



2015 ANNUAL REPORT



STRONG IN FAITH, EDUCATION AND TRADITION

Welcome

St John's Catholic College, Darwin Annual Report 2015

This Annual Report focuses on the progress of St John's Catholic College, Darwin in 2015. The report summarises the 2015 successes of the College, including student enrolments, attendance rates and student results in Vocational Education and Training (VET), NTCET Completion and Student Performance in National Assessment Tasks (NAPLAN) .



Vision Statement

St John's Catholic 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

Values:

The virtues and values at St John's Catholic 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.

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

Foreword Principal, Lindsay Luck

It is with pleasure that we submit St John's Catholic College's 2015 Annual School Report. This report is testimony to the many wonderful things that have happened in our community this year. While no document could ever hope to outline everything that happens in a busy school year, this report highlights some of the key successes and challenges of 2015.

As a Catholic College we are undeniably a Catholic community. Our ethos is deeply embedded in everything that occurs within our school. This year we have made time for prayer within our day and we have regularly gathered to celebrate Mass as a school on significant and regular occasions. Our Religious Education and Personal Development programs offer students the opportunity to engage with and develop their faith. In supporting our students, the adult members of the community are also encouraged to journey together in their faith. We have been blessed by the presence of the Missionaries of God's Love in our community and grateful for the steadfast support of our Bishop, Eugene Hurley, and our Chaplain, Fr Joseph Neonbasu MGL.

2015 was a year of reflection and consolidation within our school community. The College undertook significant reviews of four aspects of College operations:

Teaching and Learning, Boarding, Finance and Facilities and Leadership. The reports of these reviews submitted to the School Board and the Director of Catholic Education NT. This year was the fifth year in the school's School Improvement and Renewal Framework cycle and so an external review of the last five years was undertaken culminating in a Validation Report being submitted to the School Board and the Director of Catholic Education NT. The Validation Report generally affirmed the positive direction of the school and offered strong advice and guidance for future directions. Much of the latter part of the year was spent consulting with students, staff and the College Board to formulate a new Strategic Plan for 2016-2020. This work flows naturally into 2016.

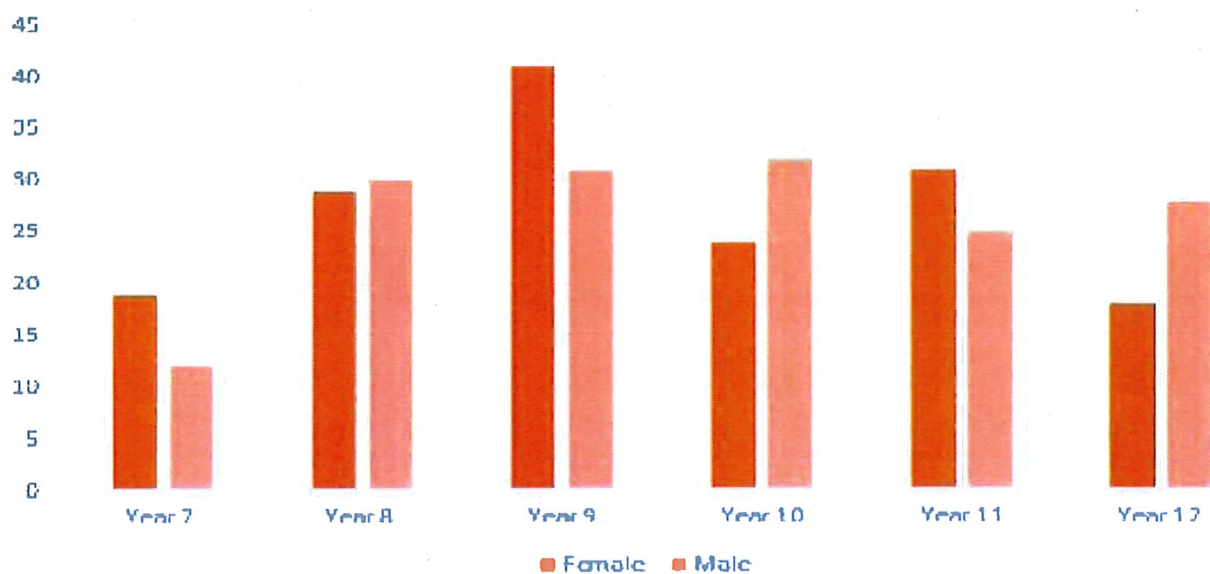
It is our sustained commitment to the teachings and model of Jesus Christ that drives and sustains us as a Catholic school community and we give thanks for the many blessings (those recorded here in this report and the very many that are not) that we have received during 2015.

