



CARDIJN  
COLLEGE

# 2024 PERFORMANCE REPORT







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## **CARDIJN COLLEGE PERFORMANCE REPORT 2024**

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.

Discrete aspects of school life are documented in detail in Cardijn's eNewsletter, the school yearbook and the school website.

This particular report is published electronically on the Cardijn College website: [www.cardijn.catholic.edu.au](http://www.cardijn.catholic.edu.au) and a copy is available from the Reception office of each of the College's three campuses: Marian, Marcellin and Galilee.

## **STUDENT REPORTS** See Appendix

## **TEACHER PERFORMANCE & DEVELOPMENT FRAMEWORK**

Each year the College invests in teacher professional development through onsite and offsite professional learning opportunities. In particular, the annual professional learning week provides a valuable opportunity to engage in contemporary pedagogical and curriculum development.

# Information Relating to Schools and Students

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 9, with plans for future expansion.

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

With an enrolment of 2125 students and 327 staff, Cardijn College is an institution which strives to be a beacon of faith in the community, with students who aspire to be thriving people, capable learners and leaders for the world God desires.

## STUDENT DEMOGRAPHICS

Across the three campuses, Cardijn College had a student population of 2125, with 38 students who identified themselves of Aboriginal and Torres Strait Islander heritage. Four percent of students had a language background other than English. Our students are generally from families/carers located near the College's three campuses, but our reach also extends to Myponga, McLaren Vale, Hallett Cove and Flagstaff Hill.

Cardijn College's community has a slightly above-average rating on the Index of Community Socio-Educational Advantage (ICSEA). Our families are predominantly from the middle two quarters of Socio-Educational Advantage (SEA) with 24% from the bottom quartile and 10% from the top quartile. We work with all families requiring support due to financial difficulties.

## STUDENTS WITH DISABILITY

Cardijn College receives funding through recurrent grants to help support students with disabilities to provide learning enrichment for students with learning difficulties, both in and outside the classroom. In 2024, 40% of students across the three campuses were identified as requiring additional learning support meeting the criteria of the NCCD (Nationally Consistent Collection of Data). Cardijn's highly trained teaching and support staff, as well as focused support environments, provide these students with the adjustments and assistance they need to succeed in their studies.

Marian Campus also offers the Marist Centre, which is a specialist education facility that support students with intellectual disability in accessing an inclusive mainstream curriculum.

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## Teacher Standards and Qualification

The profile of qualifications of the teaching staff is as follows:

Qualifications	Percentage
Doctorate Degree	1.67 %
Master's Degree	28.33%
Honours Degree	4.17%
Bachelor's degree	56.67%
Graduate Diploma in Education	2.50%
Other Graduate Diplomas	1.67%
Diploma of Teaching	2.50%
Graduate Certificate in Theology, Religious Education or Catholic Studies	2.50%

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## Workforce Composition

Teaching Staff			Non-Teaching Staff		
	Full Time	Part Time		Full Time	Part Time
61 Males	56	5	46 Males	28	18
127 Females	92	35	93 Females	9	84
Total Teaching Staff			Total Non-Teaching Staff		
188			139		

\* Two Indigenous Staff members employed.

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## Student Attendance

The following data are the attendance rates for each year of schooling in 2024.

### Marcellin Total Percentage present 2024

Year	Student Count	Attendance Rate
10	88	80.49%
11	65	86.07%
12	62	83.95%

### Marian Total Percentage present 2024

Year	Student Count	Attendance Rate
7	304	87.36%
8	226	85.74%
9	265	84.61%
10	212	84.26%
11	181	85.84%
12	143	85.18%

### Galilee Total Percentage present 2024

Year	Attendance Rate
RE	87.33%
01	89.72%
02	89.30%
03	87.67%
04	88.84%
05	86.25%
06	85.00%
07	85.71%
08	84.10%
09	82.48%

Attendance is marked for each period in the school day and maintained in an electronic database. Each day an SMS alert is sent to parents of students whose absence at the beginning of the day is unexplained. Teaching staff maintain checks at the subject level and patterns of absence are referred initially to Heads of House and if not resolved, to administration. Truancy officers are informed of long-term absence.

## Senior Secondary Outcomes

### SACE RESULTS

#### Marian Campus

The 2024 SACE results can be summarised as follows:

- 100% of eligible Year 12 students successfully compelled their SACE
- 13 A+ Merits

#### Vocational Education and Training

In 2024 more than 128 students from Year 9-12 participated in over 25 different Vocational Education and Training courses.

