



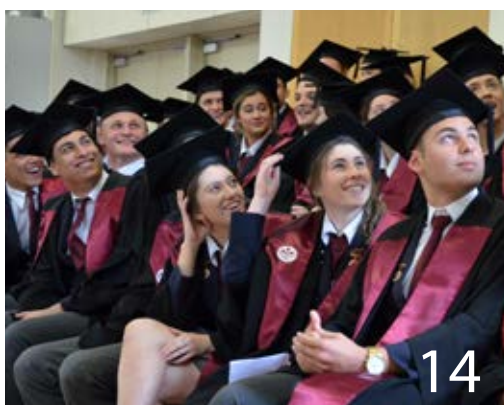
Annual Report 2016



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 Board Chair

After a number of changes to the Board in the previous year, 2016 was a year of stability amongst the Directors. No changes to the team of Phil Costar, Joe McIver, Lachlan Walker, Rebecca Inglis, Steve Kerridge and myself. This provided a welcome consistency for the year that has been, and the one to come. As always, I thank them for their valuable wisdom and contribution to a wonderful year. This year, we have tried to build a stronger bridge to the College Members, and thank Nathaniel Marsh for volunteering to play a role on the Member side in strengthening the communication and engagement.

Steve Walton again showed that he is developing as a fine leader as the Principal of Cedars as he grappled with some interesting challenges. His mid-year sabbatical was an opportunity for his own personal growth and allowed for others within the College to take on a period of greater leadership development. These times stretch individuals and we learnt some key lessons to improve this in the future. We are blessed to have a very capable Deputy Principal in Julie Cochrane who stepped into the role of Principal so proficiently in Steve's sabbatical leave.

Once again, strong financial management was a feature of the past year. Michael Ramsay continues to provide excellent service as our Business Manager. Plans for the Early Learning Centre and Resource Centre continue to progress, though Council requirements have put pressure on the milestones we wanted to hit in 2016. We still remain optimistic these delays will not hold us up further in 2017.

Whilst the College's performance in 2016 was once again solid, the year was also one that served as a reminder of the importance of focus. Many things can serve as distractions, be they positive opportunities or negative circumstances. And the last year threw up many such events.

Patrick Lencioni, in his book "The Advantage", proposes that every organisation needs to answer six questions for clarity:

1. Why do we exist?
2. How do we behave?
3. What do we do?
4. How will we succeed?
5. What is most important, right now?
6. Who must do what?

At Cedars, we've spent the past few years identifying, communicating, reinforcing questions 1 through 4. In fact, it could be argued that getting that message interwoven with the fabric of the College was the most important thing for that time. And of course, it still remains the standard for how we measure ourselves. But with so many challenges and opportunities thrown our way in 2016, question five; 'What is most important, right now?' provided us with the serenity (and sanity) to deal with those other distractions. As the Board reflected on a variety of opportunities and threats, it became apparent the common underpinning element was financial security. The term 'financial security' is one of those phrases that has slightly different flavours to different people, as such the challenge is to actually define a financial security framework that guides both short term needs and long term vision. To get us to that point, the Board identified a number of things to take us to that definition. Into 2017, that process is winding up, and the outcome is shaping up as very unique in this sector and showing the leadership Cedars is and will be known for.

Overall, as I reflect on 2016, I do so with great satisfaction on the achievements of Cedars. It once again has been a year of fantastic progress. However, despite that satisfaction, I must admit it is what lies ahead that I am more excited to be a part of.

Michael Eyb
Cedars Board Chair



Message from the Principal



In 2016 we focused on the theme of having 'Joy' and I certainly did enjoy our end of year Cedars Celebration service where we were able to have both a Prep and a HSC graduation ceremony. Both of those events give me great joy as I get to see students excited about their achievements and enthusiastic about what the future holds. They are events to celebrate, but for me, the joy is in every single day. Between the start of Kindergarten and the end of Year 12 there are 2,535 school days. Now, I love my job. It gives me great joy. I am happy with the fantastic results we get in the classroom, on the sporting field or in cultural pursuits. However, it is the staff and students working towards those things everyday that gives me joy.

Allow me to explain.

I was very pleased with our results in the recent University of Wollongong Science Fair. Cedars had 10 students from Cedars compete against 800 from around the region, with 15 individual prizes attainable. We won 4 of these prizes and were named the Science

Fair 'School of the Year'. That is a fantastic achievement that makes me feel happy - but the joy I feel comes from seeing Mr Seymour work with his students for a number of years, perfecting the scientific method, teaching them how to display their data and helping them to make valid findings and focusing on the STEM areas of the curriculum. He worked on it daily and it paid off with fantastic results.

Our Cricket team won State in 2016. They defeated a Sydney school almost 3 times the size of ours and they did it convincingly. They didn't just come together on game day. I remember watching them play at Towradgi 12 months ago seeing their potential. They trained, worked hard and have come together over the years to find success. There is happiness in the result. Training is tough but there is joy in the process. Cedars had a great year in Sport and we were:

- Primary Zone Athletics Champions
- Primary Zone Super 8s Cricket Champions
- Primary State Cricket Champions
- Metro Cup Zone Champions for Senior Boys Soccer
- Secondary Zone Soccer Gala Day Champions for Senior Girls
- Secondary Zone Basketball Gala Day Champions
- NSW Regional Futsal Champions for Open Boys and Runners Up for Open Girls
- Senior Girls Zone Touch Football Champions

We also have the CSSA State Tennis Champion who is off to the National Games. All great success stories, but all because of training and teamwork.