Lindsay Luck
Principal

Student Enrolment and Attendance

Enrolment profile as per August Census 2015

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Female	19	29	41	24	31	18	185
Male	12	30	31	32	25	28	217
Total	31	59	72	56	56	46	320



IEU Overseas students were included in mainstream year levels as required by 2015 Census.

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		Years 10-12	Years 10-11	Years 11-12
2011	242	471	2011	229	175	128
2012	238	359	2012	208	161	121
2013	147	377	2013	230	167	138
2014	136	327	2014	177	131	108
2015	138	327	2015	189	141	114

IEU students are included in the Year 10 collection (Total 22)



Presentation of Awards Evening on Wednesday 2nd December, 2015 .

Overall Total:

327

Indigenous student
Total and Percentage:

130/40%

Overseas student Total:

62

SWD Total and
Percentage:

21/6%

Apparent Retention and Progression based on Term 1 Census Data

	Years 7-9	Years 7-12		Years 10 -12	Years 10-11	Years 11-12
2008	110%	110%	2008	111%	116%	110%
2009	104%	99%	2009	95%	87%	105%
2010	88%	94%	2010	101%	102%	84%
2011	88%	84%	2011	80%	83%	79%
2012	98%	76%	2012	91%	92%	95%
2013	62%	105%	2013	111%	104%	114%
2014	92%	87%	2014	77%	78%	78%
2015	101%	100%	2015	106%	108%	105%

Staff

Staff Profile

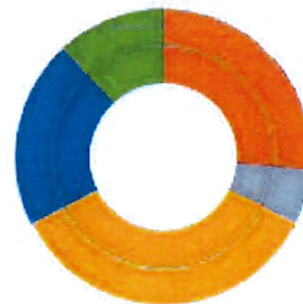
	Number	FTE* (Full Time Equivalent)
Teachers	41	38.6
Support	35	21.9
Total	76	60.5

Teacher figure includes Principal.

Figure does not include Boarding.

