

O'LOUGHLIN CATHOLIC COLLEGE

Mueller Road, Karama - PO Box 41911 Casuarina NT 0811



Annual Report 2022



Year 12 College Captains Tyler Madrill and Emma Clifton 2022

Vision

Our Vision - “Make us one in Christ” with Hope, Faith and Love - is at the centre of all we do. Our College, named after Bishop John O’Loughlin – the second Bishop of Darwin, aims to provide a well-rounded education for its students within a safe and welcoming environment, to infuse core Christian values of faith, hope and love in all areas of learning and to have the pastoral care of our students as a priority in all we do for them.

Academically, the College strives to cultivate intellectual values in a wide range of disciplines. We encourage and value excellence in all endeavours. Along with this, we promote in our students a sense of integrity and justice, respect for oneself and others, a tolerance for the views of others, and a spirit of cooperation and personal responsibility.

We acknowledge the important role of parents in the education of their children and recognise the significance of a positive and active partnership between home and school.

Aims

The College aims to provide a sound Catholic secondary education to students in years 7-12; to infuse the Core Christian Values of Faith, Love and Hope into all areas of learning; to strengthen itself through worship and prayer; and, to give service to those in need.

We enable students to grow as individuals with unique capabilities, to develop a capacity for cooperation, tolerance, harmony and social responsibility, to cultivate intellectual values, and to develop integrity, honesty, openness, self-discipline and personal excellence. We offer all students the opportunity to master a wide range of subject skills and to extend their own potential.

Principal’s Message

O’Loughlin Catholic College continued to grow and develop throughout 2022 and the achievements and educational outcomes have been commendable. The focus and developments in our Teaching and Learning programs, the positive impact of staff on the community, student progress and the continual development of a positive school culture, meant that we ended the year feeling proud of our efforts and confident about the future.

Staff and students continued to work together to achieve their potential. A real mark of O’Loughlin education is the respectful and positive relationships between staff and students. Parents and families round out this triumvirate of success, as there was active communication between school and home and the partnership was very strong. My Principal’s motto has always been that we are about ‘being the best we can be’ and the supportive and respectful relationships that have been built in our community have certainly helped us to achieve this goal.

Major achievements and outcomes this year are:

- Excellent feedback from our National School Improvement Tool (NSIT) REVIEW
- Our Catholic celebrations were wonderful and brought the community together, and our traditions continue to guide and influence us all
- Literacy support program was introduced and demonstrated excellent outcomes

- The use of Seqta Learning Management Tool went to a new level of professionalism
- The curriculum continued to develop and was enhanced by our expert Teaching & Learning team
- Inclusion Support department continued to play an integral role across the life of the College
- School-based apprenticeships and VET certificate courses were highly successful. One of our Year 12 students won the award for top school-based apprentice
- Highly successful camps
- Parent Information sessions, eg. Vaping risks, Reporting and Assessment
- Very pleasing academic achievements across the College, with our Year 12s doing extremely well.

This is my last report, as I step down as Principal at the end of the year. I wish to thank all students, staff and families for the support and care I have received over the 6 Years as Principal and 19 Years as an O'Loughlin teacher. The College community has certainly helped to shape me as an educator, and more importantly as a person. I wish Megan Evans every success as she steps into the role. I have full confidence that O'Loughlin will continue to go from strength to strength in the future.

Thank you,

Rhett Bowden

College Information

Profile

O'Loughlin Catholic College, is a co-educational day school situated in Darwin's northern suburbs, we provide secondary education for students in Years 7 through to 12. Situated on 10 hectares of land, the campus incorporates a sports oval, a shade covered court, a Sports Precinct and an indoor gymnasium.

Named after the second Bishop of Darwin, John O'Loughlin MSC DD, the College opened its doors as a Junior Secondary College in 1987 with an initial enrolment of 90 students. In 1995, the educational offerings of the College were extended to incorporate Year 11 and in 1996 Year 12 and, with the introduction of senior studies, a significant expansion of capital facilities was undertaken. This expansion included the construction of a Drama Facility and a senior Science Laboratory.

