March 2009

Online resource:

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/spacesbrochure.pdf>

Transforming the Learning Experience Feb 09, State of Victoria, Department of Education and Early Childhood Development, Leading Practice and Design Innovation and Nest Practice Division, Melbourne, February 2009,

Online resource:

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/learningpublication.pdf>

21<sup>st</sup> Century Learning Spaces <http://educationau.edu.au>

Online resource:

<http://educationau.edu.au/sites/default/files/Learningspaces09.pdf>

Successful School Design – Questions to ask, Commission for Architecture and the Built Environment, UK, May 2009

Online resource:

[www.cabe.org.uk/design-review/schools](http://www.cabe.org.uk/design-review/schools)

Good Shepherds 1859-2009” Archdiocese of Brisbane, 2009

School renewal Framework 2007 – 2011, Brisbane Catholic Education, 2006

Learning and Teaching Framework, Brisbane Catholic Education, 2006

The Australian Curriculum, ACARA, Australian Government publication (under development)

Online resource:

[http://www.acara.edu.au/verve/resources/Curriculum\\_Design\\_Paper\\_.pdf](http://www.acara.edu.au/verve/resources/Curriculum_Design_Paper_.pdf)

Guidelines for the Religious Life of a School, Brisbane Catholic Education Publication,

Melbourne Declaration on Education Goals for Young Australians, Ministerial Council on Education, Employment, Training and Youth Affairs, Australian Government, 2008

Online resource:

## Melbourne Declaration on Educational Goals for Young Australians

Australian Government. (n.k.). *The Australian Curriculum*. ACARA. Retrieved from <http://www.australiancurriculum.edu.au/overview/structure>.

Australian Government Ministerial Council on Education, Employment, Training and Youth Affairs. (2008). *Melbourne declaration on education goals for young Australians*. Retrieved from [http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf).

Brisbane Catholic Education. (2016). *Strategic Plan 2017 – 2020*.

Brisbane Catholic Education. (2008). *Guidelines for the religious life of the school*.

Brisbane Catholic Education. (2012). *Learning and Teaching Framework*.

Brisbane Catholic Education. (2013). *Religious education curriculum*.

Commission for Architecture and the Built Environment United Kingdom. (2009). *Successful school design – Questions to ask*. Retrieved from <http://sdpl.coe.uga.edu/successful-school-design-questions.pdf>.

Department of Education, Employment and Workplace Relations for the Council of Australian Governments. (2009). *The early years learning framework*.

Department of the Environment and Heritage. (2005). *Educating for a sustainable future*. Retrieved from <http://www.environment.gov.au/sustainability/education/publications/educating-sustainable-future>.

Francis 1. (2015). *Encyclical Letter Laudato Si' Of The Holy Father Francis On Care For Our Common Home*. Retrieved from [http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si\\_en.pdf](http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf).

Lewis, D. W. (2007). *A model for academic libraries, 2005 to 2026 visions of change*. California State University.

Nair P., Fielding R., & Lackney J. (2009). *The language of school design: Design patterns for 21<sup>st</sup> century schools*. 2nd edition. Designshare.

School Development Services, Brisbane Catholic Education. (2018). *Living Laudato Si'*.

Tanner, C.K. & Lackney, J.A. (2006). *Educational facilities planning: Leadership, architecture, and management*. Boston: Pearson Education.

Thornburg D. (2014). *From the campfire to the holodeck*. John Wiley & Sons Inc.

Yeang, K. (2006). *EcoDesign – A manual for ecological design*. John Wiley & Sons Inc.