



CARDIJN
COLLEGE

2019 PERFORMANCE REPORT



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About the College

Our education at Cardijn is about the development of the whole person. It's about helping students to thrive, become capable learners and leaders that our community needs.

Cardijn College is a co-educational Catholic college located 25kms south of Adelaide in the beautiful Southern Vales region. Our College motto "See, Judge, Act" is pivotal in the life of the College as a method, which is focussed on seeing the full perspective of community, judging considering our Christian principles and proactively acting to make a difference in the lives of families, friends, local community and the wider world.

Cardijn College has a second campus, which offers specialised vocational and trade training leading to school-based apprenticeships and employment. Marcellin Campus provides a unique and dynamic educational experience enabling students to study the South Australian Certificate of Education (SACE) alongside a Vocational Education and Training program designed to deliver workplace specific skills and knowledge.

The College takes its name from Joseph Cardijn, a Belgian Cardinal of the Catholic Church and the founder of the worldwide Young Christian Workers movement. The Marcellin Campus takes its name from St Marcellin Champagnat, founder of the Marist Order.

As a relatively young school, Cardijn College has already developed an excellent reputation for delivering a Catholic and well-rounded education for families in the Southern Vales region. We strive for the pursuit of excellence according to the aspirations, talents and gifts of each student. We have created an environment where learning is stimulating and fun, where opportunities to explore, try and participate are endless and where ultimately, our students grow in faith, knowledge and in character.

Parents choose Cardijn not only for our extensive academic and vocational programs, but also for our pastoral care and respect for the culture and heritage of each individual. We also offer extensive sport and music programs, along with other activities such as drama and art, leadership programs, Outreach and Ministry, International Pedal Prix and the Duke of Edinburgh Scheme.

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.



Cardijn College Board Members

President of the Board -

Fr Josy Sebastian

Principal -

Dr Paul Rijken

Chair of the Board -

Mrs Helen Bates

Deputy Chair -

Mr Dale Sutton

Chair of Finance -

Mr Peter McCabe

Marist Schools Australia

Representative -

Mr Paul Herrick

Industry Representative -

Mr Tim Ryan

Industry/Education

Representative -

Ms Jen Rodger

School Community

Representatives -

Ms Melissa Clarke

Mr Wayne Copley

Mr Paul Roberts

Minute Secretary -

Mrs Anita Patton

College Enrolments 2019

The 2019 enrolment by year level at the August census date was:

Year Level	7	8	9	10	11	12
Total	214	200	183	200	196	214

Total enrolment 1229 with 1.87% ATSI enrolment and 22.78% enrolment of students with disabilities.

About our Staff

STAFF Qualifications

Recognising the continual professional learning of staff and attainment of qualifications, the college has the following professional breakdown for it's staff:

Doctorate	3
Masters Degree	23
Degree with Honours	7
Bachelor Degree	134
Graduate Diploma	23
Advanced Diploma	10
Diploma	26
Graduate Certificate	39
Certificate	65
Chartered Accountant	2
CPA	1

In addition, all staff are required to complete mandatory Responding to Abuse and Neglect training. All teachers are registered with the South Australian Teachers Registration Board.

In 2019, one staff member held Lead Teacher status and another two held Highly Accomplished Teacher status. Several other staff members were in the process of attaining Highly Accomplished status. Twenty-four staff are currently in various stages of completion in their Graduate Certificate in Catholic Studies.

Workplace composition, including Indigenous composition

In 2019, the workforce composition was as follows:

Teaching Staff:	105
FTE Teaching Staff:	94.63
Non-Teaching Staff:	60
FTE Non-Teaching Staff:	44.65

*One staff member identified as being Indigenous.

Participation in professional learning

In 2019 we promoted reflective, collaborative and collegiate practice, under the umbrella of our strategic plan 'Toward 2025 – Future Directions and Priorities of Cardijn College' and, the goals of Enterprise Educators and Marketplace Learning. This focus was closely aligned with the CESA Living, Learning, Leading framework.

