



2024 Learning Community Report





Compass
Catholic
Community

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School Context Statement

Compass Catholic Community is a learning community for students aged between 17 and 24, who have not thrived in mainstream schooling. We exist for students who have disengaged or disconnected from education and employment, and are deliberately located in Davoren Park to work with the young people of the North. We welcome all races, genders, faith and cultures to our Learning Community.

At Compass, our students work towards achieving their SACE, as well as participating in VET courses and increasing their capabilities. All areas of Compass' approach are underpinned by our Wellbeing Framework, developed in partnership with the Life Buoyancy Institute (LBI). We journey together as a community towards lives that are meaningful, and we do this by expressing our Agency, Connectedness and Engagement. We grow these by developing in our 'Building Blocks' – Self awareness, Self regulation, Strength focused thinking, Setting intent and Healthy relationships.

Compass Catholic Community is a Catholic Diocesan School, registered as a Special Assistance School, and established in 2022 as an initiative of the Archdiocese of Adelaide and Catholic Education SA.



Our Vision and Intention

A Catholic community of courage, hope, faith, love and compassion.

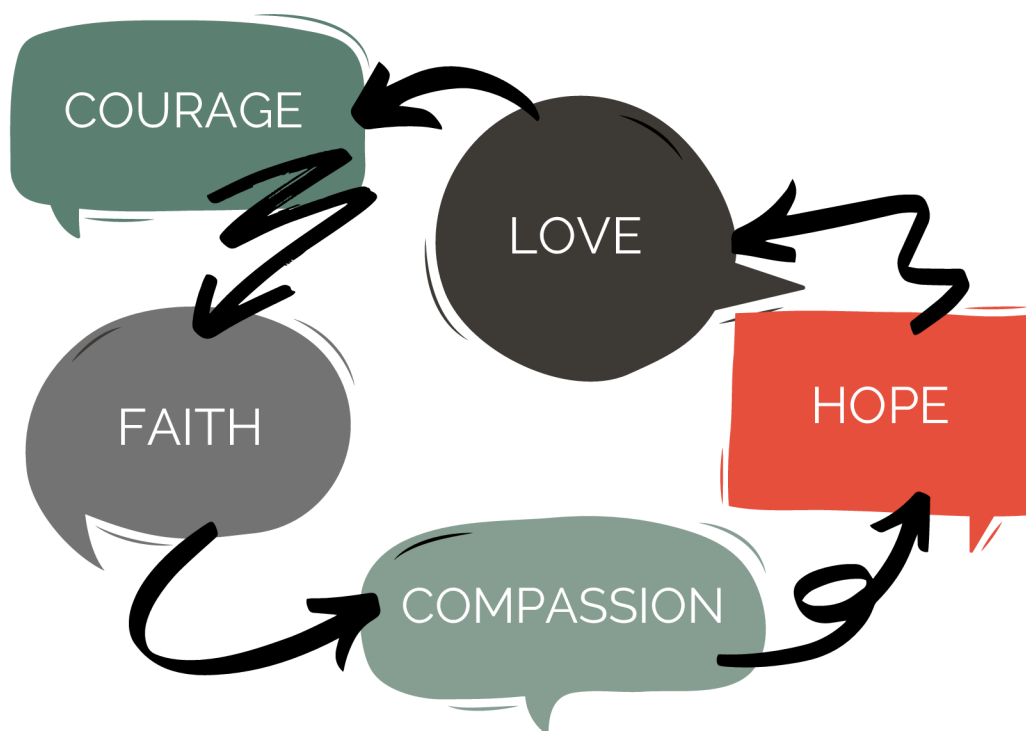
A space that is safe, both physically and psychologically.

A place where we facilitate the doing of hard things.

An environment of unrelenting love and respect, because we all matter absolutely.

A people on the path to living a life that is meaningful to them, through building agency, engagement and connectedness.

Our Values





Student Enrolments

Total Enrolments 2024	129
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Workforce Composition

Teaching Staff	12
FTE Teaching Staff	11.9
Non-teaching Staff	16
FTE Non-teaching Staff	13.69

There are no staff members who identify as being of Aboriginal or Torres Strait Islander origin.

