2013 annual school report

Cerdon College, Merrylands
Sherwood Road Merrylands 2160
Principal: Mrs Patricia Baker
Phone: 8724 7300
Fax: 8724 7399
Email: Cerdon@parra.catholic.edu.au
http://www.cerdonmerrylands.catholic.edu.au
Introduction

About the Annual School Report

Cerdon College is registered by the Board of Studies (New South Wales) 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 2013 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

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.

Message from key school bodies

Principal

I am proud to present to you the 2013 Annual School Report for Cerdon College, Merrylands.

Cerdon College hopes 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 them 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 2013 Cerdon College continued to develop its facilities with refurbishment of the College’s netball and basketball courts; continuing improvement of the College grounds including landscaping in the College grounds; construction of covered walkways and installation of air-conditioning in classroom areas.

Parent body

Cerdon College encourages the development of strong partnerships between home and school. Parents are kept informed of school activities through newsletters, handbooks and the College website. Parents are 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 are fortunate to have their daughters educated in a positive learning environment where it is expected that not only can all students learn but they can also learn well. Students are supported by a professional, dedicated and committed teaching staff, who constantly seek to encourage students to realise their potential.

All parents are 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. Cerdon 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 body

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.

Staff at Cerdon College consistently encourage students to achieve their best in all areas of endeavour. This includes the classroom, on the sports fields, in Creative and Performing Arts and in all community and social endeavours. Students are strongly encouraged to become involved in all facets of school life.

The College encourages all students to become aware of a variety of global social justice issues. Strong, ongoing commitment to social justice issues is at the forefront of many student extra-curricular activities.

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

Students are keenly aware of the effort that has gone into the development of the College’s facilities and improvement of resources available for all students.

Who we are

History of 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 feeder schools and parishes.

There are 1089 students enrolled at Cerdon College with 40 home room classes from Years 7 to 12.

Enrolment policy

Cerdon College follows the Catholic Education, Diocese of Parramatta (CEDP) document, Enrolment Procedures in Parramatta Catholic Systemic Schools, January 2002. This document can be obtained from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

Current and previous years' student enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1043</td>
<td>1043</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1073</td>
<td>1073</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>1089</td>
<td>1089</td>
<td></td>
</tr>
</tbody>
</table>

As our school is in a growing area, our enrolments are increasing as new families move into the area. It is projected that this trend will continue over the next years.

Characteristics of the student body 2013

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

<table>
<thead>
<tr>
<th>Language Backgrounds other than English (LBOTE)*</th>
<th>Student with Disabilities (SWD)*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>23</td>
<td>5</td>
</tr>
</tbody>
</table>
## School review and development

### Annual school priorities 2013

<table>
<thead>
<tr>
<th>Priority</th>
<th>Reason for the priority</th>
<th>Steps taken to achieve the priority</th>
<th>Status of the priority</th>
</tr>
</thead>
</table>
| Our first priority was to improve student outcomes in the National Assessment Program Literacy and Numeracy (NAPLAN) and Higher School Certificate. | This is the ongoing central focus of Cerdon College. | • analysis of NAPLAN results by staff  
• development of annual College literacy and numeracy plans  
• analysis of Higher School Certificate (HSC) results | Ongoing |
| Our second priority was to continue the process of systematic refurbishment of the College facilities. | This priority sought to address inadequate teaching/learning facilities and to achieve full Work Health and Safety (WHS) compliance. | • refurbishment of sports court facilities  
• construction of an all weather Personal Development, Health and Physical Education (PDHPE) facility. | Achieved |
| Our third priority was to continue to build teacher capacity. | This priority was chosen as building teacher capacity is central to the continued development of the College. | • information technology (IT) professional learning opportunities  
• building professional learning communities | Ongoing |

