

2025

SCHOOL ANNUAL REPORT



St John's Catholic College

Salonika Strret, DARWIN 800

Principal: Cameron Hughes

Web: <https://www.stjohnsnt.catholic.edu.au>

About this report

St John's Catholic College (the 'College') is registered by the NT Board of Studies, (NTBOS) and managed by the Catholic Education Northern Territory (CENT), Darwin. CENT as the 'approved authority' for the diocesan registration system formed under Section 138 of the NT Education Act (2015), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The School Annual Report (the 'Report'), provides parents and the wider College accurate and objective information about various aspects of school performance and development. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (STRAP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

One Mission, One Spirit...One Heart

In this Jubilee Year of Pilgrims of Hope, St John's Catholic College has continued to walk together in faith, unity and purpose. Guided by the 2025 scriptural theme, "Many parts, one body, united in Christ", our community remains committed to compassion, courage, welcome and truth.

We celebrated outstanding student achievements across academic, cultural, sporting, VET and service pathways, each contributing to the spirit and character of St John's. Teaching and learning strengthened through the CENT Learning Alliance and Clarity, with continued focus on "every student, every day, in every classroom."

This year marked the heartfelt farewell to Boarding after nearly 60 years, honouring its profound legacy and those transitioning to new journeys. Looking forward, St John's and St Mary's will collaboratively shape a shared future, exploring renewal and long-term site development.

With enrolments rising 58% since 2020, community confidence remains strong. We are grateful for the support of CENT, staff, families and students, we continue our mission to help young people flourish in faith, learning and life—united in **One Mission, One Spirit...One Heart**.

Parent Body Message

The College's commitment to our Catholic Identity remains central to our mission, reflected in the meaningful faith formation opportunities offered to students and staff. These experiences continue to nurture a community of welcome and belonging, giving life to the values of compassion, courage, welcome and truth that shape who we are. Guided by our emerging shared vision—**One Mission, One Spirit...One Heart**, we continue to grow as a united Catholic community.

Our focus on Teaching and Learning remains strong through active engagement in the Catholic Education NT Learning Alliance and a dedication to holistic education that fosters spiritual, academic, cultural and sporting growth. Pastoral care and wellbeing also remain at the heart of College life, strengthening students' spiritual, social and emotional development, and deepening identity and pride through the vertical House system.

This year marked two significant milestones. We honoured the closure of Boarding after nearly 60 years of shaping the spirit and story of St John's, acknowledging its deep legacy

and the many lives it touched. We also embraced the release of the Horizons 2030 and Beyond report, which calls St Mary's Catholic Primary School and St John's Catholic College into greater alignment as we explore future models of collaboration, renewal and shared purpose.

The College Advisory Board continues to provide strong governance and strategic guidance, working towards the Strategic Plan 2024–2027 and supporting future-focused growth. Together, grounded in our motto Fortes in Fide – Strong in Faith, we remain committed to building a vibrant, faith-filled community where every student can flourish—united in **One Mission, One Spirit...One Heart.**

School History

Established in 1960, St John's Catholic College is a safe, connected, learning community for local, boarding and international students in Years 7 to 12, including an Intensive English Unit. Mid 2025 the College announced the closure of the Boarding Program at the conclusion of the 2025 academic year after 60 years.

Guided by the values of Compassion, Courage, Welcome, and Truth, St John's aspires for students to lead, live, love, and learn with a strong sense of heart spirituality. The College draws its charism from the Missionaries of the Sacred Heart (MSC) and the Daughters of Our Lady of the Sacred Heart (OLSH), with its patron Saint being Saint John the Evangelist. St John's is committed to creating a culture of welcome and belonging for students and staff from diverse faith and cultural backgrounds.

St John's Catholic College was founded in 1960 and is one five MSC founded secondary schools in Australia: Downlands College, Toowoomba, Queensland (1931), Chevalier College, Bowral, New South Wales (1946), Monivae College, Hamilton, Victoria (1954), and Daramalan College, Canberra, Australian Capital Territory (1962).

Student Profile

Student Enrolment

The College caters for students in . Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025:

Girls	Boys	Aboriginal & Torres Strait Islander	Total Students
132	155	78	287

Enrolment Policy

Catholic Education Northern Territory (CENT) has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocese of Darwin tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Diocese of Darwin may be accessed at the [Catholic Education NT Website](#).

Student Attendance Rates

NTCET

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Northern Territory Certificate of Education and Training (NTCET (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
NTCET Completion	30
% School	100 %

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Postgraduate qualifications	0
Bachelor degree or equivalent	30
Masters	1
Other qualifications	0

Total number of teaching staff by TRBNT category

Teachers at this College are either accredited as full registration, provisional registration and authority to teach as defined by the *Teacher Accreditation Act 2004* (NT). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Full Registration 344 teachers
- Provisional Registration 85 teachers
- Authority to Teach 18 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing Professional Development of each staff member is highly valued. The Teacher Registration Board requires teachers to undertake at least 20 hours of relevant professional development activities within a calendar year period. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs.

The College takes responsibility for planning, implementing and evaluating its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Education Northern Territory's (CENT) mission is 'Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in culture of care, collaboration and excellence' and our vision is to inspired by the Gospel of Jesus Christ 'to commit to educational excellence, equity and fullness of life for all'. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Diocese of Darwin's Religious Education (RE) Curriculum.

Further information about the Diocese Religious Education Curriculum and the RE Tests may be accessed at the [Journey in Faith is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory](#).

The College motto of 'Fortes in Fide' is drawn from the Latin Vulgate (Latin translation of the Bible) and translates to Strong in Faith, with the scriptural reference being 1 Peter 5: 8-9. St John's Catholic College shares its motto with the other Missionary of the Sacred Heart (MSC) founded Colleges.

The College Values are: Compassion (Colossians 3:12) As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Courage (1 Chronicles 28:20) David said further to his son Solomon, "Be strong and of good courage, and act. Do not be afraid or dismayed; for the Lord God, my God, is with you. He will not fail you or forsake you, until all the work for the service of the house of the Lord is finished. Welcome (Matthew 25:35) For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me. Truth (John 14:6) Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me.

St John's Catholic College draws its charism from two religious orders, the Missionaries of the Sacred Heart (MSC) and the Daughters of Our Lady of the Sacred Heart (OLSH). Our spiritual founder, Father Jules Chevalier was a French Catholic priest who was born in Richelieu, France in 1824. Father Chevalier was ordained a priest in 1851 and founded the MSC in 1854 and the OLSH in 1874 in Issoudun, France. He died in 1907. Father Chevalier had a deep devotion to the Sacred Heart of Jesus and believed that the whole of creation is the gift of God's love, and that everything that exists is being sustained and cared for by God's tender compassionate care.

Aligned to the Horizons 2030 and Beyond report, St John's Catholic College and St Mary's Catholic Primary School are inspired by our shared future under the vision of **One Mission, One Spirit....One Heart.**

Teaching and Learning

Secondary Curriculum

The College provides an educational program based on in accordance with the Australian Curriculum V9 and South Australia Certificate of Education (SACE) syllabuses for Secondary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Technology and Languages. Religious Education is also a mandated curriculum area for all CENT Schools.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St John's Catholic College delivers a comprehensive educational program aligned with the Australian Curriculum Version 9 and the South Australian Certificate of Education (SACE) for secondary schooling. Learning is structured around the key learning areas—English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technologies, and Languages—with Religious Education mandated for all CENT schools.

The curriculum is underpinned by the outcomes and content of each learning area and the development of general capabilities, including literacy, numeracy, ICT capability, critical and creative thinking, ethical understanding, personal and social competence, and intercultural understanding. These skills support students to become confident, capable and future-ready learners.

In Years 7–9, students study core subjects such as Religious Education, English, Mathematics, Science, History, Geography and Health & Physical Education. Class groupings are based on academic levels, ensuring targeted support and extension where required. Students also choose two electives per semester. Electives run in vertical classes (Years 7–9), driven by student interest and staffing.

The pedagogy at St John's emphasises high expectations, critical thinking and problem-based learning. Standardised assessments, including NAPLAN and ACER testing, provide valuable data to inform teaching practice. The School Wide Pedagogy (SWP) model guides instruction through explicit teaching, modelling, scaffolding and application.

Religious Education in Years 7–9 follows the Journey in Faith program, drawing on the South Australian Religious Education Framework. Units explore God, faith, Scripture, prayer, moral decision-making and human sexuality through the Made in the Image of God curriculum.

In Years 10–12, students undertake SACE subjects leading to the Northern Territory Certificate of Education and Training (NTCET) and an ATAR for university entrance. Alongside compulsory studies in Religious Education, English and Mathematics, students select electives and vocational education and training (VET) pathways tailored to their goals. The NTCET requires 200 credits across compulsory and elective learning, with flexible and personalised pathways. Students may also undertake additional subjects through the Northern Territory School of Distance Education.