In 2004, the College made a commitment to 'middle years' pedagogy and now has a successful program to address the learning, values and developmental needs of students in Years 7 to 9. Programs for students in Years 10 through 12 are well established and have recently been reviewed, refined and extended to deliver the new Northern Territory Certificate of Education and Training [NTCET], to establish Year 10 as a Foundation Year for Senior Studies, and to define clear pathways to employment, training and/or further education.

Since 2016, the College has grown in enrolment numbers and has built another classroom block and the Sports Precinct (Netball and Multi-purpose court). Resource development and improvement is ongoing.

Ethos and Religious Education

A core element to the school curriculum is our Religious Education program. Our philosophy is to encourage an appreciation for Australia's multicultural society which can be limited without an adequate understanding of its influence on human behaviour and its shaping of our National identity.

Liturgical and sacramental celebrations and prayer are essential parts of College community life. Every student participates in a retreat each year during which they are encouraged to explore and nurture their own identity and spirituality.

The College supports Project Compassion each year during Lent and other needy projects.

As part of the Catholic Education System in the Northern Territory, the College has a clear role within the mission of the Church and a distinctive religious dimension based on the Gospel. This dimension permeates all activities and students are made aware of their role in promoting justice and peace in society.

Strategic Improvement and Renewal

In 2011 Catholic Education [NT] launched the Strategic Improvement and Renewal Framework [SIRF] for implementation in schools throughout the Northern Territory. It was then updated in 2016. This framework identifies six key performance areas against which schools will evaluate their operations, performance and outcomes. Specifically, these key performance areas are:

- Catholic Identity
- Teaching and Learning
- Pastoral Care and Well-Being
- Finance, Facilities and Resources
- Community and Culture
- Leadership

In 2020, the College's STRATEGIC PLAN 2020 – 2024 was completed and signed off by the Advisory Board Chair. The process of completing the Strategic Plan closely involved the Advisory Board. O'Loughlin continued to be guided by the plan in 2022.

This year, the College participated, as part of the newly developed SIRF process, in the National School Improvement Tool (NSIT) Review. It was an in-depth review and analysis, conducted over three days and 85% of staff were interviewed, along with Board members, parents and, importantly, students. There were many positive and commendable outcomes, as well as recommended areas of future focus. It has begun to form the basis of our next strategic planning. The report will be available to view.

Enrolment and attendance

	7	8	9	10	11	12	Total
Boys	61	63	60	40	54	35	313
Girls	63	55	55	37	35	30	275
Total	124	118	115	77	89	65	588

The enrollment includes 86 (15%) Indigenous and 115 (20%) students with special needs. Average annual student attendance was 88%.

Short periods of non-attendance are followed up by Homeroom teacher and Year Level Team Leader, who may involve a member of the Wellbeing Team or Leadership Team if required.



Teaching, Administration and Support Staff

Staff Profile

In 2022, the College had a teaching staff of **50.5 full-time equivalents**.

The Executive Team comprises the Principal, Deputy Principal, Head of Middle School, Head of Senior School, Assistant Principal – Religious Education and Director of Teaching and Learning. The Student Wellbeing programs and protocols at the College are implemented and managed by the Heads of Middle and Senior School in cooperation with six Year Coordinators and curriculum delivery is led by the Director of Teaching and Learning with the support of six Faculty Heads and one Inclusion Support Coordinator.

The College is served by a highly competent and supportive administrative and ancillary staff. Teaching, Administrative and Ancillary Staff are bonded as a professional community by their common commitment of service to students and parents and hence involve themselves in all facets of a student's development.