### Projected school priorities 2014

<table>
<thead>
<tr>
<th>Priority</th>
<th>Reason for the priority</th>
<th>Steps to be taken to achieve the priority</th>
</tr>
</thead>
</table>
| Our first priority will be to continue to improve student outcomes. | This priority was chosen as it is the core task of schools. | • NAPLAN analysis  
• HSC analysis  
• targeting improvement in student performance |
| Our second priority will be to continue the process of systematic school refurbishment. | This priority was chosen to ensure all facilities meet legislative requirements. | • improvement of College facilities, especially in IT infrastructure  
• continued development of classroom facilities |
| Our third priority will be to continue to engage students, staff, parents and local community partnerships in extending the College’s Marist charism and building community relationships. | This priority was chosen as it is a central aim of the College’s Annual Development Plan | • Building partnerships eg Rotary  
• Cerdon to Cerdon community pilgrimage in 2014 |
| Our fourth priority will be to continue to build teacher capacity through the National Teaching Standards. | This priority was chosen as it is a significant focus of the emerging national educational agenda. | • unpacking teaching standards for ‘Highly Accomplished’ teachers  
• building teacher collaboration and capacity |
Catholic identity

Prayer, liturgical life and faith experiences

School masses are celebrated three times a year, supplemented by liturgies throughout the year, as well as prayers and liturgies held in class and at assemblies. Ceremonies commemorate 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 take part in reflection days, while senior students participate in retreats. Year 11 students undertake small group reflection days led by the Missionary of God's Love Sisters, while Year 12 students are all involved in a two day retreat, led by the Youth Mission Team. Prayer is an element of all school events. Staff also undertake small group reflection days known as the Liveable Spirit program which focus 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 is a feature of school life, particularly Marist charities which are the focus of Chavoin Day. Social justice is a strong element of the Religious Education program, with students in Year 11 undertaking voluntary community service in each year, and support of organisations such as the St Vincent de Paul Society through its Christmas drive and the Winter Appeal.

Cerdon College seeks to actively involve the wider school community. Parish priests from our feeder parishes are welcomed to the school and invited to celebrate the school masses. A feature of the Religious Education program is 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. This Marian focus is linked to the prayer and liturgical life of the school. Major events in the church calendar are celebrated through prayer and liturgy with Chavoin Day being held to acknowledge Cerdon College's Marist heritage.

Strong links have been established with all of our local parishes and local clergy are often involved in a variety of College liturgical and community activities.

Parents are kept well-informed of school life through the fortnightly school newsletter and many other publications sent home. Parents receive invitations to the many school events, and attend parent information nights and parent/teacher meetings. The Parents and Friends Association is a strong group within the school. Parents always play a part in developing important school documents, such as the Strategic Plan 2010-2014, and expenditure of community funds.

Religious Education

Religious Education

The Religious Education program at Cerdon College provides 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 encourages student involvement in a range of social justice initiatives.

The College follows the Sharing Our Story Religious Education program of the Parramatta Diocese. Religious Education is the core of the school's curriculum, with students in Years 11 and 12 having the option of studying Catholic Studies or the Board of Studies developed, Studies of Religion course.

Religious Education is not confined to Religious Education classes. Students lead the school in prayer for assembly and in homeroom classes. Students also lead the College in praying the Angelus in May and October. Values education is an integral feature of programs in all Key Learning Areas.

Enhancing the spiritual life of our school was a key focus area for the 2013 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

Religious Education is the central focus of Cerdon College.

Staff continue to deepen their knowledge and understanding of Religious Education through constant collaborative development of curriculum programs which are based on *Sharing Our Story*. They are involved in regular prayer and discussion. A strong Marist charism continues to be developed through professional learning opportunities provided by the Marist Sisters through the Liveable Spirit program.

Students who choose the Studies of Religion course and the teachers who teach it are required to study Christianity as a main depth study.

Regular whole-school professional learning opportunities are provided to all staff. One way of doing this is through staff development days where all staff are informed about Religious Educational matters and are exposed to, and involved in, religious experiences. In addition to these staff development days, once a term a ‘Spirituality in the Staff Room’ workshop is held for all staff who wish to attend. The workshop content pertains to Religious Education and/or spirituality. A variety of presenters are invited to facilitate these sessions.

