



Caritas
COLLEGE

2024 PERFORMANCE REPORT



CONTENTS

1	About the College	3
2	College Improvement Plan	4
3	Teacher Standards & Qualifications	6
4	Student Enrolments & Attendance	7
5	Academic Excellence	8
6	NAPLAN	10
7	Satisfaction Surveys	12
8	College Income	14

Our Vision

Caritas College will provide excellent Catholic education in the Josephite tradition to enable students to reach their full potential

Our Mission

As a school founded by Saint Mary of the Cross (MacKillop):

- We invite our community into an experience of faith and spirituality.
- We value, foster and respect the uniqueness, dignity and integrity of each person.
- We form students to be charitable, compassionate and to live justly for the love and service of others.
- We create a contemporary learning environment where a love of learning leads to personal excellence and holistic development.
- We build dynamic partnerships with families, students, staff and the community so all are included and feel welcome.



Contextual Information

Caritas College is a Catholic co-educational R-12 school conducted in the Josephite tradition since Saint Mary of the Cross MacKillop and two sisters established the first Catholic school in Port Augusta in 1871.

Our school is strongly grounded in the Josephite tradition, honouring an ethos where compassion, dignity and respect are evident in our educational programs, teaching methodologies, College policies and procedures. Faith formation is an important aspect of development of all young people, and is supported through curriculum, liturgy and the example of all staff. Student learning and wellbeing is paramount, and Caritas College is proud of the strong curricular, cocurricular and pastoral care programs offered. We work closely with parents to ensure every student's potential may be realised, and individual needs are met. Specialist teachers at every stage of schooling work collaboratively to provide excellent learning opportunities for all, culminating in a range of vocational and academic post-school pathways. Strong local and wider community partnerships reflect the high regard held for the education provided at Caritas College.

Our vision for learning ensures our young people to thrive and prosper in a rapidly changing world. Our identity symbolises who we are and what is important to us as a community. Underpinning the Caritas identity is our core message 'In all things love', communicating the Christian path we choose as we grow in love, wonder and understanding.

In 2024 the College worked towards achieving the actions and subsequent goals outlined in the School Annual Improvement Plan. The Annual Improvement Plan is grounded in our Strategic Plan 2023 – 2027:

The College accomplished a number of significant achievements in 2024 which flowed from its strategic planning and annual targets. These included:

- successfully linking the Josephite ethos to the 2024 Diocesan theme – “Let your Light Shine”.
- working in partnership with the local Parish to support the faith journey of Catholic students and their families through the Sacramental program.
- 100% SACE completion rate in 2024 with 26% of our students achieving an ATAR of over 90. Impressively 44% of all the grades obtained were in the ‘A’ grade band and 35% of our Year 12 students successfully completing their SACE taking advantage of a vocational educational training (VET) pathway.
- staff continue to engage in a range of professional learning to strengthen our school-wide approach in line with system initiatives .
- implementation of evidence-based practices in reading and writing practice (MuliLit and Playberry-Laser Literacy) which is yielding positive outcomes for students.
- conducting a range of events and activities aimed at sharing and celebrating the successes and achievements of our school community including:
 - Parent Information Evenings
 - Sports Day
 - School Tours
 - Enrolment Interviews
 - Mary MacKillop Day
 - Sports Day
 - National Reconciliation Week
 - School Birthday
 - Grandparents Day
 - Primary Carols Night
 - Extra-Curricular Activities in the Community
 - Transition Programs
 - Teacher Learning Conversations
 - Newsletters, social media and other publications
- Development of a master plan that reflects the ‘wants and needs’ of our school community and will continue to support Caritas College to provide educational excellence well into the future. This poises the College well for capital development projects to begin in 2024/2025.

Strategic Directions

2 0 2 3



2 0 2 7



Caritas
COLLEGE

CATHOLIC IDENTITY

Our commitment is to create a community that is grounded in **Catholic** Josephite tradition and supports the growth of every individual. Through our beliefs, values and traditions we will enrich the school community and foster a strong sense of **identity**.

LEARNING & WELLBEING

Our commitment is to create a school community that values and nurtures the **learning** and **wellbeing** of every student. We will intentionally support our students to develop a love of learning and be empowered through student voice, agency and academic excellence.

COMMUNITY

Our commitment is to build a vibrant and thriving **community** that embraces inclusivity and active participation to provide students with the necessary support to become self-aware, compassionate and thriving citizens.

STEWARDSHIP

Our commitment is to practice sustainability and care for all of God's creation. We will demonstrate sound **stewardship** of physical and human resources, leading to outstanding teaching and learning experiences for all students.

A place where we can grow in love, wonder & understanding

TEACHER QUALIFICATIONS

Recognising the continual professional learning of staff and attainment of qualifications, the College has the following professional breakdown for its staff:

Doctorate	Master	Bachelor	Diploma	Graduate Certificate
1	12	45	6	11

Workforce Composition

In 2024, the workforce composition was as follows:

Teaching Staff	48
FTE Teaching Staff	43.26
Non-Teaching Staff	28
FTE Non-Teaching Staff	19.43

1.4% of our staffing identifies as Indigenous

Staff Attendance

Teaching staff attendance for the 2024 school year was 91%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

Staff Retention

In Term 1 2024, 88% of our teaching staff were retained from the beginning of the previous program year.

Participation in professional learning

In 2024 there was 100% participation by the teaching staff in professional learning. This included whole school professional learning as well as targeted professional development for learning areas and individual teaching staff. In 2024, \$285 per teacher was spent on professional learning.



STUDENT ENROLMENTS

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
Total	48	33	39	28	25	49	33	55	50	49	55	38	26

Total 528 students with 15.0% Indigenous enrolment and National Consistent Collection of Data on school students with disability indicated that 34.7% of our students were provided with an adjustment/s to support their learning needs.

*Enrolment numbers as at 13 December 2024

STUDENT ATTENDANCE

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
Total	87	88	90	86	89	87	87	86	83	84	84	85	86

Total average school attendance 86%

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.

The College has several processes in place to monitor student attendance and communicates with families when there are unexplained absences. An automated SMS message alerts parents/guardians their child is not in attendance at the College. Directors follow up on continued absences which involves phone calls home and parent meeting if required.

Notification to the Department for Education's Chief Executive (DE CE) of students that are persistently not attending school or approved learning program without proper reason each term.

Long term truancy reports are made to the Child Abuse Report Line as per our duty of care and legal responsibilities.

Senior Secondary Outcomes

Our school values SACE as an important secondary school qualification that equips students with the skills, knowledge, and personal capabilities needed to be successful beyond school. Therefore, it is important to us that every student achieves this qualification. Once again, we are extremely proud to have achieved **100% SACE completion rate**.

These results are the students raw score and do not include the University Equity Scheme bonus points. We choose not to add bonus points to the raw score because not every student is eligible for bonus points and they do not guarantee entry into every university course.

- 26% of our students achieved an ATAR of over 90 which also included six A+ and one Merit
- 53% achieved an ATAR over 80
- 44% of all the grades obtained were in the 'A' grade band
- 100% of the grades obtained were 'C' grade or better
- Over 35% Year 12 students successfully completed their SACE taking advantage of a VET pathway
- One student in Year 11 completed their SACE
- The DUX of the College received an ATAR of 96.45 . Placing this student the highest ranked in Port Augusta

Vocational Education

In 2024, the total students engaged in VET courses was 58, which included 43 Year 10 students completing a Microcredential unit of first aid This year, 14 students have successfully completed a Certificate II.