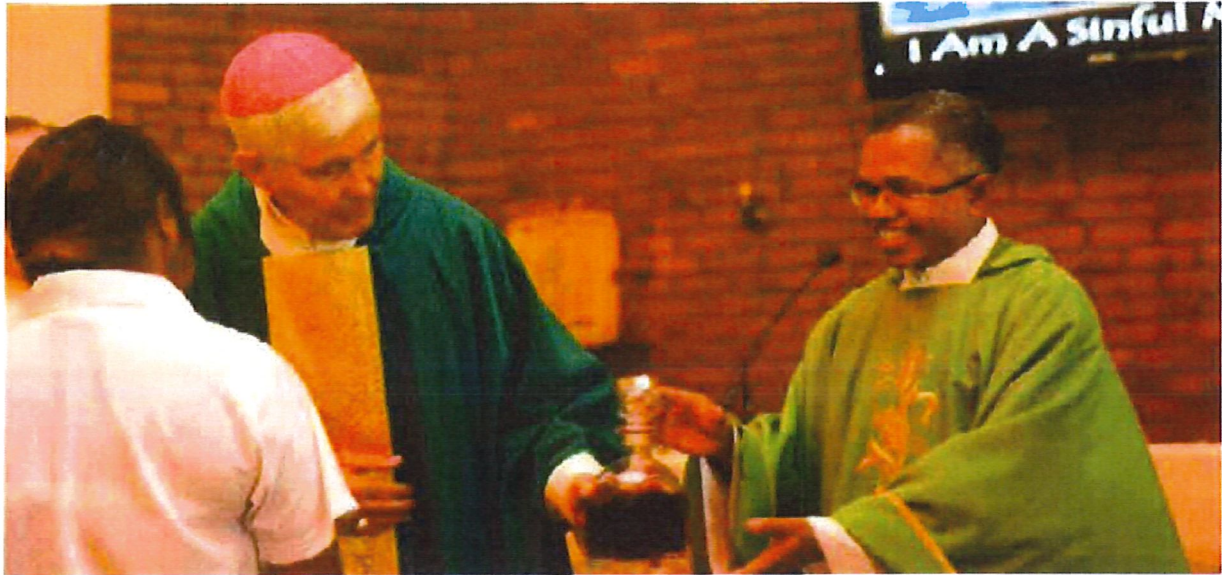
Teacher Qualifications

Bachelor Degree	42%
Certificate	6%
Diploma	11%
Graduate Diploma	22%
Masters/PHD	19%



■ Teacher Qualifications
 ■ Bachelor Degree
 ■ Certificate
■ Diploma
 ■ Graduate Diploma
 ■ Masters/PHD

Catholic Identity



St John's Catholic College was founded in 1960 by the Missionaries of the Sacred Heart (MSC) and Daughters of Our Lady of the Sacred Heart (OLSH). The guiding philosophy of the College has been the charism of the MSC and OLSH orders. This is the notion of educating the heart through Jesus, "so that humanity may discover the **tenderness, compassion, mercy, strength, power, fidelity and constancy of the love of God revealed in God's Son,**" (Missionari del Sacro Cuore di Gesù, 2016).

St John's is a Catholic College which celebrates, promotes and actively participates in the Catholic faith. The College opened the 2015 school year with an Opening Mass at St Mary's Star of the Sea Cathedral celebrated by The Most Reverend Eugene Hurley, Bishop of Darwin. Of note was also the celebration of our Founder's Day, Sacred Heart Day, which began with a Mass again celebrated by The Most Reverend Eugene Hurley, Bishop of Darwin. This was followed by a celebration and demonstration of the charism of the MSC and OLSH in an on-site whole school event, which included games, competitions and a communal BBQ. Sacred Heart Day is an example of the strong sense of community upon which St John's Catholic College is built. Throughout the school year the College also notably commemorated Ash Wednesday and Anzac Day with a Liturgy.

Of special note, was the Year 7 Religious Education portrayal of the Stations of the Cross for the Good

Friday Liturgy. Fr. Joseph, the College's Chaplain, worked with the Year 7 Religious Education classes to produce a dramatic interpretation of each station of the cross. Fr. Joseph also worked on deepening students' knowledge of the sacrifice Jesus made for us. The College's Christmas Liturgy illustrated the multicultural nature of the College in an Indonesian version of Holy Night performed by the International students and then joined by the staff, prayers of the faithful in the various languages present in the College and a special performance of 'We Three Kings' by the College's Leadership Team.

Students worked hard to raise \$1738 for Caritas during the Lenten season and throughout the year. This was done through a multitude of fundraising activities such as, selling biscuits, washing cars and raffles, as well as donating small change each day.

All year levels across the College participated in a

retreat, either a day or overnight event at various locations around Darwin and at the College. Years 8 and 10 participated in a NET (National Evangelization Team) day, which focused upon 'Who am I?' and the moral dilemmas which young people may face. Years 7, 9, 10 and 12 participated in overnight retreats focusing upon themes related to the course material covered in Religious Education classes. Year 12 students focused upon their identity, compassion and becoming active citizens in the world. Year 10 students explored morals and ethics and how they make moral decisions. Each retreat included a nightly Christian

meditation and reflection session and finished with a mass being celebrated.

The staff and students contribution to the College's strong catholic identity throughout the year is to be commended. Thanks must go to the staff who have supported the efforts of the Deputy Principal of Catholic Identity in the organisation and participation of college masses, liturgies and religious events throughout the year.

By Cheryl Hughes - Assistant Principal: Teaching and Learning

Pastoral Care and Well-being



A vocation as a teacher comes with both some heartbreak and a profound sense of satisfaction. The heartbreak comes when we see the mess some of our students can make of their lives. The satisfaction that I feel at St John's Catholic College-Darwin comes from knowing you are helping to create young people who are "Strong in Faith", strong in those virtues that demonstrate that we allow God to work through us giving us hope filled hearts because like our Founder, Jules Chevalier, we are filled with "the awareness that the whole of creation is the gift of God's love, and that everything that exists is being sustained and cared for by God's tender compassionate care."