Staff profile (summary)

	Head count Full time equivalent
Teaching staff	55 50.5
Support staff	54 40.6

Professional Qualifications and Standards

All teaching staff hold a tertiary degree, teacher training qualifications and registration with the Teacher Registration Board of the Northern Territory. Six members of the teaching staff have a Masters degree. A good balance exists among staff with longer secondary education experience and those relatively new to the profession. All staff at the College hold current Working With Children (Ochre) cards.

Professional Learning

Each member of the teaching staff undertakes a minimum of six hours of professional development in the area of Religious Education and/or Theology in order to maintain Accreditation to teach within the Catholic Education System in the Northern Territory. A structured orientation, induction and performance evaluation program is in place for first-year teachers and those new to teaching in the Catholic system in the Northern Territory.

Teachers engaged primarily in the delivery of curriculum to senior students have been actively involved in a wide range of SACE Board sponsored professional development programs aimed at keeping themselves up to date with curriculum and assessment requirements. There continued to be a focus on the NTCET programs and future developments this year.

Teaching and Learning

Pedagogy and the Curriculum

Teaching and learning is the core business of the College. Our aim is to ensure that all students receive educational opportunities that will allow them to discover and develop their natural talents. It is an expectation that students, whether in the Middle or Senior School, apply themselves fully to their studies in order to realize their potential.

Middle School Curriculum [Years 7 - 9]

Middle School students are offered the opportunity to study a broad range of subjects from such key learning areas as: Religion; Humanities [English and SOSE]; Mathematics; Science; Design & Technology (graphics, cooking, wood), Visual & Performing Arts (music, dance & drama), Health and Physical Education and Languages other than English [Italian].

Detailed information in respect of Middle School subject offerings is available in the published O'Loughlin College Middle School Course Handbook.

Senior College [Years 10 - 12]

Senior College students are offered an effective range of Northern Territory Certificate of Education and Training [NTCET] units and access to a wide variety of Vocational Education and Training Certificate [VET] courses all of which have been accredited by the South Australia Certificate of Education [SACE]. Detailed information in respect of NTCET course pattern requirements, College subject offerings, and subject assessment requirements is available in the published O'Loughlin Senior College Course Handbook.

Students with Special Needs and/or Learning Difficulties (Inclusion Support)

Education Adjustment Plans [EAPs] have been developed and implemented for all students identified as having special learning or inclusion needs. The administration and implementation of testing, evaluation and learning delivery in this area is managed by the Inclusion Support Coordinator of the College.

Service delivery in this area throughout 2022 has been both efficient and highly effective. The College also employs an Inclusion Support Practitioner and an Administrative Assistant Inclusion Support in order to give greater priority to the needs of this group of students and more support for their families. The College's work and focus on Inclusion Support is highly regarded by the community, as it is focused on the specific individual needs of each student and closely supports them to enhance and improve their learning. Teachers work closely with the Coordinators to maximise the differentiation of their teaching whenever possible to maximise the learning of the entire class.

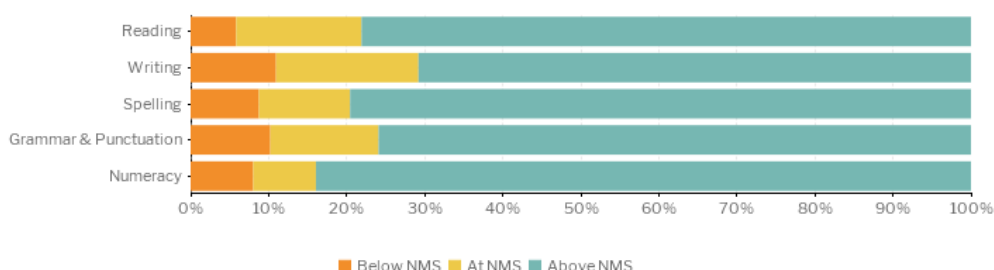
Indigenous Student Services

There are 3 Indigenous Education Workers who assist our Indigenous students with their learning and pastoral care while in the school and also organise and manage the Homework Centre, Tutoring Programs, individual assistance to indigenous students. They monitor the individual progress of students in meeting the assessment, attendance and other requirements of the College.