Our school was named the 'Innovative School of the Year' in the '\$20 Boss' challenge (a program developed by Foundation for Young Australians and NAB) because of the school culture we have in regard to caring for others in need through community service, fundraising and innovative practice. The Year 9/10 Commerce Class with Mr Cush were rewarded but I know this is a culture that spreads right throughout our school.

Our successes are strategic. They are well planned out and executed over time. I have loved working on the Master Plan with the Board this year. I sincerely thank the oversight of the school, Paul and Annette Bartlett and the Board of Directors who have a huge passion for Christian Education in our region and volunteer an amazing amount of time to see the school thrive.

We had so many wonderful community events this year. An amazing fete, a few different discos, Mission Week with Kids Wish, community service and leadership at Lighthouse Community Kitchen and the Woolshed Leadership Academy, and so many other positive experiences. As events themselves, they are enjoyable - but character is built and joy is grown through the commitment and preparation for these types of things.

I say all of this to let you know that choosing to be joyful is not actually an easy thing to do. Sometimes it is a long battle with ups and downs. Even though it can be easier having Christ at the centre of our lives, there are also times we can focus too much on the negative. World Wide Literacy, Numeracy and Science Test results were released recently and they show that Australia is actually going backwards in world standings. That is disappointing and understandably, people are looking for someone to blame. We do need to do more in Australia, but allow me to share

a story that we can celebrate and bring us joy. Our standardised test scores are showing improvements in Literacy and Numeracy - in fact, Independent schools like ours show a different story on the world stage. If the independent schools in Australia were treated as their own country and our results held up against all of the other OECD countries, we would not finish 14th which is where Australia is - we would finish 5th in the world in Mathematics, 2nd in the world in Science with only Singapore in front of us, and we would be the top nation in reading!

These are all fantastic results, however, our greatest results are the students in our classrooms each and every day. They are the students who are trying their best every day whilst also thinking of the future, whether it be in academics, the arts, leadership opportunities or on the sporting field, our students are experiencing the joy of knowing God and knowing that their future in Him is bright.

We could not be prouder and we thank God for them for each of the 2,535 days they are with us at Cedars.

2016 has been a year of great joy. Thank you for being part of it.

Steve Walton
Principal



SCHOOL DETERMINED IMPROVEMENT TARGETS

A sample of targets and priorities achieved in 2016

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS ACHIEVED FOR 2016
Academic Achievement	<p>Map student learning K-12</p> <p>Develop Cedars Christian College Prep Curriculum including literacy and numeracy skills</p> <p>Extra period per cycle for Mathematics and English 7-10</p>
Student Active Learning	<p>Implement Year 7 and 8 Maths and English Team Teaching Model</p> <p>Extension and Learning Support integrated into classrooms with Learning Support Teachers and Aides</p> <p>Senior English Team Teaching Lecture / Tutorial model / Writing Workshops</p>
Student Care	<p>Problem-Solving / Social Skill Development K-6</p> <p>Complete Primary KidsMatter</p>
Staff Active Learning	<p>Implement Collaborative Teacher Practice</p> <p>Continued C-Hub training for staff</p> <p>Whole staff training in peer mentoring and coaching</p> <p>Develop data tools for lesson observations</p>
Staff Care and Human Resources	<p>Streamline and re-focus Executive Positions</p> <p>Prepare for roll out of Teacher Accreditation</p> <p>Improve Teacher Induction Policy</p>
Leadership Development	<p>Secondary MindMatters Project to include a Leadership Development Component</p> <p>Investigate 'The Leader In Me' Program for possible implementation at Cedars</p> <p>Certificate Course in Leadership Year 9/10</p>
Strategic Communication	<p>C-Hub to all parents</p> <p>Review experience day procedures and make changes if required</p> <p>Produce new TV / Social Media advertisement (video)</p>

SCHOOL DETERMINED IMPROVEMENT TARGETS 2016 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS ACHIEVED FOR 2016
Discipleship	<p>7 -12 Review of Bible Program</p> <p>Staff Meeting Devotions on being Christian Educators</p>
Facilities and Growth	<p>Process for Building Early Learning Academy (Stage 1 of Master Plan)</p> <p>Design Resource Centre (Stage 2 of Master Plan)</p> <p>Outside of School Hours Care (OSHC) program 3:00-6:00pm Term Time</p> <p>Administration Office Refurbishment</p>
Community Partnerships	<p>Review Mission Week Structure and design an alternative program</p> <p>Work with CSA State Council to establish a workable model to assist schools in teacher accreditation</p> <p>Work with CSA State Council to assist schools and connect with Christian Principals</p>

Some targets and priorities for 2017

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2017
Academic Achievement	<p>Implement STEM Subject for Year 7 including an increased level of responsibility for students with their learning as individuals and teams</p> <p>Literacy and Numeracy extension and support (ability groupings) K-Year 8</p> <p>Emphasis STEM curriculum throughout the Primary Years Key Learning Areas (K-Year 6)</p>
Student Active Learning	<p>Elevate Study Skills Program to Year 11 and 12 students during camp week</p> <p>Robotics and Coding in Year 2-4</p> <p>Formalise processes for Personalised Learning Plans for ATSI students</p>
Student Care	<p>Complete Primary KidsMatter (training and accreditation). This targets: K-Year 6 plus staff and parents</p> <p>Review Student Reward System and positive re-enforcement strategies</p>

