



10-54 Salonika Street  
The Gardens, NT 0820

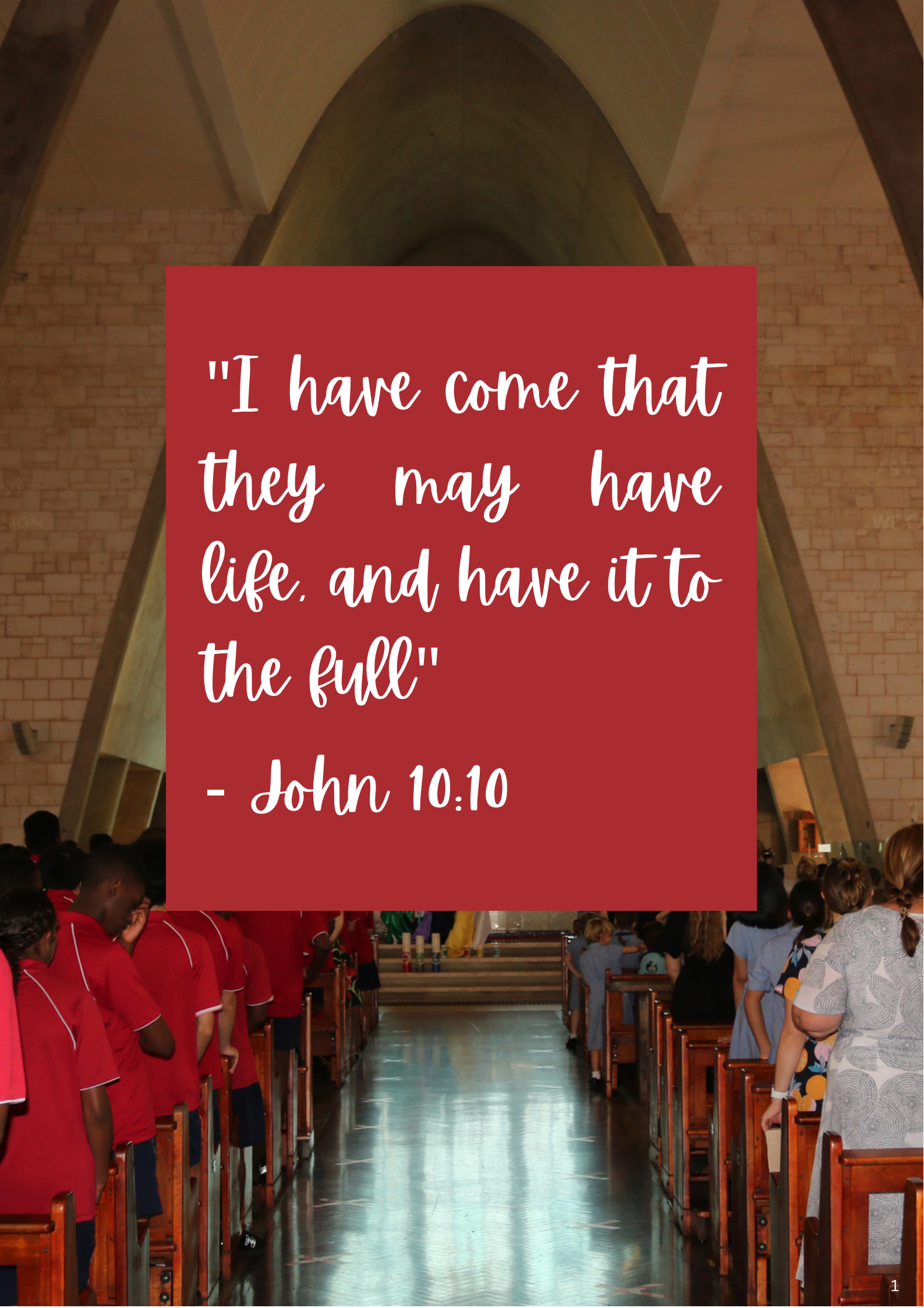
# ANNUAL REPORT



# TABLE OF CONTENTS

|  |    |
|--|----|
| About Us _____                                     | 02 |
| Vision and Values _____                            | 05 |
| School Profile _____                               | 06 |
| Principal's Statement _____                        | 08 |
| Teachers' Qualifications _____                     | 11 |
| Workforce Composition _____                        | 12 |
| Attendance Data Summary _____                      | 14 |
| NAPLAN _____                                       | 16 |
| Feedback Survey _____                              | 21 |
| Unity in Diversity _____                           | 24 |
| Social, Emotional Wellbeing Survey _____           | 25 |
| Financial Input _____                              | 29 |
| Achievements _____                                 | 30 |
| Annual School Improvement Plan _____               | 32 |
| Catholic Identity _____                            | 35 |
| Catholic Identity and Faith Formation Survey _____ | 37 |
| Senior Leadership Team _____                       | 49 |
| Endorsements _____                                 | 58 |



A photograph of a church interior with a high, vaulted ceiling and stone walls. The pews are filled with people, some in red shirts and some in blue shirts. A large red rectangular overlay is centered on the image, containing white text in a cursive font. The text reads: "I have come that they may have life, and have it to the full". Below the text is the reference "- John 10:10".

*"I have come that they may have life, and have it to the full"*

*- John 10:10*





## ACKNOWLEDGEMENT OF COUNTRY

St John's Catholic College acknowledges the Larrakia People as the traditional custodians of the land on which our college proudly stands. We acknowledge Aboriginal and Islander peoples as Australia's first people and traditional custodians. We value Aboriginal and Islander cultures, identities, and continuing connection to country, waters, kin and community. We pay our respects to Elders past, present and emerging.

# ABOUT US

## STRONG TOGETHER. IN OUR HISTORY.

Standing strong in the history of Catholic education in the city of Darwin is St John's Catholic College.

For over sixty years, the College has served the Darwin community and beyond, providing exceptional education and pastoral care for day, boarding and international students, spanning several generations. We are a community *Strong in Faith and Strong Together*, committed to the wellbeing and learning of all students.

## Graduate Aspiration Statement

We aspire 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 can pursue their dreams, make positive contributions to the local and global community, and make good moral decisions that promote a better world.







+61 8 8982 2222



10 - 54 SALONIKA STREET, THE GARDENS  
LMB 13, DARWIN NT 0801.



ADMIN.STJOHNS@NT.CATHOLIC.EDU.AU



STJOHNSNT.CATHOLIC.EDU.AU







**WE ARE  
STRONG  
TOGETHER**

# 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; respect 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 for the benefit of future generations of the St John's community.





# SCHOOL PROFILE



## School Facts

School Sector Non-Government

School Type Secondary

Year Range 7-12

Location Outer Regional

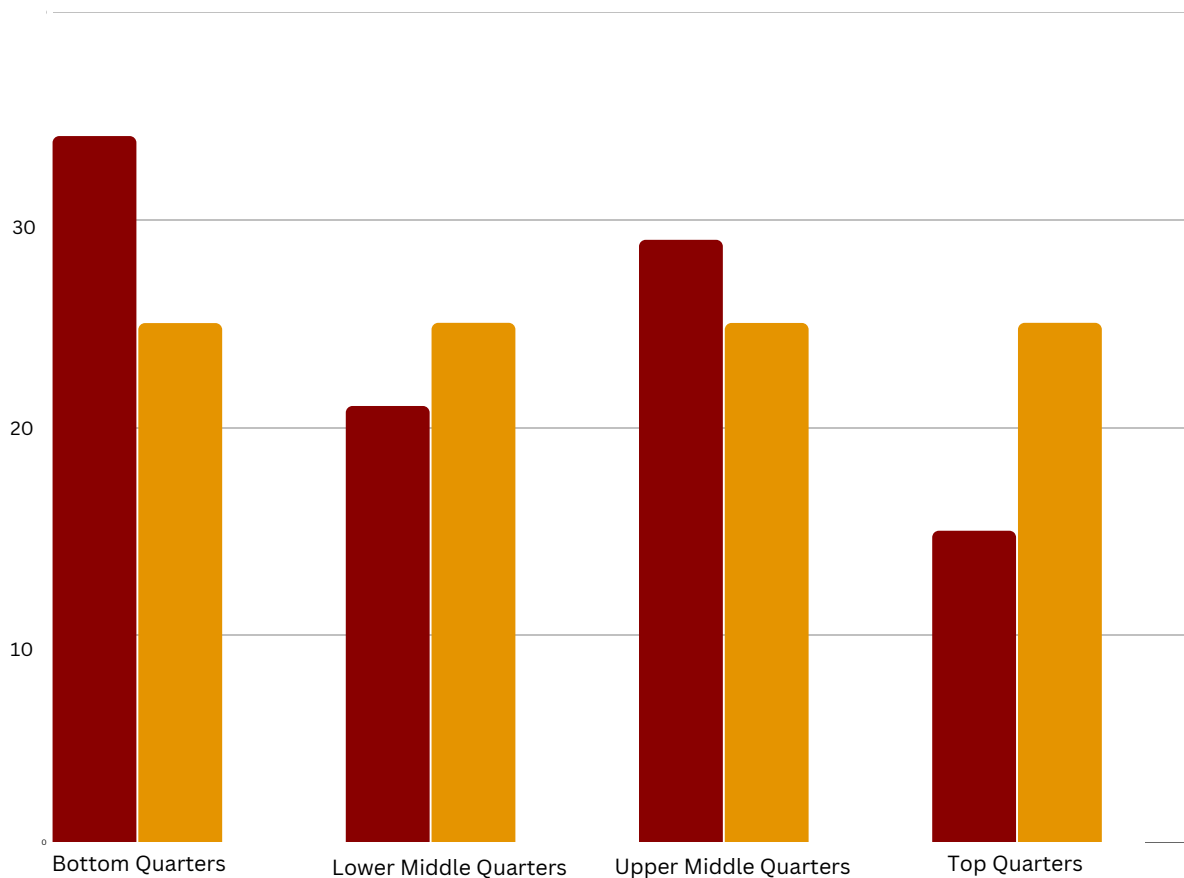
School ICSEA Value 935

Average ICSEA Value 1000

School ICSEA Percentile 19

## Distribution of Socio-Educational Advantage (SEA)

■ SJCC ■ National



Bottom Quarters

Lower Middle Quarters

Upper Middle Quarters

Top Quarters



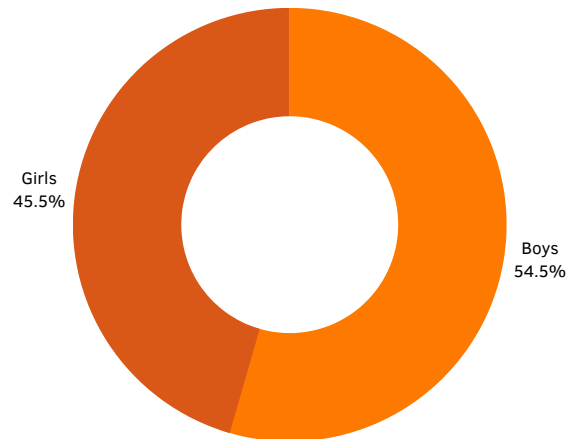
# SCHOOL PROFILE

## Students and Students' Background

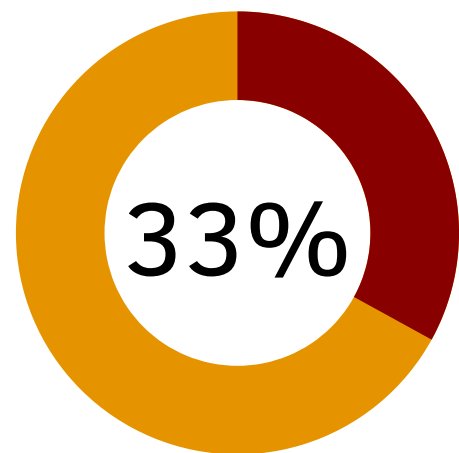
Total Enrolments 224

Boys 122

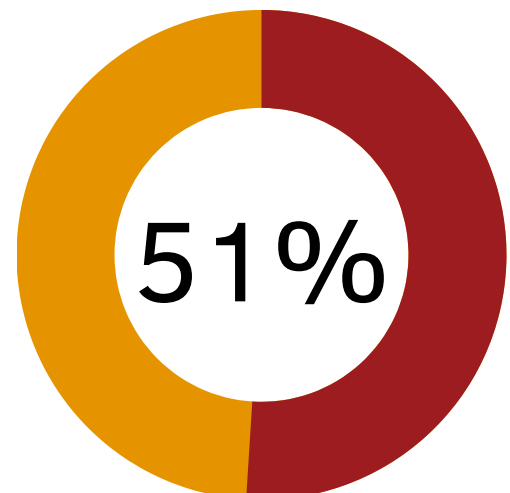
Girls 102



Indigenous Students



Language background other than English





**Principal**

## **Mr. Cameron Hughes**

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

Our theme for 2022 was 'Care for Creation', inspired by Pope Francis' Encyclical *Laudato Si'*. We at St John's 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 a 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 63 great years.

A famous quote attributed to St Francis of Assisi is "Preach the Gospel at all times. Use words if necessary." Actions and symbols have meaning. In recent years we have undertaken several projects to further articulate our heritage, values, ethos and spirit through symbols. Including, renewing the College uniform to red. We call ourselves Heart People. The colour red is significant to us, red – heart, red – love, red – compassion and red – spirit. The colour red represents the most Sacred Heart of Jesus that beats in us all. This year we extended our work on College symbology through the Unity in Diversity project, where we designed an image that celebrates our diversity; the many heritages, languages, cultures and customs present in our community, whilst at the same time celebrating our Catholic values, ethos and traditions that unite us all as a community Strong in Faith and Strong Together. Projects like renewal of the College uniform and Unity in Diversity assist us in recommitting ourselves each and every day to being Heart People, by building and enhancing our community as a place of welcome and belonging.

We are a community committed to the process of school improvement. That is why in 2022 the College continued to engage in the School Improvement and Renewal Framework (SIRF) process. 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 2021, which consisted of 29 students. We celebrated 100% competition rate of the Northern Territory Certificate of Education and Training (NTCET) for the fifth year in a row. Of our 29 graduates, 7 were from an Aboriginal and Islander background, 5 were from a Refugee or Humanitarian program background and 18 students were from a Language Background Other Than English (LBOTE). A true celebration of the diversity that exists at St John's. In addition, 43.1% of Stage 2 Grades awarded were either an A or B Grade, 93.4% of Stage 2 Grades awarded were a C Grade or higher, and 11 A Grades were awarded to students within the cohort. We also acknowledge, affirm and celebrate Class of 2021 student Cadence Kavanagh, who received our Top ATAR of 92.90. We are very proud of the Class of 2021 just as we are proud and confident of the Class of 2022.

In 2023 the Strategic Leadership Team and College Advisory Board in consultation with students, staff, families and Catholic Education Northern Territory will develop our next Strategic Plan – Towards 2027. With regards to trends, the past two years have seen the College shift from a period of consolidation to growth, with a 9% increase in year-on-year enrolments in 2021, and a further 8% increase in 2022. The College is anticipating an enrolment of 250 students in 2023 and is on track to reach our goal of 300 students by 2025.

The College has now triplicated our middle school to three streams, larger entry cohorts in Year 7 are replacing smaller graduating cohorts in Year 12, Boarding is moving closer to capacity of 80 students, post COVID restrictions, our Intensive English Unit has re-opened, International students are returning to Darwin to study at St John's and at other providers, and once again we are able to support our partner, Melaleuca Australia, in providing an inspiring welcome for new arrival families as part of the refugee and humanitarian program.

It is most exciting that in 2023 we will commence renovations on classrooms C08 to C15 on the Chevalier



Campus as we approach capacity of classrooms on the Hartzler Campus. In addition, we will re-introduce the key Pastoral Care and Wellbeing roles of Heads of House, with Ms Melissa Nielsen leading O'Loughlin House, Mr Carlo Di Donato leading Daley House and Ms Rebecca Young leading Burford House. The Heads of House will be the key conduit between Home and School, and will provide on the ground leadership and support for pastoral care and wellbeing, student attendance, behaviour management, student engagement, and promotion of House identity, pride and spirit. In addition, following our trial in 2022, the College will institute House Spirit Fridays as a regular part of our pastoral care and wellbeing program.

In addition, Doneley House will return to our vertical pastoral care and wellbeing system in 2024. Doneley House is named after past Principal (1974 – 1979) Father Ignatius Tyson Doneley MSC OAM and was last operational at the College in the year 2000. Doneley House will be represented by the colour Orange and will draw its crest from the Gospel of John (6:1-14) Jesus Feeds the Five Thousand, and therefore will carry the symbols of Loaves and Fish.

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. 2022 NAPLAN data shows St John's mean scores are above the NT mean score in every single category Years 7 and 9. In addition, St John's mean scores within the Year 7.1 and 9.1 classes are above the Australian mean score in every single category. There is much to celebrate within our individual, class and cohort data. This year, once again were celebrated student achievement in NAPLAN, from 2023 we will also be able to celebrate student progress in addition to achievement.

In 2023 the College will introduce our Bring Your Own Designated Device (BYODD) Laptop Program, further enhancing the integration of the general capability of information, communication and technology skills into teaching and learning. In 2022 we saw the introduction of Stage 1 Spiritualities, Religion and Meaning, Stage 1 Business Innovation, and the return of explicit Middle School History and Geography into the curriculum. In 2023 our curriculum offerings will expand to include Stage 1 Drama, Middle School and Stage 1 Dance, Middle School Legal Studies, Stage 2 Integrated Learning and Stage 2 Community Studies.

With regards to major capital works for 2022, the College was successful in obtaining funding through the Commonwealth Government's Block Grant Authority to the amount of \$95,799 to renovate an existing space on the Hartzler Campus to become the Library. I'm pleased to report that the works were completed by mid-year providing a contemporary, flexible learning space including a computer lab, collaborative area, individual work area and open space work area. For 2023, the

College has been successful in obtaining capital works funding through the BGA to the amount of \$78,000 to fund an external Closed-Circuit Television (CCTV) system.

My thanks for the leadership, governance, guidance and support of the College Advisory Board of Bishop Emeritus Eugene Hurley DD (Religious Representative), Ms Clalia Mar (Chair), Mr Neil Pomfret (Deputy Chair), Ms Candice Thomson (Finance Representative), Mr Ivan Lim, Dr. Jo Seiler, Mr Kwame Selormey, Ms Adriana Ticoalu, Ms Kirsty Webb, Mr Hassan Talukder and Mr Gayan Abeysekara.

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, Leader of Catholic Identity, Sr Catherine Mead, Principals' Consultant, Mr Shane Donohue and General Manager of Finance, Mr Kerry Whiting. I would especially like to acknowledge, affirm and celebrate the leadership and work of Mr Greg O'Mullane, who retires this year following 41+ years' of service to Catholic Education Northern Territory, including 13+ years at St John's Catholic College.

