



St John's Catholic College

DARWIN

Secondary College
10-54 Salonika Street
The Gardens 0820

Registered CRICOS provider No: 00466K

ANNUAL REPORT 2014





Strong in Faith

Vision Statement

St John's College, through its Catholic tradition and MSC charism, works in partnership with parents and guardians to inspire excellence in all students and empower them to make informed life choices to meet the challenges ahead and contribute positively as active and responsible Christian citizens of their world.

Mission Statement

*Building a culturally aware Catholic Community strong in FAITH,
EDUCATION and TRADITION*

Values

The virtues we value at St John's College act as a moral compass and guide us in building strong relationships based on Christian love.

Acceptance

Appreciating each person and her/his story; valuing cultural differences and being inclusive of all.

Compassion

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

Courage

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

Respect

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

Resilience

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

Responsibility

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

Stewardship

Showing concern and cherishing the community and its environment; being prepared to act as guardians to conserve this for the benefit of future generations of St John's community.

Principal's Message

St John's College is a unique Catholic co-educational day and boarding school. Its uniqueness lies in its environment, its history, its tradition and culture and the diversity of students.

St John's College, established in 1960, is proud of its motto "Strong in Faith", its history and the strong tradition of its founders, the Missionaries of the Sacred Heart (MSC) and the Daughters of Our Lady of the Sacred Heart (OLSH). This, and the college motto, 'Strong in Faith' guide our values and actions.

St John's is a vibrant, diverse and harmonious multi-cultural community. Our students choose to come to St John's from the Kimberley region of Western Australia, from the Northern Territory remote, rural and urban regions and from locations across Asia and Africa. St John's students are its best advertisement. They excel in education, sports and the Arts through the many curricular and extra-curricular opportunities provided to them. Our students are caring, compassionate, confident, and demonstrate their strength of leadership.

The 2012 academic year brought in a new executive to the College. Our executive team were replaced with a new Principal, Deputy senior and middle school as well as a new AP Religious Education. There was enormous support provided by our senior College staff as executive members developed an understanding of the magic that is St John's Catholic College.

The College was officially recognised as a School of AFL excellence and the partnership developed with NTAFL has provided many of our students with opportunities to develop their sporting skills while anchoring themselves within an educational setting. The Nova Peris Girls Academy was piloted at the school with an immediate impact. The number of girls that were involved in a variety of sporting and cultural programmes across the year was pleasing and this was also reflected in the efforts that were made in the classroom.

There were significant academic achievements across all year levels. Students in Year 9 displayed sound growth in the annual NAPLAN results and the quality of completed assessment tasks were of an impressive nature. Students were involved in educational outreach programmes that engaged students in a variety of primary schools. From Music and Science activities to story writing workshops as well as assistance in Primary sporting carnivals and city cluster events, our students continued to do us proud.

In regard to external examinations our students continue to make sound progress. Off the back of solid results from the Class of 2011, students have again worked well with their teachers to produce excellent results. In 2012 over 90% of our Year 12 cohort obtained an NTCET. Of these students 45% achieved an ATAR of over 70- a most excellent result! Five of our indigenous students received an NTCET and of these two obtained an ATAR. We had 12 Year 11 students who completed Stage 2 subjects across 2013 which will place them in a great position for their final year of school.

In 2012 the College further increased the profile of student Health and Well Being. The re-organisation of the Health Centre and the appointment of three registered Nurses allowed the College to develop programmes that are developing positive health behaviours in all our students. The relationships developed with Health agencies such as NAPCAN, Ruby Gaea and Danila Dilba have been instrumental in better educating our students on the importance of a healthy lifestyle. Health programmes run across all year groups that are embedded within curriculum based activities.

The boarding facilities were continually improved on across 2012. The boarding pods came on line at the beginning of Semester 2 and proved very popular with students and boarding staff. The girls boarding facility was refurbished to include two study hubs that contain study desks, laptops and data projectors. It has proven to be a great learning space and is well used by the students. The smaller accommodation located in MSC House was re-painted and all of the furniture replaced. This area is now an excellent space to operate in and together with the general purpose kitchen is a very comfortable and useful facility. We have developed a close relationship with Boarding Australia and through their support have been successful in developing critical policy and procedure as well as recruiting excellent staff to work in our boarding houses.

