



Annual Report 2015



INTRODUCTION

Cedars Christian College is a vibrant and progressive 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 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

Message from the Chairman

"Since, then, you have been raised with Christ, set your hearts on things above, where Christ is, seated at the right hand of God. Set your minds on things above, not earthly things. For you died and your life is now hidden with Christ in God. When Christ, who is your life, appears, then you will also appear with him in glory." Colossians 3:1-4

In 2015, Cedars Christian College has continued to make strong progress as an educational leader within the Illawarra Community.

The operational performance of Cedars in 2015 was of the highest quality. Under the leadership of Steve Walton, significant additions to the school fabric were made. At a practical level, the purchase of the land where Senior College sits completed a significant investment in our future. With so much of the existing site considered as 'flood affected', the purchase of this land gives us certainty in the development of future facilities. As such, the development of a multi-stage site Master Plan was able to be completed, and plans to commence the first stages in the coming year. Equally significant was the completion of the first year of our ASPECT partnership, and continued internal investment in learning support. It had been a long held vision of the Board to open up pathways to Christian education for those who need additional assistance. The traditional approach has tended to be 'build it yourself', and certainly our internal investments in this area are a key element of the strategy. But sometimes, expanded thinking is required, and the ASPECT partnership has been

an outstanding success. It is a credit to our teachers and students who have incorporated this seamlessly into our College.

Financially, 2015 was another positive year for Cedars. We have been blessed by strong financial management, overseen by Business Manager, Michael Ramsey, and 2015 was no exception. With careful budgeting, and focused attention to key variables, particularly student numbers, Cedars has achieved seven consecutive budget surplus results as we continue to focus on our long term financial security.

On so many levels, 2015 has been a great success for Cedars Christian College. Yet if we take only one thing from the past year, it would be this: The fulfilment of our purpose of 'developing leaders' is needed more than ever. Ours is not just to educate - many do that - but also to build into a generation the conviction and character required to lead in even more complicated world. We need to invest in character and confidence, in grace and humility. These are the qualities required to lead in an increasingly complex and conflicted world. It is imperative that we leave a legacy of purposefulness in all that



come through Cedars, and equip them with the skills to pursue that throughout their lives.

It has been my pleasure to serve as Board Chair in 2015, and the Board is looking ahead at another exciting year in 2016.

Michael Eyb
Cedars Board Chair

Message from the Principal



2015 was a strong year for the College with enrolment figures at the highest they have ever been and a wide variety of activities and experiences not only for the students but for the parents and staff as well.

We have continued to make IT improvements in our College, both from an infrastructure point of view as well as practice in the classroom. Our on-line Learning Management System, C-Hub, has been used quite effectively this year with many parents accessing the system as well. The implementation of C-Hub has allowed teachers and students to interact in ways previously impossible. Authentic web-based teaching is occurring and along with our new website, communication between the school and home has improved. Although C-Hub has been in operation for over 12 months now, we continue to improve its functionality and embed the use of technology into the curriculum at Cedars.

Teaching, learning and staff development are all so closely tied together. 2015 saw the completion of our

Embedding Excellence funded program through AIS. Cedars was selected to take part in this pilot program in 2014 due to the effectiveness of our strategic plan. Funding was able to be allocated to target areas of 'assessment and reporting' and 'teacher feedback', specifically in literacy. Staff have gained an extra confidence in their ability to deliver effective practices due to the work completed in this program.

Appretio, our staff development and goal setting program, facilitated meetings, discussions and observations on improvement strategies for teaching and learning. All of our individual teachers are working with this software to ensure that all of their goals flow back through to the strategic plan of the College to help us achieve our mission. The program is linked to the Australian Professional Standards for Teachers (APST) and the training associated with this has kept teaching staff fully informed about the standards associated with the teaching profession and the strong link between them and their work interacting with students, parents, the curriculum and the profession.

2015 saw an additional investment into the specialist learning and welfare needs of students. Our staffing profile in the area of Learning Support grew as we added two new Learning Support Teachers to focus on remediation as well as extension for students with additional learning needs. We also significantly increased the hours our School Psychologist is on site, added a speech therapy program to our Prep School and employed a College Nurse to assist in managing the complex medical needs and day to day care of our staff and students. All of these additions have led to a more individualised focus on the academic and health care of our students.

Forming partnerships with our community is an important part of what we do as a College as it helps our students see how they too can form connections and make a difference to others in their world. 2015 was the first full year of our partnership with ASPECT

South Coast, a school for students diagnosed with Autistic Spectrum Disorder. The year was full of wonderful opportunities to learn and grow together with some very successful integration between Cedars and ASPECT students and classes. Pastors of many of our local churches were also able to come together at the College to hear the vision of the school and explore ways to work well together in impacting the students and the wider community with a faith for God. Our 'Pop-up Café' is another great way to have parents connected into the life of the College. Run by our Chaplain and Psychologist, the café allows parents to hear about school initiatives, ask questions, connect with staff and other parents and ultimately become more engaged with their child's learning. It has been an excellent initiative that continues to be popular with the parents.

Academically, our students performed well across the school. We had a diverse group of 41 students sit the HSC with 20% of them receiving Band 6 results (equivalent to 90% or greater) in one or more of their subjects. Courses that were particularly successful this year were Music, with all students receiving marks between 89% and 98% and Ancient History with two students receiving 95%.