So what are the virtues we strive to impart?



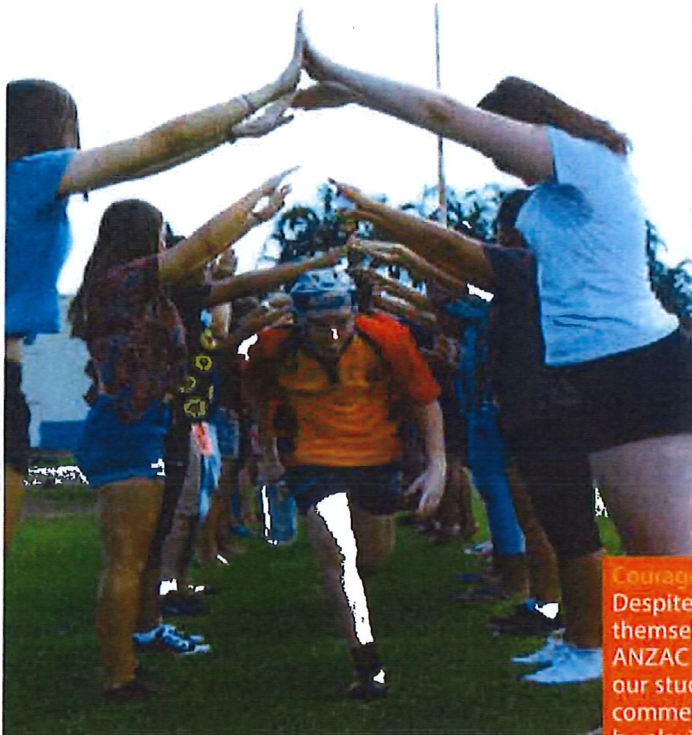
Acceptance:

We do value each other and our differing stories at St John's and we enjoy the added flavour in our lives those differences provide. Here we are enjoying our West Papuan students performing for us on Harmony Day. Harmony Day is a special day of celebration for us at the college that reminds us that we all gain when we are accepting of others.



Compassion:

We have a Retreats and Camps program at St John's that is intended to build the spirituality, faith and community spirit of our students. This year our Year 7 students included as part of their camp a session spent working with students from schools near their campsite. I thought this photo of our Year 7 students reading to early childhood students from a school near the campsite shows a developing concern for others being put into meaningful action. Along with forgiving wrongs this is what compassion is all about.



Respect:

Respect is something we all want for ourselves. By showing consideration and esteem for others we give both them and ourselves a sense of self-worth that helps us all to make a valuable contribution to our society. Here the support and esteem our female students are showing our footballers helps them to give of their best!

Courage:

Despite the challenges, we want our students to be true to themselves while upholding community values and beliefs. ANZAC Day is central to the values of Australians and here our students are shown upholding this essential Australian commemoration. Our cadet students take an additional step by playing their leading role in the ceremony.



Responsibility:

We want our students to become valuable members of society and all societies need people who are prepared to own their decisions and actions and can be relied upon to fulfil their responsibilities to the best of their ability. In a Catholic School we proclaim Christ as the epitome of someone prepared to own their actions and face the consequences! Our Year 7 students participated in an Easter Passion Play for the College. They made their costumes and props, learnt their parts and turned up on the day without letting their classmates down, and all the while they took in, and acted out for others, Christ's message of being a servant of the truth.



Resilience:

When the going gets tough...we want our students to keep going! To persevere through adversity and keep giving their best! Year 11 students learnt about resilience on some of their hikes in the Katherine Gorge National Park during their annual Camp this year.



Stewardship:

A steward is one who cares for the community and its environment, acting as a guardian to ensure that future generations are also able to benefit from our commonwealth. Mrs Tan and Ms Knutsen shown here cutting their long service cake are stewards who have ensured that generations of students have enjoyed the benefits of a St John's Catholic College education!

These are the virtues of a faith filled Christian with a heart for hope. The type of young person we are striving to mould. One who allows God to work through them because they know that creation is God's gift and is sustained by His "tender and compassionate care."

