Cerdon College, Merrylands
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Introduction

About the Annual School Report

Cerdon College is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2017 Annual School Report for Cerdon College, Merrylands.

Cerdon College aims to develop in all students a passion for lifelong learning. It is therefore important that our students receive an education that equips them to take their place as citizens who are committed to continuing their personal education journey beyond their formal school years. This development takes place within a learning environment grounded in the values of the Marist Sisters’ charism.

Students at Cerdon College are provided with a diverse range of activities that allow all students to realise their potential. These activities include academic, extra-curricular and sporting activities which are supported by committed staff who seek opportunities to extend students’ abilities and challenge students to achieve personal excellence in all endeavours.

Cerdon College students are constantly challenged to achieve academic excellence in positive learning environments; personal faith development; a strong commitment to social justice and a preparedness to make a real difference as global citizens.

In 2017 Cerdon College continued to develop its facilities with a complete refurbishment of its two Food Technology kitchens and preparation room, the development of a Science, Technology, Engineering and Mathematics (STEM) maker space facility and redevelopment of Cerdon College Science facilities to incorporate three new laboratory spaces, three classrooms, a media editing area and theatrette as well as the refurbishment of playground spaces.

Parent

Cerdon College encourages the development of strong partnerships between home and school.

In 2017 parents were kept informed of school activities through newsletters, handbooks and the college website. Parents were encouraged to attend college information nights, display or performance nights, Parents and Friends meetings and a range of events featuring students from the college.

Parents of students at Cerdon College were fortunate to have their daughters educated in a positive learning environment where it was expected that not only could all students learn but they could also learn well. Students were supported by a professional, dedicated and committed teaching staff, who constantly sought to encourage students to realise their potential.

All parents were given opportunities to become involved in the school in a variety of ways, from involvement as coaches of sporting teams and canteen helpers; providing general assistance around the school; and as a reference group for college development processes.

Cerdon College continually draws strength from its grounding in Marist values, which are committed to strong family and community ties. The college has a school culture that promotes personal excellence as the goal for all students. Students are fortunate to be given opportunities to develop their skills in an encouraging and supportive environment.

Parents of Cerdon College students acknowledge that their daughters are educated in a caring, positive and supportive environment where each student is challenged to achieve.

Student

Cerdon College students always strive for personal excellence. They are challenged to continue to grow in their spiritual, social and academic life in a strongly supportive environment.

The college has a vibrant school climate, with high expectations for student achievement within an environment which fosters strong relationships between students, teachers and families.

In 2017 staff at Cerdon College consistently encouraged students to achieve their best in all areas of endeavour. This included the classroom, on the sports fields, in Creative and Performing Arts and in all community and social endeavours. Students were strongly encouraged to become involved in all facets of school life.
The college encouraged all students to become aware of a variety of global social justice issues. It had a strong, ongoing commitment to social justice issues which were at the forefront of many student extra-curricular activities. This was clearly shown by the continuation of an Immersion program for senior students to Maumere Flores, Indonesia, and the college's ongoing commitment to the support of Marist Sisters' Mission initiatives in Fiji and The Philippines.

Students at the college had the opportunity to develop their leadership roles in a variety of school and community settings.

Students were aware of the effort that had gone into the development of the college's facilities and improvement of resources available for all students. Students had an active presence and 'voice' within the college community.
Who we are

History of the school
Cerdon College is a Catholic secondary school for girls, founded by, and educating in, the tradition of the Marist Sisters. Cerdon College was established in 1960.

Location/drawing area
The school is located in Merrylands and draws on students from Merrylands, Granville, East Granville, Guildford and Greystanes schools and parishes.

There are 1087 students enrolled at Cerdon College with 39 home room classes from Years 7 to 12.
### Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>83</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>35</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>24</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>96</td>
</tr>
</tbody>
</table>
**Catholic Identity and Religious Education**

**Prayer, Liturgical Life and Faith Experiences**

School masses were celebrated three times a year, supplemented by liturgies throughout the year, as well as prayers and liturgies held in class and at assemblies. Ceremonies commemorated liturgical and other events such as Ash Wednesday, Lent, Easter, Christmas, Pentecost, the Assumption, ANZAC Day and Remembrance Day.