Furthermore, the principal and the assistant principal, mission and administration, have organised and offered several unique opportunities for staff to undertake a pilgrimage to holy places such as Rome, and to Marist places of significance, such as Cerdon village and Fourviere. These pilgrimages are a wonderful way of educating staff in the Catholic tradition.
Learning and teaching

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching 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. Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. 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></th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 7:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>99.50</td>
<td>91.90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.00</td>
<td>95.10</td>
</tr>
<tr>
<td>Reading</td>
<td>97.50</td>
<td>94.20</td>
</tr>
<tr>
<td>Writing</td>
<td>98.00</td>
<td>89.30</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.00</td>
<td>90.60</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.00</td>
<td>93.60</td>
</tr>
<tr>
<td><strong>Year 9:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>96.80</td>
<td>88.70</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.60</td>
<td>90.60</td>
</tr>
<tr>
<td>Reading</td>
<td>98.40</td>
<td>93.40</td>
</tr>
<tr>
<td>Writing</td>
<td>95.20</td>
<td>82.60</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94.10</td>
<td>88.10</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.30</td>
<td>92.10</td>
</tr>
</tbody>
</table>

In 2013 students in Year 7 and Year 9 achieved above the state averages for Literacy skills and marginally below state averages for Numeracy.

Cerdon College continues to implement specific plans to improve student reading and numeracy skills.

Record of School Achievement (RoSA) 2013

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

In 2013, 3 Year 10 and 4 Year 11 students left school and requested a RoSA.
Higher School Certificate (HSC) 2013

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

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>Geography</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School</td>
<td>93.9</td>
<td>67.6</td>
<td>97.3</td>
<td>100</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>34.0</td>
<td>86.0</td>
<td>64.69</td>
<td>68.15</td>
</tr>
</tbody>
</table>

In 2013 Year 12 students of Cerdon College received 159 band 6 results in the HSC (15.3% of all results), 386 band 5 results (37% of all results), 291 band 4 results (27.9% of all results) and 171 band 3 results (16.5% of all results).

Only 35 band 1 or 2 results (3.3% of all results) were recorded.

Four students were acknowledged on the All Round Achievers list for students who recorded a band 6 result in 10 or more of the units they studied. One student came second in the state in 2 unit Croatian.

Ten subjects recorded marks that were five or more marks above the state average for the subject.

School curriculum

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

Year 6 students who enter the school take part in an orientation day in the previous year. They attend school one day before the rest of the school in their first year, when they are thoroughly immersed in the school organisation and culture. Year 10 students undertake a program which prepares them for the demands of senior school and completion of the mandatory Board of Studies, All My Own Work program. All Year 10 and senior students work with the careers adviser and guidance coordinators to prepare them for work or further study. A small number of Year 10 students have the opportunity to be involved in the Lighthouse Transition To Work program.

All students at risk undertake transition meetings with the learning support teachers, school counsellor, careers teacher, guidance coordinator and parents to help best determine their future.

The school is involved in many co-curricular activities. These include St Vincent de Paul Society, Lions Youth of the Year, Rotary programs, Catholic Schools’ Debating, Catholic Schools’ Oratory, Marist Oratory Competition, Australian Business Week, Mock Trial, History debating, cabaret/dance/drama evenings, music recitals, vocal group, aerobics, athletics, aquathon, basketball, cross country, dance, netball, soccer, futsal, softball, swimming, touch football, table tennis, tennis, triathlon and volleyball.

The College also has a very active environment group and dance club. Student interest in debating and public speaking continues to grow. Students represented Cerdon College at the Model United Nations Assembly (MUNA) United Nations forum, the NSW Constitutional Convention, and Campion College Knowledge Challenge. Students in Year 11 are involved in community service activities.
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 Diocesan and College's pastoral care policies. The school-based policy provides 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 have resulted in increased student awareness of a variety of social and global economic issues.

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

Students from Cerdon College are actively involved in a number of community based initiatives such as: Caritas; St Vincent de Paul Outreach programs; and programs to support specific Marist charities, including the Marist sisters mission in Kanossia, Papua New Guinea. A number of Year 11 students act as voluntary assistants at local Catholic primary schools.