This year also provided the opportunity to meet with families and communities about how the College can further engage families in the learning experiences of their children. A number of staff travelled out to communities in Term 2 as well as at the end of Semester 2. The feedback received was very positive and reinforced to the College the need to use more technology to enhance family/community involvement in educating students at St John's.

The College travelled out to Turkey Creek, Mt Barnett, Yilli, Bow River and Kununnurra in WA as well as Katherine, Barunga, Beswick, Rockhole, Edith Falls and Kalkaringi in the NT. We also continue to support Doomadgee and Burketown in QLD.

It continues to be a priority for the College to establish sound relationships with communities and families of the young men and women under our care. It is a huge responsibility to educate the students at St John's and so much more is achieved through ongoing and open relationships with parents and caregivers. The College will continue to provide opportunities for families to hear about what we are doing at the College and how they can contribute to the educational experiences of these students. We also value and appreciate the opportunity to more deeply know and understand families and communities in their home environment.

St John's Catholic College is an amazing place to be a part of. The sense of community and cultural richness permeates every classroom and playground at the College. I am excited about what 2013 will bring for our students and staff at St John's. I thank all who have contributed to the College in 2012.

Mr David Johns
Principal

ANNUAL PRIORITIES- National Partnerships Reform

At the end of 2013, all partnership grants were signed off as we didn't receive any further funding to continue the program.

Family and Community Engagement

We had to change our plan to purchase I pads from desktops because we thought that I pads were user friendly but unfortunately, Family & Community Engagement had to be ceased at the middle of the year as we were having some issues with our partners in the community to install and place I Pads. Community members loved the idea of Skype but there was no safe place for storage. Memorandum of understanding (MOU) couldn't be established within the communities.

Site Based Professional Learning

The site based professional learning (SBPL) helped us enormously to upgrade training requirements for our boarding members. Through this grant, employees managed to complete their CERT IV in residential care and Aboriginal mental health. They had an opportunity to attend Ruby Gaea SAAPS program, mental health workshops. All residential members underwent first aid training thus helping them to be up to date with the required qualification.

Student Wellbeing Wrap

Student wellbeing wrap has been a huge success especially with our two nurses and chaplain on board. The nurses have tried to align health services and have tried to communicate with the day and boarding school effectively. Reports and data show that there has been reduced number of students coming to health centre with medical needs. Students have taken the advantage of the counsellor and the chaplain.

Student Anchor Partnership

Student Anchor Partnership was merged with Nova Peris Girls Academy as their vision and mission were same. So instead of running two different projects it was decided to have them together as they could provide maximum benefit to our students. Students were engaged in activities during the whole course of the program

AFL School of Excellence

AFL School of Excellence program has well-resourced AFL at St. John's but it has also set the bench mark for expectations. It has taken a period of two years but students now know the expectations of being in such a program, the behaviours and attitudes that come with the responsibility of representing St. John's Catholic College. The project has been successful in terms of student participation and involvement.

STUDENT ENROLMENT AND ATTENDANCE

Enrolment profile as per August Census 2014

Year	IEU	7	8	9	10	11	12	TOTAL
F	4	23	34	31	30	27	22	171
M	10	25	30	29	37	32	23	186
Total	14	48	64	59	67	59	45	357

Indigenous students	43.1%
Students with special needs	7.0%
Average attendance	87.1%

Management of non attendance

The Department of Education policies are adhered to in managing non attendance of students. Student administration and Year Level Coordinators have a role to play in the recording and following up on unexplained absences. Parents are contacted and informed of absences by telephone, SMS and letter/email. Numbers of half day absences are recorded on student Semester reports. Truants are also issued detention.