Over the course of 2015, students of the College were involved in a range of activities as part of our Pastoral Care program to support positive wellbeing, including:

- Catholic identity retreats and activities
 - Outreach programs
 - Year level camps
- Leadership formation activities
 - Work experience program
 - Range of sporting activities
 - Residential programs
- Inclusion support programs
 - Access to counselling
 - Pastoral care system



By Michael Graham - Deputy Principal: Chevalier Campus

Finance, Facilities and Resources



Major development in finance, facilities and resources during 2015.

We were successful in receiving BGA (Block Grant Authority) funds for 2015. We refurbished our Senior Canteen, which was in a desperate need for an upgrade. The current Canteen is spacious and has a dedicated area for cooking. The project completion was within the time frame.



The budgets for 2015 remained constraint, however we were able to undergo few of the much needed maintenance work around the College.

Apart from BGA, we had roofing done in the Library and Auditorium. This had been an ongoing issue as the roofs were getting old and rusted. Internal ceiling tiles were replaced in the Library. The Middle School road had new bitumen over the holiday period. The maintenance team have replaced about 20 doors throughout the College.

Laptops were rolled out to all teachers at the start of the year. There was an upgrade of 3 Computer Rooms including a specialist room for graphic design. About 50% of data projectors have been upgraded in the College. Wi-Fi coverage was set up at the end of the year for the boarding facility.

With limited funds, the team is trying to upkeep and

maintain the College.

2016 seems challenging as budgets are constraint and there is ever increasing need for maintenance.

We are rolling our printers into a maintenance agreement. Wi-Fi final deployment should be completed in 2016.

The College has been successful in receiving BGA (Block Grant Authority) funds to upgrade roofing in the Well-being Advisor Office. The work would commence during the holidays of June/ July.

By Sumana Sen - Business Manager

Work Health and Safety

The following WHS report is a snapshot of the 2015 College year.

CENet:

The CEO Work Health and Safety Management System can be accessed via CENet on the Catholic Education SharePoint portal. As at the end of 2015, there are 30 WHS Policies and their corresponding documentation available for viewing. The newest added documentation was WHS 30 - Swimming policy and procedures.

WHS AUDITS

Internal Safety Audits:

Internal audits were conducted across the four school terms. Specific requirements were checked, but the areas and dates were randomly chosen for effectiveness.

Checks were conducted in Chemicals – science and contractor use, Ladders, Fleet Management, Asbestos Register, First Aid, Emergency Showers – science, Ochre Cards and Contractor Management.

External Safety System Audit:

The College was randomly chosen by the CEO for our national self insurer compliance. Consultant Martyn Hill attended the College across a week looking at how the College implements and actions. The WHS Management system and areas for continuous improvement. The College is working on the External

Safety Audit Action Plan under the guidance of the CEO WHS Manager. This is ongoing.

WHS Inspections:

These have been conducted throughout the year in all areas of the College. Some have been informal inspections with photo documentation and follow up written reports, or formal inspections undertaken by staff and a contractor at the College. Any items that required maintenance flowed to the Property Management team, or were placed on the College Action Plan for completion.

Residential Risk Register:

As the only school in the Catholic Education NT system with a residential component, we are required to create a Residential Risk Register. After an initial meeting with stakeholders, the CEO WHS Manager and the College's WHS Coordinator have been meeting throughout the year to bring the register closer to completion. This should happen during 2016.

EMERGENCY AND EVACUATION

Fire Drills:

As part of our compliance we staged drills on:
- 2 x 21st & 23rd April for both girl's and boys' residential areas
- 2 x 11th September for both school campuses

ELECTRICAL TAG AND TESTING:

Was initiated by Northern Testing on 7th April this year to meet our annual compliance.

ARBOREAL REPORTS:

The College undertakes a tree maintenance schedule which includes two reporting periods by a qualified arborist with Arafura Tree Services.. These inspections dates: 23rd April after the Wet Season, and then again on the 16th November which instigated immediate barricading action and the removal of a black wattle tree that was found in poor structural condition on the Middle School oval.

IDENTIFYING HAZARDS

Risk Assessments:

Many staff now understand their WHS responsibility to identify hazards and mitigate the risks through the Risk Management process and Risk Assessments. The willingness to learn has grown and the need for further training either collectively or in one on one situations will be monitored.

SJCC - WHS PERFORMANCE REPORTS (KPIs):

The College has been compliant with all our reports to the Catholic Education NT. Each term we have completed our Performance reports including the required Internal Audits.

INDUCTIONS AND TRAINING

WHS Inductions conducted by Line Managers:

Under Due Diligence, we are required by law to provide for all new staff, time to participate in a WHS Induction and any other WHS Orientation programs deemed necessary to work safely. The College has greatly improved since the start of 2015 in the communication and consultation processes. However, there is always room for improvement. By the end of the year, all induction checklists and WHS Induction questionnaire and sign off sheets now need to be returned to the WHS Coordinator for audit checking, signing by both the WHS Coordinator and Principal (or their delegate) then filed with the WHS Coordinator.

POSITION DESCRIPTIONS:

Position Descriptions for all staffing areas of the College may need to be reviewed in 2016, with more detail so training needs can be identified and actioned early as possible from the start of commencement of employment.

CYCLONE MANAGEMENT:

The College's Cyclone Management Plan – Season 2015-2016 was altered to meet changing needs of the College. needs to be looked at, and any amendments made. The College in 2016 will need to further investigate the use of the Supreme Court, external cyclone shelter car park, and investigate what safe alternatives may be considered.

STAFF TRAINING

EMERGENCY WARDEN TRAINING AND FIRE EXTINGUISHER USE:

A number of staff participated in a Fire Awareness Warden Emergency Warden Management Procedures and Fire extinguisher training.

January 2015 saw all prominent PORs and wardens undergo emergency warden training. Yet to assist with curriculum and learning requirements in 2016 training was brought forward to December during the last week of the school term. Thirty four staff have undergone training across two days in December to meet the 2016 compliance within the school setting. Residential staff will undergo their warden training in January next year.

FIRST AID CERTIFICATE TRAINING:

Across 2015, a total of 29 staff have undergone training. There is one employee whose training is incomplete, which will be carried across to 2016.

13 College staff, 5 COMPASS staff and 11 Residential staff have undergone completion of a First Aid Certificate. This has been as a new training, a refresher course or an upgrade of CPR requirements.

WHS E - ONLINE LEARNING MANAGER:

The College continued to end another year with a 100 percent completion rate for all enrolled staff. This is a fantastic effort by all. There will be new modules released in 2016 for all continuing and new employees.

By Catherine Griffin - WHS Coordinator

Teaching and Learning

Curriculum Planning, Delivery, and Assessment:

The Teaching and Learning Program at St John's Catholic College is structured around distinct stages of learning and comprises:

- Middle School
- Senior Years Foundation
- Senior School

Middle School at the College encompasses Years 7 to 9 and comprises both core and elective subjects. All students are engaged in a common core curriculum which includes Religious Education [Journey of Faith], English, Mathematics, Science, Humanities and Social Science [History and Geography], Health and Physical Education, and Languages [Indonesian and Japanese]. Complementing these Core Subjects are the Elective Subjects which include Art, Home Economics, Music, Design and Wood Technology. Curriculum planning, delivery and assessment is informed by the standards and requirements of the Australian Curriculum.

Year 10 is established as the Foundation Year for Senior Studies. Students continue to engage in a common core curriculum [Religious Education, English, Mathematics, Science, Humanities and Social Science [History and Geography], Health and Physical Education, and the SACE Board's Personal Learning Plan. Students at this level also have to opportunity to make an early start on their NTCET by accessing selected Stage 1 SACE Board Subjects and thereby earning credit towards their final qualification.

In Years 11 and 12, students work towards completion of their Northern Territory Certificate of Education and Training [NTCET] and concurrent achievement of the Australian Tertiary Admissions Rank [ATAR] by undertaking a traditional range of SACE Board Approved Subjects. Currently students are able to choose from a range of 22 subjects at Stage 1 and 20 subjects at Stage 2. In addition to these subjects, students are able to access a range of SACE Board approved subjects through an established partnership with the Northern Territory Open Education Centre [NTOEC] and the Open Access Centre [OAC]. Delivery and assessment of all Stage 1 and 2 Subjects is in accordance with SACE Board curriculum statements, performance standards, and moderation procedures.

Alternatively, senior students are able to complete NTCET requirements by undertaking a broad range of Certificate 1, 2 or 3 Vocational Training in Schools [VETiS] Courses. VETiS Courses currently offered at the College include: Christian Ministry and Theology;

Construction Pathways; Conservation and Land Management; Food Processing [Bakery]; and, Community Services. In addition to these programs, the College offers a wide range of other VETiS Courses through its partnerships with Charles Darwin University; Group Training NT; the Police, Fire and Emergency Service; and, IS Australia.

Transition and Access Units:

Currently, the College operates transition programs in the middle and senior schools. The intent of these programs has been to provide a venue for students whose literacy and/or numeracy skills are not sufficiently development to allow them to engage with mainstream curriculum offerings. A review of teaching and learning programs and outcomes in the transition units conducted during 2015 yielded overwhelming evidence that the percentage of students who have successfully transitioned from these units to engagement with the mainstream curriculum has been very low. As a consequence of these findings, the decision has been taken to disband the transition units in both the middle and senior schools [from the end of the 2015 academic year] in favour of direct student entry to mainstream classes engaging with the Australian Curriculum. Challenges around the literacy and numeracy levels of some students will be addressed through ISA support, curriculum delivery differentiation, appropriate scaffolding, and tutoring programs.

Reporting Student Progress:

St John's Catholic College provides written reports to parents four times per year. Interim Reports are issued at the end of Terms 1 and 3 while more comprehensive End of Semester Reports are provided at the end of each Semester [Terms 2 and 4]. In addition, teachers are required to contact parents where there are concerns around general progress in individual subjects or in instances where there are issues around submission of specific assessment items.

Subject Selection Protocols and the Timetable:

In 2014 a decision was taken to move from a 'students driven' to a managed protocol for scheduling, subject selection and timetable construction. The rationale for this decision was that such an approach resulted in a more efficient, balanced, and predictable scheduling process and timetable. As a result, student and staff timetables for the 2015 academic year were available prior to the closure of the College for the Christmas holiday period at the end of 2014. The College recognises the work of Mr Cameron Hughes in initiating, developing, implementing and embedding this highly

Teaching and Learning

efficient and effective approach to the structuring of the College timetable.

Co-Curricular Programs:

The College offers a rich and diverse range of co-curricular engagement opportunities to students. These include, but are not limited to: Leadership opportunities in the Student Representative Council and College Leadership Team; Sporting engagement opportunities through the Darwin Secondary Schools Sports Cluster; Social and cultural development opportunities through such programs as the Secondary School Debating and Plain English Speaking Award competitions; and, Personal, leadership, and spiritual development opportunities through the College's program of Retreats and Camps.

Student Support Services:

The College has established a range of specific programs to cater for individual student learning needs. These include the Intensive English Unit that specifically caters for the needs of international students and recent arrivals to Australia, and the provision of a dedicated Learning Centre to cater for students with additional learning needs and/or challenges. Careers counselling is provided by the Year 12 Coordinator and specialist Counselling Services are provided to students at the College by professional, qualified Counsellors from Catholic Care [formally Centrecare].

External Validation of Teaching and Learning:

Early in 2015 the Catholic Education Office established an External Validation Panel to review Teaching and Learning at St John's Catholic College. The remit of this Validation Panel was an investigation and review of:

- Organisation and management of Teaching and Learning at the College;
- Implementation of the Australian Curriculum in the Middle School;

- Implementation of the SACE Board Curriculum in Years 10 through 12;
- Subject documentation – Programs, Assessment Plans and Standards Validation Protocols;
- Orientation, Professional Development and Performance Management Protocols;
- Interaction with external curriculum specialists [the CEO, NTDoE, and the SACE Board]; and,
- Use of data derived from national testing regimes [NAPLAN, PISA] in planning curriculum delivery.