Teaching Standards and Qualifications

Masters	3
Bachelor Degree	15
Graduate Diploma	4
Other	4

School Profile

Location	Davoren Park
School Type	Catholic Secondary
Enrolments end of 2024	129
Aboriginal & Torres Strait Islanders Students	16%
Students with Disabilities	87.5%

Our Faith Journey

Throughout 2024, Compass has continued to deepen its Catholic Identity through meaningful celebrations, faith and community engagement, and staff and student formation. A key theme emerging from our work is the emphasis on storytelling—connecting personal experiences to the broader faith narrative. Our Catholic Identity is being expressed in both structured and organic ways, reinforcing the school's mission and values.

Highlights from 2024

Faith Celebrations:

The Feast Day of St Mary of the Cross was a significant moment of connection for our community. The shared meal and prayer time allowed students and staff to reflect on Mary MacKillop's legacy, linking Compass to the history of free Catholic education in South Australia.

Easter and Christmas celebrations provided opportunities to express and discuss faith in engaging and student-led ways, fostering a deeper connection to God's love and the broader Catholic tradition.

The Elizabeth Parish Commissioning Mass offered a unique occasion for Compass staff to unite with other schools, reinforcing a collective commitment to Catholic education in the region.

Faith and Community:

Staff and students played a key role in LBI community discussions about the place of love in education, championing the integration of faith and wellbeing.

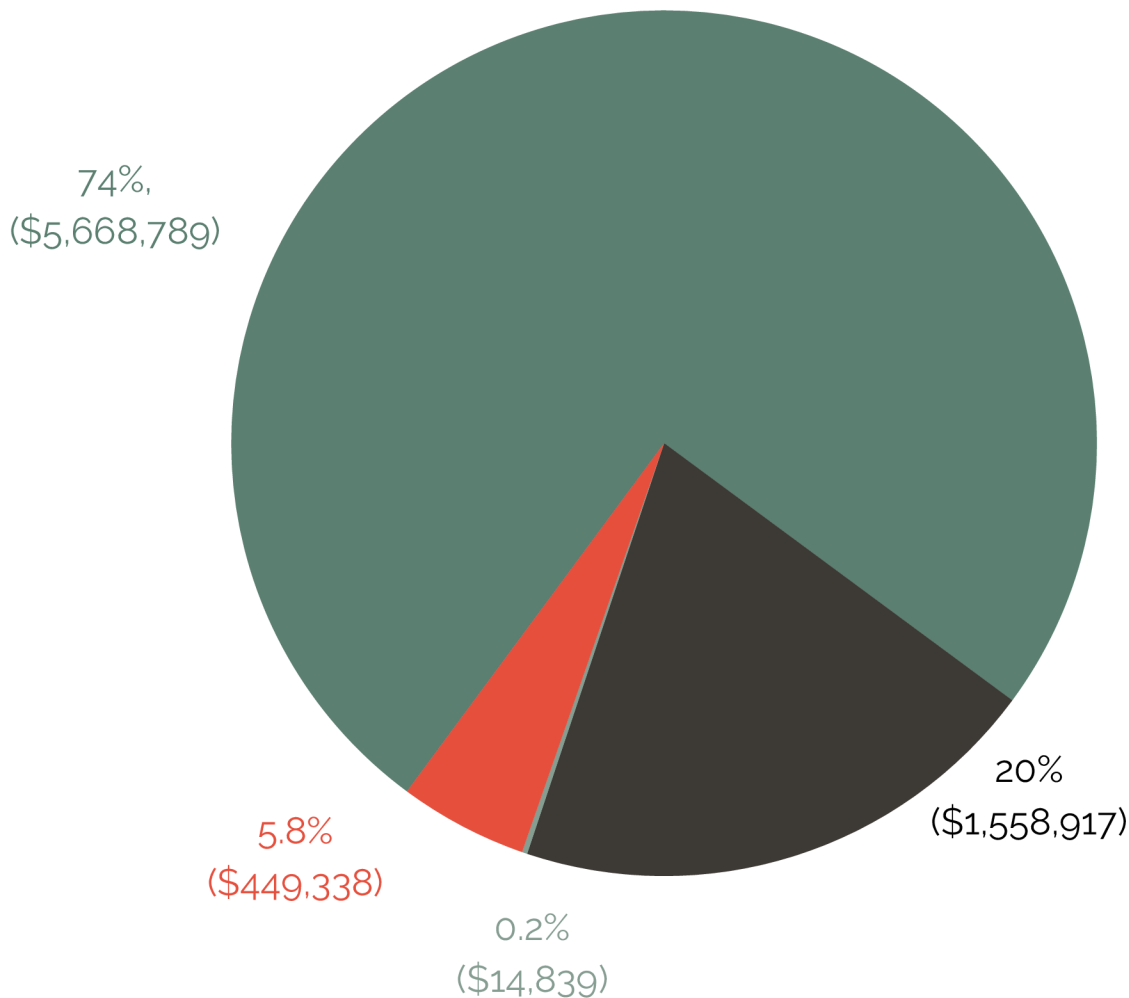
Student participation in the Tree Planting Event highlighted a faith-driven commitment to stewardship and care for creation.