My thanks also to the College Strategic Leadership Team of Mr Gayan Abeysekara, Mr Richard Bryant, Mrs Ayesha Fatima, Mrs Cherilyn Hughes, Mr Scott Mannion and Ms Ruth Suriyagoda, the middle management teams and all staff of the College who contribute to provide a quality Catholic education 24 hours a day, seven days a week for over forty weeks of the year.

To College Leaders Adholf Rery (College Captain), Miracle Medlama (Vice Captain), Mussolini Vincent (Burford Captain), Martin Caldwell (Daley Captain), Greg Norris (Daley Captain), Lawrence Puno (O'Loughlin Captain) and Anggely Wandikbo (O'Loughlin Captain) thank you for your exceptional student leadership in 2022. You really have led by example.

To our departing staff of Ms Rebecca Kreltszheim, Mr Andre Simon, Mrs Denise Simon, Mr Zane Smith, Mr Jay Sung, Mr Victor Sun, Mr Allen Wang, and Ms Anna Watt, 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 2023.

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!

# TEACHERS' QUALIFICATIONS



**Anthony, Keshiya**  
BSc, M.Teaching (Secondary), Dip SNE



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



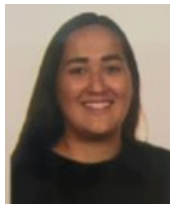
**Bryant, Richard**  
B.Ed, M.Ed L'ship



**Jayana, Ram**  
M. Teaching (Secondary), MPA, MBS



**Di Donato, Carlo**  
B.Ed, Cert IV Engineering Pathways, Cert IV Training and Assessment, Cert II Building & Construction, Cert II Telecommunications, TEFL Certification



**Kreltshheim, Rebecca**  
M. Teaching (Secondary), B.Out.Ed.Ext. (Physical Education)



**Fatima, Ayesha**  
BSc(Physical Science & Biology), B.Ed, MA (Eng Lit)



**Ann Tan**  
BA, M.South East Asian Studies



**Friis, Benjamin**  
B.Ed (HASS & Music)



**Love, Shinead**  
M.Teaching (Secondary) (Media Arts & TESOL), B.Interac.Media, G.Cert.Ed.Ldshp G.Cert.Ed(Trauma-Aware Education), AdvDip.Adv.Graph.Des



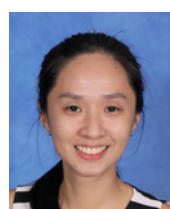
**Graham, Bronwyn**  
B. Teaching



**Martinson, Lakshmi**  
BA, GDip.Ed, TEFL Certification

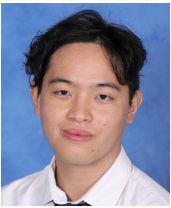


**Hughes, Cameron**  
B.Bus(Man), B.Ed (sec) (post), Cert IV Training and Assessment, TEFL Certification, M.Ed L'ship

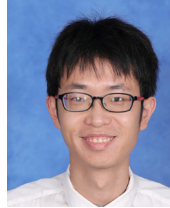


**Ngo, Anh My Ngoc (Grace)**  
M.Teaching(Sec)(Math & Economics) B.Bus

# TEACHERS' QUALIFICATIONS



**Nheu, Brayden**  
M.Teach, B.Psyc.Sc



**Sun Chengjie**  
B.Ed(Mathematics & Chinese)



**Nielsen Melissa**  
BSc. GDip Teaching & Learning



**Sung, Yeon Jea**  
B. Edu (Secondary) (Mathematics)



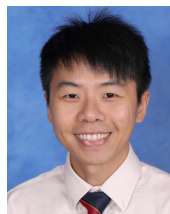
**Savage, Alexander**  
B.Psyc.Sc, B.Math.Comp.Sc,  
(Teach for Australia)



**Talukder, Hasan**  
M.Teaching (Secondary)(Math & Business  
and Economics), M.Econ, B.Sc.Econ



**Simon, Andre**  
B.Ed, B.Com, M.(English), TEFL  
Certification)



**Tio, Nelson**  
M. Teaching (Secondary) and B. of Sci  
(Biotechnology)



**Simon, Denise**  
BA, Grad. Cert Religious Edu.



**Wang, Lun**  
B.Eng, MPA , M.Ed (Sec)



**Smith, Zane Byron**  
B.Physical Education



**Watt, Anna**  
BA, Grad. Cert Religious Edu.  
(Teach for Australia)

The college has maintained compliance with all TRB and Ochre card requirements, demonstrating our commitment to upholding the highest standards of safety and professionalism throughout the academic year 2022.



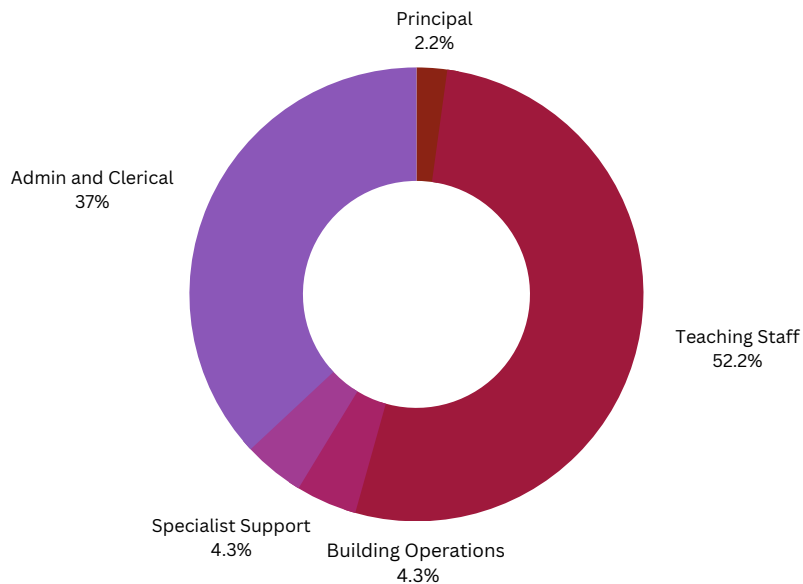
# WORKFORCE COMPOSITION



## 2021 - 2022 Comparison

| 2021                |             | 2022                |             |
|---------------------|-------------|---------------------|-------------|
|                     | No of Staff |                     | No of Staff |
| Principal           | 1           | Principal           | 1           |
| Teaching Staff      | 21          | Teaching Staff      | 24          |
| Specialist Support  | 4           | Specialist Support  | 2           |
| Building Operations | 2           | Building Operations | 2           |
| Admin and Clerical  | 14          | Admin and Clerical  | 17          |
| <b>TOTAL</b>        | <b>42</b>   |                     | <b>46</b>   |

Based on August 2021/2022 Census data and does not include boarding staff.



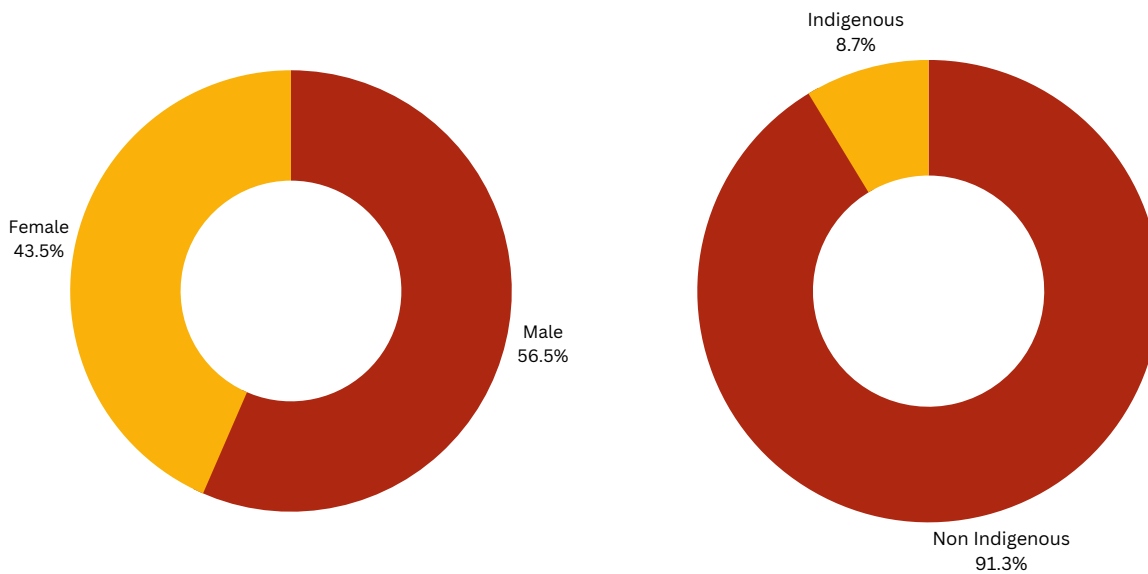
# WORKFORCE COMPOSITION



## 2022 Breakdown

| TYPE                        |        | Headcount | FTE       | Headcount  | FTE      |
|-----------------------------|--------|-----------|-----------|------------|----------|
|                             |        | All Staff |           | Indigenous |          |
| Principal                   | Male   | 1         | 1         | -          | -        |
| Teaching Staff              | Male   | 13        | 12.8      |            | -        |
| Teaching Staff              | Female | 11        | 10.8      | -          | -        |
| Specialist Support          | Male   | 1         | 0.4       | -          | -        |
| Specialist Support          | Female | 1         | 1         | -          | -        |
| Building Operations         | Male   | 2         | 2         | -          | -        |
| Administrative and Clerical | Male   | 9         | 8.5       | 2          | 2        |
| Administrative and Clerical | Female | 8         | 6.5       | 2          | 2        |
| <b>TOTAL</b>                |        | <b>46</b> | <b>43</b> | <b>4</b>   | <b>4</b> |

Based on August 2022 Census data and does not include boarding staff.



# ATTENDANCE DATA SUMMARY



## Enrolment Profiles

| Year | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Total |
|------|--------|--------|--------|---------|---------|---------|-------|
| 2022 | 46     | 40     | 55     | 43      | 25      | 14      | 224   |
| 2021 | 35     | 46     | 35     | 41      | 22      | 29      | 208   |

## International Enrolments

| Year  | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------|------|------|------|------|------|------|------|------|
| Total | 67   | 72   | 67   | 48   | 38   | 38   | 30   | 19   |

## Students With a Disability (SWD)

| Year | QDTP* | Supplementary | Substantial | Extensive | Total SWD |
|------|-------|---------------|-------------|-----------|-----------|
| 2022 | 1     | 31            | 21          | 2         | 55        |
| 2021 | 0     | 25            | 5           | 1         | 31        |

\*QDTP - Quality Differentiated Teaching Practice





# ATTENDANCE DATA SUMMARY



## Enrolment Profiles as per Northern Territory Department Of Education 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. % |
| 2022            | Total      | 220          | 72.7     | 224          | 79.9     | 223          | 72.2     | 224          | 72.3     | 224          | 77.7     | 223          | 78       | 213          | 82.2     | 215          | 80.5     |
|                 | Indigenous | 72           | 54.2     | 75           | 69.3     | 78           | 51.3     | 78           | 52.6     | 73           | 64.4     | 72           | 63.9     | 69           | 71       | 69           | 72.5     |
| 2021            | Total      | 206          | 88.8     | 211          | 81       | 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     |

### 2022 Enrolment and Attendance Analysis

The Northern Territory Department of Education (NT DOE) collects enrolment and attendance data eight times per year. The collection periods encompass Weeks 1 - 4, and Weeks 5 - 8 each term.

Total enrolments ranged from 213 students in collection 7, and 224 students in collections 2, 4 and 5.

Indigenous enrolments ranged between 69 students in collections 7 and 8, and 78 students in collections 3 and 4.

Total attendance ranged from 72.2% in collection 3, and 82.2% in collection 7.

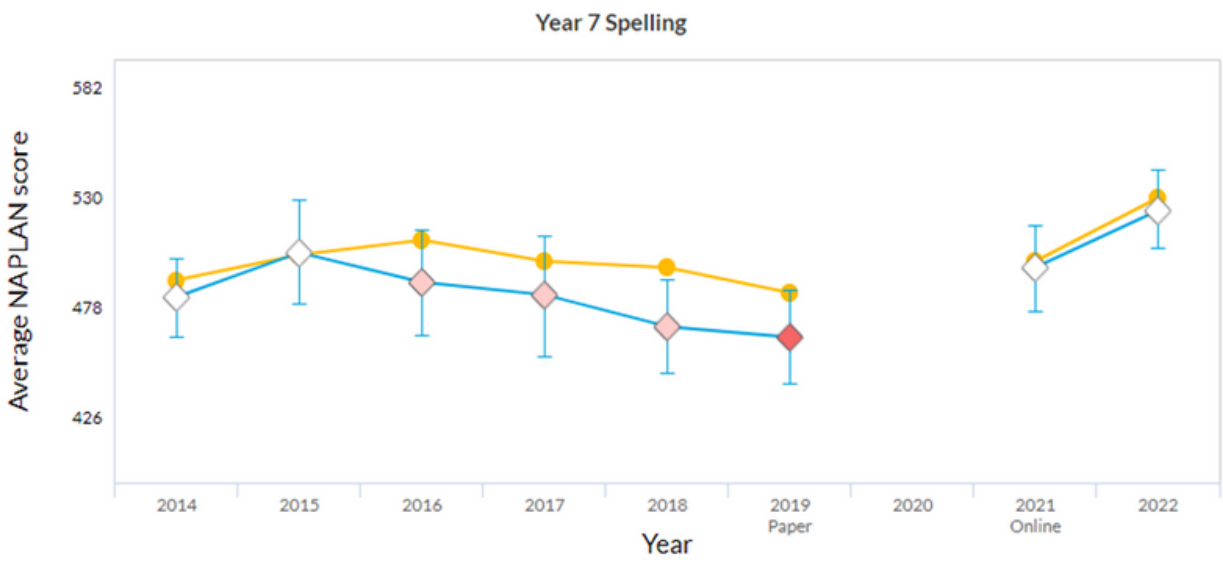
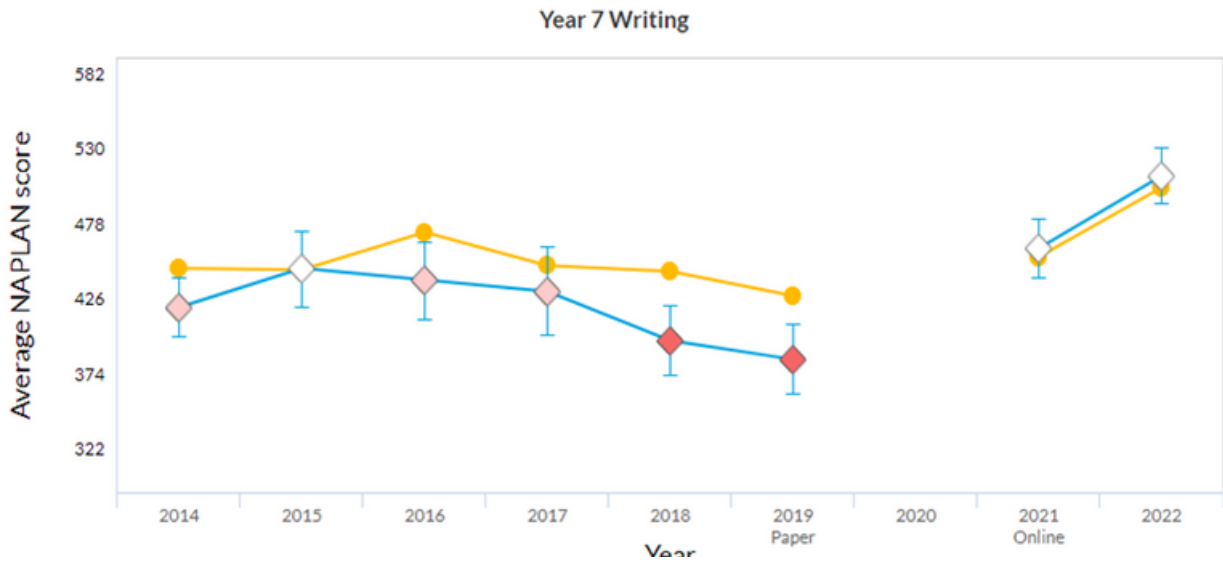
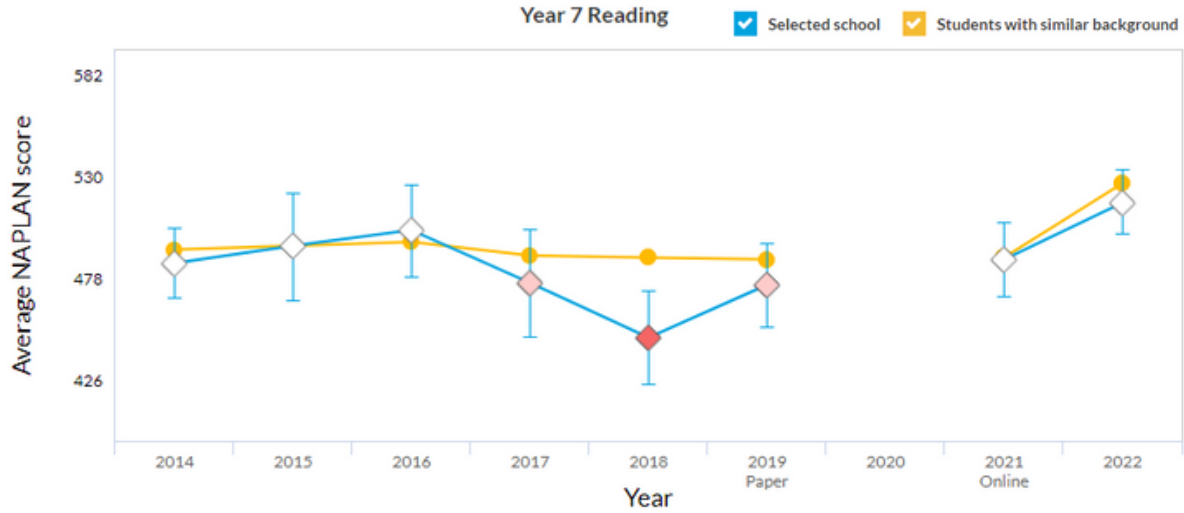
Indigenous attendance ranged from 51.3% in collection 3 and 72.5% in collection 8.



