



CARDIJN
COLLEGE

A photograph of a modern building with a yellow and white facade, a balcony, and large glass windows, situated behind a green lawn with concrete steps and wooden benches.

2022
PERFORMANCE
REPORT

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Cardijn College Performance Report 2022

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 Campus 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.

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 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 1891 students and 237 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.

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 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 had developed the ability to deliver curriculum online sooner than expected, which has enabled the College to help students become future-ready adaptive learners.

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 our aspiration of empowering pathways for every

young person. 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 in its understanding of mission and developed young people of action, ready to make a difference in their local community.

In 2022, the College opened a new building enabling enhanced opportunities for students in the areas of Arts and Technology. 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.

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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
Master's Degree	43
Bachelor's Degree with Honours	8
Bachelor's Degree	237
Graduate Diploma	3
Advanced Diploma	10
Diploma	38
Graduate Certificate	42
Certificate	89
Chartered Accountant	2

In 2022, at the Marian campus, two staff members held Lead Teacher certifications and another two held Highly Accomplished Teacher certifications. Fifteen staff members were in the process of working towards Highly Accomplished or Lead Teacher status. At the same time, twenty-eight teachers completed their Graduate Certificate in Catholic Studies and another nineteen have commenced components of the Accreditation.

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Workplace composition, including Indigenous composition

In 2022, the workforce composition was as follows:

Teaching Staff	133
FTE Teaching Staff	121.6
Non-Teaching Staff	65
FTE Non-Teaching Staff	56.6

*Two staff members identified as being Indigenous.

Participation in professional learning

The College strategic plan 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 continued to pursue 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 as we began the year providing education remotely.

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 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 continued to be 'sharing practice'. The theme of our middle year professional development days in 2022 was "Meeting the Needs of Our Young People," focusing on collaboration and establishing priorities.

In 2022, the College invested \$682.44 per staff member for their professional learning. COVID-19 continue to restrict the number of opportunities for Professional Development outside the College, although this situation improved over the course of the year.

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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 2022, our overall student attendance rate was 82.3%. The Indigenous student attendance rate was 78.96%. 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.

Marian & Marcellin Campuses - 2022

YEAR 7	87.24%
YEAR 8	84.32%
YEAR 9	84.31%
YEAR 10	83.12%
YEAR 11	83.7%
YEAR 12	78.59%



Senior Secondary Outcomes

Cardijn College 2022 SACE results included 100% SACE completion with 38 students achieving the highest score of A+ in their subjects with 10 students achieving an A+ with Merit. 74.8% of all grades were B or better in SACE stage 2 subjects. 78% 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. 54% of the cohort graduated Dual Certified achieving the SACE and a VET qualification.

Cardijn College (Marian and Marcellin Campuses) has seen 229 students studying a VET qualification in 2022 (83 females, 146 males). The Certificate II in Business has been running for its second year at Cardin and has successfully been brought on-site and in-timetable facilitating access for our students. The Cert I Fitness was run by Foundation Education this year (a change of RTO in conjunction with Pushing Performance as a dedicated assessor and trainer) with very positive results. 2022 also saw the introduction of the Certificate I in Music which will become a pathway for the well-established Certificate III in Music Industry with COSAMP. 2022 saw a similar trend to previous years whereby students who studied qualifications from 2021, completed their qualifications in Semester 1 and 2 of 2022. Once again this was due to COVID related work placement issues

and the extension of the required hours in some qualifications. The success of Cardijn's VET program is due to the resilience of the students, student case-management by the VET staff at Cardin and the dedication and flexibility of the RTO Trainers.

Qualification undertaken were

- Certificate II in Animal Care
- Certificate III in Animal Studies
- Certificate II in Automotive Vocational Preparation
- Certificate II in Automotive Servicing Technology
- Certificate III in Business
- Certificate II in Construction Pathways
- Certificate II in Construction
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education and Care
- Certificate III Education Support
- Certificate II in Engineering Pathways
- Certificate II in Electrotechnology (Career Start)
- Certificate III in Fitness
- Certificate III in Hairdressing
- Certificate I in Hospitality
- Certificate III in Hospitality Front of House
- Certificate III in Individual Support
- Certificate III in Information & Technology
- Certificate III in Information, Digital media and Technology
- Certificate III in Individual Support (Aged Care)
- Certificate III in Individual Support (Disability)
- Certificate II in Music

- Certificate III in Music Industry (Sound Production)
- Certificate II in Plumbing
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate III in Sports & Recreation

At the Marcellin campus, the total number of students undertaking vocational qualification training was 95. This was across year 11 and 12.