Staff Formation and Connection:

Professional development days focused on faith formation, particularly through the theme of 'connections of stories', encouraging staff to reflect on their personal connection to the Compass mission and Catholic tradition.



Financial Data



Commonwealth
Recurrent Grant



State Recurrent
Grant



Other CESA
Disbursements



Interest
Income

Compass is a fee-free educational offering for young people. The majority of our revenue is comprised of Commonwealth recurrent grants and State grant funding.

Professional Development

Our Partnership with the LBI Foundation

Throughout this period, our partnership with the LBI Foundation has remained strong. We have focused on training and development, introducing new content while reinforcing our understanding of fundamentals. This ongoing collaboration has allowed us to continue building a trauma-responsive, well-being-focused community at Compass, with a shared commitment to growth and development.

Our primary goal remains centred on supporting students so they can authentically and purposefully demonstrate:

Agency – the ability to act within the world, not just be acted upon, with self-determination, resilience, and efficiency.

Connectedness – a sense of belonging to their future, family, culture, values, faith, and the larger community.

Engagement – a clear understanding of community, vocational, and educational pathways.

The collective aim of Compass is walking with each young person as they journey towards a life that is meaningful to them, and so we continue to prioritise professional development to promote the best supports for our young people.

Our efforts this year have included:

- All new staff completing the **IMPACT Respond Rather Than React: Introduction to International Practice** training.
- Four staff members advancing their skills with the **IMPACT Intentional Practitioner (Coaching) Advanced Applications** training.
- Ongoing staff engagement with a range of on-demand training opportunities provided by the LBI Foundation.

In addition, our Learning Facilitators and Learning Supporters have worked closely with LBI Director, Dr. Ivan Raymond, to assist in the clinical development of Growth Action Plans (GAPs), which help establish clear growth objectives for students.

Throughout the second semester, staff participated in a Community of Practice (CoP) model, facilitated by David Kelly from the LBI Foundation. This model encouraged staff to work in small teams to explore areas of passion and growth for Compass. At the end of the year, we shared our findings as a team and implemented several key improvements to best serve the young people in our care.

Staff Development with Steph Noon

In 2024, we continued our connection with Steph Noon as we explored the Three Pillars of Positive Psychology. Steph led impactful workshops focusing on positive psychology, examining subjective experiences, individual traits, and the power of group experiences. These workshops provided valuable insights into how we can weave more happiness and joy into our lives, both individually and as a community.



Our Learning Community Feedback

What are **STUDENTS** saying about Compass?

100%

of students agree that young people of different cultures and religions are welcomed and respected.

100%

of students feel their teachers believe they are able to succeed.

100%

students feel they have a say in what they are learning.

95%

of students are proud to be part of this school's community.

Belonging & Connection

“At first, I was like ‘I’m going to get my SACE and leave.’ I didn’t come here to make friends. But (Compass) turned it around. Once you feel that sense of belonging and that you’re an important person in the community, your mindset changes and you realise you’re not alone in the world.”

“My (learning) facilitator, I jokingly call him my Compass dad... staff have an understanding of who you are as a person and that helps learning.”

Mindset

“I used to think... something bad goes wrong; I’m just gonna beat myself up for it... I’ve been a little bit less harsh on myself, bit of a better growth mindset.”

