CARDIJN COLLEGE BOARD MEMBERSHIP

President of the Board
Fr Charles Gauci

Chair of the Board
Helen Bates

Deputy Chair
Julie Coster

Secretary
Brenda Byrne

Treasurer
Wayne Copley

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Helen Bates
Julie Coster
John Humphries
Dale Sutton

Noarlunga Downs Parish
Brenda Byrne

P & F Representative
Cathy Kite

Principal
Paul Rijken

Staff Representative
Michael Wilcock

Minute Secretary
Sue Harradine

CHAIRPERSON’S REPORT

It is my privilege to have been elected Chair of the Cardijn College Board in 2014 and my pleasure to formally thank the Board members for their support and diligence throughout the year. These individuals contribute their time, knowledge, insight and, thankfully, sense of humour to all aspects of Board business and their dedication to the task is to be applauded.

During 2014, the work of the Board has included many aspects of College life. Policy review and development has continued; the formulation of the College’s next strategic plan has progressed; the capital development works and College finances have been monitored closely; governance and administration expertise has been shared with our colleagues in the FAME program during their year long association with the College; and our Board made their presence known at the College open night, serving refreshments to visitors. The role of the Board is varied indeed.

One of the Board’s focuses during 2014 has been parental involvement. We recognise not only the positive impact which parental involvement has on student and College success, but also the importance for parents to feel supported by the College community. To this end a more coordinated and focussed approach to engaging with families has been introduced, increasing opportunities for that engagement to happen and for families to simply get to know each other.

My thanks to the Deputy Principal, Michael Wilcock, for leading this initiative and to the House Leaders who have embraced the initiative and been busy bringing it to life in some very creative ways, many of which appear to involve food.

There were many opportunities to celebrate during 2014 as Cardijn College reached its 30th anniversary. The Board members enjoyed a time of celebration and grateful reflection when we came together with past Board Chairs and individuals who have played a significant role in the life of the College. It was good to acknowledge the contribution of those, past and present, who have helped to shape what Cardijn College has become and is still becoming.

My sincere thanks are extended to the College teaching and administration staff who consistently demonstrate their commitment, going the extra mile, or two, to ensure the best possible experience and outcomes for students and colleagues alike. It is this attitude which makes Cardijn an amazing place to work and to learn.

We look to our leaders to be role models and it is with much gratitude that I thank the College Leadership Team for their dedicated, caring and faith led leadership; for their generosity of spirit and positive role-modelling of the Joseph Cardijn charism to See, Judge and Act.

Finally, a huge thank you to our sensational students. I have had the pleasure of representing the College Board on several occasions throughout the year at Masses, assemblies and the Year 12 Graduation to name just a few. Without exception, I have felt a great sense of pride of these events. I am privileged to be associated with so many young people who are striving to achieve their potential and who treat others with genuine care and respect.

Congratulations to the entire Cardijn College community for making 2014 a year to remember and one to be celebrated.

Helen Bates
Chair of the Board
ABOUT THE SCHOOL
Cardijn College is situated about 25km south of Adelaide, South Australia, with a vista encompassing both vineyards and the sea. Adjacent to St Luke’s Parish Church, the College is a major presence and hub of Catholic activity in the Southern Vales. The College takes its name from Joseph Cardijn, the founder of the worldwide Young Christian Workers movement.

The College offers a wide and flexible secondary curriculum in a co-educational setting offering both academic and vocational pathways to students of different abilities. Cardijn College caters for students with special needs and has a Special Education Unit which is integrated into the campus. The College is committed to providing the best possible environment for students to succeed - not only academically, but as confident, healthy, empowered young people who are well equipped to choose future pathways and begin a rich and rewarding life journey.

SCHOOL ENROLMENTS
The 2014 enrolment by year level at the February census date was:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>183</td>
<td>202</td>
<td>199</td>
<td>173</td>
<td>137</td>
</tr>
</tbody>
</table>

Total enrolment 894 with 1.6% Indigenous enrolment and 5.1% enrolment of students with disabilities.

TEACHER QUALIFICATIONS
Recognising the continual professional learning of staff and attainment of qualifications, the school has the following qualification breakdown for its teaching staff:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>14</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>100</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Diploma</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>16</td>
</tr>
</tbody>
</table>

In 2014 two staff were engaged in their Doctorate studies and five staff in their Masters Degree studies. 24 staff are currently in various stages of completion in their Graduate Certificate in Catholic Studies.

EXPERIENCE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Our staff have established a strong commitment to professional learning. The College has a Professional Learning Policy which outlines every staff member’s responsibility to improve their professional learning in their field of work. This applies to both teachers and education support officers. Cardijn staff have been involved in a range of professional development activities which have included mandatory training in OHS&W and child protection, conflict resolution and First Aid training, as well as curriculum development of the SACE including the Research Project and development in the Australian curriculum. Staff have attended workshops conducted by the SACE Board, ACARA and professional associations and conferences. On average our expenditure on professional learning is $871.90 per staff member.