Qualifications undertaken included:

- Certificate II Automotive Servicing Technology
- Certificate II Construction Pathways
- Certificate II Electrotechnology
- Certificate II in Retail Cosmetics
- Certificate IV Information Technology
- Certificate II in Salon Assistant

Post School Destinations

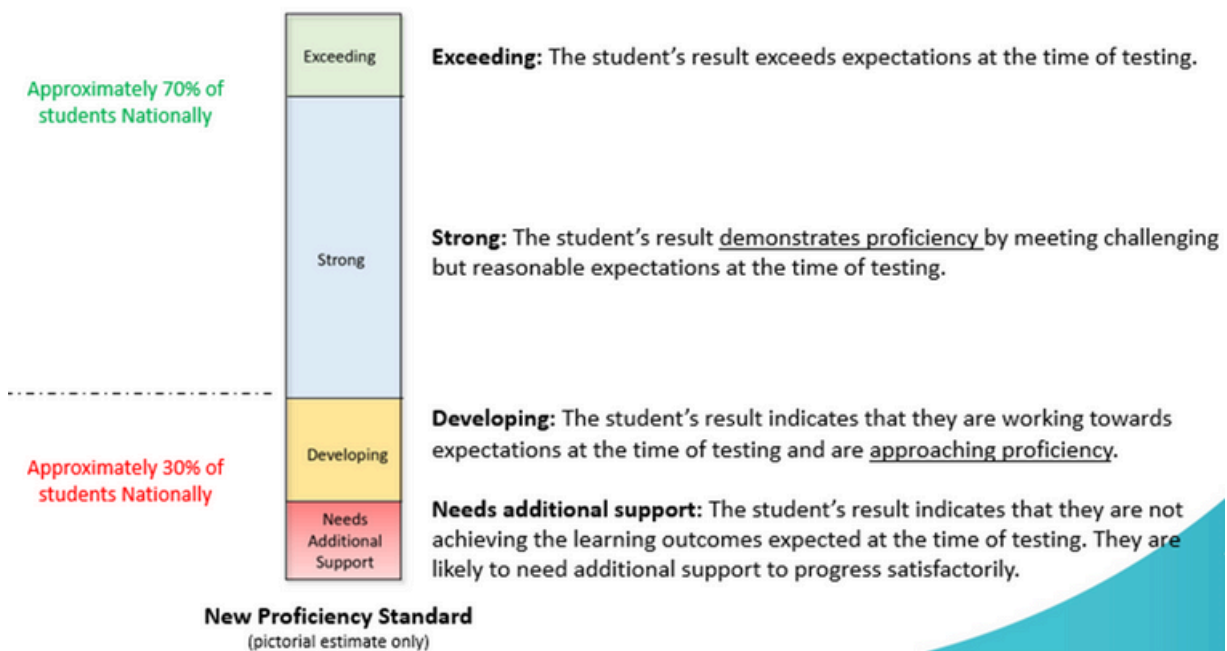
Three Stage 1 and 5 Stage 2 students transitioned into apprenticeships locally and regionally. 84% of students applied to university, 81% received offer into first preference. Some of the courses students were offered included Engineering, Nursing, Health and Medical Science, Law, Business, Primary and Secondary Teaching, Journalism and Speech Pathology.





In 2024 students at Caritas College again undertook NAPLAN using the online platform. Our Year 3 students utilised iPads to achieve this. Whilst students in Years 5, 7 and 9 undertook testing using laptops which was greatly assisted by the schools 1:1 laptop program.

In 2024 the National Assessment Program (NAP) used an adaptive model of online testing which meant that students results were more reflective of their literacy and numeracy capability. This enables schools to have more accurate data to identify both the strengths and needs of individual students more effectively. New proficiency standards with 4 levels of achievement for each year level replaced the previous 10-band structure that covered all 4 levels tested and the old national minimum standard. The standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN Scale. These achievement levels are as shown below



Mean and Proficiency Level

School Mean Scores - Proficiency Standards

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	421 Strong	435 Strong	437 Strong	443 Strong	434 Strong
5	446 Developing	454 Developing	465 Strong	493 Strong	459 Strong
7	515 Strong	511 Developing	514 Strong	526 Strong	510 Strong
9	563 Strong	565 Strong	551 Strong	558 Strong	549 Strong

Reading and Numeracy Progress

Student progress is calculated by comparing a student's 2024 mean score for any given test, to the 2024 mean scores of students who achieved a similar result in 2022. Student progress is categorised into low, medium and high.

