



# Cerdon College

## 2023 Annual School Report



Cerdon College  
PO Box 277  
Merrylands 2160  
0287247000  
[Cerdon@parra.catholic.edu.au](mailto:Cerdon@parra.catholic.edu.au)  
[www.cerdonmerrylands.catholic.edu.au](http://www.cerdonmerrylands.catholic.edu.au)

## 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 carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### **From the Principal Lisa-Maree Browning**

I am proud to present to you the 2023 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.

The College offers a wide variety of opportunities which includes 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.

Students at the College 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 2023, Cerdon College continued to develop its facilities with the refurbishment and furnishing of its TAS Textiles Workshops and the Drama Performance space. The College also updated its external signage enhance community communication and improve site accessibility.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

During 2023, Cerdon College sought feedback through parent and student surveys, as part of a commitment to a continual cycle of improvement.

The survey responses showed that parents believe that Cerdon College is a positive environment, where students were motivated to achieve personal excellence in a safe, supportive environment.

Parents appreciated the opportunities to engage with the College community through their support of Open Night, Mother's Day Mass and the formal channel of Parents and Friends.

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.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

### **From the Students**

Survey data from PIVOT and in-class surveys, 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, but acknowledged that their teachers continue to build positive relationships with them in a safe, supportive classroom where learning is prioritised. Pleasingly students were aware that their lessons needed to become more challenging 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. Students also reported that they wished teachers to engage them more in their learning, especially through challenging tasks. Students feel their wellbeing and sense of community is fostered through the many extra-curricular opportunities provided by the College involving, STEM, CAPA, sport and cultural pursuits, as well as the wide variety of co-curricular clubs that build teamwork and creativity.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### **History of the college**

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

### **Location / Drawing Area**

Cerdon College is located in Merrylands and draws on students from Merrylands, Granville, East Granville, Guildford and Greystanes schools and parishes.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	121
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	60
Number of part time teaching staff	33
Number of non-teaching staff	28

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Cerdon College can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- To establish self-directed practices that lead to ownership of the learning.
- 'To Christ through Mary': Living a Christian life in a Marist way, 2023 - 2025
- Understanding the impact of cognitive load theory on student learning.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Students were involved in procuring and creating personal care packages for St Vincent de Paul clientele.
- Whole school initiative in promoting a campaign for Breast Cancer awareness.
- Whole school initiative collecting winter items for Vinnies Winter appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent



with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- In recognition of 200 years of Marist Sisters, all staff engaged in a Marist program to deepen their understanding of the charism.
- Online Religious Education professional learning program: "Sharing our Story".
- Invitation to attend the "The Marist Charism and Culture" Immersion to deepen their understanding of the Marist Sisters charism.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	68%
Writing	74%	63%
Spelling	85%	73%
Grammar and Punctuation	74%	64%
Numeracy	70%	67%

### NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	63%
Writing	70%	58%
Spelling	79%	71%
Grammar and Punctuation	63%	56%
Numeracy	70%	64%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2023:

- The number of students issued with a RoSA in Year 10 was 1.
- The number of students issued with a RoSA in Year 11 was 4.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	81%	59%	79%	56%	90%	58%
English Advanced	100%	95%	95%	94%	99%	93%
Studies of Religion 1	89%	84%	87%	79%	94%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 34.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Design Fundamentals, Exploring Early Childhood, Numeracy, Studies in Catholic Thought.

### School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Physics	100%	67%
Drama	100%	89%

### HSC Results Comment

The 2023 HSC results were exceptionally strong with 82% of all results either a Band 4, 5 or 6. Positive trends included a reduction in the overall number of lower bands (1 to 2) and mid-bands (3 to 4) resulting in a greater proportion of Band 5 and 6 results compared with the previous year. 77% of the subjects offered were above the state average with strength in Italian, Industrial Technology, Entertainment and Ancient History. Italian Continuers achieved 1st and 5th placings in the State while Italian Beginners attained 2nd and 5th

placings, respectively. 20% of students achieved an ATAR (Australian Tertiary Admission Rank) above 90 while 48% of students achieved an ATAR above 80. SMH reported that "Cerdon College achieved similar or better results than higher fee paying schools".

## Student Profile

### Enrolment Policy

Cerdon College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
0	1026
Total Enrolments: 1026	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	95%	10	91%
8	91%	11	91%
9	91%	12	91%
College Average: 92%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 97%.

### **Post School Destination**

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

Post School Destination	
University	90%
Technical and Further Education (TAFE)	4%
Workforce	2%
Other/Unknown	4%

### **Characteristics of the student body**

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

Student Body Characteristics	
Language background other than English (LBOTE)	718
Students with disabilities (SWD)	209
Aboriginal and Torres Strait Islander	17

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Cerdon College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Regular assemblies recognising student achievements.
- Ongoing longitudinal "Future Proofing Study" through Black Dog Institute to gain valuable data on student wellbeing.
- Increased accessibility to counselling services.

Cerdon College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Cerdon College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- In promoting the Catholic Social teaching, Care for our Common Home, the 'Return & Earn' recycling initiative was implemented.
- Commemorated Reconciliation Week with school assembly and local Elder, and attendance at ANZAC Day Dawn Services.
- Networking in collaboration with other student leaders through Captains Connect.



## Community Satisfaction

During 2023, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Learning focus
- Teacher support
- Appreciation of the academic focus and support of all students learning growth.

Areas of strength from the student feedback include:

- Safe and supportive learning environment.
- Students identified connectedness to peers as strong.
- Opportunities to be challenged as learners through high expectations.

Areas of strength from the staff feedback include:

- Staff identified that they are treated with respect.
- There is access to the resources and systems (e.g. policies, guidelines, materials, equipment, technology, etc.) needed to effectively complete work.
- Clear understanding of expectations.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	To establish self-directed practices that lead to ownership of the learning.	Still Working Towards.
Priority 2	'To Christ through Mary': Living a Christian life in a Marist way, 2023 - 2025 A focus on the Marist values: perseverance, compassion	Still Working Towards.

Projected School Priorities		
Priority 1	'To Christ through Mary': Living a Christian life in a Marist way, 2023 - 2025 With a focus to: pray with purpose and service with humility, the Cerdon community seeks to continue to promote the Marist charism and to flourish in Jesus' way.	
Priority 2	Prioritise an authentic partnership between the school community and students' families through the integration of a proactive approach between the pastoral team and families .	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$12,748,013
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,410,820
Fees and Private Income <sup>4</sup>	\$4,336,951
Other Capital Income <sup>5</sup>	\$598,390
Total Income	\$21,094,174

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$682,053
Salaries and Related Expenses <sup>7</sup>	\$15,159,647
Non-Salary Expenses <sup>8</sup>	\$5,354,727
Total Expenditure	\$21,196,427

---

<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses