



CARDIJN  
COLLEGE

**2025  
PERFORMANCE  
REPORT**





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## **CARDIJN COLLEGE PERFORMANCE REPORT 2025**

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 2247 students and 331 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 2247, with 45 students who identified themselves of Aboriginal and Torres Strait Islander heritage. Three 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 25% from the bottom quarter and 10% from the top quarter. We work with all families requiring support due to financial difficulties.

## SUPPORT FOR DIVERSE LEARNERS

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 2025, 38% 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 the highest achieved qualifications of the teaching staff is as follows:

Qualifications	Percentage
Doctorate Degree	2.50 %
Master's Degree	29.50%
Honours Degree	4.10%
Bachelor's degree	56.60%
Graduate Diploma in Education	2.50%
Diploma of Teaching	2.50%
Graduate Certificate in Theology, Religious Education or Catholic Studies	2.50%

All teachers have achieved the required post-secondary degree to teach in South Australia.

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## Workforce Composition

	Teaching Staff		Non-Teaching Staff		
	Full Time	Part Time		Full Time	Part Time
63 Males	55	8	47 Males	34	13
122 Females	89	33	99 Females	50	49
Total Teaching Staff			Total Non-Teaching Staff		
185			146		

\* One Indigenous Staff member employed.

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## Student Attendance

The following data are the attendance rates for each year of schooling in 2025.

### Marcellin Total Percentage present 2025

Year	Student Count	Attendance Rate
10	95	81.39%
11	91	81.65%
12	71	85.77%

### Marian Total Percentage present 2025

Year	Student Count	Attendance Rate
7	307	86.93%
8	297	85.00%
9	303	84.00%
10	219	84.62%
11	206	85.70%
12	175	83.57%

### Galilee Total Percentage present 2025

Year	Student Count	Attendance Rate
RE	69	86.10%
01	49	86.18%
02	46	86.52%
03	47	88.75%
04	54	86.15%
05	57	85.42%
06	55	82.16%
07	54	82.44%
08	25	82.75%
09	38	81.28%

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.

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## Senior Secondary Outcomes

### SACE RESULTS

#### Marian Campus

The 2025 SACE results can be summarised as follows:

- 100% of eligible Year 12 students successfully completed their SACE
- 37.3% of grades in the A Band

#### Vocational Education and Training

In 2025 more than 130 students from Year 10-12 participated in over 25 different Vocational Education and Training courses.

	Student numbers	Percentage of year level
Year 12	20	11.40%
Year 11	59	30.00%
Year 10	53	24.30%

#### Marcellin Campus

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

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

## Student Results

Year Level	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	385	416	381	388	385
5	466	445	460	451	449
7	519	524	530	521	521
9	546	564	558	543	543

NAPLAN participation for this school is 95%

NAPLAN participation for all Australian students is 95%



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## Satisfaction Survey (2025)

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 - 62

I feel respected by everyone when I am at school	4.93
The policies and practices of the school support positive student behaviours	4.32
The teachers are skilled at meeting my child/ren's needs	4.16
There is a strong partnership between families and the school	4.30

### Staff Survey      Participants - 116

My teaching practices effectively support the diverse learning needs of my students	4.98
The policies and practices of the school create a safe environment for all	4.64
Students influence the way they are taught	3.86
Teaching staff analyse & use data to effectively improve or transform their teaching practices	4.55

### Students - Secondary      Participants - 1,227

My teachers encourage me to succeed in my learning	4.20
My teachers provide me with feedback on assessment tasks that helps me improve	3.91
I feel safe when I am at school	3.95
I identify areas in my learning that need improvement	3.74

### Students - Primary Years 2-6      Participants - 212

My teachers give me extra help if I need it	4.40
My teachers are good at the subjects that they teach	4.60
My teachers make the lessons interesting	4.19
I feel safe when I am at school	4.30

# Post School Destinations

## SUMMARY OF TERTIARY OFFERS TO 2025 YEAR 12 COHORT

### Marian Campus

Of the 175 students in the 2025 Year 12 cohort; 112 students had an active university application to SATAC. 111 offers were made to SA/NT University programs/courses (75% for Flinders University, 22% for Adelaide University, 2% for other institutions; Tabor College and Torrens University).

Students continued to access a variety of entry pathways including but not limited to; ATAR, Grades Based Entry, UniTest, Flinders Assessment Centre, Schools Recommendation Program, Indigenous Admission Scheme, VET Link. 7% of students received an early offer based on Certificate III completion, all of these received a higher offer in subsequent rounds.