Although all these results are fantastic and worthy of praise, we are equally as pleased with those students who, although not in the Band 6 field, have overcome significant challenges and performed to the best of their ability. For us, the greatest results are when our students achieve not only scholastically, but also develop a strong faith in Christ, a strength of character, a sense of resilience and a bigger worldview to help them to meet life's challenges. We congratulate our students for the many ways in which they have found success this year. Whether it be academically, on the sporting field, in the arts or leading and serving in the community, our students have been exceptional role models to others and have reflected the values of the College consistently throughout the year.

It is a privilege to lead such an amazing school. I look forward to what the future holds in 2016.

Steve Walton
Principal



SCHOOL DETERMINED IMPROVEMENT TARGETS

A sample of targets and priorities achieved in 2015

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS FOR 2015
Academic Achievement	<p>Work with Professional Teaching Standards and link staff goals to standard</p> <p>Use HSC, NAPLAN, and standardised testing data to identify areas for greater focus</p>
Student Active Learning	<p>Implement extension and enrichment program in Year 6</p> <p>Investigate stage based learning in Middle School</p> <p>All Secondary students to set SMART goals for the year</p>
Student Care	<p>Provide expert care by appointing a School Nurse and increasing Psychologist hours at the College</p> <p>Introduce Form Coordinator Positions in Senior College for greater individual care of students</p>
Staff Active Learning	<p>Staff working towards whole school goals linked to the strategic plan</p> <p>Director of IT working with Junior School staff and classes to promote IT in lessons</p> <p>Continue with Embedding Excellence Project with a focus on Assessment and Moderated Marking</p>
Staff Care and Human Resources	<p>Redesign of Leadership Team structures to improve efficiency and increase opportunities for leadership</p> <p>Targeted approach to more social opportunities for staff to connect</p>
Leadership Development	<p>Mentor training for key staff with supervisory roles</p> <p>Introduce student clubs / societies to increase leadership opportunities</p> <p>Expand student leadership opportunities through Chapel and Community Service programs</p>
Strategic Communication	<p>Employ Marketing and Communications Coordinator</p> <p>Establish Brand Strategy</p> <p>Develop Marketing and Communication Strategy</p> <p>Develop New Website</p>

SCHOOL DETERMINED IMPROVEMENT TARGETS 2015 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS FOR 2015
Discipleship	Devotion theme of Identity in Christ for staff and students Targeted approach to connecting un-churched students to youth pastors and churches
Facilities and Growth	Design New Early Learning Centre Finalise purchase of the western block of land New fibre internet connection to the College allowing greater capacity of upload and download speeds Redesign Library for a more innovative approach to learning communities (plans developed)
Community Partnerships	Host a morning tea with Pastors of the Illawarra to share vision of the College and establish strong partnerships Principal and Deputy serve on committees at Christian Schools Australia Pop-up café for Parents to establish connections with Chaplain and Psychologist as well as other parents

Some targets and priorities for 2016

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS ACHIEVED IN 2014
Academic Achievement	Map student learning K-12 Develop Cedars Christian College Prep Curriculum including literacy and numeracy skills Extra period per cycle for Mathematics and English 7-10
Student Active Learning	Implement Year 7 and 8 Maths and English Team Teaching Model Extension and Learning Support integrated into classrooms with Learning Support Teachers and Aides Senior English Team Teaching Lecture / Tutorial model / Writing Workshops
Student Care	Problem-Solving / Social Skill Development K-6 Complete Primary KidsMatter

Targets and Priorities for 2016 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS ACHIEVED IN 2014
Staff Active Learning	Implement Collaborative Teacher Practice Continued C-Hub training for staff Whole staff training in peer mentoring and coaching Develop data tools for lesson observations
Staff Care and Human Resources	Streamline and re-focus Executive Positions Prepare for roll out of Teacher Accreditation Improve Teacher Induction Policy
Leadership Development	Secondary MindMatters Project to include a Leadership Development Component Investigate 'The Leader In Me' Program for possible implementation at Cedars Certificate Course in Leadership Year 9/10
Strategic Communication	C-Hub to all parents Review Experience Day procedures and make changes if required Produce new TV / Social Media advertisement (video)
Discipleship	7 -12 Review of Bible Program Staff Meeting Devotions on being Christian Educators
Facilities and Growth	Process for building Early Learning Academy (Stage 1 of Master Plan) Design Resource Centre (Stage 2 of Master Plan) Out of School Hours Care (OSHC) program 3:00-6:00pm Term time Administration Office Refurbishment
Community Partnerships	Review Mission Week Structure and design an alternative program Work with CSA State Council to establish a workable model to assist schools in teacher accreditation Work with CSA State Council to assist schools and connect with Christian Principals



School Captains

Many of the students in the graduating class of 2015 started out on the great adventure of school 14 years ago when we came to Cedars at just 4 years of age as Prep students. Looking back on this time, we count it a privilege to have been at Cedars for our whole schooling lives.

With the guidance of our teachers we have learnt to read, write and count all the way through to having learnt how to examine the interplay of fate and free will in Shakespeare's 'Hamlet' and determine if a particle travels in simple harmonic motion. But our learning experiences have not just been limited to the classroom.

Cedars has played an integral role in shaping us into the young people we are today and will undoubtedly be a continuing influence throughout the rest of our lives. We have been strengthened in our Christian faith, developed lasting friendships, discovered the benefits of working as a team, served within our community, and through all this learnt what it is to be a true servant leader. We have been rewarded, coached,

encouraged, mentored, and shown that hard work and persistence will be rewarded with great results. We have learnt to respect ourselves and others and how to be proactive and contributing members of society.

Through all these experiences we have had the benefit of being part of a caring and supportive community where our teachers have partnered with us in our education. Looking back over our journey we can recognise that even though there have been challenges, the support of our parents, peers and the Cedars staff has created an environment where any obstacles we faced have become opportunities to grow and learn valuable skills and life lessons.

We count it a privilege to be Captains of such a wonderful school and collectively we share many memories of our time at Cedars that we will never forget.

*Connor Hutchinson, Kyle Walker, Allara Bexim
and Kaylah Jordan*

Parents and Friends



2015 was a busy and rewarding year for the P&F Committee. With some changes to the office bearer roles, we continued to strongly focus on building our College community!

This focus was achieved through completing a number of fundraisers and events, including some new and some favourites that we do every year.

Once again our Mothers' Day and Fathers' Day stalls were popular, generating a good profit from the sale of gifts to students from Prep right through to Year 6. For the second year in a row, we held a Primary Disco for students from Prep to Year 6. This has proved to be a popular event for the younger children in our College and gave parents an opportunity to mingle and chat with other parents while their children danced the night away to music from a professional DJ.

This year for the first time, the P&F were asked to organise and hold the regular sausage sizzle for students and parents at the Cross Country and then later in the year with the Infants Athletics Carnival. This was a great opportunity not only to raise money but to mix with and get to know some of the parents and students within our College through serving food and drink to people and working with parent volunteers.

Our biggest fundraiser of the year was a new fundraiser through The Entertainment Book, a company that sells books containing vouchers that offer savings on purchases through many retailers, restaurants and hotels to name a few, in the Illawarra and beyond. Although we started out late, we managed to raise just short of \$1,000.00 through the sale of over 80 books. They have been very popular amongst our College families and have provided a simple and easy way to raise money.

In keeping with our focus on building community, the P&F organised a Family Fun Day in the last term of the





year but sadly due to the weather we had to call it off. This will possibly be an event that we hold at a later date which will provide families with an opportunity to get to know other families whilst participating in some good old-fashioned picnic races and activities.

To finish out the year, the P&F Committee were very pleased to make a purchase of a number of outdoor table settings to be used within the College, along with some trees to add to the ones purchased in the previous year which have enhanced the look of the College. This was our major purchase for the year and it has been great to see the students using and enjoying these.

I have thoroughly enjoyed my involvement in the P&F this year; it has been amazing to see what we have accomplished together as a team in helping our College community connect with each other in a variety of ways.

On behalf of the Committee, I would like to thank everyone that has participated in or volunteered to



help out in our events and fundraisers - we greatly appreciate it and look forward to working with you again in the future. Thank you also to Mr Steve Walton and the College staff for their assistance and encouragement throughout the year.

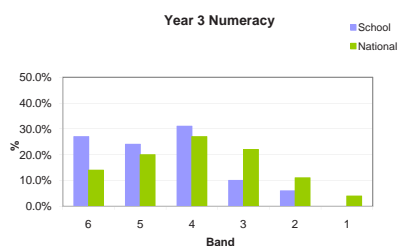
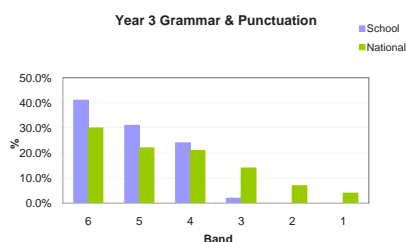
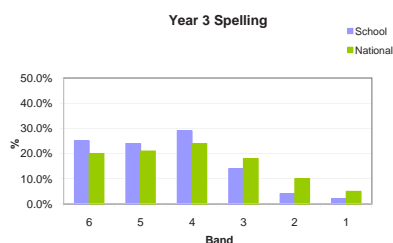
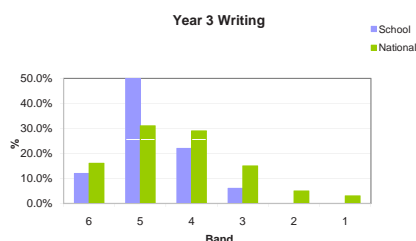
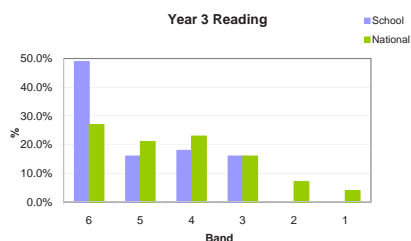
Sheridan Purcell
2015 P&F President