Students from Years 7 to 10 took part in reflection days, while senior students participated in retreats. Year 11 students undertook small group reflection days led by the Marist Sisters, while Year 12 students were all involved in a two day retreat, led by the Youth Mission Team.

Prayer was an element of all school events. Staff also undertook small group reflection days known as the Liveable Spirit program which focused on the Marist charism and a series of formation lectures and experiences.

**Social Justice**

A strong sense of social justice is evident in the school and is strongly expressed as part of the school's philosophy.

Support of charities was a feature of school life, particularly Marist charities which were the focus of Chavoin Day. Social justice was a strong element of the Religious Education program, with students in Year 11 undertaking voluntary community service, and support of organisations such as the St Vincent de Paul Society through its Christmas Drive and the Winter Appeal. Students also volunteered to serve breakfast for disadvantaged people at St Patricks Church Hill.

Cerdon College sought to involve the wider school community actively. Parish priests from our feeder parishes were welcomed to the school and invited to celebrate the school masses. A feature of the Religious Education program was an active involvement with local parishes.

**School home and parish partnerships**

The school has a strong Marian focus in its prayer life, culminating in its Chavoin Day celebrations.

In 2017 this Marian focus was linked to the prayer and liturgical life of the school. Major events in the church calendar were celebrated through prayer and liturgy with Chavoin Day being held to acknowledge Cerdon College's Marist heritage.

Strong links were established with all of our local parishes and local clergy were often involved in a variety of college liturgical and community activities.

Parents were kept well-informed of school life through the fortnightly school newsletter and many other publications sent home. Parents received invitations to the many school events, and attended parent information nights and parent/teacher meetings. The Parents and Friends Association was a strong group within the school. Parents always played a part in developing important school documents, such as the Annual Development Plan 2017, the college's 2017 Data Plan as well as advising on the expenditure of community funds.

**Religious Education**

The Religious Education program at Cerdon College provided opportunities for students to learn and grow in their faith, and participate in building an inclusive community encouraging active commitment to church and school. The college encouraged student involvement in a range of social justice initiatives.

The college followed the Sharing Our Story Religious Education program of the Parramatta Diocese. Religious Education was the core of the school's curriculum, with students in Years 11 and 12 having the option of studying Catholic Studies or the NSW Education Standards Authority (NESA) developed, Studies of Religion, course.

Religious Education was not confined to Religious Education classes. Students led the school in prayer for assemblies and in homeroom classes. Students also led the college in praying the
Angelus in May and October. Values education was an integral feature of programs in all Key Learning Areas.

Enhancing the spiritual life of our school was a key focus area for the 2017 Annual Development Plan.

The Cerdon College community continues to work to develop strategies to nurture a community which is Christ-centred; endeavours to deepen our understanding of our Marist charism and enhances spirituality within our Catholic tradition.

**Professional Learning of staff in Religious Education**

**Curriculum Development:**
- ongoing opportunities through the Data, Inquiry and Collaboration department
- whole-school approach to the Religious Literacy Assessment
- Higher School Certificate (HSC) analysis data

**Sacramental Opportunities:**
- staff mass to commence the year to enhance the link with the parish and the local parish primary school - acknowledgement and blessing of new staff
- weekly sacramental opportunities (Eucharist/Reconciliation on alternate weeks)
- college masses
- Opening Mass to set the theme for the academic year, Chavoin Day to acknowledge the founder of the Marist Sisters and the Year 12 Farewell Mass
- Ash Wednesday liturgy
- Holy Week liturgy
- Advent Mass
- Prayer acknowledging the presence of God at every school gathering and meeting

**Marist Spirituality:**
- the Liveable Spirit program - offered to staff from Cerdon and Woolwich to deepen their understanding of the Marist Sisters' Charism and its place in the universal Catholic church
- Staff Spirituality Day