Estimated standardised student progress between 2022 and 2024 Literacy and Numeracy Test (%)

Progress	Reading				Numeracy			
	All Students nationally	Year 5	Year 7	Year 9	All Students nationally	Year 5	Year 7	Year 9
Low	25	36	17	16	25	23	24	16
Medium	50	56	48	62	50	57	48	65
Upper	25	8	34	22	25	20	28	19

Note:

Low

Student progress between tests is rated low when compared with students of similar ability.

Medium

Student progress between tests is rated average when compared with students of similar ability.

Upper

Student progress between tests is rated high when compared with students of similar ability.

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

7

SATISFACTION SURVEYS

The College values the essential role that parents play in education of children and young people. Parent/Teacher learning conversations are held in Term 1 and Term 3. Resources and policy documents are available on the College's website and a newsletter disseminates information to parents/caregivers and the wider community on a fortnightly basis.

Students complete the CESA Classroom Pulse Check in Survey each term. The Classroom Pulse Check In has been designed to give students an opportunity to provide information about how they are feeling about school. It provides our College with valuable feedback captured from students to help our school continue to improve. Students respond to a range of questions including:

Reception - Year 3

1. My teacher cares for me
2. I enjoy school
3. I have friends at school
4. My teacher helps me when I have problems
5. I am learning at school
6. I can have a say in my learning
7. I feel safe at school
8. I feel like I belong in this school

