



**cedars** christian  
college  
forward thinking



# ANNUAL REPORT

2019



## INTRODUCTION

*Cedars Christian College is a vibrant and progressive learning community of approximately 700 students that is dedicated to leading students forward throughout the most important years of their life.*

Cedars is a Prep to Year 12 school located just 10 kilometres south of Wollongong in the heart of the beautiful Illawarra. Cedars' commitment to education begins by surrounding our students in a safe and trusted environment, where Christian values are evident in all we do. It's positive learning where potential isn't just recognised, it's nurtured, and where leadership development doesn't apply to some, but empowers all. It's intentional thinking that results in leading students forward by equipping them to go further in life. And as they do, they'll be impacting the world around them.



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## OUR MISSION

*Cedars Christian College – a Christian community:*

- Inspiring learning
- Developing leaders
- Equipping for success

## Our Vision

*Cedars Christian College is dedicated to:*

- Pursuing excellence in teaching and learning
- Building the kingdom of God by ministering to children and their families
- Being known as a College of leadership development through student and faculty achievements
- Inspiring each child to strive towards their full potential
- Providing a Christian framework where each student develops into a responsible member of the wider community.

## Our Values

### *Faith in Christ*

We will uphold the Word of God. We will pray before we make decisions and we will act in accordance with biblical principles. We will seek to build the Kingdom of God by ministering to children and their families. We will challenge them with the message of the gospel and encourage them to acknowledge the Lordship of Christ in every area of their lives. We will belong to the body of Christ and support the local church.

### *Lifelong Learning*

We will be a learning and improving organisation, pursuing excellence in teaching and learning. We will cooperate to support the Christian Schools movement. We will guide and lead those around us. We will assist our children to grow and reach their full potential.

### *Growing Community*

We will 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. We will recognise the role of parents, the Church, and the State in the education of children. We will acknowledge and support the Christian family as the basic unit of our Christian Community and we will support them in their God given task of raising children.



# Message from the College President



As I review all that Cedars has achieved over the past year, things like hosting the Christian Schools Conference for 5 regional schools, the great success of our TV advertisements showcasing our former students journey to success and of course the opening of Cedars Early Learning Centre, I realise that the excellent contribution from our Board, Principal and staff has led to Cedars not only producing leaders but actually becoming leaders amongst the many other Christian schools. Our model continues to flourish as one that other schools and churches are watching and learning from. The strength of partnership between Lighthouse and Cedars continues to be critical to our present and future achievements.

One of the biblical themes Lighthouse has begun to focus on is also relevant for Cedars at this time.

**Now, Next & Always** – these three words are in fact the ways in which Jesus Himself led while walking this earth.

For example:

Luke 5:12-16 NLT – In one of the villages, Jesus met a man with an advanced case of leprosy. When the man saw Jesus, he bowed with his face to the ground, begging to be healed. "Lord," he said, "if you are willing, you can heal me and make me clean." Jesus reached out and touched him. "I am willing," he said. "Be healed!" And instantly the leprosy disappeared. Then Jesus instructed him not to tell anyone what

had happened. He said, "Go to the priest and let him examine you. Take along the offering required in the law of Moses for those who have been healed of leprosy. This will be a public testimony that you have been cleansed." But despite Jesus' instructions, the report of his power spread even faster, and vast crowds came to hear him preach and to be healed of their diseases. But Jesus often withdrew to the wilderness for prayer.

- Now – healed his immediate need
- Next – go to the priest and be examined
- Always – he withdrew to pray as was his habit.

In John 8, the Pharisees throw a woman caught in adultery in front of Jesus and the crowd. They demand He agrees to her stoning (trying to trap Him).

- Now – He solved the immediate through the statement "whoever has not sinned cast the first stone."
- Next – when He told the woman "Go away and sin no more".
- Always – what was His always? Compassion.

To me, these are the key principles for any organisation. Many organisations only focus on the now, never anticipating a different, often crisis-only-focused, head down leadership if you like.

Cedars has consistently dealt with current challenges that, to ignore, would be detrimental while planning, considering and strategising the next.

Most importantly, Cedars has done this from its agreed values. These are like Jesus, the things and ways you always act regardless of the season you find yourself in.

Applying these three simple principles, whether we recognise it or not, have kept Cedars moving forward not remaining stuck in old times and methods.

I want to personally thank our Principal, Steve Walton, our Board Chair, Michael Eyb, and Board Members Steve Kerridge, Phil Costar, Rebecca Inglis, Lachlan Walker and Michael Ramsey for their commitment to leading Cedars. I would also like to thank the Cedars support staff and teachers who do an incredible job with the students who are in their classrooms every day.

**Paul Bartlett**

*College President*

# Message from the Board Chair



We started off the 2019 year with a huge celebration in the opening of the new Early Learning Centre. What a wonderful celebration after many years of planning and hard work. It was great to have our College President Paul Bartlett perform the Official Opening, with our Federal Parliament Representative, the Hon Sharon Bird MP, and NSW State Parliament Representative Mr Paul Scully MP, lending their support and words of encouragement. It also coincided with the unveiling of our new synthetic surfaced Futsal Field, providing a new state of the art facility and returning valuable playing space to our students after the disruption caused by the building process. The event was widely supported by our College community and combined with our annual Community Connect evening in a College wide celebration.

One of Cedars' key objectives is leadership development, which is not only aimed at developing individuals as leaders, but is also a direction Cedars has as an organisation. We continue to make inroads on this objective, as evidenced by Cedars' prominence at the 2019 Christian Schools National Policy Forum in Canberra. At this event, Steve Walton and I were invited to take part in the Keynote Panel to discuss how Cedars had been responding to societal shifts.

From our students' perspective, the emphasis has continued to be on the leadership journey beyond the end of schooling, continuing our external advertising to showcase student achievements, and leadership built on the platform that Cedars has provided.

At the mid-year planning session, the Board determined the priorities for 2019-2020 to be: expansion and growth planning and funding; continued strengthening of our organisational risk and compliance tracking; and the organisational structure required to support our long-term vision. Through this exercise, to date we have completed capacity studies on our current site, demographic studies, discussions with developers and architects, applications for funding grants for our current Site Masterplan, as well as exploring possible expansion opportunities. It is an exciting time for Cedars. Our diligent efforts in financial management over many years is positioning us well to capitalise on new and exciting opportunities.

Cedars continues to be led well by Steve Walton and his Executive Leadership Team. They have cemented our reputation of caring for our students and families, and continue to be innovative and progressive in their pursuit of education excellence within a Christian framework. The Board is appreciative of Steve's commitment, vision and passion for Cedars and we are looking forward to seeing what the future brings under his leadership.

The Cedars Board continues to draw on the collective strength and wisdom of each of our Directors – Steve Kerridge, Phil Costar, Lachlan Walker and Rebecca Inglis. It would be remiss not to acknowledge the sacrifice they make in providing their time and expertise once again in 2019 - through which we have built an exceptional team, with a high degree of trust and respect, who are not afraid to challenge each other for the benefit of Cedars. It is a privilege to be a part of this team.

With 2020 now upon us, we look forward to this new decade with great optimism about where Cedars is and what lies ahead for us. It is a great time to be a part of Cedars.

**Michael Eyb**

*Cedars Board Chair*

# Message from the Principal



There were a number of significant achievements in the life of the College throughout 2019. It was wonderful to begin the year with the Grand Opening of our new Early Learning Centre (ELC). This was a successful event with a number of VIPs, including MPs and other special guests mixing with current and prospective families. The many children playing outside while the speeches were held inside was a great endorsement for the months of hard work that went into the design and build of the ELC. The success of our ELC and Prep Program, as well as our new facilities, have made Cedars leaders in Early Learning within the Illawarra. With 40 places available each day, plus the increased numbers in our OSHC Program, both Prep and OSHC are significant contributors to the financial health of Cedars. Enrolments into Kindergarten, through our increased numbers in Prep, are strong again for 2020 with three Kindergarten classes planned.

The completion of the Futsal Field was another significant achievement for the College that our whole community, and especially our students, have appreciated. The field is a great addition to our College, is used frequently, and is another outstanding feature that shows our community we will continue to deliver excellence at Cedars.