The External Validation Panel comprising a Consultant [Chair] from Adelaide, the Manager of the Northern Territory Department of Education's Senior Years Curriculum Team, the CEO's Curriculum Consultant, and a representative from the NT Catholic Principal's Association visited the College late in Semester 2. Prior to this visit, all Faculty Heads, the Director of Curriculum, and the Principal were required to provide specific documentation with respect to Curriculum organisation, planning, delivery, assessment, standards validation, recording, and reporting. During the Panel's visit to the College, individual Faculty Heads were scheduled to meet with the Panel for discussion and evaluative feedback.

This External Validation process culminated in an evaluative overview at the end of the panel's visit to the College. At this time, the Panel Chair [Mrs Sharon Duong] thanked Faculty Heads for the wealth of detailed information provided and the positive spirit that was evident in the College's engagement with the validation process. Subsequently, a report was produced detailing the panel's findings and making a range of specific recommendations with respect to improvements strategies that ought to be planned and implemented. These recommendations have been integral to the planning of Teaching and Learning delivery from 2016 onwards.

By Lester Lemke - Former Deputy Principal: Hartzler Campus

NAPLAN

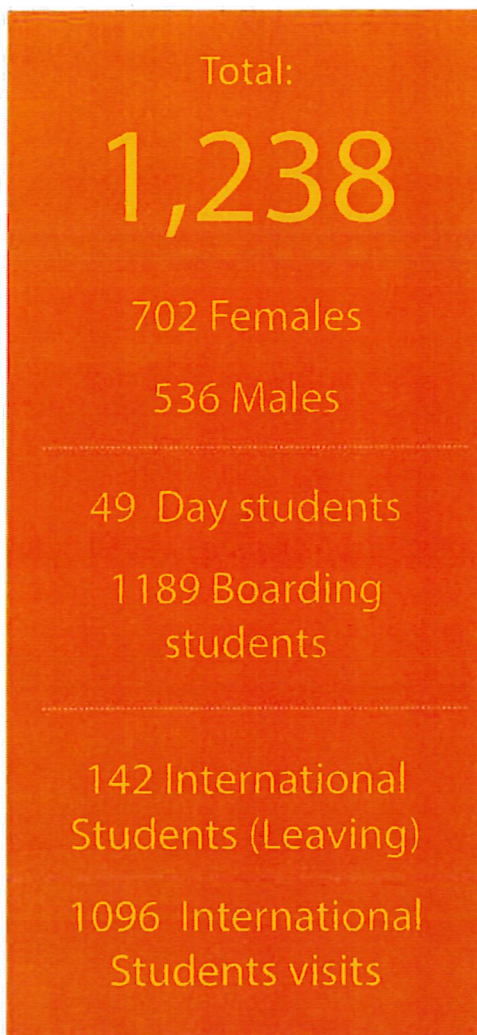
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 7	500		486		509		500		516	
	473 - 527		470 - 481		485 - 534		473 - 527		489 - 540	
	SIM 500 493 - 508	ALL 546	SIM 464 445 - 482	ALL 511	SIM 508 500 - 515	ALL 547	SIM 487 470 - 490	ALL 541	SIM 489 471 - 507	ALL 543
Year 9	532		487		536		511		554	
	517 - 548		467 - 507		519 - 553		493 - 528		539 - 569	
	SIM 536 528 - 543	ALL 588	SIM 478 468 - 487	ALL 547	SIM 542 534 - 549	ALL 583	SIM 520 512 - 529	ALL 588	SIM 548 540 - 555	ALL 592

NTCET Results

Stage 1	A	B	C	D	E	N	Total Enrolments
2013	15%	33%	39%	9%	3%	1%	760
2014	14%	32%	44%	8%	1%	1%	631
2015	13%	33%	38%	7%	4%	4%	534
Stage 2	A Range	B Range	C Range	D Range	E Range	N Range	Total Enrolments
2013	10%	32%	43%	11%	3%	0%	237
2014	4%	42%	41%	9%	2%	1%	172
2015	8%	27%	43%	18%	4%	0%	190

Medical Centre

Students seen in the Medical Centre (April - December).



Endorsements

Lindsay Luck, Principal

Date:

Stephen Goodall, School Board Chair Person

Date:

Michael Avery, Director Catholic Education

Date: