



Annual Report 2024.



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Information about Cedars Christian College.

Who We Are

Cedars Christian College is a vibrant and innovative learning community that is dedicated to leading your child forward throughout the most important years of their life.

Cedars is a Prep to Year 12 school with approximately 800 students 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.

College Governance

The Board of Directors are a group of professionals who volunteer their skills and experience to govern the College. They are all committed Christians with strong links to their local church and the Cedars community. The Board of Directors are appointed by the College Members and President. The Board of Directors work with the Principal to develop and implement the College Strategic Plan, ensuring the ongoing success of the College.

Cedars Christian College is a ministry of Lighthouse, its founding Church. The Senior Leader of Lighthouse is the College President; however there is a strong focus to remain a multi-denominational school.

Our Strategic Plan.

The Governance Board and the College Executive will ensure the school is administered in a way that is consistent with the Mission, Vision and Values approved by the Directors. Achieving the Strategic Direction will involve working towards the following goals:

Christian Spiritual Formation

- The College has strategic and purposeful programs and initiatives that seek to provide opportunity for students to encounter Jesus.
- The College provides regular and purposeful opportunity to experience and connect with Jesus through worship, in community and through acts of service.
- The College provides learning opportunities that prepare students to think critically about culture and make Biblically informed life decisions.
- The College provides learning opportunities focused on how the Bible speaks to our contemporary culture, and how they can embody the Kingdom of God in their individual lives.
- The College strategically provides opportunity, through purposeful Biblical literacy instruction, for students to understand how vocation is central to God's mission in the world.

Teaching and Learning

- The College has a pedagogical framework that is framed by a Biblical worldview, capturing the specifics of effective teaching and learning, directly linked to improvement in student learning outcomes.
- Teachers engage in continuous reflection, using relevant data and feedback from students, in order to modify and improve teaching and learning practices.
- The learning environment engages the intellectual, emotional, relational and spiritual dimensions of learning.
- Teacher planning is collaborative and encompasses knowledge development and understanding, relevant skills, thinking processes, attitudes and behaviours, rather than just content delivery.
- Planning is informed by a variety of assessment data, identifying and implementing personalised learning opportunities.
- The school has a clear strategy to train and develop future teachers for Christian Education for Cedars and beyond.

Leadership

- The College Board is a model of best practice governance in constitution, structure, membership, and development and monitoring of policies and processes to guide its operations.
- The College has a Building Master Plan driven by educational ideas and needs, school values and future strategic direction.
- The College Leaders demonstrate deep knowledge of current evidence-based teaching and learning theories, and support implementation across the College.
- The College has a recruitment, selection and induction process that ensures recruitment of high-quality teachers who have a personal Christian faith and a strong commitment to the Christian beliefs and ethos of the College.
- The College has a clear path for leadership development and opportunities, including formal positional advancement, as well as encouraging and supporting formal further education opportunities.



Organisational Culture

- College Leaders are seen as supportive, have a caring approach, can be relied upon, understand the complexity of schools and teaching, and communicate effectively.
- Staff know and understand the vision of the school, have role clarity through a strong sense of direction and purpose, facilitated by an effective induction process for all incoming staff and regular promotion of the vision in all school forums.
- Staff commit to the goals and strategies that are implemented to achieve the vision and understand what is expected and required of them in the achievement of the vision.
- Staff have a strong sense of togetherness, with Christian shared values and goals, and are of common agreement to the core purposes of the College.
- Staff receive regular, relevant and actionable feedback on how they are fulfilling their roles. This feedback is through both formal and informal processes.
- There is purposeful and ongoing opportunity for professional growth and development, providing opportunity for all staff to learn, grow, flourish, and be celebrated.

Wellbeing

- The College has whole school student wellbeing approaches in improving student wellbeing outcomes and academic performance.
- The College wellbeing interventions have a robust evidence base.
- Meaningful engagement opportunities with families are a regular part of the calendar.
- Meaningful opportunities for student voice and engagement are sought.

Community

- The College views parents and other family members as key partners in the education journey of students, and as such covenant with parents to positively influence their children.
- The College partners with relevant local, state, national and global organisations to improve student learning opportunities and outcomes.
- The College plans learning opportunities that connect students to the local, national and global community, including with a strategic missional purposefulness.
- The College provides accessible opportunities for student voices in school-related decision making.
- Teachers see it as their life calling to provide a learning environment that leads to students feeling connected at school, and to identify and care for those students who don't.

Message from the College President.



“

It is a pleasure of mine to serve the Cedars community as the President on behalf of the leadership team at Lighthouse.

I want to say a huge congratulations to all the staff, students, and College community for an incredible 2024. I want to give a special thanks to Steve Walton who continues to lead Cedars well as College Principal. Thank you to the Executive Leadership Team, the Board, and the College Members for enabling the school to be able to keep moving forward in educating the generation of today. On behalf of all the Senior Leadership Team, I also want to thank Julie Cochrane for her 20 years of service to the College and wish her all the best in her future endeavours.

I understand at times 2024 had its challenges and trials, as well as great success and joy, all wrapped into one year. I want to commend the College for its consistent perseverance in the face of cost-of-living pressures on families and an ongoing discussion around religious freedoms and how it may affect the College.

How the College, the staff and parents have worked together reminds me of the apostle Paul's encouragement from 1 Corinthians 3:6-9 (NLT)

“I planted the seed in your hearts, and Apollos watered it, but it was God who made it grow. It's not important who does the planting, or who does the watering. What's important is that God makes the seed grow.”

As we continue this important partnership into the future, I want to invite us all into a deeper trust that God has got this and to stay true to the lane God has called us into at Cedars. I believe the true impact of the College's influence in a student's life may never be seen in full

but what is evident is there is a faith community that is dedicated to seeding encouragement, hope and service into the next generation within a great environment for God to grow and transform lives!

It is with great pride that as I look across the College when on-site, on social media or stories from newsletters and assemblies, it is apparent that school is a vibrant place to be. From the incredible music performances at assemblies, graduating our first teacher trainee cohort, sporting teams representing the College or students having fun together at the Book Parade – the College fosters a strong sense of belonging, making it a place where students truly want to be.

As both a parent and a leader at Cedars I have loved listening to and having conversations with many parents, students, staff, and community on their personal perspectives right across the breadth of Cedars.

It has been an incredible privilege to be the Cedars College President for the last couple of years and it is with excitement that I now get to support Elyse Flaherty to take on the President role for the future! Elyse's voice, thinking and heart is what is needed for the College at this time and I wish her all the best in this leadership role from 2025 and beyond.

Josh Hammann

College President

Message from the Board Chair.



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2024 was another successful year for Cedars Christian College. We achieved a key milestone with the launch of Cedars ASPIRE and exceeded our financial expectations despite increased economic pressures on families.

The Board welcomed new directors in Bryn Sewell and Mark Jones, both bringing their professional expertise and long-term connection with the Cedars community. We farewelled Lachlan Walker from the Board who had served as a Director at Cedars for 12 years, and as the Chair of Property and Development Committee – we are enormously grateful to Lachlan for his service and dedication over his lengthy tenure. Additionally, Cedars farewelled Deputy Principal Julie Cochrane at the end of 2024. Julie had worked at Cedars for 20 years, including the past decade as Deputy Principal, often engaging with myself and the Board when in an acting-Principal role, and has left a wonderful legacy on the culture and professionalism of Cedars.

Some of my personal highlights from 2024 include:

- The commencement of Cedars ASPIRE as a small school designed to support children with intellectual disabilities and autism
- Financial surplus in 2024 that was higher than budgeted, which was only achieved through the disciplined and diligent work of the Cedars

Executive Team who navigated both internal and external economic challenges. This wonderful outcome was in part a result of a broader financial framework that has moved the College into a position of financial stability.

- Achieving a goal of having the current ratio financial metric (inclusive of staff long service leave provision) at a value of higher than 1. While one metric alone does not give the full financial picture of Cedars financial health, it does represent one milestone in a journey towards financial fitness that has been an ongoing long-term goal.

As always, I must extend my gratitude to the Cedars Board and associated committees, Principal Steve Walton, Business Manager Michael Ramsey, and the Cedars Members for their unwavering support. Once again it has been my privilege to lead the Cedars Christian College Board in 2024, and I look forward to the many exciting initiatives in the year ahead.

Michael Eyb

Cedars Board Chair

Message from the Principal.



“

2024 has been a year of remarkable growth and achievement for Cedars Christian College.

Through the dedication of our staff, students, and community, we have made significant progress across key areas, strengthening our mission to develop Christ-centred character and excellence in education.

Highlights from this year include the successful partnership with Cedars Christian College – ASPIRE in its first year of operation. The successful grant application for \$1.1M to go towards a purpose build facility for ASPIRE is also another highlight and came through meticulous planning and strategic intent. We are keen to see this partnership grow as we move forward together. 2024 was a significant year in the political landscape and Cedars Leaders played a significant role in advocating for Christian education through the ‘My Christian School’ Movement. Late in the year we were approached by The Quality Teaching Academy out of Newcastle University to be an ambassador for their program. After 5 years of engagement and success this is a wonderful acknowledgement of the work of our teachers and their desire to continually improve together. These milestones reflect the strength of our vision and the faithfulness of God as we continue to equip students for a purposeful future.

I would like to extend my sincere thanks to our Board of Directors for their wisdom and strategic leadership, to our staff for their unwavering commitment to excellence, to our parents for their partnership and trust, and to our students for their enthusiasm and resilience. Your contributions have been instrumental in making this year a success.

Our 3 year Strategic Plan has 6 goal areas. Here are some of the projects and progress towards improvements in these areas:



Goal Area 1:

Christian Spiritual Formation

Cedars remains committed to nurturing students’ spiritual growth and strengthening their faith foundation. In 2024:

- The Christian Spiritual Framework was completed and made available on the College website, with staff receiving comprehensive training to embed it into school life.
- Cedars played an important role in advocating for the protection of Christian education by supporting the ‘My Christian School’ Movement, which seeks to safeguard the rights of faith-based schools to operate in alignment with their values.

These initiatives have reinforced the College’s commitment to fostering a Christ-centred culture where faith and learning intersect.

Message from the Principal.



Goal Area 2:

Teaching and Learning

Our focus on improving teaching quality and student outcomes remained strong throughout 2024:

- Quality Teaching Rounds provided teachers with opportunities to engage in collaborative professional development, improving instructional practices and student engagement.
- Enhancements to Assessment and Reporting processes ensured greater consistency and transparency in tracking student progress and communicating outcomes to families.
- Staff and parents benefited from the Bonsai Child Workshop led by Psychologist Judith Locke, which focused on building resilience and encouraging positive parenting strategies.

These strategies have supported the creation of a more reflective and effective learning environment.



Goal Area 3:

Leadership

2024 was a year of strategic leadership growth and renewal:

- A new Executive Staff Model was introduced, streamlining leadership structures and improving communication by reporting to the Senior Executive via the Deputy Principal.
- Head of School Training through the ASPIRE and Core programs equipped leaders with the skills to manage complexity and lead with vision.
- The Principal's Sabbatical provided valuable time for reflection and strategic planning, ensuring long-term stability and visionary leadership.
- The successful first year of operation for ASPIRE marks a significant milestone, providing specialised education catering for students with intellectual impairment and/or Autism Spectrum Disorder.



Goal Area 4:

Organisational Culture

Fostering a strong and unified culture remained central to the College's success in 2024:

- The Cedars Strong Program provided targeted support for Middle Leaders through small group sessions, enhancing leadership capacity and team cohesion.
- A structured Induction Program ensured that new staff were well-supported and integrated into the College's culture.

Message from the Principal.



Goal Area 5:

Community

Strengthening community connections remained a key focus:

- The Parents and Friends Model was re-launched, increasing parent engagement and fostering stronger relationships between families and the College.
- A significant investment in Performing Arts resulted in increased student participation and community involvement, with performances and showcases drawing wider attention and support.
- The Bonsai Child Workshop provided valuable tools to parents and staff, reinforcing a shared commitment to student wellbeing and resilience.



Goal Area 6:

Wellbeing

Student and staff wellbeing remained a high priority:

- Cedars participated in the Flourishing in Christian Schools Survey (conducted with CSA and Harvard University), gaining valuable insights into the emotional and spiritual health of the College community.
- Data from the 2023 survey informed targeted strategies to support student resilience and mental health.

Looking Ahead

Cedars Christian College reflects with gratitude on the achievements of 2024. The successful BGA Grant, the first year of ASPIRE, our role in advocating for Christian education, and the acknowledgement from the Quality Teaching Academy highlight the strength and unity of our community. As we move into 2025, Cedars remains committed to building on this foundation, providing students with an environment where they can grow academically, spiritually, and personally.

Mr Steve Walton

Principal



College Captains and Senior Leaders.

Student involvement in leadership in Senior College consists of Year 11 Student Leaders and up to four College Captains from Year 12. A Student Leader's mission is to promote Christian values, foster greater community and develop leadership skills. A Cedars Christian College leader will promote the Christian vision and values of the College. They will seek to create connections with students, staff, parents and community which are positive and encouraging. They will seek opportunities to grow in their own character, resilience and commitment. They will welcome opportunities to serve, inspire and empower others.

Each year, Cedars appoints Senior Leaders who will spend their next year developing leadership skills as they serve their College community in a variety of ways including College events and working together with the College Captains. These young leaders are mentored by the current College Captains who meet with them regularly. They also have the opportunity to attend

external leadership training at various events throughout the year. The College Captains for each following year are selected from this group of upcoming leaders.

College Captains have a significant role as ambassadors for the College. This involves them officiating at College events, community forums and other special functions. They meet regularly with the Principal and the Chaplain, and they oversee Student Leader Meetings as appropriate. To be selected for this role, they must have demonstrated an effective involvement as a Senior Leader in Senior College. They must demonstrate an active willingness to promote the Christian faith and its values. Ideally, they demonstrate a personal commitment to Christ. College Captains gain opportunities to serve and empower other students in their captaincy roles by serving in a number of different roles within the College and representing Cedars in the community and through these, they are able to develop further as leaders and display the characteristics valued in Cedars students.

2025 College Captains.

What they love about Cedars and their aspirations as Captains:



Josiah Clifford

Having been a student at Cedars for 13 years, Josiah deeply appreciates the loving relationships, supportive teachers, and strong sense of community that define his school experience. As College Captain, Josiah is driven by a desire to help his fellow students grow, flourish, and find their unique paths. He hopes to give back to the school that has nurtured him, encouraging others to make the most of their time at Cedars and carry forward the values that have shaped his own journey.

Chante Boshoff

In her six years at Cedars, Chante has found inspiration in the College's faith-driven environment and the opportunities it provides for both spiritual and educational growth. As a College Captain, Chante aspires to serve her peers with dedication, uphold the core goals and values of the College, and give back to a community that has richly blessed her. She sees this role as a chance to lead by example, offering her support to students as they pursue their own faith and academic journeys.



Fiona Seymour

After 13 years at Cedars, Fiona has come to cherish the God-centred atmosphere, the strong support network, and the lasting friendships she has formed. As College Captain, Fiona aims to be a positive role model, serving her peers with compassion and encouragement. She hopes to create an environment where every student feels valued and supported, reflecting the same kindness and connection she has experienced throughout her time at Cedars.

Abel Finny

With 11 years at Cedars, Abel has experienced the powerful impact of spiritual growth and deepened faith. As a College Captain, Abel is committed to being a spiritual influence within the school community, leading by example and demonstrating Christian values in his everyday interactions. He hopes to inspire others to pursue a life of faith and service, creating a lasting legacy of kindness and integrity.



Our Mission, Vision and Values.



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

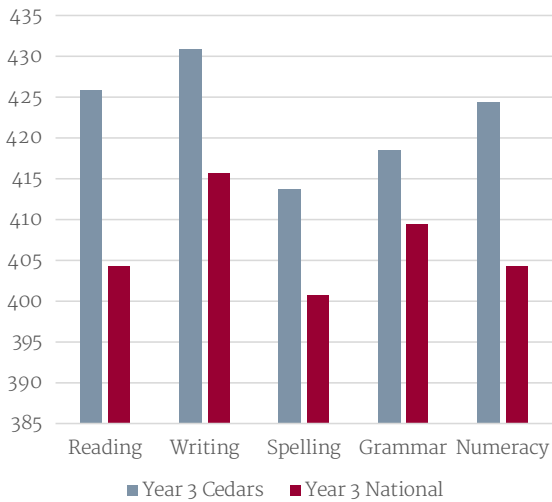
We will work together as a team. We will seek to develop trust and interdependence in our partnerships and we will submit ourselves to each other in a spirit of service. We will recognise the role of parents, the Church, and the State in the education of children. We will acknowledge and support the Christian family as the basic unit of our Christian Community and we will support them in their God given task of raising children.

Student Outcomes in Standardised National Literacy and Numeracy Testing.

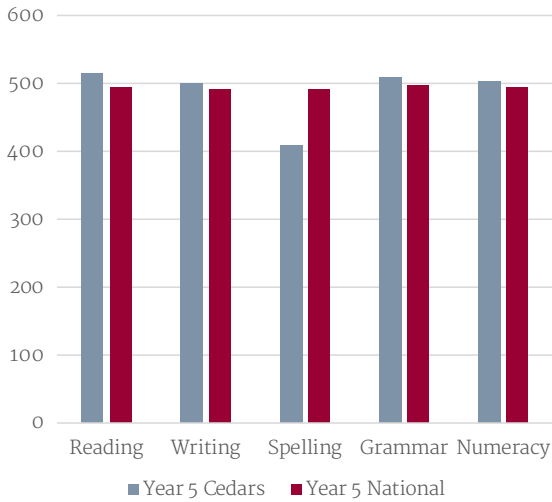
NAPLAN

Cedars students performed exceptionally well in 2024, 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.

NAPLAN Year 3



NAPLAN Year 5



The graphs above show how Cedars Christian College's 2024 results compare to all Australian students nationally.

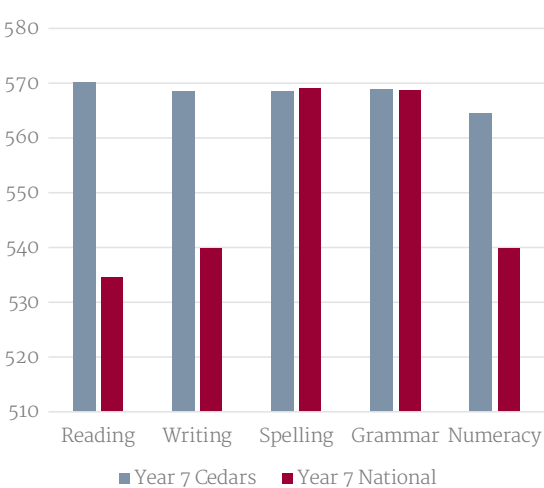


NAPLAN participation for this school is 100%

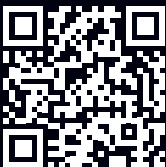
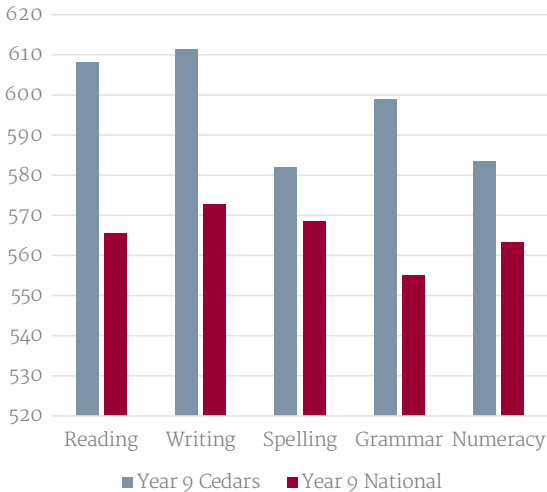


NAPLAN participation for all Australian students is 95%

NAPLAN Year 7



NAPLAN Year 9



The complete 2024 NAPLAN results are available on [My School](#)

Senior Secondary Outcomes.

Student Achievement

Record of School Achievement (ROSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades. It also lists any courses that the student is currently enrolled in at the time of leaving school.

Students are able to view and download a copy of their transcript of study at any time.

As indicated below, Year 10 students in 2024 achieved good results against state averages:



57 Students

completed Year 10
in 2024.

	A Grade %	B Grade %	C Grade %	D Grade %	E Grade %
English	16	25	46	12	0
Mathematics	11	16	42	26	5
Science	9	52	32	5	2
History	7	33	53	7	0
Geography	13	7	70	11	0
PDHPE	5	55	38	2	0

They also participated in a range of electives including Business Studies, Commerce, Food Technology, Design & Technology, Industrial Technology (Timber), Industrial Technology Multimedia, Music and Visual Arts.