Students have opportunities to develop their leadership skills through the activities of the Student Representative Council (SRC) and as mission promoters. Students feed back issues they discuss through the College student leadership team which meets regularly with the College executive. Peer support leaders from Year 10 work with Year 7 students, particularly during the transition into high school during term 1 of Year 7. Senior students take leadership roles as captains, vice captains, sports captains, house captains and senior prefect team, while students have a strong Student Representative Council as a forum to develop student leadership initiatives. Senior students have continued to support social justice through the Marist social justice group.

Parent satisfaction with the school

During 2013, the 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 will be 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 still like further opportunities to engage with the College community. Some parents would like to see students further engaged in the classroom and improve their personal behaviours. Parents appreciated that their daughters were motivated to do well and developed sound social relationships with their peers in an environment where they were provided with many opportunities to excel.

Student satisfaction with the school

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 like to see the classroom environment become even more stimulating, while they would like teachers to continue to build positive relationships with them in a safe, supportive classroom.

Students were aware that their behaviour needs to continue to grow if they are to improve their learning outcomes further.

Teacher satisfaction with the school

The QCS data showed that teachers would like student motivation and engagement to be increased.

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 required greater professional learning experiences to continue to build student achievement and to sharpen the focus of discussion on student learning outcomes.
Workforce composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>83</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australian or within AEI-NOOSR* guidelines but lacking formal teacher qualifications</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of teachers who do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>31</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers aides)</td>
<td>23</td>
</tr>
<tr>
<td>Percentage of teacher who are Indigenous</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Australian Education International - National Office of Overseas Skills Recognition

Professional learning

Professional learning opportunities for the Cerdon College staff in 2013 included opportunities to complete:

- numeracy skill development to increase students' understanding of mathematical concepts
- training of staff to teach Enhancing Mathematical Understanding intervention strategies
- first aid training, including Cardiopulmonary Resuscitation (CPR) and Anaphylaxis training
- Work Health and Safety (WHS) training
- child protection training
- iPad training and training in Google Apps
- training on the Australian Teaching standards

Teacher attendance and retention rates

Teacher attendance

The average teacher attendance for 2013 was 96.7%.

Teacher retention

Of the 2013 teaching staff, 96% were retained from 2012.

Student attendance rates

Percentage of student attendance by Year level and school average:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.3</td>
<td>95.3</td>
<td>94.8</td>
<td>93.6</td>
<td>95.9</td>
<td>96.2</td>
<td>95.35</td>
</tr>
</tbody>
</table>
Managing 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 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven 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 student 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 at school 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 Catholic Education Office staff for follow up.

Student retention rates

The retention rate of students from Year 10, 2011 to Year 12, 2013 was 94%. The students who left in Year 10 enrolled in a range of Technical and Further Education (TAFE) courses, traineeships, other study opportunities or secured full-time employment.

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 | 44% |
| Percentage of Year 12 students who undertook training in a trade while at school | N/A |
| Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification | 100% |

Post-school destinations

| Destinations of students leaving Year 12, 2013 | % |
| University | 85 |
| Technical, and Further Education (TAFE) | 6 |
| Workforce | 8 |
| Other/unknown | 1 |
Pastoral care of students

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

The school's Student Welfare policy and Student Welfare: Consequences Statement are published in the student handbook issued to every student and therefore it is 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 highlights the rights and responsibilities of every student of the school.

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

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

The College's Student Welfare policy is evaluated and reviewed as part of our annual review of all College policies. No changes were made to the Student Welfare policy in 2012.

The full text of the 2013 student management/welfare and discipline policies can be obtained through the College's website at http://www.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 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 during this year.
In 2013 Cerdon College received $111,848.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

**Fees** relate to diocesan and school based fees, excursions and other private income from fundraisers.

**State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

**Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

**Capital** relates to Government Capital Grants including monies received under the Building Education Revolution.

**Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
School recurrent and capital expenditure

Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary refers to all other Non-Salary Recurrent Expenses.

Capital refers to Non-Reccurrent Capital Expenditure including School Buildings, Furniture and Equipment.