Student NAPLAN Data

Year 7 Summary 2022

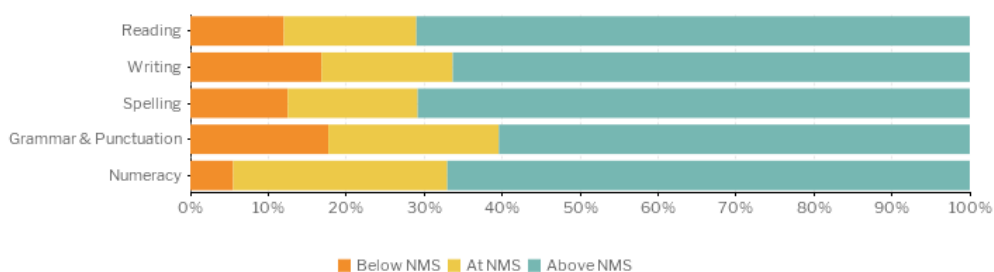
Year 7 Year 9



NAPLAN Band Group		Below NMS		At NMS		Above NMS	
Year Level	Assessment Area	Headcount	% of Total of Headcount	Headcount	% of Total of Headcount	Headcount	% of Total of Headcount
Year 7	Reading	8	5.8%	22	16.1%	107	78.1%
	Writing	15	10.9%	25	18.2%	97	70.8%
	Spelling	12	8.8%	16	11.7%	109	79.6%
	Grammar & Punctuation	14	10.2%	19	13.9%	104	75.9%
	Numeracy	11	8.0%	11	8.0%	115	83.9%

Year 9 Summary 2022

Year 7 Year 9



NAPLAN Band Group		Below NMS		At NMS		Above NMS	
Year Level	Assessment Area	Headcount	% of Total of Headcount	Headcount	% of Total of Headcount	Headcount	% of Total of Headcount
Year 9	Reading	12	12.0%	17	17.0%	71	71.0%
	Writing	17	16.8%	17	16.8%	67	66.3%
	Spelling	12	12.5%	16	16.7%	68	70.8%
	Grammar & Punctuation	17	17.7%	21	21.9%	58	60.4%
	Numeracy	5	5.5%	25	27.5%	61	67.0%

SACE Board Results Analysis

One student received an ATAR of 95.55 with 15% of students receiving an ATAR ranking of 90+ with 28% of students receiving an ATAR ranking of 80+.

Post school destination

At this stage, the school has no accurate data on the current circumstances of its graduate class of 2021.

Student Services and Well-Being

Student Welfare

Education at the College is viewed as a partnership with parents within the context of a faith community. Our aim is to ensure that every student is given the best possible education in order to equip them for their future. In this respect, the College is well known in and around Darwin for the quality of its pastoral care of its students and continually reminds the students of our core values of justice, respect, cooperation, responsibility and tolerance.

Each student is allocated to a Pastoral Care group. The PC Teacher has responsibility for providing pastoral care and a sense of belonging for all students in the group. The PC Teacher is the primary contact for all matters related to student orientation, welfare, and progress. Email and SEQTA messages are very important means of communication.

The pastoral care group functions as an extended family and meets each morning for roll call, daily notices and prayer, and meets regularly to engage in personal development activities and learning opportunities.



Music, ICT, Drama, Food Technology and Languages are some of the elective options in Middle School.

Careers and Vocational Guidance

Careers Education is allocated dedicated time within the Personal Learning Plan Program at various year levels. The College Careers' Practitioner coordinates the delivery of Careers Education and provides advice and information to senior students by inviting guest speakers from universities and other career pathways such as the Defence Forces and also organizes individual appointments for students on request. The College is placing a higher emphasis on vocational education opportunities within its curriculum along with VET programs for senior students.

