



# ANNUAL REPORT











BURFORD



O'LOUGHLIN



DALEY





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# VISION

‘St John’s Catholic College is a safe, connected, learning community for local, boarding and international students. We strive for excellence and ensure the holistic development of each student through a balanced approach to faith, academic, sporting and cultural activities.’

# VALUES

## **Acceptance**

Appreciating each person and their story; valuing cultural differences and being inclusive of all.

## **Compassion**

Involves the ‘head, heart and hand’ in understanding by listening, showing heartfelt concern; being able to forgive wrongs and putting concerns into meaningful actions.

## **Courage**

Strength to uphold the community values and beliefs; and leading the way in being true to ourselves despite the challenges that may come.

## **Respect**

A sense of self-worth and esteem for self and others; is shown and gained through showing consideration and esteem for others.

## **Resilience**

Involves understanding yourself and your strengths and challenges; being self-motivated to always give your best and keep persevering by facing up to the challenges.

## **Responsibility**

Being dependable and able to be relied upon; being accountable for our decisions and actions.

## **Stewardship**

Showing concern and cherishing the community and its environment; being prepared to act as guardians to conserve this.





**Principal**

## **Mr. Cameron Hughes**

**B.Bus (MAn), B.Ed (sec) (post), Cert, IV Training and Assessment, TEFL Certification, M.Ed L'Ship**

In 2021 we celebrated 200 years of Catholic Education in Australia. We at St. John's are proud to be part of this story for the past 61 years. We are a community Strong in Faith and Strong Together, committed to the wellbeing and learning of all students. We continue to be a community that aspires for our students to flourish, by leading, living, loving and learning with a strong sense of heart spirituality. We have an aspiration that our graduates have the opportunity to pursue their dreams, make positive contributions to the local and global community, and make good moral decisions that promote a better world.

Our motto, as Missionaries of the Sacred Heart founded College is Fortes in Fide – Strong in Faith, a three-word Mission Statement that guides us each and every day. Therefore, it is appropriate to acknowledge, affirm and celebrate the vision and dedication of the Missionaries of the Sacred Heart (MSC), the Daughters of Our Lady of the Sacred Heart (OLSH), students, families and staff who have contributed to the College over 61 great years.

We are a community committed to the process of school improvement. That is why in 2021 the College continued to engage in the School Improvement and Renewal Framework (SIRF) processes. The SIRF supports schools in developing in the areas of: Catholic Identity, Leadership, Teaching and Learning, Pastoral Care and Wellbeing, Community and Culture, and Finance, Facilities and Resources. We accept that we have a shared responsibility in cultivating and enhancing our positive learning culture.

We are a College committed to the domains of the National School Improvement Tool (NSIT): an explicit improvement agenda, analysis and discussion of data, a culture that promotes learning, targeted use of school resources, an expert teaching team, systematic curriculum delivery, differentiated teaching and learning, effective pedagogical practices, and school and community partnerships.

That is why it was so pleasing to report at the beginning of the year the success of the Class of 2020, which consisted of 23 students. We celebrate 100% competition rate of the Northern Territory Certificate of Education and Training (NTCET) for the fourth year in a row. Of our 23 graduates, 5 are from an Aboriginal and Islander background,

5 are from a Refugee or Humanitarian program background and 16 students are from a Language Background Other Than English (LBOTE). A true celebration of the diversity that exists at St. John's. In addition, Madalena Matarazzo received our Top ATAR of 96.55 and an A+ in Stage 2 General Mathematics. 12 A grades were awarded to Stage 2 students and 38% of all Stage 2 grades were either an A or B grade. We are very proud of the Class of 2020 just as we are proud and confident of the Class of 2021.

With regards to the strategic direction of the College, the past four years have been directed by themes of consolidation, renovation and renewal. This has realised the consolidation of Teaching and Learning to the Hartzler Campus and the consolidation of Boarding to the Chevalier Campus. There have been significant renovations to learning areas, boarding accommodation, grounds and facilities, as well as the renewal of the College uniform, marketing and branding.

This significant work sets the College up for our next strategic phase – growth, with the goal of growing enrolments to 300 students by 2025. This will be realised through: triplicating the middle school to a three-stream model, reaching capacity in Boarding (80 students – 32 boys and 48 girls), expanding teaching and learning opportunities for students and post COVID19: re-establishing the Intensive English program, reengaging with our international communities, and supporting our partner, Melaleuca Australia, in providing an inspiring welcome for new arrival families as part of the refugee and humanitarian program.

We are already starting to see the early signs of growth: from 2020 to 2021 total student population increased by 9% from 191 to 208 students at August Census. Aboriginal and Islander students increased as a percentage of the total student population from 33% to 38%, this is a return to our pre COVID-19 demographics. Further organic growth is expected through student retention, as 57% of the student population are middle school students. We have experienced an increase in enrolments from local Catholic and Government primary schools located in our catchment area, and the expected post COVID19 reopening of the international borders will also contribute to growth.

The College's growth can be attributed to the strong focus on the wellbeing and learning of all students in our Catholic community, and complemented by our marketing campaign that celebrates our College with the community. Student attendance also continues to improve, with an increase from 81% in 2020 to 84% in 2021 as collected by the Northern Territory Government. In addition, students meeting the 95%+ attendance benchmark grew from 63 students in 2019, to 74 students in 2020 and 79 students in 2021.

Student Literacy and Numeracy levels as determined by the National Assessment Program Literacy and Numeracy (NAPLAN) continue to be positive and provide an ongoing rationale for the implementation of our Targeted Placement policy. Targeted Placement refers to the grouping of students in classes based on academic levels to best cater for their learning needs. Targeted Placement provides the opportunity for students to receive support and/or extension depending on their progress. Targeted Placement occurs in the core subjects, Years 7 – 9 and in Mathematics at Year 10. We look forward to expanding the implementation of the policy as we grow from a two-stream to a three-stream middle school.

We are a College committed to being a place of welcome and belonging. Significant factors in realising this are our sense of identity, pride and spirit. Symbols contribute greatly to this sense, and that is why in 2021 we renewed our College uniform. The principles that guided our work

were: a design that incorporates our tradition and is representative of 'one' College, a design that promotes identity, pride and spirit, and a design that is contemporary, functional and comfortable for the Darwin climate. Our MSC and Sacred Heart symbology underpinned our new colour palette of red, white and navy. We look forward to extending this further with the introduction of our new sports uniform in 2022.

With regards to major Capital Works for 2021, the College was successful in obtaining two grants through the Commonwealth Government's Block Grant Authority to undertake roofing works on Jubilee Hall and the Woodwork and Metalwork areas (\$124,062) and to support the consolidation of Boarding to the Chevalier Campus (\$260,000). For 2022, the College has been successful in obtaining a grant through the Commonwealth Government's Block Grant Authority (\$95,799) to undertake renovations to finalise the consolidation of Teaching and Learning to the Hartzler Campus through the relocation of the Library and the Art Room. We anticipate that this work will be completed by the end of Term 1, 2022.

At the commencement of 2018, the St. John's was without a College Advisory Board. We acknowledge our outgoing Chair, Mr. Anthony Burton, who was instrumental in the re-establishment of the College Advisory Board. His leadership and commitment brought community confidence, a good governance function and sound advice to the Principal and College. Our thanks to the 2021 College Advisory Board of: Mr. Anthony Burton (Chair), Father Parthalomai Panayadimai MSC, Dr. Jo Seiler, Mr. Ivan Lim, Ms. Cynthia Page, Ms. Clalia Mar, Dr. Josephine Muthami, Ms. Poppi Stavros, Mr. Neil Pomfret, Mr. Kwame Selormey, Mr. Varun Pathak, Mr. Shashank Laroia and Mr. Gayan Abeysekara. Our thanks also to the parents and guardians who have attended and contributed to the College Advisory Board over the course of the year: Mrs. Magdalene Wendot and Ms. Candice Thomson.

Leadership of a school as complex as St. John's is no easy task. I would like to acknowledge and affirm the support and leadership of Bishop Charles Gaucci, Bishop Emeritus Eugene Hurley, Director of Catholic Education, Mr. Greg O'Mullane, Deputy Director: Teaching and Learning, Mrs Jacqui Langdon, Deputy Director: School Services, Mr. Dirk Botha, Principal Consultants: Mr. Geoff Perry and Mr. Shane Donohue, General Manager Finance: Mr. Tom Pearce and Leader of Catholic Identity: Sr. Catherine Mead.

My thanks to the College Strategic Leadership Team of Mr. Richard Bryant, Mrs. Cheryl Hughes, Mrs. Ayesha Fatima, Mr. Scott Mannion and Mr. Shashank Laroia, the middle management team and all staff of the College who contribute to provide a quality Catholic education 24 hours a day, seven days a week for forty weeks of the year.

To College Captains and Vice Captains, Isla Baker, Dave Lekenila, Thomas Balongelwa and Simone Munkara, thank you for your exceptional student leadership during your time at St John's. You really have led by example in being resilient young men and women, especially during our second year of impact due to COVID19.

To our departing staff of Mr. Justin Andries, Mr. Jed Burley, Ms Hannah Foody, Mr. Balajiappan Gnanasekaran, Ms. Amelia Matthews, our Inclusion Support Coordinator and Father Daniel Benedetti MGL (College Chaplain), thank you for your significant contributions to St John's during your time at the College. We wish you all the very best as you undertake new opportunities in 2022. We also wish Ms. Marianne Foster (Semester 1), Mr. Ben Johns (2022), Mr. Shashank Laroia (Semester 1) and Ms. Melissa Nielsen (Term 2) all the best as they take

extended leave in 2022.

Finally, thank you to all parents, guardians and carers who continue to place their trust in us, the St. John's Catholic College Community. We are blessed to have you and your children as part of our community.

*Fortes in Fide,*  
*Principal*  
*Cameron Hughes*







2021 Annual School Improvement Plan – Tracking Sheet as at 31/12/2021

Key Area	CENT Goals	SLT Accountability	College Strategy / Action	Completion			
				T1	T2	T3	T4
<p>St John's Catholic College is a safe, connected, learning community for local, boarding and international students. We strive for excellence and ensure the holistic development of each student through a balanced approach to faith, academic, sporting and cultural activities.</p> <p>2021 Theme:            'Heart to Serve' - 'Let us love, not in word or speech, but in truth and action.' 1 John 3:18            200 Years of Catholic Education in Australia</p>							
Catholic Identity	<ul style="list-style-type: none"> <li>Catholic Identity Goal 1: Proactively address the challenges of evangelisation in our diverse schools in an increasingly secular society.</li> <li>Catholic Identity Goal 2: Promote contemporary, engaging and relevant learning for all in the beliefs, knowledge, traditions, rituals and values of the Catholic faith.</li> <li>Catholic Identity Goal 3: Provide intentional, ongoing and reflective opportunities for spiritual development.</li> </ul>	APRE	<ul style="list-style-type: none"> <li>- Across 2021, engage in the NCEC's Celebrating 200 Years of Catholic Education in Australia: <a href="https://200years.catholic.edu.au/">https://200years.catholic.edu.au/</a></li> <li>- By the end of 2022, to have renewed the College uniform, guided by the following principles: a design that incorporates our heritage and is representative of 'one' College; a design that promotes College identity, pride and spirit; and a design that is contemporary, functional and comfortable for the Darwin climate.</li> </ul>	O	G	G	G
		Principal			O	G	G
		APRE			R	O	O
Leadership	<ul style="list-style-type: none"> <li>Leadership Goal 1: Build support mechanisms and foster a robust culture which provide opportunities to build professional capacity.</li> <li>Leadership Goal 2: Support a professional growth and development culture which is nurturing of all.</li> <li>Leadership Goal 3: Implement systemic, collaborative and informed decision making processes in school and system leadership for students, teachers, parents and priests.</li> </ul>	APRE	<ul style="list-style-type: none"> <li>- Draft a College Prayer.</li> <li>- Continue to survey students through the Faith Formation and Catholic Identity survey (Term 1).</li> </ul>	O	O	G	G
		Principal			G	G	G
		Principal		<ul style="list-style-type: none"> <li>- By the end of 2021, to have introduced a formal uniform for College Leaders.</li> <li>- Engage in the 'Leadership' professional learning opportunities as offered by CENT; including: Middle Leaders Program, Senior Leaders Program, Graduate Certificate in Theology, Masters of Educational Leadership and the Education System Improvement Tool.</li> <li>- TEFL</li> <li>- Cultural Competence</li> <li>- Middle Leaders – Brown Collective</li> <li>- Senior Leaders – Brown Collective</li> <li>- Berry Street Model</li> <li>- Child Safety Curriculum</li> <li>- Catholic Identity 2 x 1 hour PDs</li> <li>- Catholic Identity Day</li> <li>- Instructional Coaching</li> <li>- Online behaviour management</li> </ul>	O	G	G