# NAPLAN



## Year 7



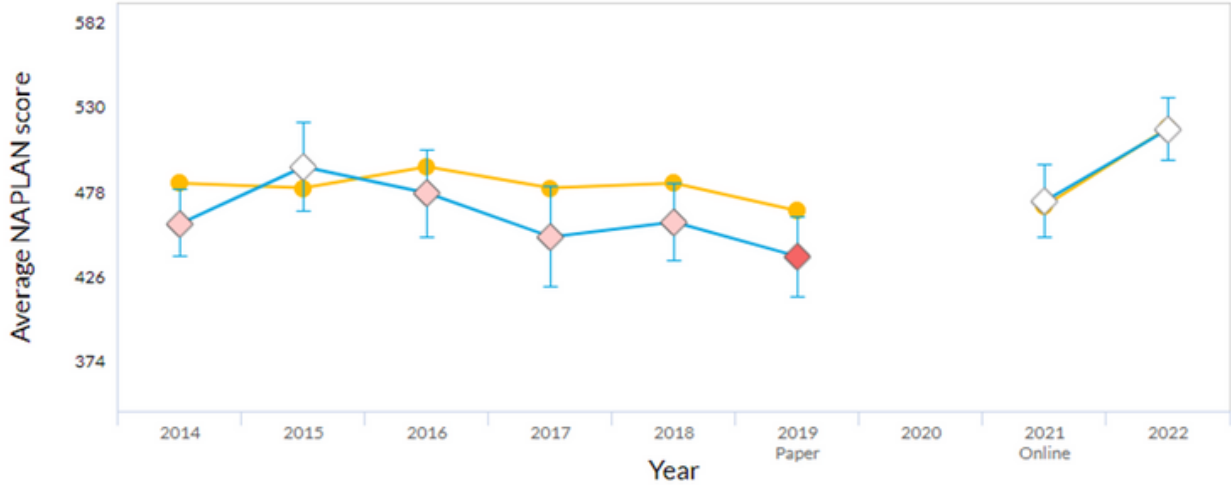
# NAPLAN



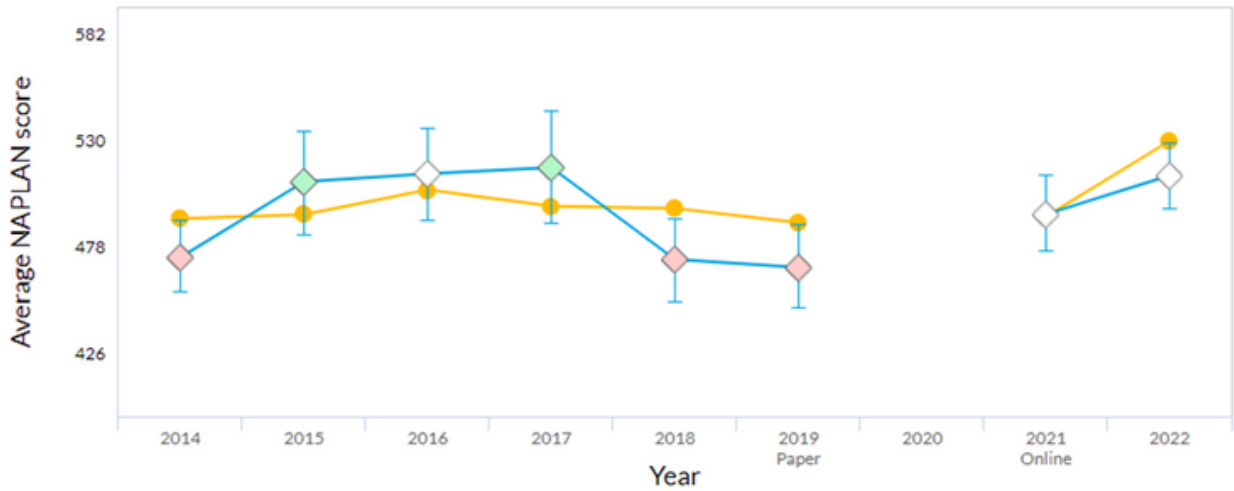
## Year 7

Year 7 Grammar and Punctuation

Selected school  Students with similar background



Year 7 Numeracy



**Interpreting the graph**

Selected school's average when compared to students with a similar background

- ◆ Well above
- ◆ Above
- Close to
- ◆ Below
- ◆ Well below
- No comparison available
- 90% level of confidence



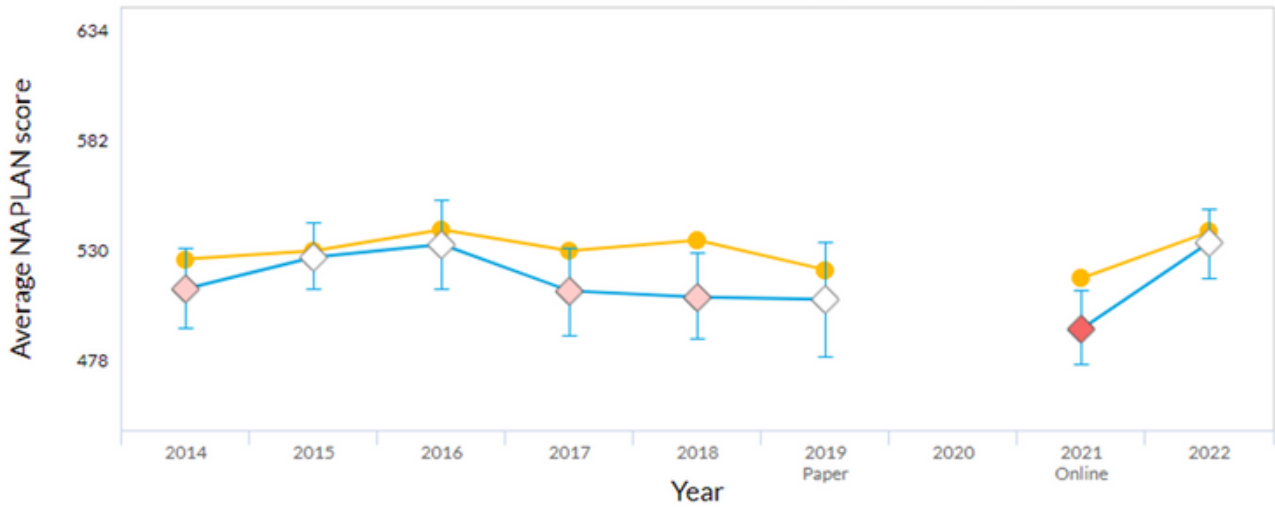
# NAPLAN



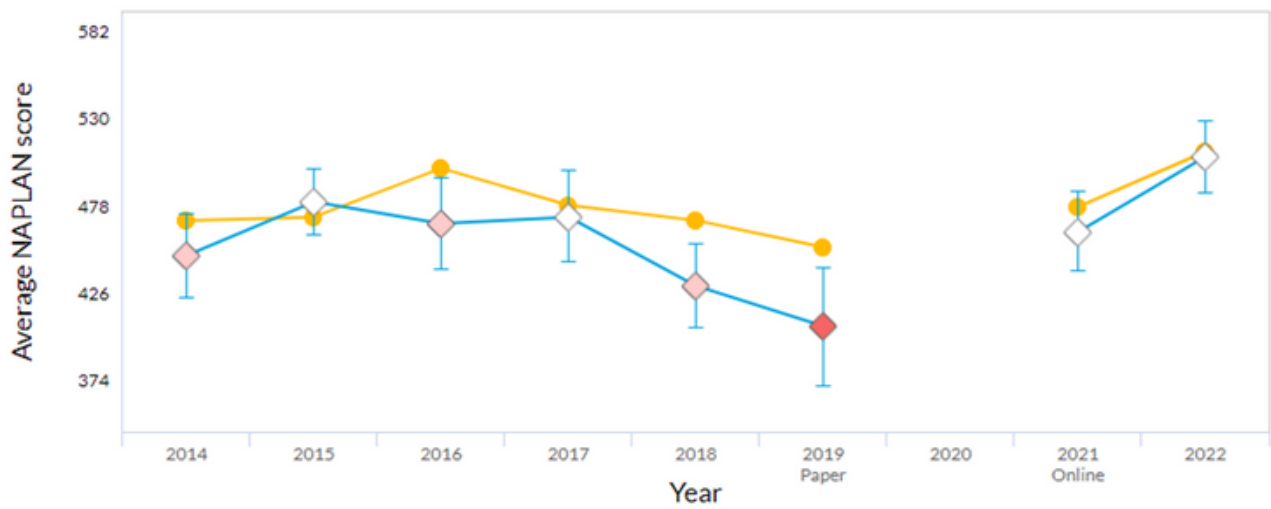
## Year 9

Year 9 Reading

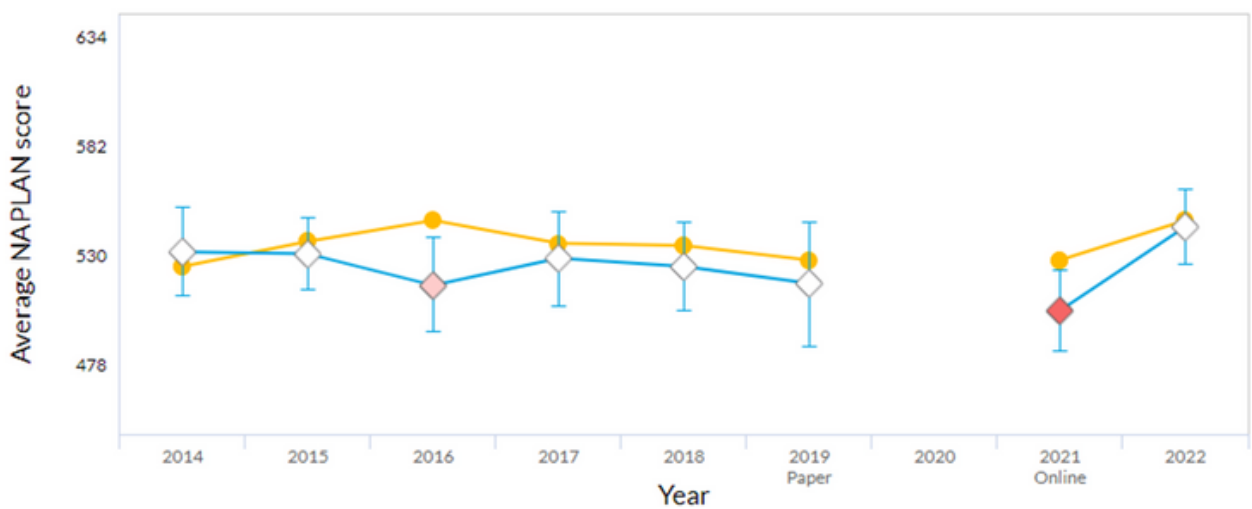
Selected school  Students with similar background



Year 9 Writing



Year 9 Spelling



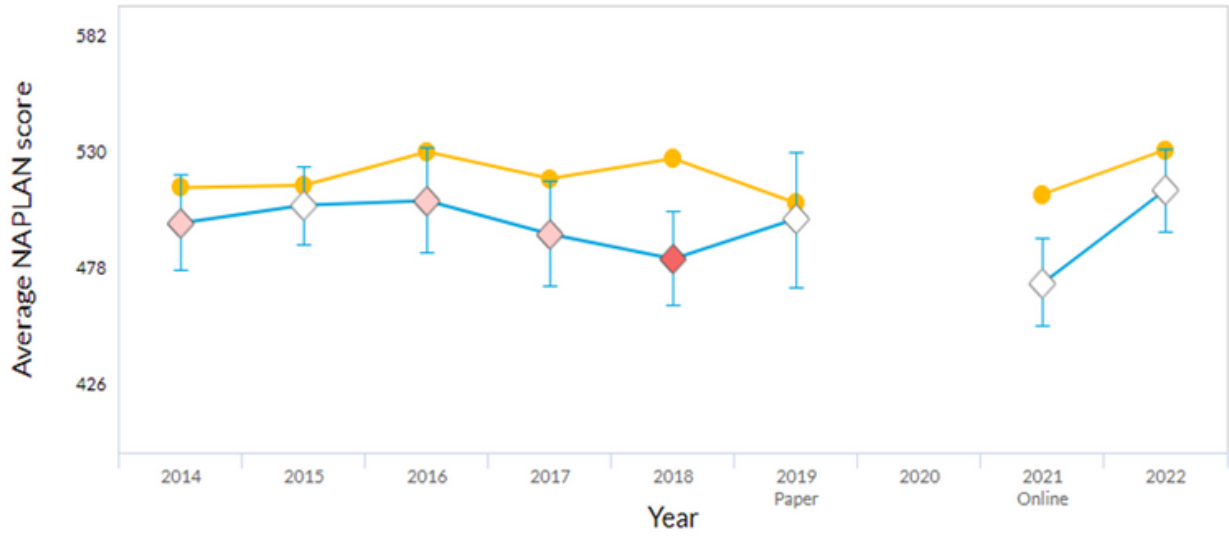


# NAPLAN

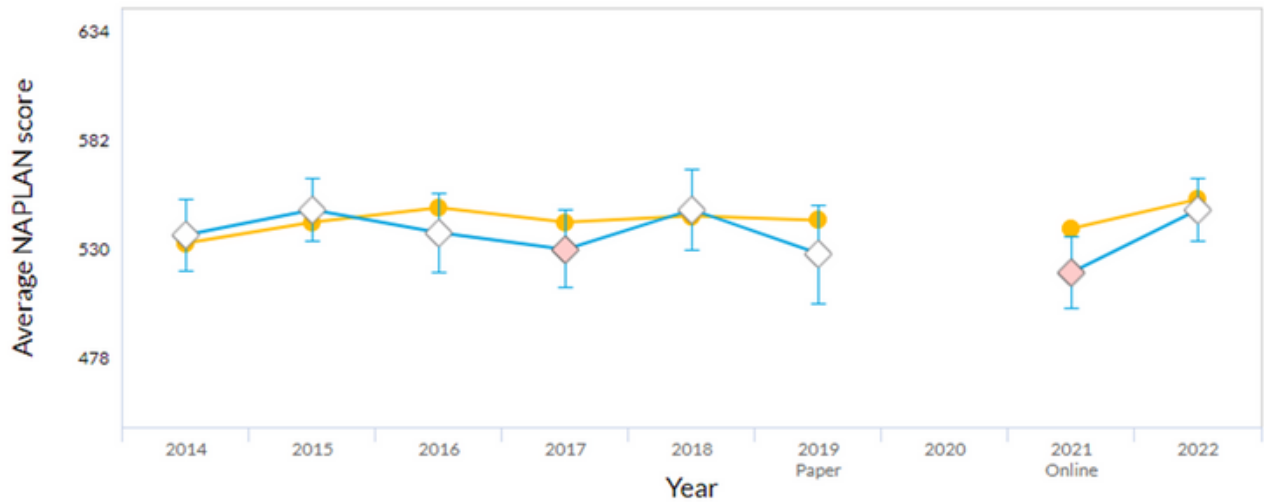
## Year 9

### Year 9 Grammar and Punctuation

Selected school  Students with similar background



### Year 9 Numeracy



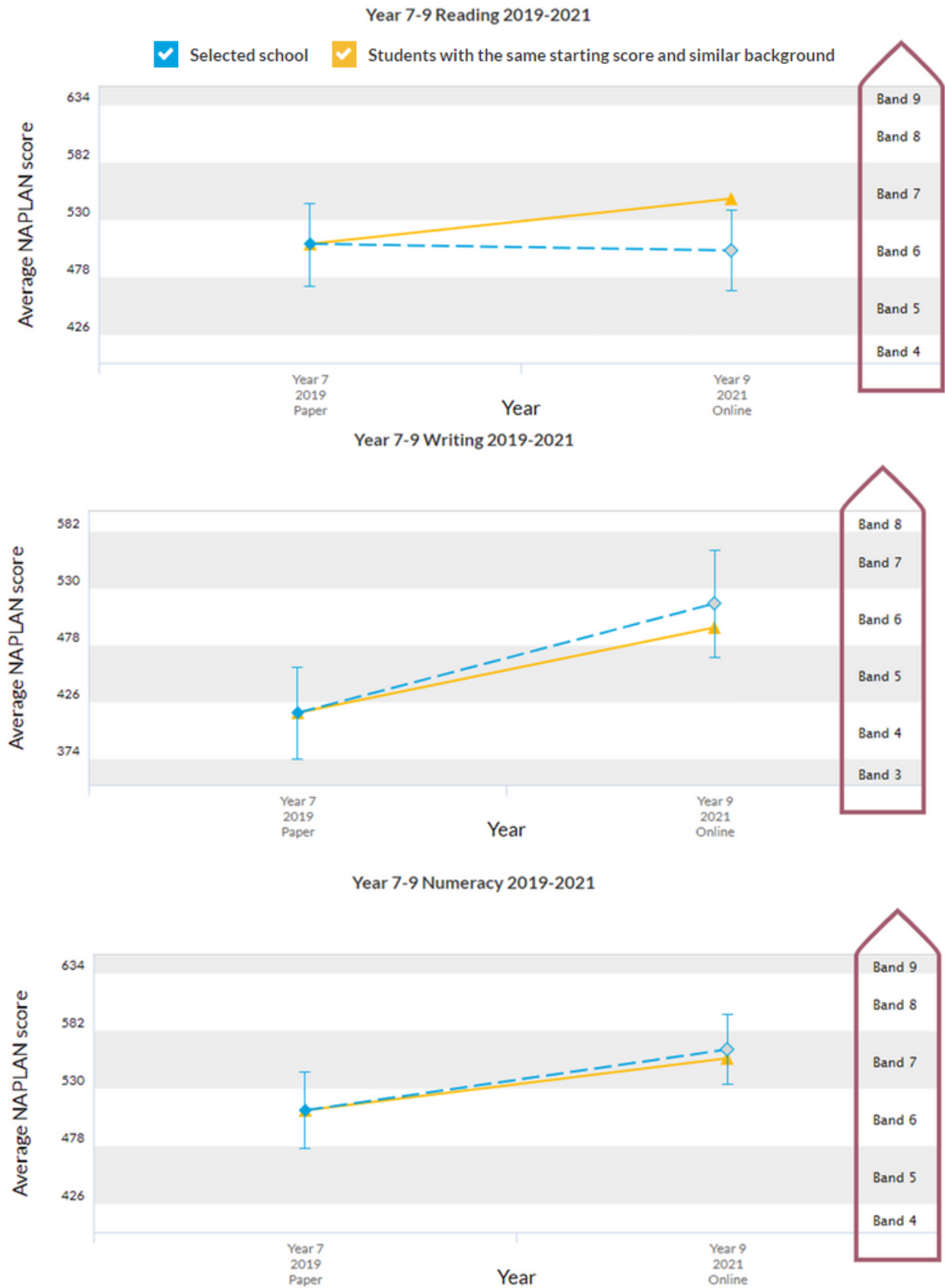
#### Interpreting the graph

Selected school's average when compared to students with a similar background

- ◆ Well above
- ◆ Above
- Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- 90% level of confidence