	Student numbers	Percentage of year level
Year 12	14	9%
Year 11	59	32%
Year 10	52	23%
Year 9	1	0.4%

#### Marcellin Campus

- 100% of eligible Year 12 students successfully compelled their SACE



## Student outcomes in Standardised National Literacy and Numeracy testing (NAPLAN)

### Student Results

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	349	425	362	369	377
5	479	464	469	471	467
7	509	513	526	509	508
9	540	549	553	529	544

NAPLAN participation for this school is 96%

NAPLAN participation for all Australian students is 95%



## Satisfaction Survey (2024)

The College surveyed the community to gauge parent, teacher and student satisfaction using the "School Survey" tool, which provides a useful point of comparison to previous years' results. Respondents answered on a six-point scale of 6 being "strongly agree" and 1 being "strongly disagree".

### Parent Survey Participants - 165

I feel respected by everyone when I am at school	4.81
The policies and practices of the school support positive student behaviours	4.36
The teachers are skilled at meeting my child/ren's needs	4.19
There is a strong partnership between families and the school	3.99

### Staff Survey Participants - 54

My teaching practices effectively support the diverse learning needs of my students	5.03
The policies and practices of the school create a safe environment for all	4.62
Students influence the way they are taught	3.89
Teaching staff analyse & use data to effectively improve or transform their teaching practices	4.37

### Students - Secondary Participants - 1,005

My teachers encourage me to succeed in my learning	4.36
My teachers provide me with feedback on assessment tasks that helps me improve	4.08
I feel safe when I am at school	4.00
I identify areas in my learning that need improvement	3.79

### Students - Primary Years 2-6 Participants - 207

My teachers give me extra help if I need it	4.25
My teachers are good at the subjects that they teach	4.48
My teachers make the lessons interesting	4.13
I feel safe when I am at school	4.10



## Post School Destinations

### SUMMARY OF TERTIARY OFFERS TO 2023 YEAR 12 COHORT

#### Marian Campus

Of the 154 students in the 2024 Year 12 cohort; 100 students had an active application to SA TAC. 97 offers were made to SA/NT University programs/courses (70 for Flinders University, 16 for Adelaide University, 10 for Uni SA).

When looking at student preferences 89 students or approximately 89% of all applicants received an offer to their first preference and 9 students, approximately 9% of all applicants received an offer to their second preference.

The four most popular programs of study at each University were;

**Flinders University:** Bachelor of Business, Bachelor of Education (Primary), Bachelor of Nursing, Bachelor of Education (Secondary).

**Adelaide University:** Bachelor of Economics (all applicants to Adelaide were in Economics).

**Uni SA:** Bachelor of International Relations & Political Science, Bachelor of Human Movement, Bachelor of Arts, Bachelor of English.

#### Marcellin Campus

88% graduated with an apprenticeship (national average less than 5%)

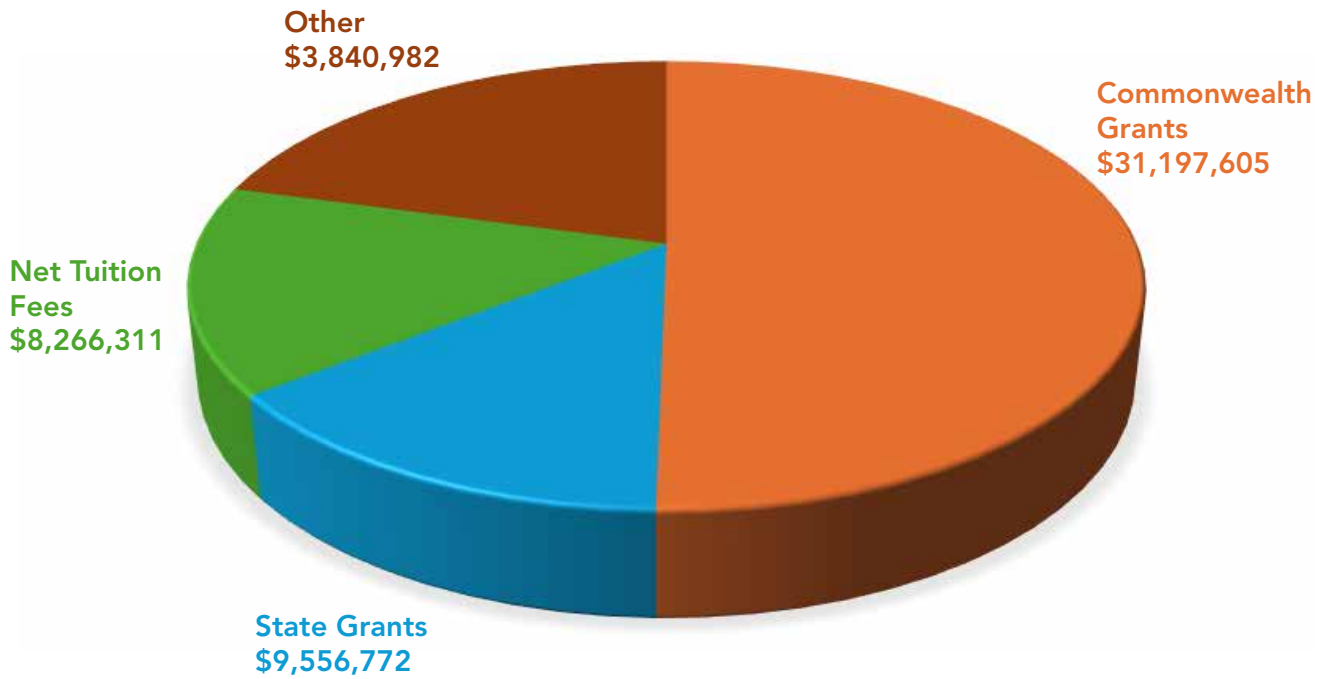
COURSE GROUPINGS	2024 (# of students receiving offers)
Art Design Photography & Media Arts	13
Business & Economics	11
Education & Teaching	16
Engineering	8
Environmental Studies	0
Humanities, Social Sciences & Religious Studies (includes Psychology)	10
Law & Legal Studies	8
Medicine & Health	20
Music & Performing Arts	1
Science, Mathematics & Info Tech	10
Tourism, Hospitality, Sport & Recreation	3
University Preparatory Course	0
<b>TOTAL</b>	<b>100</b>