Teaching and Learning	<ul style="list-style-type: none"> <li>Teaching and Learning Goal 1: Be innovative and responsive in exploring emerging school, diocesan and system priorities.</li> <li>Teaching and Learning Goal 2: Ensure embedded practices that promote, support and facilitate successful outcomes for all.</li> <li>Teaching and Learning Goal 3: Work collaboratively to nurture the development of the whole person, mindful of school and community diversity.</li> </ul>	Principal	<ul style="list-style-type: none"> <li>Moderation Network Meetings</li> <li>By the end of 2021, to have inducted the SLT into the CENT Leadership Framework.</li> <li>Continue to survey the community through the National School Survey (Term 4).</li> </ul>	O	O	O
	AP: T&L	Principal	<ul style="list-style-type: none"> <li>Across 2021 and 2022, the College will engage in the Instructional Coaching Professional Learning as offered by CENT. The College will utilise Robert J Marzano's The New Art and Science of Teaching as the Instructional Playbook. The College will take a shared approach with the coaches each working with one 'coachee' at a time.</li> <li>During 2021, support seven staff to undertake the 100 hour TEFL certification through the University of Toronto: BRR, GNB, GRB, TIN, SAA, SIA, DIC,</li> <li>During 2021, continue to undertake the ACER PAT testing: Reading (Years7-9), Maths (Years7-9), Science (Years7-9) and AGAT (new middle school students). Transitioning the testing program within faculties and classes.</li> <li>By the end of 2021, to have transitioned to the Edva Timetabling package. <b>Now 2022</b></li> <li>By the end of 2021, all Learning Nest Tutors to have completed professional learning supporting them in their work: <a href="https://www.thetutornetwork.org.au/">https://www.thetutornetwork.org.au/</a></li> <li>From 2021, the College will explicitly cultivate industry links with significant employers to facilitate further training and employment pathways for students: <ul style="list-style-type: none"> <li>Universities visited: Flinders, CDU, SATAAC,</li> <li>Police Recruiting</li> <li>Airforce</li> <li>Wildlife Rangers</li> <li>Lawyers</li> <li>Online Careers Expo</li> <li>Guest Speakers</li> </ul> </li> <li>New Arrival / COVID19 pending, by the end of 2021 to have re-established the Intensive English Unit.</li> <li>Over the course of 2021 introduce Religious Studies and Community Studies into the existing senior Religious Education course offerings.</li> </ul>	O	O	O
	AP: T&L	AP: Admin		O	O	O
	AP: Admin	Principal		O	O	O
	AP: T&L	AP: Admin		O	O	O
	APRE	AP: Admin		O	O	O
	AP: T&L	AP: T&L		O	O	O



Pastoral Care and Wellbeing	<ul style="list-style-type: none"> <li>Pastoral Care and Wellbeing Goal 1: Develop a Student Wellbeing for Learning Framework that is contemporary, forward focused and contextualised.</li> <li>Pastoral Care and Wellbeing Goal 2: Build a positive culture of wellbeing that is inclusive of the needs of all members of the Catholic Education Northern Territory community.</li> <li>Pastoral Care and Wellbeing Goal 3: Develop Catholic Education Northern Territory policies, processes and practices in pastoral care and wellbeing that are aligned with contemporary research and evidence.</li> </ul>	<p>AP: T&amp;L</p> <p>Principal</p> <p>AP: Admin</p> <p>AP: Admin</p> <p>AP: Admin</p> <p>AP: Admin</p> <p>AP: Admin</p>	<ul style="list-style-type: none"> <li>Identify and implement whole school strategies to support the development of writing skills.</li> <li>Appoint (for 2021) an Inclusion Support Practitioner to further support students in their wellbeing and learning.</li> <li>During 2021, transition (and review) to the consolidated PC&amp;W structure (3 x HOH to 1 x PC&amp;W Coordinator).</li> <li>By the end of 2022 to have transitioned O'Loughlin House from red to purple.</li> <li>Survey students through the delivery of the ACER Social Emotional and Wellbeing Survey (Term 2).</li> <li>By the end of Semester 2, to have submitted to the College Advisory Board for endorsement the 95%+ Attendance Policy and associated processes. Now 2022.</li> <li>By the end of Semester 2, to have renewed the Pastoral Care and Wellbeing policy.</li> </ul>	<p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>R</p> <p>R</p> <p>R</p>	<p>O</p> <p>G</p> <p>O</p> <p>G</p> <p>G</p> <p>O</p> <p>R</p>	<p>O</p> <p>G</p> <p>O</p> <p>G</p> <p>G</p> <p>O</p> <p>R</p>	<p>O</p> <p>G</p> <p>O</p> <p>G</p> <p>G</p> <p>O</p> <p>R</p>	<p>O</p> <p>G</p> <p>O</p> <p>G</p> <p>G</p> <p>O</p> <p>R</p>
Community and Culture	<ul style="list-style-type: none"> <li>Community and Culture Goal 1: Build strong and inclusive Catholic communities through leadership and exemplary practice in family and community partnerships.</li> <li>Community and Culture Goal 2: Engage with school communities and stakeholders to support the development of strong practices in Community and Culture.</li> <li>Community and Culture Goal 3: Provide intentional, ongoing and reflective opportunities for spiritual development.</li> </ul>	<p>DOB</p> <p>DOB</p> <p>AP: APRE</p> <p>DOB</p> <p>DOB &amp; BM</p>	<ul style="list-style-type: none"> <li>Continue to establish the Aboriginal and Islander Consultative Group to support the College in recognising key dates.</li> <li>Support the Aboriginal and Islander Consultative Group to finalise and submit the College's Reconciliation Action Plan (RAP).</li> <li>By the end of 2021, to have worked towards all staff to have completed the Centre for Cultural Competence Australia 3 hour: Module A – Aboriginal and Torres Strait Islander Cultural Competence Course: <a href="https://www.ccca.com.au/content/course-details?CourseID=3898">https://www.ccca.com.au/content/course-details?CourseID=3898</a></li> <li>Over the course of 2021 cultivate a dialogue with Land Councils (TLC, NLC, CLC, ALC) and other key stakeholder groups to further support students and the College.</li> <li>Continue to engage families and undertake community visits across the year: Term 1: Warruwi (Goldburn), Wurrumiyanga, Borroloola, Term 2: Daly River, Milikapiti, Pirlamgimpi, Warruwi, Lajamanu, Kalkarindji, Jilkminggan, Yuendumu, Santa Teresa Term 3: Alice Springs, Hermannsburg, Term 4: Daly River, Wadeye</li> </ul>	<p>O</p> <p>R</p> <p>O</p> <p>R</p> <p>O</p>	<p>G</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>G</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>G</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>G</p> <p>O</p> <p>O</p> <p>O</p> <p>G</p>
Finance, Facilities and Resources	<ul style="list-style-type: none"> <li>Finance, Facilities and Resources Goal 1: Implement best practice budget development, financial content and accountability procedures.</li> </ul>	<p>BM &amp; DOB</p> <p>P &amp; BM</p>	<ul style="list-style-type: none"> <li>By the end of 2021 to have completed the consolidation of Boarding to the Chevalier Campus.</li> <li>By the end of 2021 to have secured a line of funding for the operation of the Health Centre.</li> </ul>	<p>O</p> <p>R</p>	<p>G</p> <p>O</p>	<p>G</p> <p>O</p>	<p>G</p> <p>O</p>	<p>G</p> <p>O</p>

	<ul style="list-style-type: none"> <li>Finance, Facilities and Resources Goal 2: Develop and implement appropriately budgeted plans for capital works and the management of facilities and resources.</li> <li>Finance, Facilities and Resources Goal 3: Make provision for effective access to Information and Communications Technology that is secure and appropriate to the needs of schools.</li> </ul>	BM	<ul style="list-style-type: none"> <li>- By the end of 2021, to have secured additional Capital Works funding to commence the consolidation of Music, Art, Library and Woodwork &amp; Metalwork (if possible) to the Hartzler Campus.</li> <li>- By the end of 2021, in collaboration with CENT, to have renegotiated service contracts (catering, cleaning and laundry) for the period 2022-2024.</li> <li>- Explore possible external income streams in line with the College Vision and Catholic Ethos utilising available resources.</li> </ul>	O	O	O	G
		BM		R	O	O	O
		BM		O	O	G	G

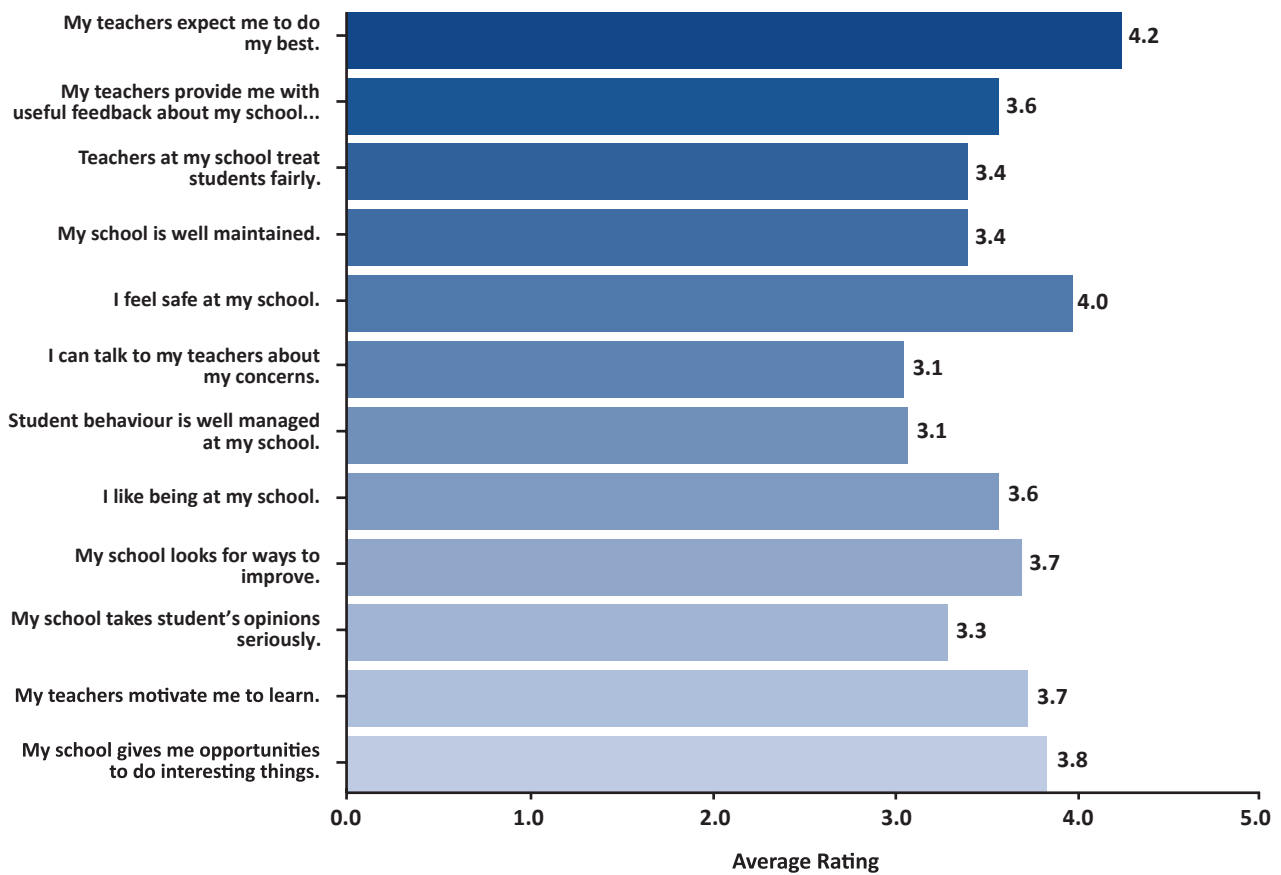
Yellow highlight – areas for additional support from CENT