Student numbers based on Term 1 Census Data - Collection 1

	Years 7-9	Years 7-12
2009	313	596
2010	276	561
2011	242	471
2012	238	359
2013	147	377
2014	144	327

	Years 10-12	Years 10-11	Years 11-12
2009	283	207	193
2010	285	211	162
2011	229	175	128
2012	208	161	121
2013	230	167	138
2014	165	121	103

School	All Students		Indigenous		Indigenous %	
	Secondary	Total	Secondary	Total	Secondary	Total
St John's College	327	327	128	128	39%	39%

School	Overseas Students		SWD		SWD %	
	Secondary	Total	Secondary	Total	Secondary	Total
St John's College	51	51	8	8	2%	2%

Apparent Retention and Progression based on Term 1 Census Data

	Years 7-9	Years 7-12
2008	110%	110%
2009	104%	99%
2010	88%	94%
2011	88%	84%
2012	98%	76%

	Years 10-12	Years 10-11	Years 11-12
2008	111%	116%	110%
2009	95%	87%	105%
2010	101%	102%	84%
2011	80%	83%	79%
2012	91%	92%	95%

2013	62%	105%
2014	98%	87%

2013	111%	104%	114%
2014	72%	73%	75%

STAFF

Staff profile

	Number	FTE*
Teachers	41	38.4
Support Staff	53	49
Total	94	87.4

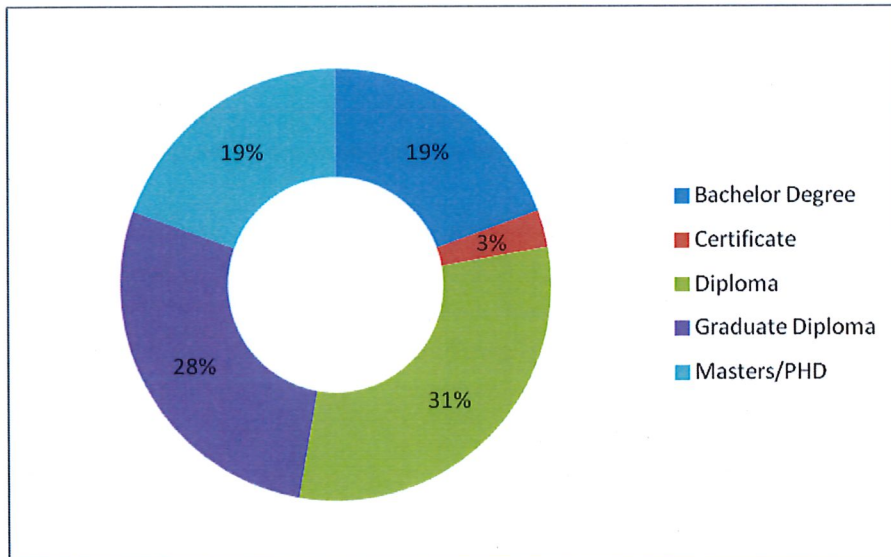
(includes Principal)

(includes IEW, Maint, Nurse, Admin, Boarding)

*FTE = Full time equivalent

Teacher qualifications

Bachelor Degree	19%
Certificate	3%
Diploma	31%
Graduate Diploma	28%
Masters/PHD	19%



TEACHING AND LEARNING

Middle School – Chevalier Campus

For the Middle School at St John's, 2013 was both a period of consolidation and a continuation of the efforts to map and reorganise assessments to align with the continued implementation of the National Curriculum.

New initiatives were implemented to better the integration of our remote indigenous boarding students into the college with the intention of increasing their engagement with teaching and learning. New boarders were no longer placed into a particular Home Room but were spread over all the Home Rooms of a particular year level so as speed up their familiarisation with all the other students of the college. Very determined efforts were also made to transition these students into mainstream classes as rapidly as possible. There was a focus on testing new students and placing them into those classes where it was felt they could most rapidly make the transition. In many cases it was necessary on first entering the college to have a period of transition in classes running modified curriculum and Accelerated Literacy before students transitioned into mainstream classes. In these transitional classes students mixed with other students from a range of backgrounds who also required additional assistance adapting to mainstream classes.

Middle School students were involved in Science, Music and Art outreach programs with many of our primary feeder school benefiting from these. We had the Night of Notables which was very successful. Our students continue to take part in City Cluster sporting events with success across a range of areas. The Information Technology facilities continue to improve with a pod of iPads purchased for use in all Middle School classes. Middle School staff were involved in a number of Professional Development initiatives across the year including Leadership and Formation reviews, behaviour management and Middle Schooling strategies and cultural competency awareness.

Senior Secondary: Hartzler Campus

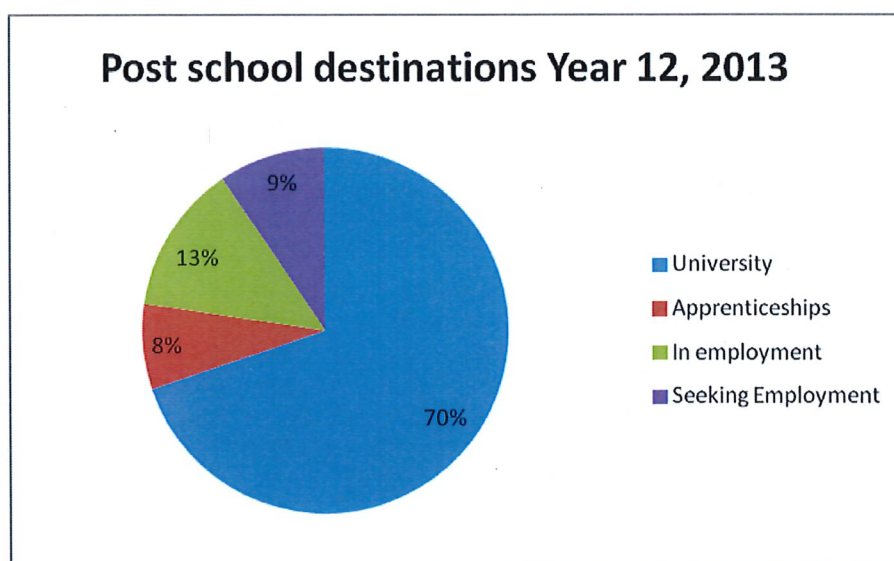
The Senior School consolidated many of the improvements instituted in 2012. Focus was on faculty development and aligning faculty planning and Learning and Assessment plans with the Australian Curriculum. Many extension activities were provided and taken up enthusiastically by staff and students – these included debating, science competitions, music performances and workshops at local primary schools, international language competitions with outstanding results, photography competitions, classes working with primary schools to develop children's books, student led art and aboriginal cultural workshops with feeder schools, student trips to both Japan and Ireland, the annual Maths Camp, the development and creation of the mural on the chapel wall with artist in residence, involvement in Oznam House breakfast programme and blood donation, days to raise money for St Vincent de Paul, CanTeen, the CEO Sleepout for the Homeless. The breadth and depth of student involvement across a range of academic, cultural and social justice initiatives was a feature of 2013. All of these activities reinforce our mission as a responsive Catholic Community – strong in faith, education, tradition and community.

Senior Secondary Outcomes

	N	%
Students awarded NTCETs	48	89%
Students who completed senior secondary school	48	89%
Number of Indigenous students who completed NTCET	7	67%
Number of International Students who completed NTCET	17	100%
Students attaining ATAR above 90	2	4%
Students attaining ATAR above 80	7	15%
Students attaining ATAR above 70	14	30%
Number awarded VET qualifications	8	17%
Number who undertook a school-based apprenticeship.	3	5%

Post school destinations Year 12, 2013

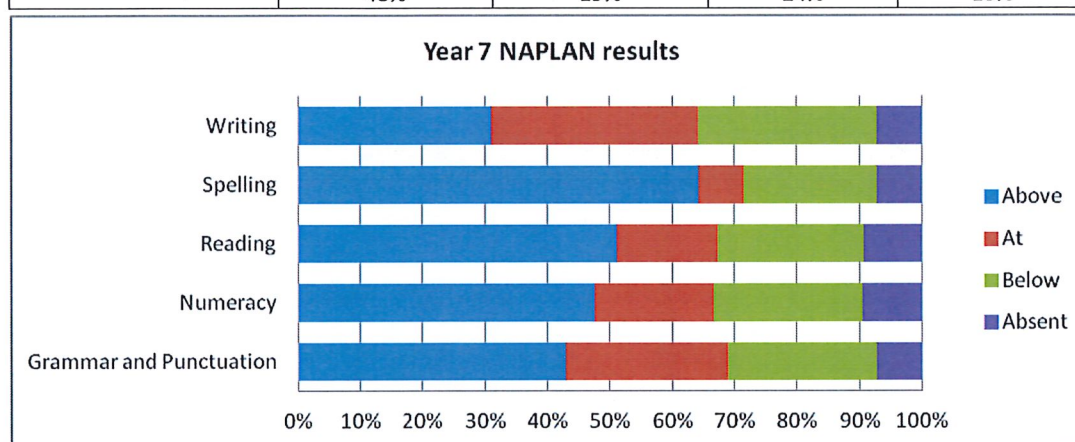
University	37
Apprenticeships	4
In employment	7
Seeking Employment	5
Total	54