Targets and Priorities for 2017 - cont'd

GOAL FOCUS AREA	PRIORITIES, INITIATIVES AND TARGETS IN 2017
Staff Active Learning	<p>Standardised Testing:</p> <ul style="list-style-type: none"> • Staff meeting discussions on standardised testing results and data analysis • Goals set for teaching and learning based on above • Teachers trained in the use of PAT resources based on Standardised Testing Results above. <p>All Teaching Staff select peer coaches to be confirmed by Executive</p> <p>Expert teachers in key areas identified as 'Mentors' and system set up to book time with Mentors for guidance</p>
Staff Care and Human Resources	<p>Create new Executive Team comprising of Key staff from across all areas of the school</p> <p>All teaching staff set up with a peer partner for 2017</p>
Leadership Development	<p>Student led lunchtime prayer and life groups run by Captains and Year 11 Leaders</p> <p>Year 11 Leader Training Day at Lighthouse</p> <p>Junior School Leadership roster in place</p>
Strategic Communication	<p>Produce third TV advertisement (TV and Social Media) with Cedars Alumni</p> <p>Improve consistency between class pages on C-Hub</p>
Discipleship	<p>Continue mission activities and partnerships with Darwin Sups Serve, Kids Wish, Lighthouse Community Kitchen, Red Shield Appeal and Compassion</p> <p>Staff devotion studies on books of the Bible</p>
Facilities and Growth	<p>Begin building new Early Learning Centre</p> <p>Implement new 48 week Prep and Outside of School Hours Care model</p>
Community Partnerships	<p>Host a conference for the Association of Teachers in Christian School for our region</p> <p>Work with Christian Schools Australia to support other schools within the movement</p>



School Captains

It has been such a privilege to work together in serving the Cedars Christian College community this year in our role as Captains.

As we all move on to take up opportunities in employment and further study, it is important for us to take a moment to reflect and express our gratitude. In doing so, we would like to thank every member of the Cedars' community for the contribution they have made toward outworking the vision of the College and making our Cedars experience such a positive one.

Our teachers and the College support staff have played an integral role in guiding us through this critical phase of our lives. Even beyond their role in the classroom, our teachers have been there to help us grow as people. Their encouragement, guidance and commitment to Christian values have been embedded into our lives and are of even greater significance to us than ATAR ranks. We have been blessed at Cedars to have been surrounded by teachers and staff who genuinely care and have worked hard to create a platform for our success.

From pastors who take time out to encourage us with God's word at Chapel, to parents, friends and other relatives who help out on the P&F, we are sincerely thankful for all of your contributions. This attitude of generosity and continued support had been essential in the growth of our College, and you have truly impacted all of our lives positively.

We are so grateful for the leadership shown by the College Board, Principal and Deputy Principal and for the amazing community these leaders have helped to create for the students at Cedars. During our time as students, the community of Cedars Christian College has allowed all of us to grow, learn and be challenged in a supportive environment. Our ongoing gratitude will be displayed as we take the knowledge, skills, values and life lessons that you have imparted to us and use them to benefit the communities we find ourselves in over the coming years. The Cedars community has played a significant role in shaping us as leaders and with this foundation, we look forward to what God has in store for us.

Comfort Ferguson, Daniel Hanzy, Hannah Murphy and Kezziah Parker

Parents and Friends



2016 was another strong year for the P & F Committee full of activity, community relationship and fundraising. Our office bearers formed an amazing team with only one change to the secretary role. Once again, community was a major focus for us which was evident through our organised events and fundraising efforts.

Our first event for the year was our annual Primary Disco for students from Prep to Year 6. For the third year in a row, the disco was a high energy event attended by many Primary aged children and their parents. It was a great night seeing parents catching up with one another and friends having fun together with the added bonus of raising over \$900 for the P & F.



Both the Mother's Day and Father's Day stalls featured again this year providing opportunity for students from Prep to Year 6 to purchase gifts for their parents and grandparents. A number of parents were also present to assist students with choosing gifts and helping the stall to run smoothly.

Throughout the year for the second time, we ran the Entertainment Book fundraiser (a book containing vouchers that offer savings on purchases through many retailers, restaurants and hotels to name a few, in the Illawarra and beyond). This time we sent books home to every College family and sold just short of 90 books raising nearly \$1,000. It was once again a simple and easy way to fundraise.

Our welfare initiative (established prior to 2016) to help College families in need was continued in 2016. This initiative involved giving a percentage of money raised in 2015 to two families to assist them through the difficult and challenging situations they were facing early in the year. It was an honour to come alongside people in our community and support them and practically outwork our focus of building community.



Our major fundraiser for the year was our biannual Community Fete which we hosted in September. This event was well attended by the local community living around our school property as well as being attended by our College community. Similar to the 2014 fete, there were rides provided by Fosters Amusements, a variety of food stalls, show bags, Devonshire Tea, and Thrift Stall just to name a few. Our hard work and effort was rewarded with a surprising \$8,600 profit, not to mention the amazing community atmosphere present on the day.

After an extremely busy year, the P & F Committee celebrated with a Christmas Party held at Rashay's Casual Dining in November. The location



for the party was chosen as a thank you and show of support for the generous donation we received from Rashay's in support of our fete. We all enjoyed a fun and relaxed night celebrating our success and hard work throughout the year.