*“I have come that  
they may have life,  
and have it to  
the full.”* John 10:10

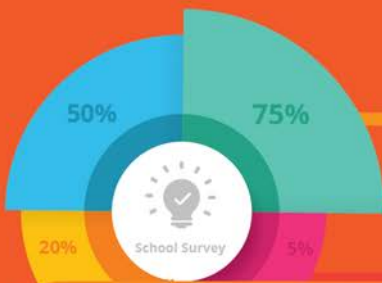


## SJCC 2021 National School Student Survey

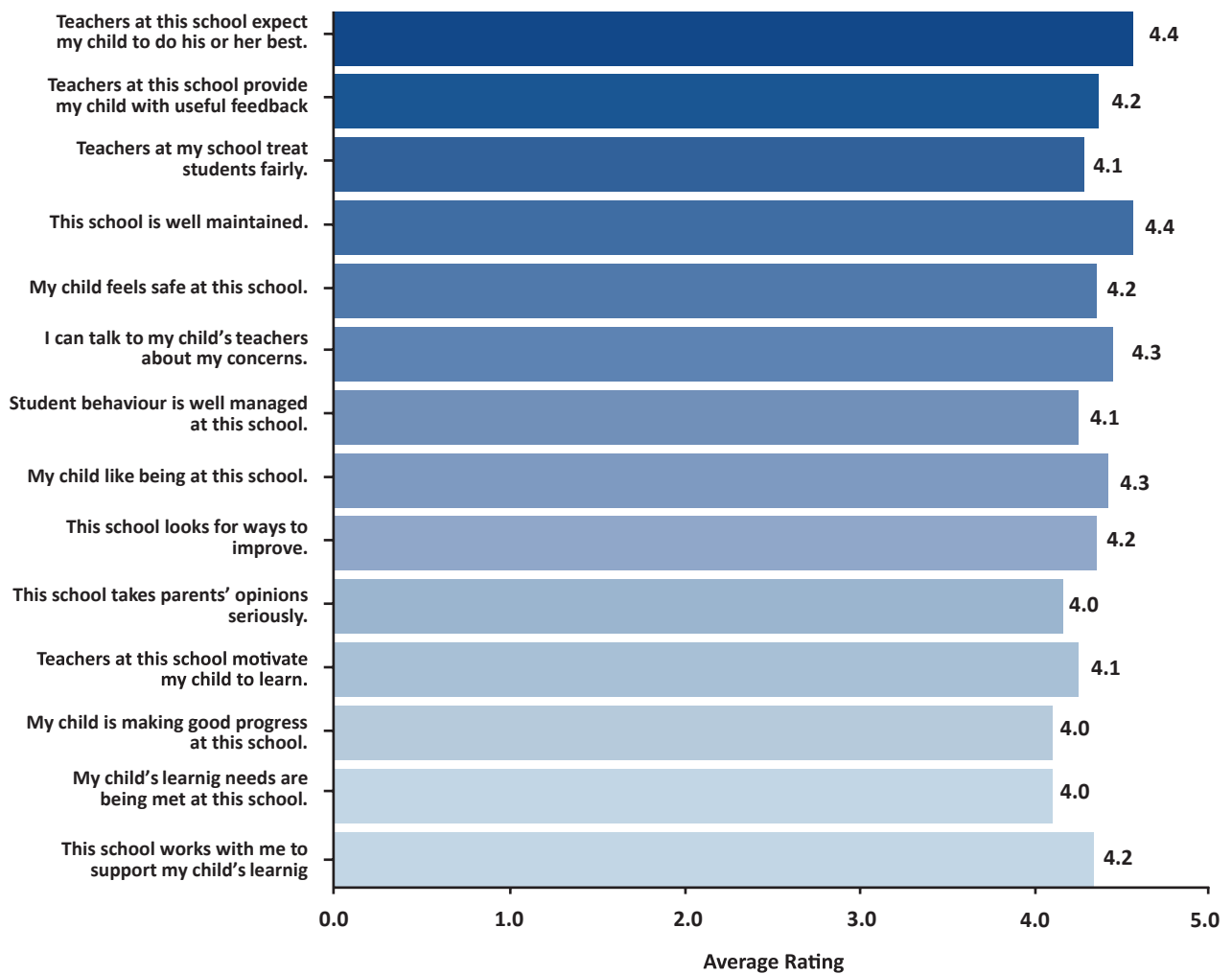


Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

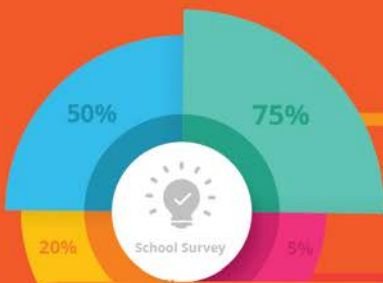




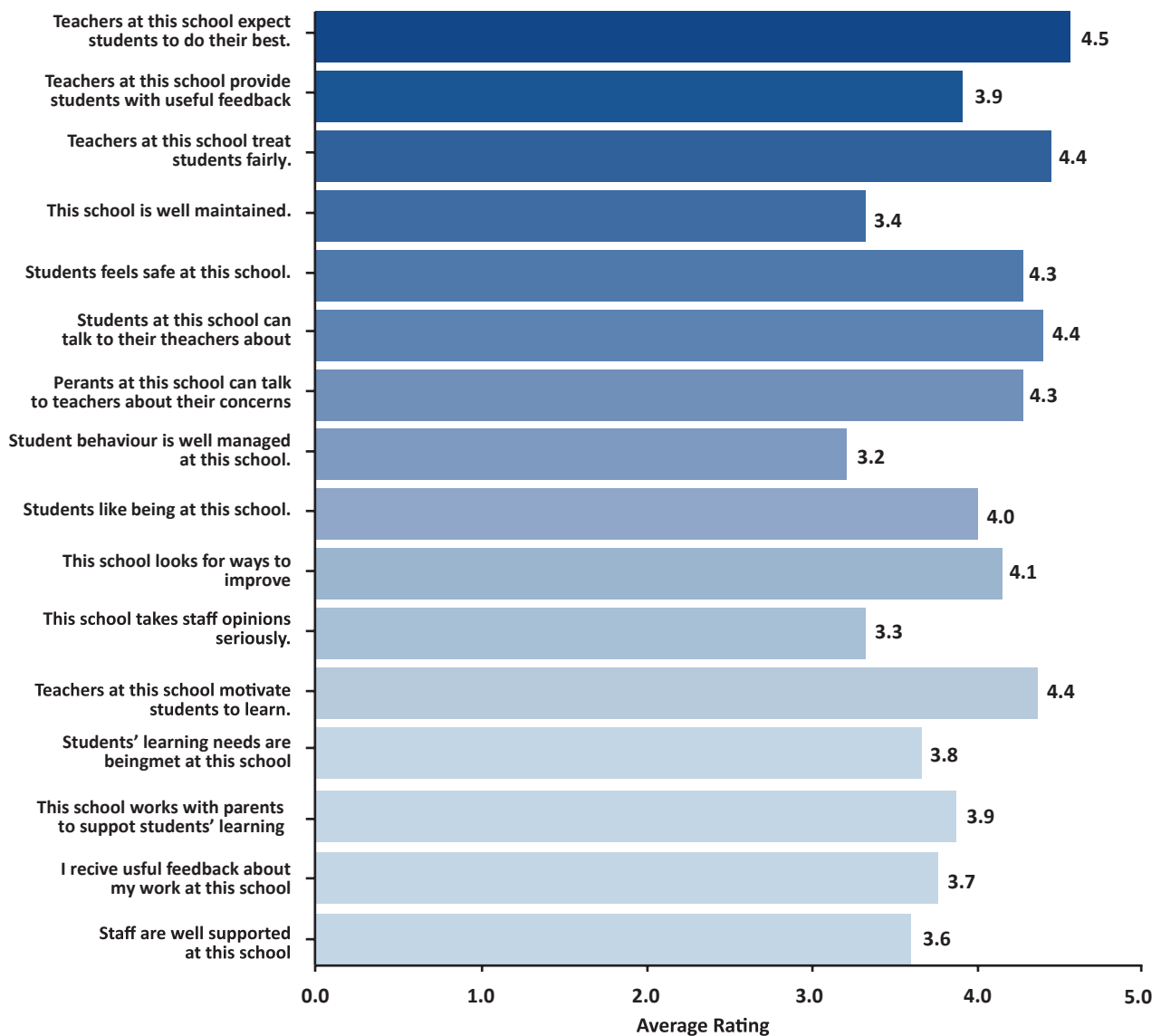
## SJCC 2021 Parent /Guardian Survey National School Survey



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



# SJCC 2021 National School Staff Survey



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



# Teachers' Qualifications

<b>Andries Justin</b>	<b>B.Eng, A.Dip Eng Tech, M.Teaching (Secondary) (Leading Learning)</b>
<b>Bryant Richard</b>	<b>B.Ed, M.Ed L'Ship</b>
<b>Burly Jed</b>	<b>B.Music, B.A, G.Dip Edu</b>
<b>Donato Carlo Di</b>	<b>B.Ed, Cert IV Engineering Pathways, Cert IV Training and Assessment, Cert II Building &amp; Construction, Cert II Telecommunications, TEFL Certification</b>
<b>Fatima Ayesha</b>	<b>BSc (Physical Science &amp; Biology), B.Ed, MA (Eng Lit)</b>
<b>Foody Hannah</b>	<b>B. Edu, B.Health Science, M. L'ship &amp; Theology</b>
<b>Foster Marianne</b>	<b>Dip. Applied Arts, Grad. Cert. in Arts Mgmt, G.Dip Teaching and Learning</b>
<b>Gnanasekaran Balajiappan</b>	<b>B. Hospitality and Hotel Administration, Dip. Hotel Management &amp; Catering Tech, Cert IV Commercial Cooking</b>
<b>Graham Bronwyn</b>	<b>B. Teaching</b>
<b>Gumisiriza Crescent</b>	<b>BA. Edu</b>
<b>Hughes Cameron</b>	<b>B.Bus (Man), B.Ed (sec) (post), Cert IV Training and Assessment, TEFL Certification, M.Ed L'Ship</b>
<b>Hughes Cherilyn</b>	<b>B.Visual Arts, B. Edu(sec), G.Cert. (Theology), G. Cert. Art &amp; Design, Dip. Fine Arts</b>
<b>Johns Benjamin</b>	<b>BA ( English), G.Dip Edu</b>

# Teachers' Qualifications

<b>Ann Tan</b>	<b>BA, M.South East Asian Studies</b>
<b>Liu Zitan</b>	<b>BA (Journalism &amp; Psychology), M.Teaching (Secondary) (English &amp; Chinese)</b>
<b>Martinson Lakshmi</b>	<b>BA, GDip. Ed, TEFL Certification</b>
<b>Matthews Amelia</b>	<b>BSc, M.Teaching(Secondary) (Leading Learning)</b>
<b>McCurry Annalea</b>	<b>BSc, M.Edu, Dip.Edu</b>
<b>Nielsen Melissa</b>	<b>BSc, GDip Teaching &amp; Learning</b>
<b>Sabella Andrea</b>	<b>B. Environmental Science (Hon), M. Teaching(Secondary)</b>
<b>Simon Andre</b>	<b>B.Ed, B.Com, M.A.(English), TEFL Certification</b>
<b>Smith Zane Byron</b>	<b>B.Physical Education</b>
<b>Sun Chengjie</b>	<b>B.Ed (Mathematics &amp; Chinese)</b>
<b>Sung Yeon Jea</b>	<b>B.Edu(Secondary) (Mathematics)</b>
<b>Nelson Tio</b>	<b>M.Teaching (Secondary) (Science &amp; Middle School Mathematics)</b>
<b>Watt Anna</b>	<b>BA, Grad. Cert Religious Edu</b>