“Before Compass, I used to go ‘I can’t do this or that’... now I would try. I’m a lot more confident in my abilities... I’m able to speak out for what I want.”

Safety

“They work alongside you when you’re not ok... they don’t just try to fix you. You’re not just someone with depression and anxiety... they work alongside that difficulty.”

“It’s also knowing that someone actually reacts when I speak to them... I feel acknowledged here.”

Self Awareness

“Asking for help is brave, and that’s something that I’ve learned.”

Wellbeing & Emotional Regulation

“Before I had a hard time trying to talk to people... Compass helped guide me into doing different self care stuff and regulation. So I got into poetry... this is how I feel... this is how I want to get it resolved.”

“Mental health wasn’t important until I came to Compass... Compass helps me to recognise the feelings, recognise the triggers and find ways to deal with it.”

“I used to be: ‘I want things done quick’... Compass has really helped me slow down... now I’ve steadied and levelled myself out.”



What are **STAFF** saying about Compass?

100%

of staff feel the cultures, backgrounds, and diverse religious understandings of different families are respected.

100%

of Learning Facilitators feel students make decisions about their learning.

100%

of Learning Supporters feel they involve the students they work with in decision making about their learning.

95%

of staff feel the school has a strong partnerships with the wider community.

About the Feedback and Data

The quotes presented in this report were gathered from students as part of a 2024 qualitative study exploring the impact of wellbeing practices at Compass Catholic Community. The research was conducted by Gemma Elms as part of her Master of Applied Positive Psychology through CQ University.

The student and staff feedback presented as percentages throughout this report was obtained via the Living Learning Leading (LLL) Survey,

The LLL Survey is an annual tool that captures student voice across Catholic education in South Australia.

Our Student Successes



SACE Completers

A total of 10 students were successful SACE completers in 2024:

- Jordan Bakaniozas
- Codie Collins-Conway
- Thomas Heeney
- Kaitlin Jansen
- Hayley Mead
- Jacob Measom
- Harrison Reid
- Phoenix Sonntag
- Justine Tanner
- August Barnes

Based on expectation of eligible completers, this was 100% SACE completion.

There was a 233% increase in Compass SACE completers from 2023.

2 Aboriginal students completed their SACE in 2024.





SACE Resulting 2024

In 2023 Compass resulted in only 4 Stage 2 subjects, and in 2024 Compass resulted in 8 Stage 2 subjects.

Stage 2 – all results holding as submitted to the SACE Board

- 2AIF10 - Activating Identities and Futures (PILOT SCHOOL)
 - 16 students successfully completed, moderated and confirmed
- 2ESE20 - Essential English
 - 2 students successfully completed
- 2ILA20 - Integrated Learning A
 - 17 students successfully completed
- 2ILB20 - Integrated Learning B
 - 7 students successfully completed
- 2AAY20 - Arts in the Community
 - 1 student successfully completed
- 2FAY20 - Food and the Community
 - 2 students successfully completed
- 2HAY20 - Health, Recreation and Community
 - 1 student successfully completed
- 2CVA20 - Creative Arts
 - 1 student successfully completed

Stage 1 – all results holding as submitted to SACE Board

- 1EIF10 – Exploring Identities and Future (PILOT SCHOOL)
 - 10 students successfully completed, moderated and confirmed
- 1ETE10 – Essential English (10 credits)
 - 19 students successfully completed, moderated and confirmed
- 1ETE20 – Essential English (20 credits)
 - 1 student successfully completed, moderated and confirmed
- 1ILN10 – Integrated Learning (10 credits)
 - 10 students successfully completed
- 1ILN20 – Integrated Learning (10 credits)
 - 24 students successfully completed

In 2024, there were 114 Stage 1 and Stage 2 subject classes created in Schools Online for Compass and 307 individual SACE student subject enrolments.

Vocational Education and Training

Throughout 2024, Compass Catholic Community continued to expand its VET offerings to support student engagement, skill development, and future employment pathways.

Hospitality training was delivered onsite, with students participating in Certificate I, II and III programs. In addition to courses offered via internal delivery, external providers also offered a range of short courses which were aligned with student interests and needs such as Barista, RSA – Responsible Service of Alcohol, First Aid & White Card.