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 Electrotechnology (Career Start)
- Certificate II in Kitchen Operations
- Certificate II in Plumbing
- Certificate II in Animal Studies
- Certificate II in Salon Assistant
- Certificate 2 in Barbering
- Certificate 2 in Childcare
- Certificate 2 in Retail Cosmetics
- Certificate II in Construction Pathways
- Certificate II in Construction
- Certificate II in Engineering Pathways
- Certificate II in Engineering
- Certificate II in Automotive Vocational Preparation
- Certificate II in Automotive Servicing Technology

Students transitioning from Marcellin achieved 100% SACE completion. 88% of this cohort transitioned into apprenticeships, while the remaining 12% transitioned into direct employment or further study.

Inclusive Education

Inclusive education is important to the Cardijn Community as it promotes equal opportunities, diversity, and a sense of belonging for all our students. In 2022, there were 395 students on the Marian Campus' Nationally Consistent Collection Data (NCCD) register. Out of the 395 students, 11 were categorised as Extensive, 35 as Substantial, 278 as Supplementary and 72 as QDTP.

The Learning Enrichment vision is to create an inclusive and supportive learning environment that fosters academic growth, social development, and emotional well-being for all students. By ensuring access to quality education, promoting a culture of acceptance, empathy, and respect for all, providing specialised support, adjustments, and modifications to maximise student success, collaborating with teachers, parents, and external agencies such as Allied Health to develop Personalised Plans for Learning (PPLs) and implement effective strategies and by facilitating professional development opportunities for staff to enhance inclusive practices across the Marian Campus.

In 2022, the Marist Centre had a coordinator, six Special Education Teachers, five Education Support Officers and several additional

teaching staff in specialist areas who assist in the learning of students. That provided the following opportunities for our Marist Centre students:

- MarValla Café- involving café cooking, shopping, budgeting, money counting and balancing, café set up and running every Friday.
- Middle school students camp- Brighton Holiday Park- Independence building- personal care, shopping, social skills, dinner at Seacliff Hotel/ appropriate behaviour in the community, AFL MAX
- Senior school students camp- Brighton Holiday Park- Independence building- transport training, shopping at central market, MOD art centre, Personal care and organisation, fitness
- SAPOL Road Safety Day
- Yr 10 PLP Modified Barista Training
- Middle school students- swimming safety lessons
- Special Olympics inclusive sports days- Soccer, Tennis, Basketball
- Yr 11 Research Project Modified Community Presentations

In the LaValla Centre, there was a Coordinator, two Special Education Teachers and four Education Support Officers who continued to create a positive and inclusive culture where students with additional needs (anxiety, learning difficulties and disabilities, cognitive, social emotional and physical disabilities) feel valued, respected, and supported. The staff fostered a sense of community and collaboration that contributed to a safe and nurturing learning environment for all. In 2022, over 300 students accessed the LaValla Centre for support or connection. Many of these students were timetabled with three lessons per week (Literacy, Numeracy and Social Skills Support Programs) as well as being supported in a small group supervised study opportunities.



NAPLAN

The NAPLAN in 2022 was conducted using an electronic means with all students using their laptop and a specialised browser to complete their NAPLAN in literacy and Numeracy.

The results of NAPLAN for 2022 are as follows:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	522	515	529	514	520
Year 9	569	550	560	559	560

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

Compared to all Australian students Cardijn students in Year 9 performed at the average for Australian students in Reading, Writing and Grammar and below the average for Spelling 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 2022, 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



Financial

Net recurrent income 2022

	Total	Per student
Australian Government recurrent funding	\$20,881,010	\$13,658
State/Territory Government recurrent funding	\$6,539,226	\$4,277
Fees, charges and parent contributions	\$7,489,639	\$4,899
Other private sources	\$1,025,833	\$671
Total gross income	\$35,935,708	\$23,506
excluding income from government capital grants)		
Deductions		
Income allocated to current capital projects	1,074,143	\$703
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$3,633,593	\$2,377
Subtotal	\$4,707,736	\$3,079
Total net recurrent income	\$31,227,972	\$20,426

Capital expenditure 2022

	Total
Australian Government capital expenditure	\$0
State/Territory Government capital expenditure	\$0
New school loans	\$5,944,411
Income allocated to current capital projects	\$1,074,143
Other	\$649,454
Total capital expenditure	\$7,668,008



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