Our community has continued to grow over 2019. Not only in numbers, but in influence. Cedars is well known in the Christian Schools Australia Movement, playing a role in State and National Councils and the State Conference in 2019. It is beneficial to be highly engaged in the movement, not only for the value that comes to the College through resources, training and professional connections, but also because it allows us to have a voice in the direction of Christian Schooling into the future. Cedars has developed a strong reputation in this space and will continue to do so.

Our College community has also grown in its awareness of Aboriginal and Torres Straight Islanders and our shared history during 2019. The introduction of an ATSI Liaison Role has helped to ensure we are considering our first peoples and are operating with respect and acknowledgment of the ATSI culture.

Our academic results have been strong this year. The HSC results, Early Entry offers, NAPLAN scores and standardised testing results are all useful data for us to assess how effective our teaching and learning is at Cedars. It is encouraging to see the academic growth rates of our students and to see that the persistent hard work of our staff is showing great results.

In 2019, we started to see the benefits of applying the CompliSpace software. An enormous amount of policy work has been undertaken by our Senior Executive staff and our systems are capturing good data for us. Our Staff Learning System has been transferred into CompliSpace, measuring and mapping staff learning goals. Our policies have been linked to training for staff and our Human Resource 'workflows' will be added in 2020. There has been significant ground made in this project in 2019 and it brings us more confidence in regard to risk management and reduction along with policies and procedures.

A positive addition to our IT in Junior School has seen the introduction of Chromebooks into classes allowing a one-to-one environment for our students. This is a wonderful result as it has allowed a more authentic integration of ICT skills into our teaching and learning programs at Cedars.

It is a great honour to be the Principal of Cedars Christian College. I am blessed to work with a dedicated Board of Directors and a wonderful staff team to deliver quality education with the added opportunity of sharing the Gospel with our community through the work we do at Cedars each day. I trust that as you read through this Annual Report, you will celebrate our achievements with us during 2019.

**Steve Walton**

*Principal*





# SCHOOL DETERMINED IMPROVEMENT TARGETS

## A sample of targets and priorities achieved in 2019

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2019
Academic Achievement	<p>Introduced staff to SCOUT data for analysis of NAPLAN result to aid with targeted improvements in academic results.</p> <p>Introduced Chromebook computers in Years 1-4. This allowed for a one-to-one device program in Junior School enabling a more effective delivery on digital technologies in the curriculum.</p> <p>Expanded upon the 2.5 streams from 2018 to triple streaming Mathematics for 7-10. This allowed for better differentiation for the students and catered further for the gifted and talented students.</p> <p>Introduction of 1 General Aide in each Kindergarten classroom to assist in teaching and learning and behaviour management, allowing for a more focused approach to learning in the early years.</p>
Student Active Learning	<p>Continued with iAcademy programs for Years 7-10.</p> <p>Created environment within the Library to better cater for the iAcademy program.</p> <p>Implemented new Science and Technology curriculum in the Primary years, incorporating more digital technologies and 21st century skills such as Coding and Robotics.</p>
Student Care	<p>Refresher training on behaviour program in Primary School - POOCH (Problem, Options, Outcomes, Choice, Happened?)</p> <p>Installed POOCH benches in the playground for student assistance.</p> <p>Second Steps (Social Skills training) to work alongside POOCH (Teacher taught and reinforced daily).</p>
Staff Active Learning	<p>Implemented a new Staff Learning System through CompliSpace to monitor and reflect on staff individual goals and training linked to Professional Standards for Teachers.</p> <p>All teaching attended the NSW/ACT Christian Schools Australia State Conference with the theme of Biblical Literacy and Created for Community. The aim of this conference was to increase awareness of how to teach well from a biblical worldview.</p> <p>Cedars hosted Christian Schools Conference for the 5 regional Christian schools.</p>

## SCHOOL DETERMINED IMPROVEMENT TARGETS 2019 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS ACHIEVED FOR 2019
Staff Care and Human Resources	Continued to expose staff to modules on CompliSpace to assist them in feeling empowered and supported in their roles. Encouraged staff to access the Employee Assistance Program with Anglicare when required and highlighted the service in staff meetings.
Leadership Development	Trained additional teacher in the Delivery of the Duke of Edinburgh program to assist in Leading the program with other trained staff. Student Leaders participated in a variety of training courses and leadership opportunities throughout the year.
Strategic Communication	Produced new TV Advertisement in our series of former students being our 'Greatest Results'. C-Hub online reporting for Mathematics in the Primary Years. Conducted C-Hub training for parents.
Discipleship	A biblical perspective in PDHPE curriculum linked with the new Second Steps program. Chaplain in Junior School Devotions Lighthouse Youth Leader regularly involved in the life of the College.
Facilities and Growth	Cedars Early Learning Centre opened for business and operating at capacity. Installed artificial turf Futsal Field. Created new Senior Science Lab for small classes.
Community Partnerships	Continued to take Pre-Service Teachers in the Professional Experience Program. Supported/participated in key events such as Red Shield Appeal, Ground Swell; Promoted importance of Youth Group Activities at Chapel etc. Supported Christian Schools Australia state and national conferences and events.

## Some Targets and Priorities for 2020

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2020
Academic Achievement	Develop the 'Cedars Curriculum Framework' to establish a user-friendly guide for staff in delivering high quality teaching programs across the school. As part of the school improvement cycle, introduce instructional rounds (in class observations and questioning of students with learning). Identify key academic data for use in reporting regularly to the Board on Academic Achievement.

## Some Targets and Priorities for 2020 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2020
Student Active Learning	<p>Each Year Group to drive a Student Well-Being Project within their year group. (ie Student Driven, Teacher Supported) – Begin with Senior College.</p> <p>Junior School Clubs - Lunchtime (Junior School) interest activities, 25 students per group. Interest Activities, not compulsory.</p> <p>Middle School/ Senior College Clubs - Before/After School / Lunch Clubs run by teachers. Student interest activities.</p>
Student Care	<p>POOCH (Problem, Options, Outcomes, Choice) - Year 4 students trained by School Counsellor to run POOCH in the playground as part of their leadership roles. Review survey of POOCH end of 2020.</p> <p>Lunchtime clubs support student wellbeing and build connections between students and teachers.</p> <p>Investigate alternative pathways for students that do not fit well with mainstream schooling with the goal to implement a program in 2021.</p>
Staff Active Learning	<p>Encourage mentor/mentee relationships that include lesson observations.</p> <p>New process for Documentation for Proficient Teacher to be created and disseminated to teachers.</p> <p>Guidelines for Endorsed Provider to be worked based on the changes from NESA.</p> <p>'God's Big Story 2.0' incorporated into Cedars Curriculum Framework.</p>
Staff Care and Human Resources	<p>The Human Resource Module on CompliSpace to be fully active in 2020.</p> <p>HR Presentation in January PL week.</p> <p>Whistle Blower policy and procedures, including external partnership for management of complaints to be in place.</p>
Leadership Development	<p>Student Leadership Opportunities in various programs such as Year 4 Leaders POOCH Training, Year 10 Leadership Day and Global Leadership Summit.</p> <p>Leadership Opportunities for Staff including New Leaders on Middle Leader Conference AIS, CSA National Policy Forum, CSA Leadership Summit, Goal Setting / Mentoring.</p>

## Some Targets and Priorities for 2020

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2020
Strategic Communication	<p>Launch Consent 2 Go with parents for electronic notes and approvals for excursions etc.</p> <p>Website/ re-branding; Banner Ads on Buses; Billboard in the City.</p> <p>Launch TV ad &amp; marketing.</p> <p>Alumni Landing Page on website. Set vision for marketing and Alumni launch for 40th Year Celebration.</p> <p>Planning for 40th Celebration in 2021</p>
Discipleship	<p>Present 'Open Book – Biblical Literacy Project' to staff.</p> <p>Continue Staff Devotions with Pastors from a variety of churches represented at Cedars.</p> <p>New Lighthouse Youth Leader regularly involved in the life of the College.</p> <p>Investigate Mission Trip / Leadership opportunity with Sapphire Coast Anglican College - Bega (connection made during bushfires).</p>
Facilities and Growth	<p>Submit EOI for Resource Centre funding to AIS; Masterplan for Farmborough Heights Campus.</p> <p>Capital Works - drainage around Futsal Field, painting works, demountable installed in Junior School Car Park, cover over Junior School stairs, carpet in various classrooms.</p> <p>Review processes and compliance tracking around facilities management.</p>
Community Partnerships	<p>Alphacrucis College - investigate possible partnership with Christian Tertiary Provider Alphacrucis College.</p> <p>Christian Schools Australia – Principal is on State/National Council; Principal to mentor New Principals in CSA &amp; support CSA Conferences.</p> <p>Parents and Friends Committee - new Committee Selection at AGM.</p> <p>Re-Establish roles and expectations and culture</p> <p>ASPECT - senior students move to new campus and educational opportunities. Class at Cedars relocate to Middle School Quad. Establish strong connection with new ASPECT School Principal.</p>