Sport and House Competitions

Four sporting houses – Gsell [Green]; Collins [Red]; Hunter [Gold] and MacKillop [Blue] – provide the foundation of the College sports organization. The house system is used for the annual athletics and swimming carnivals held in Term 2 and 3 respectively.

The College is also part of the Northern Suburbs School Sports Cluster and students take part in Cricket, Touch, Netball, Rugby [League and Union], Australian Rules, Tennis, Soccer, Netball, Basketball and Volleyball competitions.



Age Champions 2022 and Mr Bowden

Student Counseling

This service is provided by Catholic Care [NT]. Students and their families access this service either directly through self-referral or through the Pastoral Care Framework of the College.

Parent and Community Satisfaction

O'Loughlin is known for being a strong and supportive community and parent and community feedback this year has supported this fact. Feedback has been obtained from the following: *Tell Them From Me* Survey to students, parents and teachers; SEQTA online learning platform; Parent Teacher interviews; Interim and Semester Reports; Parent/Carer email contacts; Advisory Board; Parent/Carer involvement in College events; Student Representative Committee; Wellbeing survey.

Parents and community members have confidence in our College, staff, curriculum, programs and processes. A high level of collaboration and mutual support exists between the College and the Community.

The following are two examples of the feedback gathered (from parents/carers) through the *Tell Them From Me* Surveys, which was shared with our community on-line.

We asked: **About two-way communication with the school and whether you felt welcomed at the College.** You said: We scored 7.2 out of 10 which is a very good result! This means many parents, guardians and families feel welcome at OCC. They feel well-informed and find our staff accessible and easy to communicate with.

We say: That makes us happy! We are glad you feel this way. As we value our strong relationships with our parent community. Evidence suggests strong connections between staff, parents and students, creates a more successful learner. We will continue to endeavour to inform parents in a timely manner, through SEQTA Engage and Learn. There will be a higher focus for staff to make positive phone calls home with our families for all students

We asked: **About your child's homework behaviour and support at home.**

You said: 85% of students spend less than 1 hour per night.

90% of parents said you spend less than 30 mins per week helping your child with homework.

We say: Thank you for your honesty, this also correlates with what our students have said, with only 33% completing homework with a positive attitude and in a timely manner.

The College has implemented our Assessment Policy Submission Frameworks for Yr 7 – Yr 12.

As well as our implementation of the Study Skills program in our Yr 7 – 10 Personal Development lessons to help support and further equip them with good study habits and best practice for learning both at school and home. This is also accessible to students outside of school hours, and support documents are available on SEQTA Engage on good study habits under our school documents tab.

Our use of SEQTA Engage platform will continue to provide students and parents information about your child's progress and a platform for further support and communication when required.

We asked: **How does the school support learning and behaviour?**

You said: We scored 7/10 which is a very positive result.

You strongly agree, students are encouraged to do their best and we set high expectations for student success. We say: Thank you, we are very pleased with these results.

Pastorally:

We have reviewed our Responsible Thinking Process to align more with our College's values and Restorative Practices. We will continue to build on this fostering positive relationships and open communication with both staff, students and parents.

We are now into our second year with the Resilience Project. This partnership provides a platform for teachers to help students to learn more about gratitude, empathy, mindfulness and emotional literacy. This partnership will also provide opportunities for parents to share in the experience of developing better understanding of how to support their child in times of need and provide evidence-based practical strategies to build resilience and happiness.

Our partnership with Parent TV, provides a platform for parents with great insight and supportive information on their child's growth, developmental stages, relationships and more. We felt it would be very beneficial to share this resource to our wider community to help with the challenging and exciting times of adolescence. This resource along with other helpful resources for parents will be on the College website and Facebook for parents to access.

Academically:

We will continue to provide areas of support for your child's learning, with programs such as Homework Centre and Maths help

We have introduced a class in Year 8 and Year 9 to target students who are high achievers in numeracy – identified through NAPLAN, PAT testing, Australian Maths Competition and Academic results.