There were no major purchases made this year with the funds raised, with the goal to financially contribute to the construction of the new Prep facilities and the renovation of the school library - both of which are long-term projects.

Once again, I have thoroughly enjoyed my role as President of the P & F Committee this year. I have loved being a part of a wonderful team of people committed to supporting our wonderful College. It's amazing to look back and see what we have accomplished together. 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 another great year.



Thank you also to Mr Walton and the College staff for your assistance and encouragement throughout the year.

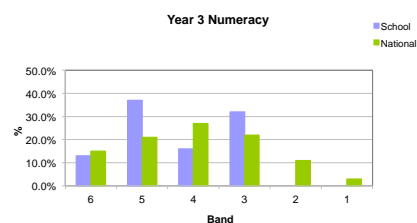
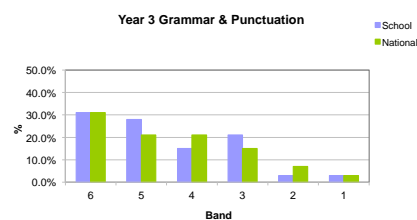
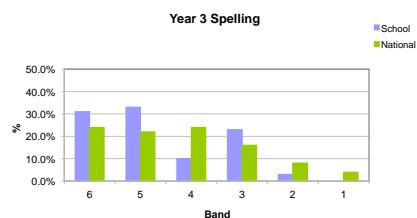
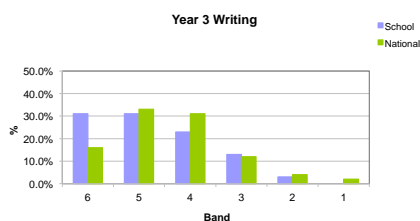
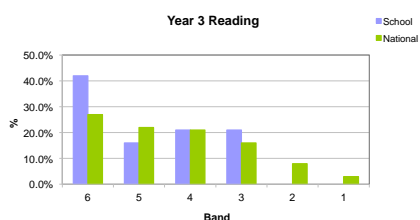
Sheridan Purcell
2016 P&F President

SCHOOL PERFORMANCE

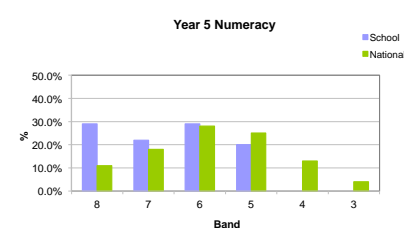
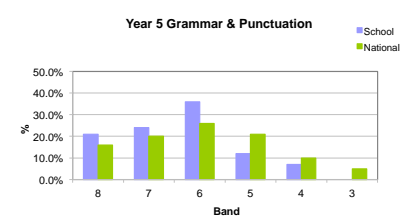
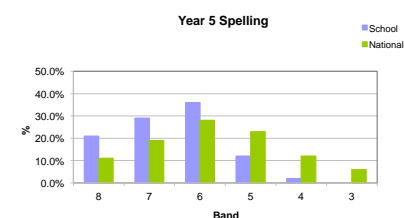
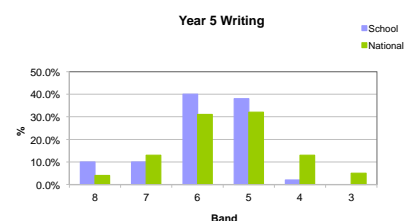
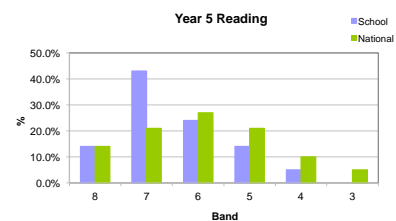
NAPLAN

Cedars students continued to perform well in 2016 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.

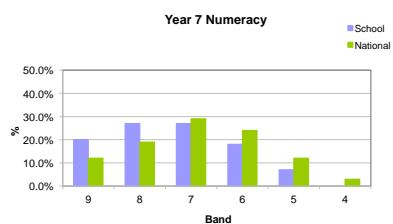
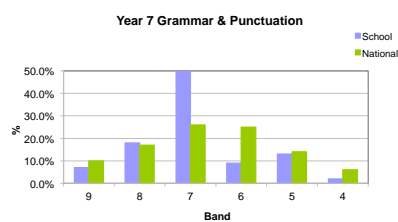
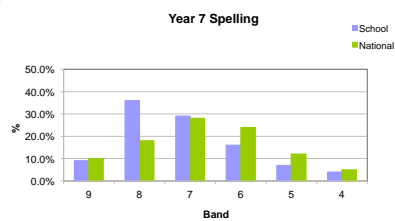
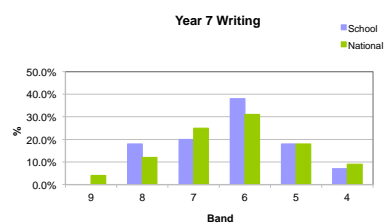
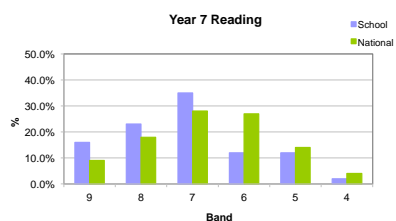
NAPLAN: YEAR 3