SCHOOL PERFORMANCE

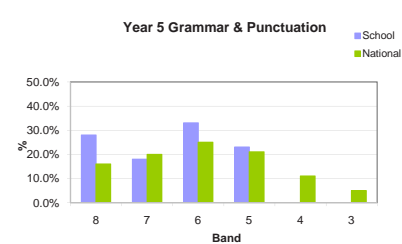
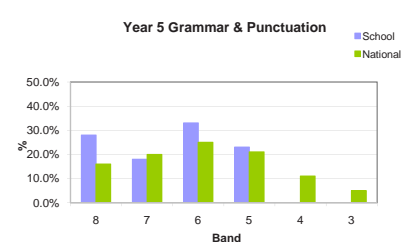
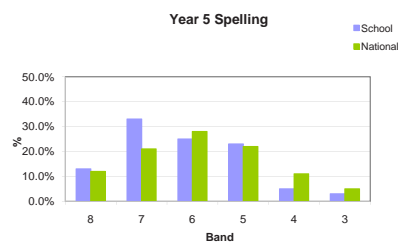
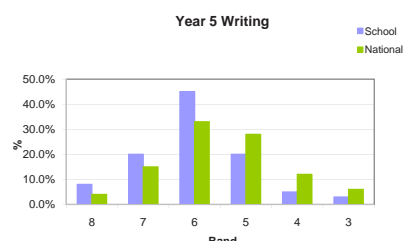
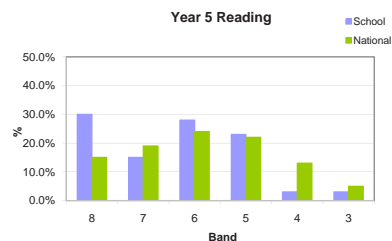
NAPLAN

Cedars students continued to perform well in 2015 achieving results in the top bands in all tested year groups in the NAPLAN tests. Trend data show our results remain consistently above or close to average across all year groups in all tests areas.

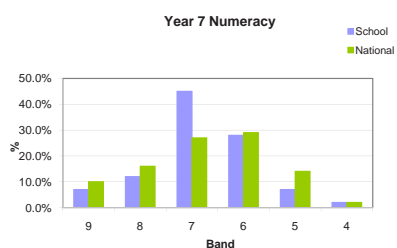
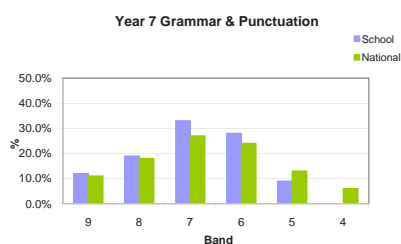
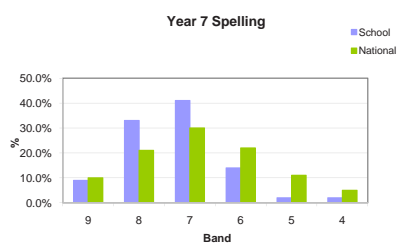
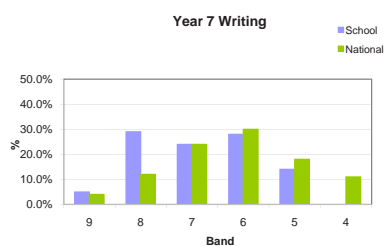
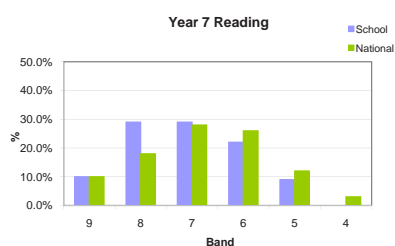
NAPLAN: YEAR 3



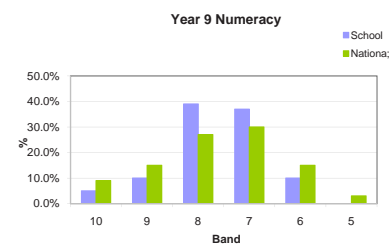
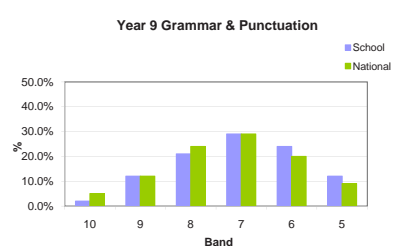
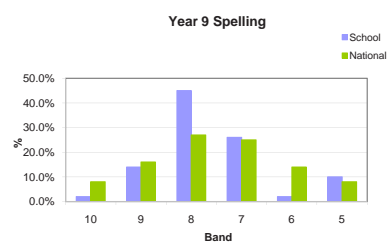
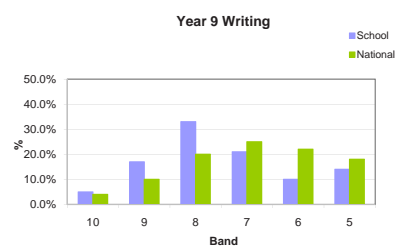
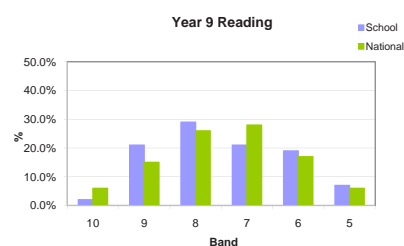
NAPLAN: YEAR 5



NAPLAN: YEAR 7



NAPLAN: YEAR 9



Granting of the School Achievement - RoSA

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.

100% our 43 Year 11 students completed the RoSA and progressed onto the Higher School Certificate with the exception being a student who moved overseas. Of our 58 Year 10 students, one moved overseas and three left school for further training or work. Five students left to go to other schools.

Year 10 students achieved above state average in a mix of grade bands including in English, Mathematics, Science, Geography, History and PDHPE. They also participated in a range of electives including Japanese, Commerce, Industrial Technology- Timber, PASS, Food Technology, IST, Music and Visual Arts.

HIGHER SCHOOL CERTIFICATES

In 2015 we had a diverse group of 41 students sit the HSC examinations with 20% of them receiving Band 6 results in one or more of their subjects. A Band 6 result is equivalent to 90% or greater which is quite a significant achievement.

