



CARDIJN  
COLLEGE  
GALILEE

# 2021 PERFORMANCE REPORT



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## Cardijn College Galilee Performance Report 2021

This report for Cardijn College Galilee 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 Galilee 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 Galilee at Aldinga offers Reception to Year 8, adding Year 9 in 2023 with plans for future expansion. 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.

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



## 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.

At the Galilee campus the following initiatives were implemented in 2021:

- A Literacy Block across the whole School R-7 (Phonics/phonemic awareness, spelling, handwriting, reading and viewing, writing)
- Greater understanding of Joseph Cardijn and the Marist way
- Implementation of Drumline 2021 and Brass program for 2022 (Year 5 whole year group and Year 6 Pods)
- Improvement in data analysis
- Use of Diebels for reading assessment
- NAPLAN and PAT understanding and analysis
- Development of Wellbeing program R-8
- Employment of Learning Enrichment Centre Coordinator
- Development of sensory perception Room
- Training and Implementation of The Zones of Regulation for students across the school
- Employment of a Director of Teaching and Learning R-9
- Employment of Deputy Head of Campus
- Increase support in Front Office

## 4

## 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:

Several staff were undertaking current studies including, Masters, Graduate Certificates and Certificates for their own professional learning.

Masters Degree	16%
Bachelor Degree	82%
Diploma	14%
Graduate Diploma	4%
Graduate Certificate	8%
Certificate 3 or 4	12%







## Workplace composition, including Indigenous composition

In 2021, the workforce composition was as follows:

Teaching Staff	26
FTE Teaching Staff	21.65
Non-Teaching Staff	21
FTE Non-Teaching Staff	11.5

\*No 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 addition, at the Galilee Campus staff were involved:

- NCCD - adjustments and use of SEQTA
- NCCD PPLs - creating and reviewing
- BambooHR – HR software
- Liturgy and Prayer
- New Crossways document for teaching Religious Education
- MITIOG – Made in the Image of God curriculum
- Moderation of subject grades
- living Learning Leading Surveys - delivery and analysis
- Unpacking NAPLAN and PAT
- Protective Practices for staff in their interaction with children and youth
- Wellbeing - students, staff and families
- Introduction to The Zones of Regulation (and revisited in Term 3 and Term 4)
- First Aid for Education Settings
- E-RAN update
- SACCS Consultation
- Pulse Check delivery, analysis and feedback
- Professional development of all ESOs and OSHC staff to align with practices within the school, e.g. Zones of Regulation

In 2021, the College invested \$502.17 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 88.2%. The Indigenous student attendance rate was 92%.

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 Campus leadership team. 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.

The average student attendance rate for Galilee in 2021 was 88.2%

### Student attendance rate by year level:

RECEPTION	81.8%
YEAR 1	88.8%
YEAR 2	90.0%
YEAR 3	91.7%
YEAR 4	89.2%
YEAR 5	89.5%
YEAR 6	88.7%
YEAR 7	85.2%



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
<b>Year 3</b>	407	395	398	402	387
<b>Year 4</b>	511	467	485	492	487
<b>Year 5</b>	550	477	531	536	508

Compared to students with similar background Cardijn students in Year 3 performed below the average in Reading, Writing, Spelling and Numeracy and well below average in Grammar.

Compared to students with similar background, Cardijn students in Year 5

performed at the average for all categories of NAPLAN.

Compared to students with similar background, Cardijn students in Year 7 performed at the average for Reading, Writing, Spelling and Grammar and below average in Numeracy.



## 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**

	<b>Total</b>	<b>Per student</b>
Australian Government recurrent funding	\$3,636,586	\$11,020
State/Territory Government recurrent funding	\$1,039,107	\$3,149
Fees, charges and parent contributions	\$695,800	\$2,108
Other private sources	\$22,782	\$69
<b>Total gross income</b> (excluding income from government capital grants)	<b>\$5,394,275</b>	<b>\$16,346</b>
<b>Deductions</b>		
Income allocated to current capital projects	\$40,227	\$122
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$117,972	\$357
<b>Subtotal</b>	<b>\$158,199</b>	<b>\$479</b>
<b>Total net recurrent income</b>	<b>\$5,236,076</b>	<b>\$15,867</b>

**Capital expenditure 2021**

	<b>Total</b>
Australian Government capital expenditure	\$0
State/Territory Government capital expenditure	\$22,000
New school loans	\$81,841
Income allocated to current capital projects	\$40,227
Other	\$371,780
<b>Total capital expenditure</b>	<b>\$515,848</b>







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