



# Cerdon College

## 2024 Annual School Report



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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 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 2024 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 pleased to present the 2024 Annual School Report for Cerdon College, Merrylands.

Cerdon College is dedicated to fostering a passion for lifelong learning in all students. It is essential that our educational approach equips students to become engaged citizens who are committed to their personal educational journeys beyond their formal schooling. This growth occurs within a learning environment that is rooted in the values of the Marist Sisters' charism.

At Cerdon College, students are offered a wide array of activities designed to help them realise their full potential. The College provides numerous opportunities across academic, extra-curricular, and sporting domains, all supported by a dedicated staff who strive to extend students' abilities and encourage them to pursue personal excellence in every endeavor.

Students are consistently motivated to achieve academic excellence within positive learning environments, while also focusing on personal faith development, a strong commitment to social justice, and the readiness to make a meaningful impact as global citizens.

In 2024, Cerdon College continued to enhancing its facilities, including the renovation of Drama Theatre and began the refurbishment of classrooms. Additionally, the College remains committed to enhancing its external presence to improve student experience, community communication and enhance 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

In 2024, Cerdon College actively sought feedback from parents and students through comprehensive surveys, reflecting its dedication to ongoing improvement. The survey results indicated that parents perceive Cerdon College as a nurturing environment that inspires students to pursue personal excellence within a safe and supportive atmosphere.

Parents expressed gratitude for the various opportunities to engage with the College community, including events such as Open Night, Mother's Day Mass, and the established Parents and Friends association. Furthermore, they noted that their daughters were not only motivated to succeed but also cultivated strong social connections with their peers, benefiting from numerous opportunities to thrive.

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 Tell Them From Me, 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	118
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	66
Number of part time teaching staff	28
Number of non-teaching staff	24

### 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	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

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:

- Enhance Marist Traditions within a context of a strong Catholic identity. Marist Sisters and Brothers support staff in intersection of learning, faith and social justice.
- Improving the sophistication and cohesion of extended responses.
- Syllabus implementation planning.

## 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:

- Support of Caritas Australia through Project Compassion.
- Students engaged in Winter Sleepout.
- Support of Vinnies Christmas 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:

- 2024 began with input from Marist Sisters on education in the Marist tradition.
- Spirituality Day - Marist Formation program, "First Light" .
- Some members of staff accepted the opportunity to undertake postgraduate studies in Theology to support their accreditation to work, teach and lead.

## 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 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	67%
Writing	76%	65%
Spelling	83%	72%
Grammar and Punctuation	66%	61%
Numeracy	72%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	63%
Writing	77%	61%
Spelling	82%	72%
Grammar and Punctuation	65%	55%
Numeracy	73%	63%

### 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 2024:

- The number of students issued with a RoSA in Year 10 was 0.
- The number of students issued with a RoSA in Year 11 was 1.

## 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					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	72%	67%	81%	59%	79%	56%
English Advanced	100%	96%	100%	95%	95%	94%
Studies of Religion 1	85%	80%	89%	84%	87%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 67.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: 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	
	2024	
	School	State
Studies of Religion II	100%	81%
Entertainment Ind Exam	100%	68%

## HSC Results Comment

The 2024 cohort achieved strong HSC results through collaboration with peers, teachers, and College leadership. Three students earned All-Rounder Commendations, with the College Dux attaining an ATAR of 99.55. For the third year running, a student secured First Place in the state in Italian Continuers. This continues a successful trend of academic

excellence across a number of subjects with State Ranks achieved in Drama and Advanced English. Results exceeded the State average in 23 courses, with four surpassing it by 5+ marks. Notably, 73.9% of results were Band 4+ and 40.5% were Band 5/6. Drama excelled, with five students nominated for HSC Showcase. The results reflects the Marist spirit of dedication by teachers to guide students to achieve great heights.

## 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 2024	
Number of Boys	Number of Girls
0	1000
Total Enrolments: 1000	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	92%	10	87%
8	89%	11	90%
9	89%	12	91%
College Average: 90%			

### 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 87%.

### **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	91%
Technical and Further Education (TAFE)	4%
Workforce	2%
Other/Unknown	3%

### **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)	456
Students with disabilities (SWD)	217
Aboriginal and Torres Strait Islander	16

## 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:

- Prioritise an improvement in student attendance rates.
- Proactive approach to parent partnership by Homeroom teachers make contact with families within the first three weeks of schools.
- Encourage student voice through Guidance lessons in co-constructing their journey of learning and wellbeing.

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:

- Celebrated Harmony Day with cultural dance and song.
- Engagement with Model United Nations program.
- Student leaders program through NSW Parliament and Marist Connect.



## Community Satisfaction

During 2024, 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:

- The school support of learning was identified as a strength by parents.
- Parents feel welcome and informed.
- Parents support their daughters and the school by encouraging them to achieve.

Areas of strength from the student feedback include:

- Tell Them form Me survey results show a high degree of engagement with school.
- Students feel challenged to use higher order thinking skills to increase understanding and solve complex problems.
- Students identify a positive learning environment with teachers encouraging academic success.

Areas of strength from the staff feedback include:

- Staff identified feeling respected at work as an areas of significant strength.
- Clear understanding of roles and expectations.
- Working cooperatively.

## School Improvement and Learning

### Priorities

Current Year 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.	Achieved.
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 .	Still Working Towards.

Projected School Priorities	
Priority 1	Implement explicit teaching strategies to support the ongoing development of critical thinking through targeted reading & writing strategies.
Priority 2	Refine our Multi-tiered System of Support process (regarding wellbeing and learning) to encompass homeroom and classroom teachers.

## 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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$12,529,538
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,335,317
Fees and Private Income <sup>4</sup>	\$4,383,438
Other Capital Income <sup>5</sup>	\$607,882
Total Income	\$20,856,175

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$979,116
Salaries and Related Expenses <sup>7</sup>	\$15,815,106
Non-Salary Expenses <sup>8</sup>	\$5,233,558
Total Expenditure	\$22,027,780

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<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