Please note: Details on whether offers were accepted, deferred or rejected are not available to us. We do not have access to interstate university applications and offers or SA/Interstate TAFE courses offered.

Data taken from SATAC Schools Web.

## School Income

**TOTAL INCOME 2024    \$52,861,670**





## Appendix

### Interpretation of Report Information (Years 7 – 9)

The Australian Government requires that reports for students enrolled from Year 1 – 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

#### Worded statements of Academic Achievement

A	Excellent Achievement of what is expected at this year level
B	Good Achievement of what is expected at this year level
C	Satisfactory Achievement of what is expected at this year level
D	Partial Achievement of what is expected at this year level
E	Minimal Achievement of what is expected at this year level

The central purpose of reporting at Cardijn is to support teaching and learning by sharing feedback about students' progress and achievement between Students, Parents/ Caregivers and Teachers. Information about student progress and achievement assists in identifying areas of strength and future needs, it enables schools and teachers to identify and communicate strategies for the future support of student learning.

Cardijn College recognises that students are unique and the reporting process provides Parents/Caregivers constructive feedback and

information that is sensitive to the wellbeing and development of each student. In Years 7–9 reporting is based on the Australian Curriculum Standards for all learning areas excluding Religious Education. The staff use a variety of assessment practices and collect data to assist them in formulating a grade for each subject.

### In keeping with the School Assistance Act 2010;

"You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied, in comparison to that of other children in the child's group at school. That information will show you the number of students in each of the five achievement levels."

### Interpretation of Report Information (Years 10 – 11)

Reporting is the process of communicating assessment to students and parents to provide them with constructive feedback that assists understanding and growth.

A Statement of Results is issued at the end of each semester to all Year 10 and Year 11 students. It is a formal transcript of the final grades each student achieved during the semester.

### Subjects Studied at Year 10 Level

The Australian Government requires that reports for students enrolled from Year 1 to 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

<b>A</b>	Excellent Achievement of what is expected at this year level
<b>B</b>	Good Achievement of what is expected at this year level
<b>C</b>	Satisfactory Achievement of what is expected at this year level
<b>D</b>	Partial Achievement of what is expected at this year level
<b>E</b>	Minimal Achievement of what is expected at this year level

The A, B, C, D, E achievement scale refers to achievement relative to the Standards from the Australian Curriculum.

If your child is part of a Year 10 subject group, which has 10 or more students, you can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in your child's peer group at the school. This information will show you the number of students in each of the five achievement levels.

### **Subjects Studied at Stage 1 Level**

Stage 1 performance is reported using the A+ through to E- achievement scale.

This grade is also submitted to the SACE Board (with any "+" or "-" removed as is the convention for reporting Stage 1 SACE results). Descriptions of each grade level are included in the SACE subject outlines and are called 'performance standards'. These

standards describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors use these standards to decide how well a student has demonstrated their learning. Central moderation is utilised to confirm that school-based assessment levels are consistent for compulsory Stage 1 subjects.

Students awarded a 'Pending' grade have an opportunity during the following semester to gather more evidence and submit work in order to be assessed against the performance standards.

Subject outlines and performance standards can be accessed on the SACE Board website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) or through the subject teacher.

### **Subjects Studied at Stage 2 Level**

Cardijn College reports on the extent to which students have achieved the learning outcomes of programs based on the subject outlines from the SACE Board. Stage 2 performance is reported using the A+ through to E- achievement scale. Each Stage 2 subject has a school based assessment component (70%) and externally assessed component (30%). School based components are assessed by the teacher and moderated by the SACE Board. External assessment components are assessed by a marker appointed by the SACE Board. The SACE Board issues final subject results in December.



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