Courses that were particularly successful in 2015 were Music with all students receiving marks between 89% and 98% and Ancient History with two students receiving 95%.

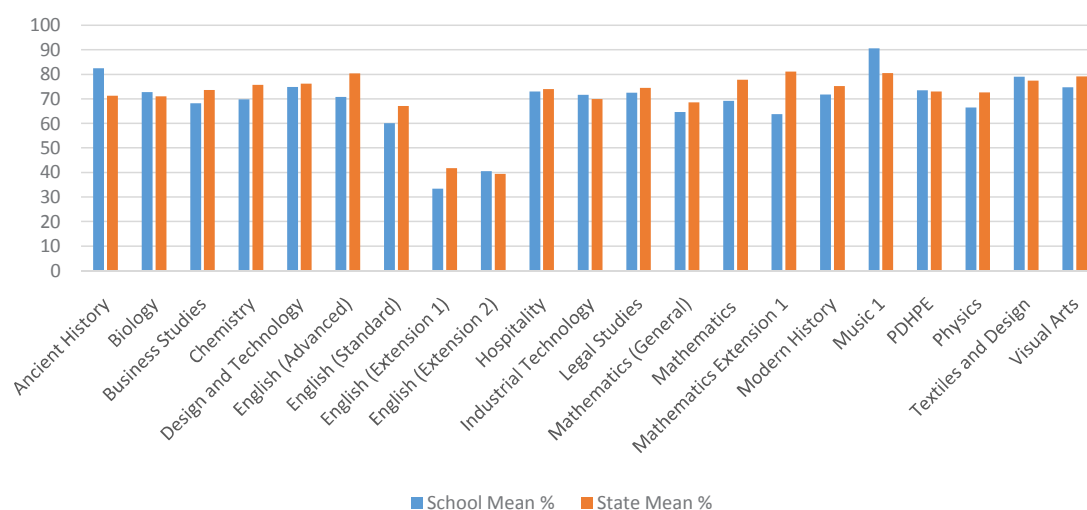
We would also like to congratulate Connor Hutchinson on receiving our highest ATAR this year of 92.15.

Although all these results are fantastic and worthy of praise we are equally as pleased with those students who, although not in the Band 6 field, have overcome significant challenges and performed to the best of their ability. For us, the greatest results are when our students achieve not only scholastically but also develop a strong faith in Christ, a strength of character, a sense of resilience and a bigger world view to help them to meet life's challenges. We congratulate our students for the many ways in which they have found success this year.

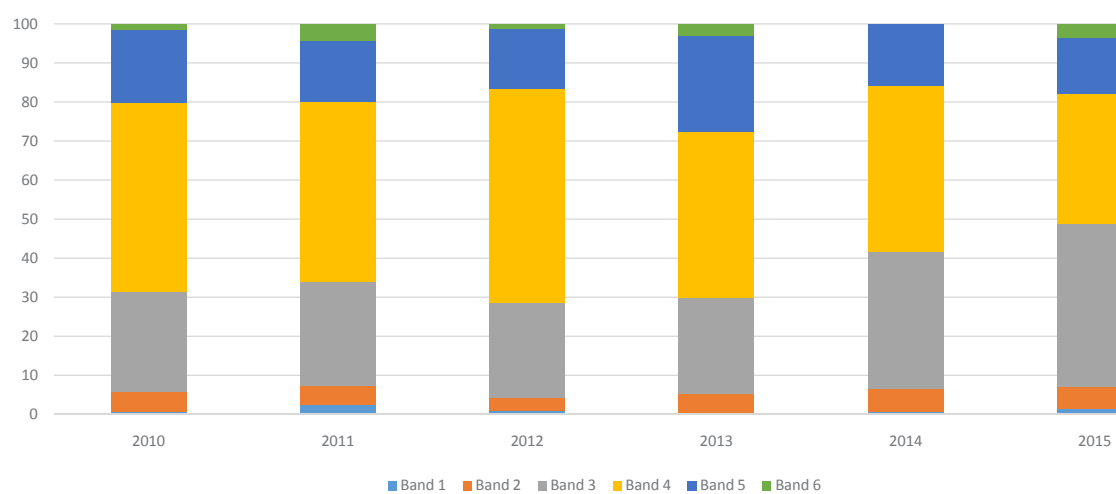
HSC RESULTS OVER TIME

Year	Number of Examinations	Number of Examination Results in Top 3 Bands	Percentage of Results in Top 3 Bands
2011	121	87	73%
2012	217	162	75%
2013	166	118	71%
2014	145	87	60%
2015	207	106	51%

2015 Higher School Certificate Results



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



Post School Destinations

The 2015 graduates from Cedars will pursue further study and careers in the following areas:

- Medicinal Physics
- Medical Science
- Psychology
- Music Composition
- Commerce
- Nursing
- Ancient History
- Teaching
- Computer Game Development
- Events Management
- Arts
- Natural Therapy
- Carpentry
- Hospitality
- Social Work

We congratulate all of our students for achieving their Higher School Certificate and all of the staff and parents who taught, assisted, cared for and encouraged them along the way.

Of the 41 students who sat the Higher School Certificate, 30 are at University or further study, 8 are in active employment and 4 other.

Student Attendance and Retention

The College began the 2015 academic year with a student population of 639 with 42 of those being Prep students. All year groups were double streamed.