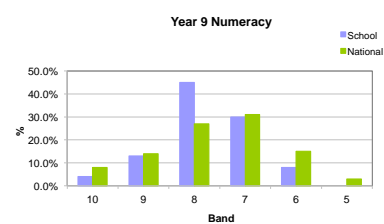
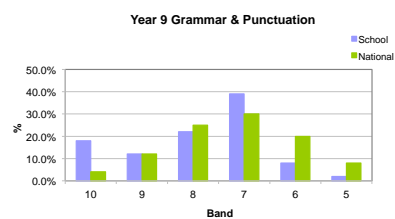
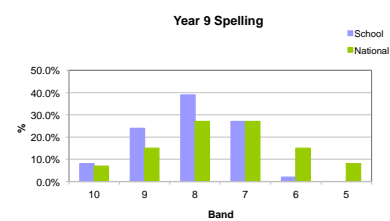
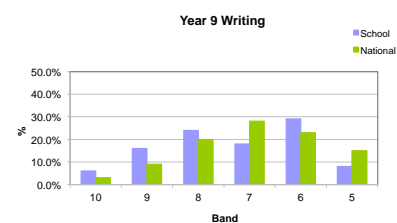
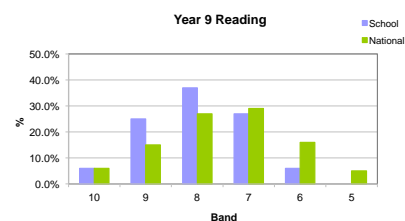
NAPLAN: YEAR 5



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.

As indicated below, Year 10 students in 2016 achieved good results against state averages:

	A GRADE %	B GRADE %	C GRADE %	D GRADE %	E GRADE %
ENGLISH	11	31	33	19	6
MATHEMATICS	3	23	44	22	8
SCIENCE	11	28	39	22	0
HISTORY	3	33	58	6	0
GEOGRAPHY	8	39	36	17	0
PDHPE	6	28	42	24	0

They also participated in a range of electives including Japanese, Commerce, Industrial Technology- Timber, PASS, Food Technology, IST, Music, Visual Arts, Child Studies, Design and Technology, and PDHPE

HIGHER SCHOOL CERTIFICATE

The Cedars Christian College community congratulates the 2016 Higher School Certificate class. Our students once again achieved personal bests with 84% of students receiving marks in the top three achievement bands. There were 198 examinations sat in the Higher School Certificate and 60% received a mark in the top three bands, which is a good result.

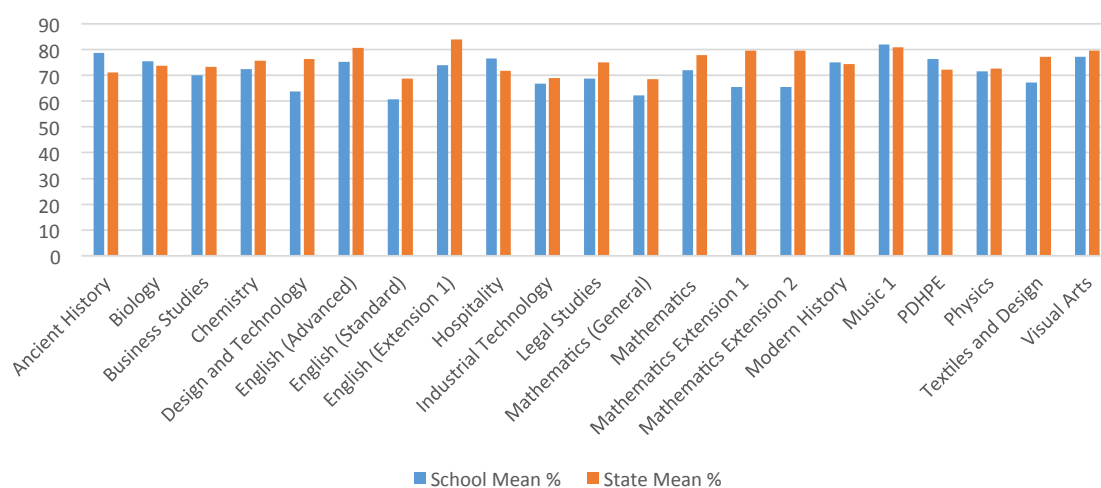
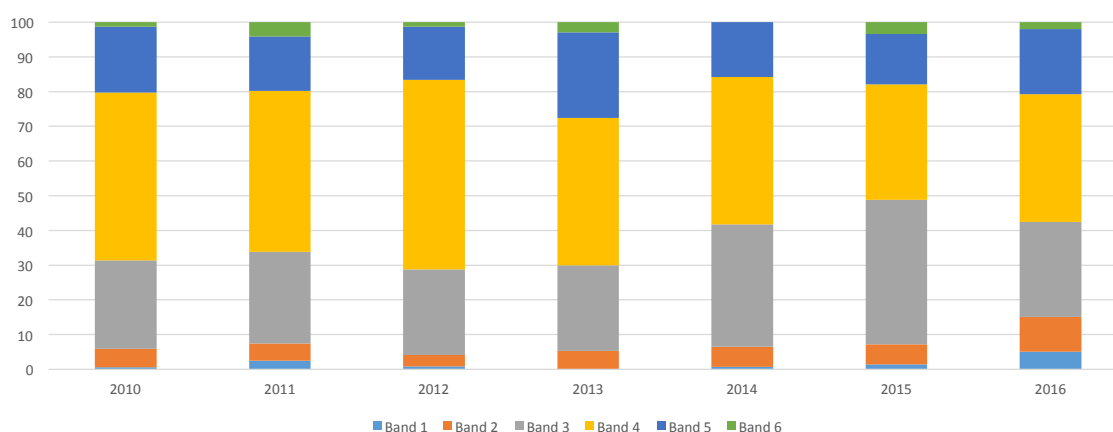
A special congratulations to the students who achieved Band 6 results in Extension Mathematics, Mathematics, Ancient History, PDHPE and Hospitality.