**Staff Outreach:**
- homeroom teachers support of their class's initiative to raise funds for Project Compassion
- a roster for staff to supervise students and attend St Patrick's Church Hill for their Breakfast program- opportunities for staff to purchase the groceries needed each Saturday morning
- staff leading their homeroom class in the school’s support for the House of Welcome - non-perishable items collected, collated and delivered to the House of Welcome
- Involvement in the St Vincent de Paul fundraising for the Winter and Christmas Appeals
- involvement in fundraising for the Wilai Foundation, an organisation devoted to stateless people throughout the world
- involvement in social justice activities
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Grammar and Punctuation</th>
<th>School</th>
<th>Australia</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>98</td>
<td>92</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98</td>
<td>88</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
<td>93</td>
<td>71</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>99</td>
<td>95</td>
<td>60</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Grammar and Punctuation</th>
<th>School</th>
<th>Australia</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>96</td>
<td>89</td>
<td>73</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>97</td>
<td>82</td>
<td>57</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>99</td>
<td>90</td>
<td>67</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
<td>60</td>
<td>53</td>
</tr>
</tbody>
</table>

Students continued to show growth in Literacy and Numeracy skills.

There is a continuing need to develop students' reading skills especially in the area of drawing inferences from text. Students in Years 7 and 9 are encouraged to read widely from English texts.
Student growth in Numeracy skills continued to develop, with 100% of Year 9 students achieving the national standard for Numeracy.

The strong school wide numeracy approach is helping to consolidate student literacy skills especially as the students transition from Stage 3 to Stage 4, and the percentage of students achieving in the top three band levels continues to grow.

Cerdon College continued to implement specific targetted plans to improve student reading and numeracy skills, especially in Years 7 and 8. Special attention was focused on developing student skills in persuasive writing and the use of formal educational English.

Record of School Achievement (RoSA)

Two Year 12 students, five Year 11 students and 14 Year 10 students applied to the NSW Educational Standards Authority (NESA) for a Record of School Achievement in 2017. Cerdon College continued to retain a majority of students to completion of the Higher School Certificate.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>96</td>
</tr>
<tr>
<td>English Standard</td>
<td>81</td>
</tr>
<tr>
<td>English Advanced</td>
<td>99</td>
</tr>
<tr>
<td>Senior Science</td>
<td>100</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>100</td>
</tr>
</tbody>
</table>

Cerdon College students achieved strong results in the HSC in 2017.

Year 12 students at Cerdon College received 140 band 6 results (13.8% of all results) in the HSC, 414 band 5 results (40.9% of all results), 302 band 4 results (29.8% of all results), meaning 84.5% of all results in HSC examinations were achieved at a band 4, 5 or 6 level. One hundred and thirty band 3 results (12.8% of all results) were recorded and only 28 band 1 or 2 (2.7% of all results) were recorded.

Three students were acknowledged as All Round Achievers, achieving band 6 results in ten or more units of study.

Five students were acknowledged for outstanding achievement in individual subjects with a 2nd place in the state in 2 Unit PDHPE, 3rd in the state in 2 Unit Legal Studies, 3rd in the State in 2 Unit Croatian, 4th in the state in 2 Unit Croatian and 4th in the state in 1 Unit Extension Italian.

All students in 2 Unit Design and Technology, Visual Arts, Italian Continuers, French Continuers, Music Course1, Studies of Religion and Mathematics Extension I, Mathematics Extension II, History Extension and English Extension I and English Extension II recorded only band 4, 5 or 6 results.

School curriculum

Many programs were offered to assist students reach their potential. The learning support team offered assistance with literacy and numeracy, working with students with identified disabilities within the classroom. They offered academic and pastoral support to new arrivals and refugees. A special needs committee, drawn from a wide range of staff, worked with students on a one-to-one basis to address a range of needs. Gifted and talented students were catered for through
enrichment programs in Mathematics and Science; various competitions and activities such as Tournament of Minds; debating; public speaking; Youth Parliament; Constitutional Convention; and acceleration programs in 2 Unit Mathematics and Studies of Religion 1 Unit.

