



CARDIJN
COLLEGE

2021 PERFORMANCE REPORT



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Cardijn College Performance Report 2021

This report for Cardijn College provides insights into various aspects of school performance, in accordance with the Schools Assistance Act (2004) as determined by the Commonwealth of Australia.

This report is published electronically and available on the Cardijn College website and a copy of the report is available at each of the reception desks of the three campuses.

About the College

Cardijn College is an R-12 co-educational Catholic school in the Marist tradition, deeply inspired by the method of College patron Joseph Cardijn with a foundation built on the three pillars of his teachings; to See, Judge and Act.

Educating and inspiring students in the beautiful Southern Vales region, 25kms south of Adelaide since 1984, Cardijn has grown to be a College across three sites, each with distinct offerings.

Cardijn College at Noarlunga Downs offers Years 7-12 and is renowned for academic excellence and a vibrant extra-curricular program. Cardijn College Marcellin at Christie Downs provides a wide variety of vocational education and training opportunities for students in Years 10–12 and beyond, with relationships that extend well into their careers. Cardijn College Galilee at Aldinga offers Reception to Year 8, adding Year 9 in 2023 with plans for future expansion.

The College encourages the recognition of the individual's dignity and respect for the culture and heritage of all. It strives for the pursuit of excellence according to the aspirations, talents and gifts of each student.

Cardijn College is committed to providing opportunities for students to succeed - not only academically, but as inspired, authentic, empowered young people who are well equipped to choose future pathways and begin a rich and rewarding life journey.

Cardijn College Marcellin 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. Students are guided into school-based apprenticeships and once they graduate are supported to complete their apprenticeship through the Cardijn College RTO.

With a current enrolment of 1880 students and 250 staff, Cardijn College is an institution which strives to be a beacon of faith in the community, with students who have enormous influence and impact on both a local and global level.

Strategic Plan – Towards 2025

TOWARD
2025

Future Directions and Priorities
of Cardijn College

VISION

Cardijn College will be a locally engaged and globally connected learning community which develops every individual in the Marist tradition using the wisdom and method of Joseph Cardijn (See. Judge, Act) so that they grow to be future-oriented, capable learners and leaders making a positive impact in the world.

MISSION

A Catholic Diocesan School in the Marist tradition whose mission is to integrate the Catholic faith with the lives of student, staff and parent community and to be a witness to the presence of Christ in the world

STRATEGIC GOALS

Impact & Influence	Marketplace Learning	Enterprise Educators	Empowering Pathways	Invest in the Future
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VALUES AND ETHOS

Family Values	Simplicity	Humility	Modesty
Presence	Love of Work	In the Way of Mary	To See, To Judge, To Act

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School Improvement Plan

Despite the global pandemic and its disruptions to our routine and calendar, the College continued work on developments toward achieving the goals in our strategic framework "Toward 2025." And the Catholic Education South Australia Blueprint for Step Change. Cardijn College continued to work on targeted support for Years 7 and 8 in literacy and numeracy through identifying students needing support and providing additional teaching resources. Due to the pandemic and brief school closures, the College developed the ability to deliver curriculum online sooner than expected, which has enabled the College to help students become future-ready adaptive learners under Domain 2, Marketplace Learning.

The College also continued to develop its working relationships with tertiary partners and industry-led associations who are informing future-focused regional strategic initiatives for local businesses and governments. This

important groundwork supports the College goals under Domain 4 to Empower Pathways. The College engaged youth workers who involved students in outreach and events, which in addition to religious education, helps achieve The College Mission to integrate the Catholic faith with the lives of students, staff and parents, as well as be a witness to the presence of Christ in the world. These developments and student and community outreach programs supported the College Goals under Domain 1, Influence and Impact.

Toward the end of 2021 the College broke ground on the new Senior School, Technology and Innovation Centre. The new building features STEM and robotics laboratories, a 360° cinema, cafeteria and extensive student breakout spaces, a design technology centre, as well as visual arts, fashion technology and learning centres, which is a critical part of enabling future-focused learning. The building is operational from 2022.

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Teacher Standards and Qualifications

Recognising the continual professional learning of staff and attainment of qualifications, the College has the following professional breakdown for its staff:

Doctorate	4
Masters Degree	35
Degree with Honours	7
Bachelor Degree	175
Graduate Diploma	19
Advanced Diploma	7
Diploma	24
Graduate Certificate	34
Certificate	72
Chartered Accountant	2
CPA	1

In 2021, two staff members held Lead Teacher status and another four held Highly Accomplished Teacher status. Seventeen staff members were in the process of attaining Highly Accomplished or Lead Teacher status. Thirty staff are currently in various stages of completion in their Graduate Certificate in Catholic Studies.

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Workplace composition, including Indigenous composition

In 2021, the workforce composition was as follows:

Teaching Staff	121
FTE Teaching Staff	105.65
Non-Teaching Staff	66
FTE Non-Teaching Staff	49.49

*Two staff members identified as being Indigenous.