Through negotiations and a Memorandum of Understanding (MOU) with PIVOT, Compass introduced a bespoke onsite 'Introduction to Business' program where competencies from the Certificate I in Workplace Skills which can be accessed onsite, via remote learning under the guided support of Learning Facilitators.

This flexible program allows students to enrol progressively throughout the year, with the goal of building confidence and engagement toward full Certificate I or II completion. 28 young people at Compass opted in to be a part of this training. The success of this model at Compass has led to its adoption in other high schools across Adelaide.

We continued to offer training in Hospitality through both fee-for-service and third-party auspice arrangements.

Several students also participated in external VET programs with a range of Registered Training Organisations (RTOs), broadening their learning experiences. The diversity of training undertaken contributed to increased engagement, created pathways to part-time employment, and played a key role in seven students successfully completing their SACE.



In our third year of operation, 56 students participated in full certification VET training - an increase from 46 students in 2023. This represented 49% of our student cohort, reflecting the growing importance of VET in supporting the aspirations and outcomes of our young people at Compass.

Structured Workplace Learning

- 7 students completed structured workplace learning placements as part of their VET certification requirements in Certificate II Kitchen Operations and Certificate III in Early Childhood Education and Care.
- An additional 4 students engaged in workplace learning to explore potential career interests and develop foundational skills across key industries, including Automotive, Childcare, Retail, and Hospitality, prior to committing to further training.

Students enrolled in full certification courses at Compass

- Number of VET enrolments in 2022 - 25 students
- Number of VET enrolments in 2023 - 46 students
- Number of VET enrolments in 2024 - 56 students

Partial VET Qualification Completion

- Certificate I – 37 students
- Certificate II – 17 students
- Certificate III – 16 students
- Certificate IV – 3 students

Completed VET Qualification

- Certificate I – 6 students
- Certificate II – 4 students
- Certificate III – 1 student
- Certificate IV – 1 student

Total Number of VET competencies resulted overall at Compass in 2024 was 397.

- Certificate I – 106 competencies
- Certificate II – 204 competencies
- Certificate III – 60 competencies
- Certificate IV – 30 competencies

Vocational Educational Training that students engaged in during 2024

Certificate I

- SIT10222 Certificate I in Hospitality
- MSM10216 Certificate I in Manufacturing (Pathways)
- BSB10120 Certificate I in Workplace Skills

Certificate II

- SIT20421 Certificate II Cookery
- SIT20416 Certificate II in Kitchen Operations
- CPP20218 Certificate II in Security Operations
- 22569VIC Certificate II in Plumbing (Pre-Apprenticeship)
- AUR20520 Certificate II in Automotive Servicing Technology

Certificate III

- CHC32015 Certificate III in Community Services
- CHC30113 Certificate III Early Childhood Education and Care
- CHC30121 Certificate III Early Childhood Education and Care
- SIR30216 Certificate III in Retail
- CHC33015 Certificate III in Individual Support
- SIT30616 Certificate III in Hospitality

Certificate IV

- CHC43115 Certificate IV in Disability
- CUA40920 Certificate IV in Music
- CHC43315 Certificate IV in Mental Health



Graduates

Graduate Name	Graduate Future Pathway
August Barnes	TAFE – Certificate III Community Services
Leilla Black	Employment - Hospitality
Emily Bukuru	Moved interstate – Employment and Training – Early Childcare
Tegan Buchanan	Employment - SSO School Support
Destiny Daykin	Moved regional with intention to continue education
Millie DeNooyer	TAFE - Certificate III Individual Support (Disability)
Bailey Eming-Andrews	Employment - Bunnings
Logan Fuller	TAFE - Certificate III Information Technology Support
Susana Hamenyimana	Employment – Individual Support (Aged Care)
Thomas Heeney	Employment – Woolworths / Armed Forces
Angel Hnatyszyn	Working towards supported training in Early Childcare