KEY STUDENT OUTCOMES
WORKFORCE COMPOSITION, INCLUDING INDIGENOUS COMPOSITION
In 2014, the workforce composition was as follows:

- Teaching Staff: 75
- Non Teaching Staff: 39
- FTE Non Teaching Staff: 29.8

Student attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>90.6%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.9%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.4%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92.4%</td>
</tr>
</tbody>
</table>

The school has a number of processes in place to monitor student attendance and communicates with families when there are unexplained absences. This includes an automated SMS system which alerts parents if their child is at school and the school has no information regarding the absence, a system which alerts frequent unexplained absences, which then are followed up by key staff. A review of absences is conducted each 5 weeks by the Heads of School.

SPECIAL AND ADAPTIVE EDUCATION
The College offers a range of vocational education pathways for students interested in this area. In 2014, the number of students starting an Australian School Based Apprenticeship (ASBA) was 12 with 10 continuing, bringing the total to 22. In 2014, 27 students accessed a range of training courses offered through Marcellin Technical College, TAFE SA, Cardijn College and private Registered Training Organisations.

The number of students starting a TGSS pathway was 6 and the number continuing the TGSS pathway from the previous year was 1. The number of students in structured workplace learning (SWL) was 9. 13 students completed a vocational qualification in 2014 and 14 students achieved partial qualification.

All Year 10 students are involved in Australian Business Week (ABW) which is an intense one week enterprise education program giving participants an excellent view of the life of a business. In addition, Year 10 students were involved in the Personal Learning Plan, which is a tailored program to assist students in preparing for their pathway in school and beyond school. Year 11 students are involved in a one week work experience program which is supported by a range of work related study programs to best prepare students for this experience.

VOCATIONAL EDUCATION AND TRAINING
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SPECIAL AND ADAPTIVE EDUCATION
The College has a special unit for students with intellectual disabilities. Ten students ranging from Years 8 to 12 access our Special Education Centre and have their program integrated with mainstream classes.

In addition the College has a Learning Centre which accommodates students with specific learning disabilities and students who have been identified as needing assistance academically. In 2014 over 150 students accessed the Centre for assistance. The Centre is staffed by a coordinator, three teachers and three education support officers.

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INDIGENOUS EDUCATION
The College also supported Indigenous students with a team of teachers who support the students with their development of Aboriginal identity. The indigenous students are involved in a number of programs both within the school setting and with other Catholic Schools.

CATHOLIC CULTURE
Cardijn College is a Catholic school and as such its goal is the integration of the Catholic faith with the lives of students, staff and families. The College does this in many ways but most importantly through its Religious Education Program and Liturgical, Faith and Ministry Programs.

Each term the whole school meets for a whole school Mass and individual year levels and houses also celebrate Mass together during the year. Each year level has a special focus in the College Retreat Program.

The College also has a focus on ministry and outreach especially through Project Compassion, Alton Day and Catholic Charities Month. The College has been a long-time supporter of St Vincent de Paul and Caritas Australia. The College Prayer Program begins each day with Staff Prayer in the Staff Room and Morning Prayer in the homerooms. Each day students in the Middle School pray the Angelus as part of their Faith Formation.

ARTS
The College offers an extensive Music, Drama and Visual Arts Program. Students are able to join stage bands, ensembles, choir and private music tuition. An active Drama and Art Club draws students together for performances and shows. Arts Week is celebrated in August each alternate year, when all three Arts areas participate in a showcase of student talents. Biennially the College produces a major musical at the Hopgood Theatre.

IN 2013, the College was very successful with its Music Program featuring strongly with its stage band and vocal ensembles in the Generations of Jazz Competition in Mt Gambier and the Catholic Schools Music Festival.

EXTRA-CURRICULAR
Cardijn provides a range of extra-curricular programs which include: an extensive range of Summer and Winter sports played both during and after school time primarily in the Adelaide Schools Sports competition, International Pedal Prix, Robotics, Journalism, FI Racing, UAV Challenge, Holden EcoCrux Challenge, Duke of Edinburgh Awards, Italian Student Exchange Program and camps. In addition, the College participates in an annual sporting exchange with Tension Woods College, Mt Gambier.

FACILITIES
The College has recently completed Stage 1 of the master plan which involves the development of a new Library, senior school study centre, Special Education Unit, Learning Centre and staff room. Stage 2 is currently in progress with the refurbishment of six new classrooms and a specialist Music Performance Centre.

OTHER
The College offers an extensive counselling service with special programs. The school has a counselling team which includes two school counsellors and two social workers.

The Heads of School meet every 5 weeks to review student academic progress and ensure students are supported in their learning. The school has a house system which provides students with pastoral care and support. A student leadership program provides students with learning and experience in a middle school and senior school setting. The school also offers students access to facilities for study after school hours, in order to prepare for their post-school destinations.