The focus of professional learning days included developing the above concepts with both our teachers and education support officers, with a highlight being a keynote address from Dr. Neil McGoran. They also embraced our preferred and popular professional development model of 'sharing practice', where our own staff facilitate workshops that enhance practice and pedagogy. Education

support officers are invited to participate in relevant workshops and to be pro-active in sourcing relevant PD as applicable. Teaching staff are encouraged to be active members of professional networks and to take up opportunities to present and facilitate at external professional development events.

The College continues to work alongside teaching staff as they transition along the AITLS standards from Graduate to Proficient to Highly Accomplished and Lead. Our leadership development program continues to see around fifteen staff per year engaged in either the CESA Middle Leaders, Aspiring leaders or Cognitive Coaching programs. SMART goal setting remains a focus, with the aim that our teaching staff work alongside their line manager on a strategic plan for their professional development.

Faith formation is an integral form of our professional development and all staff have the opportunity to be involved in the 'In the Marist Way' programs and various other formation sessions.

Individual teachers continue to use the Classroom Climate Questionnaire (CCQ) as a survey tool to enable the teacher to focus on interventions within their classrooms that further promote positive learning environments. This data, as well as the teacher's goals, enable a much more targeted approach to professional learning.

In 2019, the College invested \$772 per staff member for their professional learning.

Key Student Outcomes

Student attendance

Attendance at school has a direct correlation with student progress and hence student achievement. However, it is recognised that at times students cannot attend school due to sickness or other special circumstances. With the implementation of the SEQTA learning management system in 2019, we are now able to offer students a far more supportive platform to continue engaging with their learning if they are unable to attend school face-to-face for a period of time.

In 2019, our overall student attendance rate was 91.10%. The Indigenous student attendance rate was 84.93%.

Student attendance rate by year level:

Year 7	91.91%
Year 8	91.70%
Year 9	91.69%
Year 10	90.54%
Year 11	90.39%
Year 12	89.08%

The College 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 that alerts parents if their child is not in attendance at the College. In cases where the school has no information regarding the absence, a system reports frequent unexplained absences and key staff then follow these up. The pastoral care team access weekly attendance reports and a holistic review of absences is conducted every five weeks by the Assistant Principal - Pastoral Care.

In 2019, the school utilised the SEQTA learning management system as a student management platform to provide a system for tracking student attendance. In 2018, the College was using the iScholaris platform. The transition to the SEQTA system has allowed us to generate very detailed reports of student attendance data which allows for more swift and thorough follow up.

Vocational education and training

At Cardijn Campus, a total of 73 students undertook VET in 2019. Of this cohort; 63 students obtained full qualifications (22 students at Certificate II level & 41 students at Certificate III level). The remaining 10 students are continuing their courses in 2020.

The year level percentage breakdown of VET participation in 2019 was as follows; 4.5 % of Year 10's, 22.7 % of Stage 1's and 20.3 % of the Stage 2 cohort.

Qualifications undertaken included;

- Certificate II Applied Fashion
- Certificate II Community Services
- Certificate II Construction Pathways
- Certificate II Electrotechnology (Career Start)
- Certificate II Information Tech
- Certificate II Kitchen Operations
- Certificate II Metal Engineering
- Certificate II Retail Cosmetics
- Certificate II Salon Assistant
- Certificate III Applied Fashion
- Certificate III Allied Health
- Certificate III Basic Health
- Certificate III Dance Teacher Assistant
- Certificate III Early Childhood Education and Care
- Certificate III Fitness
- Certificate III Hairdressing
- Certificate III Individual Support (Aged Care)
- Certificate III Individual Support (Disability)
- Certificate III Live Production
- Certificate III Music Industry
- Certificate III Police Studies
- Certificate III Rural Operations
- Certificate III Sound Production
- Certificate III Sports
- Certificate III Visual Arts
- Certificate IV Photo-imaging

At Marcellin Campus, a total of 84 students undertook VET in 2019. Of these, 52 students obtained full qualifications at Certificate II level). A further 32 students were in school based apprenticeships in 2019. The year level percentage breakdown of VET participation in 2019 was as follows; 100% of the Stage 1 cohort and 56% of the Stage 2 cohort.

Qualifications undertaken included;

- Certificate II in Construction Pathways
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Metal Engineering
- Certificate II in Automotive Vehicle Servicing
- Certificate II in Hairdressing
- Certificate III Individual Support (Aged Care)

Students transitioning from Marcellin achieved 100% SACE completion. 56% of this cohort transitioned into apprenticeships, whilst 40% transitioned into direct employment.