Year 6 students who entered the school took part in an orientation day in the previous year. They attended school one day before the rest of the school in their first year, when they were thoroughly immersed in the school organisation and culture. Year 10 students undertook a program which prepared them for the demands of senior school. All Year 10 and senior students worked with the careers adviser and guidance coordinators to prepare them for work or further study. A small number of Year 10 students had the opportunity to be involved in the Lighthouse Transition to Work program.

All students at risk undertook transition meetings with the learning support teachers, school counsellor, careers adviser, guidance coordinator and parents to help determine their futures.

The school was involved in many extra-curricular activities including an active environment and dance club. Debating and public speaking continued to grow. Students represented Cerdon College in the Parramatta Diocese Secondary Schools Sports Council (PDSSSC) and NSW Combined Catholic Colleges (NSWCCC), Model United Nations Assembly (MUNA), NSW Constitutional Convention, and the Kids Literature Competition.

Initiatives to promote respect and responsibility
Cerdon College as a Catholic school, is a place of belonging, respect, hope, justice, celebration and a place of quality learning and teaching. Relationships are based on the dignity of the whole person and provide witness to gospel values as a means of living daily life.

These values are central to both the Parramatta Diocesan’s and the college’s pastoral care policies. The school-based policy provided information on programs to support students and families, approaches to discipline and the creation of a safe school environment.

Programs such as Peer Support, St Vincent de Paul and Social Justice resulted in increased student awareness of a variety of social and global economic issues.

Another service available to the college community was through the identification and facilitation for students who require specific professional assistance through the college counsellor.

Students from Cerdon College were actively involved in a number of community based initiatives such as the college's programs to support specific Marist charities or outreach programs. A number of Year 11 students acted as voluntary assistants at local Catholic primary schools for a week.

Students had opportunities to develop their leadership skills through the activities of the Student Leadership Team and as mission promoters. Students fed back issues they discussed through the college Student Leadership Team which met regularly with the college executive. Peer support leaders from Year 10 worked with Year 7 students, particularly during the transition into high school during term 1 of Year 7. Senior students took leadership roles as captains, vice captains, sports captains, house captains and senior prefect team, while students had a strong Student Leadership Team which acted on, and developed student leadership initiatives. Senior students continued to support social justice through the Marist social justice group.

Professional Learning
Professional learning opportunities for the Cerdon College staff in 2017 included opportunities to complete:
- numeracy skill development to increase students’ understanding of mathematical concepts
- training of staff to improve student literacy skills
- first aid training, including Cardiopulmonary Resuscitation (CPR) and anaphylaxis and asthma training
- Work Health and Safety (WHS) training
- child protection training

Cerdon College, Merrylands
- training on the Australian Institute for Teaching and School Leadership (AITSL) teaching standards
- governance training for the College Executive
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For Cerdon College to continue to focus attention on the improvement of student literacy skills, in increasing student ability to draw inferences from a variety of written texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Careful data analysis of NAPLAN and school-based tests continued to show that a significant number of students had difficulty drawing inferences from texts and linking multiple examples of factual detail to draw appropriate conclusions. Making linkages of content across topic areas remained a strong focus for improving student results.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These included:  
- development of a whole-school literacy plan  
- wide reading program to incorporate a variety of text types  
- review of whole-school 'reading for meaning' strategies  
- professional learning opportunities for staff to review strategies for extending students' abilities to draw conclusions from differing text types and encourage students to draw inferences from content  
- reinforcement of writing strategies in all Key Learning Areas (KLAs)  
- development of understanding of the writing continuum |
<p>| <strong>Status of priority 1</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th><strong>Priority 2</strong></th>
<th>For the college to continue to improve student skills in solving word-based problems in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Analysis of NAPLAN results and HSC data analysis showed that students continued to experience difficulty in understanding word-based Mathematical problems and they lacked confidence in undertaking word-based problems and open-ended numerical tasks.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | In 2017, we:  
- continued use of Extending Mathematical Understanding (EMU) strategies  
- ensured exposure to whole-school numeracy vocabulary  
- used Newman’s prompts as a strategy for breaking down question content  
- targeted improving student ability to use problem solving strategies by engaging students in a variety of open-ended tasks  
- ensured weekly opportunities for students to engage in open ended tasks |
| **Status of priority 2** | Ongoing |

