



cedars
christian college

2010 Annual Report



Cedars Christian College is a vibrant and growing learning community of over 600 students from Prep to Year 12, dedicated to providing excellent education in a non denominational Christian context.

At Cedars Christian College we recognise the importance of authentic care to the positive development of our students. Research shows that students learn best when they are in an environment that is supportive and engaging. Our motto: "Nurturing for today - Equipping for tomorrow" recognises the importance of this care for the future success of our children.

We aim to meet the changing needs of our students in our three distinct schools: Junior School, Middle School and Senior College. We tailor our educational programs within this framework and offer individual attention to each student. We also encourage our students to be independent learners who are actively engaged in their own skill development. We offer a wide range of cocurricular and leadership development programs to foster the unique gifts and talents of our students.

At Cedars we value the dynamic connections we have with our parents and our community churches. Our mission is to be a Christian community: inspiring learning, developing leaders and equipping for success.

Chairman's Report



For Cedars Christian College, 2010 was pivotal year in the future success of this school. The completion of the Leadership Centre was successfully undertaken with minimal disruption to teaching and to business operations. There was no escaping that this could only be done through dedication and hard work, there were no short-cuts available. Just by its physical presence, this building has reshaped the school in many ways, but especially in providing a sense of permanency and solidity that while in many ways symbolic, does impact the public perception of the school.

At the 2010 AGM, two additional Directors joined the Board – Joe McIver and Phil Costar. They joined Helen Bugg, Peter Hutchinson, Shoba Keys and myself as we invested in improving the Board. We invited the Christian not-for-profit consulting firm, Resolve Consulting, to assist us in developing a Board Policy Manual to clearly articulate the role of the Board and the role of the Principal in the running of Cedars Christian College. The significance of the Board Policy Manual cannot be understated. It outlines clearly what is expected from the Directors and the demarcation between Board and the Principal for operational activities. The Board Policy Manual has been instrumental in assisting with key decisions and will be reviewed as a living document. The focus on improving governance has continued into 2011 as we work through strategic goals through to 2013. It has been my pleasure in working with such a committed group of Directors.

The operational side of the college has been extremely well managed in 2010. The financial results are very pleasing, with the key metric of student numbers coming in above budget. With tight fiscal controls in place by the Principal and Business Manager, this has allowed a more strategic approach to investing in areas key to our parent community, which combined with pleasing academic results has resulted in a significant uplift in student numbers for 2011. This also translated into Cedars continuing its positive relationship with the Westpac bank, who proactively engaged with us in the implementation of the Leadership Centre. This is important as the growth of students requires that we must look to expand our facilities.

The Board subcommittees were very involved in the activities of 2010, and the Board looked to strengthen these groups with the addition of new members to both the Finance and the Property and Development committees. In addition, the charters of each of these committees have been under review, again to ensure clarity of role is understood.

Likewise, the function of Cedars Membership has been an area of revitalisation. I have worked with the President, Paul Bartlett, in determining potential candidates for Cedars Membership, as well as trying to improve Board and Member connection through periodic updates.

In early 2010, I shared on vision at the Staff Development Day. My challenge was that if we truly saw a glimpse of our future, we could not help but react or respond. Using the words of Jeremiah 29:11:

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not harm you, plans to give you a hope and a future.”

I issued the challenge that if we really believe this as a God’s vision of our future, and yet we do nothing, then we may need to consider that we have not really “seen” it. And so it is at the Board level, in 2010 we have actively continued to ensure the vision of Cedars is kept in focus which has resulted in the numerous activities undertaken that are aimed at reaching God’s plan for our future. We continue with that focus in 2011.

**Mr Michael Eyb
Chairman of the Board**



Principal's Report

*Cedars Christian College -
a Christian community
Inspiring learning
Developing leaders
Equipping for success*

2010 has been a year of building.



Our school site has been transformed by the creation of the Cedars Leadership Centre a multipurpose hall able to house sporting, musical, cultural and community events. We are grateful for the Federal Government funding which enabled the project to happen. We are also grateful for the generosity of our community who have also supported our building project.



The Leadership Centre was an extremely significant addition for us but as a Christian community we know that the real building happens in the minds and hearts of our students. Our educational programs and cocurricular activities have also been very carefully planned, built and delivered. Our students continue to be involved in masterclasses, national academic competitions and specialist workshop days hosted by regional universities. Our cultural and creative pursuits have increased. In the sporting arena our students excelled in a range of sports and won competitions at regional and state levels. Our leadership programs continue to provide a clear personal development focus and service opportunity for all of our students.

Our results in state wide tests have continued to be very strong. In the NAPLAN and School Certificate tests Cedars students performed well this year, achieving results in the top bands in all tested year groups. We had 30 students sit for the Higher School Certificate in 2010 with 19 courses offered for study with above state average results in 8 courses. The majority of the students were able to enrol for their first choice at University following the receipt of their results. Many of our students received early entry to Wollongong university.

I want to commend the staff for their commitment and hard work over the last twelve months. During 2010 our registration with the Board of Studies was reviewed and very successfully renewed. The commendations we received from the registration panel were a great encouragement for the staff. In a year of building we are all aware of the hard work of our College Executive. Mr Michael Ramsey, Mrs Sue Walker and Mr Steve Walton have brought expertise and energy to their roles. Our Leadership Team including our Deans Mr Lukas Matysek, Mrs Catherine Rimell and our Welfare Coordinators Mr Brad Kelly, Mrs Julie Cochrane and Miss Heidi Sullivan have served our community with grace and wisdom.

Mrs Natalie Evans and Our P&F committee have also worked very hard to connect parents within the school and have overseen a number of friend raising and fund raising events.

In conclusion I would like to express my gratitude to Pastor Paul Bartlett our College President, Mr Michael Eyb Chairman and the College Board for their support and involvement in the ongoing work of building our school.

In Psalm 127 the first verse says:

**Unless the LORD builds the house,
the builders labor in vain.**

At the end of a year of building we acknowledge that God has overseen all our building and we look to Him to guide us in every endeavour ahead. We know that God is a wise and loving builder and that His plans and purposes can be trusted. At Cedars we don't just focus on the immediate context of the building of our student's lives. We see a bigger perspective and we share hopes and dreams for them which go well beyond their school years. We believe that all our building work is in an eternal context which is marked by joy and hope. It has been a privilege to oversee the building of lives in my role as Principal in 2010.

**Julie Reynolds
Principal**



Parents and Friends

From the beginning, 2010 was going to be an exciting year for the P&F. We made a decision to contribute to the new Cedars Leadership Centre. As we watched construction take place, we planned fundraising activities that attracted many families who supported these events very generously.

Our Easter Choc Drive was very popular and profitable. The Winter Pie Drive was a huge success with Cedars orders surpassing expectations of the Pie Company! The Mother's Day and Father's Day stalls are popular, junior school students are able to "shop" for special gifts for their loved ones. Special thanks must go to Terina White who continues to shop, wrap and deliver all the gifts for these stalls.

For the second year we held the Trivia Night, with many parents, family, friends and staff turning out to put their knowledge to the test in a fun atmosphere. We are grateful to the many families and businesses associated with Cedars who so generously gave prizes to make the night a success.

Our Photo Day and our Family Fun Day were also very well supported by our community. Throughout the year we held two meetings dedicated to strengthening our college community with seminars on Cyber Safety and "No Apologies".

I speak on behalf of the P & F committee in saying it is our great honour and pleasure to serve the College. The purchase of 500 chairs for the Leadership Centre our largest purchase, lockers for senior students and the contribution to Twilight Supper and expo events have all been valuable additions.

I would like to thank everyone involved in the running of these activities – parents, friends and staff who support the P & F with their time and talents.

Natalie Evans
P&F President



School Captains



"It is more blessed to give than to receive" Acts 20:35

I give because I can and should, we all should give, and it can be a way of life, not just an event or for a moment of satisfaction in doing something good. No matter what the talents, possessions or gifts a person might have, there is no greater gift than to give of oneself.

Year 12 2010 will never forget what has been given to us, what teachers, parents, friends and peers have instilled in us, so that as we leave Cedars we will give and never stop doing so. We look forward to the next stage of our lives, as we take all the wisdom, knowledge and experience we have learnt and strive for excellence in whatever we put our hands too.