Graduate Name	Graduate Future Pathway
Brodie Jamieson	Employment – Fabrication/Metalwork
Antonia Jesnoewski	Employment - Hospitality
Hayley Mead	Employment – SSO School Support
Jacob Measom	Employment – Labour Hire
Lukas Nalu	Employment and Volunteering – Individual Support Worker
Skye Oxford	TAFE – Certificate III School Based Education Support
Nathan Perry	Employment - Warehousing
Alkira Prior	TAFE - Certificate IV Peer Support/Lived Experience
Harrison Reid	Employment - Security
Justine Tanner	Employment and Training - Early Childcare
Nox Wait	Employment and Training – Creative Arts

Playford Alive Local Heroes Awards

The Playford Alive Local Heroes Awards have become a cherished tradition at Compass Catholic Community, celebrating young people who embody our core values. Supported by the Playford Alive Initiatives Fund—a partnership between Renewal SA and the City of Playford—these awards recognise outstanding achievements across five categories. Four of the awards are peer-nominated, while the fifth is selected by Compass' Curriculum Lead. The Compass Leadership Team carefully reviews all nominations to select a recipient who aligns with the intent of the award.



Nick Sinclair Bravery Award

Nick has shown incredible courage throughout his time at Compass, overcoming anxiety and stepping well outside his comfort zone. From contributing to community discussions to taking on new learning challenges, Nick's growth and quiet confidence continue to inspire us all.



Jaydon Stewart Perseverance Award

Jaydon's journey is a powerful example of resilience. Despite personal challenges, he has stayed focused on his goals—starting a Certificate II in Automotive, gaining employment, and earning his P-plates. His steady determination and humility are an inspiration to his peers.



Mell Gibson Community Award

Mell brings people together through creativity and connection. Whether leading book club, celebrating Star Wars Day, or hosting the iconic Hyperfixation Station Workshop, Mell's warmth and initiative make Compass a more vibrant and inclusive community.



Seb Schuster Faith Award

Seb embodies compassion and kindness in everything he does. From lending a hand in the kitchen to supporting his peers, Seb's daily actions reflect a deep commitment to the values of love, hope, and faith in our community.



Zac Cumming Academic Award

Zac continues to thrive academically, completing three Stage 2 subjects and participating in Certificate I and II Vocational Education Training. His growing confidence and commitment to learning make him a standout student and a proud two-time Academic Award recipient.

Early Years Hub Enrolments

Total Enrolments 2024

Total Enrolments	15
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Enrolments by Age

Age	No. of Enrolments
< 1 year	5
1 - 2 years	5
2 - 3 years	2
3 - 4 years	2
4 - 5 years	1

Early Years Hub

Early Years Education Statement

At the Early Years Hub, our approach to childhood education is rooted in the belief that every child is unique and capable of reaching their full potential. We create an inclusive, nurturing environment where children are encouraged to explore, discover, and learn through play and hands-on experiences. We recognise the importance of building strong emotional and social foundations in these formative years, which is why we focus on developing essential skills such as confidence, self-belief, positive attachment, and effective communication.

Our curriculum supports children in developing verbal and non-verbal communication skills, including Auslan, to ensure they are empowered to express themselves in diverse and meaningful ways. We understand that communication is the key to connection, and we aim to give children the tools to engage with others and the world around them.

We prioritise creating a safe, supportive space where children feel valued and respected, enabling them to form positive relationships and become confident learners. By fostering curiosity, creativity, and resilience, we empower children to become active participants in their learning journey, preparing them for success in school and life.

Skills Developed

At our Early Years Hub, children have continued to grow in confidence and curiosity as they explore the world around them. We have deepened our focus on emotional development through the implementation of the "Zones of Regulation", helping children recognise and manage their emotions. Healthy choices have been encouraged through the "Eat a Rainbow" program, introducing a range of nutritious foods and fostering a positive relationship with eating. Project-based learning around topics such as bugs and dinosaurs has also nurtured creativity, critical thinking, and a lifelong love of discovery.