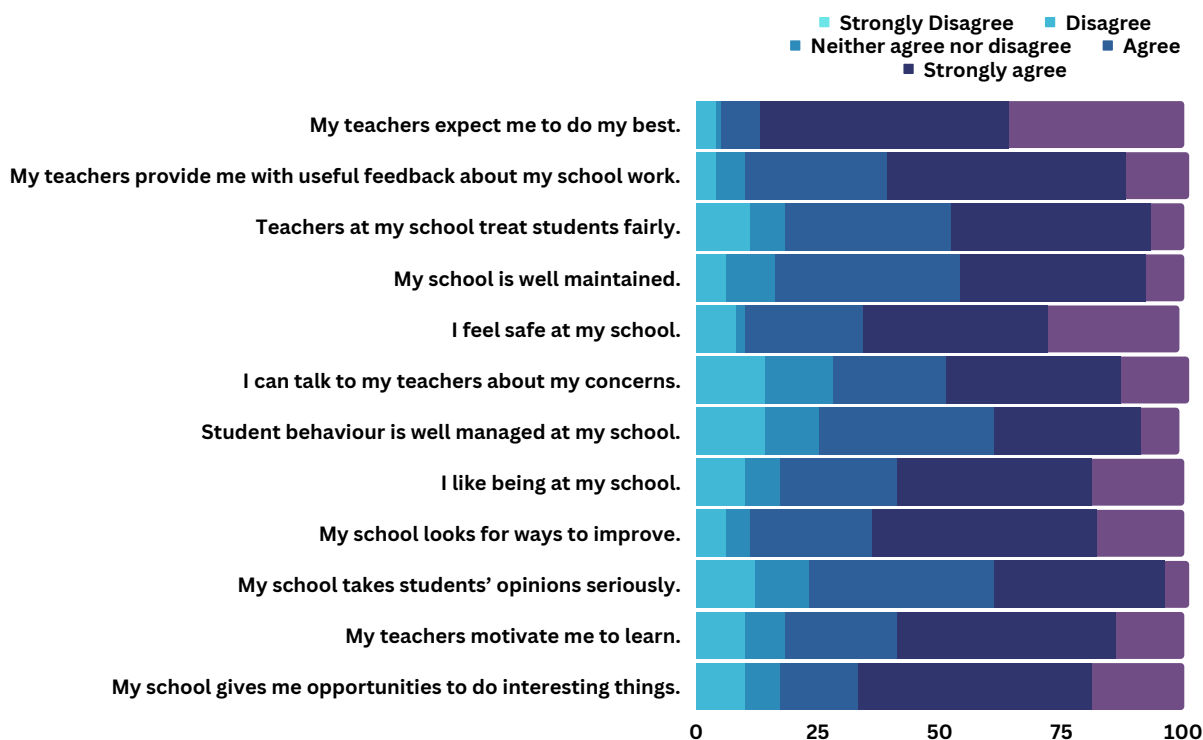
### 2 Year Growth of Students



# FEEDBACK SURVEY - STUDENT



|   | Strongly disagree | disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-------------------|----------|----------------------------|-------|----------------|
|   | %                 | %        | %                          | %     | %              |
| My teachers expect me to do my best.                              | 4                 | 1        | 8                          | 51    | 36             |
| My teachers provide me with useful feedback about my school work. | 4                 | 6        | 29                         | 49    | 13             |
| Teachers at my school treat students fairly.                      | 11                | 7        | 34                         | 41    | 7              |
| My school is well maintained.                                     | 6                 | 10       | 38                         | 38    | 8              |
| I feel safe at my school.   | 8                 | 2        | 24                         | 38    | 27             |
| I can talk to my teachers about my concerns.                      | 14                | 14       | 23                         | 36    | 14             |
| Student behaviour is well managed at my school.                   | 14                | 11       | 36                         | 30    | 8              |
| I like being at my school.  | 10                | 7        | 24                         | 40    | 19             |
| My school looks for ways to improve.                              | 6                 | 5        | 25                         | 46    | 18             |
| My school takes students' opinions seriously.                     | 12                | 11       | 38                         | 35    | 5              |
| My teachers motivate me to learn.                                 | 10                | 8        | 23                         | 45    | 14             |
| My school gives me opportunities to do interesting things.        | 10                | 7        | 16                         | 48    | 19             |

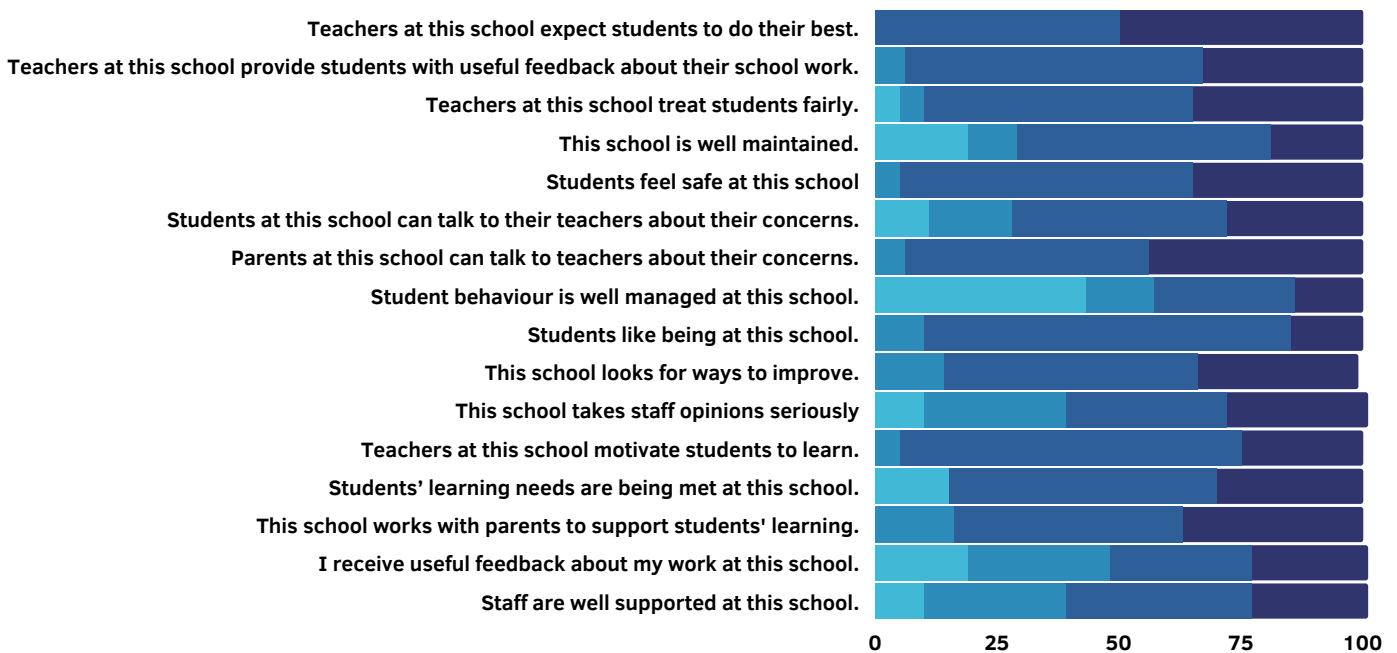


# FEEDBACK SURVEY - STAFF



|  | Strongly disagree | disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
|  | %                 | %        | %                          | %     | %              |
| Teachers at this school expect students to do their best.                              | -                 | -        | -                          | 50    | 50             |
| Teachers at this school provide students with useful feedback about their school work. | -                 | -        | 6                          | 61    | 33             |
| Teachers at this school treat students fairly.   | -                 | 5        | 5                          | 55    | 35             |
| This school is well maintained.  | -                 | 19       | 10                         | 52    | 19             |
| Students feel safe at this school  | -                 | -        | 5                          | 60    | 35             |
| Students at this school can talk to their teachers about their concerns.               | -                 | 11       | 17                         | 44    | 28             |
| Parents at this school can talk to teachers about their concerns.                      | -                 | -        | 6                          | 50    | 44             |
| Student behaviour is well managed at this school.                                      | -                 | 43       | 14                         | 29    | 14             |
| Students like being at this school.  | -                 | -        | 10                         | 75    | 15             |
| This school looks for ways to improve.   | -                 | -        | 14                         | 52    | 33             |
| This school takes staff opinions seriously   | -                 | 10       | 29                         | 33    | 29             |
| Teachers at this school motivate students to learn.                                    | -                 | -        | 5                          | 70    | 25             |
| Students' learning needs are being met at this school.                                 | -                 | 15       | -                          | 55    | 30             |
| This school works with parents to support students' learning.                          | -                 | -        | 16                         | 47    | 37             |
| I receive useful feedback about my work at this school.                                | -                 | 19       | 29                         | 29    | 24             |
| Staff are well supported at this school.   | -                 | 10       | 29                         | 38    | 24             |

■ Strongly Disagree    ■ Disagree  
■ Neither agree nor disagree    ■ Agree  
■ Strongly agree

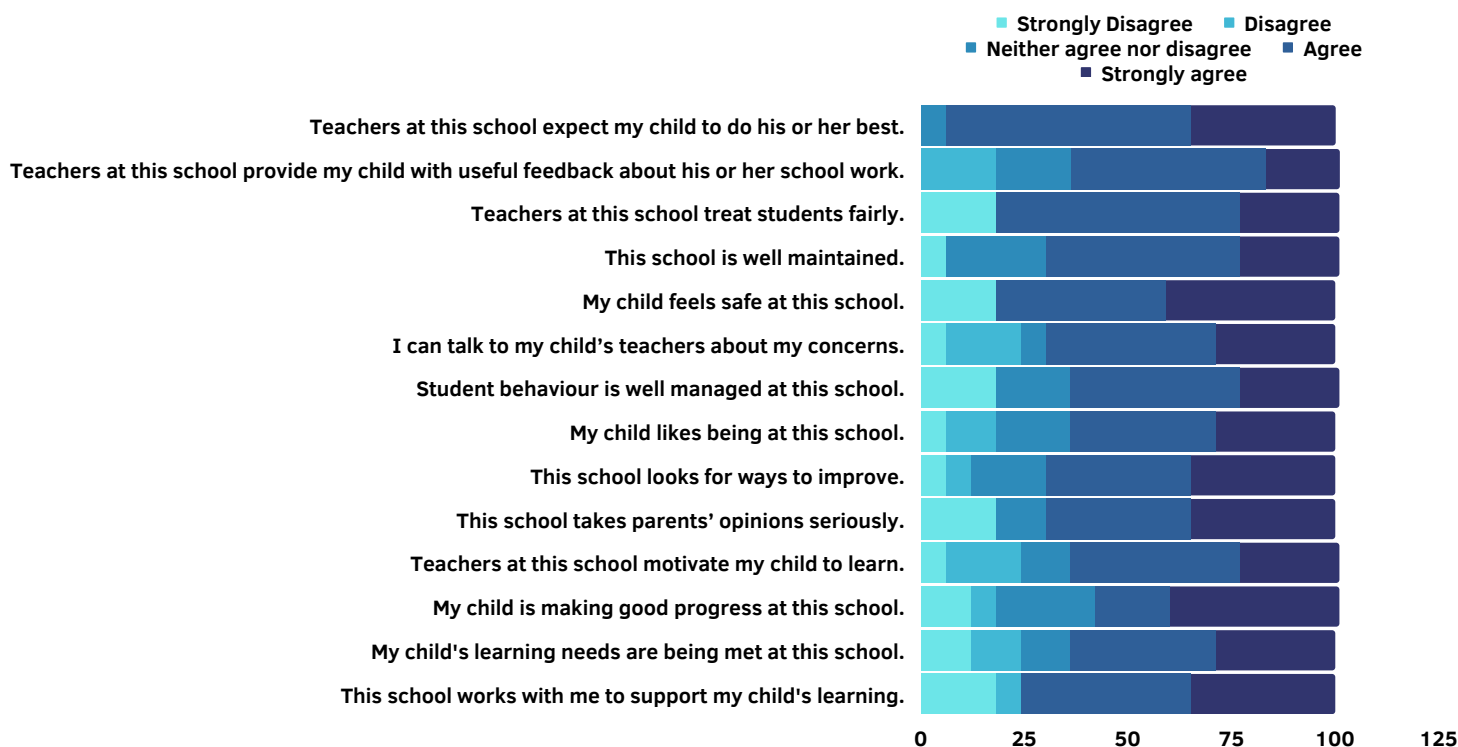




# FEEDBACK SURVEY - PARENTS/GUARDIANS



|   | Strongly disagree | disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-------------------|----------|----------------------------|-------|----------------|
|   | %                 | %        | %                          | %     | %              |
| Teachers at this school expect my child to do his or her best.                              | 0                 | 0        | 6                          | 59    | 35             |
| Teachers at this school provide my child with useful feedback about his or her school work. | 0                 | 18       | 18                         | 47    | 18             |
| Teachers at this school treat students fairly.  | 18                | 0        | 0                          | 59    | 24             |
| This school is well maintained.   | 6                 | 0        | 24                         | 47    | 24             |
| My child feels safe at this school.   | 18                | 0        | 0                          | 41    | 41             |
| I can talk to my child's teachers about my concerns.  | 6                 | 18       | 6                          | 41    | 29             |
| Student behaviour is well managed at this school.   | 18                | 0        | 18                         | 41    | 24             |
| My child likes being at this school.  | 6                 | 12       | 18                         | 35    | 29             |
| This school looks for ways to improve.  | 6                 | 6        | 18                         | 35    | 35             |
| This school takes parents' opinions seriously.  | 18                | 0        | 12                         | 35    | 35             |
| Teachers at this school motivate my child to learn.   | 6                 | 18       | 12                         | 41    | 24             |
| My child is making good progress at this school.  | 12                | 6        | 24                         | 18    | 41             |
| My child's learning needs are being met at this school.                                     | 12                | 12       | 12                         | 35    | 29             |
| This school works with me to support my child's learning.                                   | 18                | 6        | 0                          | 41    | 35             |



# UNITY IN DIVERSITY



## Heart:

At the centre of the image is the Heart, representing compassion and the Sacred Heart of Jesus that beats in us all.

## Crosses:

Three crosses can be found in the image, representing faith, the Holy Trinity and our Catholic identity which unites our community.

## Centre Circles:

The College is represented by the centre circles as a place of welcome and belonging, representing respect for the many peoples, heritages, languages, cultures and customs present in our community.

## Courage and Responsibility:

Courage and the strength to uphold our values are represented by the many dots that form circles representing responsibility and what can be achieved when we stand strong together.

## Concentric Contours:

The concentric contours represent the impact of practicing resilience through self-motivation and perseverance.

## Trees:

The trees represent our commitment to Laudato Si' and stewardship of the environment and our community for future generations.

## Eagles:

Two Eagles soar above, representing that we are a community that aspires for our students to flourish, by leading, living, loving, and learning with a strong sense of heart spirituality. Where we have an aspiration that our graduates can pursue their dreams, make positive contributions to the local and global community, and make good moral decisions that promote a better world.

We are all keepers of the story. It is our responsibility to share our story with the next generation of students, staff and families who make up the St John's Catholic College Community.

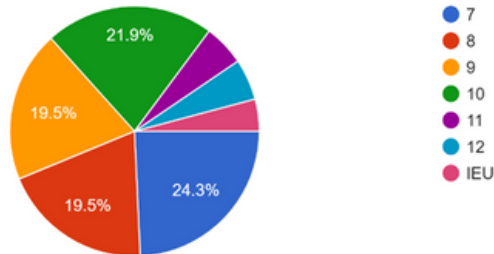


# STUDENTS SOCIAL EMOTIONAL WELLBEING SURVEY



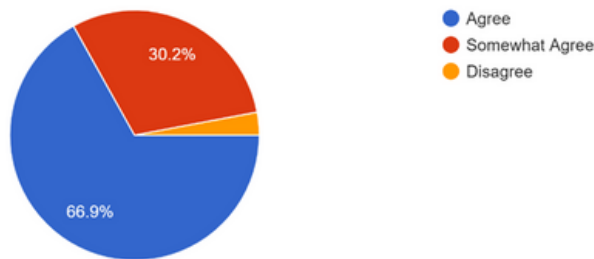
## 1. Choose your year level

169 responses



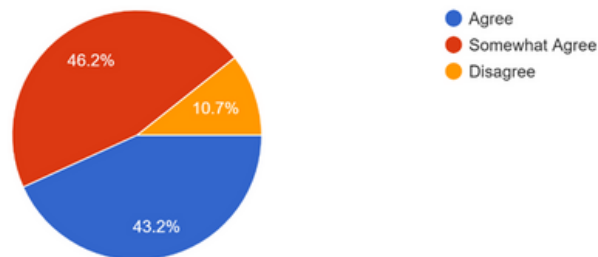
## 2. I feel safe at school.

169 responses



## 3. Do you feel connected to the school?

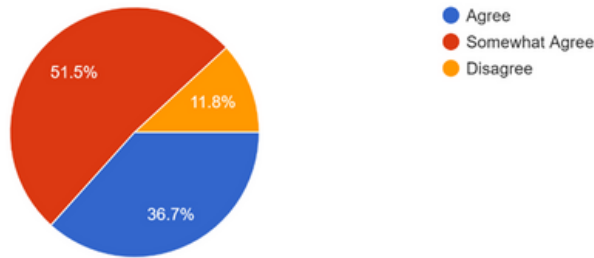
169 responses



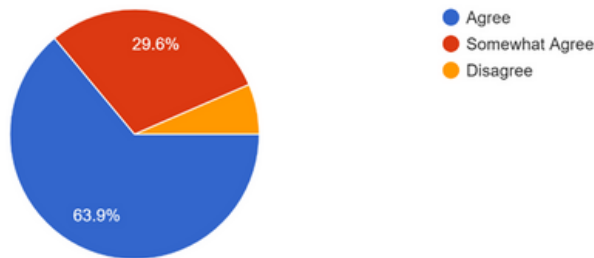
# STUDENTS SOCIAL EMOTIONAL WELLBEING SURVEY



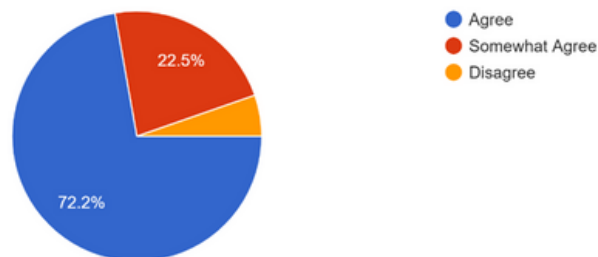
4. I feel I'm heard and my opinion matters.  
169 responses



5. I can go to someone at school for help.  
169 responses



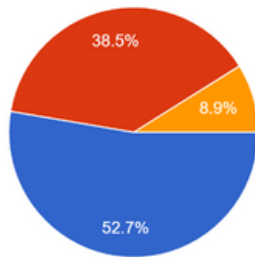
7. I feel that all cultures are respected at my school?  
169 responses