Cedars has given us opportunities to be successful in all areas. Teachers have been a continual support and encouragement for us over the years, even on those days that we weren't the star pupils. They have taught us to always give our best, never give up and always have go. Our parents and friends have consistently reminded us of what matters in life and have helped us to become the people that we are today.

As we look back and remember, the fun times had, the interesting experiences encountered, the knowledge acquired and the skills that have equipped us, we say goodbye, but more importantly, thank you.

Emily Matthews for the 2010 School Captains Joel Keech, Drew Hentschel and Emily Bennett

Targets and Priorities

During 2010 the following priorities were achieved:

Discipleship

A partnership was developed with Compassion International
The Student Leadership Council was reviewed and strengthened
A mission trip to Japan was undertaken
Student prayer and fellowship groups were encouraged

Learning and Development

Staff professional development was increased
Learning support was reviewed
Our Masterclass program was reviewed
Student training in Habits of Mind began

Curriculum and Teaching Practice

Elective subjects for 2011 were reviewed
School Certificate and Higher School Certificate results were analysed

Student Care

The student reward system was consolidated
Positive relationship building was promoted

Human Resources

A part time Registrar for enrolments was appointed

Facilities and Growth

Computer infrastructure was improved
The multipurpose hall was completed
The art space was increased

Community Partnerships

A sister school relationship with a Japanese Christian school was begun
The Year 10 Mission week strengthened links with community welfare groups
The Nursing Home visits continued
Fundraising for targeted charities was completed
Links with CSA and UOW were strengthened

Governance, Policy and Administration

Board training with Resolve Consulting
Board Handbook and policies reviewed
The connection of Members with Board was reviewed



Targets and Priorities

Focus Areas

Priorities, Initiatives and Targets for 2011

Academic Achievement	Develop and extend student enrichment programs Use data to inform practice Continue to publically value academic success
Student Active Learning	Incorporate thinking routines in all classes Train students in self assessment and goal setting Continue to develop cross curricular projects
Student Care	Provide well designed programs in Chapel and Bible Further develop mentoring program Continue Outdoor Education for strategic goals
Staff Active Learning	Identify and develop staff professional goals Establish staff Focus Groups Develop programming workshops
Staff Care and Human Resource	Strengthen teams and encourage development Support staff in accreditation process Implement employee assistance plan for counselling
Leadership Development	Support Student Leadership Council Continue Strategic Student Leadership yr 4-12 Promote educational leadership
Strategic Communication	Ongoing development of Snapshots, Website, calendar and diary Improve communications protocols and policies Develop staff training in communication
Discipleship	Continue staff and student bible and devotion programs Further develop whole school Chapel program Continue Year 10 mission program
Facilities and Growth	Implement Building Levy and apply for grants Extend IT and music facilities Refine College Masterplan
Community Partnerships	Continue dynamic links with local churches Fundraising with SLC and Year 10 mission project Provide programs with community groups eg Anglicare, WEA and Nursing Home
Governance	Update Board profile and improve induction Actively review Board Policy Handbook Implement succession planning



Promoting Respect and Responsibility

Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king. 1 Peter 2:17

Our College Values articulate three main areas in which we promote both respect and responsibility. As a College we respect the Word of God and our staff, our teaching programs and our individual lessons uphold Biblical teachings and promote Christian values. We value education and seek to inspire life long learning. We actively seek to work with families and we encourage our children to respond respectfully to their parents, their teachers and others in the community.

As a Christian community we seek to work together as a team. We will seek to develop trust and interdependence in our partnerships and we will submit ourselves to each other in a spirit of service. Our missions program seeks to give students an understanding of the wider world and their responsibility to support others. In 2010 our students demonstrated their understanding of responsibility by serving others through fundraising, visiting the nursing home, billeting visitors from Japan and special charity projects. Our student leaders also demonstrated their growing responsibility in mentoring younger students in homework express, acting as leaders at junior school sports carnivals and hosting College events. Our Year 10 students also demonstrated respect for others and growing responsibility as they worked for charity organisations at the end of their school year.

Many of our cocurricular activities promote respect and responsibility. Our Duke of Edinburgh program and our blood donation program are just a few of the many opportunities that our students have had to model respect others.



Our new sister school relationship has fostered a link with Japan that will also promote respect more broadly. Opportunities to visit Japan and to host students from this country have been an important part of our cocurricular activity. Students have served others in Japan by their mission work both while travelling and here at home.

Within our curriculum students are taught from a Christian perspective and the values of respect and responsibility are a common theme. Our discipline practices also foster responsibility by a number of methods. Our monitoring card is one such example as student partner with teachers to actively improve classroom behaviours and celebrate success.

Our College community also promotes respect in our community events. Our annual ANZAC Day assembly is one example as we invite representatives from the community to share their experiences in war. Similarly when we honour achievement in Term assemblies or our end of year Celebration we show respect to those who have worked hard for positive results or community change. Our assemblies regularly open with our National Anthem and our students are taught to welcome and thank visitors to the College. Hosting at special events is another way in which we have promoted respect and responsibility in our student body.

Key Policies

Student Welfare

The College comprehensively reviewed and redeveloped its Student Welfare Policies in 2010.

The Student Welfare Program at Cedars Christian College is designed to complement our core College values: Faith in Christ, Lifelong Learning and Growing Community. The program also leads us towards achieving our Mission Statement: A Christian Community – Inspiring Learning, Developing Leaders, and Equipping for Success.

The programs, policies and procedures relevant to student welfare are either proactive measures designed to build positive student welfare or more responsive measures to address the dynamic welfare needs of students.

Student welfare at Cedars Christian College:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- seeks to create a safe, caring school environment in which students are nurtured as they learn
- is promoted through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to school life
 - derive enjoyment from their learning.

The policy documents include policies and/or procedures related to assembly, attendance, OHS, camps, chaplaincy, drugs, health care, mentoring, communication, missions, pastoral care, student achievement, risk management, student behavior, student leadership, supervision and uniform. The policies are kept on the school server and relevant sections are available to parents on request as appropriate.

All students receive our student Diary which contains our College Code of Behaviour, Anti Bullying Policy, Plagiarism Policy, Acceptable Use of Technology and Internet Policy. The promotion and publication of these policies continues to reinforce the significance of respect and responsibility. The relevant Welfare policy can be found on our website.

Student Discipline

The discipline policy was reviewed and revised in 2010 with procedures updated.

The Bible is clear about the place of grace and forgiveness within the framework of discipline (Romans 6: 14-18). We therefore discipline with the aim of training and discipling young people to follow the teachings of Christ in the Bible. The emphasis is on respect and safety within the context of community relationships.

A proactive discipline system will reward good behaviour. At Cedars students are commended for achievement in curricular and co-curricular activities. Positive student leadership is also encouraged in all year Levels. Students are commended for their contribution in the areas of Academic, Sport, Citizenship and Creativity. Students achieve the Bronze, Silver or Gold levels by accruing commendations in three areas.

The College has various levels of discipline to bring correction to students, although correct behaviour will never be achieved through the imposition of rules alone. Discipline policies are reviewed to ensure they are procedurally fair and that they follow the principles of natural justice. Policies include progress monitoring, and community service work through to exclusion from activities, suspension from school and indefinite suspension. They do not include corporal punishment as this is excluded from Cedars Christian College by the Education Reform Amendment (School Discipline) Act, NSW, 1995. The College does not sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Student code of Behaviour is designed to reflect our College Values of being a Christ centered and Biblically based educational community. The Student Code of Behaviour can be categorized into our three values areas:

- Faith in Christ
- Lifelong Learning
- Growing Community

The full text of policies of procedures are on the school server and relevant sections are available to parents on request as appropriate. The Discipline policy can be found on our website.



Student Attendance

Student attendance is monitored daily through Reception with phone calls to parents made in the first instance. Trends are reported through homeroom teacher or class teacher for follow up. If attendance issues become chronic then detentions may be given or 'N awards' for senior students. The Principal will determine level of attendance as inadequate (this is not a set percentage) on a case by case basis.

Grievance Resolution

The policy was reviewed and revised in 2010 to include clearer procedures and procedural fairness. This policy is designed to give all members of the community an understanding of how they may deal with grievances as they arise. It was revised in 2010. A clear, respectful and fair grievance policy can help to minimise conflict and if issues are dealt with early and in a respectful manner they can often be resolved more easily. We endeavour to ensure concerns are expressed and resolved in a timely and positive manner.