Inclusive Education

In 2019, the Marist Centre for students with intellectual disabilities catered for 22 students ranging from Years 7 to 12 with tailored programs and mainstream classes. The Marist Centre has a Coordinator, two Special Education teachers and two Education Support Officers.

The Marist Centre held two camps in 2019. This assisted with the variety of student needs and support requirements. This activity provides students with the opportunity to undertake educational experiences outside of the usual school setting.

A significant highlight of 2019 was the opening of the MarValla Café. Each Friday during recess, the Marist Centre transforms into a busy café, with the inviting smells of freshly brewed coffee and tasty sweet treats. Many of the Cardijn College staff became regular customers and supported the Marist Centre initiative. The introduction of the café provides opportunities for students to practice budgeting, money handling, cooking, organisational and social skill development. Another great feature is the community building Marist Centre teas where students cater for their parents and staff while proudly displaying their educational achievements.

In addition, the Lavalla Centre accommodates students with specific learning disabilities and students who are identified as needing assistance academically. In 2019, over 63 students per week accessed the Lavalla Centre for assistance. Further support was also provided through the Literacy and Numeracy programs delivered to all middle school classes in Years 7, 8 and 9 with additional teacher's being placed in literacy and numeracy classes. The Lavalla Centre is staffed by two Coordinators and one Education Support Officer. In addition there were 28 individual lessons of teacher support in the Lavalla Centre or directly in general classes. Several members of the teaching staff also delivered the Literacy and Numeracy programs in small groups.

These two centres, while operated separately, are located within the one facility that allows greater integration of programs and fosters a collaborative approach to learning from the perspectives of both students and staff.

Indigenous Education

The College supported 16 indigenous students and 1 Torres Strait Islander with an Aboriginal and Torres Strait Islander Coordinator and a teacher employed to offer additional support to Indigenous students. Students receive opportunities to develop their Aboriginal and Torres Strait Islander identity through a variety of programs provided by the school and Catholic Education. Students also receive support with developing future pathways and accessing indigenous organisations. Again a highlight was the Cultural Artist in Residence Program and the Indigenous Students Club. The school is in the process of developing a Reconciliation Action Plan.

Enhancing Catholic Culture

“Be holy, for I am holy” (Lev 11:44; cf. 1 Pet 1:16)

The 2019 Marist theme ‘Holy Today’ permeated throughout our College community throughout the year and found expression in our liturgical celebrations, prayer rituals, Religious Education curriculum, Year level reflections days and formation sessions. Inspired by the writing of Pope Francis in his exhortation ‘Gaudete et Exultate: The call to holiness in today’s world, our community, along with all other Marists schools were invited to consider how in the everyday occurrences of life, we are being holy people. Not a pious type of holiness, but a holiness grounded in the simplicity and ordinariness of our daily activities.

It is very evident that the number of school based and community outreach activities that our students are involved in, that espouse this idea of everyday holiness, particularly through the acts of service, are ordinary acts that provide extraordinary opportunities to be holy. This ‘everyday holiness’ mindset generates a behaviour and attitude that is best expressed in the words of a student who stated, ‘it’s just what we do’. Undoubtedly, this is also a reflection of student agency, which is fostered on our campuses and affirms the Cardijn and Marist charisms that all young people can be change agents in their reality and bring about a world God desires.

Students, with the support of staff, continue to drive social justice initiatives, which also help strengthen the partnerships forged with local organisations such as the St Vincent de Paul Society. A regular number of enthusiastic students gather each fortnight to prepare meals for the bi-weekly Fred’s Van service, and staff who themselves are volunteer for Fred’s Van, deliver these meals to the site and serve it up to the clients who access the service. The community also supported the annual Vinnies winter appeal, filling nine clothing bins with much needed winter clothes and blankets, and a committed group of about thirty students participated in the Vinnies winter sleep-out held this year at Sacred Heart College. The community’s generosity also extends to the giving

of non-perishable food items and gifts for the annual Vinnies Christmas Hamper appeal, with a number of students also volunteering their time in the holidays to assist with the packing of these hampers which are distributed at Cardijn by the Vinnies volunteers.