# College Captains

## *A transcript of Brandon Lingal's address at the 2019 Celebration*

Since graduating from the College just a few weeks ago, I have already had the opportunity to put into practice some of the lessons I have learnt over the past 14 years from my teachers at Cedars. Many of these lessons were not ones that I learned from being taught lessons from the curriculum – instead, they were life lessons that came through conversations where I was offered support, guidance and wisdom as I navigated the complex challenges that come with being a teenager.

Because of this, I believe that success does not only come from academic achievement. While this is certainly important and can open up pathways for further study and career options, what I have found to be of most benefit in my life is the firm, Godly foundation that is the basis of everything we do at Cedars. I am very grateful that as a student at Cedars, I have been equipped not just with academic knowledge, but also with knowledge and understanding of God and His word and how to apply this in my life.

Throughout my time at the College, characteristics such as respect, faith in God, humility and compassion have been encouraged, nurtured and celebrated. However, Cedars has blessed me with another gift – the gift of opportunity.

Michael Scott says it best when he describes the potential success that can come from taking opportunities: "You miss 100% of the shots you don't take". Without having and taking up opportunities, it is impossible to grow and learn. Thankfully, Cedars Christian College is a place where opportunities abound. From my own personal experience, I am thankful that Cedars gave me the opportunity to express my love for God during school hours at our

weekly chapel events. Cedars gave me the opportunity to gain a deeper understanding in my faith and the opportunity to learn new skills that have benefited me and others in my community. Cedars also gave me the opportunity to develop healthy, respectful relationships with my peers, which has created bonds of friendship that I hope will last a lifetime.

Simply thanking the Cedars staff seems like a huge understatement when I reflect on the level of respect that is deserved, as they have helped all of us strive to reach our maximum potential, whilst also putting a smile on our faces. From our Principal, Mr Walton, to my Pastoral Care teacher, Mr Seymour, and to even our "lollipop man", Eric, who helped me start my day right, giving me a warm welcome wave and smile, rain or shine. Small things like these have ultimately helped give me a positive mindset and encouraged me to achieve my best.

I would also like to thank God for the way He has protected and provided for us. As a cohort, we have all come a long way – yet, God's provision will continue to guide us as we continue our own journeys and each face our own different challenges.

In Philippians 1:6 Paul says "And I am certain that God, who began the good work within you, will continue his work until it is finally finished on the day when Christ Jesus returns." This is my prayer for our graduating class and every person within the College community: that God will bless us as we continue on the journey He has planned out for us. It has been an absolute honour to serve as one of the 2019 College Captains.

Thank you.

*2019 College Captains (L-R): Brandon Lingal, Shareece Bannon, Mariam Fofana, Jessica Humphries*

# Parents & Friends



The Cedars Parents & Friends Association took on a different look in 2019, beginning with a change in most of the office bearers from the previous year. Tammy Gruber (P&F Secretary) and I continued for another year whilst the Vice President, Treasurer & Executive Member roles changed.

The second major change that occurred in the P&F this year was the meeting format from month to month. The P&F alternated each month, with one month being a standard P&F Meeting with the usual agenda items & planning for events, whilst the alternate month saw the College host Parent Information Nights that held a brief P&F update and call for volunteers to help with P&F run events at either the beginning or end of the Information Night. This worked well to give all parents in attendance a brief but informative insight into the P&F Association. Parent Information Nights covered a variety of topics such as how to use C-Hub but the most successful & well attended Information Night was the Cyber Safety Night with Australia's leading Cybersafety expert & educator, Susan McLean, as the guest speaker.

Some of our regular P&F events featured again for 2019 including our ever-popular Mother's Day and Father's Day stalls. This year, with the increase of students in Prep and Kindergarten, the stall sold a record number of gifts which in turn gave us a record profit of over \$750 for the Mother's Day Stall & over \$1,150 for the Father's Day Stall. We also held our annual Primary Disco which also saw a record crowd of children & parents in attendance. It was a great night of fun for the kids & social connection for the parents, giving us a profit of just over \$1,000.

Our major fundraiser for the year, keeping in line with our goal of community connection, was a Trivia Night. This was a fun filled & well attended event of parents, students & extended family. It also raised funds of over \$5,000 for the P&F. A notable mention here is how the College rallied together to provide prize donations in a variety of forms to help us raise a substantial profit.

For the first year ever, Cedars became a polling place for one of the 2019 Elections. As a result, the P&F were given the opportunity to run an Election Day BBQ. Whilst it was not a huge fund raising event, it was a great opportunity to serve our local neighbourhood and build connections within our College. We hope to serve in this capacity in future elections.

Our Parent Connect Program continued to grow in 2019 under the new leadership of Amy Seymour with several regular parent representatives taking up the role again along with a few new faces contributing. It was a great year of building relationships amongst College families and Amy did an amazing job of taking on the co-ordinator role and growing it through a season of additional classes being added to the College. The program was able to run for all families from Prep to Year 8.

Once again, P&F was able to contribute to Cedars with a major purchase of tiered seating for our new Futsal field that was added during the year. It was really rewarding to be able to purchase this for the College & see it being used by different groups in our school community.

I would like to take the opportunity once again to thank Steve Walton, Julie Cochrane & the Cedars Staff for all their support and assistance in making 2019 another successful & fulfilling year for our College.

**Sheridan Purcell**

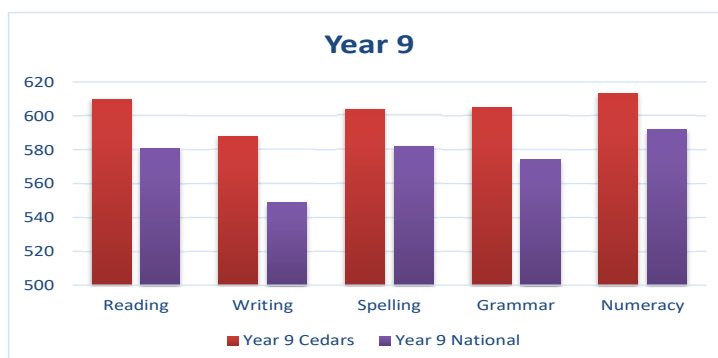
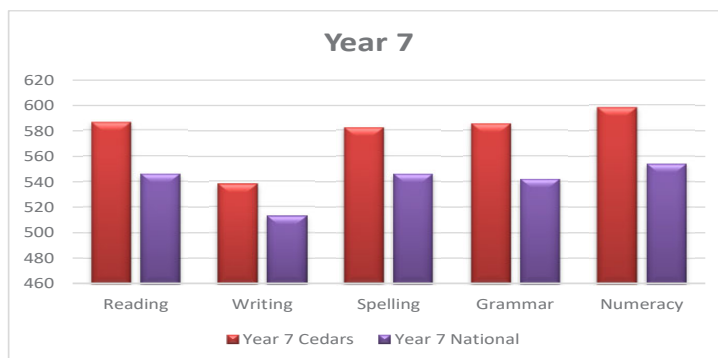
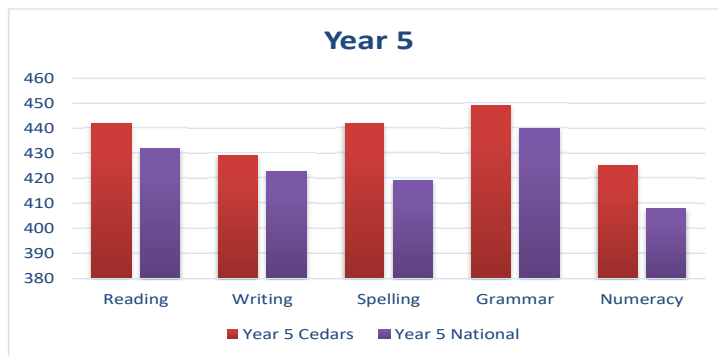
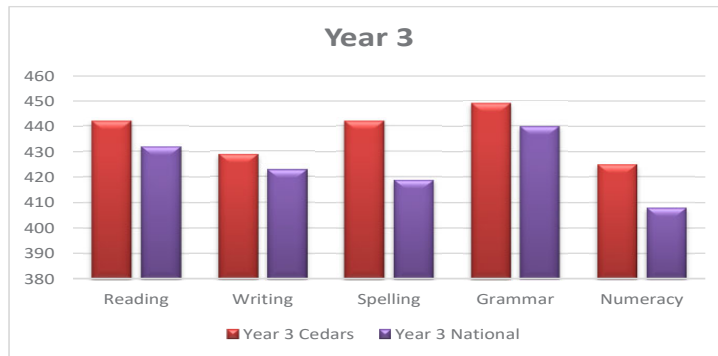
*2019 P&F President*



# SCHOOL PERFORMANCE

## NAPLAN

Cedars students continued to perform exceptionally well in 2019, achieving high results in all tested year groups in the NAPLAN tests. Trend data show our results are consistently above national averages across all year groups.





## GRANTING OF THE RECORD OF SCHOOL ACHIEVEMENT

Eligible students who leave school before achieving their Higher School Certificate will receive the Record of School Achievement (RoSA) which is a cumulative credential of school results rather than external testing.

As indicated below, Year 10 students in 2019 achieved good results against state averages:

	A GRADE %	B GRADE %	C GRADE %	D GRADE %	E GRADE %
ENGLISH	10	19	54	15	2
MATHEMATICS	19	26	14	41	0
SCIENCE	12	49	37	2	0
HISTORY	22	39	24	15	0
GEOGRAPHY	13	53	23	13	0
PDHPE	12	29	49	10	0

They also participated in a range of electives including Japanese, Information & Software Technology, Dance, Visual Arts, Food Technology, Industrial Technology, Design & Technology, Commerce, Music and Drama.

## HIGHER SCHOOL CERTIFICATE

The Cedars Christian College community congratulates the 2019 Higher School Certificate class.

There are many whole group and individual achievements this year and yet again our students have represented themselves and the College well.

Our 43 students performed well in the external examinations with 88% of students receiving scores in the top 3 bands and 63% of our 189 results falling into that same category, which is a great result for the cohort.

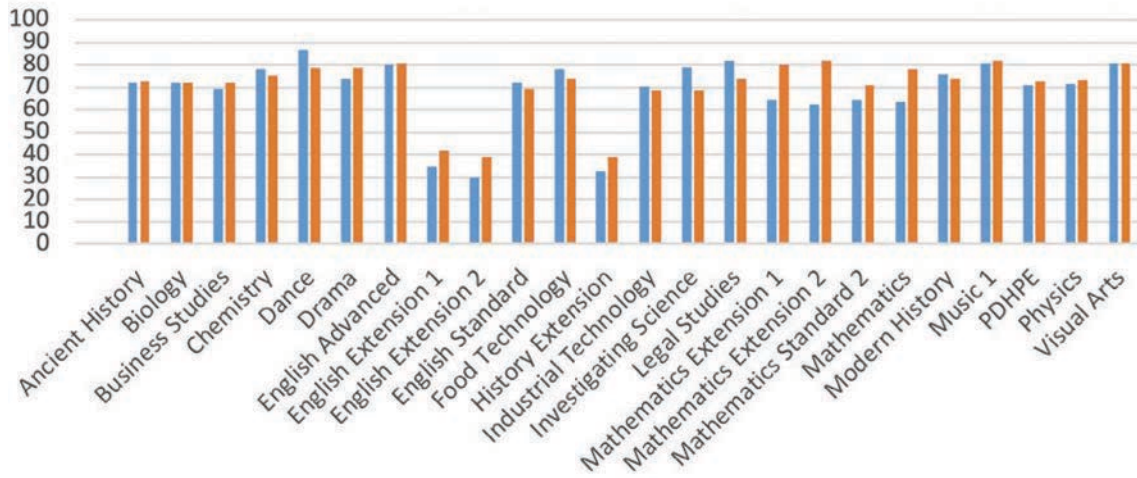
A special congratulation to our students who received Band 6 results (greater than 90%) in Physics and Visual Arts.

This year our top ATAR score went to Clancy Duncan who received an **ATAR** of 95.05. Clancy received excellent results in all subjects studied and was a distinguished achiever in Physics. Like many of our students, Clancy had received Early Entry to the University of Wollongong where he will pursue his passion in a Bachelor of Engineering (Electrical) Deans Scholar Program.

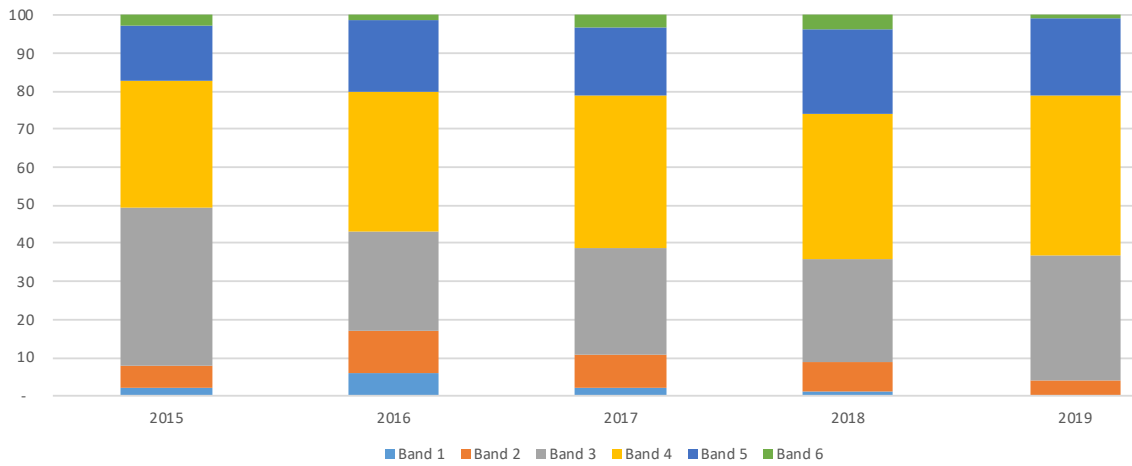
### HSC RESULTS OVER TIME

Year	Number of Examinations	Number of Examination Results in Top 3 Bands	Percentage of Results in Top 3 Bands
2015	207	106	51%
2016	198	118	60%
2017	203	132	65%
2018	130	84	65%
2019	189	119	63%

### 2019 Higher School Certificate Results



Percentage of HSC Bands Over Time  
(Band 6 is Highest Achievement, Band 1 Lowest Achievement)



# Post School Destinations

*The 2019 graduates from Cedars Christian College will pursue further study and careers in the following areas.*

- Law
- Nursing
- International Studies
- Medical and Health Science
- Communications and Media
- Engineering (Electrical, Mechanical, Materials, Biomedical)
- Business
- Economics
- Politics
- Education
- Psychology
- Exercise Science and Rehabilitation

Congratulations to all of the students, parents and staff who contributed towards the excellent results this year.

# Student Attendance and Retention

The College began the 2019 academic year with a student population of 708 with 75 of those being Prep students. All year groups were double streamed with the exemption for Kindergarten which was triple streamed.

**The Table below gives student numbers by Year group as at August 2019, K – 12 total 627:**

YEAR GROUP	2019 STUDENT NUMBERS
Prep	79
K	65
1	39
2	44
3	50
4	38
5	52
6	48
7	56
8	58
9	50
10	43
11	43
12	41

**Our enrolments draw from the following areas:**

DRAWING AREAS	2015	2016	2017	2018	2019
Local: Farmborough Heights, Unanderra, Cordeaux Heights, Figtree and Berkeley	46%	46%	44%	43%	45%
South: Horsley, Dapto, Albion Park, Blackbutt, Shellharbour, Oak Flats, Kiama and Southern Highlands	26%	29%	29%	27%	27%
East: Lake Heights, Warrawong, Kemblawarra, Warilla and Port Kembla	6%	5%	6%	6%	6%
North: Wollongong, Mangerton, Coniston, Mt Ousley, Balgownie, Fairy Meadow, Woonona, Corrimal, Bulli and Austinmer	22%	20%	21%	24%	21%

## Retention Rates

In 2019 the 'apparent retention' of students who completed Year 12 in 2019 compared with the number of students that completed Year 10 in 2017 was 91%.

The actual retention rate of students who completed Year 12 in 2019 and who also completed Year 10 in 2017 at Cedars Christian College was 87%.

## Attendance

Attendance is a priority for our students, parents and staff. Absences from school without notice are immediately followed by an SMS message or follow up 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.

The average student attendance across the whole school was 91% for 2019.

**Student attendance rates for each year group are as follows:**

YEAR GROUP	2019 ATTENDANCE RATE	YEAR GROUP	2019 ATTENDANCE RATE
K	94.2%	7	90.7%
1	94.3%	8	90.8%
2	88.4%	9	87.9%
3	92.7%	10	84.7%
4	92.6%	11	90.5%
5	92.6%	12	93.9%
6	90.4%		

# Staff

## Professional Learning

In 2019 all teachers continued to maintain or work towards achieving proficient teacher status based on the New South Wales Education Standards Authority (NESA) requirements. The Australian Professional Standards for Teachers (APST) provide the accepted benchmark for teacher performance in the areas of Professional Knowledge, Professional Practice and Professional Engagement. Maintaining NESA accreditation also includes the completion of 100 hours of Professional Learning over a five-year period for fulltime teachers. To support our teachers in this area, Cedars has effectively utilised our NESA Endorsed Provider Professional Learning status by developing, accrediting and delivering 8 different courses. This equated to over 15 hours of NESA endorsed professional learning for our teaching staff available onsite.

The new online Staff Learning System was launched in January 2019. This platform is part of the CompliSpace suite of resources and the interface has enabled a much more efficient method of delivering, monitoring and tracking online learning for staff. Goal setting linked to the APST continued to form the basis of teacher professional development and the platform has been set up to accommodate this. After discussion with their mentor, teachers were required to identify one individual each semester and outline the required actions and evidence to support the achievement of this goal. This self-directed form of professional learning increases teacher engagement and authenticity whilst helping to raise the collective standard of teaching across the college.

Likewise, teachers continue to learn by observing each other's practice. The collegial discussions that follow these observations has resulted in improvements in the teaching practice of many teachers, in particular those teachers who are early in the early stages of their career. All teachers were required to participate in at least one observation or demonstration lesson and record their observations and any actions on the Staff Learning System.

During July Professional Learning Week the teaching staff joined with other Christian School teachers in the

state participating in the one-day CSA ACT/NSW State Conference. The focus for this gathering was building Relational Schools, continuing the theme from the CSA National Leaders Summit in the previous year. The whole Cedars staff joined staff and leaders from Lighthouse the following days to hear inspirational and practical teaching from College President Paul Bartlett. The rest of the week was scheduled to allow KLA specific professional learning through workshops. Opportunity was also provided for teachers to work collaboratively on programming. The allocation of time for this type of collaborative learning is used productively by staff and demonstrates a number of the teaching standards.

The annual CSA National Leaders Summit was held in Perth during August and Cedars was represented by the College Principal and the Directors of Secondary and Primary. The theme for this conference was developing biblical literacy. The delegates participated in workshops based on "Open Book – a biblical literacy project" developed by CSA in conjunction with Vose Seminary. Feedback from these sessions was very positive with plans made to run similar workshops for Cedars staff in January 2020. The summit also provided opportunity for these leaders to network with fellow teachers from Christian Schools across the nation.

Our Director of Primary and Director of Secondary once again participated in the Annual ACER Research Conference enabling them to keep abreast of the latest developments in education. In turn, they were able to present professional learning to the staff around the General Capabilities which are to be embedded into teaching programs and assessments in 2020.

At the end of 2019 teachers were asked to nominate themselves or others to act as mentors in key areas of practice. The intention is to make the teachers who have been identified as having a high level of practice known through an online database on C-Hub. These "experts in practice" will then be able to provide support for others in an area that they may have self-identified as one that requires further development. It is anticipated that this will be available in early 2020.

## Teacher Standards

All members of our permanent and casual teaching staff are required to maintain their teacher accreditation, understand the teaching standards and how they apply to their career stage to continue their employment as a teacher at the College. The documentation that the College maintains to ensure all regulatory and legislative requirements pertaining to the standards is being implementing includes:

- policies and procedures to meet the requirements of the Teacher Accreditation Act 2004 (NSW) and Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools and Early Childhood Education Centres (TAA Guidelines);
- policies and procedures to monitor how our teachers are maintaining their accreditation and meeting the Standards;
- strategies to improve the standard of teaching, in line with the standards; and
- policies and practices to promote and encourage professional collaboration between teachers at the same professional career stage and between teachers at different career stages.

All teachers accredited at Proficient, Highly Accomplished or Lead Teacher level must maintain their accreditation. The NSW teacher accreditation system is overseen by NESAs and the system provides a rigorous assessment of evidence of a teacher's achievement of the Standards.

The College's teaching staff includes staff that are working at each of the four different career stages:

- Graduate;
- Proficient;
- Highly Accomplished; and
- Lead.

We have developed a Teacher Accreditation Authority Policy and Teacher Accreditation Authority (TAA) Compliance Program to manage our accreditation obligations in relation to Proficient Teachers.

All teachers are required to:

- demonstrate that their practice continues to meet all of the standards at or above their relevant accreditation level;
- undertake the applicable professional development requirements for their accreditation level;
- pay the annual accreditation fee; and
- hold a current NSW Working with Children Check (WWCC) clearance.

The College provides mentoring and support services to all teachers seeking to maintain or attain higher levels of accreditation.

## Staff Retention

- The staff retention rate for 2015-2016 was 96%
- The staff retention rate for 2016-2017 was 95%
- The staff retention rate for 2017-2018 was 89%
- The staff retention rate for 2018-2019 was 89%
- The staff retention rate for 2019-2020 was 93%

## Staff Composition

Teaching staff	47
Non-teaching staff	24
Staff indigenous	0
Staff Male	24
Staff Female	47

# Enrolment Policy

Cedars Christian College is a Prep to Year 12 school dedicated to inspiring learning, developing leaders and equipping for success. Our vision includes:

- Pursuing excellence in teaching and learning
- Building the kingdom of God by ministering to children and their families
- Being known as a College of leadership development through student and faculty achievements
- Inspiring each child to strive towards their full potential
- Providing a Christian framework where each student develops into a responsible member of the wider community.

This policy gives guidance to those within the College community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

## Enrolment Process

Upon initial enquiry, the Registrar will send the parent an information pack and/or arrange a tour of the College. An Experience Day may also be organised for the prospective student.

## Application

The Principal, through the Registrar, is responsible for the maintenance of waiting lists for entry to the College, including future Prep and Kindergarten classes.

Entrance to any year group may be accommodated at any time throughout the school year depending on circumstances.

Names of children will be entered on the appropriate waiting list when their parent or guardian complete online and return the following:

- (a) the Student Application for Enrolment form;
- (b) a non-refundable Application Fee of \$50;
- (c) a copy of the child's birth certificate;
- (d) copies of the child's last two school reports;
- (e) NAPLAN results (or pre-school reports for Kindergarten if available);

- (f) a pastoral or personal reference from a referee who is not a close relative of the family and who have known and interacted with the child's family for at least five years;
- (g) Immunisation History Statement;
- (h) all medical, psychological or other reports about the child in their possession or control; and
- (i) other information about the child which the College considers necessary.
- (j) Visa grant notice if applicable.

Failure to provide all required information may result in the College declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the College declining or delaying the child's enrolment.

## Assisted Enrolment Program

Children from refugee families may be enrolled in the College's Assisted Enrolment Program. Parents seeking enrolment for their children in the program will need to complete the application form mentioned above and then sign the Assisted Enrolment Agreement. The Assisted Enrolment Policy supplements this Enrolment policy.

## Assessment

If deemed necessary, the College may ask the parents to provide more information about the child. Any assessments or reports required will be at the parents' expense. In considering all prospective enrolments, the College may ask parents to authorise the Principal or his or her delegate to contact:

- (a) the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child

Where information obtained by the College suggests:

- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College; or
- (b) the parents may not be able to meet the financial commitment required by having a child at the College,

notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

## Disability

While the College does not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the College has since its inception enrolled many students with disabilities.

The Disability Discrimination Act, Sex Discrimination Act, Race Discrimination Act and Anti-Discrimination Act make it unlawful to discriminate against a person on the grounds of their disability, sex or race by refusing to enrol them at the College. The College is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definition of disability: unless the context requires otherwise, disability, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable

of causing disease or illness; or

- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a *disability* that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.



## Disability cont'd

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programs or to use the College's facilities or services, the College will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the College.
- (b) obtain an independent assessment of the child.

Where information obtained by the College indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the College's courses or programs or to use the College's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
  - (i) whether the particular measure or action is reasonable;
  - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programs or to use the College's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:

- (i) ability to achieve learning outcomes; and
- (ii) ability to participate in courses or programs; and
- (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the child, the family of the child, and the College community); and
- (b) the effect of the disability of the child; and
- (c) the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
- (d) the availability of financial and other assistance to the College.

Where the Principal determines that the enrolment of the child would require the College to take unreasonable measures or actions to ensure that the child is able to participate in the College's courses or programs, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

## Interview

When a position becomes available, the College may, in its discretion, invite the parents and child on the waiting lists to attend an interview at the College with the Principal or a member of staff appointed by the Principal. At the interview, among other things, the College's representative will:

- (a) ascertain the suitability of the child for enrolment at the College;
- (b) seek to establish that the expectations and commitments of the parents are consistent

with the vision, values, goals, policies and resources of the College, including whether the parents will actively support the Christian values of the College, recognise that the College's teaching is based upon its statement of faith and support the distinctive Christian ethos of the College;

- (c) inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees.

## College's Considerations

When considering making offers of a place at the College, the College takes the following factors into account:

- (a) whether the applicant has siblings at the College;
- (b) previous school record and state benchmark test results when applicable;
- (c) partnership potential between the College, church and home;
- (d) the family's church involvement.

The College also considers:

- (a) evidence of a place at a similar independent school elsewhere in Australia if a family relocates;
- (b) a student's willingness and ability to contribute to the wider life of the College;
- (c) evidence of good leadership and good character; and
- (d) the date of lodgement of the Application for Enrolment.

## Offer

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must, within fourteen days of receiving it, deliver to the College:

- (a) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment;

- (b) the non-refundable Enrolment Fee.

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the College.

The Enrolment Fee is additional to tuition and other fees.

## Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time. This provision may not be applied in the case of children with a disability.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, the enrolment fee will be refunded and tuition fees will be adjusted to cover the period of enrolment only. No penalties will apply.

## College Reserves Rights

The College reserves the right not to offer any child a place at the College or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or withhold relevant information pertaining to their child.

The College also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

## Entry for Prep

Children joining the Cedars Prep program are expected to be independently toileting, drinking and eating. They must be at least 3 years old when they begin Prep and have had their birthday before the end of February in the year of enrolment.

Students will be assessed during the year for school readiness and, if required, an additional assessment process may be undertaken at the parents' expense.

## Entry at the Start of Kindergarten

### Normal Entry

Both 5 year-olds, and 4 year-olds whose 5th birthday falls on or before 30 March of the proposed year of entry, are eligible to commence Kindergarten.

All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school,

the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the College reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the child.

### Early Entry

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30 March of the proposed year of entry, may be accepted, subject to:

- (a) a written application being addressed to the Principal;
- (b) there being vacancies after all other children, who will have attained the age of five years before 30 March, have been offered places;
- (c) the Director of Primary's assessment of the child concerned confirming that he or she is ready for admission to Kindergarten.

# Key Policies

The College continues to house all policy and procedure documents on the online policy platform – CompliSpace. Our ongoing partnership with CompliSpace allows us to access recommended policy document templates and provides the College with updated information to ensure each of our policies are regularly reviewed and amended to reflect changes in legislation. CompliSpace Assurance was set up in 2019 with tasks assigned to relevant personnel in leadership positions within the College. Each task relates to an individual or suite of policies and a date for review is set at appropriate intervals (eg. Annually).

Below is a summary of a number of key policy areas. Changes made to policies in these main areas during 2019 are summarised under the relevant headings.

## Student Wellbeing

The Student Welfare Program at Cedars was changed to Student Wellbeing in 2019. The program 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 wellbeing exist under the umbrella policy area of Student Duty of Care. Many of the policy documents relating to student wellbeing are proactive or protective measures designed to promote positive student health and wellbeing. Policies relating to the more responsive measures to address the dynamic welfare needs of students are found in the Student Behaviour policy area.

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 staff and student professional boundaries, child protection, counselling, the use of personal protective equipment, student supervision, bullying, cyber safety, attendance as well as camps, excursions, pastoral care and Chapel. A number of the policies are available to parents through the College website. Those policies that are most applicable students can be found on student accessible pages on C-Hub. This includes the Student Code of Conduct, Anti Bullying and Cyberbullying Policy, Plagiarism Policy, Acceptable Use of Technology and Internet Policy. The promotion of these policies continues to reinforce the significance of respect and responsibility.

## Student Code of Conduct

Considerable time was dedicated toward reviewing the Student Code of Conduct in 2019. After survey data was sought and obtained from students, staff and parents, the Student Wellbeing team developed a set of characteristics which align with the desirable attributes of a Cedars student. These traits are aspirational in nature and it is an expectation that students be committed to continually developing in these areas throughout their time at Cedars. All students have the support of Cedars staff who seek to provide opportunities for students to develop in these areas and provide guidance, direction and encouragement.

These characteristics reflect our College values of being a Christ centred and biblically based educational community. A Cedars student has;

- Faith in God
- Respect
- Self-Discipline
- Compassion
- Resilience
- Humility
- A spirit of excellence

## Student Discipline

The College has various levels of discipline to bring correction to students. These are not punitive and the focus is on restoration and education with structures in place to teach students on how to respond respectfully and appropriately in all situations.

Minor amendments were made to the Student Discipline Policy in 2019 to address specifics previously not included. The policy content includes the right of

These expectations are communicated regularly to students in assemblies, Pastoral Care groups and in a classroom setting.

Positive student leadership is also encouraged in all year levels. The Student Recognition and Reward system for Junior School and Middle School students uses the system of Gold, Silver and Bronze Awards. Adjustments were made to this program in 2019 to allow students to continue their accumulation of merits into the next year. In Senior College an individual goal setting program is utilised as well as the public recognition of students who exhibit exemplary behaviour, attitude and commitment to the values of the College through the "Bell of the Week" program.

Middle School students are also encouraged to nominate worthy peers as part of the fortnightly "Honour Board" program which continued in 2019. Alongside this, the Middle School Challenge Day" was initiated to help foster positive relationships, teamwork and collaboration across the 4 year groups.

students to procedural fairness, behaviour monitoring and discipline strategies. The strategies 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.

**Middle School and Senior College**

<b>Consequences</b>	<b>Typical behaviour</b>	<b>Personnel</b>
Relocation and isolation	Poor attitude	Class Teacher
Detention & contact parents via phone or email	Teasing Distraction to others Answering back Lack of preparation Unacceptable language Unsafe behaviour Incorrect uniform Non-completion of tasks Misuse of technology Failure to maintain personal boundaries	
Monitoring card	Persistent in class behaviours including punctuality, cooperation, equipment, task completion and behaviours that disrupt the learning of others	Class Teacher and Sub-school Coordinator
Lunchtime or after school detention In school isolation for part or full day Community Service	Persistent behaviours in the list above Low level or isolated incidents of a sexual or racial nature Low level physical or aggressive behaviour Stealing and cheating Bullying - including Cyberbullying Vandalism Persistent failure to wear uniform Refusal to follow instructions Threatening behaviours Serious breach of technology policy	Sub-school Coordinator
Suspension / Expulsion	Persistent behaviours of those listed above Significant incidents of a sexual or racial nature Extreme defiance (including swearing at a teacher) Incidents involving cigarettes, drugs, alcohol, weapons or other prohibited substances Behaviours that persistently contradict the values of the College High level or persistent bullying including Cyberbullying	Director of Wellbeing, Deputy Principal or Principal
NB. may include remuneration for repairs and/or replacement	Significant physical or aggressive behaviour Wilful and/or significant damage to property	
Exclusion	N/A	N/A

## Junior School

Consequences	Typical behaviour	Personnel
Time Out in the Playground/ Classroom	Teasing Unsafe Behaviour	Class Teacher
Time Out with the Director of Primary	Unacceptable Language Provoking/Annoying Others Breaching playground or classroom guidelines Rudeness to a teacher	
Extended Time Out with Director of Primary (contact home to inform parents) Reporting to Director of Primary (before and after each break/ session) Playground monitoring	Persistent behaviour in the list above Stealing Bullying (verbal and physical) Refusal to follow instructions Vandalism/Graffiti Misuse of Technology	Director of Primary - including a parent meeting
In school isolation Suspension Expulsion	Persistent behaviours in the list above Extreme Defiance Swearing Persistent bullying Aggressive and violent behaviours toward others Serious breach of technology policy	Director of Primary Principal or Deputy Principal

## Student Attendance

The Student Attendance Policy and Procedures includes proactive measures to promote a high level of student attendance. This includes the use of the Homeroom or Pastoral Care structure to facilitate close monitoring and management of non-attendance. Weekly attendance reports are sent to all teachers and individualised action is prompted based on circumstances of the student/family. This includes phone calls or face to face meetings with parents and students and the development of agreed action plans to promote regular attendance.

Below is a chart summarising responsibility in regard to follow up of attendance:

## Monitoring Student Attendance

1. PC/Homeroom/Class Teacher
  - Record student attendance daily on School Pro.
  - Secondary teachers record attendance for each period and check against School Pro for accuracy. Report any anomalies to reception ASAP.
  - Follow-up unexplained absences with students.
  - Contact parents via phone or email if absence remains unexplained after 1 week.
2. Sub-School Coordinator
  - Monitor student attendance patterns.
  - Discuss patterns of unexplained absence, high levels of absence or any other concern with Sub-School Coordinator.
  - Review School Pro generated student attendance data twice per term.

## Monitoring Student Attendance cont'd

- Support PC/Homeroom/Class teachers in following up students with unexplained absences and problematic attendance patterns.
  - Collaborate with PC/Homeroom/Class teachers in developing and applying appropriate strategies to improve student attendance rates.
  - Refer students at risk of “unsatisfactory attendance” to Director of Secondary and Deputy Principal.
3. Director of Secondary
    - Review School Pro generated student attendance data twice per term.
    - Liaise with Senior College Coordinator and support the implementation of appropriate strategies to address “unsatisfactory attendance”.
    - Inform parents when a student’s pattern of attendance is less than 85% and could potentially jeopardise their ability to receive an external credential (personal phone call followed by N-Warning letter).
  4. Deputy Principal
    - Review School Pro generated student attendance data twice per term.
    - Collaborate with students, parents, Sub-School Coordinator and teachers in developing a student behaviour contract relating to attendance.
    - Support Director of Secondary in managing and communicating with parents when a student’s pattern of attendance is less than 85% and could potentially jeopardise their ability to receive an external credential.
  5. Principal
    - Assess applications for leave and provide exemptions where appropriate.
    - Determine student eligibility for external credentials based on satisfactory attendance.

## Grievance Resolution

This policy is designed to give all members of the community an understanding of how they may deal with grievances as they arise. 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 are 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 are encouraged to 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 Sub-School Coordinator. In the case of curriculum matters this would be a KLA or Stage Coordinator or the Director of Primary or Secondary for higher level issues. 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 Grievance Resolution Policy can be accessed on the College’s website.



## Bullying and Cyberbullying Policy

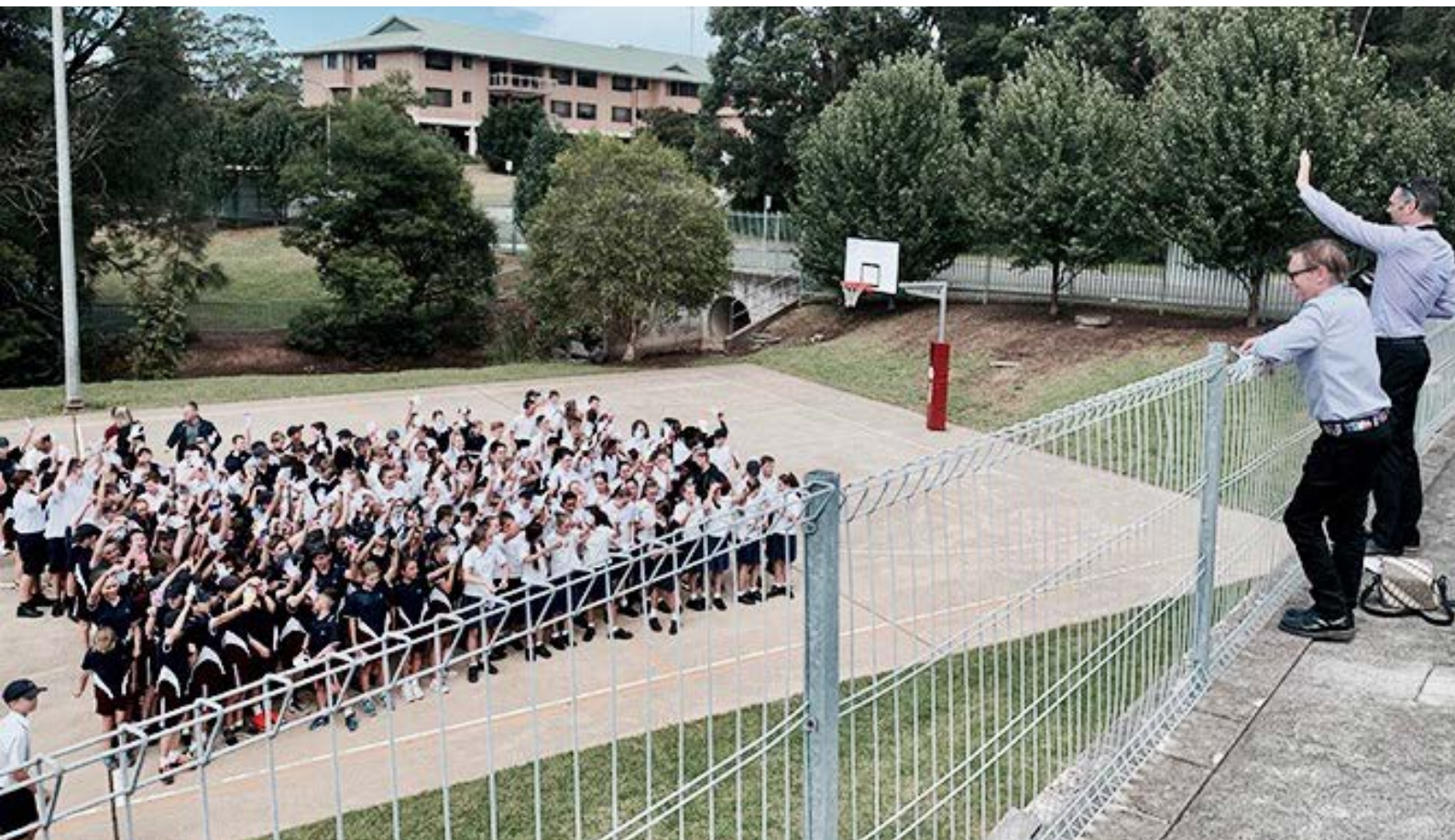
Bullying is unacceptable in any form at Cedars Christian College. In our school environment we have an expectation that all members of the school community will be respected and that there will be a tolerance of individual differences. The essential dignity of each individual is accepted as all are members of the community and as such neither bullying nor harassment in any form will be tolerated. The school will not accept any activity that compromises the development and maintenance of a caring and supportive environment. The purpose of the policy is to raise awareness of bullying in the school community and to outline the appropriate steps to take with regard to bullying. It is also to make clear that the College has a zero tolerance to bullying in any form. The policy was revised by the Welfare team in 2018 and is available to the community through the College website.