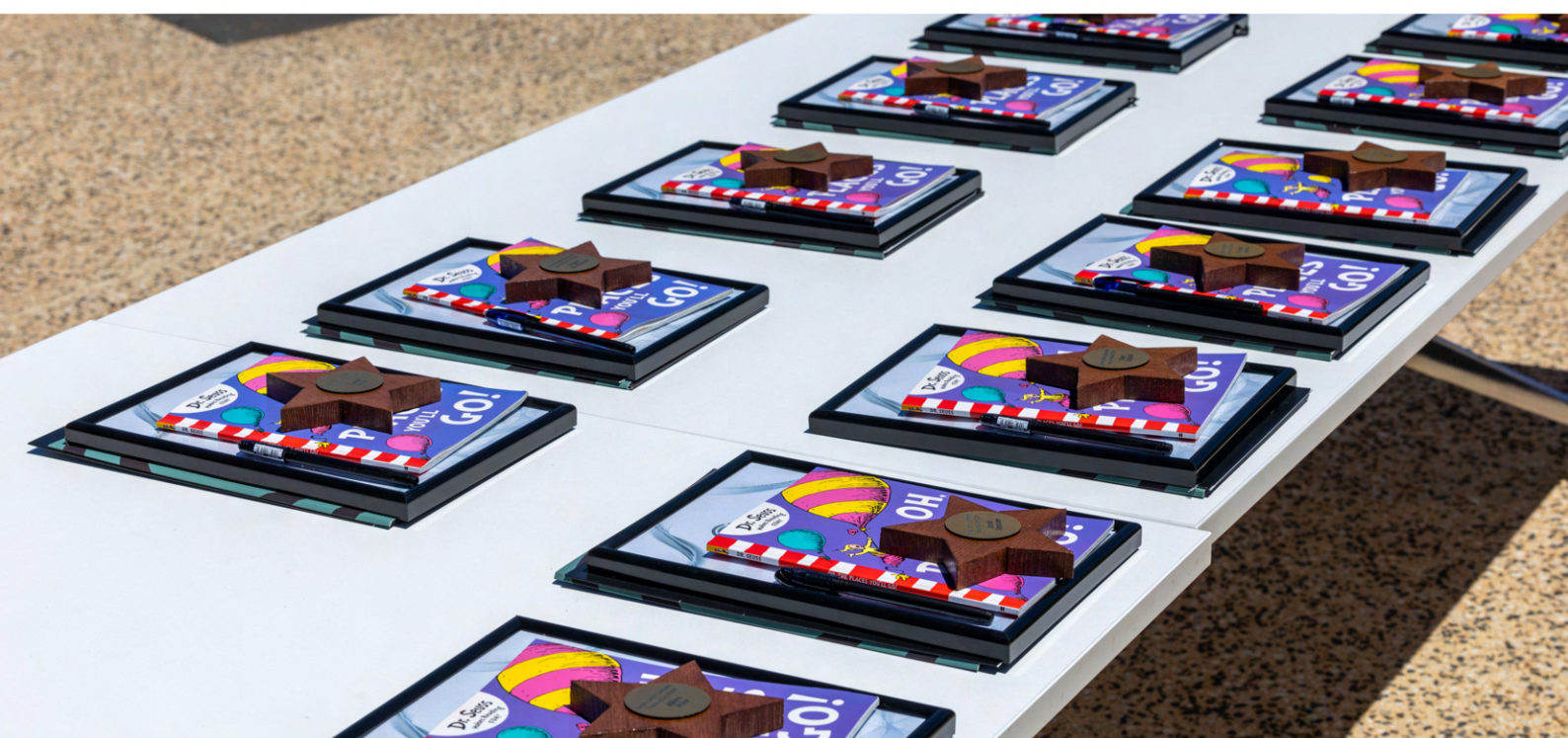
Through these experiences, we continue to support children's holistic development, empowering them to thrive in an enriching, nurturing environment.

In parallel, our pilot initiative "Compass Connecting Parents" has strengthened the foundations for both parents and their children. Supported by the Parents in Education (PIE) grant through Catholic Schools Parents SA (CSPSA), the program aligns with the Parent Engagement in Learning Strategy of the Government of South Australia.

Families engaged in expert-led seminars on healthy sleep practices and child development, alongside tailored sessions from the Department for Human Services' "Families Growing Together" program. Parents also participated in playgroups designed to foster connection, learning, and positive interactions with their children. Further support was offered through an on-site partnership with ParentsNext (now Parent Pathways Program), accompanying families on their parenting journey.

Together, these experiences have enriched family life at Compass, building wellbeing, confidence, and strong foundations for the future.







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