The Table below gives student numbers by Year group as at August 2015, K – 12 total 596:

YEAR GROUP	2015 STUDENT NUMBERS	YEAR GROUP	2015 STUDENT NUMBERS
Prep	46	6	47
K	32	7	59
1	42	8	59
2	39	9	42
3	53	10	58
4	42	11	39
5	43	12	41

Our enrolments draw from the following areas:

DRAWING AREAS	2012	2013	2014	2015
Local: Farmborough Heights, Unanderra, Cordeaux Heights, Figtree and Berkeley	47%	43%	46%	46%
South: Horsley, Dapto, Albion Park, Blackbutt, Shellharbour, Oak Flats and Kiama	24%	24%	24%	26%
East: Lake Heights, Warrawong, Kemblawarra, Warilla and Port Kembla	4%	6%	5%	6%
North: Wollongong, Mangerton, Coniston, Mt Ousley, Balgownie, Fairy Meadow, Woonona, Corrimal, Bulli and Austinmer	25%	27%	25%	22%

Retention Rates

In 2015 the 'apparent retention' of student who completed Year 12 in 2015 compared with the number of students that completed Year 10 in 2013 was 91%. This figure varies each year, skewed by our small numbers and the aspirations and needs of the students in any Year 10 class.

The actual retention rate of students who completed Year 12 in 2015 and who also completed Year 10 in 2013 at Cedars Christian College was 85%.

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 92.8% for 2015.

Student attendance rates for each year group are as follows:

YEAR GROUP	2015 ATTENDANCE RATE	YEAR GROUP	2015 ATTENDANCE RATE
K	97.1%	7	91.3%
1	94.7%	8	93.3%
2	94.4%	9	90.3%
3	94.3%	10	86.0%
4	93.5%	11	89.6%
5	94.5%	12	93.1%
6	94.4%		

Staff

Professional Learning

In 2015 the focus on Professional Learning continued to focus on whole school Professional Learning activities. To facilitate this, we worked toward embedding the online Professional Development and Review platform called Appretio. Much of our whole school staff meeting time was spent learning how to successfully navigate the platform and use this to record professional learning, reflect on practice and engage in online collegial discussions.

We began the year with a whole school goal based on working in teams to develop effective formative assessment strategies to accurately identify student learning in alignment with the A – E grade descriptors relating to each teacher's specific stage/KLA. While this goal proved to be achievable by many teachers, we identified the need to revise this goal for those who were having difficulty understanding the process and navigating the platform. Instead, they worked toward 2 shorter term goals:

- Engage with all the functions of Appretio
- To collaborate on formative assessment strategies

These goals proved to be much more realistic and provided the opportunity for these teachers to become more confident in using the platform.

A strong emphasis was also placed on linking all professional learning to the Australian Professional

Standards for Teachers to continue to prepare staff for the mandatory accreditation requirements for all teachers in January 2018.

A significant investment was made by the College in sending 18 staff members to the CSA NSW/ACT State Conference in Newcastle. This provided an excellent opportunity to develop collegiality amongst those in attendance and to reinforce the College's support of this movement. Those teachers who did not attend were involved in a number of workshops delivered by our own school leaders around assessment. These proved to be very useful in assisting staff in their programming to meet the new National Curriculum requirements.

All teaching staff were involved in First Aid training facilitated by Surf Life Saving Australia. This training was conducted on site and is part of the College commitment to ensure the ongoing safety and care for our students.

All staff including the Principal have regular formal learning reviews, however, in 2015 an informal process was applied as we embedded the Appretio processes together as a teaching staff. This will enable all teachers to formally review their learning against goals that are linked to the APST and progress recorded on the Appretio platform in 2016.

Teacher Standards

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

Qualification Categories	No.
Teaching qualifications from a higher education institution etc...	51
Have qualifications as a graduate from a higher education etc...	0
Do not have qualifications as described in above but have relevant successful	1

Staff Retention

The staff retention rate for 2010-2011 was 93%
 The staff retention rate for 2011-2012 was 89%
 The staff retention rate for 2012-2013 was 91%
 The staff retention rate for 2013-2014 was 96%
 The staff retention rate for 2014-2015 was 94%
 The staff retention rate for 2015-2016 was 96%

Staff Composition

Teaching staff	52
Non-teaching staff	26
Staff indigenous	0
Staff Male	28
Staff Female	50

Enrolments Policy

Cedars Christian College was established primarily to serve Christian families in the Illawarra. The College seeks to maintain this priority while accepting enrolments from non-church going families provided that the family is supportive of the aims and objectives and Statement of Faith of the College.

Our enrolment policy is to seek enrolment from families who want to partner with the College in inspiring learning, developing leaders and equipping for success within a Christian context. During the application process, the following factors will be taken into account:

- Previous school record – school reports and verbal references from executive staff
- A confidential written pastoral or personal reference
- State benchmark test results where applicable
- Partnership potential between the College, church and home
- Existing enrolment of siblings at the College
- Date of application
- Favourable church/non-church ratio at year and class level
- Age of child – Students joining Kindergarten will need to be 5 years old by March of the year

of entry. Exceptions to this will require further review and testing. If deemed necessary, students commencing Kindergarten will undertake a school readiness assessment or may be required to have further assessment by a health professional.

Priority for enrolment will be given to siblings of currently enrolled students as well as students seeking to complete their education from Prep to Year 12 at the College.