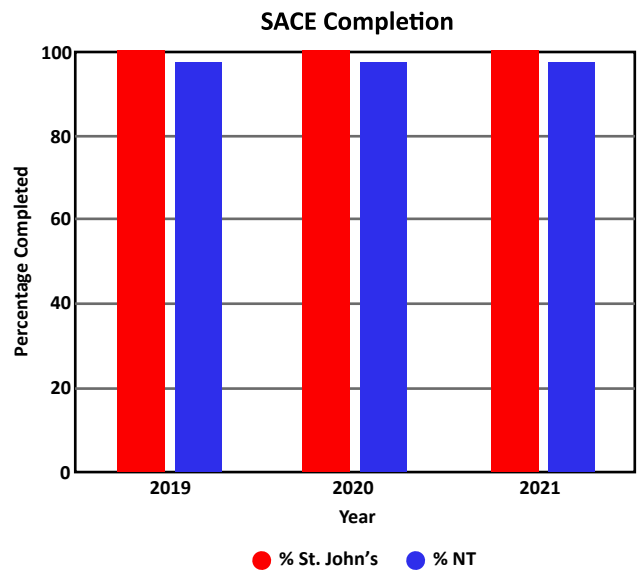
Assistant Principal:  
Teaching and Learning

## Mrs. Cherilyn Hughes

B. Visual Arts, B. Edu(sec), G.Cert. (Theology), G. Cert. Art & Design, Dip. Fine Arts

### Year 12 Results

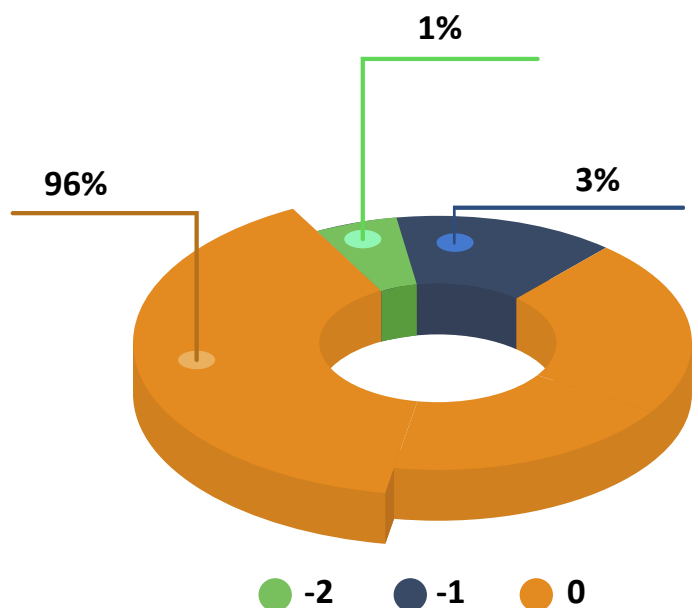
- † 2021 Year 12 cohort consisted of 29 students
- † 100% of the cohort achieved the NTCET
- † 100% completion of the NTCET 5 years in a row; NT wide completion rate of 97%
- † 23 of the 29 students elected to qualify for an ATAR and 23/23 were successful
- † 7 Aboriginal and Islander students received the NTCET
- † 5 students from a Refugee or Humanitarian program background received the NTCET
- † 18 students from a LBOTE received the NTCET
- † 93% of Stage 2 grades awarded were an A, B or C
- † 43% of Stage 2 grades awarded were an A or B an improvement by 5%
- † 11 A Grades were awarded to the cohort across a range of subjects.



Year	Potential		% St. John's	% NT
2019	30	30	100.00%	97.65%
2020	23	23	100.00%	97.77%
2021	30	30	100.00%	97.40%

- 2021 Highest ATAR: 92.9
- 2020 Highest ATAR: 96.55
- 2019 Highest ATAR: 95.90

### Moderation Effects 2021







St John's Catholic College (921)

Attention: Principal  
Action : Information

Extract Date: 07/12/2021  
Printed On : 10/12/2021

Stage 2 Grade Distribution

	School			Statewide %		
	2019	(%)	2020	(%)	2021	(%)
No. of results at A- and above	14	12.2	12	9.4	11	7.7
No. of results at B+ to C-	84	73.0	102	79.7	121	85.2
No. of results at D+ and below	17	14.8	14	10.9	10	7.0
<b>Total results</b>	<b>115</b>		<b>128</b>		<b>142</b>	

NTCET Completion

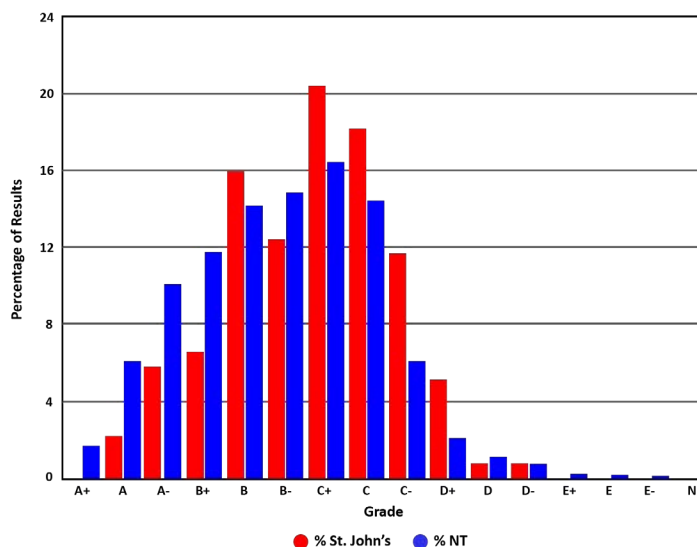
	School			Statewide %		
	2019	(%)	2020	(%)	2021	(%)
No. of Potential Completers	30		23		30	
No. of Completers	30	100.0	23	100.0	30	100.0
No. of Non Completers	0	0.0	0	0.0	0	0.0

Our Stage 2 Grade Distribution for 2021 illustrates a further improvement from 2020 in the A – C grades awarded (93%) and a reduction of the D+ and below (7%).

Range of Grades

Grade	Number of results (St. John's)	% St. John's	% NT
A+	0	0.00%	1.63%
A	3	2.19%	6.07%
A-	8	5.84%	10.09%
B+	9	6.57%	11.80%
B	22	16.06%	14.21%
B-	17	12.41%	14.87%
C+	28	20.44%	16.50%
C	25	18.25%	14.45%
C-	16	11.68%	6.04%
D+	7	5.11%	2.08%
D	1	0.73%	1.10%
D-	1	0.00%	0.74%
E+	0	0.00%	0.24%
E	0	0.00%	0.13%
E-	0	0.00%	0.06%

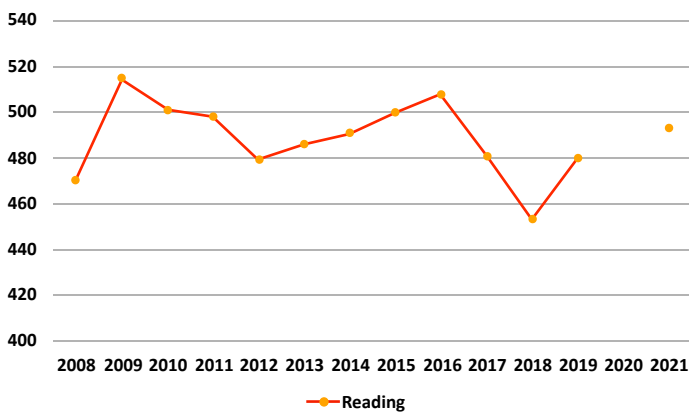
Stage 2 School Subjects Results - by Grade Distribution



# 2021 NAPLAN: Year 7

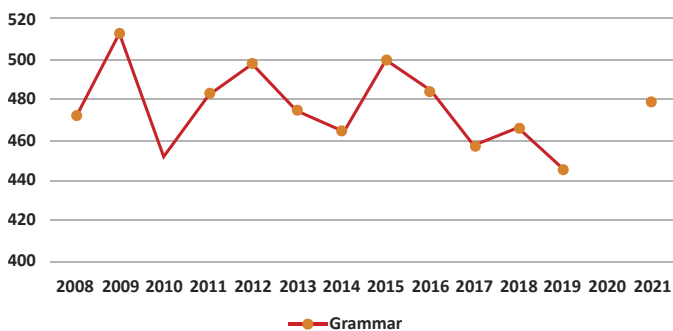
Mean Scores					
	7.1	7.2	All	NT	Aus.
Reading	552	384	493	477	542
Spelling	552	410	502	488	549
Grammar & Punctuation	546	357	479	459	533
Writing	528	367	469	459	522
Numeracy	545	403	499	480	551

## Reading Over Time Year 7



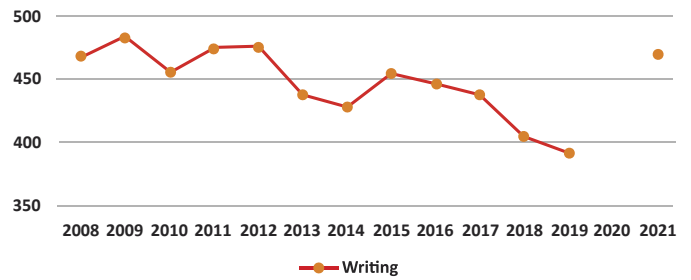
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Grammar and Punctuation Year 7



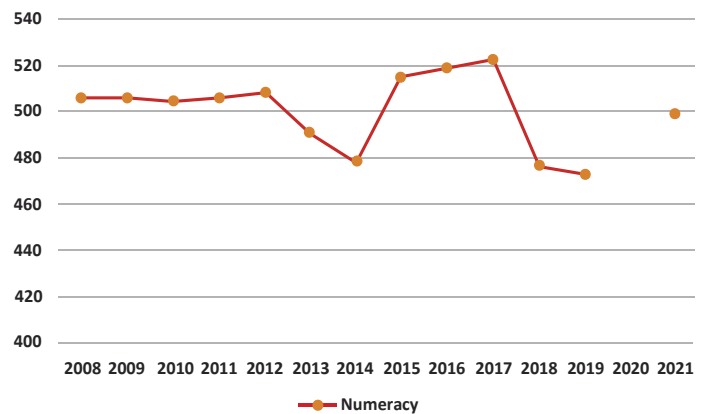
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Writing Year 7



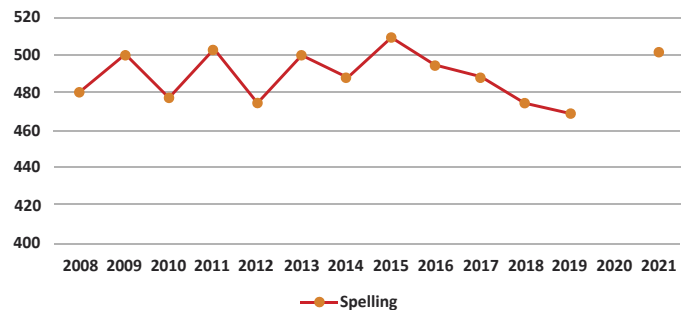
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Numeracy Year 7



Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Spelling Year 7

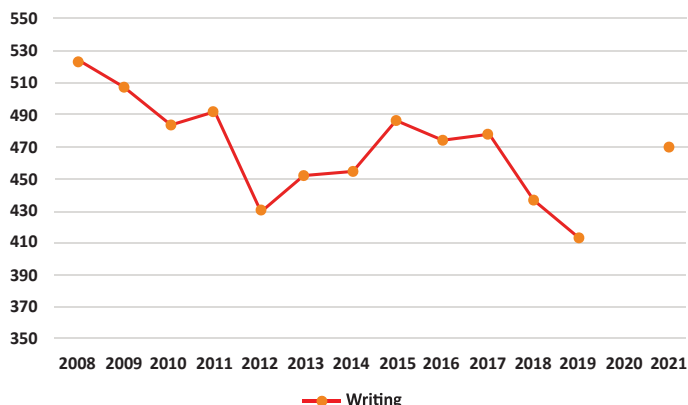


Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

# 2021 NAPLAN: Year 9

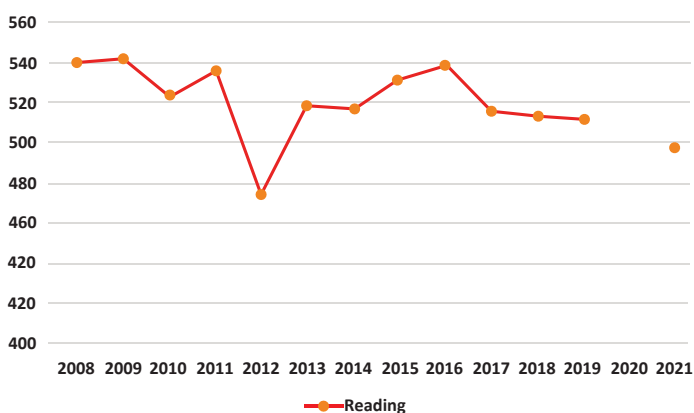
Mean Scores					
	9.1	9.2	All	NT	Aus.
Reading	539	441	498	515	578
Spelling	563	438	509	522	580
Grammar & Punctuation	531	404	476	497	571
Writing	523	394	469	465	552
Numeracy	558	475	524	534	588

## Writing Year 9



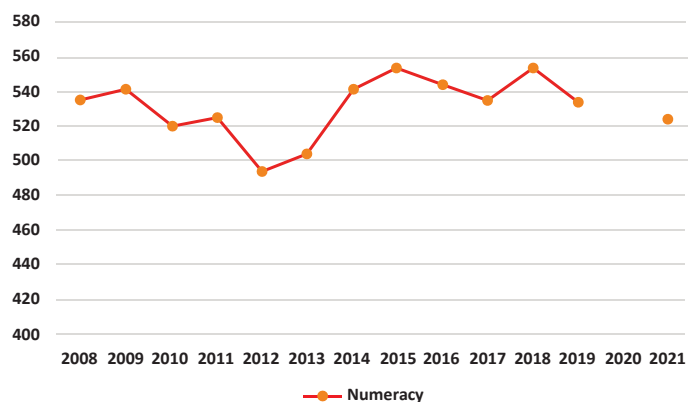
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Reading Year 9



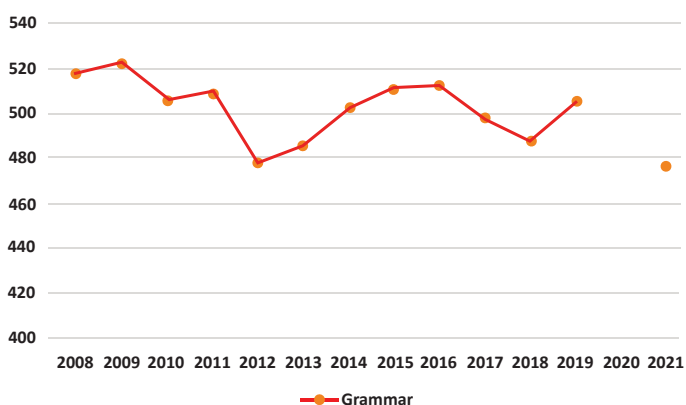
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Numeracy Year 9



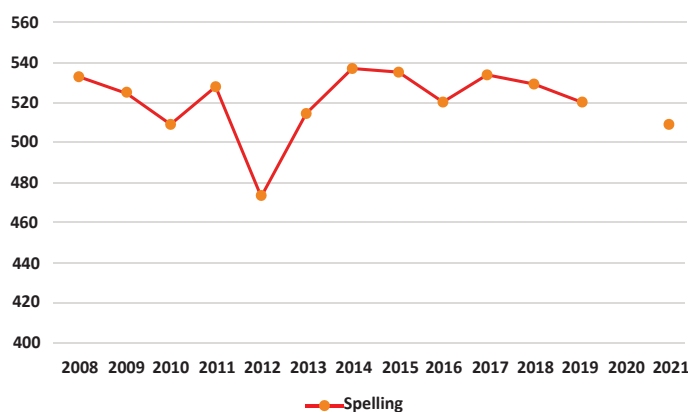
Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Grammar and Punctuation Year 9



Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>

## Spelling Year 9



Individual cohort results over time. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding student progress and like school comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/studentprogress>











**Director of Boarding**

## **Mr. Scott Mannion**

### **B. Psychological Sciences**

Dear St John's Catholic College Community,

For many reasons, 2021 has been both an exciting and challenging year. The challenges of COVID-19 continue to make travel and general movement within and outside of the Territory difficult, this increases anxiety about inbound and outbound travel for our Boarding students as they move between school and home. We understand and empathise with our students and their families around travel anxiety and being away from home during these uncertain times. This has definitely added a new layer to the boarding experience for staff, students and families.

2021 was our first year operating under our consolidated boarding model. At the end of last year, we moved our Girls Boarding operations over to the Chevalier Campus so that we could maximise our use of resources and enhance the overall family and community experience of our boarding students. We have learnt a lot from our experiences this year and continue to develop our processes to manage this. Overall, it has been a successful transition, with students feeling an improvement in the dorm structures and general boarding spaces to live in. Combining male and female staff into the one working environment provides a combination of male and female influences, which can offer more of a typical family structure within our context.

The male students have moved to the dorms on the top area of the oval (The Pods), while the female boarders moved into the old male dorms, which were renovated throughout last year. While we obviously provide separate spaces for male and female students, this model also allows for supervised interactions between male and female students, which generally provides a positive and interactive atmosphere between the students and a family feel to our community.

Students were engaged in numerous activities across the year. Most weekends, our boarding staff, under the guidance of our Deputy Director Zuleika Aylward, organised a range of diverse and interesting activities which included; the cinema, wave pool, ten pin bowling, laser tag, go kart racing, Palmerston youth club, fish feeding, Deckchair cinema, Lake Leanyer, disco, ice skating, Litchfield National Park, Crocosarus cove, Crocodylus park, beach volleyball, Flip Out plus much

more. Sporting activities fit around the activities and again, this year we had students participating in AFL, through a variety of Northern Territory Football League clubs, both male and female, basketball through different clubs in the Darwin Basketball Association. Boarding staff member, Udara Weerasinghe hosted several cricket clinics through the year, which had some very enthusiastic participants. We have students doing boxing and judo training, getting fit in the Gym and participating in various other physical activities.

To improve outcomes though social and emotional learning, we facilitated an afterhours boarding program in Term 3. The program is called the 4 R's: Resilience, Rights and Respectful Relationships. This program, which was developed in Victoria, is aimed at our Middle School students, and is designed to improve resilience through increased awareness of social and emotional skills. Students learnt about their personal strengths, coping strategies, problem solving, help seeking and stress management, among other things. We hope that this learning allows students to manage themselves in a more mature way and be supportive of those around them.

In Term 4, we also ran a brief version of the drumming program 'Rythm2Recovery' through our Catholic Care counsellor for our Middle School Boys. This therapeutic programme utilises fun and engaging rhythmic musical activities involving Djembe drums to support social and emotional development. As you can imagine the boys had a lot of fun using the drums during this programme. Next year we will aim to deliver this for the girls as well.

Our staff continue to engage in relevant professional development opportunities, this year we are focusing on Trauma Informed Practice through an Australian Childhood Foundation program, "Understanding Neurological Development of Complex Trauma". Following this course, staff will have a foundation of understanding when supporting young people with trauma backgrounds. With this training support, staff will continue to make our standard mode of practice, positive and supportive to create the best opportunities for our students to grow and develop.

Heading into next year, we will have a focus on cultural awareness and understanding. This area of learning is very important to us as an organisation but individually it is vital in developing sustainable, positive relationships that affect overall wellbeing of our students while creating a culturally safe space in our residence.

There are many moving part is our residential operations, two key elements that support our processes are the Enrolment Officer and the Health Centre. Harvey Jupp, our enrolment officer is a key contact for families in community. He spends a lot of time coordinating incoming enrolments and orientations as well as providing support for travel and creating connections between the College and the families of our students. This is a vital role and Harvey has done a fantastic job providing this service.

Our Health Centre is equally important. We were sad to see the departure of our long standing Nurse, Rowen Winter after 6 years running the Health Centre, but have welcomed Azeema Perkins for the final term who has been learning quickly and doing a great job in this role. The Health Centre coordinates a large amount of services for our boarding students, from initial health screening to immunisations, including COVID vaccinations, to general health and wellbeing, including mental health.

The Health Centre offers essential support to our staff on shift when



there are health concerns and provides educational opportunities for staff and students related to healthy living.

We work closely with Catholic Care who provide a counsellor at the Health Centre twice a week. Our current counsellor Katrina Joy has developed positive relationships with the students and provides a caring and supportive environment for them. The Health Centre coordinates with a number of service providers within the Darwin community. This includes Royal Darwin Hospital, Headspace, Danila Dilba, physiotherapists, psychologists, dentists, optometrist, NT Cardiac, NT Health plus many more. As you can imagine, we consider this service to be an essential and necessary part of our residential program, to allow students to feel safe, and be happy and healthy, so that they are able to concentrate on being the best students they can. We thank all the staff who support our students in this way.

Retention is a key marker of our progress and performance. While many factors contribute to this statistic, and it can be challenging to decipher details within these statistics, however, it is a key driver and marker for our residential program. We aim to keep students here at the College from the time they arrive until the time that they graduate or move to employment or further education. Where students fail to do this, for a number of reasons, we see this as an unsuccessful outcome. This year, until the end of Term 3, our retention statistics for females was at 88% and for males at 75%. This is a positive outcome and one that we are always aiming to improve. This year we celebrated five boarding students graduating from the College and completing their Year 12 certificates.

Finally, our boarding operations does not run without the hard work of our valuable boarding staff. From early morning, until late at night, our staff are there to offer a positive and supportive environment for our students, to allow them to feel safe and comfortable in a home away from home. This is a job where staff must put others needs before their own and work to provide guidance, and develop positive, professional relationships which affect the growth and development of the young people under our care. They do this to make our community feel like home and to create a space where students can learn and grow to become the best people they can. It is challenging but very rewarding and we thank all our staff who do this each year.

*Director of Boarding*  
*Scott Mannion*















## Assistant Principal Religious Education

### Mr. Richard Bryant

B.Ed, M.Ed L'Ship

#### Introduction

St John's Catholic College's identity signifies our essence and our distinctive Catholic character. It is the heart and soul of our school. Catholic identity does not simply exist in name only it must be supported through conscience, compassion and competence. Catholic identity has to be a part of each person within the College, fully engaging our head, hearts, hands and feet to create a restlessness within us that leads us to action.

To signify this essence, we chose a theme for 2021 - which was 'HEART TO SERVE'.

Strengthening Catholic Identity in a College like St John's is never an assignment for one person. Like raising a child, it does require the resources of the entire village or in this case the College. This year my role of strengthening Catholic Identity was supported by the Religious education department of Cameron Hughes, Anna Watt, Bronwyn Graham and Lakshmi Martinson. This team delivered quality Religious Education to each student enrolled in the College. I was also supported by the greater College staff when delivering Masses and Liturgies throughout the year as well as Retreats and Reflection days. This year saw the reintroduction of Social Justice Week for Year 10 which will be developed and refined for 2022. Fr. Dan Benedetti MGL was however instrumental in his guidance of me and staff during 2021.

#### Areas of Strategic Plan Implementation

##### College Chaplain

This year reintroduced Fr. Dan Benedetti, MSC, back to the life of our College after a Canberra Placement. We have been blessed by his presence each Wednesday and almost all Boarders' masses on weekends. His calming presence and intelligence have always been welcomed here at St. John's. He did a huge amount for our College over the past 12 months. He was present at all retreats and days of reflection as well as giving generously of his time celebrating class masses. We are eternally grateful to have Fr. Dan back in the life of our College.