Two students were successful in gaining an interview and employment (BAE and T2D) through the highly competitive Degree Apprenticeship Program – a first for the College.

Overwhelmingly, “Medicine and Health” was the sector that attracted the most applicants. The four most popular courses within “Medicine and Health” were Nursing (28%), Medical and Health Science (21%), Occupational Therapy (14%) and Paramedicine (12%).

### Marcellin Campus

74% of students graduated with an apprenticeship

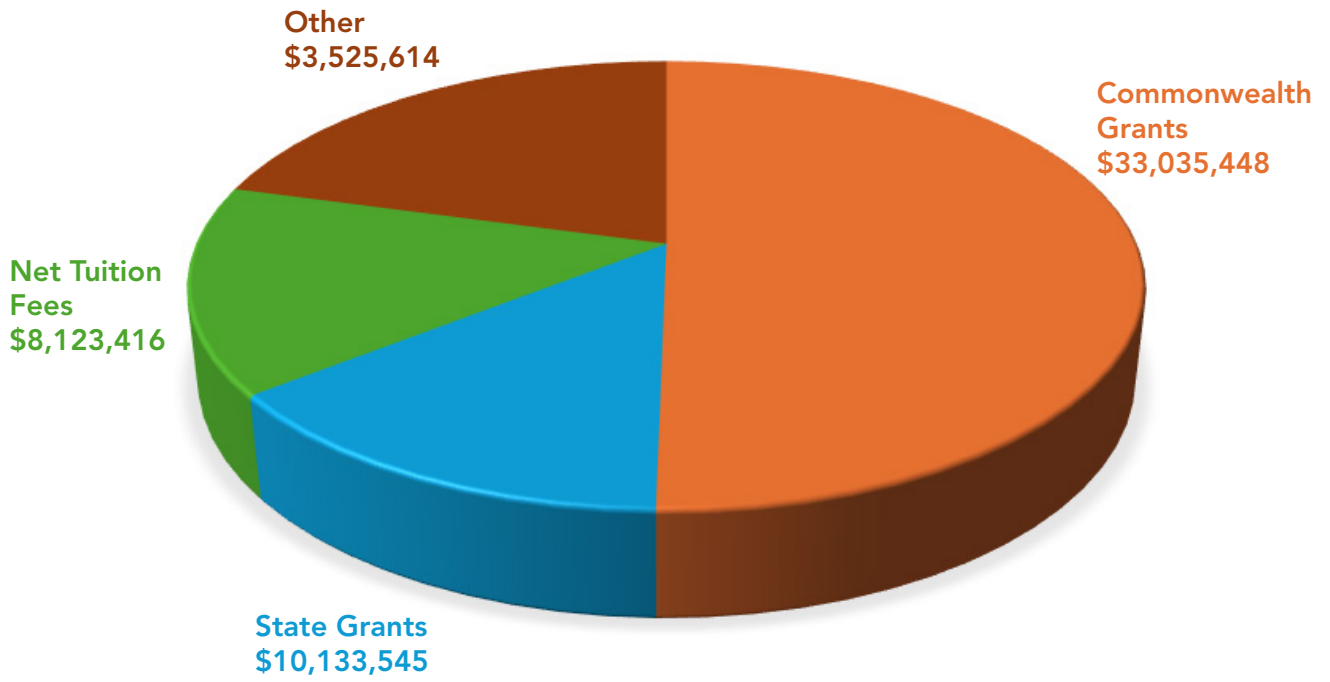
COURSE GROUPINGS	2025 (# of students receiving offers)
Art Design Photography & Media Arts	8
Business & Economics	6
Education & Teaching	9
Engineering	1
Environmental Studies	0
Humanities, Social Sciences & Religious Studies (includes Psychology)	20
Law & Legal Studies	9
Medicine & Health	53
Music & Performing Arts	3
Science, Mathematics & Info Tech	6
Tourism, Hospitality, Sport & Recreation	0
University Preparatory Course	0
<b>TOTAL</b>	<b>111</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 2025 \$54,818,023**



## Interpretation of Report Information (Years 7 – 10)

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

<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.

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 – 10 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."

If your child is part of a subject group that 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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PO Box 438 Noarlunga Centre SA 5168  
Honeypot Road Noarlunga Downs SA 5168

t: (08) 8392 9500

f: (08) 8392 9595

[www.cardijn.catholic.edu.au](http://www.cardijn.catholic.edu.au)  
[admin@cardijn.catholic.edu.au](mailto:admin@cardijn.catholic.edu.au)