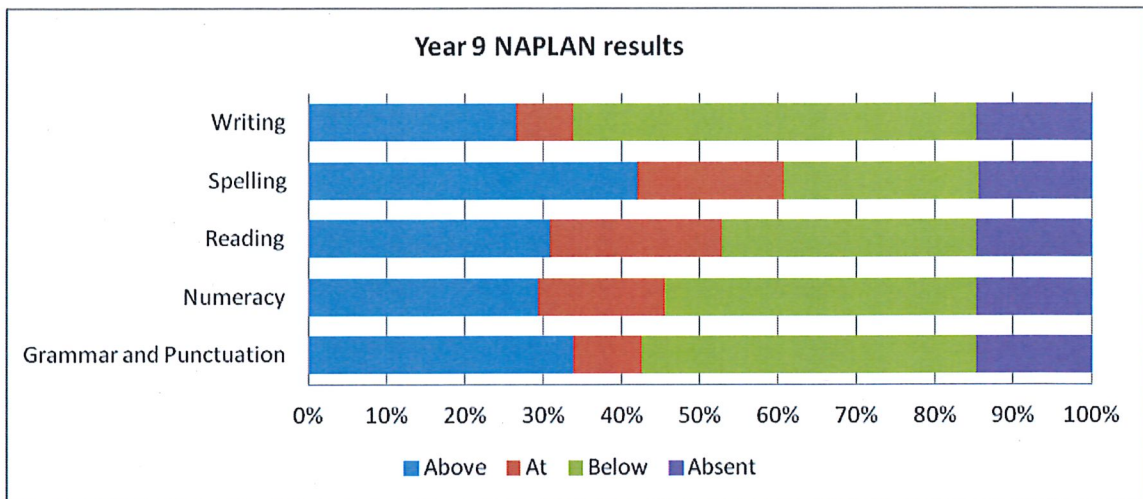
NAPLAN – 2013

Results in national testing in 2013 were as follows:

Year 7 Results	% students below national minimum standard	% students at national minimum standard	% students above national minimum standard	% students absent during testing
Year 7 Spelling	64%	7%	21%	7%
Year 7 Reading	51%	16%	23%	9%
Year 7 Writing	31%	33%	29%	7%
Year 7 Grammar and Punctuation	43%	26%	24%	7%
Year 7 Numeracy	48%	19%	24%	10%



Year 9 Results	% students below national minimum standard	% students at national minimum standard	% students above national minimum standard	% students absent during testing
Year 9 Spelling	42%	19%	25%	14%
Year 9 Reading	31%	22%	32%	15%
Year 9 Writing	26%	7%	51%	15%
Year 9 Grammar and Punctuation	34%	9%	43%	15%
Year 9 Numeracy	29%	16%	40%	15%



SCHOOL REVIEW AND PLANNING

School Review and Planning

In 2012 we looked several areas for continued growth. It was decided that there needed to be a revisit of the College strategic plan to take into account the significant changes that have taken place within the College the implementation of the National Curriculum as well as the economy of the Northern Territory and Darwin.

We appointed a College chaplain at the commencement of 2012 and this appointment has enabled many opportunities for our students in liturgies, sacramental programmes and weekend boarding masses. The link with St Vincent de Paul has been instrumental in further developing our social outreach programme. The development of Market days and their link with Vinnies has been successful and created interest in the wider community. Retreats have been established across 7, 10 and 12.

The link with Boarding Australia has provided our boarding community with a variety of resources and support for the students that are in residence at the College. The College has increased the profile of Health care at the College with the appointment of three Registered Nurses and the rolling out of embedded health programmes at the College. The linking of Danila Dilba, NAPCAN, Ruby Gaea and NT Health is ensuring that students who are educated through the College have access to information that enables them to make healthy choices in their lives. The College made use of two counsellors from Catholic Care NT who was instrumental in supporting our students and staff at the College over the year.