As a Christian community we seek to foster a spirit of unity and to work in a context of truth and love. We seek at all times to be accessible, courteous, confidential and consistent and to address concerns within a reasonable timeframe.

Issues related to the classroom should be directed to the teacher in the first instance. Parents and students should seek to make an appointment to speak with staff at a mutually convenient time. Staff should respond to such requests in a timely and courteous manner.

If the problem is not resolved at class level, the grievance may be taken to a member of the leadership team. In the case of welfare issues this would be a Welfare Coordinator. In the case of curriculum matters this would be a Dean. College policies and procedures should be referred to and leadership staff should seek to resolve the matter in a way which shows respect to both the parents/students and the staff member. Matters related to non-educational issues, including finance should be directed to the Business Manager.

In all levels of the process the principles of procedural fairness must be considered.

If at any point the grievance involves child protection or a reportable allegation then the Child Protection Policy and its procedures must be invoked.

The full text of policies of procedures are on the school server and relevant sections are available to parents on request as appropriate. The Grievance Resolution policy can be accessed on the College's website.



Enrolments

We began 2010 with 543 students (K-12) and 55 Prep students. In 2010 our numbers, Prep to Y12, warranted double streaming in most grades up to Y10.

Attendance

Attendance at school is a priority for our students, parents and staff. Absences without notice from school are immediately followed by a phone call and any attendance issues are dealt with by our teachers and Welfare Coordinators. Our attendance rates are very strong and reflect the commitment that our students and families have to education.

Enrolment Policy

Cedars Christian College will seek enrolment from families who desire a Christian Education for their children, who agree with the College's aims and objectives and support the Cedars Christian College Statement of Faith.

Should the parent or student cease to agree with College's aims and objectives or be opposed to the Statement of Faith or exhibit behaviour which is inconsistent with the Christian ethos of the College then the school reserves its right to terminate the enrolment.

The following factors will be taken into account in the enrolment process:

- A confidential, written pastoral or character reference
- Previous school record and state benchmark test results when applicable
- Partnership potential between school, church and home
- Favourable Church/non-church ratio at year and class level
- Existing attendance of siblings
- Date of application
- Age of child – Students joining Prep will be 4 years old before the end of April in that year and Kindergarten children will be 5 years old before the end of April in that year. Exceptions to this will require further review and or testing
- Any special needs
- Interview with Principal and possible review of application by specialist teachers

Priority of enrolment will be given to siblings of current families and with regard to application submission date. Priority will also be given to new families committed to completing their child's education Prep to Year 12 at Cedars Christian College.

Enrolment guidelines will exist to balance the opportunities for enrolment of students from families in financial hardship or for students with special needs. We aim to maximise opportunities for enrolment in balance with the wise and reasonable stewardship of school resources.

Our enrolments policy was reviewed in 2010. The full enrolments procedures are to be found in the Information Pack available on demand from the College or on our website.

The prerequisites for continuing enrolment include the following: that parents or guardians agree to allow the child to share fully in the life and program of the school, that parents or guardians declare any health or educational difficulties, that parents or guardians provide uniform and equipment required and that parents or guardians support the discipline policies of the College. Parents or guardians are also required to pay fees in advance; they can seek assistance or special arrangements if financial difficulties arise.

If students have special educational or health needs the school requires assessment and screening documentation from educational or medical professions, psychologists and other specialists as appropriate. Enrolments for students requiring additional support are limited due to the restrictions placed on the school by resources and financial limitations. The enrolment process will include a review of the number of students with special needs in the appropriate class and consider the ability of the College to cater for the needs of both current and prospective students. The College will endeavour to integrate students or make adjustments to support students where possible. This may include application for special education grants, provision of learning support or the provision of special programs. Each application will be assessed individually and in negotiation with all parties involved. The development of positive attitudes to self and an acknowledgment of the individual's value to God and to others will be the initial aim of the education of students with special needs.



Student Attendance

The average student attendance across the whole school was 93% for 2010.

Student attendance rates for each year group

Enrolment Areas

Drawing Areas	Pupils 08	Pupils 09	Pupils 10	Pupils 11
Local: Unanderra, Farmborough Heights, Cordeaux Heights, Figtree and Berkley	44%	44%	43%	45%
South: Horsley, Dapto, Albion Park Blackbutt, Shellharbour and Kiama	27%	24%	26%	24%
East: Lake Heights, Warrawong, Kemblawarra and Port Kembla	3%	4%	4%	5%
North: Wollongong, Mangerton, Coniston, Mt Ousley, Balgownie, Fairy Meadow, Woonona, Corrimal, Bulli and Austinmer	26%	28%	27%	26%

Year Group	2010 Attendance Rate
K	96.72%
1	94.75%
2	94.36%
3	89.65%
4	92.16%
5	96.38%
6	87.88%
7	95.77%
8	93.63%
9	92.93%
10	92.39%
11	89.07%
12	87.24%



Staff

Professional Development

Our Professional Development program for 2010 has continued to focus on quality teaching and learning and other practical sessions to support the diverse work of a learning environment. Leadership development has also been a priority. These sessions have included: Moodle, Jolly Phonics, HSC marking, CSA Leadership conferences, Mind Matters, Challenging Gifted Children, AIS Leading Action for Lasting Improvement, Boys education, Taxation, CSA Administrators Conference, UOW Leadership Conference, Willow Creek Leadership Conference, Numeracy, Autism Spectrum, Industrial Arts, Librarians, OHS, photoshop, ATICS, behavior management and school administration.

We continue to draw upon the NSW Institute of Teachers material to provide frameworks for our development and review processes. Some staff are also continuing their own postgraduate qualifications and links with University courses.

All members of the teaching staff participated in professional development in 2010 for an average of 10.19 days per teacher. The average expenditure on professional development per teacher in 2010 was \$452.45.

Teacher standards

Our teaching staff responsible for the delivery of our curriculum have qualifications that fall into one of three categories:

Qualifications Categories	No.
Teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	42
Have qualifications as a graduate from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Do not have qualifications as described in above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

All staff including the Principal have regular Staff Development Reviews. These provide professional support, identify and address concerns and provide a forward planning approach to career development.

Staff Attendance and Retention

The average staff attendance rate for 2010 was 96%.

The staff retention rate for 2006-2007 was 92%.

The staff retention rate for 2007-2008 was 92%.

The staff retention rate for 2008-2009 was 97%.

The staff retention rate for 2009-2010 was 85%.

The staff retention rate for 2010-2011 was 93%

Staff Composition

Non teaching Staff	22
Teaching Staff	42
Staff Indigenous	None
Staff Male	19
Staff Female	45



College Data

Student Numbers as at August 2010, total 601

P	K	1	2	3	4	5	6
57	40	46	57	43	30	45	30

7	8	9	10	11	12
51	44	44	55	29	30

Retention rates

In 2010 the 'apparent retention' of students who completed Year 12 in 2010 compared with the number of students that completed Year 10 in 2008 was 70% percent. This figure varies each year, skewed by our small numbers and the aspirations and needs of the students in any given Year 10 class.

The 'actual retention' rate of students who completed Year 12 in 2010 and who also completed Year 10 in 2008 at Cedars Christian College is 63%.

Students who were beyond the compulsory years of schooling and who left Cedars Christian College at the end of 2009 fell into the following categories:

Workforce	9
Further Study	23
Unknown	5



Feedback

Satisfaction amongst parents, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. A number of surveys have been conducted within the school community and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs.

In particular, teaching staff and students completed surveys to gauge their opinions on factors that are currently contributing to the health and well being of the school community. The results were made available to the school executive and board and are being used to help guide future directions and make improvements to our existing policies and programs.

A targeted approach toward staff professional development has been adopted where teachers have been surveyed to communicate their teaching and learning goals and identify the support needed to realise these. Specific opportunities are being provided to improve the quality of our teaching and learning programs based on the feedback obtained from these surveys.

We are committed to providing opportunities to monitor the satisfaction levels of our College community and foster ongoing feedback.

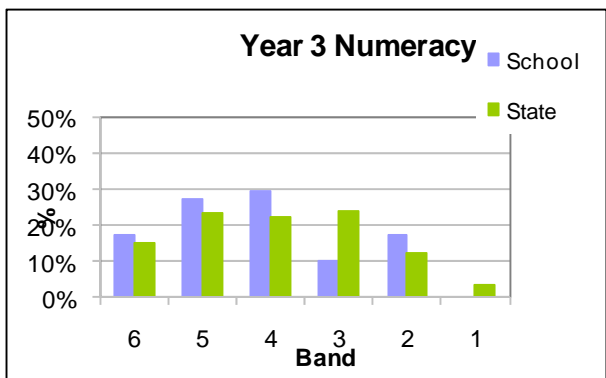
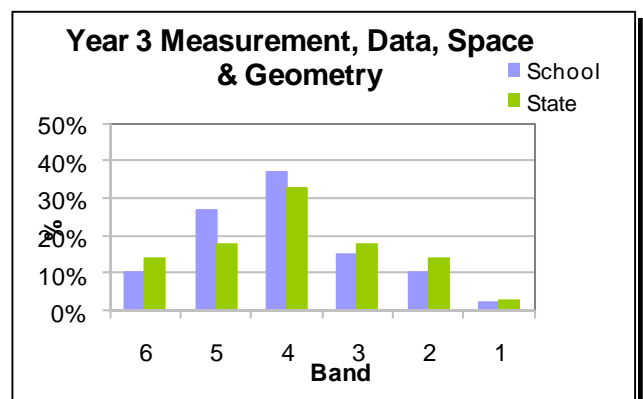
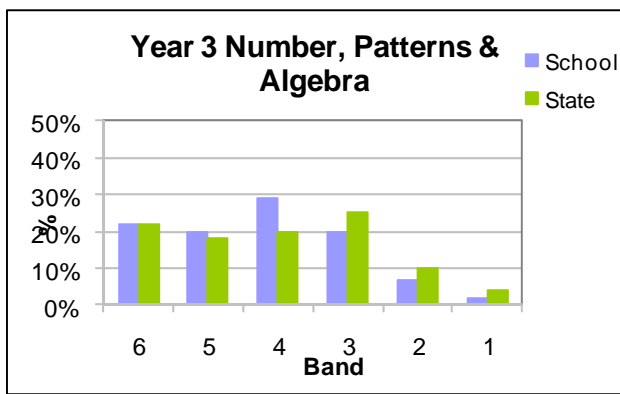
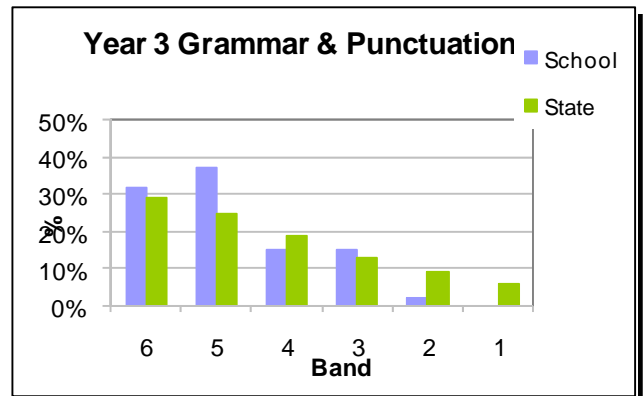
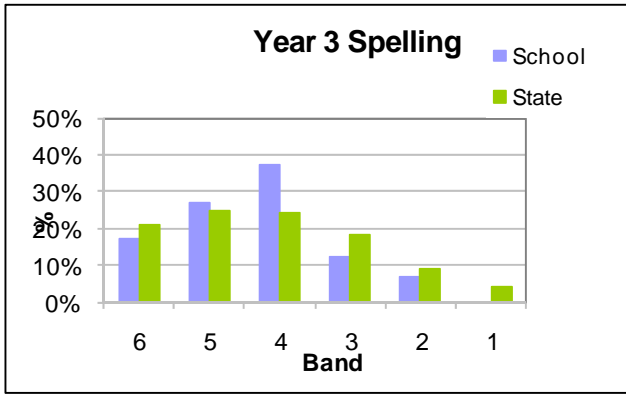
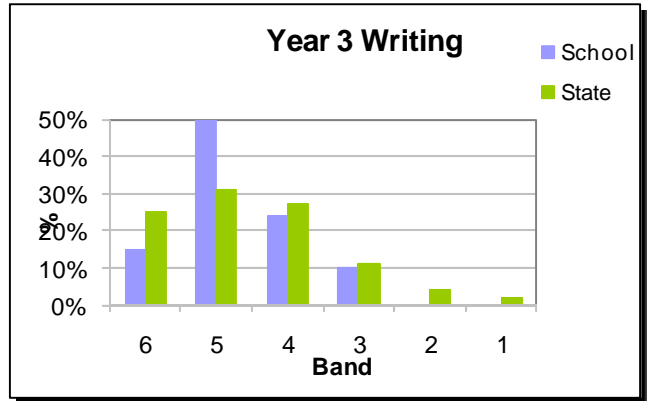
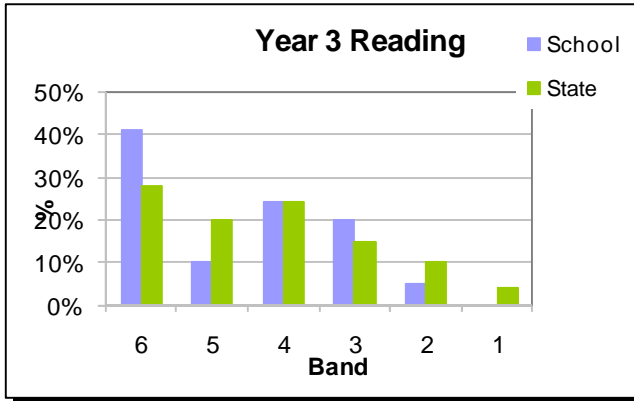


School Performance

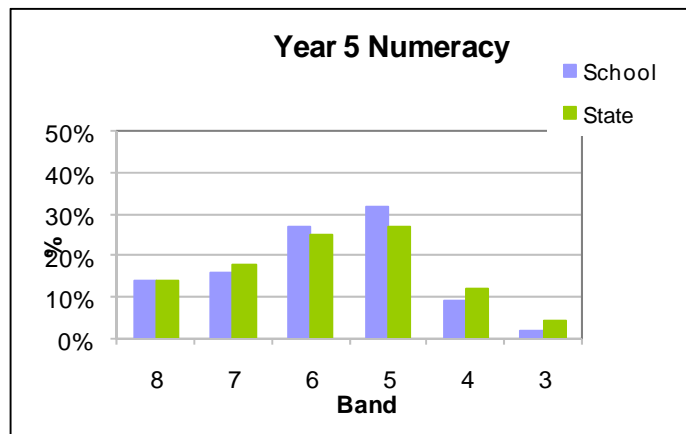
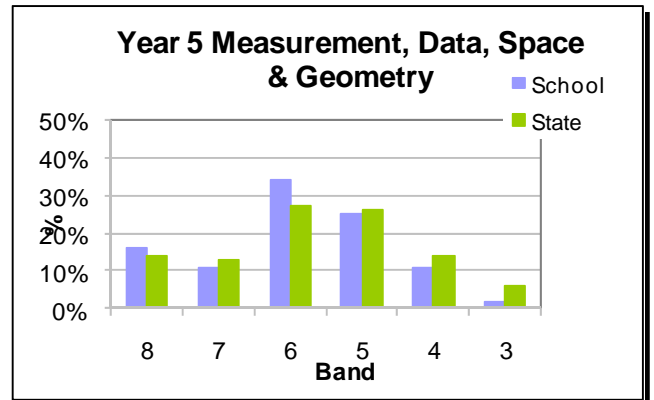
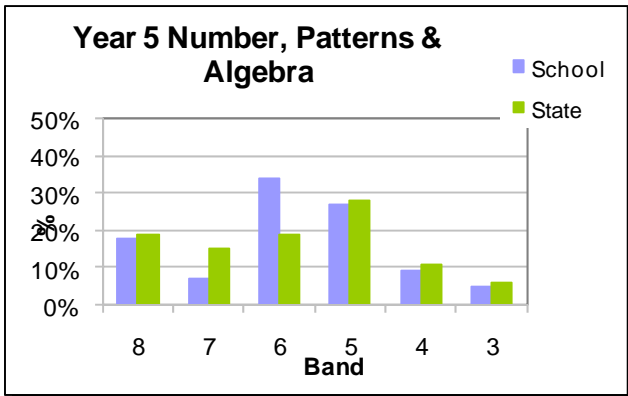
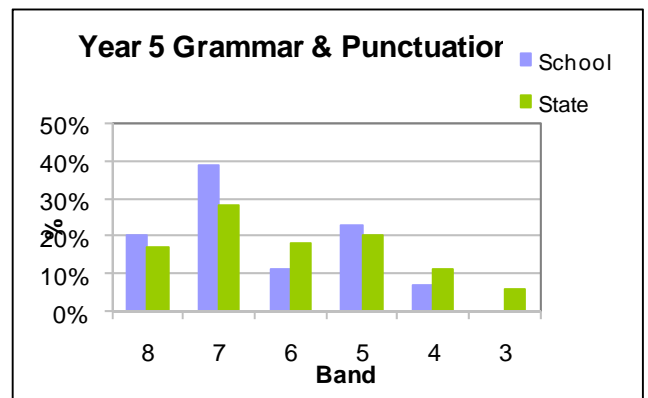
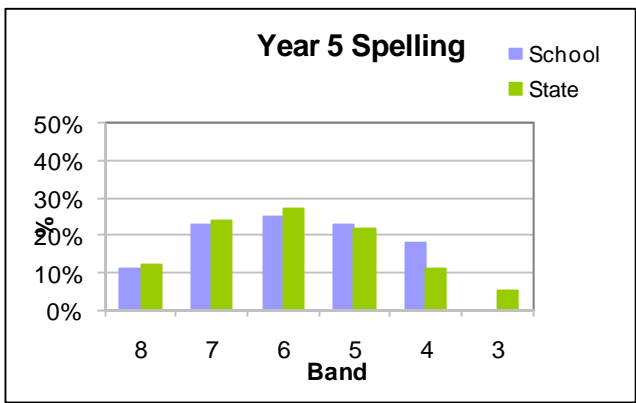
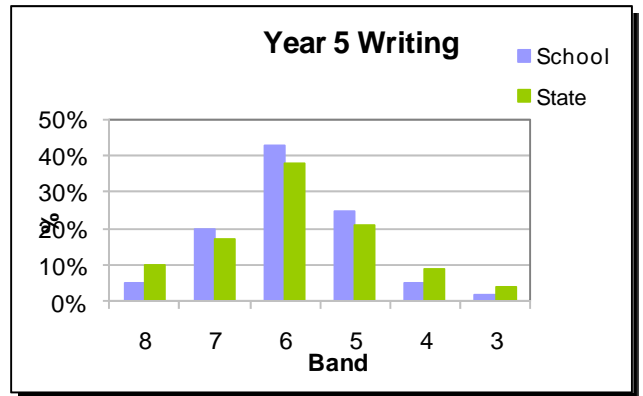
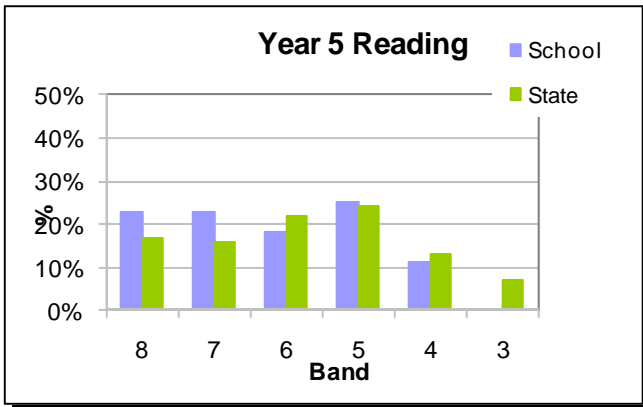
Naplan

Cedars students performed well in 2010 achieving results in the top bands in all tested year groups in the Naplan tests. Trend data reflects a strong Year 3 and Year 7 cohort and improvement over past years in all other groups.

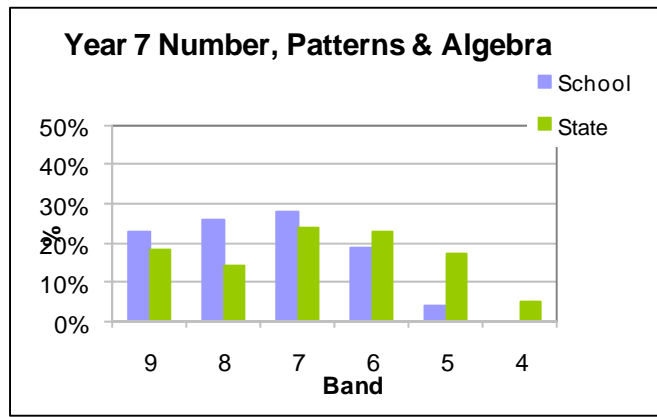
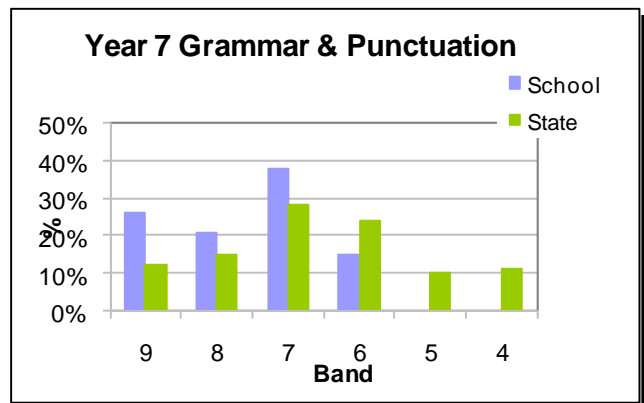
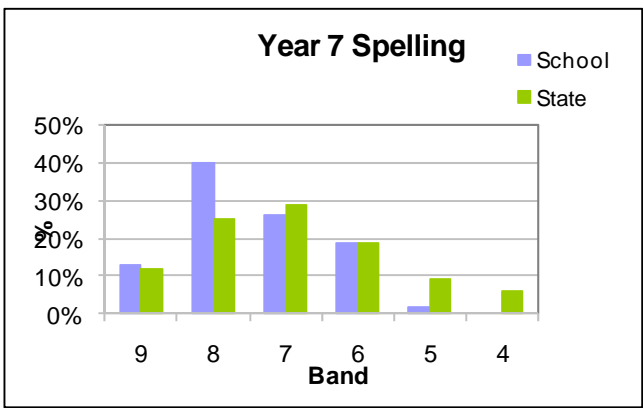
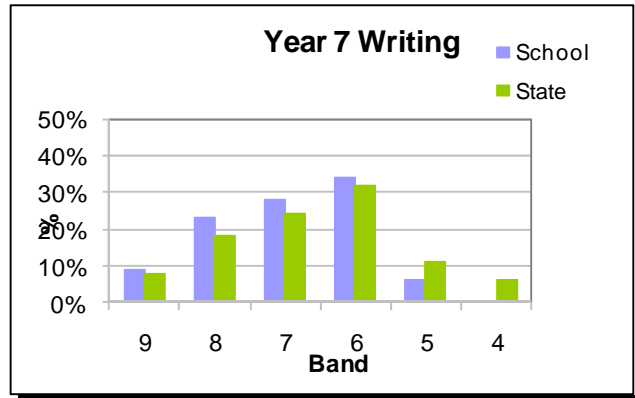
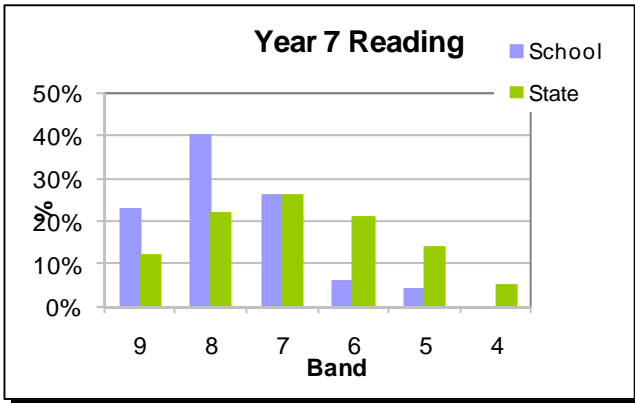
Year 3 — 41 Students



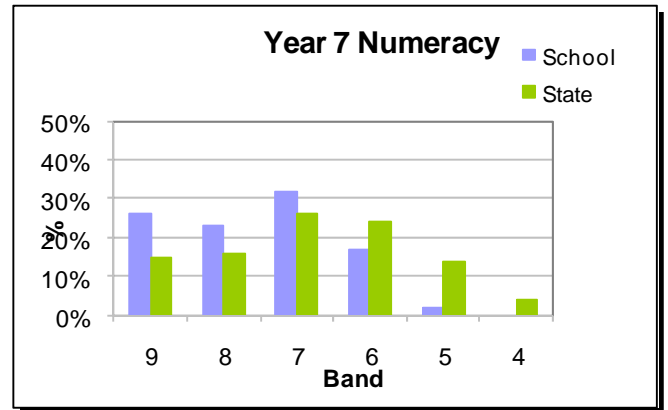
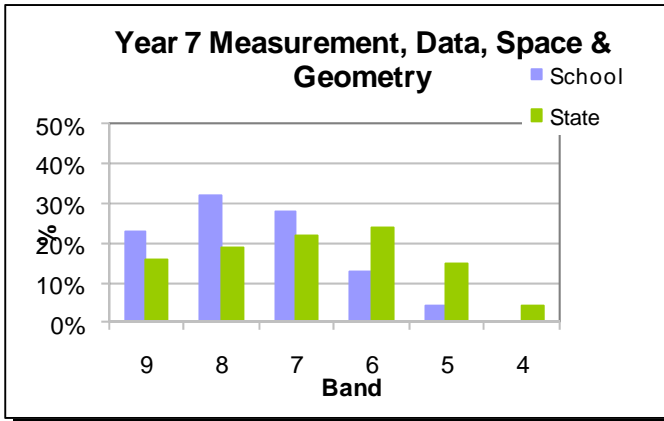
Naplan - Year 5 — 44 Students



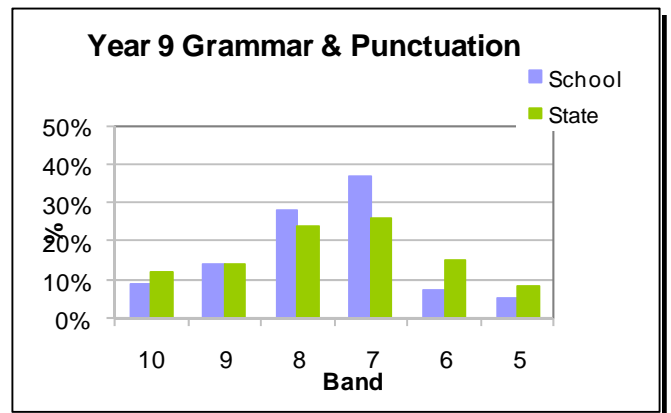
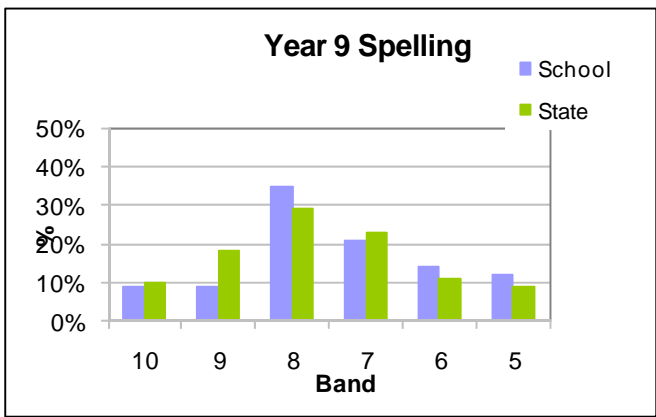
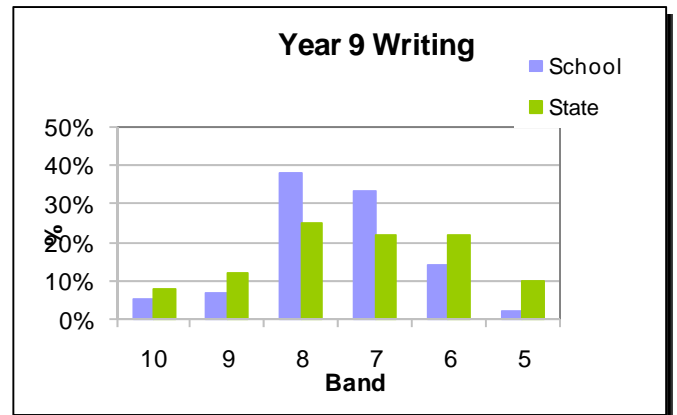
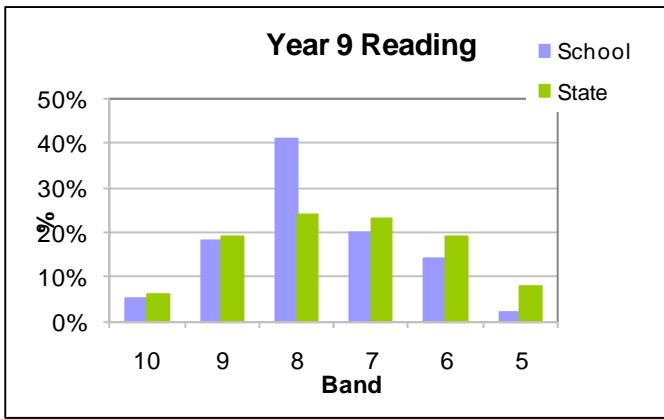
Year 7 Naplan — 47 Students



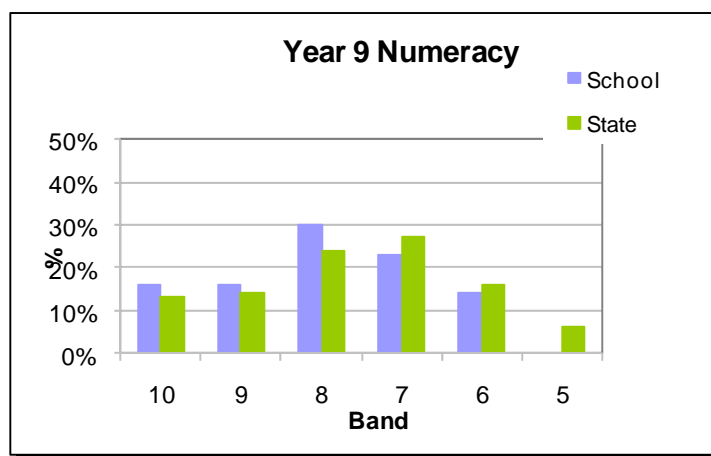
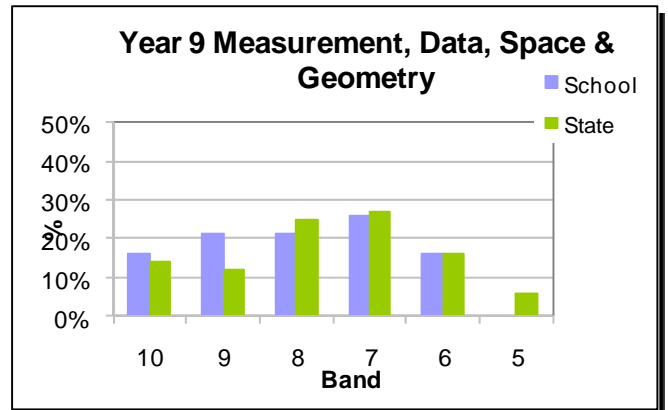
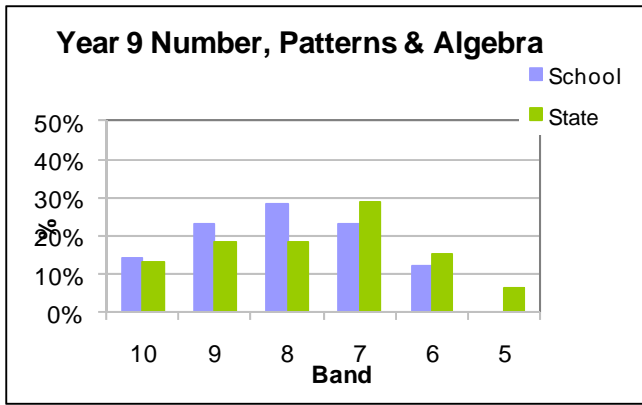
Year 7 Naplan (continued)



Year 9 Naplan — 44 students



Year 9 Naplan (cont)

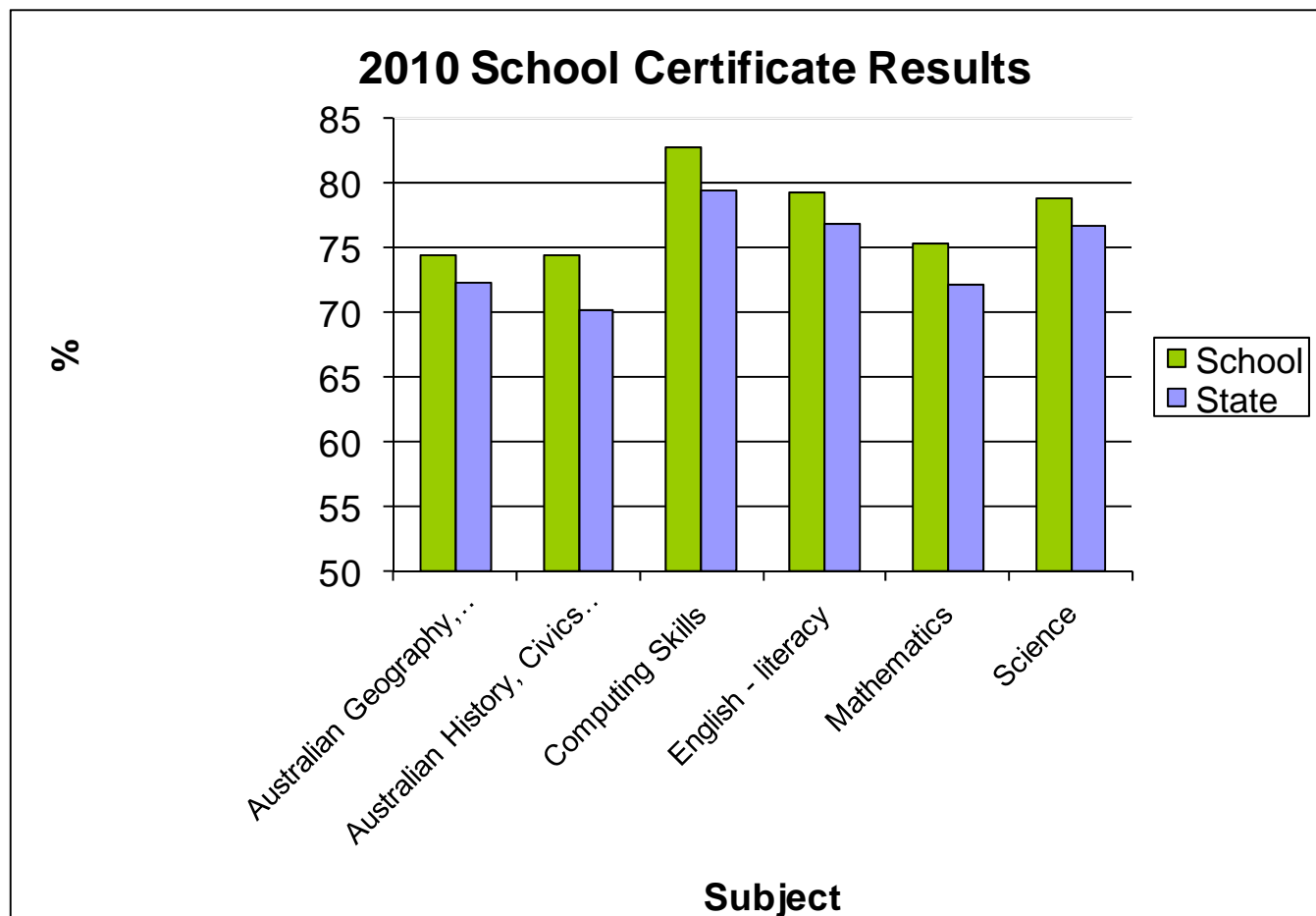


The percentage of student achieving at or above National Literacy and Numeracy standards were as follows:

- | | | |
|----------|------------------|------------------|
| • Year 3 | 100% in Literacy | 100% in Numeracy |
| • Year 5 | 98% in Literacy | 98% in Numeracy |
| • Year 7 | 100% in Literacy | 100% in Numeracy |
| • Year 9 | 84% in Literacy | 100% in Numeracy |

School Certificate 2010

We had 55 Year 10 students sit the School Certificate in 2010. The results were very strong with significant numbers of students achieving higher bands in all examinations. Our students performed above the state average in every subject with over 94% of our students achieving results in the top 3 bands in English. Some of the highest marks included 96% in Mathematics, 91% in Science, and 91% in English. Our students received Band 6 results in English (4 students), Maths (3 students), Science (2 students), History Civics and Citizenship (3 students) and Geography, Civics and Citizenship (2 students). Our students have also excelled in Computing skills with over 60% of our students receiving the top result of Highly Competent.

