



2020 ANNUAL REPORT

St John's Catholic College Darwin

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Front Entrance Of The College With 'Strong Together' Branding

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St John's Catholic College

Vision Statement

'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 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 Report – Mr. Cameron Hughes



In 2020 St John's Catholic College proudly celebrated being a community 60 years Strong in Faith and Strong Together. Much has changed since the College opened its doors in 1960, but our commitment to the wellbeing and learning of all students in our Catholic community has not. We continue to be a community that aspires for our graduates 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 60 great years.

We are a community committed to the process of school improvement. That is why in 2020 the College continued to engage in the School Improvement and Renewal Framework processes. The SIRF supports schools in developing in the areas of: Catholic Identity, Leadership, Teaching and Learning, Pastoral Care and Wellbeing, Community and Culture and Finance, Facilities and Resources. We accept that we have a shared responsibility in cultivating and enhancing our positive learning culture. The College continues to engage with strategies as outlined in National School Improvement Tool (NSIT), including: the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully; the staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community; interactions between staff, students, parents and families are caring, polite and inclusive; the school views parents and families as integral members of the school community and partners in student learning; the school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs; the school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff; the school has clear strategies to promote appropriate behaviour; the school works to create an attractive and stimulating physical environment that supports and encourages learning; the school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued; and all students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

That is why it was so pleasing to report at the beginning of the year the success of the Class of 2019, where 100% of our students completed the Northern Territory Certificate of Education and Training, where our students earned 14 A Grades in Stage 2 subjects and En Olga Pawika was awarded an A+ in Stage 2 Indonesian (continuers) and Lance Hutt and Andrew Caldwell earned A- in Stage 2 Specialist Mathematics. Special mention to Lance Hutt who received our top Australian Tertiary Admission Rank of 95.90. In addition, of our 30 graduates in 2019, 11 were from an Aboriginal or Islander background, 15 were from a Language Background Other Than English and 1 student was from a Refugee or Humanitarian program background. We are very proud of the Class of 2019 just as we are proud and confident of the Class of 2020.

We are a community committed to supporting and extending our students. That is why in 2020 we implemented the Learning Nest, an after-school homework centre staffed by St John's

Alumni currently studying at Charles Darwin University. In addition to achieving academic success at St John's, the tutors bring their knowledge and experience from their studies in: Law, Pharmacy, Psychological Science and Computer Science. I am pleased to report that the Learning Nest will continue in 2021 and continue to provide the opportunity for our graduates to give back to the College to support current students with their homework, study, exams and assessment items.

We are a community that believes that excellent school attendance supports education, employment and wellbeing outcomes of students. That is why as part of our school improvement agenda, the College continues to focus on our 95%+ Attendance Policy and associated processes. By working in partnership with parents and guardians we are seeing an improvement in both individual and collective attendance data. We acknowledge the 74 students who have met the 95%+ Attendance benchmark across Terms 1 – 3 with the Principal's Award for Outstanding Attendance.

We are a community underpinned by the values of Acceptance, Compassion, Courage, Respect, Resilience, Responsibility and Stewardship. That is why we can be proud of the way in which we responded to COVID19. Our community faced many challenges, including: the temporary closure of the boarding house, travel restrictions to remote communities, interstate and overseas locations, changes to the very nature of work, and maintaining continuity of learning through multiple modes of delivery. Our students, staff and families once again demonstrated that we are community strong in faith and strong together. A special mention to: our boarding students who were required to travel home and learn online, our boarding staff for adapting to a range of new work duties, our teaching staff who delivered both face to face and online lessons, the network of remote community schools for supporting for our boarding students, our international students who since January have been unable to travel home and to all students, staff and family members for your work, support and commitment during this challenging time.

The College has been a provider of boarding since 1966. Over time boarding enrolments and demographics have changed as well as the costs associated in the provision of a quality boarding program. In recent years the College has participated in three external reviews into the funding of Indigenous Boarding Schools conducted by Deloitte (2013), KPMG (2016) and Grant Thornton (2019). The reviews provide a summary of the collective financial challenges for providers operating Indigenous boarding within the current funding mechanisms as well as opportunities for providers to improve their models of structure and service. In response to the reviews the College has conducted a thorough cost benefit analysis and proceeded with a restructure to consolidate boarding to the Chevalier Campus. Undertaking this restructure provides the College with the opportunity to achieve operational and financial efficiencies whilst at the same time maintaining a safe and quality boarding program. Thank you to the staff who have contributed to the review, restructure and the implementation of the consolidated model.

With regards to major capital works for 2021, the College has been successful in obtaining two grants through the Commonwealth Government's Block Grant Authority to undertake roofing works on Jubilee Hall and the Woodwork and Metalwork areas (\$124,062) and to support the consolidation of Boarding to the Chevalier Campus (\$260,000).

During 2020, I wrote to the College Community regarding my intention to review the Year 12 Presentation Ball as an ongoing event on the College Calendar. The Presentation Ball has been a highlight for the College since 1982, however, in recent times the relevance and sustainability of the event has been called into question. Moving forward the Year 12 Valedictory Dinner will be the formal event to acknowledge, affirm and celebrate our Year 12 students.

As flagged in the Annual School Improvement Plan (ASIP) the College has commenced the process of reviewing and renewing the College uniform. In 2021 a College jumper will be introduced and in 2022 a new polo shirt and shorts will be launched. The principles that are guiding this work are: a design that incorporates our tradition and is representative of 'one' College, a design that promotes College identity, pride and spirit, and a design that is contemporary, functional and comfortable for the Darwin climate.

We acknowledge that the community must have confidence in the College and an important part of community confidence is an advisory board that provides a good governance function and advice to the Principal. Our thanks to the College Advisory Board of: Mr Anthony Burton (Chair), Father Peter Hendriks MSC, Mrs Falinda Hermanus, Mr Kwame Selormey, Mr Simon Munkara, Mrs Bernadette Morriss, Dr Jo Seiler, Mr Romeo Develos, Mr Ivan Lim, Ms Tamara Murphy and Mr Shashank Laroia.

The College Community was saddened by the passing of Mrs Bernadette Morriss during Term 4, a much loved and highly respected member of our community. Mrs Morriss was a member of the College Advisory Board and was a significant supporter of St John's over many years. Many of our families had a close connection with Mrs Morriss through her association with St John's, in her role as Principal of Holy Spirit Catholic Primary School and as a member of the St Paul's Parish, Nightcliff. The College Community extends our deepest condolences to the family of Mrs Bernadette Morriss. May her soul rest in peace.

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, Principals' Consultant, Mr Geoff Perry, General Manager Finance, Mr Tom Pearce and Leader of Catholic Identity, Sr Catherine Mead. My thanks to the College Strategic Leadership Team of Denise Simon, Cheryl Hughes, Ayesha Fatima, Scott Mannion and Shashank Laroia, 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 forty weeks of the year.

To College Captains and Vice Captains, Esta Mutalemba, Reski Thenggo Wijaya, Micaela Browell and Wal Akol Jok, thank you for your exceptional student leadership during your time at St John's. You really have led by example in creating a culture of belonging, where everyone feels safe and welcome. To our departing staff of Ms Alison Lowe, Ms Alina Johnston, Mr Andy Keighley, Ms Jane Anlezark, Ms Shinead Love, Mr Ryan Trembath and Mrs Denise Simon, 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 2021.

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,

Cameron Hughes
Principal















Principal With Students Wearing The Renewed College Uniform





2020 Annual School Improvement Plan

Key Area	CENT Goals	SLT Accountability	College Strategy / Action	Completion			
				T1	T2	T3	T4
Catholic Identity	<ul style="list-style-type: none"> • Catholic Identity Goal 1: Proactively address the challenges of evangelisation in our diverse schools in an increasingly secular society. • Catholic Identity Goal 2: Promote contemporary, engaging and relevant learning for all in the beliefs, knowledge, traditions, rituals and values of the Catholic faith. • Catholic Identity Goal 3: Provide intentional, ongoing and reflective opportunities for spiritual development. 	APRE	<ul style="list-style-type: none"> - Increase community comprehension of the Liturgical Year. 				Green
		APRE	<ul style="list-style-type: none"> - Celebrate Mass with the Year 5s & 6s of St Mary's, St Paul's and Holy Spirit. 				Yellow
		APRE	<ul style="list-style-type: none"> - Implement a Catholic Identity and Faith Formation survey (Term 1) to enhance community voice and planning. 				Green
		APRE	<ul style="list-style-type: none"> - Collaborate with the community in the drafting of a College prayer. 				Red
		APRE	<ul style="list-style-type: none"> - Include IEU students in the Catholic Identity retreat program. 				Green
		APRE	<ul style="list-style-type: none"> - Support the OLSH Sisters' International Mission at Comboni School, Mapuordit, South Sudan through fundraising: 2018 - \$2326, 2019 - \$X 				Green
		APRE					

Leadership	<ul style="list-style-type: none"> Leadership Goal 1: Build support mechanisms and foster a robust culture which provide opportunities to build professional capacity. Leadership Goal 2: Support a professional growth and development culture which is nurturing of all. Leadership Goal 3: Implement systemic, collaborative and informed decision making processes in school and system leadership for students, teachers, parents and priests. 	<p>PC&WC</p> <p>PC&WC</p> <p>Principal</p> <p>Principal</p> <p>SLT</p> <p>Principal</p>	<ul style="list-style-type: none"> Form the Student Leadership Team through participation in leadership experiences. Draft Student Leadership position descriptions. Re-establish parent / guardian representatives onto the College Advisory Board. Develop and implement an SLT Decision Making Framework to support senior leaders and enhance transparency. Encourage staff participation in professional learning as offered by CENT and as funded through the Study Incentive Program. Contribute as a member of CENT to achieving the Aboriginal and Islander Workforce Development Targets (2020 – 2022) 		     
Teaching and Learning	<ul style="list-style-type: none"> Teaching and Learning Goal 1: Be innovative and responsive in exploring emerging school, diocesan and system priorities. Teaching and Learning Goal 2: Ensure embedded practices that promote, support and facilitate successful outcomes for all. Teaching and Learning Goal 3: Work collaboratively to nurture the development of the whole person, mindful of school and community diversity. 	<p>AP: T&L</p> <p>AP: T&L</p> <p>AP: T&L</p> <p>AP: T&L</p> <p>AP: T&L & APRE</p> <p>AP: T&L & BM</p>	<ul style="list-style-type: none"> Draft a policy on Teaching and Learning. Implement a Student Perception of Teaching survey (Term 2) to enhance student voice and inform effective pedagogy. Implement a NTGET (Yr10 – 12) pattern check / red flag process and letter. Implement an after school tutor program (Learning Nest), staffed by recent graduates who achieved academic success. Review Senior Religious Education offerings. Maximise Inclusion Support funding and support through high level engagement with the INSPIRE and NCCD processes. 		     

<p>Pastoral Care and Wellbeing</p>	<ul style="list-style-type: none"> • Pastoral Care and Wellbeing Goal 1: Develop a Student Wellbeing for Learning Framework that is contemporary, forward focused and contextualised. • 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. • 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. 	<p>PC&WC PC&WC PC&W</p>	<ul style="list-style-type: none"> - Implement a Social Emotional Wellbeing (Term 3) survey to enhance student voice and inform planning. - Draft and implement a 95%+ Attendance Policy and associated processes. - Increase the utilisation of Grade Xpert for behaviour management and PAT testing. 		<p>🟡 🟡 🔴</p>
<p>Community and Culture</p>	<ul style="list-style-type: none"> • Community and Culture Goal 1: Build strong and inclusive Catholic communities through leadership and exemplary practice in family and community partnerships. • Community and Culture Goal 2: Engage with school communities and stakeholders to support the development of strong practices in Community and Culture. • Community and Culture Goal 3: Provide intentional, ongoing and reflective opportunities for spiritual development. 	<p>Principal Principal DOB DOB DOB DOB</p>	<ul style="list-style-type: none"> - Foster School Spirit through the introduction of a sports specific logo. - Install Welcome Statement and Acknowledgement of Country signage at the front of the College (Administration). - Undertake community visits across the year. - Foster the relationship between the College and the Transition Support Unit to facilitate boarding enrolments that set students up for success. - Create an online boarding newsletter / blog communicating with families daily activities and achievements. - Support Aboriginal and Islander students to incorporate language, dance, song and culture into College events. 		<p>🟡 🟢 🟡 🟢 🔴 🟡</p>

Finance, Facilities and Resources	<ul style="list-style-type: none"> Finance, Facilities and Resources Goal 1: Implement best practice budget development, financial content and accountability procedures. Finance, Facilities and Resources Goal 2: Develop and implement appropriately budgeted plans for capital works and the management of facilities and resources. 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. 	<p>BM</p> <p>BM & DOB</p> <p>BM & DOB</p> <p>BM</p> <p>BM</p>	<ul style="list-style-type: none"> - Transition effectively to Tech One and Civica Education Suit in consultation with CENT. - Complete a thorough cost benefit analysis of a consolidation of Boarding to the Chevalier Campus. - Implementation of a Boarding staffing structure responsive to student numbers in house. - Implement a quarterly review of YTD income and expenditure to further improve budget tracking. - Explore possible external income streams in line with the College Vision and Catholic Ethos utilising available resources. 			    
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Assistant Principal: Administration – Mrs. Ayesha Fatima



The current Catholic Education NT Strategic Plan 2018 – 2022 is 'Education 2022'. Aligned with this Strategic Plan, St John's Catholic College in 2020 has taken its next step towards further improvement in the key areas of Pastoral Care and Wellbeing, Community and Culture, Teaching and Learning, Leadership, Finance, Facilities and Resources and anchoring all the areas to Catholic Identity.