Higher School Certificate (HSC)

The Cedars Christian College community congratulates the 2024 Higher School Certificate class.

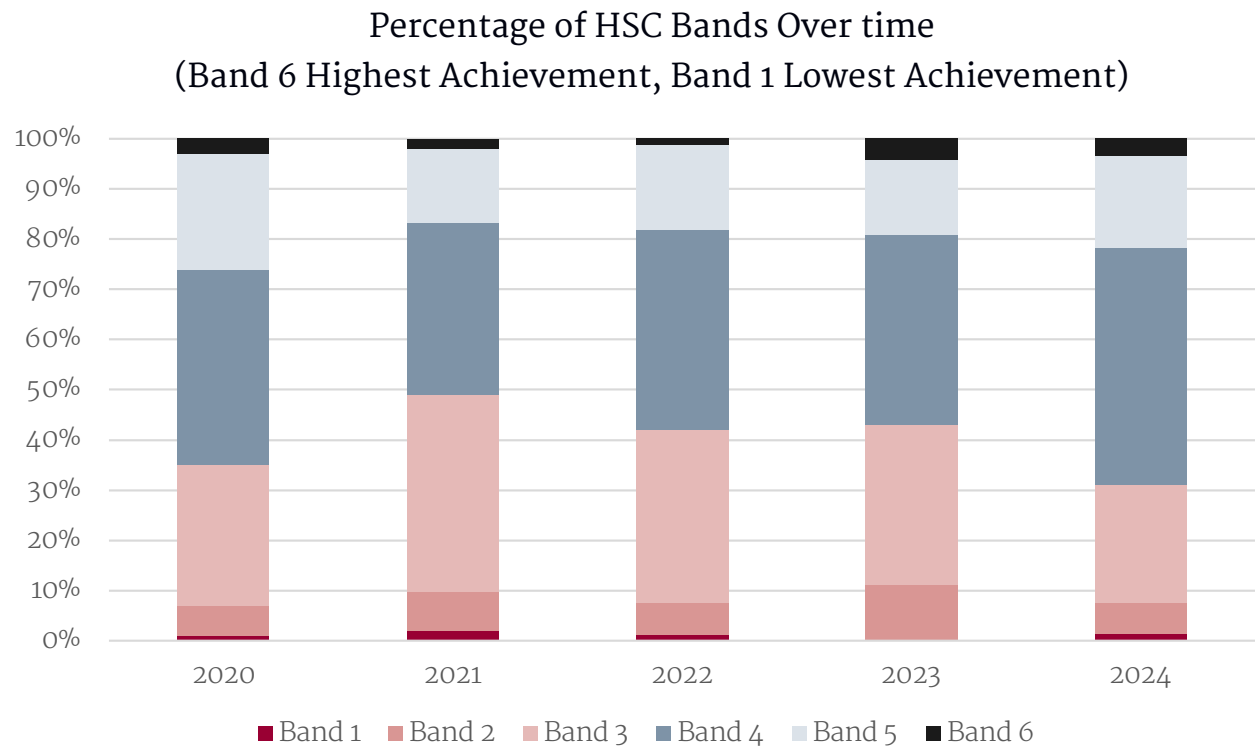
There are many whole group and individual achievements this year and yet again our students have represented themselves and the College well.

In 2024, 48 students sat for the NSW Higher School Certificate in 20 courses. Students received scores in the top 3 bands with 60% of our 226 results falling into that same category, which is a great result for the cohort.

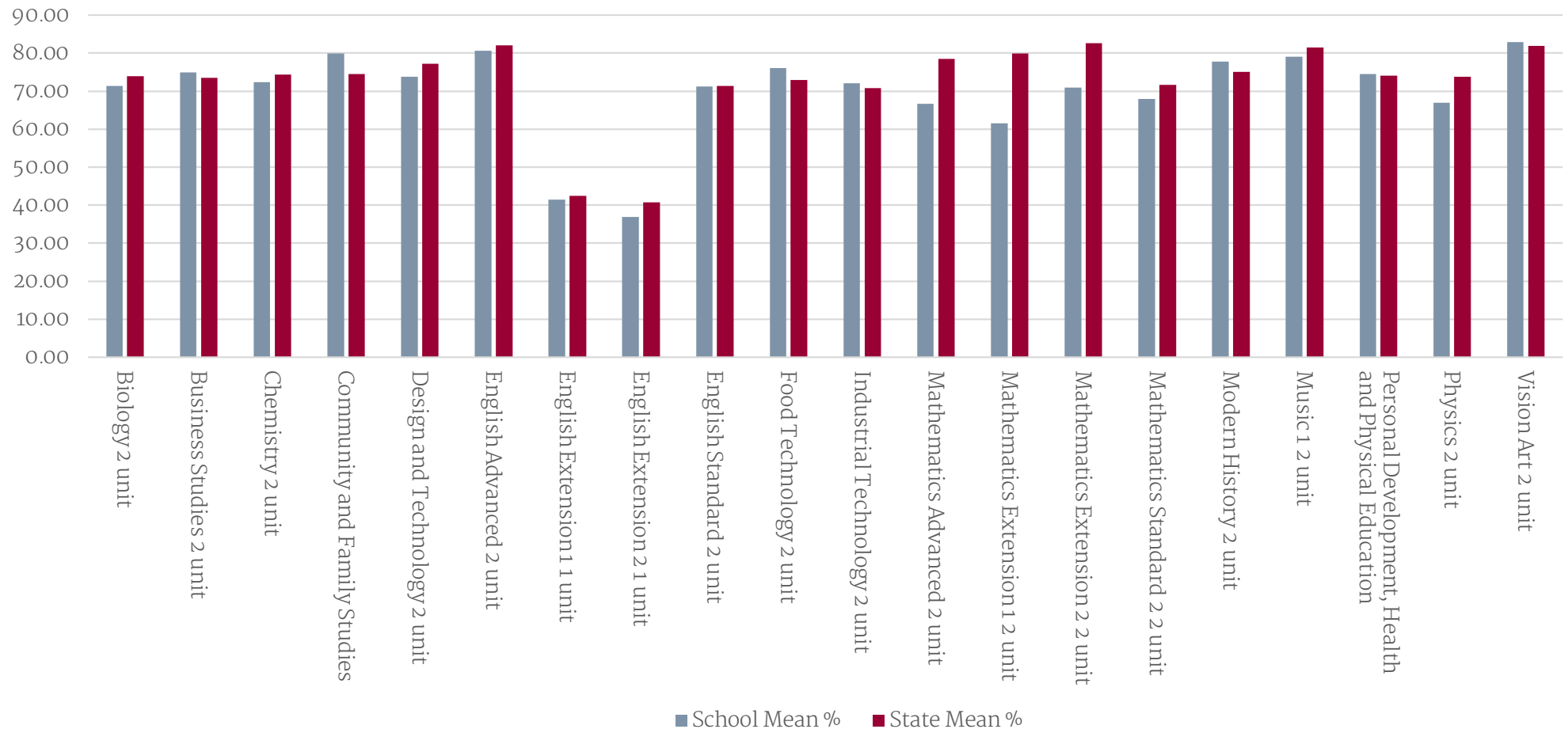
A special congratulations to our students who received Band 6 results (greater than 90%) in Music 1, Maths, English and Visual Arts.

This year, the highest ATAR was 97.65

HSC Results Over Time			
Year	Number of Examinations	Number of Examination Results in Top 3 Bands	Percentage of Results in Top 3 Bands
2020	126	82	65%
2021	131	67	51%
2022	131	92	58%
2023	216	123	58%
2024	226	139	62%



2024 Higher School Certificate Results.





Post School Destinations.

The 2024 graduates from Cedars Christian College will pursue further study and careers in the following areas.

Business	Acting
Creative Arts	Nursing
Construction	Psychology
Education	Science
Engineering	Employment
Medical and Health Science	Musical Theatre
Missions Work	TAFE/ Apprenticeship
Computer Science and Technology	

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

Teacher Accreditation for Primary School in 2024.

Teacher Professional Learning

Description of learning activity	No of staff Participating
QT Rounds	4 Rounds in Primary – 12 Staff Members 1 Primary staff member joined cross school rounds
QT Academy Professional Learning in July PL Week – Enhancing Quality Teaching Assessment Practice	27 Primary Staff Members
QT Rounds Workshop	1 Primary Teacher
QTiP Conference 2024	1 Primary Teacher
GERRIC MiniCOGE (Certificate of Gifted Education with University of NSW)	6 Primary Teacher
AISNSW Educational Leaders Conference 2024 – It’s about Time	1 Primary Teacher
AIS Aboriginal and Torres Straight Islander Perspectives in the P-6 Classroom – Blended Learning Experience	3 Primary Staff Members
AIS Proactive and Responsive Approaches to Behaviour	9 Learning and Wellbeing Aides 28 Primary Teachers
AIS Neurodiversity	8 Learning and Wellbeing Aides 29 Primary Teachers

Description of learning activity	No of staff Participating
IPSHA NSW Music Umbrella Group Meeting – Transforming Education through Music	2
IPSHA NSW Gifted & Talented Umbrella Group Meeting – Building resilience in gifted individuals	3
IPSHA NSW Learning Support Umbrella Group Meeting A whole school approach to Learning Support	1
IPSHA NSW K-2 Umbrella Group Meeting – Dealing with Autism and Anxiety in Children in K-2	1
IPSHA NSW Student Wellbeing Umbrella Group Meeting – Supporting students in distress; 3 strategies and 3 traps	2
IPSHA NSW Curriculum Coordinators & Deputies Umbrella Group Meeting – Session 1: Empower Educators: Establishing a Wellbeing Foundation Session 2: Empower Your Resilience and Navigate Boundaries for You and Your Teams Session 3: Embrace Your Energy Engine Session 4: Fostering Collaborative Team Dynamics	2
IPSHA Branch Meeting and Biennial General Meeting – Professional Development Sessions with Tracey Ezard (author of Ferocious Warmth)	1
IPSHA Art Umbrella Group – The World of Watercolour and Creative Drawing	1
IPSHA Stage 2 to 3 Umbrella Group – Reading Instruction Explicit Connections	2
IPSHA Curriculum Coordinators Umbrella Group – Explicit Instruction and the Science of Writing	1
IPSHA K-2 Umbrella Group – Learner Agency: Creating students who make a difference in the World	3
TODDLE School Leaders Meetup: Forge connections, drive innovation	1
CSA Step up Training Course for Middle Leaders	1
NAPLAN Training for Test administrators	5

Description of learning activity	No of staff Participating
IPSHA Learning Support Umbrella Meeting – Teaching Maths to students with Dyscalculia	5
IPSHA Art Umbrella Group – Creative Threads: Innovative, Achievable and Engaging Strategies in Primary Art Lessons	1
IPSHA Student Wellbeing Umbrella group – Student Voice	1
IPSHA Stage 2 and Stage 3 Umbrella Group – Differentiated Instruction in Mathematics	2
IPSHA Stage 2 and Stage 3 Umbrella Group – Differentiated Instruction in Mathematics	2
IPSHA Curriculum Coordinators Umbrella Group – Insights into the new K-6 Science and Technologies Curriculum	1
IPSHA Diverse Learning Umbrella Group – Evidence Based strategies to help create inclusive education environments for autistic students	25

Learning and Wellbeing Aides have had access to Australian Teacher Aide Professional Learning. Throughout the year as well as engaging in areas of interest they have used the online learning platform to engage in Professional Learning to support students with specific learning needs and providing Mathematical support in the classroom. This has been an opportunity to continue to upskill our Support Staff as they engage with the increasing learning needs of our students.

Teacher Accreditation

By the end of the year, our Primary Teachers achieved the following Levels of Accreditation:

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	28



Professional Learning and Accreditation for Secondary Staff in 2024.

Professional Learning

In 2024, our educators engaged in a comprehensive professional learning program to enhance their skills, uphold standards, and ensure a safe and supportive environment for students. Training focused on key compliance areas, including Student Duty of Care, Child Safe Program, Confidentiality, Social Media, Complaints Handling, Internal Grievance Resolution, Privacy Program, Whistleblower Program, Work Health & Safety, and more. These sessions reinforced our commitment to maintaining best practices in education, fostering a culture of responsibility, and ensuring compliance with evolving

policies and regulations. Our dedication to continuous learning ensures that our teachers remain well-equipped to support student wellbeing and uphold the highest professional standards.

Our partnership with Appellon was continued, ensuring all Cedars staff participated in the Work-Rite program. Through regular online training prompts, staff gained valuable insights into effective work practices and were encouraged to engage in self-reflection to integrate these learnings into their daily routines. The College Executive Team participate in Appellon Lead-Rite Program.

Our commitment to supporting the vision and mission of Christian School's Australia saw the Senior Executive engage in the National Policy Forum in Canberra. Similarly, key leaders within the College participated in the CSA National Leadership Symposium and selected staff took part in the CSA NSW/ACT State Conference.

Below is a summary of the professional learning activities that were undertaken by Cedars staff in 2024;

Description of learning activity	No of staff Participating
Compliance Training and Policy Reviews – Student Duty of Care, Child Safe Program, Confidentiality, Social Media, Complaints Handling, Internal Grievance Resolution, Privacy Program, Whistleblower Program, Work Health & Safety	34
Illawarra and South Coast Teacher Librarian Association AGM	1
St Philip's Teaching School Launch Week	7
ICAN Meetings Wollongong Tafe Campus	1
QT Foundations Course	4
QT Foundational Workshop – Online	1
Cedars Flame	20
Middle Leaders Breakfast	15
CSSA – St George Christian School	1
IPSHA NSW Curriculum Coordinators & Deputies Umbrella	1
Designing Year 11 HMS Unit plans	1
Teaching School Symposium	8
CSA Flame	1
Flexibility in the Education Workspace	1

Description of learning activity	No of staff Participating
CSA Senior Leaders Institute	2
LawSense School Sports Law 2024	1
Drama NSW State Conference 2024	1
LawSense School Excursions, Camps and Trips	2
AIS Optimising Learning Harnessing technology in the library	1
ISLA Connected Library Conference	3
Testing Times ETA PL Seminars	1
TASS on Tour	1
Planning and Implementation for new Music 7-10 Syllabus	2
LawSense Dealing with Difficult Parents	2
LawSense Transgender and Gender Fluidity in Schools Update	2
School Tour taste of the world Liverpool	1
Using ChatGPT for Assessment Design in Secondary Classroom	1
The Empowered Educator Teacher Librarians Leading Collaborative Learning	2
Horizons ETA Annual Conference	1
Digital Technologies Upskill	1

Teacher Accreditation

Below is a summary of our Teaching Accreditation in 2024

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	1
Proficient Teacher	29

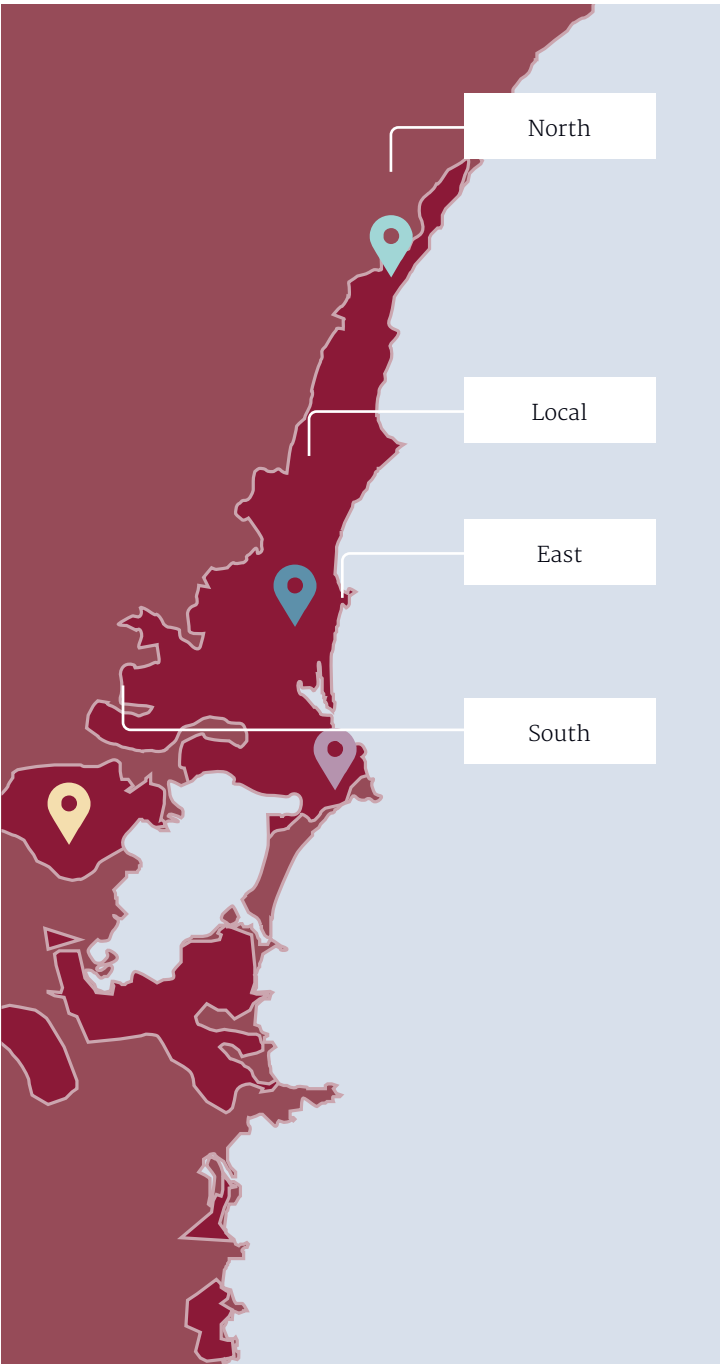


Student Attendance and Retention Rates.

The College began the 2024 academic year with a student population of 763 with 83 of those being Prep students. All groups were double streamed with the exception of Kindergarten, Year 1 and Year 2 which were all triple streamed.

The table below gives us the student numbers by Year group as at August 2024, K-12 total 681.

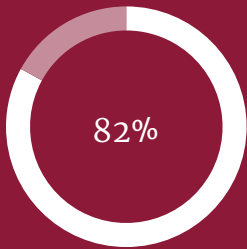
Year Group	2024 Student Numbers
Prep	86
K	53
1	56
2	56
3	52
4	52
5	56
6	54
7	58
8	54
9	46
10	56
11	40
12	48





Our enrolments draw from the following areas:

Drawing Areas	2020	2021	2022	2023	2024
Local: Farmborough Heights, Unanderra, Cordeaux Heights, Figtree and Berkeley	45%	45%	45%	45%	42%
South: Horsley, Dapto, Albion Park, Blackbutt, Shellharbour, Barrack Heights, Oak Flats, Kiama, Stream Hill, and Southern Highlands	30%	28%	29%	30%	33%
East: Lake Heights, Warrawong, Kemblawarra, Warilla, Primbee and Port Kembla	6%	6%	6%	6%	6%
North: Wollongong, Mangerton, Coniston, Mt Ousley, Balgownie, Fairy Meadow, Woonona, Corrimal, Bulli and Austinmer	19%	20%	20%	19%	19%



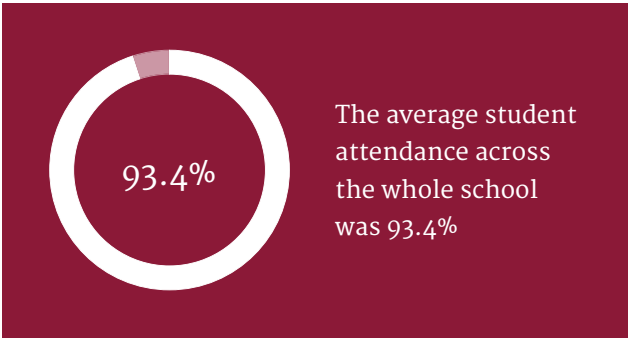
Retention Rates

Of the 57 students who completed Year 10 in 2022, 82% went on to achieve their HSC in 2024 at Cedars Christian College.

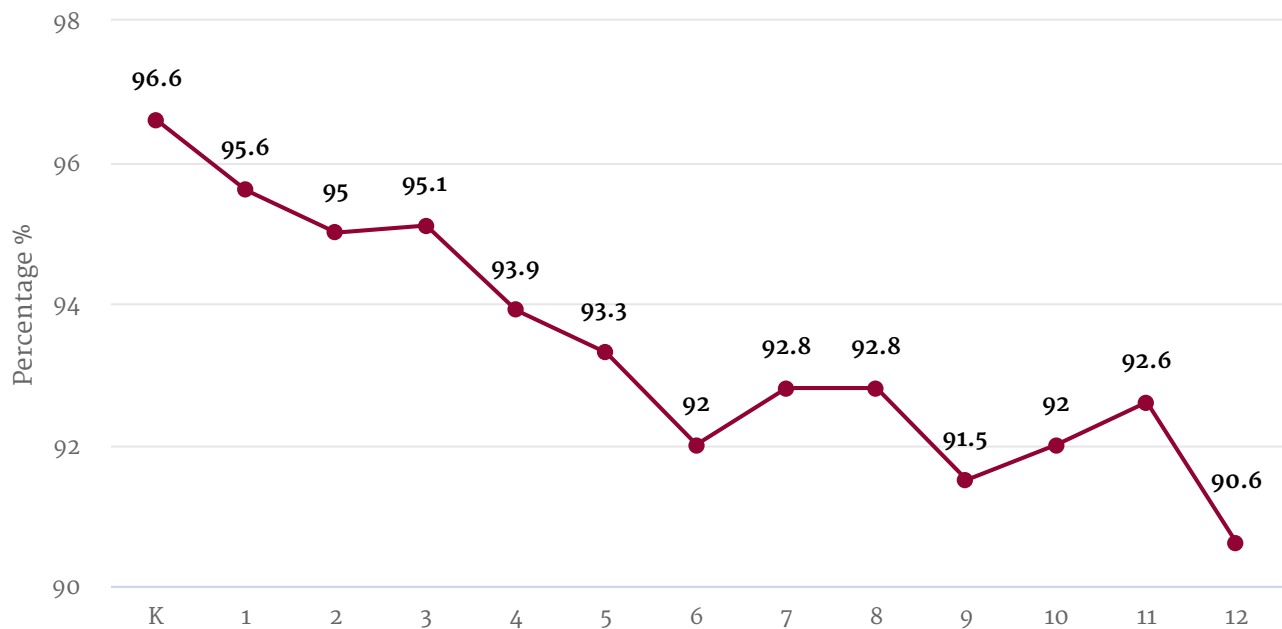
Attendance

In 2024, our school experienced an increase in attendance rates compared to 2023, reflecting higher levels of student engagement. This improvement is likely due to greater awareness among parents regarding the importance of school attendance, as well as the College’s enhanced focus on student well-being and support.

Attendance rates for each year group in 2024 are as follows:



2024 Attendance Rate



Management of Student Non-attendance

The College has implemented the following systems and procedures to follow up on unexplained absences:

- Where an absence has not been explained by 10:30am a text message is sent to the student’s parents/guardians notifying them of the absence and requesting them to immediately contact the College.
- Where parents/guardians repeatedly fail to inform the College of absences the Coordinator will contact them directly to seek an explanation and to remind them of their obligation to report absences.
- All information in relation to unsatisfactory attendance is recorded on TASS, and information with respect to attendance is provided in each student’s College Report.



School Policies 2024.

The following school policies are publicly available on the [website](#)



[Enrolment Policy](#)



[Child Protection Policy](#)



[Anti-Bullying Policy](#)



[Discipline Policy](#)



[Complaints Policy](#)



[Procedures for Handling
Allegations of Staff Misconduct
and Reportable Conduct](#)



[Annual Reports](#)

Parents, Students and Staff Satisfaction.

Satisfaction among parents, teachers, and students is continuously monitored through various methods. Parents are encouraged to share their feedback via formal and informal meetings, as well as interviews. Additionally, surveys conducted within the College community provide valuable insights that help shape new initiatives while reinforcing the impact of existing programs.

Our online Learning Management System, C-Hub, offers 24/7 access to essential resources, including assignments, class notes, and important updates for parents, students, and teachers. This platform fosters open communication, enabling timely and constructive feedback. Notably, our anti-bullying page on C-Hub provides students with a confidential way to report social issues, ensuring swift and appropriate action.

Students can express their feedback through multiple channels, such as in-class discussions, email correspondence with teachers, and participation in the Student Leadership Program. Through this program, Student Leaders relay concerns to Executive staff or the College Chaplain, promoting a culture of inclusivity and responsiveness.



We are committed to continuously evaluating satisfaction levels within our College community and refining feedback mechanisms to enhance communication.

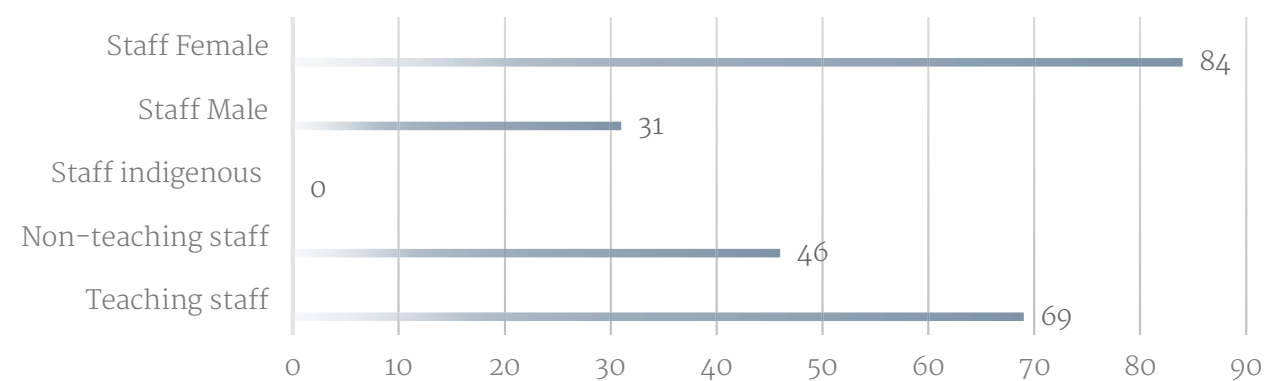
To support this, Cedars utilises complaint-handling software that streamlines the resolution of both internal and external concerns efficiently.

Furthermore, our 'Cedars Strong' school culture program, now in its third year, has introduced an innovative feedback initiative aligned with our shared signature behaviour. Staff can easily provide feedback to each other and the College by scanning a QR code or clicking a link. The overwhelmingly positive response to this initiative highlights its effectiveness in fostering a supportive and collaborative environment.

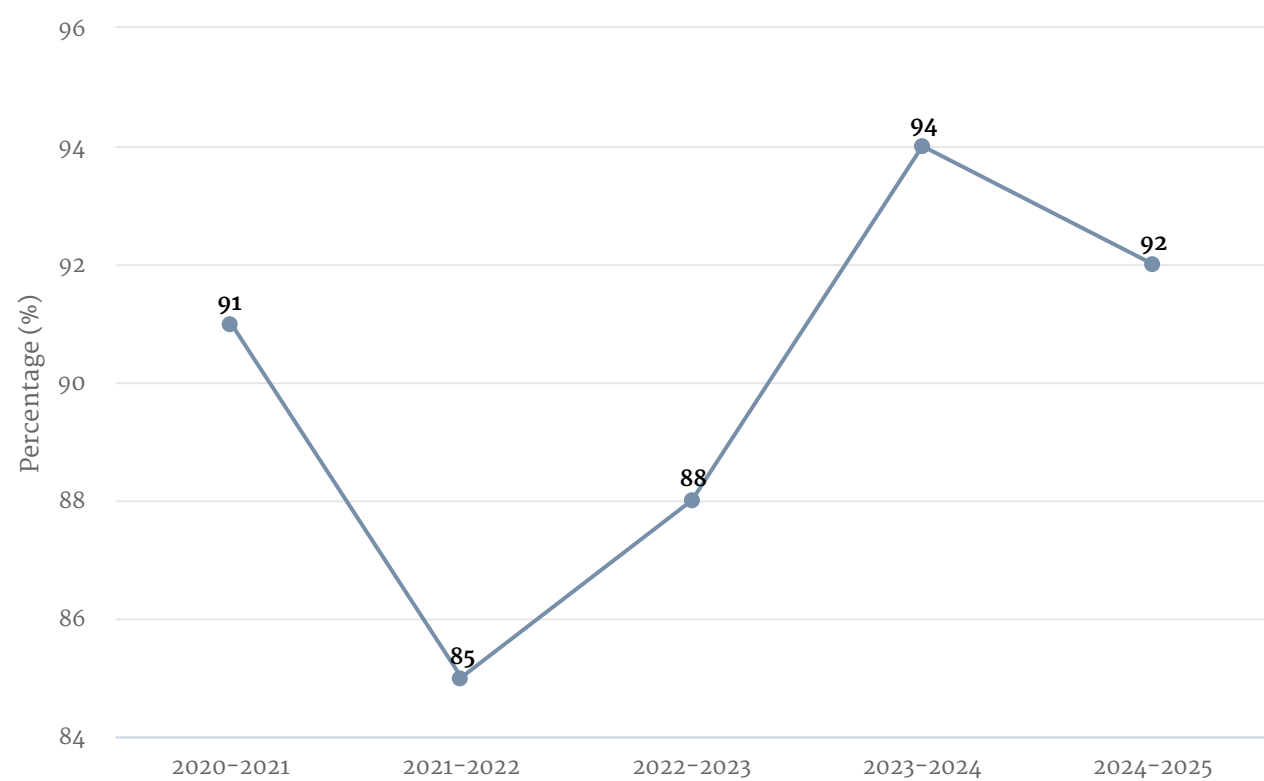


Workforce Composition.

Staff Composition

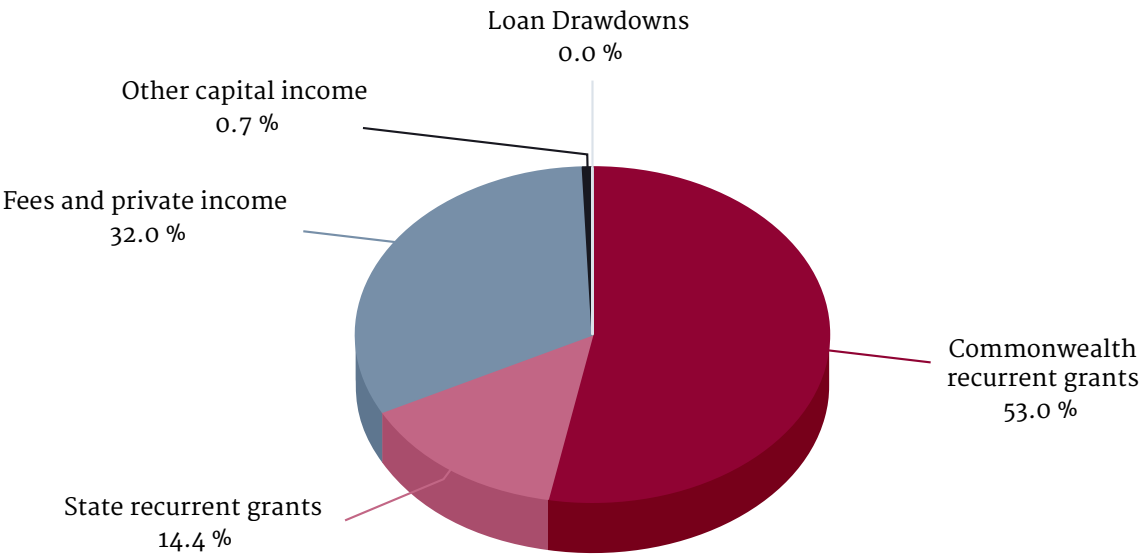


The Rate of Staff Retention

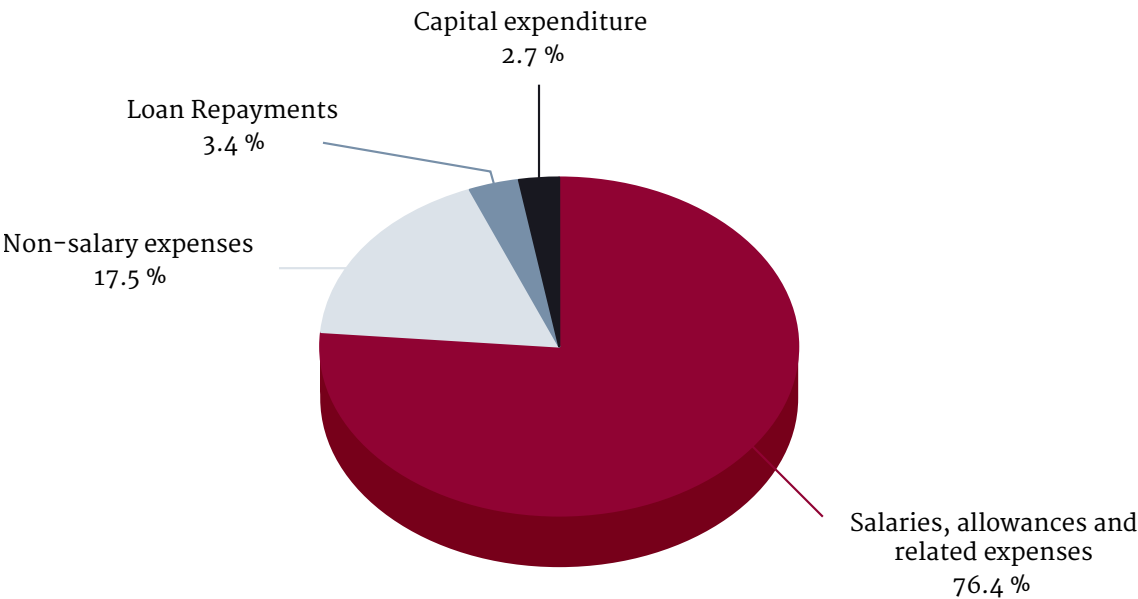


Summary of Financial Information.

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



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