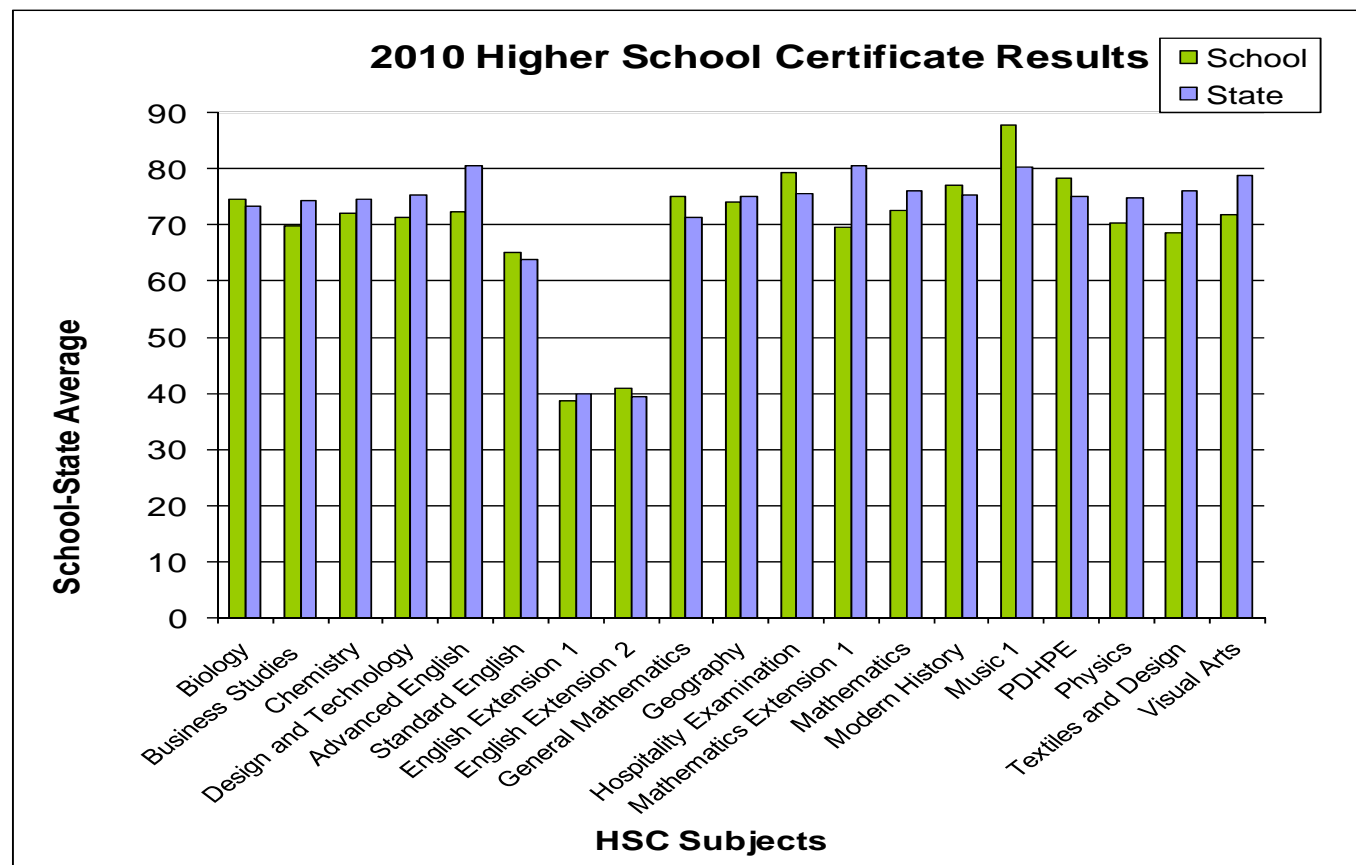


School Certificate results compared with state averages over time

Courses	2007 School Mean %	2007 State Mean %	2008 School Mean %	2008 State Mean %	2009 School Mean %	2009 State Mean %	2010 School Mean %	2010 State Mean %
English	76.88	74.76	78.7	76.63	80.86	77.43	74.41	72.38
Mathematics	75.18	69.38	75.65	70.67	73.98	70.61	74.46	70.16
Science	76.85	73.48	79.44	73.61	76.05	75	82.78	79.44
Australian History	75.55	72.14	74.19	70.58	73.18	71.56	79.26	76.87
Australian Geog	76.65	74.60	77.33	73.52	73.68	72.36	75.37	72.1
Computer Skills	83.29	80.28	84.74	80.71	83.82	81.67	78.89	76.67

Higher School Certificate 2010

We had 30 students sit for the Higher School Certificate in 2010 with 19 courses offered for study. We had above state average results in 8 courses. One of our students was awarded Band 6 results in Music. The majority of the students were able to enrol for their first choice at University following the receipt of their results. The results reflected the ability of the group and provided them with a broad range of opportunities for post school study and work.



All of our students (100%) attained a Year 12 Certificate.

6 of our 30 students (20%) undertook vocational education or hospitality training within their HSC study.

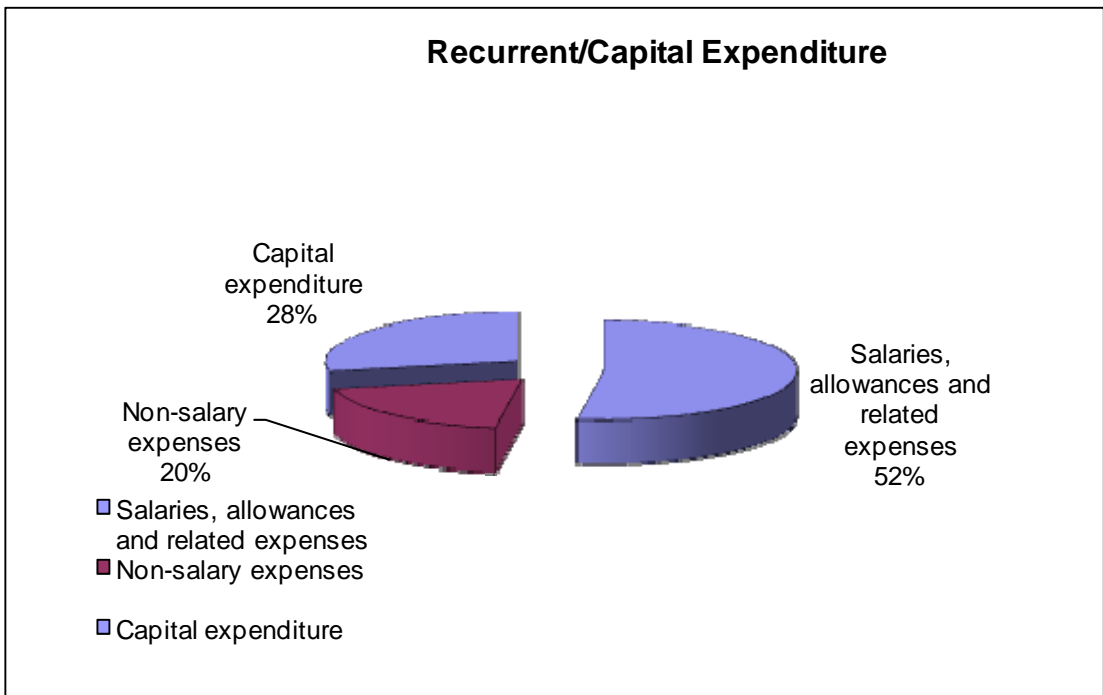
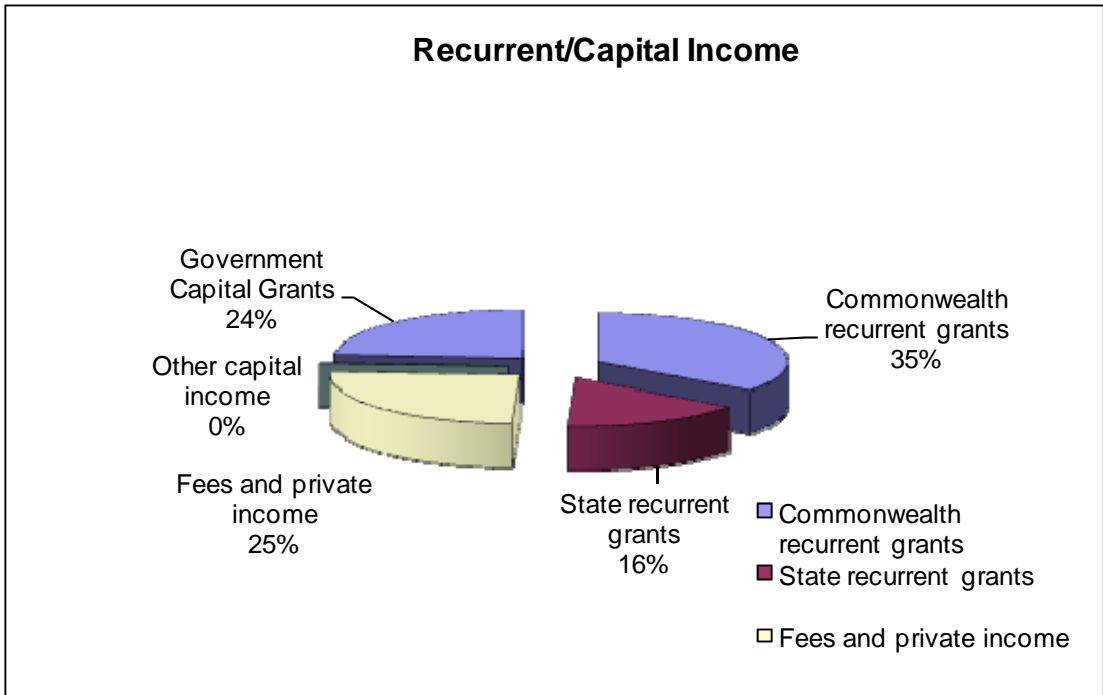
Post school destinations of students who completed Year 12 in 2010 are as follows: University or further study 20, Employment or Other 10.

Students were offered places in the following University courses:

- Arts/International Studies
- Civil Engineering
- Medical and Health Science
- Medical and Radiation Physics
- Commerce
- Nursing
- Medical Biotechnology

Courses	2008 School Mean %	2008 State Mean %	2009 School Mean %	2009 State Mean %	2010 School Mean %	2010 State Mean %
Biology	76	73.22	70.40	73.20	74.57	73.41
Chemistry	74.60	74.72	69.28	74.71	72.23	74.49
English (Standard)	64.47	65.55	65.11	64.91	65.04	63.83
English (Advanced)	70.16	79.03	73	79.17	72.36	80.57
Mathematics (General)	70.50	70.13	75.80	69.80	75.11	71.33
Mathematics	73.55	75.69	73.71	74.97	72.49	76.10
Music 1	86.30	79.15	84.80	79.94	87.80	80.24
PDHPE	76.10	72.64	79.48	72.43	78.40	75.07

Financial Information



The righteous will flourish like a palm tree, they will grow like a Cedar of Lebanon; planted in the house of the Lord.

Psalm 92:12-13