##### Social Justice Week

This year, a relatively COVID free year compared to 2020, St Johns was able to reconnect with the many charities across Darwin and allow our students to give with their hearts and hands rather than just with their pockets. It was with humble awareness of our human vulnerability and limitations that we as a College engaged in a service programme connecting us with our motto 'Heart to Serve'.

In the final weeks of Term 4, Year 10 were given the opportunity to go out into the community giving with their hands in the service of others. They attended many charities like St Vincent de Paul, Salvation Army, Henbury School and St. Mary's Cathedral. The student response to this programme was energetic. All students engaged with this programme whole heartedly giving to the community with their hands. One student commented:

"It makes you feel good in your heart even just doing the little things. By looking at the bigger picture I can see that the work I have done that day is going to help someone in need."

##### College Prayer

The College prayer has undertaken several drafts and at the time of writing this report is with the Catholic Education Office, Northern Territory. I am conscious that such a task should not be undertaken by one person in isolation so, I have sought approval from staff, students, parents, former students and the College Advisory Board before implementing this. I see this as still very much a draft that will hopefully finalised by the end of 2022.

*Dearest Lord,*

*Lift us High on eagles' wings and show us how to be strong in faith. St John leads us to You so that we may become messengers of His word; in deeds and thought.*

*Teach us to follow the example of Jesus so we may value learning and truth, to ensure justice in our world.*

*May we recognise You, God, in each person we meet and every experience we have.*

*We ask this in Jesus' name. Amen.*

*St John The Evangelist: Pray for Us*

*May the Sacred Heart of Jesus Be everywhere Loved: Forever*

##### College Masses

Opening School Mass

This year the Opening College Mass was celebrated on Friday the 12<sup>th</sup> of February by the most Reverend Eugene Hurley DD Emeritus Bishop of Darwin. It was in that mass that we were reminded of what it is to be a person educated in the Catholic system. Bishop Eugene reminded us that we are people of compassion who use the Word of God to guide, protect and teach us.

Fr. Jules Chevalier, had a vision of a new world emerging, and he wanted to make known the Gospel message of Christ "I give a new commandment, love one another. Just as I have loved you, you also must love one another. By this love you have for one another, everyone will know that you are my disciples" (*John 13:34*). Throughout our Opening Mass, Bishop Hurley reminded our students of this and asked them to make 2021 a year to follow the commandment of love.

##### The Solemnity of the Sacred Heart of Jesus

The Solemnity of the Sacred Heart of Jesus presents us at St. John's Catholic College with the opportunity to reflect on the relevance this venerable symbol has in our daily lives. The image of the Sacred Heart is never mentioned as such in Sacred Scripture, but its meaning can be

found spanning each page from Genesis to Revelation. Sacred Heart Day, I feel, is one of the more important celebrations on the St. John's Catholic College calendar. This year we combined that celebration with another of our Sacred Heart family, St. Mary's Catholic Primary School. Fr. Malcom Fyfe msc was the celebrant and during his homily he reminded us that the image of the Sacred Heart of Christ is always shown on the outside of his vestments. He requested that the students of St John's all wear our hearts on the outside for the remainder of the year as a reminder of who we are as a Sacred Heart school. Writing this report I can confidently say we did just that.

#### **Founder's Day**

Our Founder's Day Mass was held on October the 22<sup>nd</sup> at the St Paul's Church. It was an equally important celebration as we began to reflect on our' founder Fr. Jules Chevalier MSC and how we may fit into his plan. We were joined in this celebration by the student leaders from St. Paul's Primary. Fr. John Kelliher msc was our celebrant and he gave us an insight into who Chevalier was and his initial quest to restore vitality of faith in rural France that led to the global spread of MSC priests. Eventually in October 1897 Fr. Gsell MSC arrived on the shores of Australia marking the beginning of the MSC order in Australia.

#### **Class Masses**

Feedback from a College Advisory Board submission earlier in 2021 as well as responses from students via the College Faith Formation survey, it was evident that students and parents wanted a more intimate connection to Mass. I made the decision to include class masses as part of our Religious Education curriculum. Throughout the latter half of the year the NET team, Fr. Dan and class teachers organised and ran individual class masses and celebrated them in their classroom, outside or in the Chapel. The positive result of this implementation was that students got to renew knowledge of the importance of the Mass and significant parts of the mass which require respect and solemnity. In a more intimate setting, students felt comfortable participating in mass, this participation has begun to manifest itself in the larger, more formal, whole school masses.

#### **Boarders Masses**

Boarders masses continued under the instruction of Fr Dan MGL. We were able to balance these masses out to include not only intimate masses here at St. John's College but, we spread our involvement out to the greater Darwin community. We would often attend St. Paul's Parish with Fr. John Kelliher MSC, St. Mary's Cathedral and St Martin's Youth mass on the last Sunday of each month. The youth mass became popular with the boarders, who very much looked forward to this celebration.

#### **Charity and Fundraising**

The students and staff of the College continued their support for Caritas through the Lenten Appeal, as well as supporting the Christmas Hamper appeal of the St. Vincent de Paul Society. This represents significant financial and material support and allows the work of these organisations throughout the world to continue, improving educational and life outcomes for those less fortunate. The students not only understood the importance of fundraising but also the importance giving with our hands and feet. Sometimes it is very easy to give with our pockets, but learning to give with our hearts and hands requires giving so much more.

#### **Retreats and Days of Reflection**

In addition to the everyday teaching and learning programs, St. John's Catholic College offers students the opportunity to participate in a Retreat experience. Retreats are a part of the college's Religious

Education program. It is held away from the distractions of the normal school environment to help students to better focus on themselves, their spirituality, their future and their relationships with each other and God. This year saw only the one Year 11 retreat conducted off campus thanks again to COVID and some flooding. We were able however to connect in a spiritual way here at the College and surrounds with Fr Dan mgl and our NET team supporting our Year 12 students in their retreat experience. I have always felt privileged conducting retreats with young men and women like we have here at St. John's. Year 12 students completed a session on masks and the masks we sometimes wear in differing life situations that at times show not who we are but who we want people to see. What made me proud to be a part of this was to witness those masks come off almost immediately allowing each of them to see their true selves. From this it was then very easy to open up to the presence of God in our lives.

#### **NET Team**

The NET team were welcomed onto the College at every opportunity. They helped with all aspects of the College faith formation including masses, classes, retreats, staff reflection days and so much more. They developed a great relationship with the students here who were sad to see them go at the end of the year.

#### **Religious Education Curriculum**

Religious Education as an academic subject continues to be a focus across all year levels. In 2021 the development of academic tasks that challenge and develop critical thinking skills.

During 2021 students and staff from St. John's College have continued with the Religious Education units from the Journey in Faith Curriculum. This has been an exciting journey as we further develop the curriculum to suit our changing social climate and advancements in the way we teach. The key subject outlines from Year 7 through to Year 9 are God, Us and Faith, Prayer and Sacramentality, Sacred Texts, Moral Life and Church for the World. As each student progresses through these units a deeper more challenging essential question is posed creating a deeper understanding about our own faith journey.

#### **Catholic Education NT**

We are very fortunate to have great support from the Diocese of Darwin. We would like to thank in particular Most Reverend Eugene Hurley DD Emeritus Bishop of Darwin, Most Reverend Charles Gauci Bishop of Darwin, Leader of Catholic Identity Sr. Catherine Mead, Education Officer Robyn Craig, our College Chaplain Fr Dan Benedetti MGL, Br. Sampson, Fr. John Kelliher MSC, and all the clergy for their ongoing support of St. John's Catholic College. We constantly seek advice from the office when unsure of direction. They are supportive of our Religious Programme and like us always looking to improve.

May God bless you all and May the Sacred Heart of Jesus be everywhere loved: Forever.

*Assistant Principal Religious Education*

*Mr. Richard Bryant*









**Assistant Principal:  
Administration**

**Mrs. Ayesha Fatima**

**B.Sc (Physical Science & Biology), B.Ed, MA (Eng.lit)**

Our theme for 2021 was ‘Heart to Serve’ and we worked together to bring the theme to life. There many celebrations and gatherings this year at the College some of them are whole school Mass, 200 years Mass, Assemblies, Carnivals, House cups, Academic events and Pastoral and Well-being events. I would like to share some of the highlights with everyone.

**Term 1**

**Smoking Ceremony**

To begin the year, we enjoyed an amazing Welcome to Country and Smoking Ceremony by Larrakia family members Tony, Trent and Shaun Lee. Tony and his family have been a part of the St. John’s community for a number of years and do a great job in welcoming our students onto their traditional lands.



**Opening Mass**

Bishop Eugene Hurley AM was our principal celebrant; he along with Fr. Dan Benedetti MGL encouraged our young women and men of St. John’ Catholic College to be people of faith and use our talents to serve God and our community.



**St. John’s Participation in Catholic Education 200 year celebration**  
Representatives from the 18 Catholic Schools across the Diocese of Darwin gathered at St Mary’s Star of the Sea Cathedral for the

CENT launch of 200 Years of Catholic Education in Australia. College Leaders: Isla Baker, Simone Munkara and Thomas Balongelwa, as well as members of the Congolese Choir: Siama Solomo, Mlebinge Janora, Daniella Ampire, Aline Nyiragichiro, Noella Wisoba Fabrice, Neema Lweso, Janeth Msafiri, Glorious Minyangu, Kerene Ngoyi and Aisha Solomo represented St. John’s.



**Induction of College Leaders**

The College community gathered to acknowledge, affirm and celebrate student leaders who endorsed by their peers as our Student Leadership Team. Thanks to Senator Malarndirri McCarthy for being our keynote speaker for our Leadership Assembly. Senator McCarthy spoke of her education, employment and leadership journey as well as presenting the College with an Australian, Aboriginal and Torres Strait Islander flags.



**Bombing of Darwin**

Year 7 class with Mrs. Bronwyn Graham SOSE and Drama teacher attended Bombing of Darwin service.

**Anti Bullying Assembly**

St. John’s Catholic College has zero tolerance to bullying. To educate students and empower them to stand up to bullying. We need to teach them how to defend both themselves and others. We need to teach our kids to be assertive, protective, and to know how to properly react when bullying occurs. We ran programs catering different year levels. Each year level was given an activity whereby students participated



by either drawing or responding to participated in a group discussion. Year 7 & 8 were given a poster on the topic and they were to come up with a graphic representation of their understanding of the same. Year 9 s were divided into groups where each group had a situation involving some form of Bullying. They then had to present to the group how they would deal with the situation. Year 10 and 11 were presented with a quiz. Each scenario of the topic had multiple-choice answers. They were required to work in groups and come up with the correct response.



### Athletics Carnival



### Swimming Carnival

Daley House were Swimming Carnival champions for 2021. Excellent leadership shown by House Captains Tineka, Ranjot, Cindy, Pendy, Grace and Will leading up to the Carnival and on the day itself.



### Pro-Diligentia Awards

Students receive pro diligentia award for producing work at high standard, which can only be achieved through consistent application and a commitment to quality. In secondary school, natural ability on its own is not enough. Thank you to Mr. Gunner who was keynote speaker for our Pro Diligentia Assembly.



### Volleyball Clinic

On Wednesday afternoon throughout Term 2 students attend the Volleyball Clinic run by Volleyball NT. The quality of skills on show have definitely improved over the six-week course.



## Term 2

### ANZAC Day Assembly

Sergeant Major Foley (father of Sean, Year 8) for being our keynote speaker at our ANZAC Day assembly. Sergeant Major Foley challenged students and staff to live the ANZAC spirit of justice, freedom and peace in our everyday lives. Thank you also to our Student Leaders who led the assembly and represented the College at the ANZAC DAY Memorial Mass and Parade on Sunday 25<sup>th</sup> April.

### Party Program

The P.A.R.T.Y (Prevent Alcohol and Risk-related Trauma in Youth) Program is a dynamic, interactive health promotion program for teenagers aimed at promoting injury prevention through reality education. Its aim is to provide teenagers with information about trauma that will enable them to recognise potential injury-producing situations, make prevention-orientated choices, and adopt behaviours that minimise unnecessary risk.



### Soccer Gala Day

Senior and Middle School Soccer Gala Days where our teams represented the College very competitively but also with a spirit of fair play of which they can be proud.