The PILOT programme involving the Nova Peris Girls Academy was proven to be a great success for our students at the College. In 2013 we are looking at developing a more involved programme with the Academy that will engage all our students and in embedded in the College curriculum. The NTAFL School of excellence was launched in 2012 and we have had a number of students that have benefitted from the programme. This link has been reflected through several highly successful sporting excursions and competitions as well as the involvement of high profile AFL players who visited the College in 2012.

A programme has been developed to assist in the professional development of College staff. This will be further embedded through a system based formation review that will be rolled out to all staff in 2013. This review provides opportunity for staff to meet with line managers to establish measurable goals. These goals are then revisited to determine extent of achievement as well as provide opportunity for dialogue about progress.

Religious Education and Pastoral Care Report

During the course of the year it was felt that RE in Years 7 – 10 progressed smoothly despite various staffing changes during this time. Teachers are gaining familiarity with the Journey in Faith program.

Students have engaged in a variety of faith based activities across the year. The College was involved in a number of liturgies including Ash Wednesday, Easter and Christmas liturgy as well as our Opening school mass. Students were very involved in linking with St Vincent de Paul in the highly successful Market days along with Harmony Day and Sacred Heart feast Day. This year we combined the Year 12 Graduation mass with Founder's day celebrations and this proved to be a tremendous celebration.

The College is looking to ensure that the Religious Component at the College is of value to all students who engage with the course. A decision was made to phase out the Stage 1 & 2 Religion Studies (both SACE and school based) subject in favour of the Certificate III in Christian Ministry & Theology. The advantage of the Cert III is that it is a nationally recognized VET program with competencies achieved being recorded on the national VET data base even if students are unable to complete the Cert III during their time at school. These competencies will also count towards accreditation for other VET certificates.

Students considering a future as Indigenous Health Workers would be well served to have Certificate III in Christian Ministry and Theology particularly if seeking employment with Catholic or other church related, non-government health providers.

For those students intending on tertiary study the Cert III also has advantages. Successful completion of the Certificate during Years 11 – 12 mean that these students will be awarded a nominal grade in the subject equal to the average of their other Stage 2 subjects. So if a student averages an "A" on other subjects they will be considered to have achieved an "A" in this subject as well for ATAR purposes. This will help to ensure that RE "counts" among students at the college who do intend to progress on towards university studies.

Pastoral Care Report

St John's Catholic College goes to great lengths to look after our students. Home Room teachers and Year Level Coordinators meet regularly to discuss the behavioural and pastoral care issues associated with our students to ensure that all are able to focus on spiritual, academic, sporting and social success. In association with our Special Needs Co-ordinator, programs are developed to cater for the individual needs of the students under our care.

The College is constantly working to enhance the linkages between our boarding and day staff and students. Previous success with a trial of morning and afternoon handover routines for boarding students from Boarding to Day staff saw this trial turned into a fixture in the daily timetable for boarding students. This has resulted in an improvement by boarding students in being to classes on time. During the year the college trialled the introduction of Year Level Coordinators in both Boys and Girls Boarding to liaise with Day School Year Level Coordinators as a way to improve the pastoral care of students. Unfortunately the timetable structure for boarding staff meant that this initiative was unable to be implemented successfully and it was abandoned in favour of increased contacts with Boarding Team Leaders and Heads and Assistant Heads of Boarding. Awareness of the factors that this attempted initiative revealed prompted a modification of plans surrounding the implementation of Maze training for Boarding staff. It was decided that Maze training and input would be restricted to Heads and Assistant Heads of Boarding in addition to Day Year Level Co-ordinators. This training has been completed successfully and Boarding has moved to record behaviour management issues in the same central data base as is used

by the Day school. This improved communication between staff is helping to reduce the occasions on which behavioural issues get lost in the gap between the constituent parts of the college. Other pastoral care initiatives were to distribute Boarding Daily Journals to Day Year Level Co-ordinators. This has improved the understanding by Day staff of after school hours factors affecting the state of mind and behaviour of boarding students and so enhanced their ability to improve the school experience for all our students.

FINANCE, FACILITIES AND RESOURCES

Major development in finance, facilities and resources during 2013

Early 2013, we had a change in fire contractors and we had a new contractor in place. Extensive work took place in upgrading fire equipments and system. This resulted in less of false alarms in the school.