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%
2016	198	118	60%

2016 Higher School Certificate Results

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

Post School Destinations

The 2016 graduates from Cedars Christian College will pursue further study and careers in the following areas:

- Medicine
- Law
- Politics
- Primary Teaching
- Secondary Teaching
- Information Technology
- Nursing
- Childcare
- Social Science
- Commerce
- Arts
- Fashion
- Mechanical Engineering
- Communications and Media
- Engineering
- Computer Science
- Theology
- Beauty Therapy
- TV and Media
- Music
- Real Estate
- Automotive
- Sales

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 37 students who sat the Higher School Certificate, 25 are at University or further study, 9 are in active employment and 3 other. 75% of the students who went on to University were offered places through Early Entry programs prior to sitting any examinations.

Student Attendance and Retention

The College began the 2016 academic year with a student population of 632 with 40 of those being Prep students. All year groups were double streamed.

The Table below gives student numbers by Year group as at August 2016, K – 12 total 588:

YEAR GROUP	2016 STUDENT NUMBERS	YEAR GROUP	2016 STUDENT NUMBERS
Prep	49	6	42
K	46	7	50
1	35	8	55
2	43	9	55
3	42	10	36
4	56	11	47
5	43	12	38

Our enrolments draw from the following areas:

DRAWING AREAS	2012	2013	2014	2015	2016
Local: Farmborough Heights, Unanderra, Cordeaux Heights, Figtree and Berkeley	47%	43%	46%	46%	46%
South: Horsley, Dapto, Albion Park, Blackbutt, Shellharbour, Oak Flats, Kiama and Southern Highlands	24%	24%	24%	26%	29%
East: Lake Heights, Warrawong, Kemblawarra, Warilla and Port Kembla	4%	6%	5%	6%	5%
North: Wollongong, Mangerton, Coniston, Mt Ousley, Balgownie, Fairy Meadow, Woonona, Corrimal, Bulli and Austinmer	25%	27%	25%	22%	20%

Retention Rates

In 2016 the 'apparent retention' of student who completed Year 12 in 2016 compared with the number of students that completed Year 10 in 2014 was 80%. 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 2016 and who also completed Year 10 in 2014 at Cedars Christian College was 77%.

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 94% for 2016.

Student attendance rates for each year group are as follows:

YEAR GROUP	2016 ATTENDANCE RATE	YEAR GROUP	2016 ATTENDANCE RATE
K	99.2%	7	97.1%
1	94.9%	8	92.1%
2	95.2%	9	92.7%
3	95.4%	10	91.9%
4	94.9%	11	89.8%
5	93.8%	12	90.2%
6	95.8%		

Staff

Professional Learning

In 2016 Professional Learning at Cedars continued to transition away from the didactic model where teachers engage in one-off activities traditionally facilitated by an external provider, and toward a culture of targeted and shared learning. To this end, all teaching staff worked toward group goals and their individual progress was recorded using the online Professional Development and Review platform - Appretio. Much of our whole school staff meeting time was spent with teaching staff engaging in workshops around this goal.

The whole school goal for Semester 1 involved the launch of the Peer Coaching and Mentoring Initiative which is long-term project designed to embed a culture of collaboration and reflection amongst the teaching staff. The first goal was based on developing a shared understanding of the concept of Peer Coaching and associated skills. Specifically, the goal was; "to engage with and reflect on material presented in Peer Mentoring and Coaching workshops". Fortnightly reflections were recorded using the Appretio platform, which is the online Performance Development and Review process used at Cedars.

By regularly working toward this goal, teaching staff were able to gain a clear understanding of their role as both a coach and a coachee and the Peer Coaching process. Setting up the goal on Appretio also provided the opportunity for teachers to become more confident in using the platform.

Each of the workshops were linked to the Australian Professional Standards for Teachers to continue to prepare staff for the mandatory accreditation requirements for all teachers in January 2018.

During July PL Week the teaching staff benefited from the professional learning provided by Glen Pearsall from TTA. Glen provided a day long workshop at Cedars based on peer coaching, lesson observations and teacher reflection. This professional learning was

very well received by all teaching staff and provided an excellent platform to launch the next stage in the Peer Coaching Initiative in Semester Two.

Peer Partnerships were established in Semester Two where each teacher was encouraged to nominate a peer they can trust, to observe their practice. The focus was on creating collaborative relationships where both people are viewed as equal partners, sharing ideas in a collegial setting. Once established, the peer partners took turns to assume the role of the coach and view each other's lessons, using data tools to record evidence of practice for their partner. This involved three key components:

- (i) Discussion and Planning
- (ii) Observation
- (iii) Reflection

In order to facilitate this, a significant portion of the annual Professional Learning budget was allocated toward teacher release to support the need for teachers to meet and observe each other's practice. The feedback from the initial launch of Peer Coaching Partnerships has been very positive and those teachers who engaged in this authentically were able to cite obvious benefits to their teaching practice.