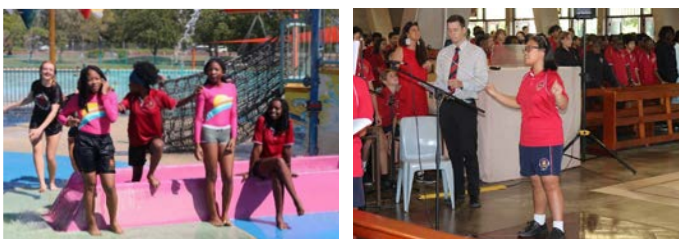
### Science Week

Students participated in several out of school and at activities such as crystal making competition, chemistry quiz, water filtering system, and shooting rockets.



### Sacred Heart Day

At St. John's, this is one of the most significant and memorable days. As a College immersed in the charism of the Missionaries of the Sacred Heart (MSC) and the Daughters of Our Lady of the Sacred Heart (OLSH), the Feast of the Sacred Heart is our Feast Day - Sacred Heart Day. It is a day where we celebrate being 'Heart People', a community committed to leading, living, loving and learning with a strong sense of Heart Spirituality.



### Street Smart High

AANT Street Smart High featured a realistic crash scene re-enactment involving vehicles, emergency services and actors. It realistically portrayed the events of a fatal car crash. Students also heard personal accounts and experiences of people. Students were also involved in a Wheel-Chair Basketball game where two of our students were chosen to represent St. John's. It was an amazing experience for them.



### World Language Championships 2021

Our students scored a total of 96,861 points in the EP World Language Championships 2021 competition and secured 112th position out of more than 1,894 schools from around the world and 3rd in Australia for the 1-50 students category out of 329 schools. Congratulations Nincelin Yigibalom for winning an Elite Award with more than 10,000 points.



### Term 3

#### Parliament at School

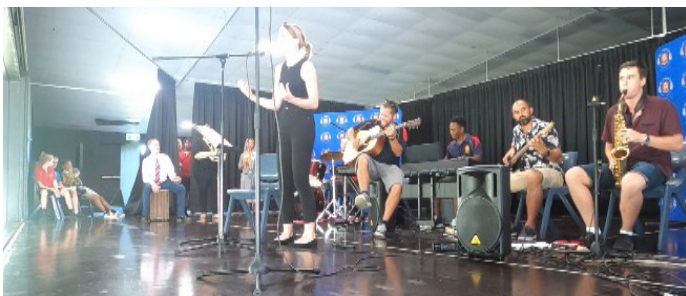
Middle school students learnt about House of Representatives parliamentary role-play, where students can learn how new laws are made in the Australian Parliament. Senator Malarndirri McCarthy supported the learning and explaining to students the structure and functioning of the parliament.





### Dragon Fly Festival

A celebration of some excellent talent in drama, cooking and music. Not only students but also staff had a great performance.



### Cross Country



### Principal's NAPLAN Achievement Award

#### Top 3 students per category – Year 7

Grammar and Punctuation	Numeracy
1. Terri Murithi	1. Mayan Cupidon-Orlandini
2. Mariah Murithi	2. Korede Dada
3. Mayan Cupidon-Orlandini	3. Talan Kemp

Reading	Spelling
1. Mayan Cupidon-Orlandini	1. Korede Dada
2. Korede Dada	2. Terri Murithi
3. Alifah Mahmood	3. Mariah Murithi

Writing
1. Catrina Meldrum
2. Safari Lacaille
3. Isidore De Zylva



#### Top 3 students per category – Year 9

Grammar and Punctuation	Numeracy
1. Allan Murithi	1. Allan Murithi
2. Gabrielle Hall	2. Raquel Caldwell
3. Raquel Caldwell	3. Reuben Thomas

Reading	Spelling
1. Allan Murithi	1. Allan Murithi
2. Aeyden Arulkumar	2. Xavier Shields
3. Alexander Thacker	3. Aprilia Wakur

Writing
1. Allan Murithi
2. Xavier Shields
3. Alexander Thacker



### Authors Breakfast

This year, St. John's were privileged to share a table with Sean Guy who is a local author and the manager of the Darwin Bookshop. Sean talked to us about books, television shows, his development as a writer and his love for creating film scripts, and then some more books.



### Feast of the Assumption

Celebration of Mass at Holy Spirit





## Term 4

### Founder's Day Mass

#### **Preferential Voting for college 2022 leadership**

Students gave speeches to share their idea about leadership at college. It was fantastic to see our young men and women growing into leaders.



#### **Public Speaking**

The final event for the 2021 House Cup was the annual Public Speaking Competition. Nine courageous representatives took up the loquacious challenge to represent their Homeroom and House in reciting William Shakespeare's famous speech from Act III Scene II in the play Julius Caesar. Students representing their House: Daley: Korede Dada HO1, Samuel Tinal HO2 and Denise Martin HO3. O'Loughlin: Gabby Kastrissios HO4, Evdokia Magkos HO5 and Baxter Hammelswang HO6. Burford: Dylan Ngere HO8, Faith Robertson HO9 and Catrina Meldrum H10.

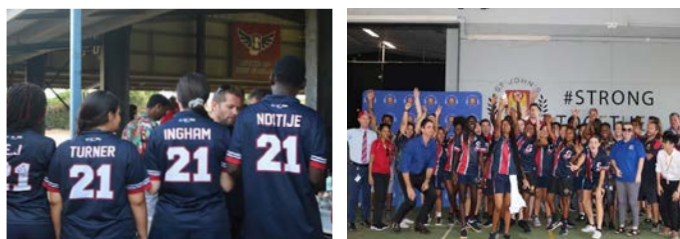
#### **Health Assembly:**

Mr. Simon organised assembly to raise awareness about harmful effects of vaping. Thank you to Dr. Jo Seiler, and Mr. Savio Furtado for an engaging and informative session to support students.

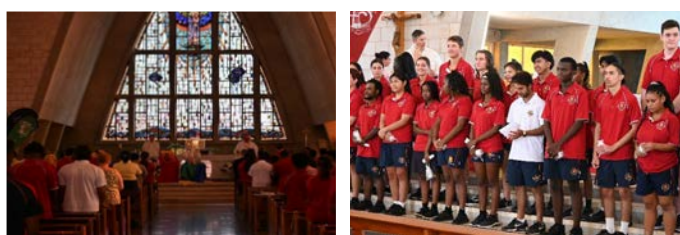
#### **Art Show**



#### **Year 12 Breakfast - Last Day of School**



#### **Valedictory Mass and Dinner**



#### **Lego Competition**

Aeiden and Josh worked on an innovation project and explored methods of decreasing online package delivery time to the NT, which was presented to a panel of judges. They completed robotic tasks using programmable Lego and performed considerably well for such a small team. Their team received the 'Rising All Star' award for their efforts.



#### **Last week of School - Christmas celebration in Homeroom**



Assistant Principal:  
Administration  
*Mrs. Ayesha Fatima*



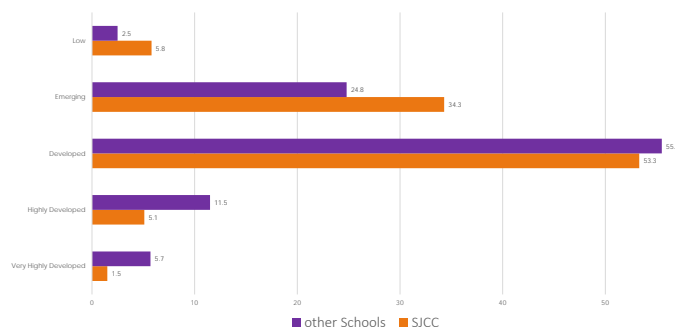
# Social Emotional Wellbeing Survey



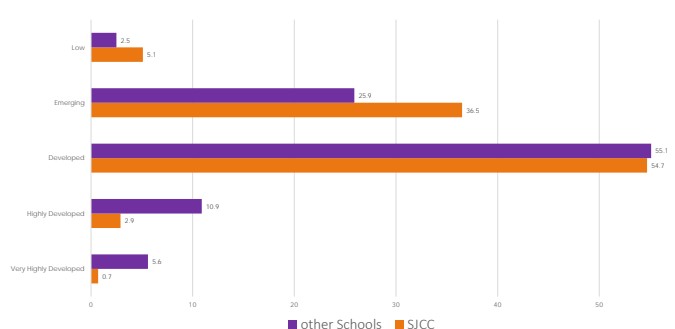
Survey questions were based on the following aspects:

- Values
- Learning Skills
- Positive Feeling and Behaviour
- Negative Feelings and Behaviour
- School
- Home
- Community
- Emotional Skills
- Social Skills

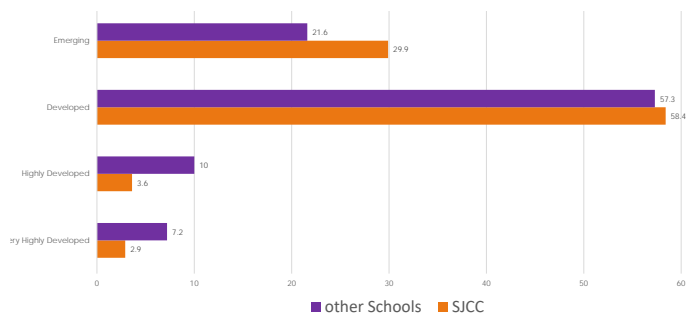
Values includes perceptions of important social values such as respect, care for others, honesty, responsibility and good citizenship



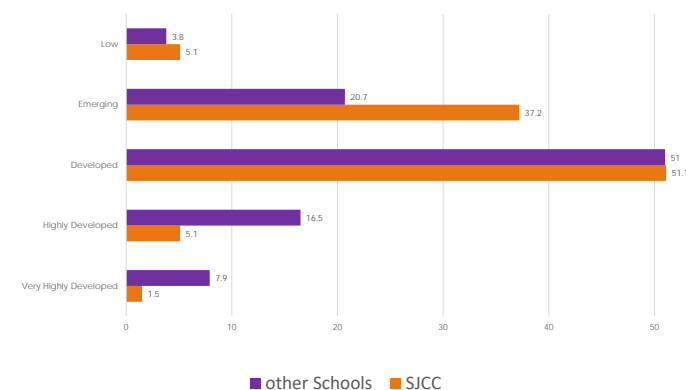
Learning skills include work confidence, persistence, organisation and group work



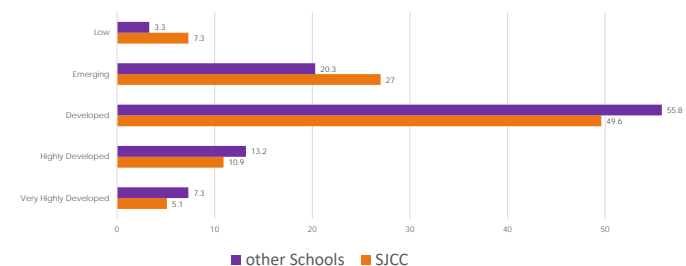
Positive feelings include happiness, self-regard, participation and good behaviour



Negative emotions and behaviours such as worry, anger, rule breaking and bullying



This includes teachers caring about students, helping students be successful, discussing values and social and emotional skills, as well as involving students in decisions about classroom rules and interesting school activities.



How can schools support optimal SEW?

Support students to

- develop their abilities of self-regulation.
- know and identify positive and negative emotions.
- cope with stress; and be confident, persistent and organised.
- make positive relationships with teachers and peers.

High teacher expectations for achievement and behaviour. They flourish when given opportunities to be involved in activities that accommodate their interests, and when given a voice in the making of school rules and planning activities. The healthiest students have teachers who deliberately and effectively develop students' resilience and interpersonal skills.











**Business Manager**

**Mr. Shashank Laroia**

**B.Com (Hon), M.Com, CPA, CA**

**From the Business Manager’s desk**

The Corporate Services team comprises of the Administrative, WHS, Health Centre, IT, Finance, Property Management and Marketing, Community Engagement and Library staff. 2021 was a challenging year for us and we were able to overcome most of those hurdles with proactive work and innovative thinking and delivering projects within a timeframe.