The avenue construction is going on in full swing, we have new fences and landscaping has been done around the College. The bus shelters are due by the wet season. I am hopeful that the College will benefit from these upgrades once the constructions are completed and fully operational.

As promised by Scolarest last year the dining hall was upgraded and was operational from the start of the year. A new cafe, slushy machines have been placed in the dining hall. Healthy meals are being served and the students love the new environment. Scolarest also upgraded the laundry in our boarding house. The girls boarding now have a separate laundry for their usage. This will help them to utilise their time more effectively.

In 2013, we had a lot of changes in our finance department. Our business manager resigned and we had an acting business manager for 2013.

At the end of 2013, refurbishment works have been done in the boys boarding house. MSC house is still undergoing some works which will be completed by the end of Term 1.

We are also upgrading the Public address system in the whole school. Works have been completed in the health centre with the installation of duress systems.

All national partnership project came to an end in 2013. Student well being wrap, AFL, Site based professional learning and Student anchor partnership were a huge success. There have been significant improvements in the well being of our students and employees.

Unfortunately in the middle of the year we had to cease family and community engagement project as it was getting difficult to engage community members to instal iPads and computers.

Nova Peris girls academy which started as a separate project had to be merged with student anchor partnership. This enabled our students to have maximum benefit from both the projects.

Looking forward to 2014

2014 would prove to be challenging as we aim to have maximum output from minimum resources.

Ongoing works on the public address system will continue. Boys boarding will be a priority. Refurbishment of boys boarding area will be completed.

PARENTS AND COMMUNITY

Maintaining a sense of a 'college community' when parents and carers are spread across a vast distance presents real challenges for the college. The sample of activities highlights the broad range of activities that link the college with its local, national and international community.

- The visit of a number of staff across the year to many of our remote communities in QLD, NT and WA.
- The link with St Vincent de Paul in the establishment of College Market Days that will be held in Semester 1 and Semester 2 of 2013 and will be known as

Semester 1- Dragonfly Market Festival

Semester 2- Christmas Market

- The large numbers for our Meet the Teachers event at the beginning of Term 1 of this year.
- The visit of the Governor General to the College to support the Pilot programme of the Nova Peris Girls Academy
- The visit of ex-student Mr Barry O'Farrell, the Premier of NSW
- The launch of the NTAFL School of Excellence with a video link up with Mr Nathan Buckley- Coach and ex-student of St John's
- Wonderful Presentation Ball
- Harmony Day that was well organised and ran by the College Leadership team
- Continued success of our many College sporting teams including Basketball (Boys and Girls), Hockey, Rugby League and AFL.
- Sacred Heart day on Mindil Beach
- The visits and speeches from Michael O'loughlin, Cyril Rioli and Tagd Kennelly
- The numerous excursions by our boarding students on weekends to Kakadu, Litchfield and Katherine
- The fortnightly radio appearances on TEEBA radio
- The closer links established with College feeder schools through outreach programmes and St John's student involvement in Primary sporting carnivals.
- The completion of the new boarding pods and sport lighting for evening AFL games
- The refurbishment of new study hubs in girls boarding
- The completion of the LOTE teaching centre and refurbished senior administration space
- The continued development of IT facilities throughout the College. Inventory stands at one computer per student currently enrolled at the College.
- The further development and implementation of the restorative justice philosophy within all areas of the College.

Parent, student and staff satisfaction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) trialled standardised surveys to measure and report parent, student and staff satisfaction with schools during 2011. National implementation is scheduled for 2012-2013.

It can be stated that the surveys completed and through a variety of parent/student/teacher forums, it is felt that the College needs to continue its work in communicating with families about what is happening at St John's. The visits out to communities highlighted that school

information needs to be passed onto families in a variety of different ways. The College has responded to this

- Having weekly assemblies every Monday morning
- Having weekly newsletter every Friday
- Having newsletters emailed to all families who has supplied the College with email addresses
- Using SMS technology to remind families of information evenings and Parent/Teacher sessions
- Sending out information notes and newsletters to all remote communities via Health Centres and community schools

There is a suggestion by a large number of students and families within the College that we need to look at the uniform and determine if a different design or fabric may need to be considered. This will be further explored into the 2013 academic year.

ENDORSEMENTS

David Johns, Principal *date*

Jane Sheehan, School Board Chair Person *date*

Michael Avery, Director Catholic Education *date*