All teaching staff were also involved in Child Protection training facilitated by AIS. Furthermore, staff were involved in a refresher course provided by Local Fire on the reducing risk of fire hazards and the safe use of fire extinguishers in the school. Asthma Training was delivered during a whole school staff meeting in Semester One by a representative from Asthma Australia. All of this training was conducted on site and is part of the College commitment to ensure the ongoing safety and care for our students and members of the wider school community.

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 within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	52
Have qualifications as a graduate from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Do not have qualifications as described in above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

Staff Retention

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%
 The staff retention rate for 2016-2017 was 95%

Staff Composition

Teaching staff	53
Non-teaching staff	27
Staff indigenous	0
Staff Male	27
Staff Female	53



Enrolment Policy

Introduction

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

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

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

Enrolment Process

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

Application

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

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

Names of children will be entered on the appropriate waiting list when their parents or a parent return:

- (a) the Student Application for Enrolment form;
- (b) a non refundable Application Fee of \$50.00;
- (c) a copy of the child's birth certificate;
- (d) copies of the child's last two school reports, NAPLAN results (or pre-school reports for Kindergarten if available);
- (e) a pastoral or personal reference from a referee who is not a close relative of the family and who have known and interacted with the child's family for at least five years;

- (f) Immunisation History Statement;
- (g) Prep permissions form (for Prep applicants);
- (h) all medical, psychological or other reports about the child in their possession or control; and
- (i) other information about the child which the College considers necessary.
- (j) details of the child's Guardian in Australia who must be over 21 years, reside in the Illawarra area all of the time and speak English.

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

Assisted Enrolment Program

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

Assessment

If deemed necessary the College may ask the parents to provide more information about the child. Any assessments or reports required will be at the parents' expense.

In considering all prospective enrolments, the College may ask parents to authorise the Principal or his or her delegate to contact:

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

Where information obtained by the College suggests:

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

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

Disability

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

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

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

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

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

and includes a disability that:

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

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

Disability cont'd

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

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

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

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programs or to use

the College's facilities or services on the same basis as a child without the disability;

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

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

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

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

Interview

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

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

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

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

College's Considerations

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

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

The College also considers:

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

Offer

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

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

- (b) the non-refundable Enrolment Fee.

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

The Enrolment Fee is additional to tuition and other fees.

Offers for Provisional Enrolment

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

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

College Reserves Rights

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

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

Entry for Prep

Children joining the Cedars Prep program are expected to be independently toileting, drinking and eating. For the 3 year old program children must be 3 years old by the day they begin Prep and for the 4 year old program, they must have turned 4 by the end of February. Students will be assessed during the year for school readiness and, if required, an additional assessment process may be undertaken at the parents' expense.

Entry at the Start of Kindergarten

Normal Entry

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

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

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

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

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

Early Entry

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

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

Key Policies

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

Changes made to any policies in 2016 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 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.

Student Medical and Complex Health Plans

The role of the School Nurse continues to add great value to the area of student welfare and health. Students considered to have medical needs that are of moderate to high risk have detailed medical plans which have been well communicated to relevant staff members, including part-time and temporary staff. Complex Health Plans have also been introduced in recognition of the fact that a number of our students have medical, social and emotional as well as learning needs. This new form and related procedures has helped to streamline the care for the individual student and promotes communication between key stakeholders involved in care delivery.

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 disciplining 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 sub-school coordinators in 2016. 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 Detention	Poor attitude Teasing Distraction to others Answering back Lack of preparation Unacceptable language Unsafe behaviour	Class Teacher
Monitoring card	Persistent in class behaviours including punctuality, cooperation, equipment, and task completion	Class Teacher and Sub-school Coordinator
After school detention In school isolation for part or full day Community Service	Persistent behaviours in list above Stealing and cheating Bullying Vandalism Persistent failure to wear uniform Refusal to follow instructions	Sub-school Coordinator
Suspension / Expulsion	Persistent behaviours listed above 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	Deputy Principal or Principal
Exclusion	N/A	N/A

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 individualised action is prompted based on circumstances of the student/family.

Grievance Resolution

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

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

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

If the problem is not resolved at class level, the grievance may be taken to a member of the leadership team. In the case of welfare issues this would be a sub-school coordinator. In the case of curriculum matters this would be a KLA or Stage Coordinator or the Director of Primary or Secondary for higher level issues. College policies and procedures should be referred to and leadership staff should seek to resolve the matter in a way which shows respect to both the parents/students and the staff member. Matters related to non-educational issues, including finance should be directed to the Business Manager. In all levels of the process the principles of procedural fairness must be considered. If at any point the grievance involves child protection or a reportable allegation then the Child Protection Policy and its procedures must be invoked.

The Grievance Resolution policy can be accessed on the College's website.

Bullying and Cyberbullying Policy

Bullying is unacceptable in any form at Cedars Christian College. In our school environment we have an expectation that all members of the school community will be respected and that there will be a tolerance of individual differences. The essential dignity of each individual is accepted as all are members of the community and as such neither bullying nor harassment in any form will be tolerated. The school will not accept any activity that compromises the development and maintenance of a caring and supportive environment. The purpose of the policy is to raise awareness of bullying in the school community and to outline the appropriate

steps to take with regard to bullying. It is also to make clear that the College has a zero tolerance to bullying in any form. The policy is available to the community through the College website.