We are committed to our vision statement for the period 2018 – 2022: **'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.'**

During COVID-19 the College supported our remote students through the pandemic. Teachers collaborated with Boarding House Parents, who contacted families and students to check on their wellbeing. Our Heads of House also contacted families and students to support and guide our students with their academic progress to maintain continuity of learning.

Highlights of significance during 2020:

Term 1

Bushfire Fundraiser:

In response to devastating bushfires the College raised funds. Egg and Bacon Breakfast on Tuesday 18 Feb from 8:30 – 9:00 cooked by SRC, College captains and staff. Money raised was donated to National Bushfire Taskforce set up by St. Vincent de Paul Society.

Spelling Bee House Cup:

Thank you to Mr. Burley for Organising the Spelling Bee challenge. I would like to thank Homeroom teachers and other staff members who have supported and encouraged students to participate. I would like to specially thank Heads of Faculty for all the challenging vocabulary they prepared for the Challenge.

Term 2

Trivia Quiz House Cup:

Thank you to Ms. Higgins for Organising the Trivia quiz for Homeroom House cup. It was exciting to see the community spirit.

Pro-Diligentia Assembly:

Parents, Guardians and students joined virtual assembly on Friday 15 May through Zoom to acknowledge student effort and diligence.

Cross Country:

In preparation to participate in Cross Country Ms. Mathews organised a running club. It was great to see the participation by students every Thursday at 7:30 am. I thank Mr. Samweli Msafiri and Mr Harvey Jupp for their support for running club.

National Reconciliation Week:

Students wrote their own reflections and shared during Homeroom.

Term 3**Cum Laude Awards**

Parents, Guardians and students gathered at the Cum Laude Awards assembly on Friday 7 May to acknowledge student effort and achievements.

Athletics Carnival:

Excellent team spirit in each House and high level of leadership demonstrated by House captains in preparation for the carnival.

House Assemblies:

Range of activities run by NET team and HOH in Year level Assemblies. Year 7 & 8 had an informative session on cyber bullying. Year 9 & 10 had workshop about Emotional Intelligence. Year 11 students participated in leadership workshop.

Student Leadership Elections - Preferential Voting:

Nominated Year 11 students gave speeches in leadership assembly. Following the speeches students and staff voted for the candidates through preferential voting system set up by NTEC.

Term 4**Year 12 Farewell:**

Students enjoyed breakfast cooked by staff. Following the breakfast was dodge ball between staff and students. This was one of the memorable moment of the term for year 12 students as it was their last day at school.

Public Speaking:

It was wonderful to see enthusiastic participants for public speaking.

Christmas Celebrations:

Students and staff decorated Homerooms during Homeroom activities. It was great to see students sharing the spirit of Christmas. Thank to Homeroom teachers for all their support to students.

Ayesha Fatima

Acting Assistant Principal: Administration



Principal With Student Receiving Attendance Award



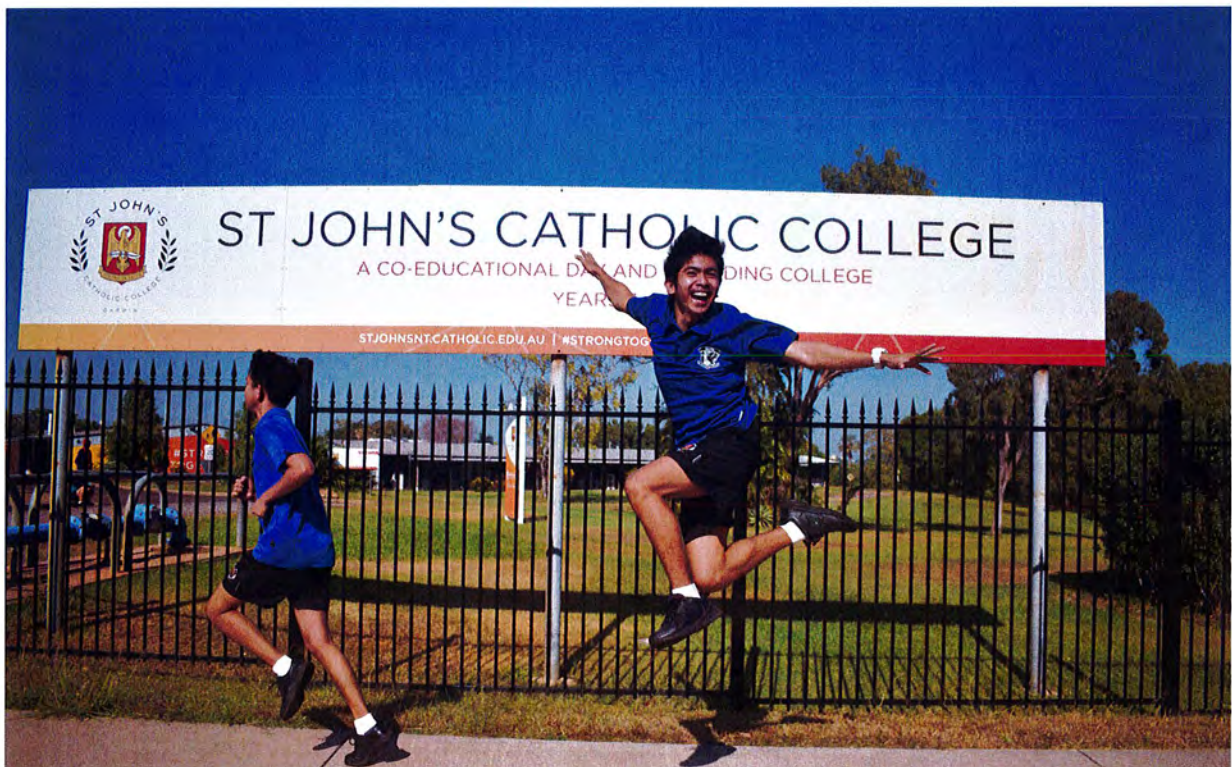
Fundraising For Caritas Australia



Athletics Carnival



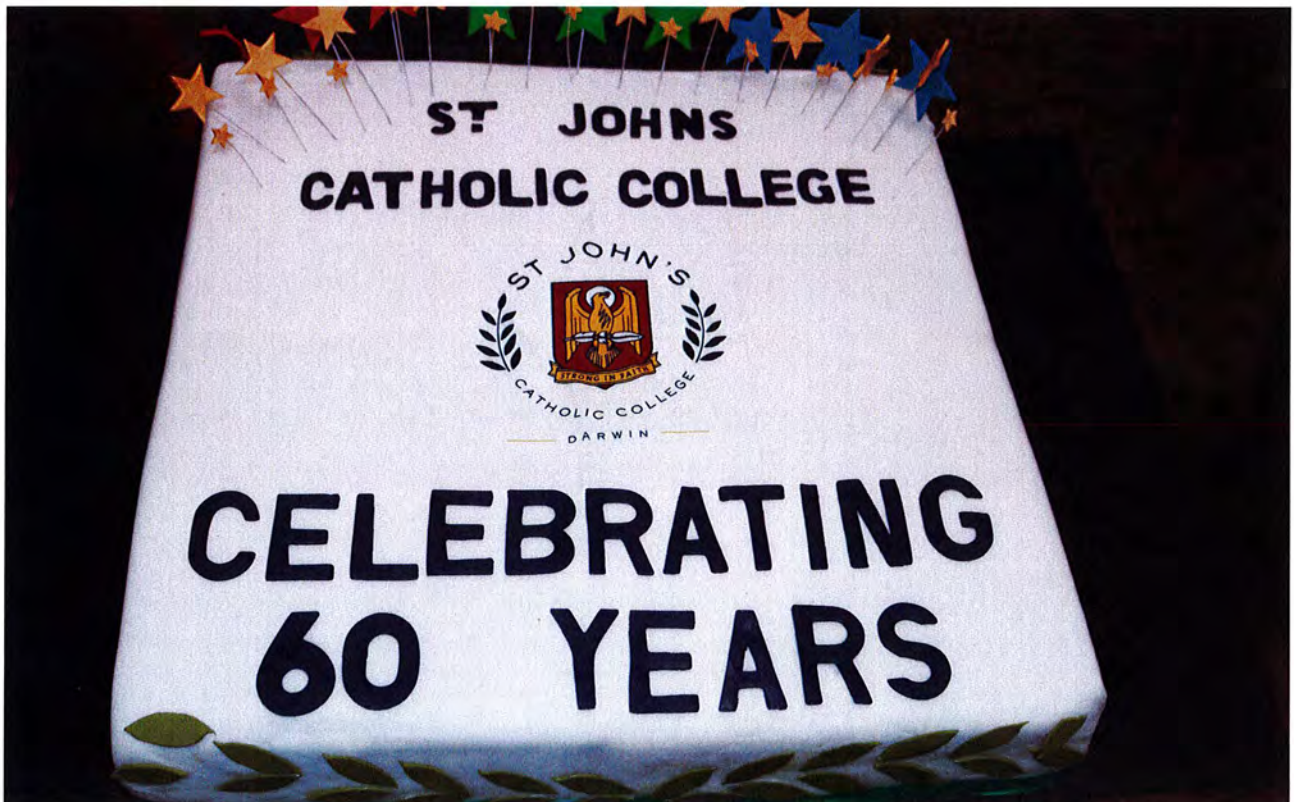
Year 12 Students With College Chaplain



Cross Country Carnival



Year 12's Last Day Of Regular Classes



60th Anniversary Cake

Assistant Principal: Religious Education – Mrs. Denise Simon



Dear Members of the St John's Catholic Community,

2020 has somewhat, turned the world on its head. In doing so, it has challenged all of us to reimagine and come to a new understanding of what it means to live life to the full as a human community in the midst of creation. Life has challenged our experience and understanding around our personal and communal expectations. We have so much to be thankful for so let us together remember that we are here on this earth for a reason and we must use every second wisely. A few inspirational words to get us thinking:

Today is ours, let's live it
And love is strong, let's give it
A song can help, let's sing it
And peace is dear, let's bring it
The past is gone, don't rue it
Our work is here, let's do it
The world is wrong, let's right it
The battle is hard, let's fight it
The road is rough, let's clear it
The future vast, don't fear it
Is faith asleep, let's wake it
Because today is ours, let's take it

Live
life
to the
fullest

This year the College proudly celebrated a significant milestone as it completed 60 years of being **Strong in Faith** and **Strong Together**. Citing the scripture passage from 1 Peter 3:8 - Finally, all of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind. The qualities mentioned are ones we strive to live by and inculcate within our college community.

The opening College Mass was celebrated on Friday the 7th of February by the most Reverend Charles Gauci and Father Brian Steele. Father Brian Steele MGL joined our College Community as the new Chaplain for 2020. He is a member of the Missionaries of God's Love, the same congregation that Fr Dan Benedetti, Joseph Neonbasu and Dave Tremble, former chaplains to the St John's College. Fr Brian joined the Missionaries of God's Love in 1992 and has been a priest for 18 years. He was the chaplain of St Martin de Porres Catholic Aboriginal Community in Casuarina. Fr Brian arrived in Darwin in 2015 after working in the Philippines for 9 years.

The St John's Catholic College Community celebrated Assumption Mass at Holy Spirit Catholic Church on 13th August. A special thank you to Fr Antony Santhiyagu and Fr Brian Steele who were celebrants for the Mass. Thank you to the Principal and Religious Education Coordinator Paula Sellars, Emma McDonald and CENT personnel, who were part of the celebration for the day. It is always heart-warming to have members from other Catholic schools join us as one family on days like these.

We celebrated the Solemnity of the Sacred Heart of Jesus on Friday the 18th of September. While the official feast day is the 28th of June, we came together as a College to join in with our other MSC Schools and Colleges who celebrated this special occasion earlier in the year. The celebration of the Sacred Heart of Jesus is very special, and the heart is a symbol of love

and forgiveness. Through Jesus giving up his life on the cross he showed us unconditional love and forgiveness and taught us how to live these in our own lives.

We came together as a College Community on Friday the 23rd of October to celebrate our Founder's Day Mass, at the St Paul's Catholic Church Nightcliff. Thank you to Fr Peter Hendricks, Fr Brian Steele and Fr Bartha who celebrated Mass for us. I would also like to acknowledge and thank Megan Evans, Rochelle De-La-Mare, Jacqui Langdon and Dirk Botha for joining us for Mass. It was a wonderful celebration indeed! Fr Jules Chevalier was the Founder of the MSC and OLSH sisters. The story of the Missionaries of the Sacred Heart dates back to the 19th century, when a young priest named Jules Chevalier sparked a single flame of hope and love that still burns brightly till today. His aim was a simple one: To share the message of God's love with the world around him. We at St John's endeavour to do all we can to spread the message that Jules Chevalier so believes in.

Finally we came together as a college community to celebrate the Valedictory Mass on 26th November at the St Mary's Star of the Sea Cathedral. Thank you to Bishop Charles Gauci who presided over the Mass. Also, a special thanks to Fr Brian Steele and Fr Peter Hendricks who celebrated Mass with Bishop Charles Gauci. It was a wonderful celebration indeed and we wish our 2020 graduates all the best in their future endeavours.

Charism.....
A story to enter,
A language to speak,
A group to which to belong,
A way to pray,
A word to undertake,
A face of God to see (Claude Marechal)

St John's hosted their Catholic Identity Day on 11th September with a focus on the College Charism. Jules Chevalier the founder of the Missionaries of the Sacred Heart - MSC, saw clearly that our Charism and Spirituality is one that is a Spirituality of the heart; a spirituality of compassion, of love and of mission. We would like to thank Bishop Charles, Jacqui Langdon, Carol Muller, Syed Mahmood and Cameron Hughes for their valuable contribution in making the day into a memorable one for all present.

The students and staff of the College continued their support for Caritas through the Lenten Appeal, as well as supporting the Christmas Hamper appeal of the St Vincent de Paul Society. This represents significant financial and material support and allows the work of these organisations throughout the world to continue, improving educational and life outcomes for our brothers and sisters. The students not only understood the importance of fundraising but also the importance of educating our school community about the issues being faced by those on the margins of life.

The Year 12 Retreat is an important part of our students' spiritual and personal growth at St John's Catholic College, it is therefore a compulsory event for students to attend. The students spent three days at the Mary River Wilderness Retreat from 19 – 21 February, exploring the theme of '**Trust, Love and Live.**' The Retreat aims to reinforce in students a positive self-image, to reflect on significant relationships and life experiences, and to explore the presence of God in one's life. The program consists of large group input, small group discussions and personal reflection time. The celebration of Mass on the second day also provides valuable prayer experiences for each of the students. The Year 10 and 11 Retreat could not take place due to COVID-19, however the students of the mentioned year levels had a whole day retreat with the NET Ministry Team.

A big thank you to the NET Ministry Team of Peter, Jess, Crescent, Mariah, Bree, Matthew and Kathryn for facilitating the Retreat for Years 7 – 11 & the Intensive English Unit students, here at the College. The chosen themes of Peer Pressure, Social Justice and the Unlikely Leader was well received by the students. They had a fruitful and enjoyable day made possible by the friendly and very organised NET Team.

During 2019 & 2020 students and staff from St John's College have been trialling the new Religious Education units from our Journey in Faith curriculum. This has been an exciting journey as we recognise that our curriculum needs to be updated to suit our changing social climate and advancements in the way we teach.

The 12 Key Ideas from the previous units have been replaced with 5 knowledge Strands:

- God, Us and Faith
- Prayer and Sacramentality
- Sacred Texts
- Moral Life
- Church for the World

Interwoven in all these units is the Wisdom strand which focusses on deep skills that RE students develop alongside their growth in knowledge and understanding. The new units are designed to promote rich discussion and to provide students with the knowledge and dispositions to ensure Religious Education is relative and engaging for their contemporary world. This has seen an improvement in 'Higher Order Thinking Skills' used by our students in Religious Education.

I would like to take this opportunity to thank Cherylun Hughes, Bronwyn Graham, Lakshmi Martinson, Marianne Foster and Stephanie Ghislain for being an excellent coordinated and organised Religious Education team who worked well together.

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, our College Chaplain Fr Brian Steele MGL, Fr Peter Hendriks MSC, and all the clergy for their ongoing support of St John's Catholic College.

As I write my final report as Assistant Principal Religious Education, I would like to thank all members of the St John's family for their support over my time here at the College. You will forever be in my thoughts and prayers.

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

Denise Simon

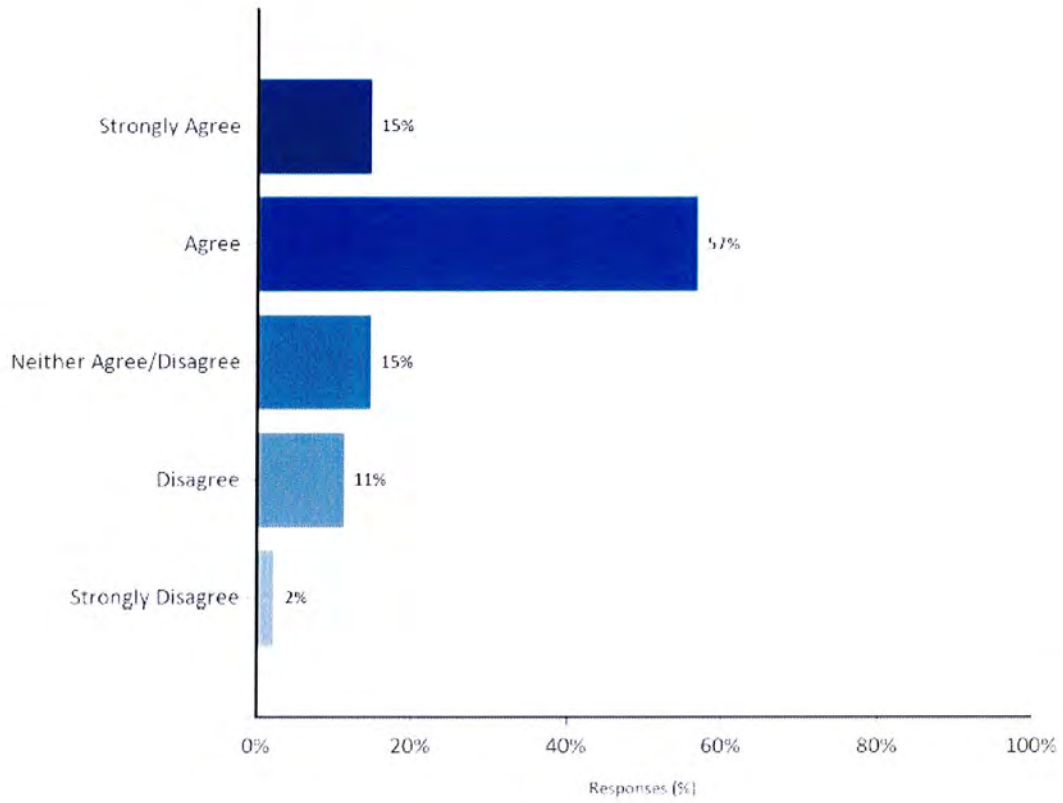
Assistant Principal: Religious Education



Bishop Charles With Staff On The Catholic Identity Day

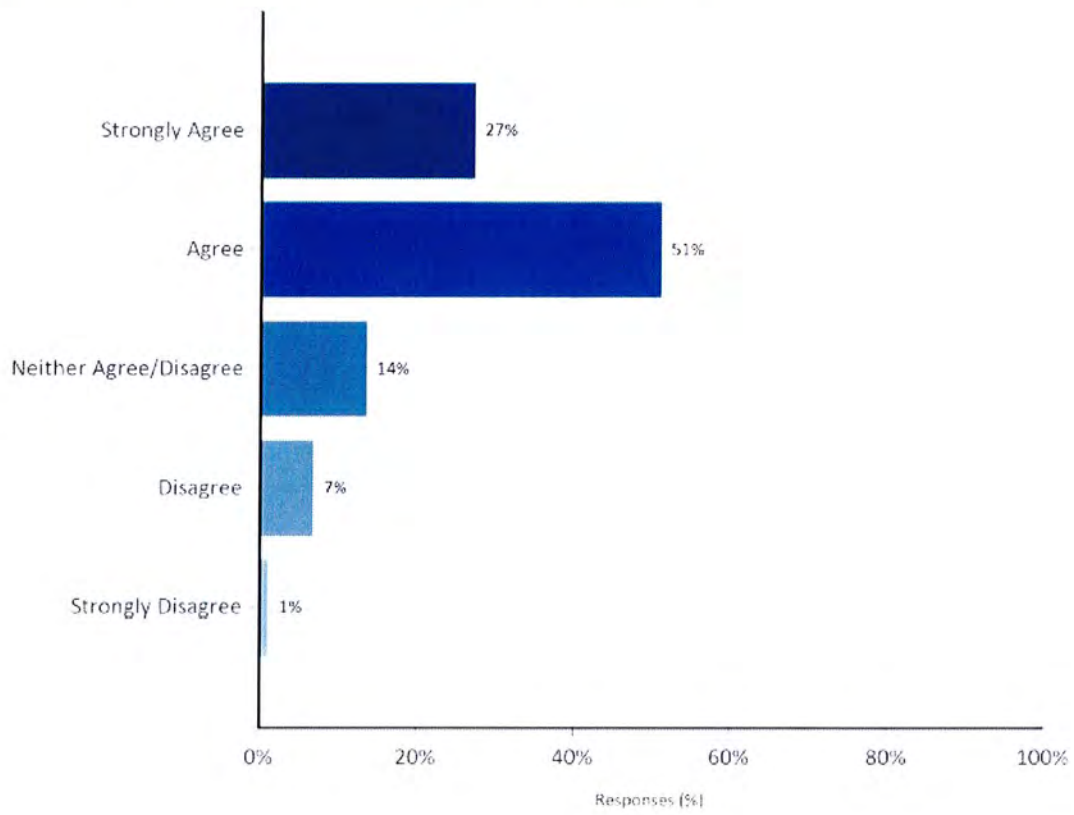
Faith Formation Survey – 88 student responses

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



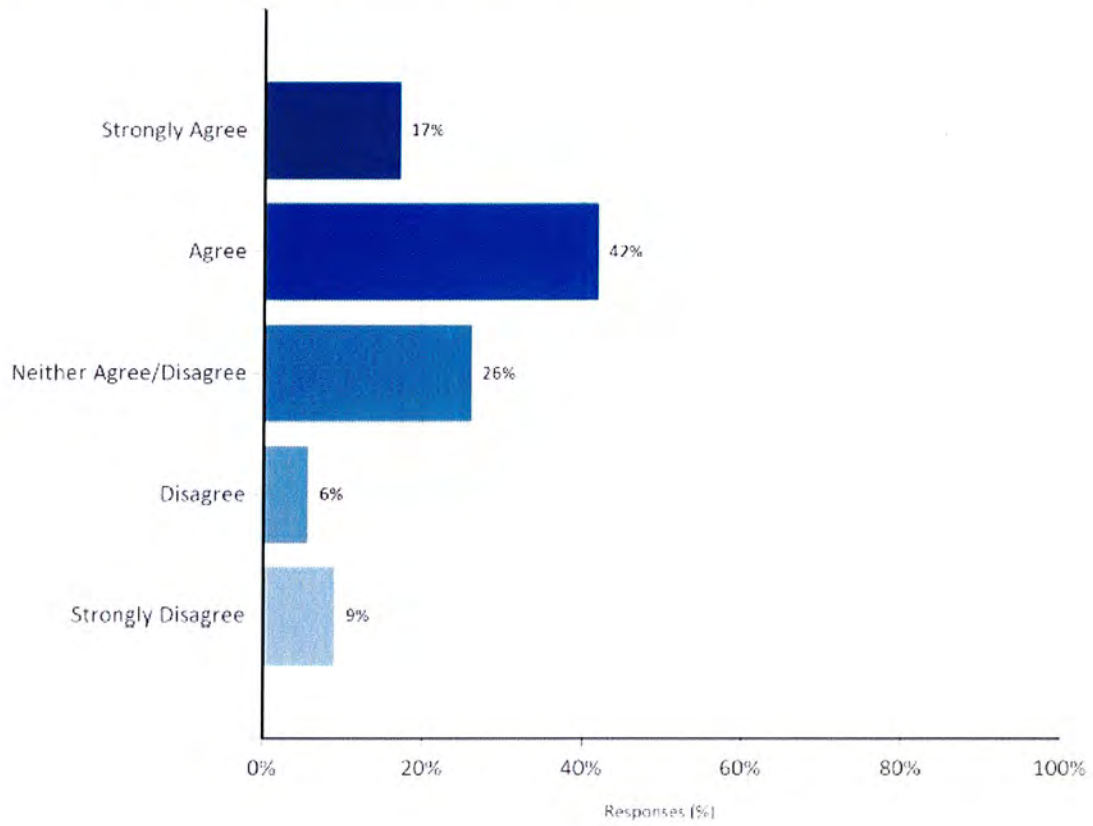
Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	13	15%	50	57%	13	15%	10	11%	2	2%

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



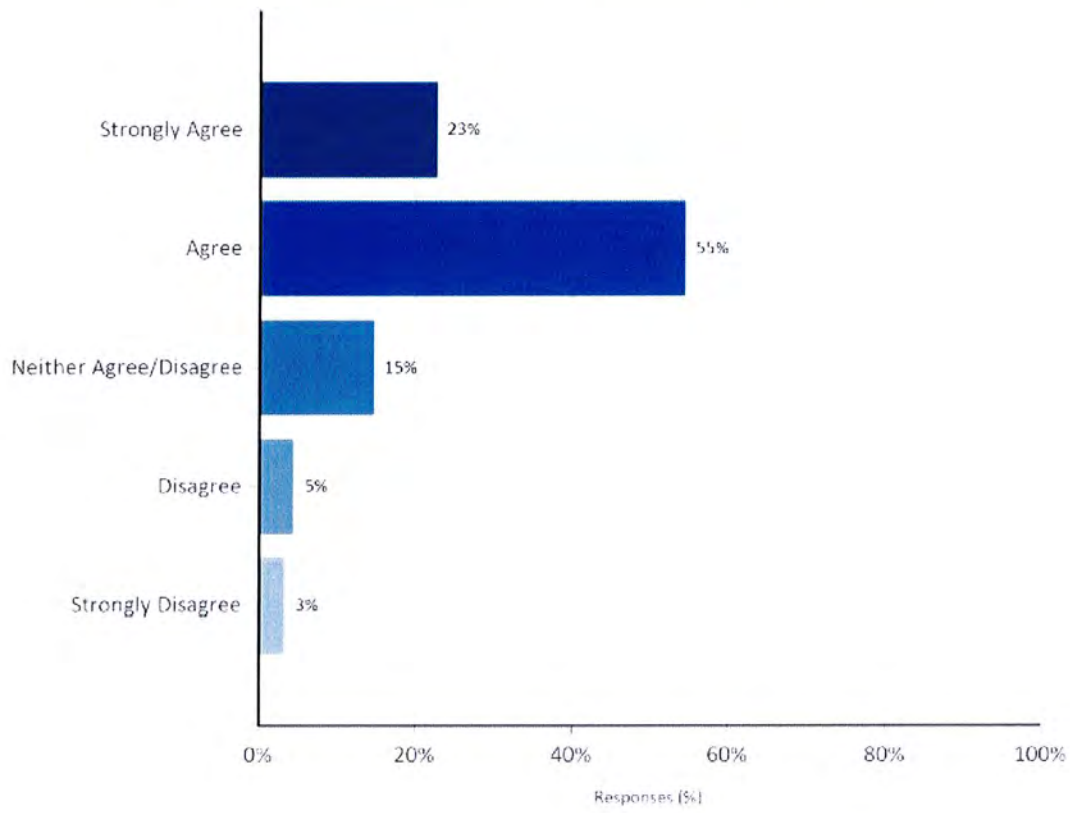
Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	24	27%	45	51%	12	14%	6	7%	1	1%

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



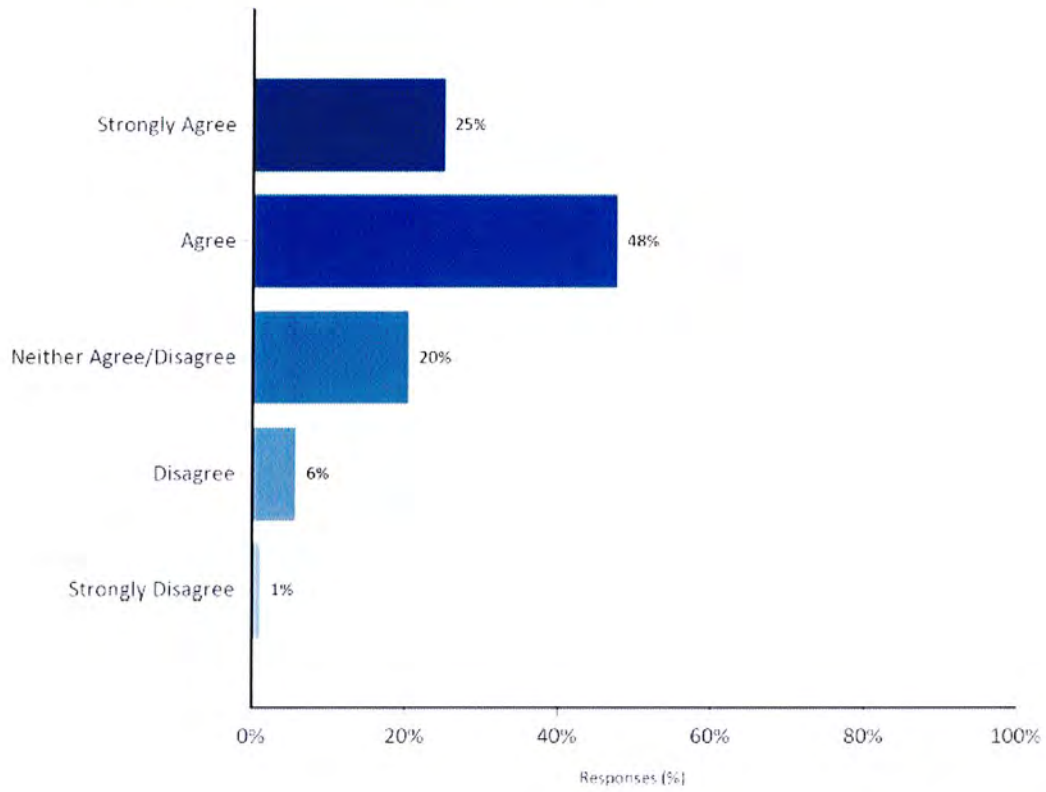
Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	15	17%	37	42%	23	26%	5	6%	8	9%

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



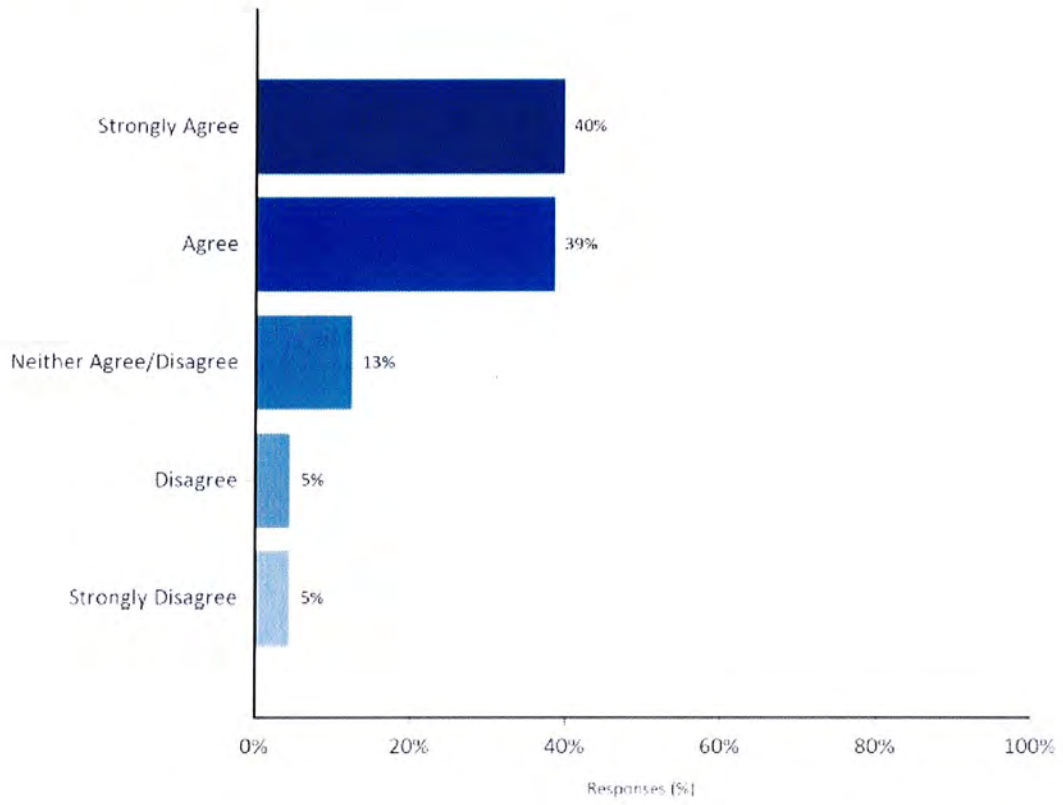
Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	20	23%	48	55%	13	15%	4	5%	3	3%

5 . The College provides regular opportunity to celebrate the Sacraments.



Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	22	25%	42	48%	18	20%	5	6%	1	1%

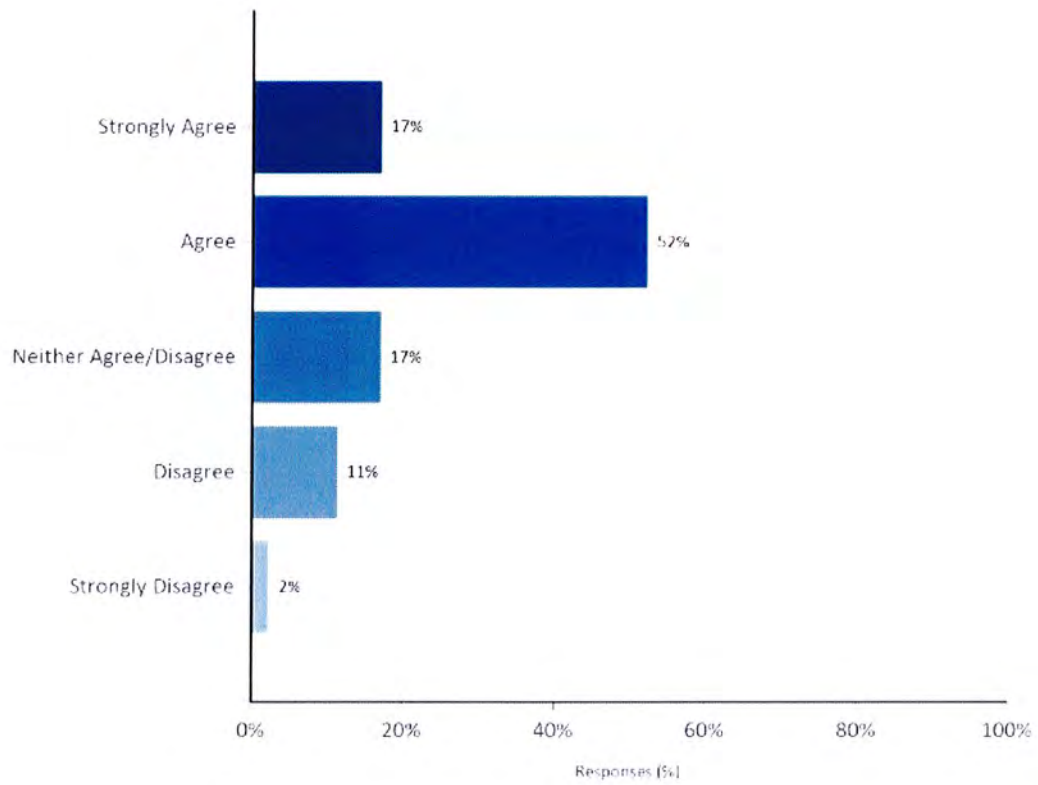
6 . Prayer forms an important part of Homeroom each day.



Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
Num	%	Num	%	Num	%	Num	%	Num	%
35	40%	34	39%	11	13%	4	5%	4	5%

Number

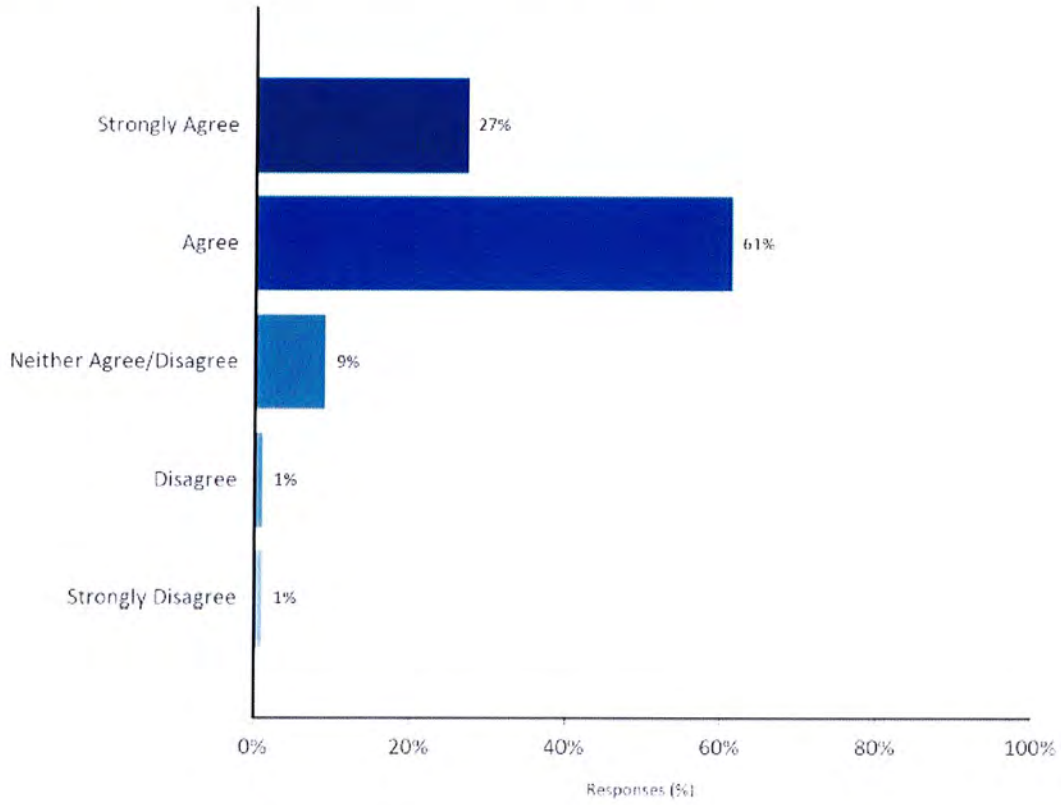
7 . The College provides regular opportunities to participate in social justice activities that promote Catholic Social Teaching.



Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
Num	%	Num	%	Num	%	Num	%	Num	%
15	17%	46	52%	15	17%	10	11%	2	2%

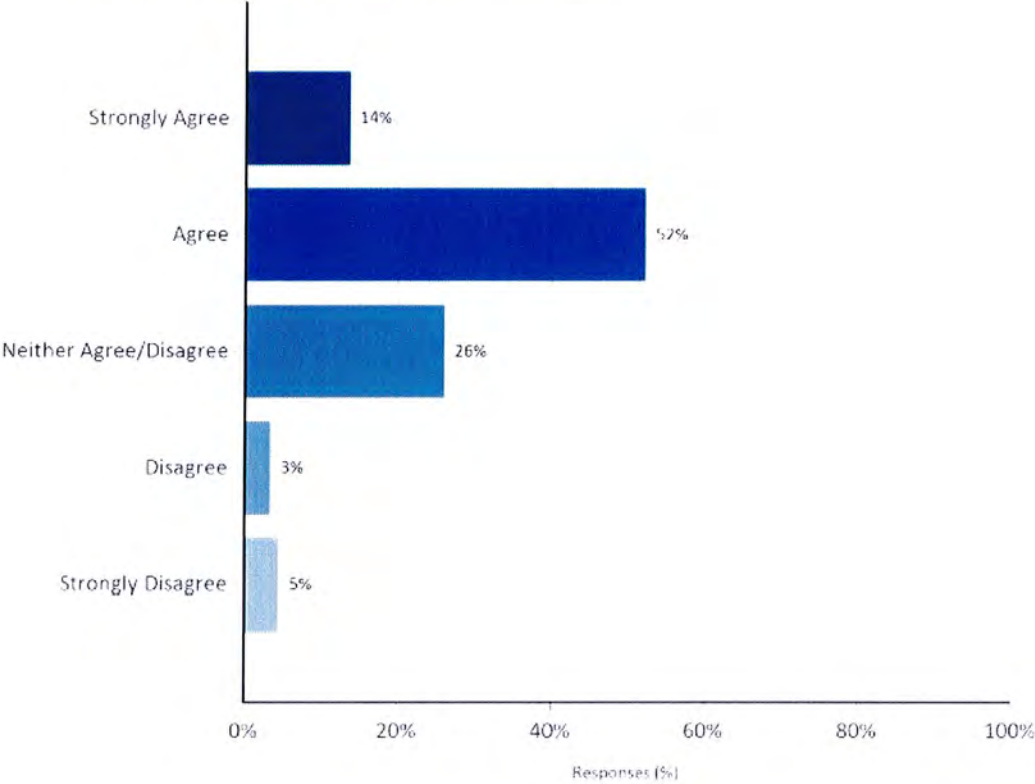
Number

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	%
Number	24	27%	54	61%	8	9%	1	1%	1	1%

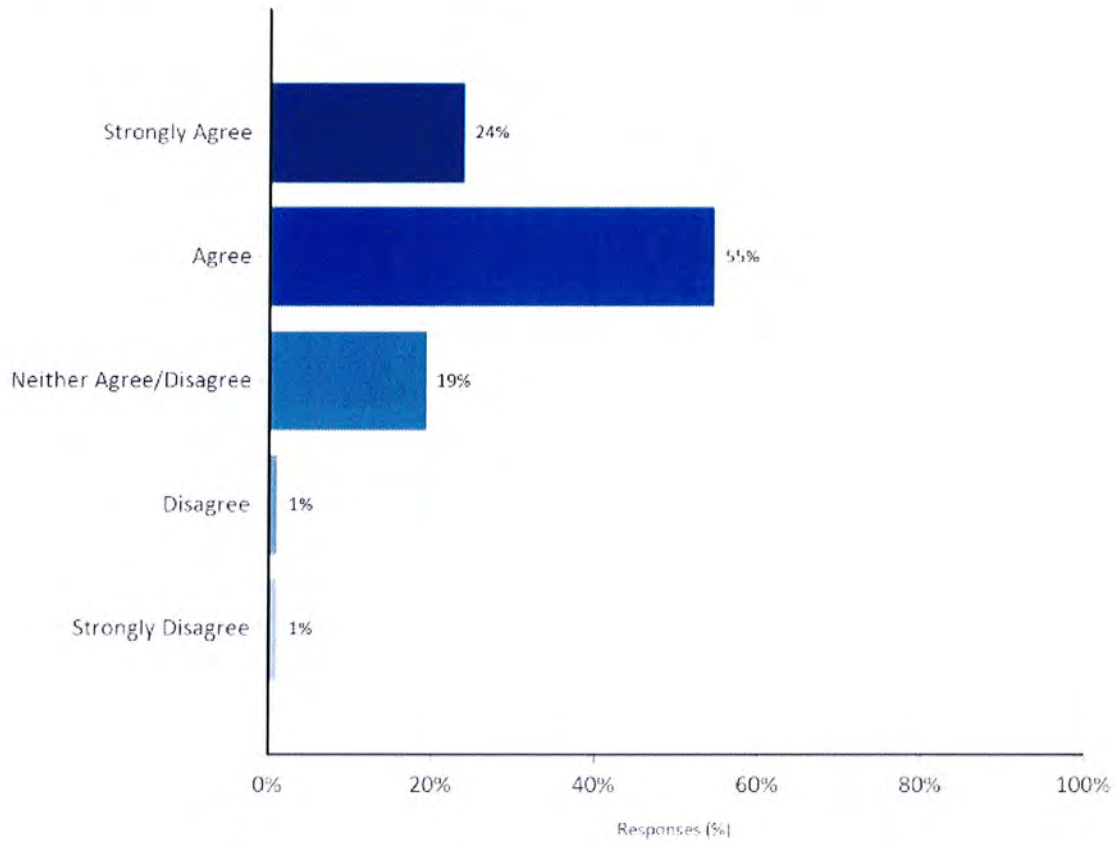
9 . Gospel Values are integrated into the daily life of the College.



Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
Num	%	Num	%	Num	%	Num	%	Num	%
12	14%	46	52%	23	26%	3	3%	4	5%

Number

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



Number	Strongly Agree		Agree		Neither Agree/Disagree		Disagree		Strongly Disagree	
	Num	%	Num	%	Num	%	Num	%	Num	%
	21	24%	48	55%	17	19%	1	1%	1	1%



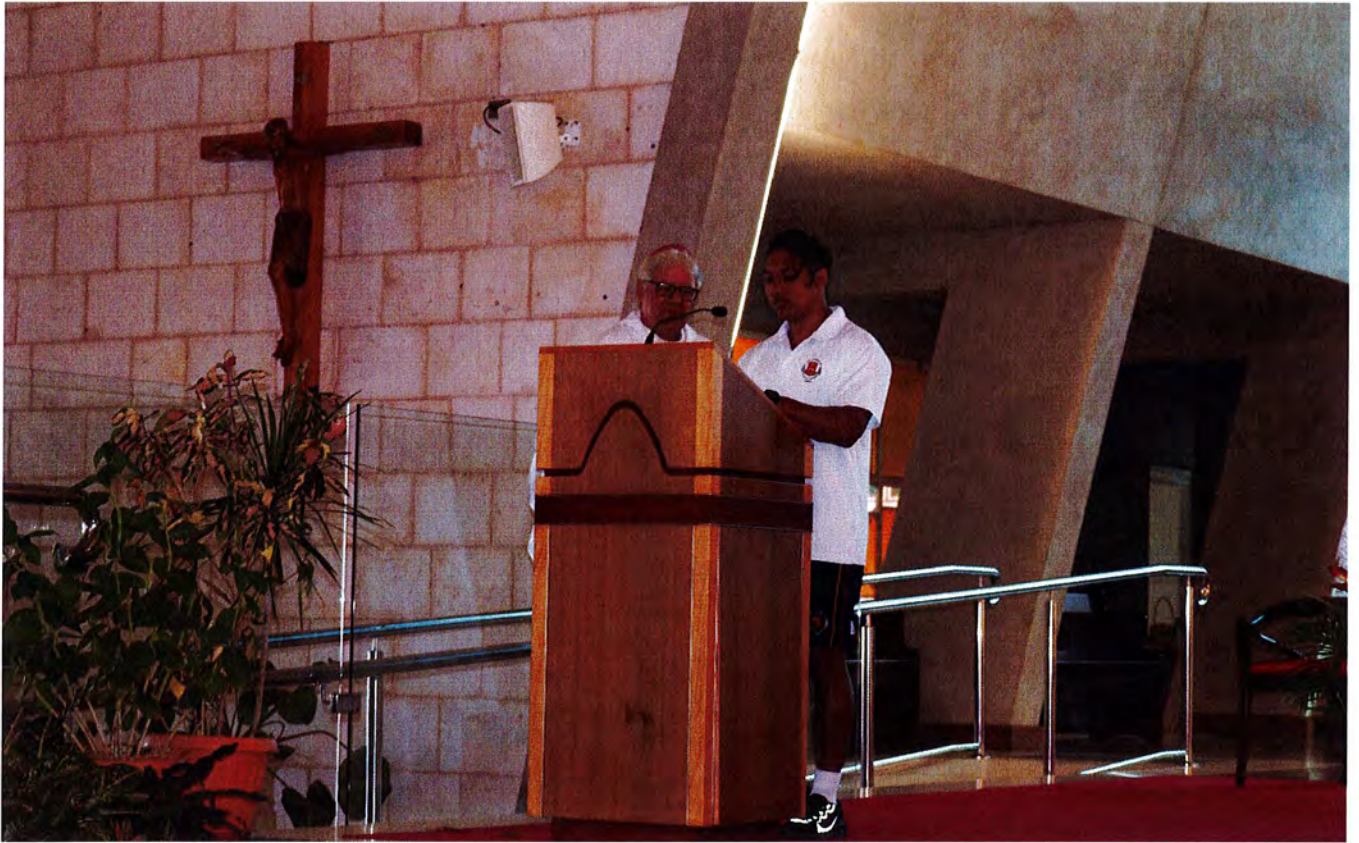
National Evangelisation Team Running Catholic Identity Retreats



Celebrating Founder's Day Mass At St Paul's



Celebrating Founder's Day Mass At St Paul's



Celebrating The Opening Mass At The Cathedral



Year 12 Graduation Mass At The Cathedral



Combined Sacred Heart Day And 60th Anniversary Mass At The Cathedral



Combined Sacred Heart Day And 60th Anniversary Mass At The Cathedral



Combined Sacred Heart Day And 60th Anniversary Mass At The Cathedral



Combined Sacred Heart Day And 60th Anniversary Mass At The Cathedral



Year 12 Graduation Mass At The Cathedral



Year 12 Graduation Mass At The Cathedral



Year 12 Graduation Mass At The Cathedral



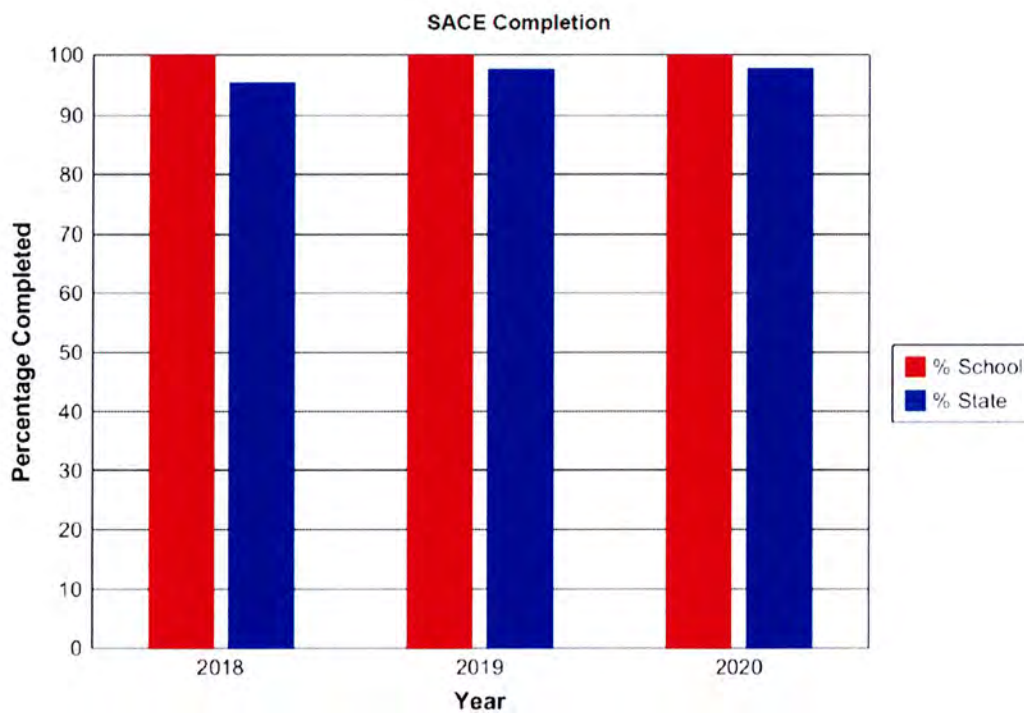
Year 12 Retreat At Mary River

Assistant Principal: Teaching and Learning – Mrs. Cherilyn Hughes



Teaching and Learning:

- 2020 Year 12 cohort consisted of 23 students
- 100% of the cohort achieved the NTCET
- 21 of the 30 students elected to qualify for an ATAR and 21/21 were successful.
- 5 Aboriginal and Islander students received the NTCET
- 5 students from a Refugee or Humanitarian program background received the NTCET
- 16 students from a LBOTE received the NTCET
- 38% of Stage 2 grades awarded were an A or B



Year	Potential Completers (School)	Completers (School)	% School	% State
2018	45	45	100.00%	95.55%
2019	30	30	100.00%	97.65%
2020	23	23	100.00%	97.81%

2020 Highest ATAR: 96.55 2019 Highest ATAR: 95.90 2018 Highest ATAR: 94.75

2018 - 2020 NTCET Indicators

St John's Catholic College (921)

Attention: Principal
Action : Information

Extract Date: 22/01/2021
Printed On : 04/02/2021



Stage 2 Grade Distribution

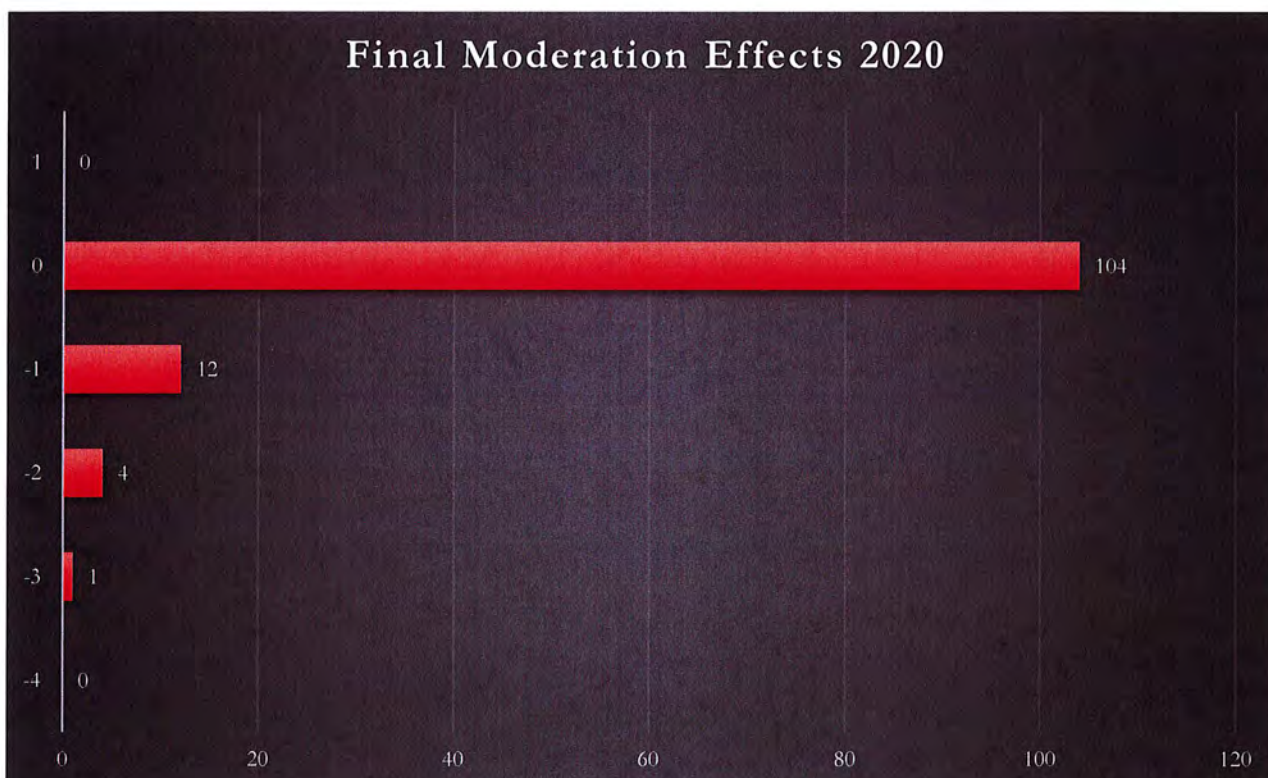
	School			Statewide %					
	2018	(%)	2019	(%)	2020	(%)	2018	2019	2020
No. of results at A- and above	23	12.5	14	12.2	12	9.3	17.2%	18.1%	18.3%
No. of results at B+ to C-	128	69.6	84	73.0	103	79.8	77.4%	77.2%	78.1%
No. of results at D+ and below	33	17.9	17	14.8	14	10.9	5.4%	4.7%	3.6%
Total results	184		115		129				

NTCET Completion

	School			Statewide %					
	2018	(%)	2019	(%)	2020	(%)	2018	2019	2020
No. of Potential Completers	45		30		23				
No. of Completers	45	100.0	30	100.0	23	100.0	95.6%	97.6%	97.7%
No. of Non Completers	0	0.0	0	0.0	0	0.0	4.4%	2.4%	2.3%

Our Stage 2 Grade Distribution for 2020 illustrates an increase in the B+ to C- grades and a reduction of the D+ and below.

Final Moderation Effects 2020:

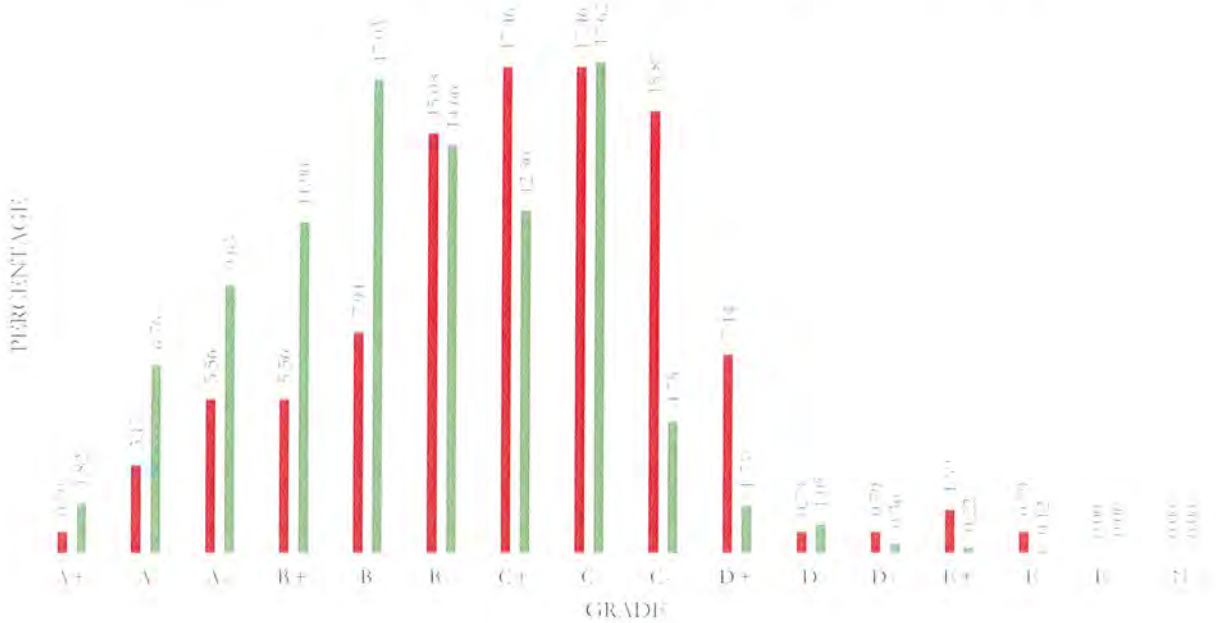


86% of Stage 2 subjects submitted for moderation for returned with no changes made to marks. This is a slight downgrade from the previous year where 94.9% of marks were not changed.

The range of results awarded illustrate a large number of students working to achieve a satisfactory result being successful. 12 A Grades were awarded to the cohort.

Range Grades:

STAGE 2 GRADE DISTRIBUTION 2020



Red – SJCC
Green - NT

NAPLAN

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments. Any change to this and to the year levels that participate in the annual NAPLAN assessments would need to be agreed by all education ministers.

20 March 2020

Communique

Education Ministers met today and decided that NAPLAN will not proceed in 2020. The NAPLAN test window was scheduled to be held from 12 to 22 May.

All Education Ministers acknowledge and thank all of our school leaders, our teachers and support staff for the essential work they do every day educating our children and young people, particularly during these challenging times. They are all playing a vital role in managing the response to COVID-19.

Education Ministers reiterated that the National Cabinet has agreed, on the advice of the chief health and medical officers, that "pre-emptive closure of schools are not proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time." The advice of the Chief Health and Medical Officers is available at [this link](#).

The decision to not proceed with NAPLAN in 2020 has been taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Further, the impact of responses to the COVID-19 virus may affect the delivery of NAPLAN testing, including the operation of centralised marking centres and the implications for nationally comparable data if an insufficient number of students are available to do the test.

The decision to not proceed with NAPLAN in 2020 also means that the scheduled testing of the NAPLAN Online platform, known as the Coordinated Practice Test (CPT), will not proceed. Ministers acknowledge the work that departments and schools have undertaken in preparation for the anticipated CPT which was due to commence next week on 23 March.

Education departments and systems will continue to closely monitor health advice and work with schools to ensure appropriate support for students and staff as the response to COVID-19 develops.

Media queries: Greg Donaghue, Education Council Secretariat on 0423 748 320 or greg.donaghue@ec.edu.au.

NAPLAN YEAR 7:

Reading Year 7

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	17/19	89%	2/19	11%	5 (1W)	-
2016	17/22	77%	5/22	23%	3	1
2017	10/15	67%	5	33%	1	-
2018	15/24	63%	9/24	37%	5	2
2019	20/25	80%	5/25	20%	3	-
2020	No NAPLAN due to COVID19					

YEAR 7 NAPLAN READING OVER TIME



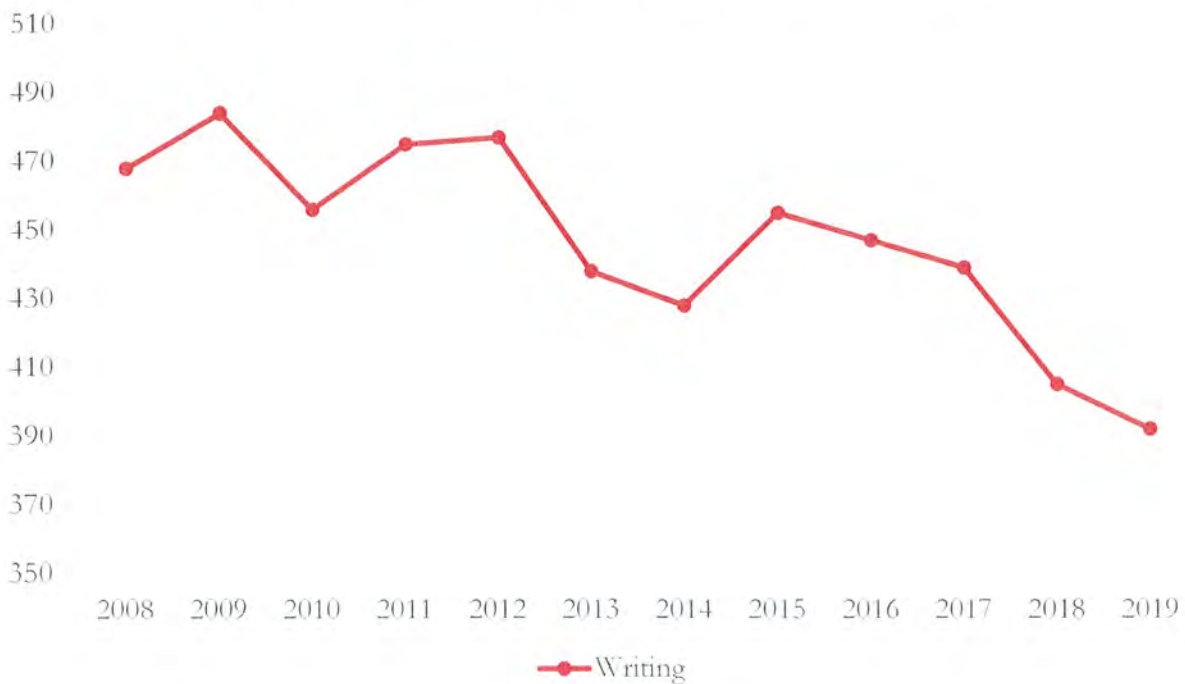
Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at:

<https://www.myschool.edu.au/school/40350/naplan/results>

Year 7 Writing

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	13/20	65%	7/20	35%	3	2
2016	12/22	55%	10/22	45%	3	1
2017	7/15	47%	8/15	53%	1	-
2018	14/27	52%	13/27	48%	2	2
2019	10/25	40%	15/25	60%	3	-
2020	No NAPLAN due to COVID19					

YEAR 7 NAPLAN WRITING OVER TIME

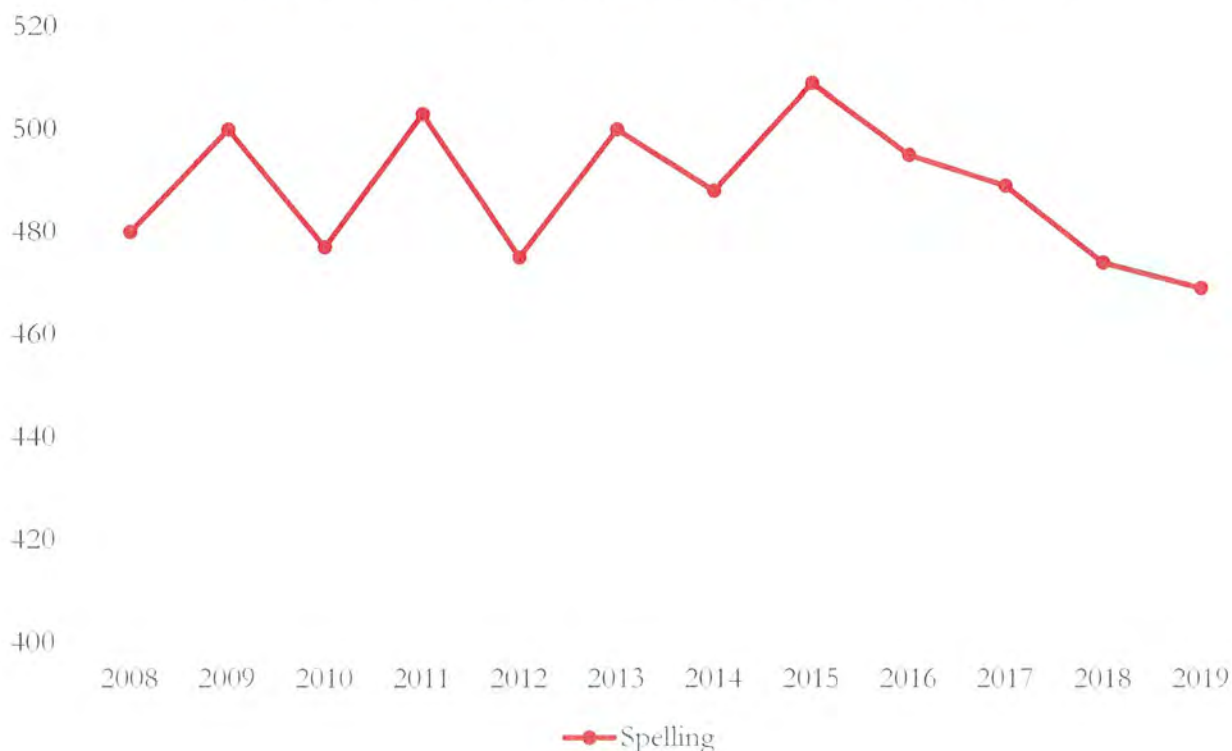


Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 7 Spelling

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	17/20	85%	3/20	15%	5	1
2016	16/22	73%	6/22	27%	3	1
2017	12/16	75%	4/16	25%	-	-
2018	18/27	67%	9/27	33%	2	2
2019	17/25	68%	8/25	32%	3	-
2020	No NAPLAN due to COVID19					

YEAR 7 NAPLAN SPELLING OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 7 Grammar and Punctuation

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	16/20	80%	4/20	20%	5	-
2016	18/22	82%	4/22	18%	3	1
2017	11/16	69%	5/16	31%	-	-
2018	22/27	81%	5/27	19%	2	2
2019	15/25	60%	10/25	40%	3	-
2020	No NAPLAN due to COVID19					

YEAR 7 NAPLAN GRAMMAR AND PUNCTUATION OVER TIME

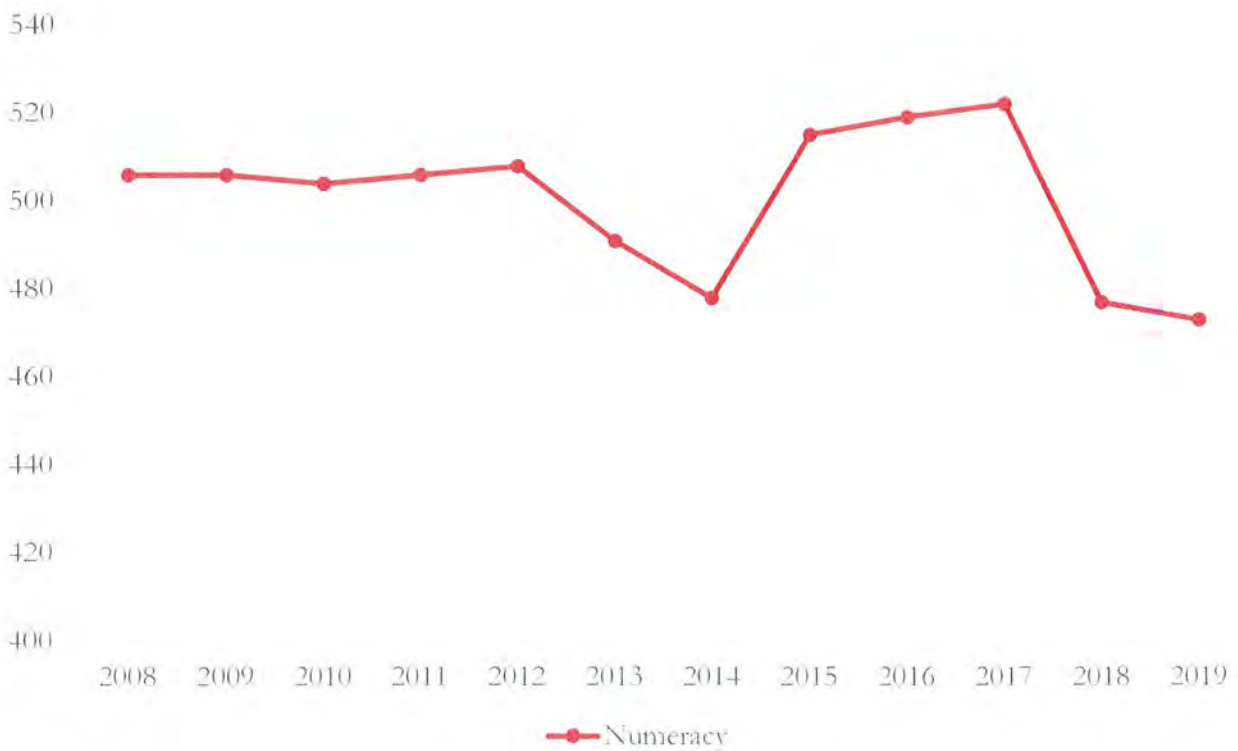


Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 7 Numeracy

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	18/18	100%	0/18	0%	5 (2W)	-
2016	20/22	91%	2/22	9%	3	1
2017	12/13	92%	1/13	8%	3	-
2018	19/25	76%	6/25	24%	4	2
2019	20/26	77%	6/26	23%	2	-
2020	No NAPLAN due to COVID19					

YEAR 7 NAPLAN NUMERACY OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

NAPLAN YEAR 9:

Year 9 Reading

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	31/45	69%	14/45	31%	7 (7W)	1
2016	23/29	79%	6/29	21%	9	1
2017	16/27	59%	11/27	41%	3	1
2018	21/29	72%	8/29	28%	6	3
2019	12/16	75%	4/16	25%	2	-
2020	No NAPLAN due to COVID19					

YEAR 9 NAPLAN READING OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 9 Writing

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	22/45	49%	23/45	51%	7 (6W)	2
2016	16/28	57%	12/28	43%	10	1
2017	12/28	43%	16/28	57%	2	1
2018	11/31	35%	20/31	65%	4	3
2019	4/16	25%	12/16	75%	2	-
2020	No NAPLAN due to COVID19					

YEAR 9 NAPLAN WRITING OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 9 Spelling

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	36/45	80%	9/45	20%	7 (5W)	3
2016	19/28	68%	9/28	32%	10	1
2017	19/28	68%	9/28	32%	2	1
2018	23/32	72%	9/32	28%	3	2
2019	10/16	62%	6/16	38%	2	-
2020	No NAPLAN due to COVID19					

YEAR 9 NAPLAN SPELLING OVER TIME

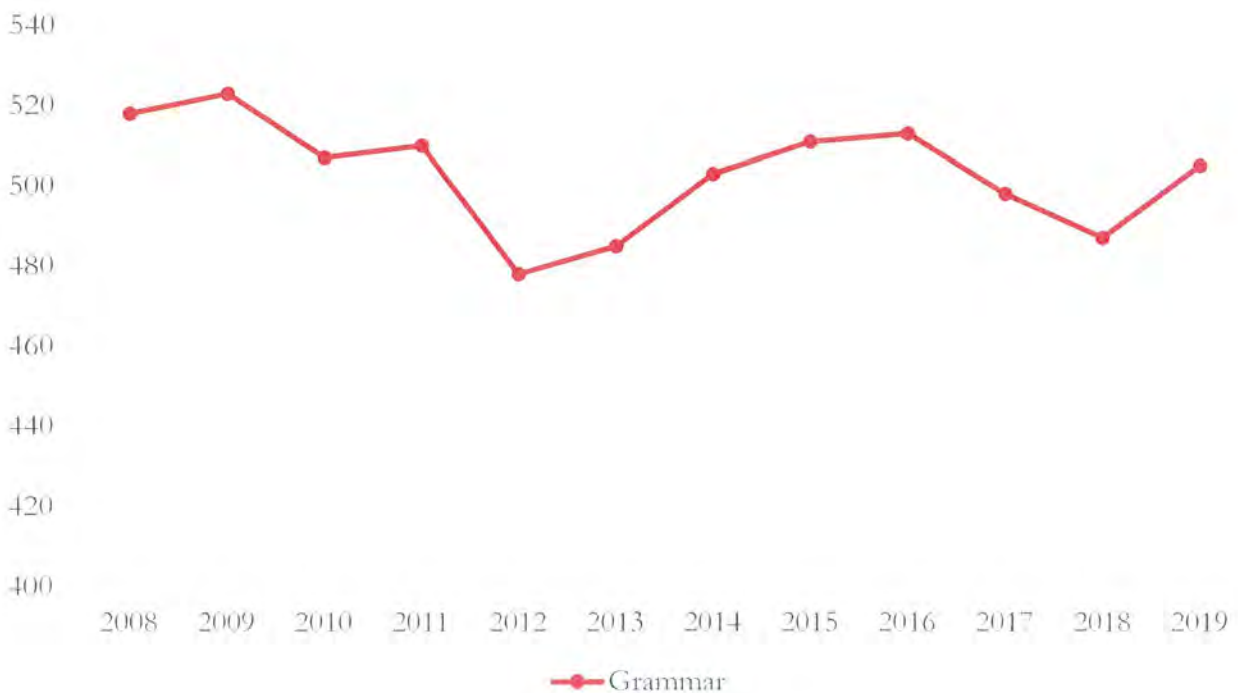


Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 9 Grammar & Punctuation

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	28/45	62%	17/45	38%	7 (5W)	3
2016	17/28	61%	11/28	39%	10	1
2017	17/28	61%	11/28	39%	2	1
2018	22/32	69%	10/32	31%	3	2
2019	9/16	56%	7/16	44%	2	-
2020	No NAPLAN due to COVID19					

YEAR 9 NAPLAN GRAMMAR AND PUNCTUATION OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Year 9 Numeracy

Year	# At or Above NMS	% At or Above NMS	# Below NMS	% Below NMS	# Absent	# Exempt
2015	38/44	86%	6/44	14%	8 (7W)	1
2016	24/28	86%	4/28	14%	10	1
2017	25/28	89%	3/28	11%	2	1
2018	27/28	96%	1/28	4%	7	3
2019	11/15	73%	4/15	27%	3	-
2020	No NAPLAN due to COVID19					

YEAR 9 NAPLAN NUMERACY OVER TIME



Individual cohort results overtime. Dependent on student enrolment, student turnover, cohort size and cohort composition. Detailed analysis regarding Student Progress and Like School comparison can be found at: <https://www.myschool.edu.au/school/40350/naplan/results>

Director of Boarding – Mr. Scott Mannion



To our St John's Catholic community,

It goes without saying that 2020 has been a challenging year. Having to close the Boarding House for almost one term was very difficult, however, getting our students home to their families and keeping them safe was most important.

While our students were away, staff were able to communicate and allow students to continue with their education using local community schools as the base for their working environment. We are extremely grateful for the support of all local principals and staff at the community schools for allowing our students a space to work in and for support with functional needs. Our residential staff were regularly communicating with students to continue supporting in pastoral care and wellbeing. In such a difficult time for students and families, this support was vital to make sure that our continuity of care remained.

When Boarding re-opened, things were different; sleeping arrangements, restrictions on excursions, eating times, cleaning and laundry, lots of handwashing and lots of social distancing. This challenging adjustment for students and for staff took time to settle into, lots of new protocols and changes to our normal operating procedures. By the end of Term 3, the new routines were well established and we felt like we had created a more stable environment.

Throughout all of this, students were turning up to school and continuing their learning, they were supporting each other and enjoying being back in the Boarding environment. We still managed to have some fun, lots of activities each week, sports and games on the weekends and lots of beautiful dry season weather.

Every year our Year 12 group are a special part of our celebrations, for students to complete the year and receive their NTCET and look forward to future employment or further study is a special achievement. This year has been even harder than usual, missing chunks of time at school and having to work extra hard to catch up toward the end of the year. Those that will graduate at the end of the year deserve a special congratulations. We have a smaller group this year, I'm sure they will be grateful to finish up and move out of the College and on the way to life as a young adult.

Once again I thank all of our residential staff for the work they do each year, and again, this year has been especially tough. For staff to be here and welcome students back after such a difficult time, allows them to feel secure and comfortable upon their return. This makes a huge difference to student wellbeing. I have to thank Alina Johnston for her time at the College, she will not be with us next year in Girls Boarding. The girls will all miss you and your presence around the Boarding House. I also have to thank Alison Lowe, the Deputy Director of Boarding who will also not be with us next year. Alison has been an enormous influence on the Boarding House,

her abundant energy and dedication to the role will be sorely missed. She has been extremely valuable and supportive to me in my role and she will be very much missed by staff and students at the College.

Enrolment Totals as per Boarding Rolls (Week 4 and Week 8):

Boarding	T1W4	T1W8	T2W4	T2W8	T3W4	T3W8	T4W4	T4W8
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

Scott Mannion
Director of Boarding



NAIDOC Week Celebrations



NAIDOC Week Celebrations



Official Welcome To Country And Smoking Ceremony

School Services Team – Mr. Shashank Laroiya



From the Business Manager's desk

The team comprises of the Administrative, WHS, Health Centre, IT, Finance, Property Management and Library staff. 2020 was a challenging year with so many changes impacting how we operate. The College overcame most of those hurdles with proactive work and innovative thinking.

In terms of staff movements, there were no major changes in our Corporate Services Team. In 2020, the Corporate Services Team evolved with changing times. We started the year with COVID-19, which put us a bit behind, but with out of box thinking and rejigging staffing we were able to initiate works for our boarding consolidation. Boarding Consolidation was one of the key projects of 2020 aligned with our strategic direction. Apart from this the College continued with normal operations with minor adjustment with changing times.

Projects:

During 2019, a few new projects commenced and a number of major projects from previous years were completed.

a. Boarding Consolidation

The consolidation of boarding operation on to one campus – Chevalier was a major accomplishment of our boarding and property team as well as the college community. Since 2014, the College has been part of 3 external reviews through government bodies. In the last review carried out and presented in 2019, the College was advised to consolidate the boarding operation amongst other recommendation. In 2020, the College initiated the works to upgrade our boarding facility on Chevalier campus to house the girls in the Bourke and Connolly House and boys in Pods.

The consolidation work involved a range of activities from upgrades of electrical equipment to bedding and other furniture, as well as painting and an upgrade to the recreation space. However, by the end of 2020 not all capital works were completed and some will get completed in 2021.

b. Laptops

In 2020, the College purchased laptops for all students in Years 7-9. The College provided refurbished laptops to students in Year 10. The laptop and student ID card program are jointly managed by Ms. Letticha, Murtaz and Bryce.

Marketing and Promotions:

Due to COVID our International enrolments were low, compared to previous years. The College will take steps in the coming years to strongly place itself back in the international market. Our local Darwin market is strong along with our enrolments in remote Australia.

We have taken steps in 2020 to update our marketing projects which include:

1. Renewed uniform being rolled out for 2021
2. Learning Nest
3. Signage:
 - a. Bus Signage

- b. Street Signs
- c. College Signs
- d. City Council Signs
- 4. Website updates:
 - a. Biographies of SLT
 - b. Photos of renewed College uniform
 - c. Professional photographer
- 5. Documentation updates:
 - a. Enrolment Forms
 - b. Prospectus
 - c. Course Guides
- 6. Community Engagement:
 - a. Mass in Parishes and with Catholic Primary Schools
 - b. Open Days / Windows Days
 - c. Remote Community visits
 - d. College Calendar (magnet) for 2022 being delivered around Darwin in November/December
 - e. Newsletter x 3 a term
- 7. Print and Social media:
 - a. Facebook
 - b. Google Adwords
 - c. NT News – CENT package

The College further wishes to market itself as a safe, connected, community for local, boarding and international students and strive for our students holistic development around faith, academic, sporting and cultural activities.' Our marketing projects are led by Ms. Ann-Maree Christianson.

Teaching Staff:

Below is the breakdown of our teaching staff at the end of 2020.

Qualification	Number of Teachers
Bachelors	14
Diploma	2
Masters	6

Workforce Composition:

Item	2020 Staff
Male	39
Female	38

Item	2020 Staff
Full time	43
Part time	11
Casual	23

Item	2020 Staff
Indigenous	6
Non-Indigenous	71

Work Health and Safety:

Our Work Health and safety function is managed by Ms. Cathie Griffin. The College recognizes its responsibilities to maintain a safe and healthy work environment for all. As a systemic school within Catholic Education NT, we implement the CEO Work Health and Safety Management System.

a. COVID-19

- The Covid19 Global Pandemic has brought about a systematic change to risk management in all facets. Our risk mitigation procedures were aimed at achieving best practices and meeting requirements of legislation, specifically, the NT Government Chief Health Officer (CHO). Day, Boarding and school excursions & events incorporate these practices and will be ongoing.

b. Policy and Procedures

- Our Medication Policy and its Procedures have been updated across all areas of the College. We thank the work of our WHS coordinator, school Nurse and CENT WHS Manager.
- The Wet Weather procedures along with the Cyclone Management Plan were also updated.

c. External Audits and Review

- The College underwent its annual external inspection by the NT Fire and Rescue Services and we were deemed to be compliant.
- CENT WHS Manager assisted our WHS team with inspections of our science Chemical storage facilities.

d. Internal Audit and Reviews

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

e. Induction and Training

- Across 2020, the College undertook and completed 17 Inductions for commencing staff. Practical training sessions occurred in the following areas for staff across the College and Residential areas Emergency Warden Training and Fire Extinguisher Use, First Aid and CPR training, Bronze Medallion certificate.

Infrastructure Maintenance Schedule:

a. Test and Tag

- The College's electrical test and tagging program is ongoing and undertaken annually by Northern Testing to meet compliance. Last program in October 2020.

b. Arboreal Reports

- The College undertakes a tree maintenance schedule which includes a regular site inspection. Last visit by a professional contractor was in September 2020. All high to moderate risk trees identified were actioned.

c. Fire Maintenance Equipment

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

d. Plant & Equipment Checklists

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

Health Centre:

Our Health center is led by our school nurse Ms. Rowen Winter, she is supported by Ms. Cathie Macdonald and Ms. Cathie Griffin with administrative work and appointments. Below are some keys stats of annual number of visits at the health center since 2015.

Year	Total	Male	Female
2015	1316	472	844
2016	932	315	617
2017	1075	383	692
2018	1291	493	798
2019	1539	441	1098
2020 (less visits- Due to COVID-19 boarding was closed for approx 10 weeks)	926	352	574
Total	7079	2456	4623

As per the above table we can acknowledge the work done by Health team with managing 7079 visits in last 6 years.

At the Health Centre the college also has a counsellor visiting from Catholic care. In 2020, CENT established a pediatric clinic at the College's Health Center, with a doctor from a local Darwin based practice, unfortunately due interstate movement we will not be continuing the clinic in 2021.

Student Statistics:

Below is some key statistics related to our student number in 2020.

Enrolment profiles as per August Federal Census 2020

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

International Enrolments

International Enrolments	2015	2016	2017	2018	2019	2020
Total	67	72	67	48	38	36

Students with Disability (SWD)

Year	SWD	QDTP	Supplementary	Substantial	Extensive	Total
2015	18	0	0	0	0	18
2016	13	0	0	0	0	13
2017	13	0	0	0	0	13
2018	0	11	27	10	0	48
2019	0	5	19	13	0	37
2020	0	0	20	7	1	28

Enrolment profile as per collections 1 - 8

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

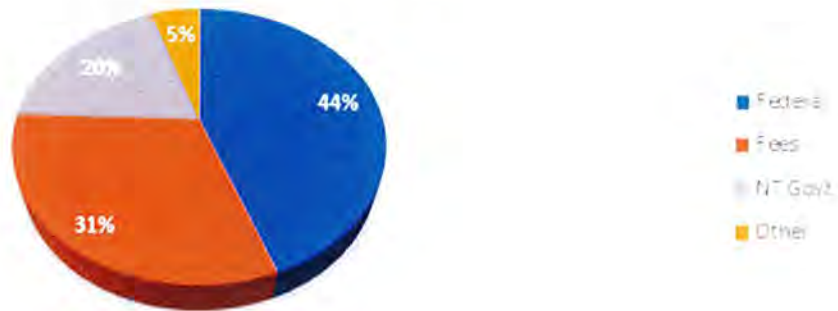
Finance:

Neeraj, Jess and Murtaz Ali are our three diligent finance, grant and special projects officers. 2020 was a busy financial year, with new changes in accounting standards. The Finance team worked together and successfully finished another year of reducing cost and completions of financial audit. We achieved a cost saving of approx. \$400K as compared to the budgeted numbers in 2020.

Below is a snapshot of our grant income and annual Recurrent Income.

Sources	Amount	Proportion
Australian Government	2,903,681	44%
Northern Territory Government	1,267,186	20%
Fees and Charges	2,053,340	31%
Other Sources	331,533	5%
Total	6,555,739	100%

Total Income 2020



Future and Growth

The College witnessed a stabilization of our student's numbers around three cohorts – Domestic & International Day Students and Boarding students. We finished the 2020 academic year with over 55 new enrolments for the College, this is a significant rise as compared to last year. The College will record 2021 as a year of growth in term of student's enrolments as compared to 2020 and past years.

In 2021, the College plans to keep continuing with new projects and growth. Few projects in the pipeline are, Roofing of woodwork and metal work area, refurbishment of Library and Art Centre, and Music. Completing capital works for consolidation of the Boarding Facilities. Other major and minor projects will continue to take place to enhance the overall teaching, learning and Catholic spirit for our students, staff and community.

I sincerely thank our parents, students, staff and community members for their ongoing support to the college in 2020. And look forward to working with you and supporting you in 2021 and years to come.

Shashank Laroia
Business Manager



Consolidation Of Boarding Renovations In Works



Consolidation Of Boarding Renovations In Works



Consolidation Of Boarding Renovations In Works

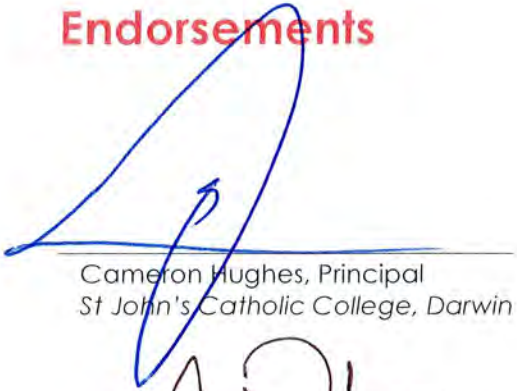


Consolidation Of Boarding Renovations In Works



College Library Post Reorganisation

Endorsements



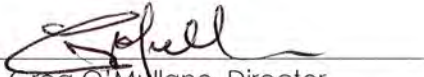
Cameron Hughes, Principal
St John's Catholic College, Darwin

Date: 15/6/2021



Anthony Burton, Chair
St John's Catholic College, Darwin
Steering Advisory Board

Date: 16/6/21



Greg O'Mullane, Director
Catholic Education Northern Territory

Date: 23/6/2021