We have identified through our NAPLAN and PAT testing data students who are low in literacy. These students will complete a Literacy Program to support where their identified difficulties are and specifically work towards improvement in these areas with the College's Literacy Coordinator

We will continue to track student engagement through data collections and respond to emerging trends and identified concerns.

Financial Management

Accountability Policies

College Financial Reports are prepared as Special Purpose Financial Reports for distribution to the Director of Catholic Education [NT] and the O'Loughlin Catholic College Advisory Board for the purpose of fulfilling the financial reporting obligations of the College to the Catholic Education Office [NT].

Accounting records are maintained in accordance with Generally Accepted Accounting Practice and Australian Accounting Standards to the extent that such compliance is required of a non-reporting entity. Assurance with respect to the reliability of these records is provided by an annual external audit conducted by KPMG Chartered Accountants.

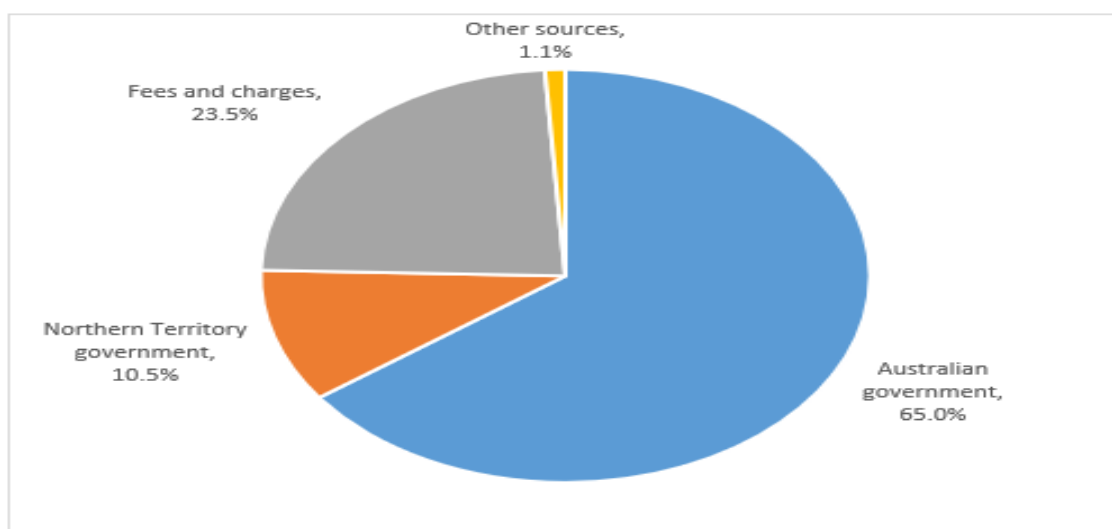
Budgeting and Financial Management

The budgeting and financial management protocols of the College comply with the financial management and accountability policies of the Catholic Education Office [NT]

O'Loughlin Catholic College School annual recurrent income 2022

School recurrent income 2022

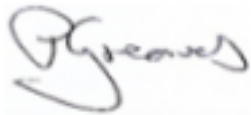
Source	Amount	Proportion
Australian government	7,676,044	65.0%
Northern Territory government	1,237,659	10.5%
Fees and charges	2,774,440	23.5%
Other sources	126,681	1.1%
Total	11,814,824	100.0%



• Note: All figures based on school income (excludes system allocations)

In summary, 2021 was another challenging year for all due to the Corona-Virus; however, there were many positive developments in our Teaching and Learning and an increasingly strengthened school culture, which has been felt community wide and has been reflected in 2022 student numbers.

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Paul Greaves

Rhett Bowden

Zane Dolbel

Dated March 2022

Dated March 2022

Dated March 2022

Director Catholic Education
Northern Territory

Principal

Chair of Advisory Board

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