Participation in professional learning

In 2021, the College strategic plan 'Toward 2025 – Future Directions and Priorities' continued to prioritise the development and mobilization of high-performing educators and support staff who proactively contribute to the delivery of an aspirational, future-oriented curriculum. In the light of the continuing impact of COVID-19, the College actively pursued Horizon 1 professional development, specifically around the delivery of remote and on-line learning, and the use of SEQTA and TEAMS as a platform to deliver learning.

Further consolidation of the College Line Management system and the use of Bamboo as a HR Tool enabled an effective and ongoing process of goal setting, reflection, progress assessment, and appraisal, all of which contribute to informing the professional development journey of each individual staff member.

The Classroom Climate Questionnaire (CCQ), a survey tool that collects data on student perceptions of their learning environment, was administered annually by 80% of teaching staff. The individual data enables the teacher to focus on areas of intervention within their classroom and inform a much more targeted approach to professional learning. In addition, teachers are encouraged to observe other educators in action, with a focus of their observation being on their own personal goal setting or their CCQ interventions.

The use of the Pulse Survey enabled teachers to monitor the wellbeing and learning perceptions of students each term and this enabled close analyses of student progress at the College.

The preferred and popular model for professional development days continues to be 'sharing practice'. The 2021 theme was 'Toward 2025 – Enterprise Educators and Marketplace Learning' and following a Keynote presentations with staff in the College "RISE" (Research in Inclusive and Special Education) program in conjunction with Flinders University.

In 2021, the College invested \$547.56 per staff member for their professional learning. COVID-19 restricted the number of opportunities for Professional Development outside the College.

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 illness or other special circumstances. The SEQTA learning management system is a supportive platform to continue engaging students with their learning if they are unable to attend school face-to-face for a period of time. In 2021, this became crucial in providing continuity in learning for students who were absent as a result of the COVID19 pandemic. The College was able to effectively move to a remote learning model in a timely manner to support students in all year levels who were unable to attend school.

In 2021, our overall student attendance rate was 86.5%. The Indigenous student attendance rate was 79.5%. These decreases can be directly associated to student absence as a result of COVID-19.

The College has several 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 regularly by the House Leaders and the Director of Students. Formal letters are sent to families whose students have an alarming absence rate and these follow an escalation process if improvement does not occur. Ongoing pastoral support and communication also occurs with the family.

Student attendance rate by year level:

YEAR 7	89.8%
YEAR 8	90.0%
YEAR 9	88.2%
YEAR 10	85.8%
YEAR 11	86.9%
YEAR 12	86.2%



Senior Secondary Outcomes

Cardijn College 2021 SACE results included 100% SACE completion with 40 students achieving the highest score of A+ in their subjects with 12 students achieving an A+ with Merit. 79.8% of all grades were B or better in SACE stage 2 subjects. 83% of students in a trade pathway gained a school-based apprenticeship.

98% of students who applied to a university were accepted in an undergraduate course.

Cardijn College provides the opportunity for all students to transition from secondary schooling with the dual qualifications of a SACE Certificate and VET qualification.

A total of 152 students undertook vocational qualification training in 2021, representing 25% of the entire senior school cohort. This is significantly up from 14% in 2020.

Of these 71 students obtained full qualifications (12 students at Certificate I level, 38 students at Certificate II level, 26 students at Certificate III level). 57 students are continuing their training into 2021. At Year 12 45% of the cohort undertook VET and at Year 12 31% of the cohort undertook VET.

Qualification undertaken were

- Certificate II in Applied Fashion
- Certificate III in Applied Fashion
- Certificate II in Animal Studies
- Certificate II in Automotive Servicing Technology
- Certificate III in Beauty
- Certificate II in Construction Pathways
- Certificate III in Dance
- Certificate IV in Assistant Dance Teacher
- Certificate III in Early Childhood Education and Care
- Certificate II in Electrotechnology (Career Start)
- Certificate III in Fitness
- Certificate III in Hairdressing
- Certificate III in Health Administration
- Certificate I in Hospitality
- Certificate III in Individual Support
- Certificate III in Information & Communication Technology (Cybersecurity)
- Certificate III in Individual Support (Aged Care)
- Certificate III in Individual Support (Disability)
- Certificate II in Metal Engineering
- Certificate III in Music Industry (Technical Production)
- Certificate IV in Photoimaging
- Certificate II in Salon Assistant
- Certificate III in Sports & Recreation

At the Marcellin campus, the total number of students undertaking vocational qualification training was 68 while another 32 were in a school-based apprenticeship.

At Year 11 100% of the cohort were in training and at Year 12 100% of the cohort undertook VET, being either an alternative Certificate II qualification or a Certificate III qualification as part of their school-based apprenticeship.

Qualifications undertaken were

- 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 Kitchen Operations
- Certificate II in Plumbing
- Certificate II in Animal Studies
- Certificate II in Hairdressing

Students transitioning from Marcellin achieved 100% SACE completion. 83% of this cohort transitioned into apprenticeships, while the remaining 17% transitioned into direct employment or further study.