# STUDENTS SOCIAL EMOTIONAL WELLBEING SURVEY

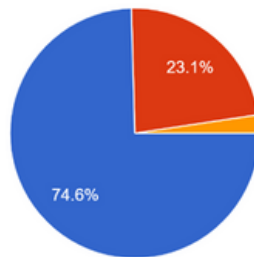


8. I enjoy coming to school.  
169 responses



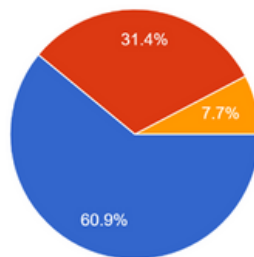
● Agree  
● Somewhat Agree  
● Disagree

9. I have good friendship group at school.  
169 responses



● Agree  
● Somewhat Agree  
● Disagree

10. I feel supported to achieve the best I can at school.  
169 responses



● Agree  
● Somewhat Agree  
● Disagree

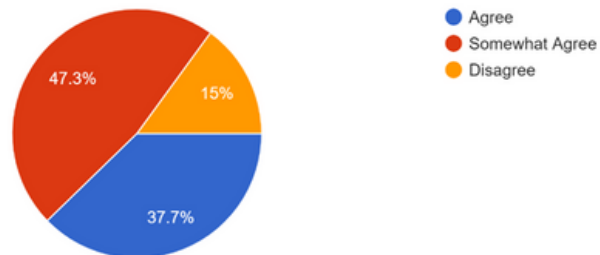




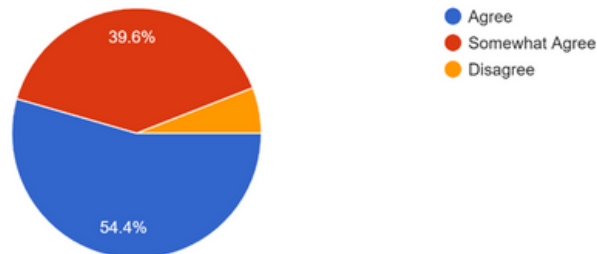
# STUDENTS SOCIAL EMOTIONAL WELLBEING SURVEY



11. I think behaviour is well managed at school.  
167 responses



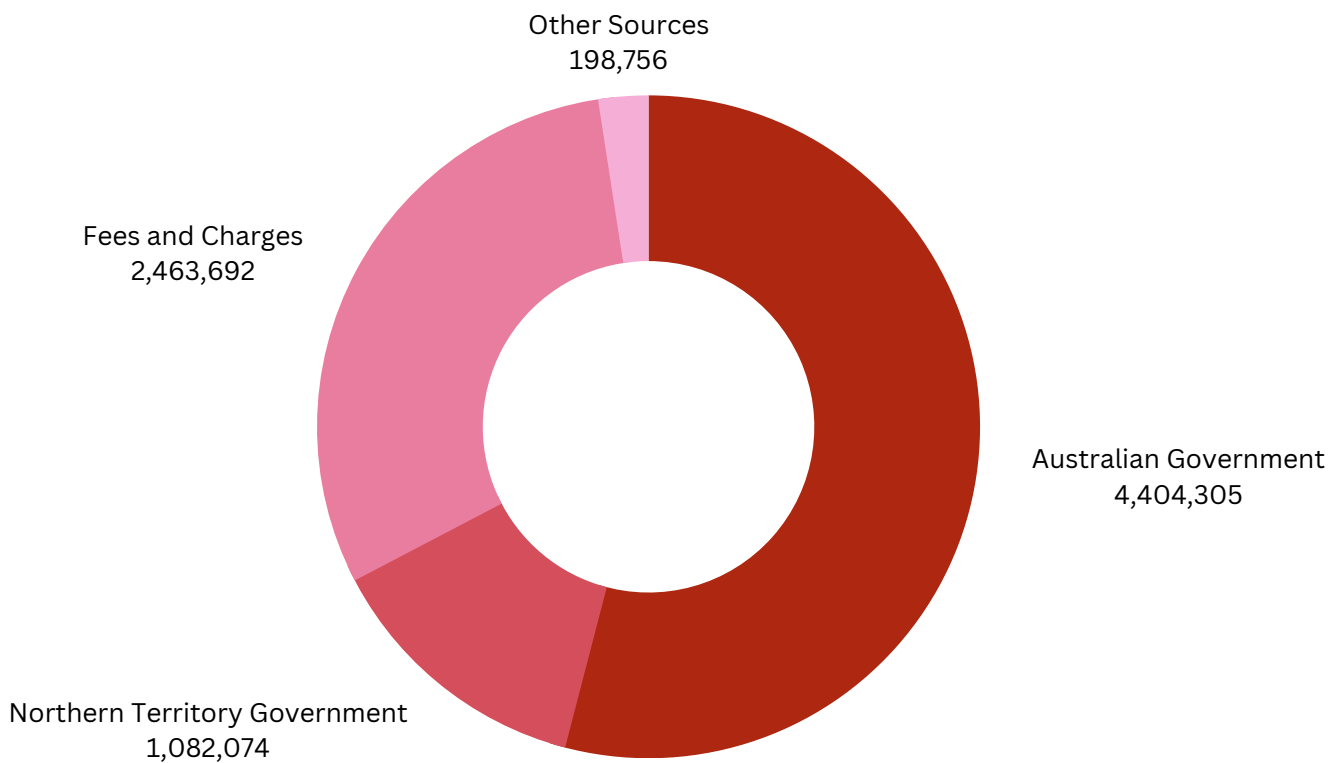
12. I feel prepared to go into the next year level at school?  
169 responses



# FINANCIAL INPUT



| Sources                       | Amount           | Proportion  |
|-------------------------------|------------------|-------------|
| Australian Government         | 4,404,305        | 54%         |
| Northern Territory Government | 1,082,074        | 13.3%       |
| Fees and Charges              | 2,463,692        | 30.2%       |
| Other Sources                 | 198,756          | 2.5%        |
| <b>Total</b>                  | <b>8,148,827</b> | <b>100%</b> |



# ACHIEVEMENTS



Lawrence Abel and Ajay McGeary-Swenson enjoying their School Based Traineeship. Both are studying a Certificate III in Retail with McDonalds.

Katie Austral and Ahelena Stuart Hall started studying Cert I in Automotive Vocational Preparation at Charles Darwin University.



Isadora Lorenzo graduated in a Certificate III in Allied Health Assistance with the Indigenous Allied Health Australia National Academy.

Isadora's work placement was with the Asthma Foundation.

Aiden Arulkumar completed a Certificate I in Retail Services



Katie Austral completed a Certificate I in Automotive Vocational Preparation





# ACHIEVEMENTS



## The Garden Project



2021 Year 12 art student work was displayed in "Exit Art", one of the year 12 student Edward Puruntatameri received Minister's choice







**2022 Annual School Improvement Plan An Explicit Improvement Agenda**

| 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>2022 Theme: Laudato Si': Care for Creation</p> <p><b>Priority 1: The safe opening of the College (Day and Boarding) with regards to management of COVID19.</b></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>Schedule a yearly T-12 Mass with St Mary's Catholic Primary School (Sacred Heart 10/06 booked). <b>School-community partnerships.</b></li> <li>Opening Mass</li> <li>Sacred Heart Day</li> </ul>   | G          | G   | G   | G   |  |  |
|   |  | APRE               | <ul style="list-style-type: none"> <li>Explore the placement of the social justice program into a Stage 1 subject. <b>School-community partnerships.</b></li> <li>Engage teachers in the CENT / BBI Cornerstones Professional Learning. <b>An expert teaching team.</b></li> <li>Unit 1 – Liturgy (6 participants)</li> <li>Unit 2 – Sacraments (4 participants)</li> </ul> | R          | O/G | O/G | O/G |  |  |
|   |  | APRE               | <ul style="list-style-type: none"> <li>Identify the first strategy as part of the seven-year Laudato Si' action plan: <b>School-community partnerships.</b></li> <li>Term 1: Laudato Si' Prayer</li> <li>Term 2: Care for People (Social Justice and Service)</li> <li>Term 3: Understanding the Gospels</li> <li>Term 4: Vegetable Gardens</li> </ul>                      | O          | O   | G   | G   |  |  |
|   |  | APRE               | <ul style="list-style-type: none"> <li>Identify the first strategy as part of the seven-year Laudato Si' action plan: <b>School-community partnerships.</b></li> </ul>  | R          | O   | 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>                 | Principal          | <ul style="list-style-type: none"> <li><b>Grow enrolment numbers to triplicate the middle school into a three-stream structure. Differentiated teaching and learning.</b></li> <li>Year 7 – three classes across most subjects</li> <li>Year 8 – three classes across most subjects</li> <li>Year 9 – three classes across most subjects</li> </ul>                         | O          | O   | O   | S   |  |  |
|   |  | Principal          | <ul style="list-style-type: none"> <li>Engage stakeholders to develop the St John's Catholic College Strategic Plan 2023 – 2025. <b>An explicit improvement agenda</b></li> </ul>   | R          | R   | R   | R   |  |  |
|   |  | APRE & AP:A        | <ul style="list-style-type: none"> <li>Further develop the Student Leadership Team and SRC with a focus on roles in events and consultation processes. <b>School-community partnerships.</b></li> <li>Appointed SRC</li> <li>Opening School Mass</li> <li>Easter Liturgy</li> <li>Year 12 Retreat</li> <li>ANZAC Day Mass and Parade</li> <li>Open Day Program</li> </ul>   | O          | O   | O   | G   |  |  |
| Principal   | <ul style="list-style-type: none"> <li>Ongoing commitment to the CENT Middle Leaders Program.</li> <li>Gaylan A, Andre S, Varun P</li> </ul>   | O                  | O   | G          | G   |     |     |  |  |

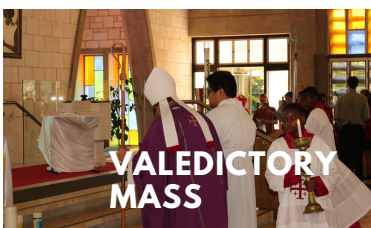
|  |   |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
| <p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>Teaching and Learning Goal 1: Be innovative and responsive in exploring emerging school, diocesan and system priorities.</li> <li>Teaching and Learning Goal 2: Ensure embedded 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>  | <p>AP:T&amp;L</p> <p>Goal of 100% of Stage 2 Grades to be a C grade or higher. <b>A culture that promotes learning.</b></p> <ul style="list-style-type: none"> <li>Term 1 tracking and At Risk letters issued</li> <li>Study Plans and Support coordinated</li> <li>Experienced teachers working with graduates</li> </ul> <p>AP:T&amp;L</p> <p>Introduction of new subjects: Stage 1 Business Innovation, Stage 1 Spiritualities, Religion and Meaning, and separate Middle School SOSE into discreet Geography and History. <b>Systematic curriculum delivery.</b></p> <p>Principal</p> <p>Reestablishment of the intensive English Unit pending international borders reopening. <b>Differentiated teaching and learning.</b></p> <p>AP:T&amp;L</p> <p>Transition to a new reporting program and review formal and informal reporting practices. <b>Analysis and discussion of data.</b></p> <p>Principal</p> <p>Request PAT data from the Catholic Primary Schools for incoming Year 7 students. <b>Analysis and discussion of data.</b></p> <p>AP:T&amp;L</p> <p>Work towards meeting the CENT data schedule. <b>Analysis and discussion of data.</b></p> <p>AP:T&amp;L</p> <p>Involvement in the Dr Selena Fisk project</p> <p>AP:T&amp;L</p> <p><b>Engage in Year 2 of the CENT Instructional Learning professional learning program. Effective pedagogical practices</b></p> <ul style="list-style-type: none"> <li>Cherilyn &amp; Nelson as coaches working with the T&amp;L Team</li> <li>Term 1: Graphic Organisers</li> </ul> <p>AP:T&amp;L</p> <p>Engage staff in Professional Learning around 'differentiation'. <b>Differentiated teaching and learning.</b></p> <p>AP:T&amp;L</p> <p>Online PD issued in early Term 1, due end of Term 3.</p> <p>Induct and support the new College inclusion team of: Inclusion Support Coordinator, Inclusion Support Practitioner and CENT Inclusion Education Officer. <b>Differentiated teaching and learning.</b></p> <ul style="list-style-type: none"> <li>ISC inducted</li> <li>ISP – once replacement teacher appointed</li> </ul> <p>AP:A</p> <p>Engage with the Berry Street Education Model professional learning as a model to further support the wellbeing and learning of all students. <b>A culture that promotes learning.</b></p> <ul style="list-style-type: none"> <li>Staff Meeting focussed on strategies</li> <li>Awaiting information regarding 2022 PD</li> </ul> <p>AP:A</p> <p>Introduce an activities program (one afternoon each term) to support the formation of: Year 7 – Term 1, Year 8 – Term 2, Year 9 – Term 3 <b>A culture that promotes learning.</b></p> <ul style="list-style-type: none"> <li>Term 1: postponed due to COVID19</li> <li>Term 2: Year 7 &amp; Year 8</li> </ul> <p>AP:A</p> <p>Implement the Keeping Safe: Child Protection Curriculum as mandated by CENT.</p> <ul style="list-style-type: none"> <li>Teaching &amp; Learning staff involved in PD on 08/04/2022</li> </ul> <p>DOB</p> <p>Undertake an external review of Boarding Operations in relation to the DRAFT Boarding Standards. <b>A culture that promotes learning.</b></p> <ul style="list-style-type: none"> <li>Review completed in Term 1</li> <li>Report received, discerning next steps</li> </ul> <p>DOB / AP:A</p> <p>Engage with the Headspace 'Our Way Our Say' wellbeing program.</p> <ul style="list-style-type: none"> <li>Term 3: 8.3 class Wednesdays 1&amp;2 Jessica Musgrave</li> </ul> |  |  |  |  |  |  |  |
| <p>Pastoral Care and Wellbeing</p> <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> |   |  |  |  |  |  |  |  |

|                                   |  |           |   |   |   |   |   |
|-----------------------------------|--|-----------|---|---|---|---|---|
| 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>  | Principal | <p>Leverage the St John's LinkedIn to strengthen the connection of St John's Alumni. <b>School-community partnerships.</b></p> <ul style="list-style-type: none"> <li>- Regular updates posted</li> <li>- Employment opportunities posted</li> <li>- Network of potential and past employees is building</li> </ul> <p>Post COVID19 reengage with our International communities. <b>School-community partnerships.</b></p> <ul style="list-style-type: none"> <li>- 2 new international students in Term 1</li> <li>- 9 departures in Term 1</li> <li>- Potential 3 new enrolments in Term 2</li> <li>- Receiving application for enrolment</li> <li>- 1 enrolment form – online</li> <li>- 1 prospectus – online</li> </ul> <p>Build school identity, pride and spirit through the renewal of our Team Sports Uniform – <i>'Home of the Eagles' School-community partnerships.</i></p> <ul style="list-style-type: none"> <li>- Team Uniforms in place</li> <li>- House Spirit Fridays commencing Term 2</li> </ul> <p>Review the structure and list of Awards for the Presentation of Awards Assembly. <b>A culture that promotes learning.</b></p>   | O | G | G | G |
| 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> <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> | Principal | <p>By the end of Term 1 2022, to have transitioned to the following CENT endorsed school management software packages: TechOne – Finance, Civica Education Suite – Student Management Database and Edval – Timetabling. <b>Targeted use of school resources.</b></p> <p>Investigate CompiSpace as a possible WHS / Risk Assessment resource for excursions. <b>Targeted use of school resources.</b></p> <p>Scope, quote works and apply for grant funding for the installation of CCTV cameras around the grounds of the College. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- BGA application for 2023 submitted</li> <li>- Project cost approximately \$80,000 - \$120,000</li> </ul> <p>Continue consolidating of Teaching and Learning to the Hartzler Campus: Art, Music and Library. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- Art - completed</li> <li>- Music – completed</li> <li>- Library – due to open mid Term 2</li> </ul> <p>Commence community consultation regarding the introduction of a Bring Your Own Designated Device (BYODD) laptop program. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- Leadership has discussed</li> <li>- Board has discussed</li> <li>- Included in Newsletter 1 &amp; 2</li> </ul> | R | R | G | G |
|                                   |  | Principal | <p>Team Uniforms in place</p> <p>House Spirit Fridays commencing Term 2</p> <p>Awards Assembly. <b>A culture that promotes learning.</b></p>  | O | R | G | G |
|                                   |  | BM        | <p>By the end of Term 1 2022, to have transitioned to the following CENT endorsed school management software packages: TechOne – Finance, Civica Education Suite – Student Management Database and Edval – Timetabling. <b>Targeted use of school resources.</b></p>  | O | O | G | G |
|                                   |  | BM        | <p>Investigate CompiSpace as a possible WHS / Risk Assessment resource for excursions. <b>Targeted use of school resources.</b></p>   | R | O | O | O |
|                                   |  | BM        | <p>Scope, quote works and apply for grant funding for the installation of CCTV cameras around the grounds of the College. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- BGA application for 2023 submitted</li> <li>- Project cost approximately \$80,000 - \$120,000</li> </ul>  | O | O | G | G |
|                                   |  | BM        | <p>Continue consolidating of Teaching and Learning to the Hartzler Campus: Art, Music and Library. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- Art - completed</li> <li>- Music – completed</li> <li>- Library – due to open mid Term 2</li> </ul>  | O | O | G | G |
|                                   |  | BM        | <p>Commence community consultation regarding the introduction of a Bring Your Own Designated Device (BYODD) laptop program. <b>Targeted use of school resources.</b></p> <ul style="list-style-type: none"> <li>- Leadership has discussed</li> <li>- Board has discussed</li> <li>- Included in Newsletter 1 &amp; 2</li> </ul>  | O | O | G | G |