If students have any special needs, the College requires assessment and/or screening documentation from the appropriate health or educational specialist. Enrolments for students requiring additional support are limited due to restrictions placed on the College by resources and financial limitations. The enrolment process will include a review of the number of students with special needs in the appropriate class and consider the ability of the College to cater for the needs of both the current and prospective students. The College will endeavour to make adjustments to support students where possible. Each application for enrolment will be assessed individually and in negotiation with all parties involved.

Key Policies

Below is a summary of a number of key policy areas.

Changes made to any policies in 2015 are summarised under the relevant headings.

Student Welfare

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

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

Student welfare at Cedars Christian College:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- seeks to create a safe, caring school environment in which students are nurtured as they learn
- is promoted through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- recognises the diversity within the school community and provides programs and support

which acknowledge difference and promote harmony

- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to: - enjoy success and recognition- make a useful contribution to school life - derive enjoyment from their learning.

The policy documents include policies and/or procedures related to assemblies, attendance, WHS, camps, chaplaincy, drugs, health care, mentoring, communication, missions, pastoral care, student achievement, risk management, student behavior, student leadership, supervision and uniform. The policies are kept on the school server and relevant sections are available to parents through the College website. Those policies that are most applicable to students can be found on C-Hub, the College Learning Management System. This includes the College Code of Behaviour, Anti Bullying and Cyberbullying Policy, Plagiarism Policy, Acceptable Use of Technology and Internet Policy. The promotion and publication of these policies continues to reinforce the significance of respect and responsibility.

First Aid and Anaphylaxis

In 2015 we added a School Nurse to our staffing profile. This position has added great value to the area of student welfare and health. The First Aid Policy and Anaphylaxis policies were reviewed to reflect the change in areas of responsibility and all procedures reviewed and updated.

Student Discipline

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

At Cedars, students are encouraged to develop the following aspirational qualities of a Cedars student:

- Educated
- Disciplined
- Faithful to God
- Pursuing Excellence
- Compassionate
- Resilient
- Respectful

These expectations are communicated regularly to students in assemblies, in a classroom setting and are explained in detail in the student diary. Visual displays of these qualities can also be found throughout the College as posters and wall art. Cedars students are commended for achievement in curricular and co-curricular activities. Positive student leadership

is also encouraged in all year levels. Students are commended for their contribution in the areas of Academic, Sport, Citizenship and Creativity. Students achieve the Bronze, Silver or Gold levels by accruing commendations or achieving their goals in these areas.

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.

The Student Discipline policy was reviewed by the College Welfare Team in 2015. The policy content includes the right of 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. A table was developed as part of the review to indicate appropriate consequences for various behaviours.

Consequences	Typical behaviour	Personnel
Relocation and isolation	Poor attitude Teasing Distraction to others Answering back Lack of preparation Unacceptable language Unsafe behaviour	Class teacher
Detention		
Monitoring card	Persistent in class behaviours including punctuality, cooperation, equipment, and task completion	Class teacher and welfare coordinator

Consequences	Typical behaviour	Personnel
After school detention	Persistent behaviours in list above	Welfare
In school isolation for part or full day	Stealing and cheating	Coordinator
Community Service	Bullying	
	Vandalism	
	Persistent failure to wear uniform	
	Refusal to follow instructions	
Suspension / Expulsion	Persistent behaviours listed above	Deputy Principal or Principal
	Incidents of a sexual or racial nature	
	Extreme defiance	
	(including swearing at a teacher)	
	Incidents involving cigarettes, drugs, alcohol or weapons	
	Behaviours that persistently contradict the values of the College	
	High level or persistent bullying	
Exclusion	N/A	N/A

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

If the problem is not resolved at class level, the grievance may be taken to a member of the leadership team. In the case of welfare issues this would be a Welfare Coordinator. In the case of curriculum matters this would be a Curriculum Coordinator. 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 website.

Student Attendance

The student attendance policy and procedure includes proactive measures to promote a high level of student attendance. This includes the use of the homeroom or form teacher structure to facilitate close monitoring and management of non-attendance. Monthly attendance reports are sent to the welfare team and these reports are reviewed at welfare meetings and individualised action is prompted based on circumstances of the student / family. The policy was updated in February 2015 to reflect the move to electronic roll marking and to incorporate the BOSTES revised attendance codes.

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 College Welfare Team facilitated an extensive review of the College Bullying Policy in 2015. The policy was also renamed as the College Bullying and Cyberbullying Policy to reflect the need to specifically recognise the increasing impact that technology has

had on the nature of bullying. The policy was revised by the Welfare Team and a draft policy was developed after consultation with groups of students, teachers and parents. This draft policy was communicated to staff through a whole school staff meeting and feedback sought during subsequent sub-school meetings. The draft policy was also presented to the parent community at a P&F Meeting in June and opportunity provided for feedback. The final policy was published in October 2015 and made available to the community through the College website.

The key changes to the policy included 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.

Technology

In 2015 a review was undertaken of the College Policies relating to the safe use of technology. The policy was amended to reflect the greater use of C-Hub as a learning resource and strengthen consequences for inappropriate behaviour.

Social Media Policy

This policy was revised by the Deputy Principal in response to discussion by the College Executive to reflect changes in communication and teaching and learning strategies that now incorporate the use of social media. The bases of discretion as outlined in the policy is maintaining professional standards.