PERSONALITY
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POST-SCHOOL DESTINATIONS
74% of Year 12 students applied to University of which 82% of students who had applied for a tertiary course were accepted in the first round of SATAC offers. The remaining students were offered places at University in subsequent rounds. In addition, more than 84% received either their first or second preference. Pathways to university accounted for 70% of students who applied with 12% of students receiving an offer for TAFE. The remainder of students who did not apply for tertiary studies transitioned to employment and destinations unknown.

SCHOOL ANNUAL REPORT 2014

Year 9 Literacy and Numeracy (NAPLAN) Results
In 2014 students at Cardijn completed the NAPLAN with the following results:

<table>
<thead>
<tr>
<th>NAPLAN 2014</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardijn 2014</td>
<td>559</td>
<td>532</td>
<td>568</td>
<td>558</td>
<td>555</td>
</tr>
<tr>
<td>Similar Schools</td>
<td>580</td>
<td>550</td>
<td>580</td>
<td>572</td>
<td>584</td>
</tr>
<tr>
<td>All Schools</td>
<td>580</td>
<td>550</td>
<td>582</td>
<td>574</td>
<td>588</td>
</tr>
</tbody>
</table>

SCHOOL IMPROVEMENT PLAN
During 2014 the school engaged in a self-assessment process that led to the development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). Domains 1, 2, 4, 5, 6, 8 and 9 were covered. The annual school improvement plan for 2014 focused on:

- developing skills in working for a just society using the method of “See, Judge, Act”
- creating experiences within and beyond the classroom which lead to the excitement of learning through modern and innovative practices emphasizing higher order skills
- researching and developing creative flexible learning environments which allow for innovative learning and curriculum delivery
- establishing a student leadership structure which is inclusive and accessible to all students and recognises the College as a Middle and Senior School
- reviewing and developing policies, procedures and programs which ensure the active living out of the principles of respect, hope, justice and care for others
- the establishment of a new College Strategic Plan 2015-17
- developing strategies for families to be involved in the life of the College

The goals listed above were achieved through the development of a coherent plan across the year levels in the religious education curriculum covering the Cardijn method of “See, Judge, Act”. The ongoing expansion of our classroom action research by each teacher to improve classroom practice and curriculum development in line with the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work to the Australian Curriculum and linking teachers’ work.
SCHOOL FUNDING

<table>
<thead>
<tr>
<th>Net Recurrent Income 2014</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$7,751,966.00</td>
<td>$8,787.00</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$2,108,550.00</td>
<td>$2,390.00</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$3,995,320.00</td>
<td>$4,529.00</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$232,355.00</td>
<td>$263.00</td>
</tr>
<tr>
<td><strong>Total gross income</strong> (excluding income from government capital grants)</td>
<td><strong>$14,088,191.00</strong></td>
<td><strong>$15,969.00</strong></td>
</tr>
<tr>
<td>Deductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income allocated to current capital projects</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Income allocated to future capital projects &amp; diocesan capital funds</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Income allocated to capital debt servicing (including principal repayments and interest on loans)</td>
<td>$117,160.00</td>
<td>$133.00</td>
</tr>
<tr>
<td><strong>Less Deductions</strong></td>
<td><strong>$117,160.00</strong></td>
<td><strong>$133.00</strong></td>
</tr>
<tr>
<td><strong>Total net recurrent income</strong></td>
<td><strong>$13,971,031.00</strong></td>
<td><strong>$15,837.00</strong></td>
</tr>
</tbody>
</table>

Capital Expenditure 2014

<table>
<thead>
<tr>
<th>Capital Expenditure 2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government capital expenditure</td>
<td>$174,000.00</td>
</tr>
<tr>
<td>State/Territory Government capital expenditure</td>
<td>$0.00</td>
</tr>
<tr>
<td>New school loans</td>
<td>$0.00</td>
</tr>
<tr>
<td>Income allocated to current capital projects</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$1,474,191.00</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>$1,648,191.00</strong></td>
</tr>
</tbody>
</table>

FINANCE REPORT

The College’s financial year is from January to December and an accrual depiction of the 2014 financial position is presented. A net surplus was achieved again as the slow pace of our Stage 1 development allowed the College to delay drawing on loans and fund some components from operating revenue. This also enabled accelerated commencement of Stage 2, our rapidly evolving Music Performance Centre.

The College remains, from a financial viewpoint, both stable and well managed with strong enrolment demand consistently approaching capacity.

The 2015 budget is presented and indicates that the College has budgeted for a small accrual deficit in 2015, as Stage 1 and 2 capital development loan repayments are factored in. Additional utility costs for new buildings have been taken into consideration, as have the ongoing refurbishment projects.

Our Business Manager, Johnny Ioannou and his team are to be congratulated for stridently reducing costs, pursuing grants and applying many years of steady, conservative management to meticulouslysetting and achieving precise budgets.

The 2015 School Fees are presented. An average increase of just under 5% maintains required income levels, whilst keeping the school fees well below other independent schools in the area.

Thanks to the Board for their input and interest in the financial management of the College.

Wayne Copley
Treasurer