



CARDIJN  
COLLEGE  
GALILEE CAMPUS

# 2022 PERFORMANCE REPORT



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## Cardijn College Galilee Performance Report 2022

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 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

## 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.

At the Galilee campus the following initiatives were implemented in 2022:

- 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
- Increased support in the Front Office

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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:

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

Master's Degree	7
Bachelor's Degree with Honours	1
Diploma	36
Advanced Diploma	2
Diploma	10
Graduate Certificate	5

## Workplace composition, including Indigenous composition

In 2022, the workforce composition was as follows:

Teaching Staff	26
FTE Teaching Staff	22
Non-Teaching Staff	17
FTE Non-Teaching Staff	11.6

### Participation in professional learning

In 2022, 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. At Galilee the focus was on Explicit Direct Instruction and the development of a whole school literacy block.

Galilee staff worked with education consultant Travis Bartlett from Progress Educational Consulting to become data literate in understanding what assessment and data results are telling us and how to improve students results. We had a team of four staff attend a two-day study tour of Salisbury primary school learning how this school improved student's literacy and numeracy levels using a whole school methodology and explicit direct instruction. Nine staff also attended a five-day Orton Gillingham Multi-Sensory dyslexia professional learning during the holidays to help improve literacy teaching. The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling.

In addition, at the Galilee Campus staff were involved in:

- NCCD - adjustments and use of SEQTA
- NCCD PPLs - creating and reviewing.
- MITIOG - Made in the Image of God curriculum.
- Moderation of subject grades
- Playberry Literacy
- Word Cracker professional learning
- Living Learning Leading Surveys - delivery and analysis
- PAT R and PAT M data to track initiatives and interventions.
- Orton Gillingham Morphology
- Crossing training
- Protective Practices for staff in their interaction with children and youth
- Wellbeing - students, staff, and families
- CESA Pulse Check delivery, analysis, and feedback
- Religious Education performance standards
- First Nations Professional development
- Cultural Diversity
- CESA Learn well document.
- Grounds for learning/ eco-literacy
- Women and Leadership – Executive Ready program
- Positive Education
- Professional development of all ESOs and OSHC staff to align with practices within the school and support.

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.



## 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 2022, this continued to be crucial in providing continuity in learning for students who were absent as a result of the 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 85.02%. The Indigenous student attendance rate was 84.75%.

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.

### Student attendance rate by year level:

RECEPTION	86.83%
YEAR 1	84.45%
YEAR 2	85.06%
YEAR 3	86.66%
YEAR 4	81.95%
YEAR 5	85.61%
YEAR 6	87.82%
YEAR 7	82.22%
YEAR 8	76.85%



The NAPLAN in 2022 was conducted in Years 3, 5 and 7. The Year 3s completed their 'Writing' test on paper with all other tests across the year levels being undertaken using electronic means. All students used their own laptop using 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	Student Numbers	Students with PPL
<b>Year 3</b>	408	398	389	400	379	48	9
<b>Year 5</b>	491	464	478	471	457	44	16
<b>Year 7</b>	517	465	501	502	517	11	9

National Minimum Standards (NMS) and Proficiency Band

	Band	Reading	Band	Writing	Band	Spelling	Band	Grammar	Band	Numeracy
<b>Year 3</b>	4	94%	4	98%	4	90%	4	96%	4	96%
<b>Year 5</b>	6	100%	5	93%	6	98%	5	100%	5	95%
<b>Year 7</b>	6	100%	5	82%	6	82%	6	91%	6	92%

Compared to students with similar background Cardijn students in Year 3 performed just below the average for all categories of NAPLAN.

Compared to students with similar background, Cardijn students in Year 5 performed at the NMS for Reading and Grammar and just below the average for Writing, Spelling and Numeracy.

Compared to students with similar background, Cardijn students in Year 7 performed below the average for all categories of NAPLAN except for reading.

In Year 3, one student was absent for all tests and two students were withdrawn. Of the Year 3 cohort in 2022, nine of the 48 students had PPLs.

In Year 5, two students were absent for reading, one student for Writing, Spelling and Grammar and three students were absent for Numeracy. There were two students who were withdrawn for all tests. Of the Year 5 cohort in 2022, 16 of the 44 students had PPLs.

In Year 7, one student was absent for all tests and a second student was absent for Numeracy. There were five students withdrawn for all Literacy tests and three students withdrawn for the Numeracy test. Of the Year 7 cohort in 2022, nine students had PPLs.

Due to the 2020 NAPLAN testing cancellation, previous testing data was not available for the progress calculation.

## Satisfaction Surveys

In 2022, Catholic schools in South Australia continued to administer 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. Covid 19 did have impact on the outcome of the surveys with only 28 families completing the survey.
2. In terms of Catholic Identity, Galilee is very active in environmental issues and care for the earth with room for improvement in making direct school liturgical celebrations and Mass more relevant and meaningful for all.
3. Need to address difference between parent/ teacher perceptions and experience of students related to prayer and liturgy.
4. In terms of quality teaching and learning, teachers are affirmed for wanting the best in students and for the way they support student to learn.
5. In terms of learner agency there is disparity between teachers/student perceptions and contemporary classroom practices and choice about what is learnt at school.
6. In terms of resourcing parents expressed satisfaction and with all responses indicating excelling in this field
7. In terms of community Galilee success is being a welcoming, safe, and inclusive school. Further development on the involvement of families in decision making process is an area requiring development.
8. Considering the student responses to the CESA wellbeing Pulse survey leads to wondering if students misinterpret the questions and language used.

**Net recurrent income 2022**

	<b>Total</b>	<b>Per student</b>
Australian Government recurrent funding	\$4,237,660	\$11,729
State/Territory Government recurrent funding	\$1,192,615	\$3,301
Fees, charges and parent contributions	\$800,104	\$2,215
Other private sources	\$18,080	\$50
<b>Total gross income</b> excluding income from government capital grants)	<b>\$6,248,459</b>	<b>\$17,163</b>
<b>Deductions</b>		
Income allocated to current capital projects	\$47,319	\$131
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$114,598	\$317
<b>Subtotal</b>	<b>\$161,917</b>	<b>\$448</b>
<b>Total net recurrent income</b>	<b>\$6,039,240</b>	<b>\$16,715</b>

**Capital expenditure 2022**

	<b>Total</b>
Australian Government capital expenditure	\$600,000
State/Territory Government capital expenditure	\$0
New school loans	\$4,232,092
Income allocated to current capital projects	\$47,319
Other	\$1,004,273
<b>Total capital expenditure</b>	<b>\$5,883,684</b>



CARDIJN  
COLLEGE  

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GALILEE CAMPUS

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