Technology is integrated throughout the curriculum via the College's BYOD laptop program and a comprehensive learning management system connecting students, staff and families. A broad range of digital platforms further enhances teaching, learning and engagement across the College.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John's Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage Average Proficiency			
		School	CENT	Northern Territory	Australia
Year 7	Grammar and Punctuation	58%	50%	40%	62%
	Reading	67%	57%	47%	69%
	Writing	47%	55%	30%	64%
	Spelling	58%	62%	40%	72%
	Numeracy	55%	54%	42%	69%

NAPLAN RESULTS 2025		Percentage Average Proficiency			
		School	CENT	Northern Territory	Australia
Year 9	Grammar and Punctuation	35%	39%	36%	56%
	Reading	53%	53%	45%	65%
	Writing	35%	53%	28%	61%
	Spelling	60%	63%	38%	72%
	Numeracy	41%	50%	39%	66%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Catholic Education NT Pastoral Care and Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all CENT school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports CENT school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Suspensions, Expulsions and Exclusions Policy](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Conduct](#) which applies to all Diocese of Darwin staff. Accordingly, the College does not sanction the administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Catholic Education Northern Territory released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Diocese of Darwin. The Policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. CENT staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

Complaints Handling Policy

CENT has a [Complaints and Grievance Policy Statement](#) which is implemented by our school and all systemic schools in the Diocese of Darwin. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable CENT to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. CENT monitors the implementation of this policy.

Parent satisfaction

The 2025 Partners in Learning Parent Survey reflects strong community confidence in St John's Catholic College. Parents report high levels of welcome, clear communication, and confidence in accessing teachers and leadership. Results show strong support for learning, with parents noting high expectations, student encouragement, and positive behaviour standards. Parents also feel their children are safe at school and well supported socially and emotionally. The survey highlights a caring, inclusive culture with ongoing attention to timely behaviour management and support for diverse learning needs. Families value the College's Catholic identity, faith formation, retreat opportunities and commitment to mission and social justice. Strong facilities, consistent teaching practices and the Learning Alliance focus further strengthen parent satisfaction. Overall, parents express strong endorsement of the College and its positive reputation.

Student satisfaction

St John's Catholic College continued to strengthen student wellbeing, learning, and community culture in 2025, with 189 students participating in the annual TTFM survey. Results show strong peer connections, with 62% reporting a positive sense of belonging and 69% identifying supportive relationships. Students demonstrated high self-esteem (64%), strong value for schooling, and positive behaviour aligned with national norms. Academic

outcomes remained steady, with grades in English, Maths, and Science comparable to TTFM benchmarks. Students reported strong teacher–student relations, clear expectations, and improved advocacy at school. Faith life, Catholic culture, and formation experiences were consistently affirmed, and most students expressed confidence in school safety practices. These insights continue to guide school improvement and reinforce St John’s commitment to nurturing student growth, learning, and wellbeing.

Teacher satisfaction

The 2025 Focus on Learning Teacher Survey reflects a committed and collaborative teaching community at St John’s Catholic College. Twenty-five staff contributed feedback highlighting strong performance across key Drivers of Student Learning, particularly in Learning Culture (7.4), Data-Informed Practice (7.5) and Inclusive School practices (7.8). Teachers reported high levels of clarity in learning expectations, consistent use of varied teaching strategies, meaningful feedback, and effective support for students with diverse needs. Results also show ongoing development in leadership support and parent engagement. The Four Dimensions of Classroom and School Practice demonstrated balanced strength in setting visible learning goals, planning engaging learning opportunities, and helping students overcome barriers. Staff further affirmed the college’s commitment to safeguarding, Catholic identity, faith formation, and social justice. Overall, the survey highlights a culture dedicated to continuous improvement and quality learning for every student.

Financial Statement

Northern Territory Funding Only

The total of NT funding assistance received by our school in 2025 is outlined below:

Recurrent School Funding: \$735,169

Personal Hygiene Products: \$792

Supplementary Boarding Funding: \$623,440

Notes

1. Australian Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
2. Northern Territory State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
3. Fees and Charges Income include Archdiocese and school based fees, excursions and other private income.
4. Other Sources Income includes building levy fees and capital donations used to fund Capital Expenditure.

END OF 2025 REPORT