<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>Further embedding of the college's Marist charism within the college culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 3</strong></td>
<td>Cerdon College is a Catholic school with a Marist charism.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 3** | We focused on:  
- social justice initiatives in all areas of the school  
- implementation of a variety of community-based volunteer experiences for students  
- whole-school activities to continue to build a distinctive Marist culture  
- visual display of icons of Marist tradition |
| **Status of priority 3** | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To implement the writing continuum that addresses narrative and persuasive writing in order to improve clarity, consistency and improve skills, using language forms and features, and to support this through the development of literacy dense classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>The writing continuum is a multifaceted tool for the classroom. It acts as a success criteria and as a means of modelling responses for students to self-edit and critique their work. It assists with the implementation of formative assessment as teachers can use it as a means of processing work and plotting student growth.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | These will include:  
- continued implementation of a Guided Reading program  
- extension of writing structures such as Topic, Explanation, Evidence, Link (TEEL)  
- continuing to skill staff to use high yield strategies to foster students' literacy skills  
- using strategies such as the writing continuum, peer editing, descriptive feedback, co-constructed success criteria and accountable talk to improve student literacy skills |
| Priority 2 | To develop the problem solving ability of all students in Stages 4 and 5 |
| Reason for Priority 2 | With the increased demands upon students’ results in Mathematics, for example the requirements that from 2019 students studying for the award of the Higher School Certificate complete a Numeracy Test, and the prerequisite of a minimum band 4 in Mathematics in the HSC for students to do approximately 70 courses at University of Sydney, improving students’ problem solving ability will enable students to attempt and successfully complete, a greater number of application style questions. |
| Steps to be taken to achieve Priority 2 | These will include:  
- having a problem solving lesson in one half of every double lesson  
- using open tasks as the main strategy to improve problem solving strategies  
- using the Singapore Bar Model Method as one tool to solve open tasks  
- improving computational thinking, thereby bringing clarity to what the open task is asking as well as determining the reasonableness of a solution and encouraging students to focus on the problem rather than the complex calculation |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To continue to work for Cerdon College to remain authentically Catholic and distinctively Marist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Cerdon College is a Catholic school in a Marist tradition. As such, its work supports the aims and traditions of the universal Catholic church and it focuses particular attention on remaining faithful to the charism of the Marist Sisters.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
  - involvement of students in the St Patrick's Church Hill Breakfast program  
  - support of Australian Catholic Religious Against Trafficking in Humans (ACRATH)  
  - support for House of Welcome programs for refugees  
  - maintaining our strong relationship with local clergy in order to continue provision of the Sacraments for students  
  - strong focus on Religious Education instruction in the classroom |
Community Satisfaction

Parent satisfaction

During 2017, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported, showed that parents' perceptions were that Cerdon College was a positive environment, where students were motivated to achieve personal excellence in a safe, supportive environment. Parents would have still liked further opportunities to engage with the college community. Some parents would have liked to see students engaged more in the classroom and improved personal behaviours. Parents appreciated that their daughters were motivated to do well and had developed sound social relationships with their peers in an environment where they were provided with many opportunities to excel.

Student satisfaction

The QCS data showed that students were motivated to achieve well within a safe, supported environment. Students acknowledged that they were well-connected with their peers. Students would have liked to see the classroom environment become even more stimulating, while they would have liked teachers to continue to build positive relationships with them in a safe, supportive classroom. Students were aware that their behaviour needed to continue to grow if they were to improve their learning outcomes further. Students also clearly identified that they took their studies seriously and worked hard to achieve their personal best in assessment tasks. Students believed they had high personal expectations for achievement.

Teacher satisfaction

The QCS data showed that teachers would have liked student motivation and engagement to be greater. Teachers felt they had ownership of the college agenda and felt that students were generally well-behaved both within classrooms and the school environment. Teachers continued to feel a need for greater feedback on their performance and recognition of their work within a busy secondary school environment. Teachers felt they continued to require greater professional learning experiences to continue to build student achievement and to sharpen the focus of problem solving as a way to improve student learning outcomes.
Student Profile

Enrolment Policy
Cerdon College follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>0</td>
<td>1081</td>
<td>1081</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>1093</td>
<td>1093</td>
</tr>
<tr>
<td>2017</td>
<td>0</td>
<td>1087</td>
<td>1087</td>
</tr>
</tbody>
</table>

Cerdon College continues to have a strong pattern of school enrolment. Retention of students from Year 10 to Year 11 remains strong with no students leaving school for employment at the end of Year 10 in 2017.

The geographic area around the College continues to be redeveloped to dual occupancy or high density housing hence there continues to be demand for places for Year 7 enrolment. At present Cerdon College is limited as to the number of students it can enrol.

Student attendance rates
The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>91</td>
</tr>
<tr>
<td>Year 8</td>
<td>91</td>
</tr>
<tr>
<td>Year 9</td>
<td>92</td>
</tr>
<tr>
<td>Year 10</td>
<td>92</td>
</tr>
<tr>
<td>Year 11</td>
<td>88</td>
</tr>
<tr>
<td>Year 12</td>
<td>93</td>
</tr>
<tr>
<td>School average</td>
<td>92</td>
</tr>
</tbody>
</table>

Characteristics of the student body
The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>665</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>14</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing.
within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

**Student retention rates**

The retention rate of students for Year 10 to Year 12 was 98%.

At Cerdon College the retention of students from Year 10 to Year 12 continues to be high with a retention of 98% of students to the Higher School Certificate.

**Senior secondary outcomes**

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

| Percentage of Year 12 students who undertook vocational training while at school | 61 |
| Percentage of Year 12 students who undertook training in a trade while at school | 0 |
| Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification | 100 |

**Post school destinations**

Each year Cerdon College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

| Destination of students leaving Year 12 | % |
| University | 92 |
| Technical, and Further Education (TAFE) | 4 |
| Workforce | 4 |
| Other/Unknown | 0 |
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The school's Student Welfare policy and Student Welfare: Consequences Statement were published in the student handbook issued to every student and therefore available to all parents. It contains a list of rights and responsibilities for students, staff and parents. The five major student responsibilities are:

1. to treat others justly and to value them as individuals
2. to contribute to a safe and secure school that is free from discrimination and intimidation
3. to work together to maintain an environment that is clean and safe
4. to have a positive and responsible attitude towards learning and to respect the rights of all students to learn
5. to promote and enhance a positive image of the school by observing all school rules

Cerdon College's Student Welfare policy clearly highlighted the rights and responsibilities of every student in the school.

The school also took a very strong stance on anti-bullying, and records showed a minimal amount of bullying in the school. All allegations of bullying were thoroughly investigated and addressed.

The care of Cerdon College students was the primary responsibility of the college's pastoral teams, led by a guidance coordinator and assistant principal (Mission). Counselling was part of the student welfare processes. A full-time counsellor was available to work with individual students. Students could also be referred to external counselling services.

The college's Student Welfare policy was evaluated and reviewed as part of our annual review of all college policies. No changes were made to the Student Welfare policy in 2017.

The full text of the 2017 student management/welfare and discipline policies can be obtained through the college's website at http://dev.cerdon.nsw.edu.au/

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy in 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$9,335,922</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$1,143,021</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$2,837,804</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$3,786,696</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$939,234</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$18,042,677</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$2,999,778</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$11,183,066</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$3,583,704</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$17,766,548</strong></td>
</tr>
</tbody>
</table>

1. Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. Capital relates to Government Capital Grants.
3. State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. Fees relates to diocesan and school based fees, excursions and other private income from parents.
5. Other refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
7. Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.