2021 had a few staff movements and some structural changes to our Corporate Services team. We started the year with impact of COVID-19 still there, but with out of box thinking and rejigging staffing we were able to complete works for our Boarding Consolidation. Boarding Consolidation was one of the key projects of 2020 aligned with our strategic direction and was successfully completed by start of 2021. Apart from this the College continued with normal operations with changing times.

**Projects:**

During 2021, a few new projects commenced and a number of major projects from previous years were completed.

**Boarding Consolidation**

The Consolidation of Boarding operation on to one campus – In 2020, the College initiated the works to upgrade our Boarding facility on Chevalier Campus. The consolidation work completed in 2021.

**Visual Art and Music Faculty to the Hartzer Campus**

The College was successful in relocating the Art and Music faculty to the Hartzer Campus. We started the project in early 2021 and Music and Visual Art classes were operated on Hartzer campus by Term 3, 2021. Further, we fully refreshed the ICT equipment, and Furniture & Fixtures in the Music faculty.

**Refurbish and Relocate Library to Hartzer Campus**

In 2021 the College was successful in its BGA grant application to refurbish the current library. We took this opportunity to not only refurbish the library, but also to relocate it to the Hartzer Campus. The project was halfway completed before the end of December with the remaining tasks to be completed in January, 2022. Upon competition this project will support a enhanced teaching and

learning experience for our students and create better accessibility to the Library.

The projects list above to relocate Visual Arts, Music, library were part of our strategic plan to move core teaching and learning activirtes to the one campus -Hartzer.

**Marketing and Promotions:**

Due to COVID-19 our international enrolments didn’t have any movement compared to 2019, however we have already received interest in this space and expect the number to rise again in 2022. The College will further take steps in the coming years to strongly place itself back in the International market. Our local domestic students from the Darwin market are continuing to grow strongly along with our enrolments from Remote Communities established near or at the capacity level.

We have taken steps in 2021 to update our marketing projects, some of which include:

**Community engagement**

- Mass in Parishes and with Catholic Primary Schools
- Open Days / Windows Days
- Remote Community visits
- College Calendar (MAGNET) for 2022 being delivered around Darwin in November/December
- Newsletter x 3 per term
- TV Commercial

**Documentation updates:**

- Enrolment forms
- Prospectus
- Course guides

**Signage:**

- College Signs

**Print and social media:**

- Facebook
- Google adwords
- NT News – CENT package

**Ochre card compliance**

Area	Compliance %
Teaching	100%
Administration	100%
Boarding	100%
Support Staff <small>*Inclusion Staff, Learning Nest, Classroom</small>	100%

**Work Health and Safety:**

Our Work Health and safety function is managed by Mrs. Lisa Di Danato and Mr Jikany Kour. The College recognises its responsibilities to maintain a safe and healthy work environment for all. As a systemic school within Catholic Education NT, we implement the CEO Work Health and Safety Management System.

**COVID-19**

The Covid-19 Global Pandemic has brought about a systematic change to risk management in all facets. Our risk mitigation procedures were aimed at achieving best practices and meeting requirements of legislation, specifically, the NT Government Chief Health Officer (CHO). Day, Boarding and school excursions & events incorporate these practices and will be ongoing. We have successfully conducted 3 covid vaccination clinic for students and staff.



### **Policy and Procedures**

Our Medication Policy and its Procedures have been updated across all areas of the College in 2020 and is having a successful implementation since then. We thank the work of our WHS coordinator, School Nurse and CENT WHS Manager. The Wet Weather procedures along with the Cyclone Management Plan were also updated last year.

### **External Audits and Review**

The College underwent its annual external inspection by the NT Fire and Rescue Services, and we were deemed to be compliant. CENT WHS Manager assisted our WHS team with inspections of our Science Chemical storage facilities and we are working together with CENT and internal STEM faculty to resolve the issue by Term 1, 2022.

### **Internal Audit and Reviews**

Formal and informal inspections/ audits were undertaken as part of our housekeeping in both the Residential and College areas.

### **Induction and Training**

Across 2021, the College undertook and completed Inductions for new staff. Practical training sessions occurred in the following areas for staff across the College and Residential areas Emergency Warden Training and Fire Extinguisher Use, First Aid and CPR training, Bronze Medallion certificate.

### **Infrastructure Maintenance Schedule:**

#### **Test and Tag**

The College's electrical test and tagging program is ongoing and undertaken annually by Northern Testing to meet compliance. Last program in term 4 holiday break (Dec-Jan)

#### **Arboreal Reports**

The College undertakes a tree maintenance schedule which includes a regular site inspection. Last visit by a professional contractor was in December 2021.

#### **Fire Maintenance Equipment**

Fire extinguishers, hose reels, sprinklers, emergency exit lighting all receive their compliance check requirements at the required frequency.

#### **Plant & Equipment Checklists**

Emergency showers and eyewash stations, and the home economics and Health Centre refrigerators. These checklists allow for better safety monitoring of the curriculum plant & equipment in use. These are undertaken in line with compliance requirements: Science fume cupboards.

#### **Health Centre:**

Our Health Centre is led by our School Nurse Ms. Rowen Winter in Term 1 – Term 3 and Ms. Azeema Perkins in Term 4 and supported by Ms. Catherine Mac Donald with administrative work. Below are some keys stats of annual number of visits at the health center since 2015.

During Term 4, we were able to conduct three Covid vaccination clinic on site with the support from the Department of Health.

At the Health Centre the College also has a counsellor visiting from Catholic Care two days per week to support students mental health and wellbeing.

#### **Student Statistics:**

Below is some key statistics related to our student number in 2021.

### **Enrolment profiles as per August Federal Census 2021**

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2021	35	46	35	41	22	29	208
2020	34	30	38	27	38	24	191
2019	41	33	24	42	27	30	197
2018	33	23	39	29.5	35	46	205.5
2017	23	34	32	40	57	37	223
2016	36	31	37	71	41	29	245
2015	31	59	72	56	56	46	320

### **International Enrolments**

	2015	2016	2017	2018	2019	2020	2021
Total	67	72	67	48	38	38	30

### **Students with Disability (SWD)**

Year	SWD	QDTP	Supple-mentary	Substa-ntial	Exten-sive	Total
2015	18	0	0	0	0	18
2016	13	0	0	0	0	13
2017	13	0	0	0	0	13
2018	0	11	27	10	0	48
2019	0	5	19	13	0	37
2020	0	0	20	7	1	28
2021	0	0	25	15	1	41

Enrolment profile as per collections 1- 8

E & A Over Time	Collection 1		Collection 2		Collection 3		Collection 4		Collection 5		Collection 6		Collection 7		Collection 8		
	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	Enrol. #	Atten. %	
2021	Total	206	88.8	211	81.0	212	86.3	208	79.8	209	84.2	209	83.7	200	82.5	200	85%
	Indigenous	74	81.1	78	73.1	81	79	77	70.1	80	76.3	80	77.5	76	75	75	77.3
2020	Total	192	85.4	187	86.1	183	64.5	186	71.0	185	83.8	183	84.7	185	82.7	186	86.0
	Indigenous	69	76.8	64	81.3	60	16.7	63	36.5	62	71.0	59	69.5	61	68.9	61	78.7
2019	Total	194	79.9	195	85.1	193	80.8	196	79.1	198	86.4	197	83.2	199	81.9	192	85.9
	Indigenous	82	69.5	87	81.6	84	73.8	84	70.2	81	80.2	81	72.8	80	71.3	74	78.4
2018	Total	200	82.5	203	81.8	210	84.3	203	91.6	211	82.9	210	86.2	218	79.8	218	81.7
	Indigenous	86	74.4	90	74.4	94	75.5	87	87.4	86	76.7	83	85.5	84	77.4	83	75.9
2017	Total	220	90	213	90.1	221	85.1	217	87.6	212	87.3	211	85.3	213	80.3	205	88.8
	Indigenous	82	85.4	79	87.3	86	75.6	80	82.5	74	81.1	71	78.9	77	74	69	88.4
2016	Total	252	88.9	248	90.3	253	82.6	248	83.9	248	82.7	233	91	235	88.1	234	84.2
	Indigenous	106	81.1	107	84.1	104	69.2	98	70.4	93	72	79	86.1	81	80.2	80	78.8
2015	Total	327	86.2	329	86.6	331	84	316	85.8	313	83.1	299	89	296	83.1	276	87.7
	Indigenous	130	-	141	80.1	143	74.8	131	78.6	129	76	113	80.5	115	73.9	97	81.4



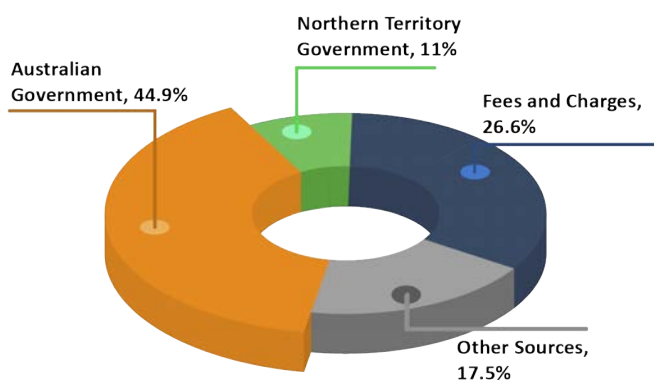
### Finance and Admin

Gayan Abeysekara, Jess Volf, Shiv Kumar, Shandy Wijaya, Ann-Maree Christianson, Harvey Jupp and Murtaz Ali are our part of our finance, grant, admin and special projects officers. The Finance team worked together and successfully finished another year of reducing cost and completions of financial audit. We achieved a cost saving of approx. \$150K as compared to the budgeted numbers in 2021.

St John's Catholic College School annual recurrent income 2021.

Sources	Amount	Proportion
Australian Government	3,995,471	44.9%
Northern Territory Government	981,492	11.0%
Fees and Charges	2,373,136	26.6%
Other Sources	1,556,531	17.5%
<b>Total</b>	<b>8,906,629</b>	<b>100%</b>

### Income Sources 2021



### Future and Growth

The College saw growth in its student numbers after a decline and establishing trend in the last 4 years. Overall student's numbers around three cohorts – Domestic & International Day Students and Boarding students are stable now and we are expecting growth. We finished the 2021 academic year with over 70+ new enrolments for the College, this is a significant rise as compared to last year 2020 (50+) and year before 2020 (36+). The College will continue to record 2021 as a year of growth in term of student's enrolments as compared to 2020 and past years.

In 2022, the College plans to keep continuing with new projects and growth. Few projects in the pipeline are completion of library refurb, installing CCTV, updating our access point for network coverage refreshing ICT, etc. Other major and minor projects will continue to take place to enhance the overall teaching, learning and Catholic spirit for our students, staff and community.

Business Manager

Mr. Shashank Laroija

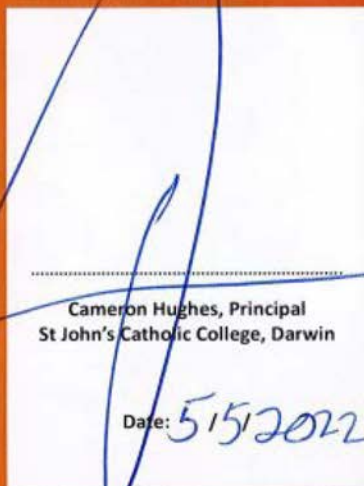


**WE ARE  
STRONG  
TOGETHER**





# Endorsements



.....  
Cameron Hughes, Principal  
St John's Catholic College, Darwin  
Date: 5/5/2022

.....  
Anthony Burton, Chair  
St John's Catholic College, Darwin  
Steering Advisory Board  
Date: 15/05/2022

.....  
Greg O'Mullane, Director  
Catholic Education Northern Territory  
Date: 5/5/2022









QR Code for College Website



QR Code for College Enrolment Form |  
Prospectus | Fees

**A CO-EDUCATIONAL COLLEGE OFFERING DAY, BOARDING AND INTERNATIONAL SCHOOLING**

+61 8 8982 2222

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