Yellow highlight – areas for additional support from CENT

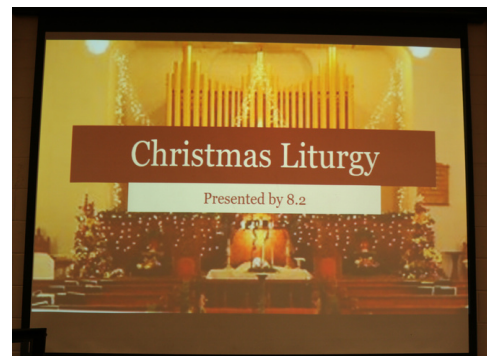


# CATHOLIC IDENTITY





# CATHOLIC IDENTITY



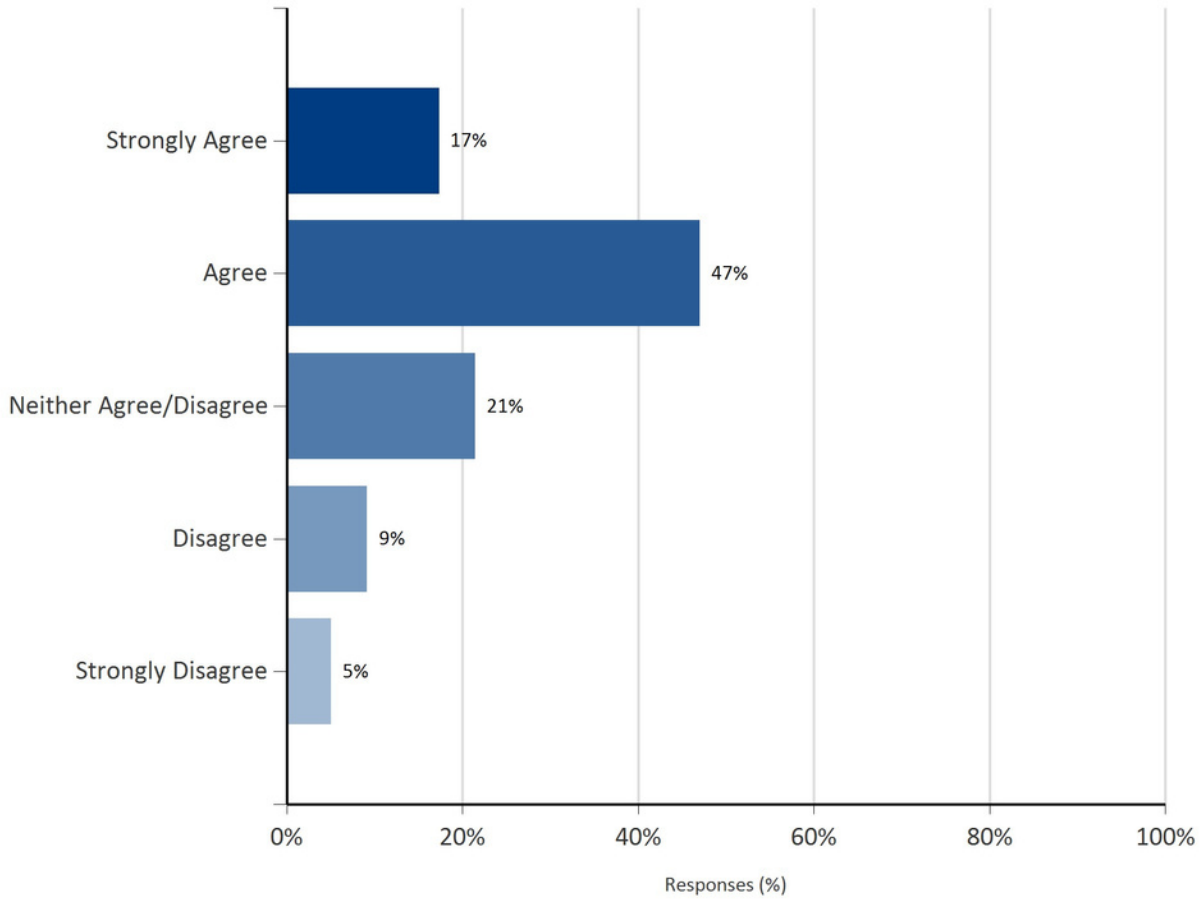
# CATHOLIC IDENTITY AND FAITH FORMATION SURVEY

## Overview

|                         |   |
|-------------------------|---|
| Survey title            | 2022 Catholic Identity and Faith Formation Survey                       |
| Report title            | Distribution - single   |
| Organisation name       | St John's Catholic College  |
| Generation time & date  | 10:27AM - 23 May 2022   |
| Generated by            | Richard Bryant  |
| Distribution name       | 2022 Catholic Identity and Faith Formation Survey - 16/02/2022 12:51 PM |
| School year             | 2022  |
| Num of online responses | 219   |
| Num of manual responses | 0   |

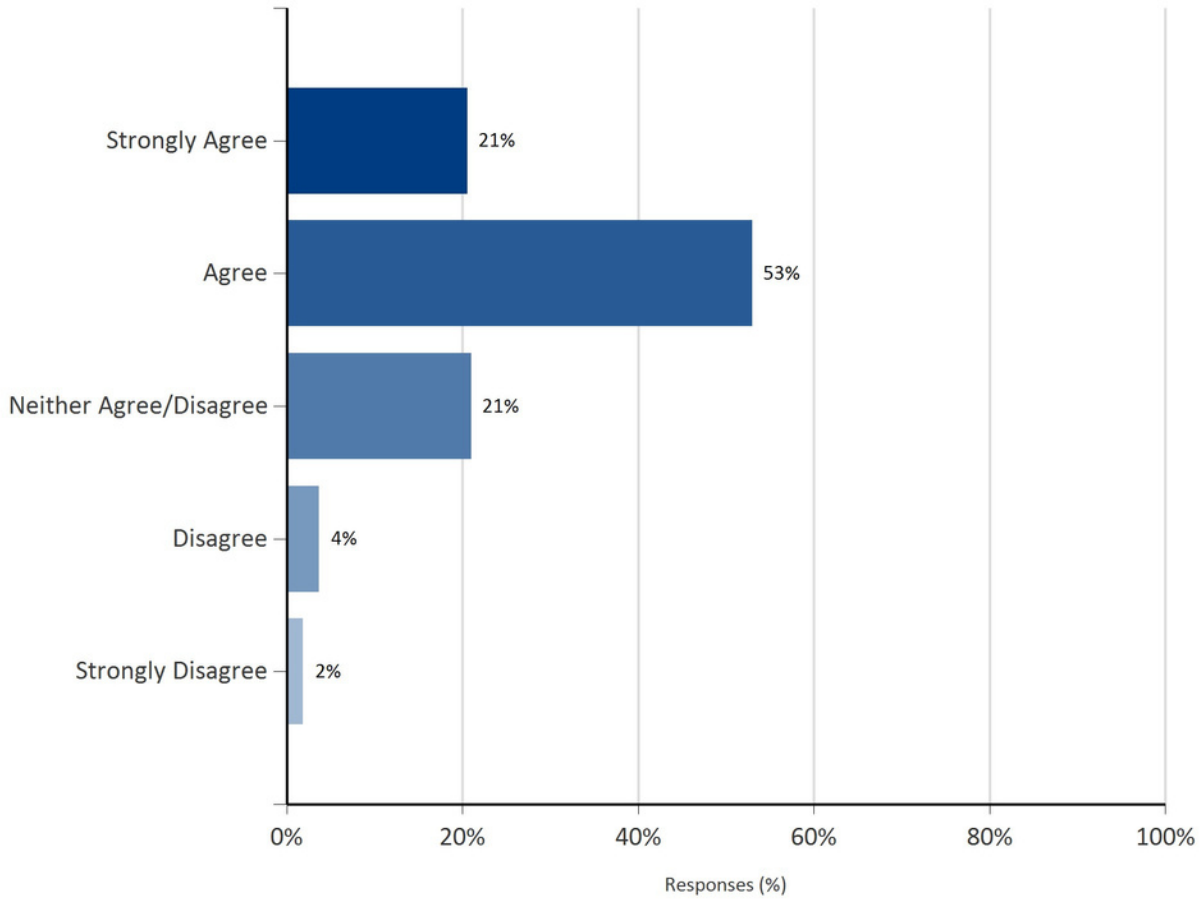


1 . I value Religious Education classes as part of my academic studies.



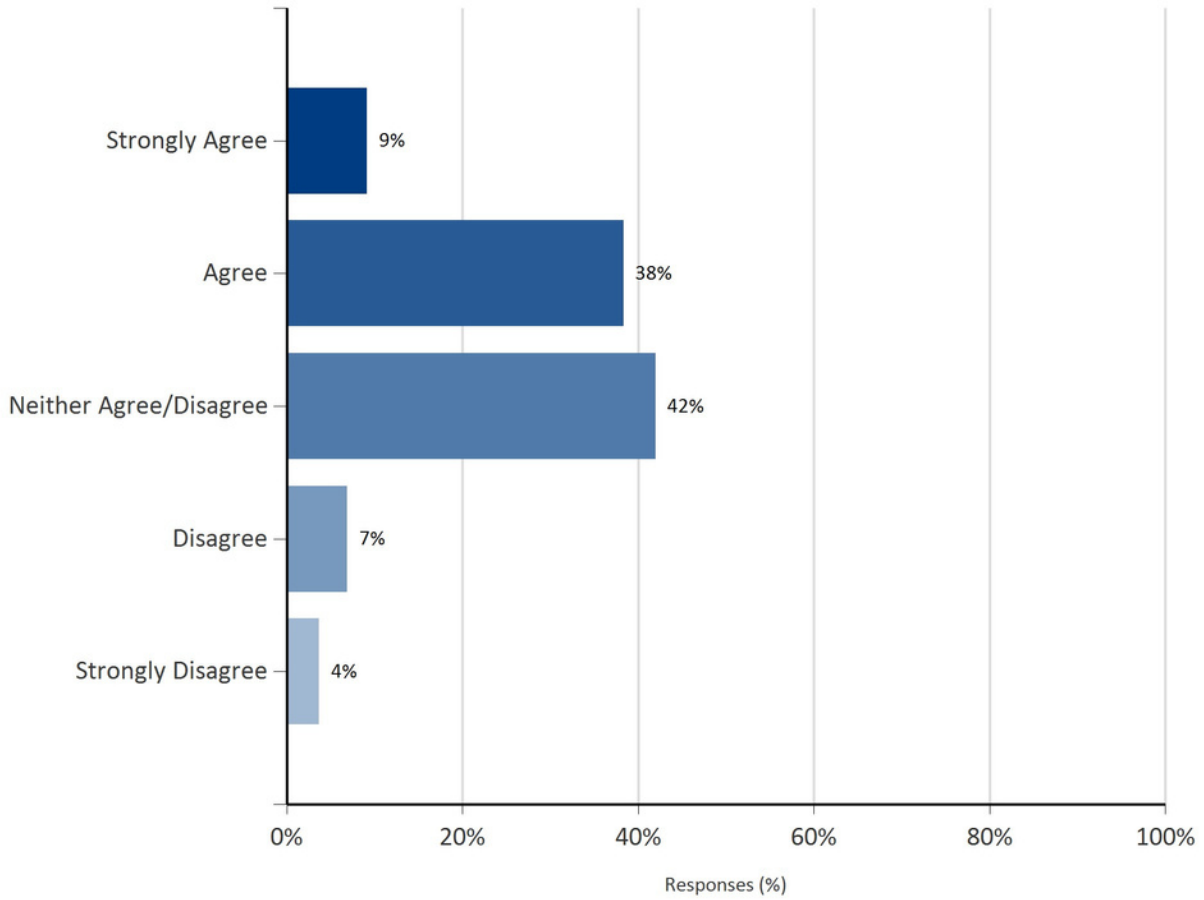
|        | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|--------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|        | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| Number | 38             | 17% | 103   | 47% | 47                     | 21% | 20       | 9% | 11                | 5% |

2 . College Masses and Liturgies are inclusive of our diverse community.



|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 45             | 21% | 116   | 53% | 46                     | 21% | 8        | 4% | 4                 | 2% |

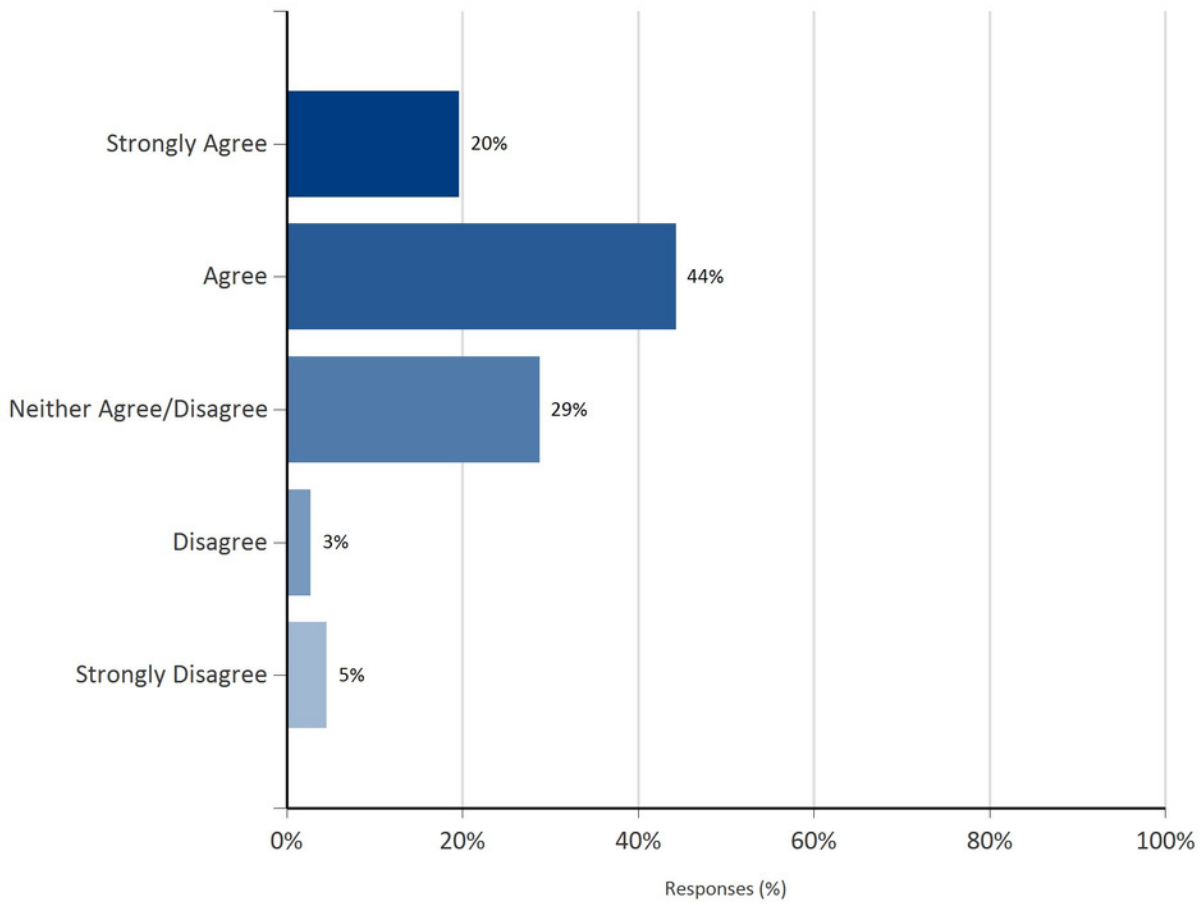
3 . I feel comfortable accessing support through the College Chaplaincy program.



|        | Strongly Agree |    | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|--------|----------------|----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|        | Num            | %  | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| Number | 20             | 9% | 84    | 38% | 92                     | 42% | 15       | 7% | 8                 | 4% |

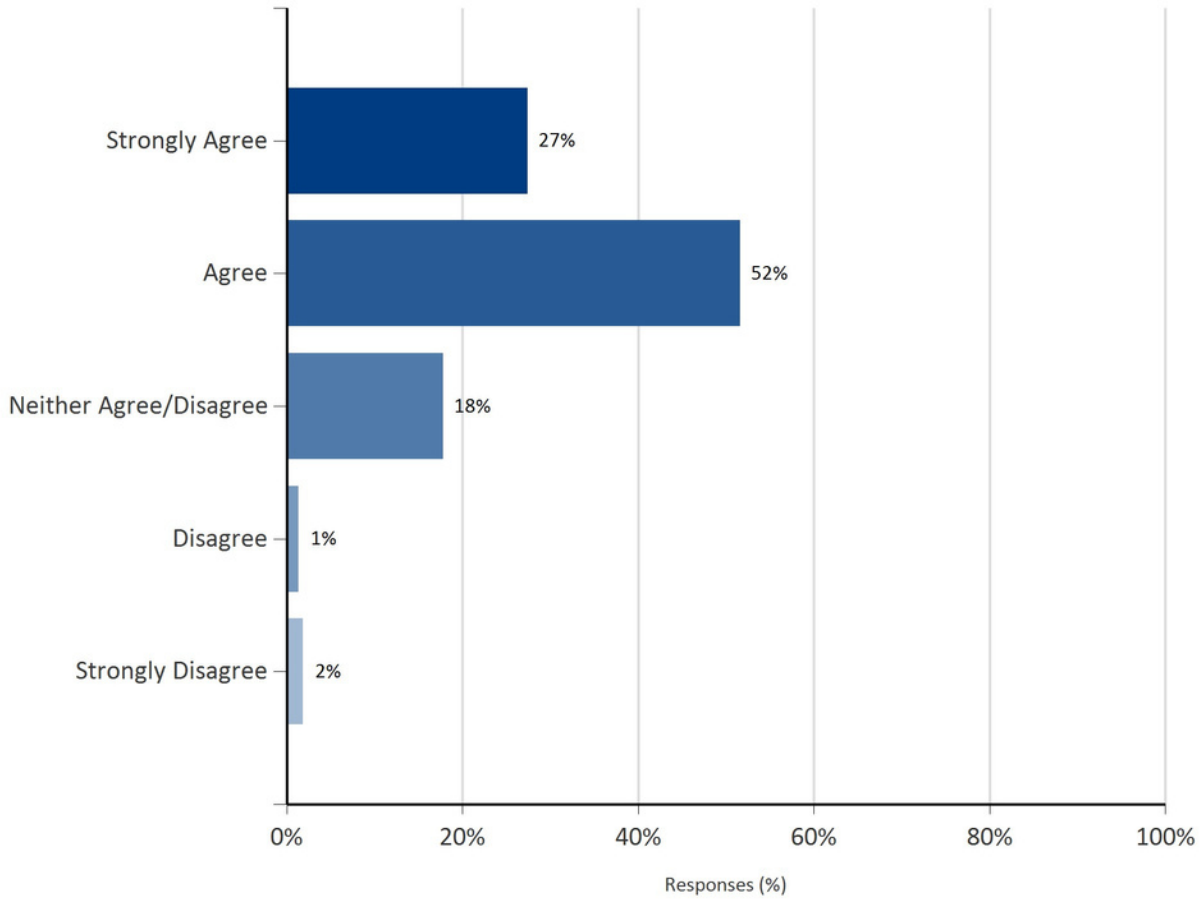


4 . Catholic Identity retreats and days of reflection help form the year level as a strong supportive group of students.