We continue to engage our students in events held locally as well as in the city, partnering up occasionally with our neighbouring Marist school, Sacred Heart College, to stand alongside one another at key events such as the annual Walk-a-Mile in my boots that supports the mission of the Hutt Street Centre. This, as well as the connect nights that are organised by the Mission Engagement Officers of the College and led by the student leaders of the YCS social justice group are ways we strengthen our Marist family spirit. Of particular note this year was the inaugural East Timor Immersion trip where 6 students and 3 staff travelled to Timor Leste and connected with Marist schools and spent time getting to know the locals, the mission of the Marist Brothers in Timor, including the works of the Marist Brothers, Marist Solidarity Australia, and Caritas. The students and staff returned and spoke highly of their experience, indicating that it was an eye opening and life changing experience, one that developed greater understanding, empathy, and an appreciation for the simple things in life.

Staff participation in the Marist Formation program continued this year with approximately 15 new staff completing the Marist Induction module, and 15 attending professional development workshops, conferences, and 1 undertaking the Marist pilgrimage. The Staff Day of Formation was once again facilitated by the Marist Mission and Life Formation Team, with activities focused on the Year’s theme ‘Holy Today’. The College has been preparing for the delivery of the Enhancing Catholic School Identity project to be rolled out in 2020, with members of the Executive Leadership Team attending CESA facilitated workshops on the project. Likewise, in relation to the implementation of the New Crossways Religious Education Framework, the College APRIM and several staff have participated in workshops to familiarise themselves with the framework, discerning how it will unfold within our campuses from 2020 and beyond.

Arts

The Arts continues to flourish at Cardijn College, with a significant number of students involved in arts learning opportunities at both curricular and co-curricular levels. In addition to our traditional subject offerings across Year 7 to 12 (Drama, Music, Visual Art and Fashion), the College’s Co-curricular Music program, coordinated by David Gauci and supported by the Parents and Friends of Music, has seen our students engaged in a wide variety of opportunities. This includes school performances, local concerts, College Music Week, Catholic Schools Music Festival and the combined ‘As One’ Marist Music Night with Sacred Heart College. The Music Technology VET course has enabled senior students to develop high level technical skills and investigate industry pathways in the music field.

An expansion of Arts elective subjects offered at Year 7 and 8 has engaged a wide variety of students with different interests, skills and experience. The Visual Arts program encompasses many subjects and allows students to experience the different facets of learning in art and design. Students from the Year 12 cohort were once again selected for inclusion in the SACE Stage 2 Art Show, and the work of students across all year levels was showcased at the College’s end of year Art Exhibition.

Drama has several performances throughout the year that allow our students to develop their performance and stage skills, and the results of the Year 12 cohort were again of a high level. Drama Club, run by the Drama Captains, also continues to provide opportunities for students in the wider College community to engage with drama learning.

NAPLAN Results

2019 Literacy and Numeracy (NAPLAN) Results

With the introduction of Year 7 to Cardijn College in 2019 this was also the College's inaugural year of administering NAPLAN at Year 7. In all NAPLAN categories Cardijn College's Year 7 average was near to the average of those schools with similar student profiles, with the exception of Numeracy. In all NAPLAN categories Cardijn College's Year 9 average was below the average of those schools with similar student profiles, with the exception of Writing that was similar to the average.

The College remains committed to the development of students' literacy and numeracy skills. In response to the literacy and numeracy needs of our student body identified in the 2019 NAPLAN results, the College has established the Literacy and Numeracy Team, consisting of the Director of Teaching & Learning, Curriculum Leader Mathematics, Curriculum Leader English, Numeracy Coordinator, Literacy Coordinator and Year 7/8 Integrated Curriculum Leader; and the NAPLAN Response Strategy Team, consisting of the Principal, Deputy Principal, Director of Teaching & Learning and Year 7/8 Integrated Curriculum Leader. Literacy and Numeracy are a continued area of focus for the College moving forward.