The revised policy was approved by the College and communicated to staff during a whole school staff meeting in June 2015.

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. During the year, our senior students demonstrated their:

- understanding of responsibility by serving others through fundraising, visiting the nursing home, billeting visitors from Japan and special charity projects;
- growing responsibility in mentoring younger students, acting as leaders at junior school sports carnivals and hosting College events; and
- respect for others as well as growing responsibility as they worked for charities and community organisations throughout the school year.



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 others. A number of students have also served at Lighthouse Community Kitchen, cooking and serving meals for the homeless and less fortunate



and also taking the time to sit, talk and share life's stories with them. All of those who serve have come away with a new found respect for people in all walks of life.

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.

2015 saw the addition of a School Nurse and a significant increase in services from our School Psychologist at the College. These positions work with the College welfare team, developing whole school programs as well as an individual focus on helping students to care for themselves and for others.

Our journey with MindMatters continued in 2015 and will do

so again in 2016. With a greater focus on the Primary Years in 2015, our staff received training in key modules for understanding mental health and wellbeing and how to set up a safe environment for our staff, students and parents in the College.

Refugee Week was celebrated again in 2015 and many of our students learned a great deal about some of the experiences that refugees have gone through in order to find a new home in Australia. In 2015 we also started our partnership with the ASPECT School and as a school community, have been learning more about students diagnosed with Autistic Spectrum Disorder. It has been such a blessing to have these staff and students in our school. The integration with our schools and the students in our classrooms has been effective.

Within our curriculum, students are taught from a Christian perspective and the values of respect and responsibility are a common theme. Our discipline practices also foster responsibility by a number

of methods. Our monitoring card is one such example as students partner with teachers to actively improve classroom behaviours and celebrate success.

Our community also promotes respect through our community events. We begin formal assemblies with an acknowledgement of our country and our college values; we also stand and sing the National Anthem together as a school. We honour the achievements of our students in regular assemblies and our end of year 'Celebration' service.

Perhaps the highlight for many of our students is camp week. Students from Years 5-12 go to various locations on internal or external camp programs. No matter the theme or the age of the students, they get to know a lot more about each other and about Christ. The positive relationships that are built on camp through challenging situations are often carried through the year and the strong bonds formed promote respect and care for each other throughout their schooling.



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 school community and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs. For example, information gained through the parents satisfaction survey indicated the need for an Out of School Hours Care program which was then designed through 2015 and launched in 2016.

Our online Learning Management System 'C-Hub' has been a valuable addition to our school. It allows parents, students and teachers access to resources, assignments, homework, class notes, etc at any time of day. Teachers, students and parents can communicate freely and this has allowed for timely and useful feedback for all involved.

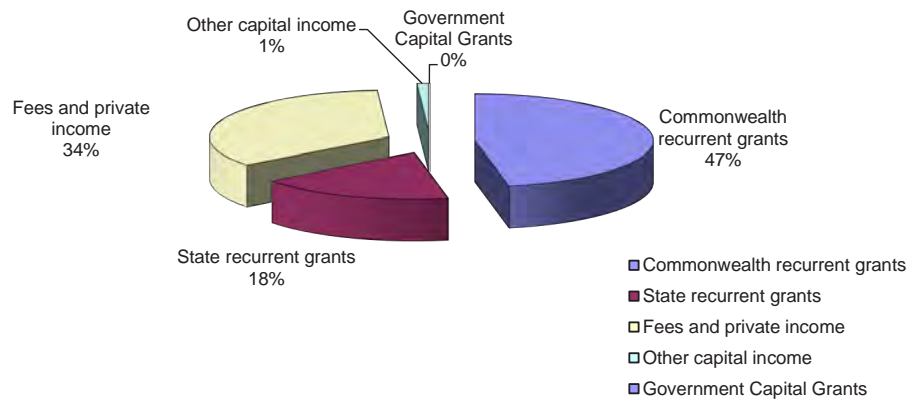
Our teacher goal setting program and professional learning tool 'Appretio' has also given staff a forum to seek assistance from and give feedback to supervisors or College executive staff. This, along with other formal surveys throughout the year, helps us to understand how engaged our staff are in the profession and assists us to monitor the organisational health or culture.

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 school through providing their thoughts and concerns on projects and policies.

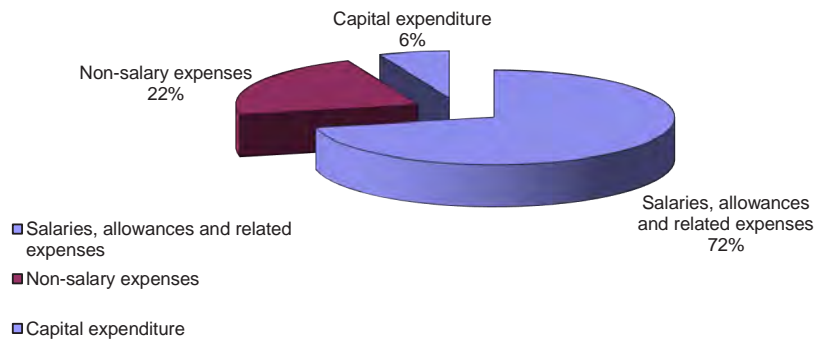
We are committed to providing opportunities to monitor the satisfaction levels of our College community and foster ongoing feedback.

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





prep



junior school



middle school



senior college



Results that
take them further

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