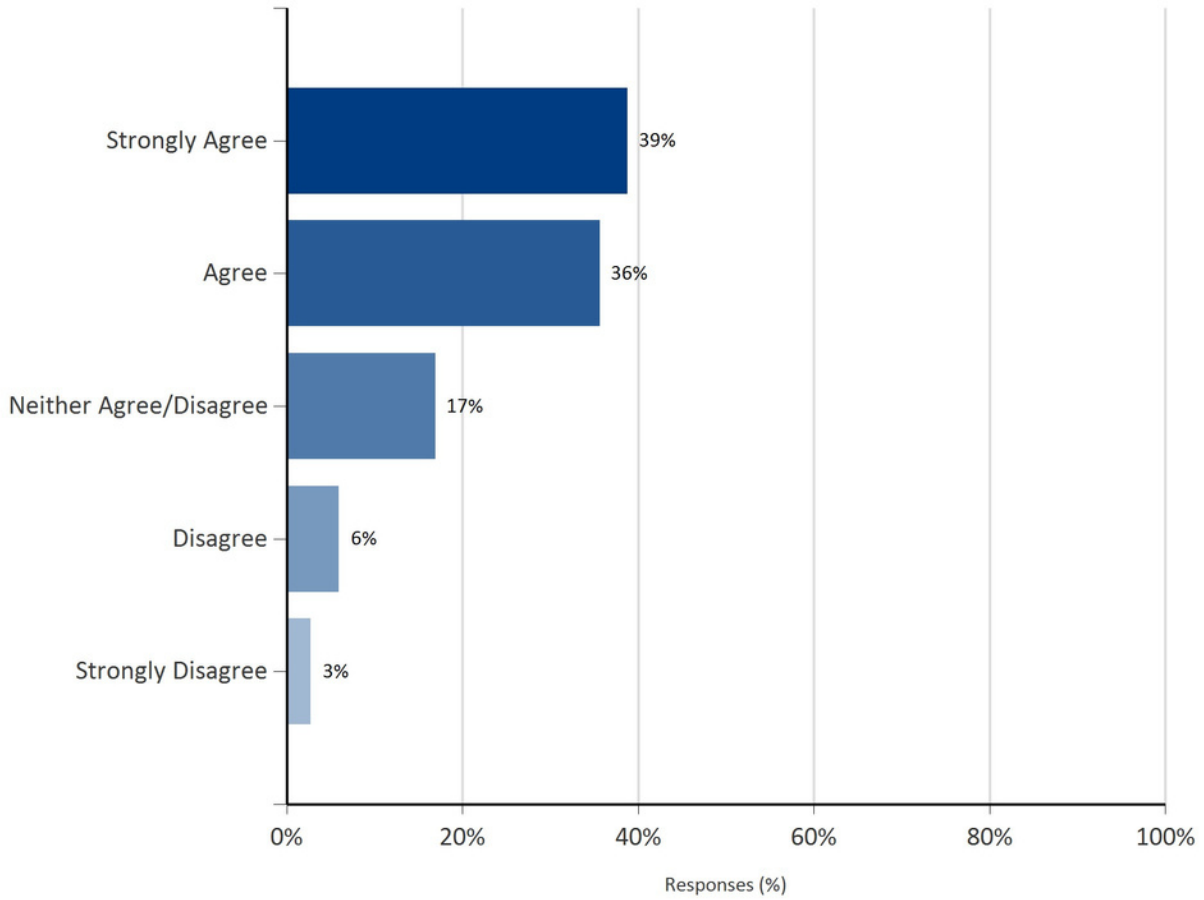
|        | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|--------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|        | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| Number | 43             | 20% | 97    | 44% | 63                     | 29% | 6        | 3% | 10                | 5% |

5 . The College provides regular opportunity to celebrate mass and liturgies.



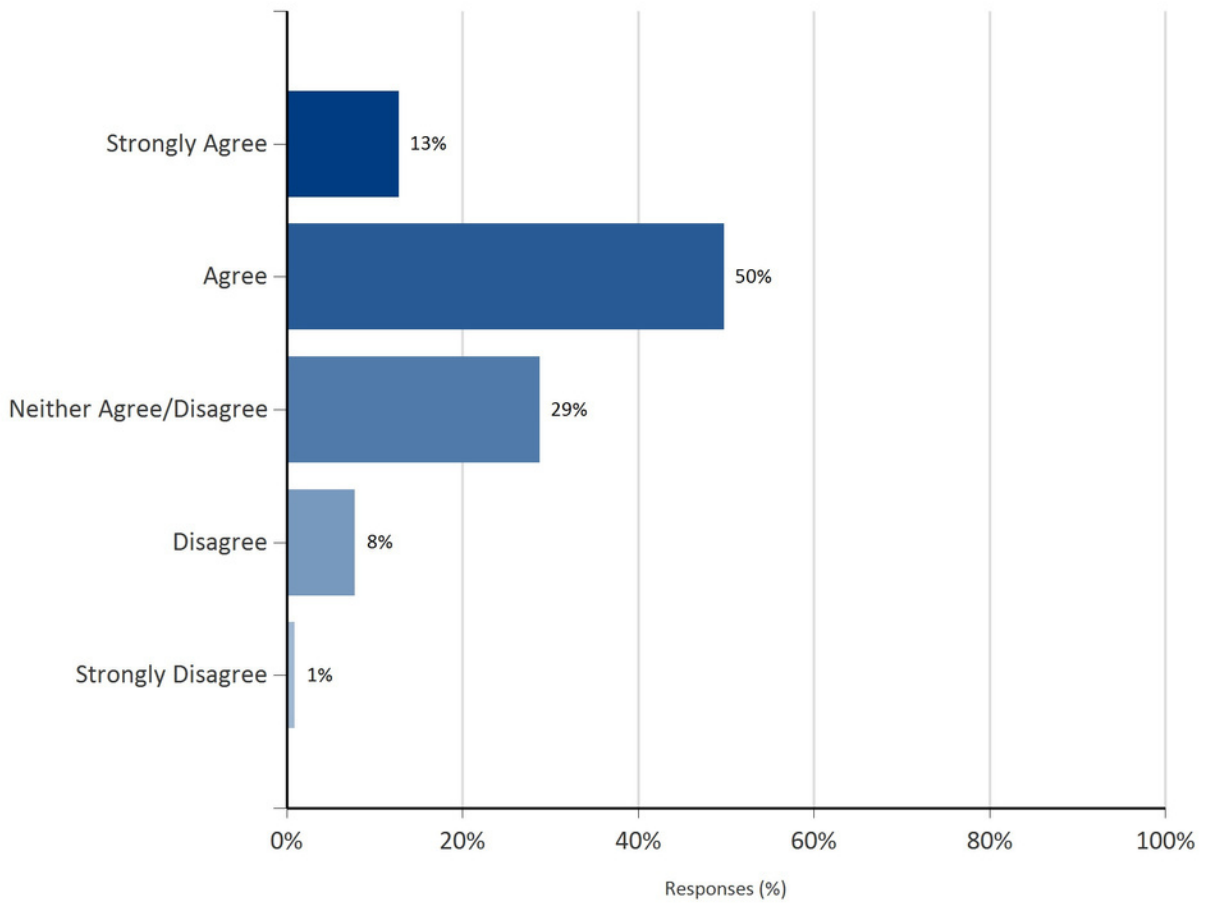
|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 60             | 27% | 113   | 52% | 39                     | 18% | 3        | 1% | 4                 | 2% |

6 . Prayer forms an important part of Homeroom each day.



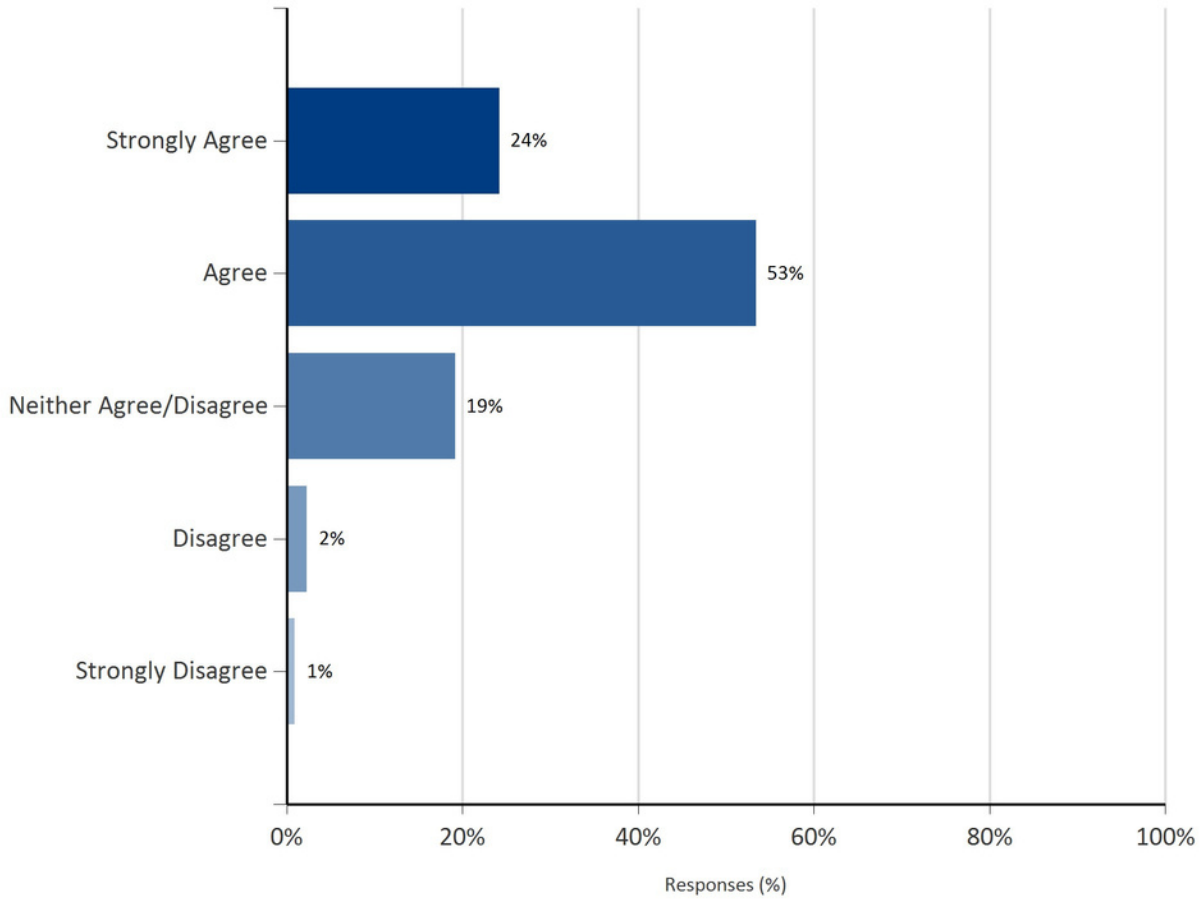
|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 85             | 39% | 78    | 36% | 37                     | 17% | 13       | 6% | 6                 | 3% |

7 . The College provides regular opportunities to participate in social justice activities that promote Catholic Social Teaching.



|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 28             | 13% | 109   | 50% | 63                     | 29% | 17       | 8% | 2                 | 1% |

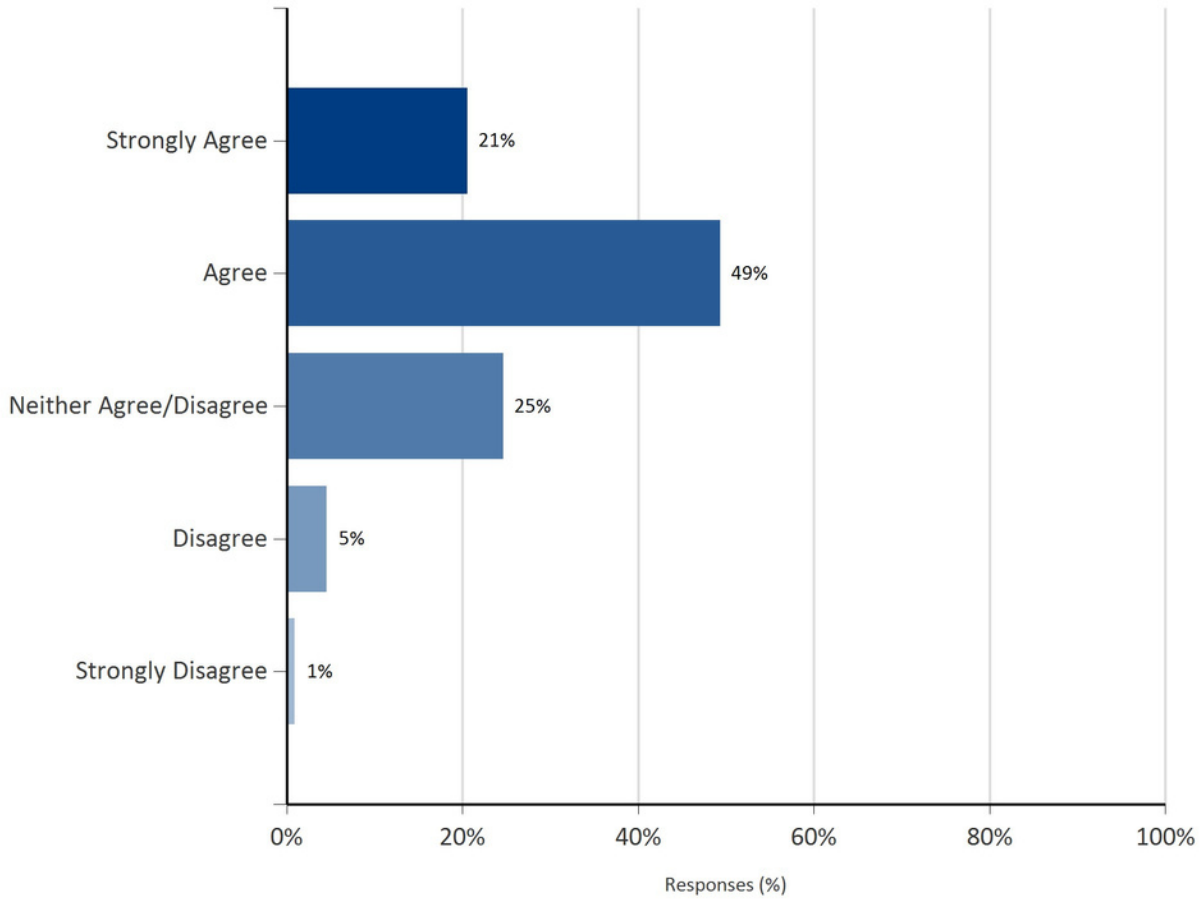
8 . Signs and Symbols around the College communicate our Catholic Identity.



|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 53             | 24% | 117   | 53% | 42                     | 19% | 5        | 2% | 2                 | 1% |

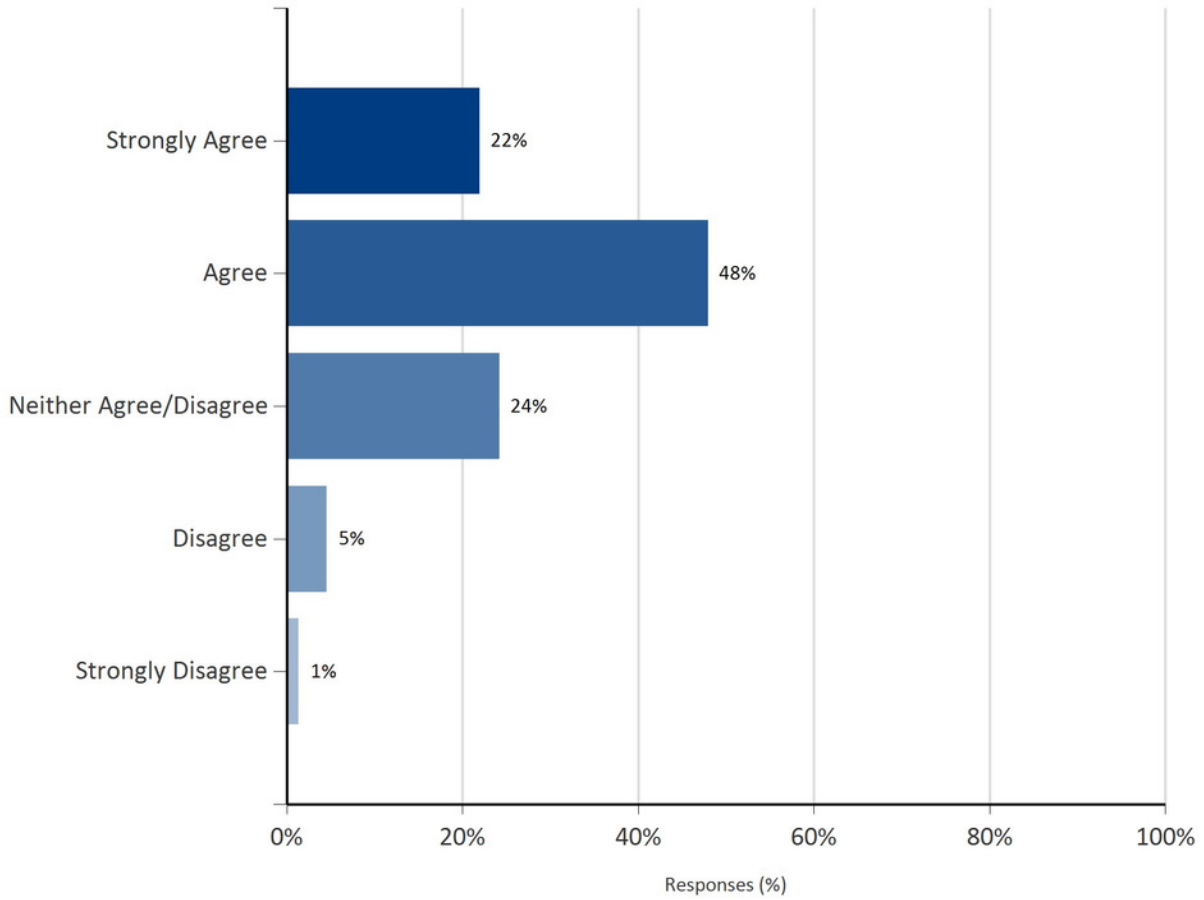


9 . Gospel Values are integrated into the daily life of the College.



|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 45             | 21% | 108   | 49% | 54                     | 25% | 10       | 5% | 2                 | 1% |

10 . The St John's Catholic College Vision Statement and motto guides the direction of the College.



|               | Strongly Agree |     | Agree |     | Neither Agree/Disagree |     | Disagree |    | Strongly Disagree |    |
|---------------|----------------|-----|-------|-----|------------------------|-----|----------|----|-------------------|----|
|               | Num            | %   | Num   | %   | Num                    | %   | Num      | %  | Num               | %  |
| <b>Number</b> | 48             | 22% | 105   | 48% | 53                     | 24% | 10       | 5% | 3                 | 1% |



# DRAGONFLY FESTIVAL



# REFUGEE WEEK





# STRATEGIC LEADERSHIP TEAM



- **Cameron Hughes - Principal**
- **Ayesha Fatima - Assistant Principal (Administration)**
- **Cherilyn Hughes - Assistant Principal (Teaching & Learning)**
- **Richard Bryant - Assistant Principal (Religious Education)**
- **Scott Mannion - Director of Boarding**
- **Gayan Abeysekara - Business Manager**



**Assistant Principal  
Administration**

### **Mrs. Ayesha Fatima**

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

It has been a busy term and an eventful year. The students in Middle and Senior school have been involved in numerous activities throughout the year. Some of the highlights of the year.

#### **Semester 1**

#### **Formation Days**

The Year 7-9 formation days were introduced this year, which allowed students to build strong relationships, engagement, belonging, and ultimately learning. Students were able to interact and build rapport with staff, better their engagement in school.

#### **Induction of College leaders**

The College community gathered to acknowledge, affirm and celebrate student leaders who were endorsed by their peers as St. John's Student Leadership Team. Thanks to Senator Malarndirri McCarthy for being our keynote speaker for our Leadership Assembly.

#### **Swimming Carnival / Athletics Carnival**

Daley House won the swimming Carnival championship for 2022. Excellent leadership is shown by House Captains Greg Norris, Martin Caldwell, Scott Yumbulul, Mussolini Vincent, Angeley Wandikbo and Lawrence Puno leading up to the Carnival and on the day itself.

#### **ANZAC Assembly**

Elizabeth Edwards (Jake Edwards, Year 11 student parent) keynote speaker attended ANZAC Day assembly. RAAF officer shared her experience away from the country and encouraged students and staff to live the ANZAC spirit of justice, freedom and peace in our everyday lives.