NAPLAN STATISTICS YEAR 9	Reading		Writing		Spelling		Grammar		Numeracy	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Cardijn	585	567	547	555	589	573	581	565	589	570
Similar Schools	586	589	549	560	585	589	582	582	595	598

NAPLAN STATISTICS YEAR 7	Reading		Writing		Spelling		Grammar		Numeracy	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Cardijn	N/A	544	N/A	516	N/A	552	N/A	544	N/A	542
Similar Schools	N/A	555	N/A	524	N/A	555	N/A	553	N/A	563

Extra-Curricular

In 2019 Cardijn College students have engaged in a number of extra-curricular activities which has enhanced their overall holistic development and their connection to the College. This has included an involvement in several Social Justice and Service Learning programs including Project Compassion, Vinnie's Winter Appeal, the Hutt Street Walk-a-mile event, Vinnie's Christmas Appeal, Fred's Soup Van Kitchen and regular engagement with their House Charities. In 2019 the College also engaged in an outreach program which allowed our local touch to have global reach. This involved a tour group comprising both staff and students visiting Timor Leste and supporting this community in both their personal and overall development.

Student Leadership continues to be a focus of the College with students from all year levels being invited and encouraged to develop their leadership capabilities. This involved targeted leadership development for all year levels, including our College and Mission Captains attending the 2019 Marist National Student Leadership Conference.

There was once again a vast array of sporting opportunities on offer for students and these are comprised within both the Summer and Winter sport seasons. In 2019, the Sports program continued to grow, particularly as our Year 7 cohort became immersed within this program.

The academy programs continue to be a feature of the College and feed into the extra-curricular sports program as well as our knockout competitions. 2019 also saw our continued involvement in the Marist Schools Australia sports competition with representative teams in both the National Netball and Basketball competitions with both teams experiencing significant team and individual student success and recognition. On top of this our AeroSchools team travelled to the Gold Coast in 2019 for the National AeroSchools Championships and did the College proud.

The College also has a number of extra-curricular options which are not directly tied to sport including particularly the Arts program through Music & Drama. The Music program provides outstanding opportunities to students at all stages of their musical development. The number of students participating in this program continues to grow and the program as a whole is flourishing. The Drama Club, the F1 in Schools Challenge the Pedal Prix provide further opportunities for students along with our international immersions to Japan and Italy. The College extra-curricular program continues to have excellent parental support and has well-established Parents and Friends associations in both Music and the Pedal Prix.

Facilities

2019 saw the completion of the redevelopment of the Home Economics area equipped with a new state-of-the-art commercial kitchen. Further redevelopment of College facilities also included a new maintenance compound, a refurbished middle school teaching office area and the establishment of two new sports change room facilities for use by home based players and visiting players of sporting events at Cardijn College. At the Marcellin campus, a new interactive training and teaching space has been established to facilitate interactive training practices with students and a redevelopment of the external facade and grounds was completed including an upgrade of the campus entrances.





Annual Improvement Framework

The College had a focus on the following areas of the Continuous Improvement Framework: Domain 1: Catholic Identity. In 2019 key staff undertook training in Enhancing Catholic School Identity and further deepened our understanding of our Marist charism through staff involvement at all levels in Marist formation immersion programs. Under Domain 7: Orderly and safe learning environments, we achieved the successful transition of Year 7 and 8s to secondary school by ensuring students had individual learning plans and needs analyses, student voice opportunities and through a House system outreach to all families. We worked to validate the Child Safe Protection curriculum through evaluation using the student voice and in 2019 implemented a new Pastoral Care program. Under Domain 5: High quality teaching and learning, we successfully implemented the Year 7 integrated curriculum and design of the Year 8 curriculum for 2020. We also engaged our staff with marketplace learning and being enterprise educators by forming a think tank group, leading workshops and establishing the General Capabilities Project to embed the capabilities into the curriculum. In 2019 we also formally launched our Strategic Plan 'Towards 2025' and engaged in horizon thinking to ensure that it met the immediate, short-term and long-term requirements of the College.

Other

Cardijn College offers an extensive counselling service with special programs supporting specific groups of students. The College has a counselling team that includes two school counsellors and three social workers. These staff operate out of our Wellbeing Centre, which is accessible to all students. Parents are also able to contact the Wellbeing Centre to discuss their child's needs.