Inclusive Education

In 2021, the Marist Centre for students with disabilities as categorized as substantial or extensive numbered 31 students, ranging from Years 7 to 12. These students participated in specialised tailored programs run through the unit and mainstream classes with support. The Marist Centre has a coordinator, four Special Education Teachers, four Education Support Officers and several additional teaching staff in specialist areas who assist in the learning of students. Students have continued to enjoy the management of the MarValla Café. This initiative has provided valuable life skill development opportunities such as budgeting, money handling, social skill development, cooking and shopping. Throughout the year, depending on the pandemic restrictions, students from the Marist Centre continued to engage in supported work experience placements, Special Olympics activities and excursions such as the Narnoo Farm visit.

In addition, the Lavalla Centre accommodated students with specific learning disabilities and disorders as well as supporting students struggling with attendance or anxiety to transition into the general classroom environment. In 2021 over 200 students accessed the Lavalla Centre for support. Many of these students were timetabled with three lessons per week. The Lavalla Centre was staffed by two coordinators, and two education support officers as well as a member of the teaching staff for every lesson.



NAPLAN

The NAPLAN in 2021 was conducted using an electronic means with all students using their laptop and a specialised browser to complete their NAPLAN in literacy and Numeracy. NAPLAN was not conducted in 2020 due to the COVID-19 Pandemic.

The results of NAPLAN for 2021 are as follows:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	527	510	531	520	529
Year 9	568	568	572	570	577

Compared to all Australian students Cardijn students in Year 7 performed below the average of Australian students in Reading, Spelling and Numeracy and at the average in writing and grammar.

Compared to all Australian students Cardijn students in Year 9 performed above the average for Australian students in writing and at the average for reading, spelling, grammar, and numeracy.

The intake for Year 7 students at Cardijn College is approximately 60% from Catholic primary schools in the region and the remaining 40% from government and

independent primary schools. Students come from over 30 different primary schools at the beginning of Year 7. With just over one term before NAPLAN assessments, students complete the ACER Progressive Achievement Test in Mathematics and Reading to capture baseline data about students' progress compared to students in the same cohort. This allows for students learning to be targeted towards areas where they need additional help to meet or exceed the average level of competency. The College has an explicit literacy and numeracy strategy for students in the middle school with targeted numeracy and literacy blocks of learning.

Satisfaction Surveys

In 2021, Catholic schools in South Australia administered a perception survey with staff, students, and parents with regards to the implementation of the Living Learning and Leading Framework. This framework provides the foundation for understanding how we as schools make a commitment to our students to thrive, be capable learners and leaders for the world God desires. In this commitment we support students to become:

- Spiritually aware and inspired by faith
- Self-aware, collaborative and socially adept
- Intercultural and globally minded
- Knowledgeable, inquisitive, and innovative
- Confident and careful creators and users of ICTs
- Moral, compassionate, ecologically aware
- Literate, numerate and effective communicators

Performance standards have been established with three ratings in terms of a schools' performance. Developing, Meeting or Excelling.

The areas considered are in three categories:

1. Catholic Identity and Culture
2. Quality Learning and Teaching
3. Learner agency and vitality
4. Relationships and partnerships as a community

In addition, all students complete a pulse survey each term which gives a quick snapshot of the student's perceptions in terms of their capacity to thrive, to be capable learners and leaders in their context of school community. The overall results of staff, students and parents shows that:

1. In terms of Catholic Identity the school is meeting the standard with room for improvement in making direct connections with relevance in its religious education programs and liturgical celebrations
2. Students' self-assessment of identity is rated at excelling by the surveys
3. In terms of curriculum and co-constructed learning and assessment design the school is meeting the standard
4. In terms of student agency, identity, learning and leadership the school is rated as excelling
5. In terms of student self-assessment of their learning the school is rated as meeting the standard
6. In terms of student self-assessment of relationships the school is rated as excelling
7. In terms of school engagement with the community the school is rated as meeting the standard
8. In terms of student self-assessment of belonging the school is rated as excelling

Net recurrent income 2021

	Total	Per student
Australian Government recurrent funding	\$17,864,016	\$12,784
State/Territory Government recurrent funding	\$5,463,853	\$3,910
Fees, charges and parent contributions	\$6,772,717	\$4,847
Other private sources	\$417,101	\$298
Total gross income	\$30,517,687	\$21,839
excluding income from government capital grants)		
Deductions		
Income allocated to current capital projects	\$435,937	\$312
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$906,073	\$648
Subtotal	\$1,342,010	\$960
Total net recurrent income	\$29,175,677	\$20,879

Capital expenditure 2021

	Total
Australian Government capital expenditure	\$0
State/Territory Government capital expenditure	\$0
New school loans	\$5,056,311
Income allocated to current capital projects	\$435,937
Other	\$5,270,746
Total capital expenditure	\$10,762,994





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