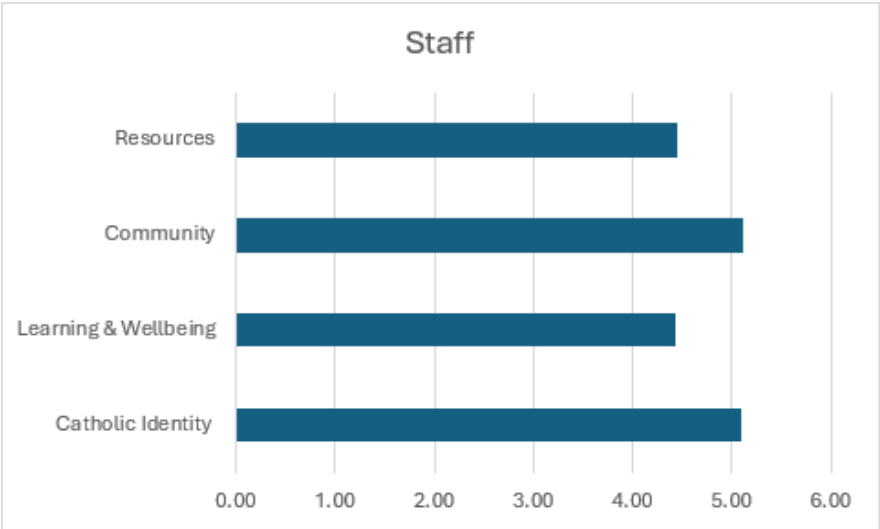
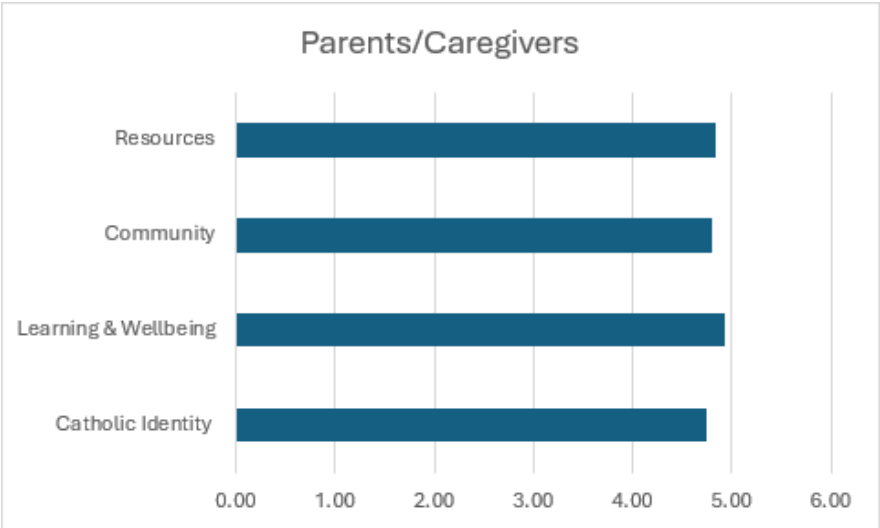
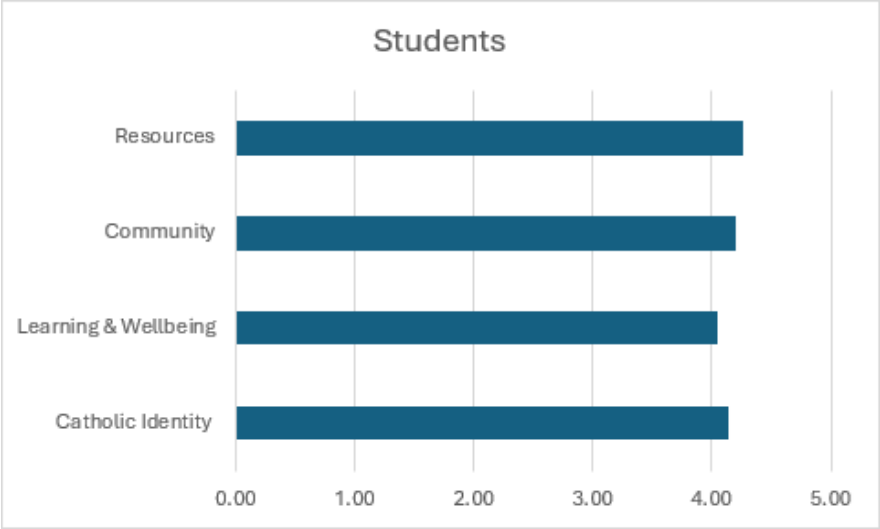
Year 4 - Year 12

1. I currently feel I matter to my teacher
2. I currently feel that I am thriving at this school
3. Currently, I feel I have positive relationships at this school
4. When asked, my teacher supports me in managing friendship issues
5. I feel that my learning needs are being met
6. I am actively involved in co-constructing my learning
7. I am feeling safe at this school
8. I feel that I belong in this school community

Teacher satisfaction is gathered through various means, which include informal conversations, staff meetings and the formal Annual Appraisal process.

The College uses Living Learning Leading Surveys which have been developed by Catholic Education SA to support schools in rating their performance and progress towards meeting the intent of the Living Learning Framework. Data collected using the surveys is interpreted and used, with support from CESA consultants, to ensure continuous improvement. The surveys gather perception data in a number of areas including *Identity, Learning & Wellbeing, Resourcing and Community*.







COLLEGE INCOME

College Income	Amount
Tuition Fees	\$1,596,738
Other Income	\$431,713
State Grants	\$2,131,137
Australian Grants	\$7,769,573
Interest	\$55,515
<hr/>	
Total Income	\$11,984,676



Caritas COLLEGE

Caritas COLLEGE
Gerl

SENIOR

Caritas COLLEGE
IN ALL THINGS LOVE

CELEBRATING
WHITE
TRADITION

Caritas COLLEGE





Caritas COLLEGE

Woodforde Street / PO Box 204, Port Augusta SA 5700

T (08) 8648 9700

E info@cc.catholic.edu.au

W www.cc.catholic.edu.au