The Pastoral Care and Academic teams work together to review student academic progress and wellbeing to ensure students are supported in their learning and their holistic development. The school has a House system comprising of seven Houses that provides students with pastoral care and support. A student leadership program provides students with the opportunity to develop their leadership skills in both the middle school and the senior school. The school also offers students access to facilities for study after school hours and has a broad range of co-curricular activities available to all students.

Academic Excellence

Senior secondary outcomes

Using the 2019 data supplied by the SACE Board, the College is proud to supply the following statistics:

- 19% of the Stage 2 (Year 12) cohort received an ATAR above 90.
- 100% SACE completion at both Cardijn and Marcellin Campuses.
- 40 Students scored A+ in the subjects with 9 achieving a Merit.
- 28% of all grades achieved were 'A's.
- 99.04% of all Stage 2 grades were 'C' grade or better.
- 55% of Marcellin Campus students were signed to full time Apprenticeships with the other 35% transitioning into employment and 10% to further study.
- The Dux of the School received an ATAR score of 98.65 placing this student in the top 1.35% of the Nation.
- Once again, a Cardijn College student was awarded the Governor of South Australia Commendation for Excellence in the SACE. This is the fifth time that a Cardijn College student has received this prestigious award.
- Two Year 12 students had their artwork selected for the prestigious SACE Art Show.

Post-school destinations

70% of Year 12 students applied to University or TAFE of which 95% of those 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. Students who did not apply for tertiary studies transitioned to employment, three of these students did so via apprenticeships. Others undertook gap years or their movements were undetermined at the time they left the College.

Students transitioning from Marcellin achieved 100% SACE completion. 55% of this cohort transitioned into apprenticeships, 35% transitioned into direct employment and 10% into further study.



Student, Staff and Parent Satisfaction

Surveys are conducted on a regular basis and in 2019 students, parents and staff reported the following:

Strong connection between belonging and high expectations/high support in the student survey

- The Moral Identity of students has steadily increased over the past five years indicating that Religious Education and Service Learning Programs are having a positive impact upon the student cohort.
- Peer connectedness and feeling safe at school are highly valued by the student body (rated 4.27 and 4.40 respectively out of 5).
- There is a strong connection between student belonging and high expectations and support. Students claim that student belonging is of particular importance (rated 4.7 for student belonging out of 5).
- The instances of students feeling bullied decreased from the previous year (2.33 to 2.14 out of 5) at Cardijn College. This figure has continually declined since 2013.

- 100% of parents surveyed agreed that the current Cardijn curriculum is adequate and appropriate to meet the projected needs of their child.
- 98% of parents agreed that it is important for all students to have experience in volunteering in the community and service-learning.
- 96.8% of parents surveyed agreed that they are satisfied with their child's progress and development.
- Staff feel that the school mission has been clearly articulated (rated 4.18 for teachers and 4.41 for ESOs out of 5).
- Staff indicated that Collegiality has increased with 4.12 out of 5 in 2019 compared to 4.08 and 4.00 in 2017 and 2018 respectively.
- Job satisfaction remains high (4.18 out of 5) amongst teachers and higher (4.23) for Education Support Officers.
- Staff self-efficacy continues to remain strong at 4.17 over the past seven years.



Financial School Funding

Net Recurrent Income 2019	Total	Per Student
Australian Government recurrent funding	\$13,488,171	\$10,975
State/Territory Government recurrent funding	\$4,533,389	\$3,689
Fees, charges and parent contributions	\$6,256,128	\$5,090
Other private sources	\$192,570	\$157
Total gross income (excluding income from government capital grants)	\$24,470,258	\$19,911
Deductions		
Income allocated to current capital projects	\$0.00	\$0.00
Income allocated to future capital projects & diocesan capital funds	\$0.00	\$0.00
Income allocated to capital debt servicing (including principal repayments and interest on loans)	\$234,700	\$191
Subtotal	\$234,700	\$191
Total net recurrent income	\$24,235,558	\$19,720
Capital Expenditure 2019	Total	
Australian Government capital expenditure	\$410,948	
State/Territory Government capital expenditure	\$0.00	
New school loans	\$1,219,526	
Income allocated to current capital projects	\$0.00	
Other	\$12,498,608	
Total capital expenditure	\$14,129,082	







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