The policy includes a specific Anti-Bullying Action Plan which identifies proactive strategies applicable to each sub-school to minimise the incidence and risk of harm attributable to bullying and cyberbullying. The policy clearly identifies the roles and responsibilities of the College, parents and students in reducing the impact of bullying in the school. The policy also contains a flow chart which outlines the processes that will be followed in response to allegations of bullying.

Student Mobile Phone Policy

This policy was revised by the Deputy Principal and sub-school coordinators in response to discussion by the College Executive to reflect the increased use of technology in teaching and learning. Mobile Phones are included as an acceptable student device in some

circumstances and under strict guidelines.

The revised policy was approved by the College executive and communicated to students during a whole school assembly and to staff during a whole school staff meeting in November 2016.

Learning Support & Disability Provisions

In 2016 a review was undertaken of the College Policies relating to Learning Support and provisions for students with learning and medical needs that impact on their ability to complete formal assessments such as NAPLAN and the Higher School Certificate. The Learning Support policy was amended to incorporate changes to personnel and communication flow charts were updated. The Disability Provisions policy was

also reviewed and updated to closer reflect BOSTES requirements around applications for students seeking special consideration for Higher School Certificate examinations. The revised policy also better delineates between provisions accessible for students studying courses in Stage 4 through to Preliminary from those provisions for Higher School Certificate students.

Evacuation & Lockdown Policy

These policies are designed to assist the community to manage emergencies in an orderly and safe manner. At all times our priority is the safety and wellbeing of all members of the school community. Updates were made to these policies in 2016 to reflect changes to evacuation areas. In extreme weather conditions, Marco Polo Nursing Home have agreed to open up their facility to our community and we will evacuate

to their premises at the direction of the Emergency Warden. Changes were also made to personnel assigned to key roles during evacuation and lockdown. These changes were communicated directly to the staff affected. The specifics of the policy are communicated each term during whole school staff meetings in the lead up to evacuation and lockdown drills and as part of the debrief afterwards.



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 such as Lighthouse Community Kitchen, Ride Around the Lake and the Red Shield Appeal;
- 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.

2016 saw us continue to work on Mind Matters training and the running of Mind Matters programs within the school from Prep to Year 12. Our School Psychologist also ran targeted relationship building programs in Junior School and

Middle School. These had a focus on caring for and respecting others. Refugee Week was celebrated again in 2016 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. Our partnership with ASPECT continues to develop and Autism Awareness Day was a great success as we continue to learn more about those diagnosed with ASD and our students gain a greater respect for those different to themselves.

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 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 Year 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 Outside School Hours Care program which was then designed through 2015 and launched in 2016.

Our online Learning Management System 'C-Hub' 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. Peer coaching was established in 2016 which gave teachers the opportunity to partner up with another teacher, observe lessons, receive feedback and reciprocate the relationship. This has been a really valuable addition for teachers in 2016 and feedback has been overwhelmingly positive.

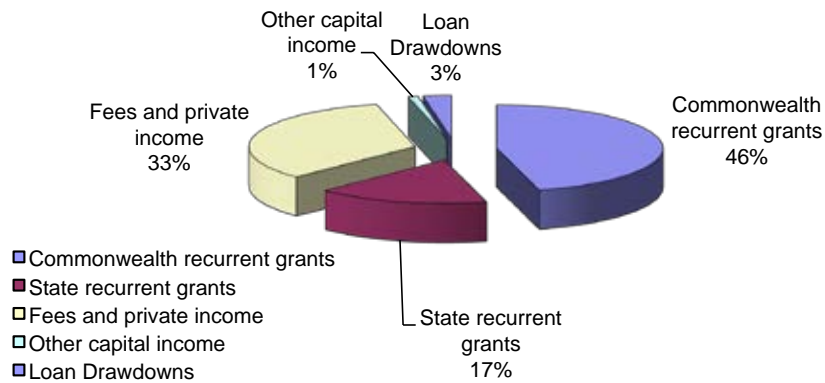
The monthly Parents and Friends Association meetings are an effective way to gain feedback from the parent community. These are well attended and parents have the opportunity to raise questions for the Principal and participate in guiding the direction of the school through providing their thoughts and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

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

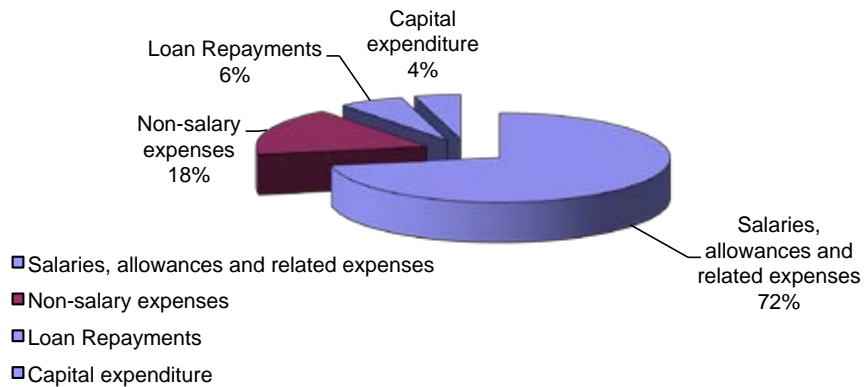
We are committed to providing opportunities to monitor the satisfaction levels of our College community and foster ongoing feedback.

Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure



The righteous will flourish like a palm tree, they will grow like a Cedar of Lebanon; planted in the house of the Lord.
Psalm 92: 12-13





prep



junior school



middle school



senior college



Results that
take them further

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