The policy includes a specific Anti-Bullying Action Plan which identifies proactive strategies applicable to each sub-school to minimise the incidence and risk of harm attributable to bullying and cyberbullying. The policy clearly identifies the roles and responsibilities of the

College, parents and students in reducing the impact of bullying in the school. The policy also contains a flow chart which outlines the processes that will be followed in response to allegations of bullying.

The Cyber Safety committee is a sub-committee of the Welfare team dedicated to promoting safe use of technology for all members of the College community. The Cyber Safety committee facilitated an informative and practical student and information session with well renown Cyber Safety Expert Susan McLean. The feedback from students and parents who attended these sessions was overwhelmingly positive.

Student Wellbeing programs: Second Steps, POOCH and Rock & Water which are designed to equip students with skills in the areas of social decision making, problem solving, conflict resolution, resilience and stress management continued in 2019. These are proactive measures which aim to minimise the number of allegations of bullying and other playground conflicts. The programs are facilitated by the College Psychologist and classroom teachers.



# Initiatives Promoting Respect and Responsibility



*Show proper respect to everyone: Love the brotherhood of believers, fear God, honour 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 lifelong 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 strive 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 aims to give students an understanding of the wider world and their responsibility to support others. 2019 was our final year of Mission Trips to Darwin. This is something we celebrate, as when we partnered with Scripture Union on this venture a number of years ago, it was always designed for us to train up a group locally that could run the program. This has now been achieved so a new project will be considered for 2020 onwards. The team that travelled to the Northern Territory this year did an excellent job demonstrating the College values and promoting respect and responsibility within our College community and beyond.



Our community service initiatives are important to us at Cedars as we strive to teach our students to think of others. Initiatives that promoted this in 2019 included Autism Awareness and World Refugee Day, Serving at Lighthouse Community Kitchen, Compassion Fundraiser coffee cart, and serving and caring for younger students at things like the swimming carnival and school camps.

Many of our co-curricular activities promote respect and responsibility. Our Duke of Edinburgh program, refugee week and Chapel services are just a few of the many opportunities that our students have had to model respect for others.



We promote respect through pastoral care grouping in Senior College and homerooms in Middle School and Junior School. This allows students to get to know and respect each other more as their roll teacher manages their pastoral care. Our student leadership program caters for students as they come together to work with each other, sharing the responsibility for some of the initiatives mentioned above. 2019 was a year of strong student leadership with a number attending the Global Leadership Summit in the ACT and many applying for College Captain positions.

Prayer is something we value at Cedars and forms part of our daily lives. As Christians, we feel the responsibility to pray for each

other, our community, our world and ourselves. Two wonderful examples of that in 2019 were the Illawarra Prayer Breakfast where our students joined church, business and community leaders from the Illawarra to pray for our region. This was a great initiative to be involved in and our students took a lead role on the day. Internally, at Cedars, we took some time to pray as a College for our Year 12 students as they began their study for their HSC examinations. It was a special moment that gathered the College together for the same purpose and was a great encouragement to our senior students.

In 2019, we continued our camp program which is such an important part of establishing the

culture of our College each year. Students bond with each other and their teachers and they really do set our students up for a year of success at Cedars.

Finally, our POOCH and Second Steps programs have become embedded into our practice at Cedars. These programs are designed to assist students by giving them the skills, tools and language to problem-solve and manage challenging social interactions or just problems they encounter in their day to day lives.

These initiatives at Cedars complement the curriculum being taught in the classroom and are just as important as literacy and numeracy and lay the foundation for student and community success.



# Parents, Students and Teachers Satisfaction

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 College community and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs. For example, feedback from students on their levels of engagement in iAcademy led to some changes to that program throughout the year. Feedback from students prior to the student leadership elections also allowed for some adjustments to the process to ensure everyone's voice was heard.

Our online Learning Management System 'C-Hub' allows parents, students and teachers access to resources, assignments, homework, class notes and other information at any time of day. Teachers, students and parents can communicate freely, and this has allowed for timely and useful feedback for all involved. Our anti-bullying page on C-Hub has given students an anonymous method of reporting social issues amongst the student body which have been swiftly acted on and this has had a positive impact on the culture of the College.

All teaching staff were involved in Peer Coaching and Mentoring programs in 2019. This enabled them to obtain clear and immediate feedback from colleagues and leaders about aspects of their teaching that they identified as goal areas. These mentoring and coaching conversations were open, honest and allowed for authentic communication on performance, satisfaction and planning for the future.

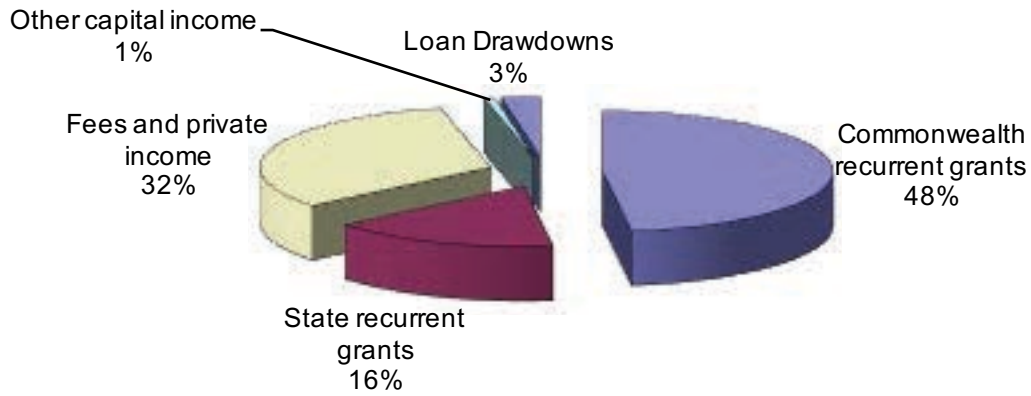
The monthly Parents and Friends Association meetings are an effective way to gain feedback from the parent community. These are well attended and parents have the opportunity to raise questions for the Principal and participate in guiding the direction of the College through providing their thoughts and concerns on projects and policies.

Students are able to share their feedback to teachers daily in class, via email to teachers, through the student leadership program as Captains and leaders articulate student concerns to executive staff or College Chaplain.

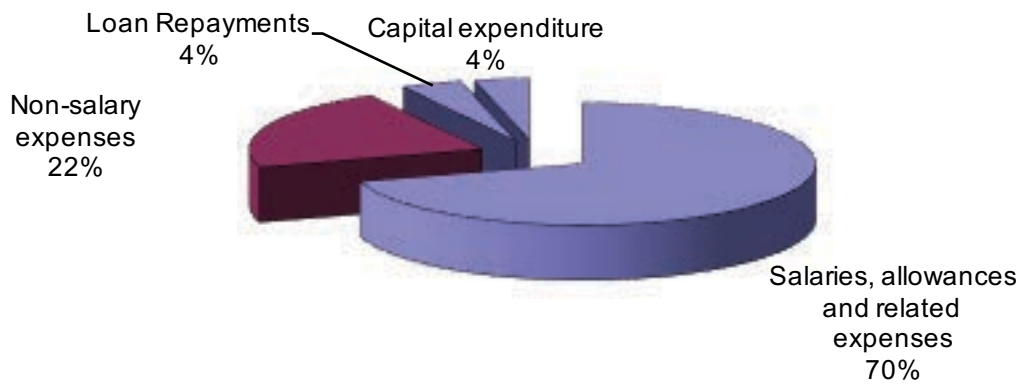
We are committed to providing opportunities to monitor the satisfaction levels of our College community and foster ongoing feedback.

# Financial Information

## Recurrent/Capital Income



## Recurrent/Capital Expenditure



*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*