#### **Party Program**

Year 10 students attended the P.A.R.T.Y (Prevent Alcohol and Risk-related Trauma in Youth) Program 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.

#### **Pro-diligentia Awards**

In secondary school, natural ability on its own is not enough, students who are committed and produce high standard work, which can only be achieved through consistent application, receive Pro diligentia award.

#### **Sports**

Students enjoyed the competitive House Cup with staff cheering for their Houses. Some of the Gala day's students participated junior and senior netball, Interschool Soccer and Interschool Athletics competition.

#### **Year level Assemblies**

Staff delivered programs in year levels:

Year 7 - Mr Nelson Tio – enhancing skills to make a PowerPoint presentation which includes transition, Animation, voice-over and hyperlink.

Year 8 – Mr Hasan Talukder & Victor Sun – Excel, which includes formulas and functions, also use of mathematical app “Geogebra”. 8.2 completed ready-to-learn plans and practised self-regulation techniques.

Year 9 – Mrs Shinead Love – Harvard Referencing and intext referencing.

Year 11 & 12 - Ms Tracey Ingui – CDU presentation and SATAC information. Careers and VET information.

#### **Science Week**

Students participated in several activities at school and participated in interschool competitions.

#### **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.

#### **Exit Art**

2021 Year 12 art student work was displayed in “Exit Art”, One of the Year 12 students, Edward Puruntatameri, received Minister's choice.





*Assistant Principal  
Teaching and Learning*

### **Mrs. Cherilyn Hughes**

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

2022 has been a busy year and a productive one! We've had students participate in LEGO Robotics, Science week activities, Mathematics competitions, Spelling competitions, Masterchef SJCC, Trivia competitions, Titration competitions, students engaging in community service activities, engaging with guest speakers and completing their academic requirements at the same time.

Our NAPLAN results this year demonstrate the strong teaching & learning which occurs in classes by expert teachers. The College was above the Northern Territory mean across all classes in Years 7 and 9 and 7.1 & 7.2 classes above the Australian mean which is a great achievement. It is a testament to the teachers and the support and guidance they provide students.

Our senior students have engaged in a range of traditionally offered subjects and some new subjects in 2022 such as: Stage 1 Business & Innovation and Stage 1 Spirituality, Religion & Meaning. Our students have engaged in courses offered on site as well as through distance education providers. They have completed certificate courses through the VETis program and gained skills relevant to their career aspirations such as automotive, health, community services & education support.

Our students have engaged with tertiary education providers to explore career options in both university and VET.

Our students have been affirmed through award ceremonies such as Pro Diligentia, Cum Laude and our Presentation Evening. We have celebrated their academic success and effort to achieve their goals.

Our Year 12 students have completed their academic journeys with us, and we wish them all the very best in their future endeavours. Their success is built upon their formative years at St John's Catholic College and by the determined efforts of their Stage 2 teachers for them to achieve their potential.

We look forward to 2023 and the potential it brings to our College community.





**Assistant Principal  
Religious Education**

### **Mr. Richard Bryant**

B.Ed, M.Ed L'Ship

Integral ecology is a key concept in chapter four of Laudato Si', Pope Francis' encyclical on the environment. It flows from his understanding that "everything is closely related" and that "today's problems call for a vision capable of taking into account every aspect of the global crisis."

To signify this essence, we chose a theme for 2022 - which was

***'Care for Creation'.***

As part of our adoption to Care for Creation we embarked on a Term-by-Term programme that embraced at least one of the goals of Laudato Si'. During Term 1 we engaged Ecological Spirituality where Religion classes prepared a prayer for the environment. The results were excellent! Some were posted on the College's social media pages while others were used constantly in classes and the start of formal meetings. We initiated a Cook for Good Programme in Term 2 which we will pick up again in 2023. It is a programme where students cook in our Food Technology areas and deliver this food to the homeless around Darwin. While a few hurdles were encountered, it was a positive programme which will have more emphasis next year. Ecological Education was Term 3's focus and vegetable garden beds were made by staff during our Catholic Identity Day and used to plant a variety of vegetables that are being used by the Food Technology department or taken home by students and staff. Term 4 is the Community Engagement goal which is achieved through the Year 10 service programme.

Every second year it is the responsibility of each school to organise their own "Catholic Identity Day". It is a day our staff can learn more about the Catholic Faith, their own spirituality and each other's spirituality.

In 2022 the Staff at St John's College placed themselves in the community to undertake service work. Some cooked for House 48, a homeless shelter in Mitchell Street while others cooked and delivered food for those sleeping rough in Darwin's surrounds. Some staff volunteered at St Vincent's locations across Darwin while others pushed our Laudato Si' goals by making garden beds for students to plant with vegetables. The day was a very successful day which achieved many outcomes. The key outcome being, we were able to serve others using our heads, hearts and hands. The day also provided us with the opportunity to work together with staff who we may not communicate during a regular day. The day was such a success that overwhelmingly voted to take part in a similar day next year.



A familiar sight around our grounds this year has been our College Chaplain Father Adam Crouch MGL (Missionaries of God's Love) chatting and laughing with students as he goes about his busy daily schedule. Whether celebrating Mass, teaching religion, or playing basketball in Jubilee Hall, Father Adam's comforting presence around the school has been a feature of St John's life for the past year. This year marked his 6th year as an ordained priest. We have been very grateful for his presence at St Johns and look forward to having him back next year. In addition to Fr Adam, we also welcomed Dean Taberdo who now comes to us once a week as well. Dean was ordained a Deacon during the October holiday break which St John's College was very excited by. Dean can often be seen in senior classes helping with Assignment work or helping with Food and Hospitality classes. We are closely watching Deans journey into priesthood which, of course we will celebrate with him.



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 was great to be a part of this programme again. The students told us about it last year and I didn't expect to have as much fun as I did, while doing some good work for others. I hope we can do it again sometime."

As a Catholic school in the MSC (Missionaries of the Sacred Heart) tradition, St John's Catholic College is committed to educating the students in its care to become men and woman who value and nurture their faith long after they leave school. Students are challenged to appreciate their responsibility to the local and global community through a commitment to the values of social justice and compassion for the needs of others. The College is inspired by the life and vision of Jules Chevalier who was a French Roman Catholic priest and founder of the Missionaries of the Sacred Heart and Daughters of Our Lady of the Sacred Heart Roman Catholic religious institutes. Our masses and liturgies are central to his values.

This year the Opening College Mass was celebrated on Friday the 11th of February by The Most Reverend Charles Gauci 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 Charles reminded us that we are people of compassion who use the Word of God to guide, protect and teach us.

The Solemnity of the Sacred Heart of Jesus presents us at St John's Catholic College the opportunity to reflect on why the Heart is the symbol of human love. This Catholic devotion honours the Sacred Heart of Our Lord, through which was manifested to us God's eternal love for everyone. "God is Love" (1 John 4:8), and so in honouring the human expression of that Love, especially on the Cross, we honour Its Divine Source. This year we combined our celebration with another of our Sacred Heart family, St Mary's Primary. 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. Fr Malcom framed The Sacred Heart in terms of two central themes: love and closeness, he also reminded that St. John Paul II said, "The Sacred Heart has given us everything — redemption, salvation, sanctification." Fr Malcolm went onto to say, the Sacred Heart is the actual heart of Christ and indicates His love for humanity. The Catechism of the Catholic Church says, "The prayer of the Church venerates and honours the Heart of Jesus just as it invokes his most holy name. It adores the incarnate Word and his Heart which, out of love for men and women, he allowed to be pierced by our sins."

Our Founder's Day Mass was held on October the 21st at St Paul's Parish Church. It was an equally important celebration.

This mass is not only dedicated to our founder, Fr Jules Chevalier MSC but, we all remember students who had passed away as current students' of St Johns. We particularly remembered Hanna Wosiri who passed away 4 years ago. 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 struggles to restore vitality of faith in rural France that led to the global spread of MSC priests. We remembered the many other MSC schools across Australia and through out the mass we were reminded of the bigger MSC family we belong to.

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. We also held a variety of fundraisers during the school year that focussed not only with raising money but also raising awareness of various people in need in our world today.

Religious Education as an academic subject continues to be a focus across all year levels, with continued development of academic tasks that challenge and develop critical thinking skills. During 2022 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. A new subject was included into the Religion Curriculum called Spirituality Religion and Meaning. In this subject, students focus on use one or more 'big ideas' to frame inquiry questions, explore issues, concepts and ideas and reflect on personal and shared meaning within one or more religions, and/or spiritualities. It has been impressive to watch the students compare and contrast differing religions around this big idea. Of particular interest was the initial 'Big Idea' of evil and suffering. It was impressive to watch students discuss different faiths and how each explain the presence of evil in the world.

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 Adam Crouch MGL, Deacon Dean Taberdo, Fr John Kelliher MSC, and all the clergy for their ongoing support of St John's Catholic College.

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



*Director of Boarding*

## Mr. Scott Mannion

B. Psychological Sciences

2022 has been an eventful and exciting year. We are grateful for all of the opportunities we have made throughout the year and the time that we have had to develop meaningful relationships with our students and their families across the course of the year.

The year started with a continuation of challenges surrounding COVID restrictions within our Boarding context. This was a very difficult time for all of us at the College, and particularly the Boarding House. Staff, students and families were all concerned about their immediate health.

Although extremely challenging, the work that was done to keep our young people safe was outstanding. Staff worked extremely hard to manage the operations, at one time we had 15 students isolating on site and the effort that was required to manage this was extreme.

By the end of Term 1 the rate of students infecting was much lower and by the end of Term 2, we had almost seen the virus disappear. Through this we were testing students on a regular basis, twice weekly to detect anyone who was infected with COVID-19. Thankfully, the challenges of that are behind us for now and we are much more integrated into our previous operating structures.

With the onset of COVID-19 and the movement of the virus across the NT, the numbers of students attending Boarding dropped from previous years. We had a steady rate of students at the College but on the whole our numbers were down from last year. On a positive note, the number of enrolments coming in the second half of the year have improved and we are looking to go into 2023 again with a full Boarding House.

With a small group of senior students at the College this year, we have only one graduating Boarding student.

This student has been at the College as a boarder since Year 7 and has shown fantastic resilience and determination to ensure she has completed her Year 12 certificate. Shanika Bukulaptji is from Galiwin'ku on Elcho Island and has been very well supported by her family to complete her schooling this year. Shanika was also supported by the Indigenous Youth Leadership Program coordinated by The Smith Family.

We have a number of students involved in this program which offers external support to help students work towards graduation in their senior years. We have just received news that three more students will be added to the IYLP (The Indigenous Youth Leadership Program) family of students next year.

In the second semester, we took part in a pilot program coordinated and run through Headspace Darwin entitled "Our Way, Our Say". This is an Indigenous focused Social and Emotional Wellbeing program being delivered in schools across Darwin. The program has been developed in Darwin with a strong contribution by local Indigenous Board members and coordinated with Headspace to provide young people the opportunity to develop a set of skills which will help them move forward with their education but also will give them skills to take into everyday life.

Boarding staff team member Jessica Musgrave is facilitating the program with support from Headspace team members and has also been supported by our AEIW's (Aboriginal and Islander Education Worker) in the College. As a pilot program, Headspace are looking for feedback from across the schools it has operated in and will fine tune and develop the program further, before hopefully being released as a significant program for young people in the Northern Territory.

Our students have enjoyed another outstanding year at the College, with activities and fun programs being run throughout the year. We have developed a working partnership with Palmerston YMCA who offer services to young people on specific days each week and have been a fantastic support to us and our students again this year. For our younger students we have a Boys night on Wednesday and a Girls night on Thursdays. They provide activities and sometimes food for young people and our students love going there to engage in whatever is happening each week.

We have enjoyed a range of different activities this year including Go Karting, Laser Tag, Swimming at different venues around Darwin, Disco Nights, Trips to Litchfield National Park, Ice skating and much more. We will end the year with a camp at Batchelor Outdoor Education Centre for all of our students in Week 6 of the last term. This will provide opportunities to engage in team building and learn resilience through the different activities and help develop the community of students living here at the College.



We have had wonderful support from our Boarding staff again this year. With some staff departing and others coming in to work with us for the first time, a real sense of positivity and commitment to the students has developed across the year. Our staff are extremely well led by our Deputy Director of Boarding, Zuleika Aylward. She works tirelessly to coordinate shifts and plan on-shift programs that support our students, she works closely with our Team Leaders and provides positive support to them and to our students across the year. She is a fantastic support to me in the work I do and has been a great part of the successful progress this year.

Our Team Leaders, Cheryl Bowman, Anthony Gates, Jessica Musgrave and Jayden Gilby have worked well to coordinate and support staff and students each day on shift.

They are the onsite managers each shift and they work very hard to maintain appropriate levels of safety and support to coordinate the many things that happen. It is important to understand that we have a boarding family of more than 60 students. Each day involves getting everyone up and ready for school, coordinating after school and weekend sports and activities, completing homework, getting appropriate meals and housework done across the dorms and common areas of the Boarding House, as well as supporting and mentoring each and every student that lives here to be the best version of themselves they can be. It is tireless work, but the rewards are amazing.

Our Houseparents are the ones who are on the frontline, working closely with the students to make all of this happen. It is the positive and professional relationships they develop that make the wheels turn and the engines clean. The care and responsibility that our staff have for the students is what makes us a proud community. This makes us “Stronger Together”. I can’t thank the staff enough for the hours they put in each week to make this happen. Thank you.

We hope that everyone enjoys a positive holiday experience and the spirit of Christmas is with you and your families. It is challenging but extremely rewarding to lead this community, I have grown each year along with it, and we hope that each year brings improvement in us all.



| Boarding | T1W4 | T1W8 | T2W4                   | T2W8 | T3W4 | T3W8 | T4W4 | T4W8 |
|----------|------|------|------------------------|------|------|------|------|------|
| 2022     | 61   | 65   | 68                     | 69   | 59   | 58   | 59   | 55   |
| 2021     | 66   | 69   | 72                     | 68   | 72   | 71   | 64   | 64   |
| 2020     | 64   | 60   | No travel due to COVID | 54   | 57   | 48   | 56   | 57   |
| 2019     | 75   | 79   | 78                     | 78   | 76   | 64   | 68   | 64   |
| 2018     | 82   | 84   | 84                     | 77   | 75   | 73   | 74   | 75   |



**Business Manager**

## **Mr. Gayan Abysekara**

MCom (Marketing, Strategic Mgt and HRM), MPA

As the business manager of the College, it gives me great pleasure to work with a wonderful college community. This report aims to provide an overview of the school's financial performance and operational highlights over the past year.

The School Services team comprises of the Finance, Administration, WHS, Health Centre, IT, Property Management and Marketing, Community Engagement and Library staff. 2022 was a challenging year for us as there were few changes to the team and introduced new finance and payroll system and learning management system to the college.

### **Highlights:**

#### **Financial Performance**

I am happy to report that the school's finances went smoothly in 2022, with revenue exceeding expenses, resulting in a net surplus. Our strong financial position was achieved through effective budgeting and sound financial management. We also received generous donations from our donors, which helped to support the school's operations and programs.

#### **College Operations**

The college operations went smoothly in 2022, with our dedicated faculty and staff continuing to provide excellent educational services to the college community.

#### **School Administration**

Our school administration team worked diligently to manage the day-to-day operations of the school. They implemented effective systems and processes, ensuring that our school was running efficiently and effectively. We also introduced new technologies and software such as Visitor Management System, Learning Management system with the support of Catholic Education Northern Territory to streamline administrative tasks and improve communication.

#### **WHS**

Workplace Health and Safety (WHS) remained a top priority for our school in 2022. We continuously monitored and reviewed our facilities and actioned accordingly to ensure the safety of everyone on campus. Our staff received regular training on WHS practices and first aid training, and we took proactive steps to prevent accidents and injuries.

#### **Health Centre Operations**

As a part of the Boarding program, our health centre operations also performed exceptionally well in 2022. Our team of healthcare professionals provided high-quality medical care to our students specially Boarding, ensuring that everyone received timely and effective treatment.

We also implemented various health and wellness programs to promote healthy lifestyles and wellbeing. During the Covid outbreaks, we were able to provide additional support and isolated accommodation for the boarding students with the extreme support of the health centre team.

#### **Marketing**

Our marketing efforts in 2022 focused on promoting our school's unique value proposition and differentiating ourselves from other schools. We used various marketing channels, including social media and mainstream TV and Radio advertising to attract new students and enhance our reputation. Our marketing efforts resulted in an increase in enrolments and a higher profile in the education sector.

Our international marketing efforts also went smoothly in 2022, with a successful tour to the Philippines and Vietnam. We established partnerships with several education agent in these countries, which will provide opportunities for us to engage with the local communities in the respective countries and regions. We also received enrolments from diverse group of international students to our College and waiting for their visa approval to start their education journey in Australia. That will be enriching the cultural and educational experience for all students.

#### **Community Engagements**

Our school maintained strong ties with the local community through various engagement initiatives. The College community engagement officer participated in local events and supported community programs, conducted school tours and open days to local and First nation communities, reinforcing our school's commitment to social responsibility.



### Property Maintenance

Property maintenance is a critical aspect of managing any school, and in 2022, we made significant progress in this area. Our facilities team worked tirelessly to ensure that our buildings and grounds were well-maintained, safe, and comfortable for our students and staff.

We conducted regular inspections and maintenance work on our buildings, including painting, roofing, and electrical and plumbing repairs. We also improved the landscaping around our campus, ensuring that our grounds remained well-manicured and inviting.

### Projects Completed

In 2022, we completed several critical projects that will enhance the quality of education and learning experience for our students.

Some of these projects include:

**Classroom Renovations** - We renovated several classrooms, upgrading the flooring, painting, and lighting. These renovations will provide our students with a modern and comfortable learning environment.

**Library Expansion and New MP Room** - We expanded our library, adding more space for quiet study and group works. We also upgraded our technology to support our students' academic pursuits.

**Technology Upgrades** - We invested in new technology, including laptops and desktops, to support our students' learning and help them prepare for the digital age.

In conclusion, I would like to thank our dedicated staff, students, and families for their contributions to the success of St. John's Catholic College in 2022. We remain committed to providing our students with the best possible learning environment and will continue to invest in our facilities to achieve this goal. We look forward to continuing our growth and success in the years to come.



# ENDORSEMENTS



Mr Cameron Douglas Hughes  
Principal  
St John's Catholic College, Darwin  
10-54 Salooka Street  
THE GARDENS NT 0820  
(8) 8962 2222

Principal

St. John's Catholic College

15/05/2023

Clalia Mar  
Chair

College Advisory Board

15/05/2023

Paul Greaves  
Director

Catholic Education Northern Territory

25.5.23









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

**+61 8 8982 2222**

**10 - 54 SALONIKA STREET, THE GARDENS | LMB 13, DARWIN NT 0801**

**ADMIN.STJOHNS@NT.CATHOLIC.EDU.AU**

**STJOHNSNT.CATHOLIC.EDU.AU | #STRONGTOGETHER**