ANNUAL REPORT
2022

Annual Report for the 2022 School Year

Established in 1997, Cedar College is a ministry of CityReach Oakden, and is an independent R-12 co-educational Christian School in the suburb of Northgate, South Australia.

Cedar College, 215-233 Fosters Road Northgate South Australia. www.cedarcollege.sa.edu.au

ABN 21 985 755 464 | Published 2023

2022 marked Cedar's 26th year as an education provider.

Cedar College is a Reception to Year 12 Co-educational Christian School, situated in the growing suburb of Northgate, in Adelaide, South Australia.

A distinctly Christian school, Cedar College began as a ministry of CityReach Baptist Church and is a member of Christian Schools Australia (CSA) and the Association of Independent Schools of South Australia (AISSA).

Cedar College encourages students to Discover Jesus – as we value Christ as the foundation for real life, Display Love – in a supportive community with genuine relationships, and Develop Self – through our high standards in education.

Working closely within the Australian Curriculum guidelines, our staff provide a supportive learning environment with a focus on meeting the individual needs of each student.

With three distinct departments: Primary School (Reception to Year 6), Middle School (Year 7 to 9) and Senior School (Year 10 to 12), Cedar College provides a vibrant school community and strong sense of identity.

With enrolments of over 870 students in 2022, Cedar College provides modern facilities including a Creative Arts Centre, Learning Support Centre, Primary School Science facility, Resource Centre, Science Wing and Sports Centre.

Key specialist teaching areas include Information Technology, Design & Technology, Science, The Arts, Food & Hospitality, and Health and PE.

With a consistent 100% SACE completion rate over the past ten years, Cedar's high standards in education ensure that students are challenged to reach their full potential, preparing them for their lives ahead.

From the Board Chair

Mr Lou George | Cedar College Board Chair

"Christian schools sit at the intersection of faith and culture."
This statement was shared by a speaker at a Christian Schools conference I attended in May 2022, and has stayed with me all year.

As secular values in Australia continue to move away from traditional Christian values, there is considerable cultural pressure on Christian schools to compromise what they believe and teach.

These pressures have made the Cedar Board consider what is important to us and the need to be clear about who we are and what we believe. Throughout 2022, we have worked diligently to ensure our policies reflect these beliefs and to equip our staff to live them out.

But ultimately, life is more than just living out Christian values. We believe that the only way to live life in harmony with our Creator is to accept what his son Jesus did for us when He died on the cross.

His love for us has no limits. That is why *Discover Jesus* is at the head of our mission statement. It is also the key to unlocking the very best character *(Display Love)* and academic excellence *(Develop Self)*.

We are so grateful for caring staff who are dedicated to our mission and to the future of your children.

In the words of Dr Natasha Moore, Centre for Public Christianity, at that same conference, *"We should see culture not as a battlefield or territory to be won and lost, but as a garden to be cultivated"*.

At Cedar, we are determined to engage positively in our culture, giving your young people the very best opportunity of a faith-filled, positive, and fruitful life.

Mr Lou George,
Cedar College Board Chair

From the Principal

Mr Peter Thomson | Cedar College Principal

It has been amazing to look back at 2022 and remember what has taken place throughout the year — it is incredible to remember all that we have managed to fit in!

We are deeply grateful to all of our parents and caregivers, for the encouragement they give to the Cedar community and our staff.

This includes not only our teaching staff, but our administration staff, SSOs and volunteers. We are thankful that so many parents and caregivers entrust us with their child's education each year. We see this as a privilege and a responsibility, one we take seriously before God.

Looking back over 2022, we have had many challenging times as a school community. The obvious challenge has been COVID-19, after which we are finally seeing a form of normality returning to school life.

We want to acknowledge those families that have lost loved ones and we will continue to do whatever we can to assist our community as they make their way through that period of grief and mourning.

On a brighter note, we are committed to nurture and pray for each student in the year ahead. **We will also teach them to serve and be responsible citizens for our school, community, and the world.**

Cedar will continue to strive to model and train our students to be effective communicators. We are committed to following God's call for our lives and the lives of our students. **Because of this, we will continue to provide a school environment in which students have the opportunity to discover Jesus,** and learn what it means to have a personal relationship with Him.

I would add that this is something we would hope students would feel free to come to their own decisions about. We respect their rights to independent thinking and personal decision making.

As we conclude our 26th year, we now look ahead to 2023, where we have some very exciting building projects planned, as well as the hope of returning to "normal" face-to-face school life.

We look forward to a productive and fruitful year ahead.

Mr Peter Thomson,
Principal

SACE Success, 2022

Mr Tim Maddern | Director of Teaching, Learning and Innovation

The College community would like to congratulate the Year 12 class of 2022 on the success achieved throughout the year.

Every graduating student achieved their South Australian Certificate of Education, as has been the case for many years at Cedar.

This is a significant achievement, especially when one considers the additional COVID-related challenges faced by this group of students throughout the senior years of their schooling.

In terms of the Australian Tertiary Admission Rank (ATAR), **17% of our graduating Year 12s achieved an ATAR of greater than 90,** placing them in the top 10% of students in South Australia. Additionally, **53% of our students achieved an ATAR of 80 or more,** placing them in the top 20% of students in the state. To have such a high percentage of our students ranked in the top 20% of South Australian students is an amazing achievement.

It is also worth noting that **89.3% of the grades awarded to our Year 12s in 2022 were either an A or a B,** and this represents further improvement from previous years.

Our students also received **8 SACE Merits** for outstanding achievement within a subject. The SACE Merits achieved by our students included:

- **Olivia Colalancia** for SACE Christian Living (Integrated Learning) and Psychology
- **Nathan Priest** for Mathematical Methods
- **Kate Carino** for Biology
- **Anshi Dalal** for Child Studies
- **Isabella Graham** for Workplace Practices
- **Nathaniel Van Uitert** for Health and Wellbeing
- **Caitlin Schaefer** for Research Project

We continue to be very proud of the outstanding results that our Year 12s achieve and feel extremely blessed to be part of a school community where students can fulfil their God-given academic gifts, and progress to exciting post-school opportunities and pathways.

Mr Tim Maddern
Director of Teaching, Learning and Innovation

100%
of Cedar Graduates

SACE Completion

8
SACE Merits
for outstanding Achievement

Olivia Colalancia
SACE Christian Living & Psychology

Nathan Priest
Mathematical Methods

Kate Carino
Biology

Anshi Dalal
Child Studies

Isabella Graham
Workplace Practices

Nathaniel Van Uitert
Health and Wellbeing

Caitlin Schaefer
Research Project

89.3%
A or B grades

of all Stage 2 Grades

OLLEGE

Pictured: High School classrooms and Sports Centre

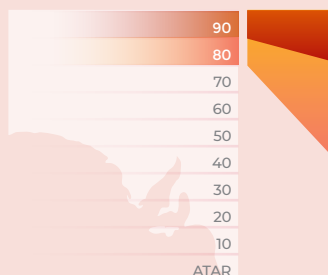# Tertiary Pathways, High Achievement

Cedar College Dux

Cedar College would like to congratulate our 2022 Dux and runner-up Dux, who achieved ATARs of 99.30 and 97.20 respectively, placing them in the top 0.65% (Dux) and 2.75% (Runner-up Dux) of students in the state.

Kate Carino was the Cedar College Dux in 2022 and achieved outstanding results in all subjects. Kate studied Mathematical Methods, Chemistry, Physics, Biology, Christian Living – Integrated Learning and the Research Project. Kate also studied Mathematics 1A and Mathematics 1B at Flinders University (first year University subjects) and achieved High Distinctions. She achieved an A+ grade for Chemistry and Biology, receiving a SACE Merit for outstanding achievement in Biology.

Kate achieved an A grade in all other subjects, and attained an Australian Tertiary Admission Rank of 99.30, placing her in the top 0.65% of students across the state. She has been offered a place within the Bachelor of Science (Veterinary Bioscience) degree at The University of Adelaide.

99.3
Cedar Dux ATAR

17% in the top 10% of the State

53% in the top 20% of the State

82% At least one A Grade
All students in Year 12

University
First Round Offers
98%

The completion of Year 12 is the culmination of many years of effort and hard work, and all students should be proud of their achievements. Cedar College wishes each member of the 2022 Year 12 cohort God's richest blessings, as they pursue study and employment in the coming years.

Mr Tim Maddern
Director of Curriculum

98% of our students applying for a University course received a first-round offer, and of these students, 80% were offered their first preference course (these figures always rise after subsequent offer rounds).

It is exceptionally pleasing to see so many of our students able to pursue the pathway of their choice.

80%
First Preference

University course offer

78
Mean ATAR

Average score – all students

Tertiary Pathways

- Bachelor of Arts (Advanced) – University of Adelaide
- Bachelor of Aviation (Pilot) – University of South Australia
- Bachelor of Business – University of Adelaide
- Bachelor of Business – University of South Australia
- Bachelor of Business (Design and Marketing) – University of South Australia
- Bachelor of Business (Marketing) – University of South Australia
- Bachelor of Commerce – University of Adelaide
- Bachelor of Communication and Media – University of South Australia
- Bachelor of Computer Science (Advanced) – University of Adelaide
- Bachelor of Contemporary Arts / Master of Teaching – University of South Australia
- Bachelor of Creative Arts – University of Adelaide
- Bachelor of Creative Arts (Visual) – Flinders University
- Bachelor of Criminology – University of Adelaide
- Bachelor of Design (Communication Design) – University of South Australia
- Bachelor of Digital Business – University of South Australia
- Bachelor of Early Childhood Education – University of South Australia
- Bachelor of Early Childhood Education (Honours) – University of South Australia
- Bachelor of Economics (Advanced) – University of Adelaide
- Bachelor of Education (Primary) – Tabor College
- Bachelor of Education (Secondary) – Tabor College
- Bachelor of Engineering (Biomed – Hons) / Master of Engineering (Biomed) – Flinders University
- Bachelor of Engineering (Honours – Engineering Pathway) – University of Adelaide
- Bachelor of Exercise and Sport Science / Bachelor of Nutrition – University of South Australia
- Bachelor of Film and Television – University of South Australia
- Bachelor of Health and Medical Science – University of Adelaide
- Bachelor of Health and Medical Science (Advanced) – University of Adelaide
- Bachelor of Health Science (Vision Science) / Master of Optometry – Flinders University
- Bachelor of Information Technology – University of Adelaide
- Bachelor of Laboratory Medicine (Honours) – University of South Australia
- Bachelor of Laws – University of Adelaide
- Bachelor of Laws (Double Degree) – University of Adelaide
- Bachelor of Laws (Honours) – University of South Australia
- Bachelor of Marketing and Communication – University of South Australia
- Bachelor of Mathematical and Computer Sciences – University of Adelaide
- Bachelor of Media (Double Degree) – University of Adelaide
- Bachelor of Media (Journalism) – University of Adelaide
- Bachelor of Midwifery – University of South Australia
- Bachelor of Nursing – University of South Australia
- Bachelor of Pharmacy (Honours) – University of South Australia
- Bachelor of Primary Education (Honours) – University of South Australia
- Bachelor of Psychology (Advanced / Honours) – University of Adelaide
- Bachelor of Science (Animal Behaviour) – Flinders University
- Bachelor of Science (Mineral Geoscience) – University of Adelaide
- Bachelor of Science (Veterinary Bioscience) – University of Adelaide
- Bachelor of Secondary Education (Honours) – University of South Australia
- Bachelor of Social Work – University of South Australia
- Bachelor of Speech Pathology (Honours) – University of Adelaide
- Diploma of Health Science – SAIBT

2022 NAPLAN

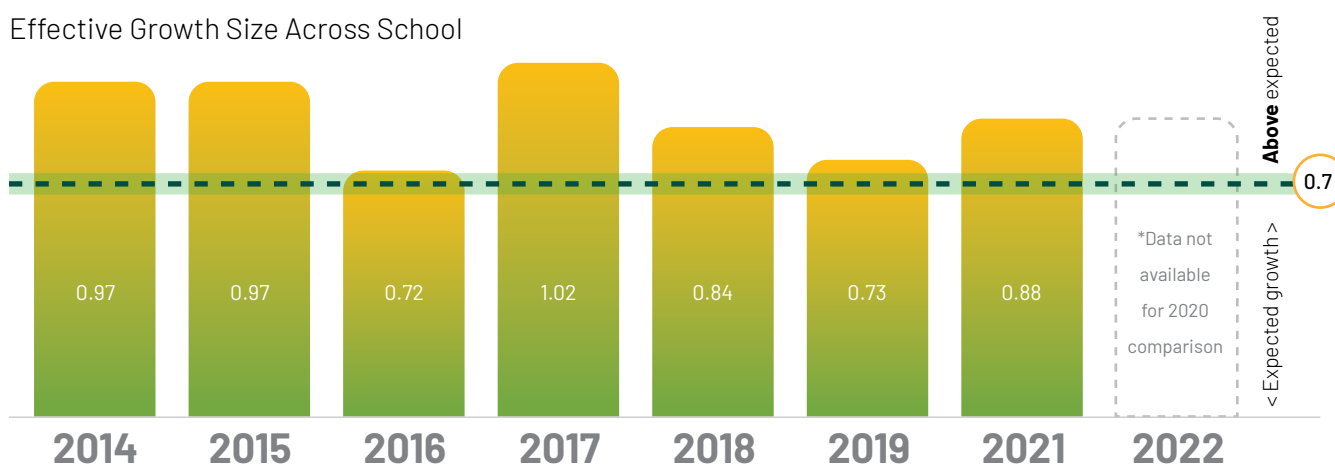**Mr Tim Maddern** | Director of Teaching, Learning and Innovation

The National Assessment Program - Literacy And Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

The majority of **NAPLAN 2022** was undertaken online, testing students in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. It is a nationwide measure to see whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community. The results for each of the five NAPLAN assessment areas (or domains) are reported on a common NAPLAN scale.
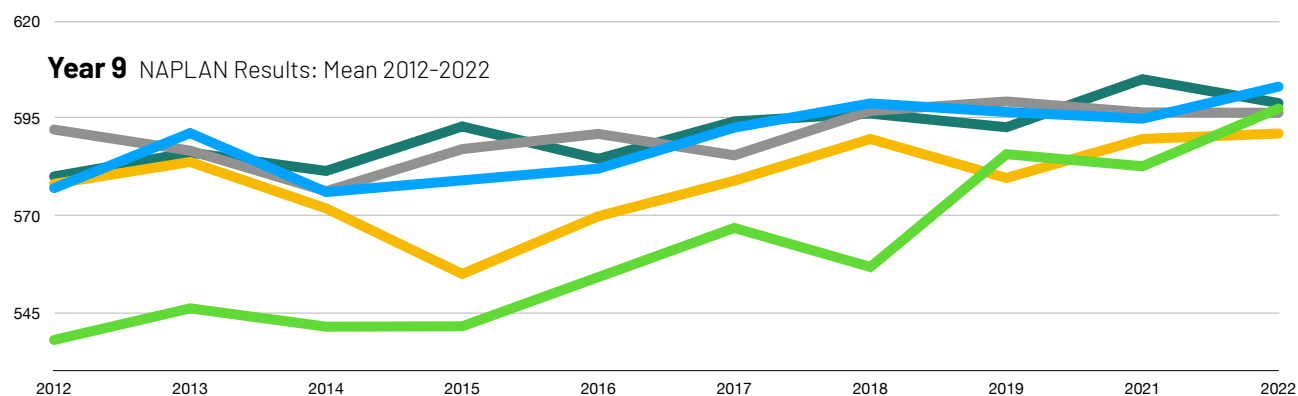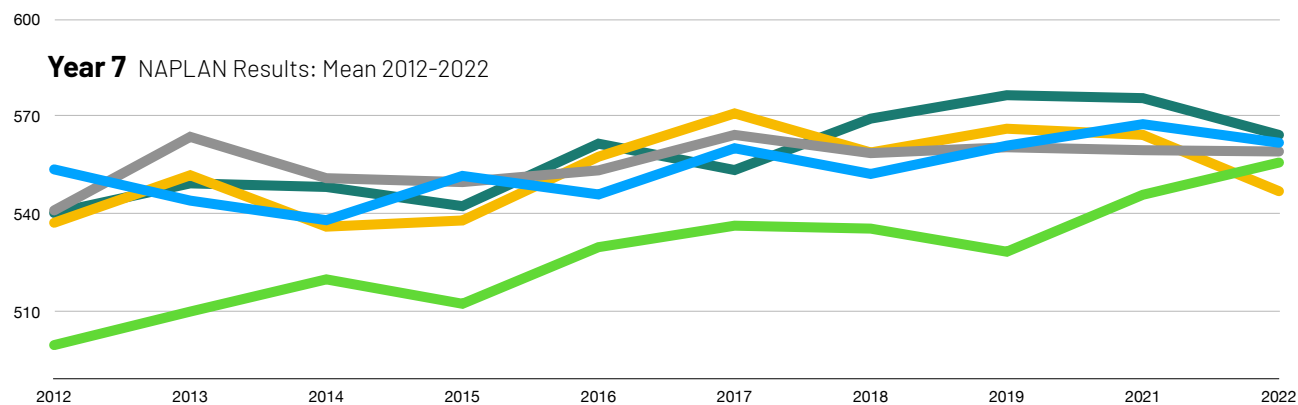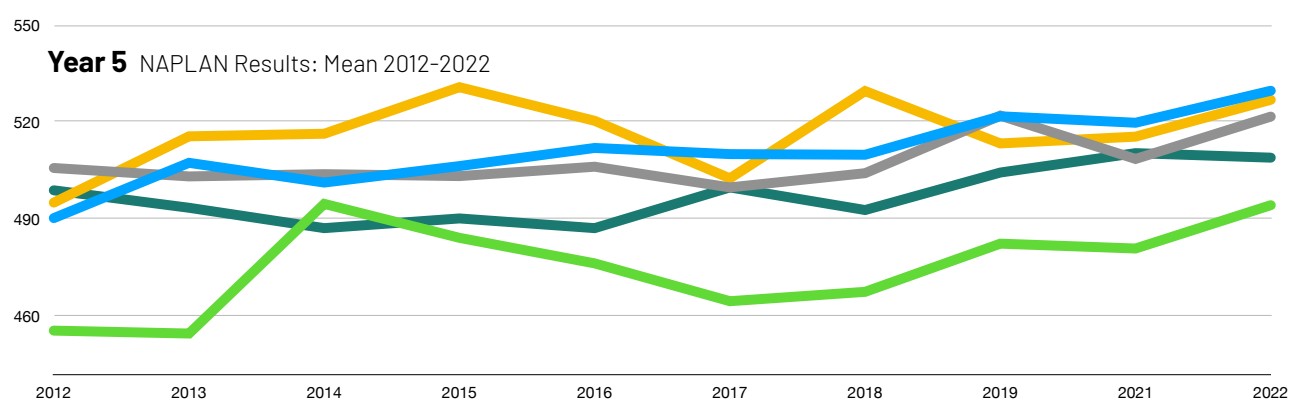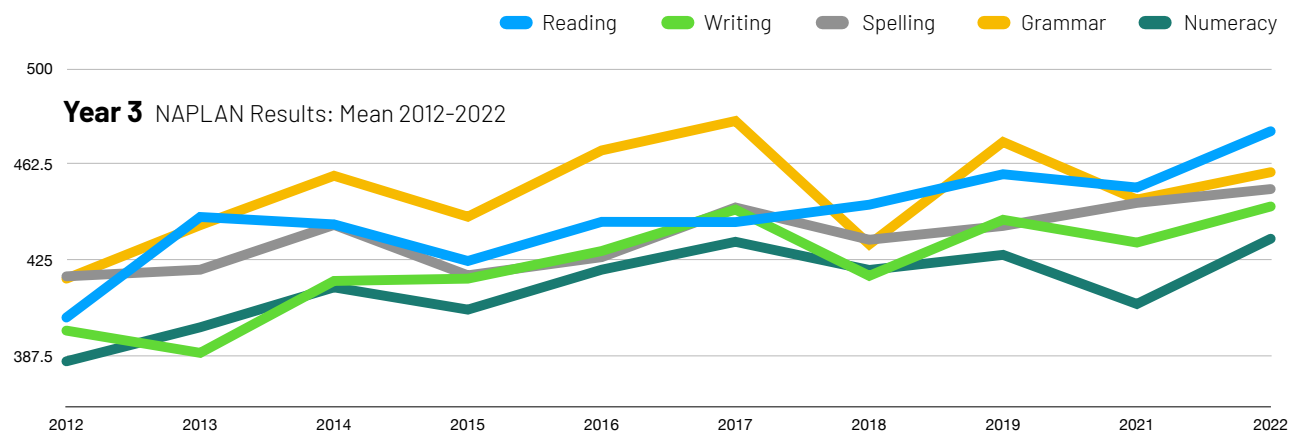
2022	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	**453**		**446**		**453**		**459**		**432**	
	457 – 493		430 – 462		436 – 469		440 – 479		416 – 447	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	467	438	442	422	443	418	462	433	420	400
Year 5	**530**		**494**		**522**		**527**		**507**	
	514 – 546		479 – 509		507–536		510–544		493 – 522	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	526	510	499	484	518	505	514	499	502	488
Year 7	**562**		**556**		**559**		**547**		**564**	
	550 – 574		541 – 570		547 – 572		533 – 561		552 – 576	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	554	543	545	530	558	547	546	533	560	546
Year 9	**603**		**598**		**596**		**591**		**599**	
	592 – 615		582 – 613		584 – 609		578 – 604		588 – 610	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	595	578	581	560	590	577	592	573	598	584

The table above displays average NAPLAN scores for each domain in 2022. Results from Cedar College are displayed in green. These results are compared to the average scores for statistically similar schools **(SIM)** and all Australian schools **(ALL)**.

Effective Growth Size Across School

2014	2015	2016	2017	2018	2019	2021	2022
0.97	0.97	0.72	1.02	0.84	0.73	0.88	*Data not available for 2020 comparison

Above expected

0.7

< Expected growth >

*Unfortunately, effect size and growth data cannot be calculated for 2022, as these students did not complete NAPLAN in 2020, which was cancelled Australia-wide in 2020 due to COVID-19. While this is the case, we are pleased to report that student achievement within each NAPLAN domain at each year level has increased over the past 10 years. In fact, on average, **student achievement has increased by 6.65% on NAPLAN assessments during this time.**

Year 3 NAPLAN Results: Mean 2012-2022

Year 5 NAPLAN Results: Mean 2012-2022

Year 7 NAPLAN Results: Mean 2012-2022

Year 9 NAPLAN Results: Mean 2012-2022

The above graphs plots results in each assessment at each year level over the last 10 years. Further information regarding NAPLAN is available via the My School website, www.myschool.edu.au.
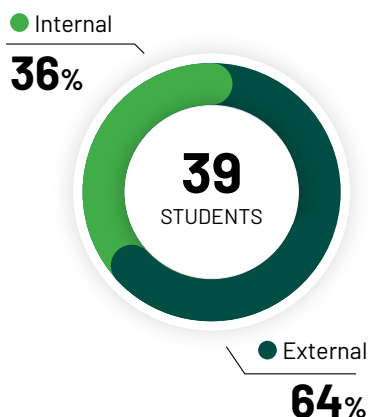
Vocational Education & Training

Mrs Bronwen Burleigh, Pathways Co-ordinator

Throughout the year, Cedar College students were involved in internal and external VET courses, gaining valuable skills and knowledge for their future.

Cedar College students were once again able to complete a wide range of VET courses this year, with a total of 39 students taking part in the programs available.

● Internal
36%

39
STUDENTS

● External
64%

During 2022, 14 students took part in our Internal Veta Morphus VET course.

Certificate III in Christian Ministry and Theology (Veta Morphus)

Jonathan Aland, Farhaan Bhattacharjee, Lisa Cook, Tani Cook, Myah Cooper, Keegan Jones, Ethan Lawrie, Daniel Mira-Solorzano, Elijah Newall, Robyn Naude, Nathan Priest, Lachlan Rowe, Lydia Thewodros, Eden Thewodros

There were also 25 students who took part in external VET courses.

Certificate III Animal Studies
– Kiara Dodd, Jake Searle

Certificate II Automotive Servicing Technology – Angelo La Montagna

Aviation Studies
– Luke Sicuro

Certificate III Business
– Jaylen Aberle, Prashan Anjanpalage, Andy Huynh, Glory Khiangte, Daksh Sharma

Certificate II Creative Industries (Game Programming)
– Cooper Deguet

Certificate III Early Childhood Education & Care
– Bethany Puglierin, Summer Twynham, Alyssa Williams

Certificate II Electrotechnology (Career Start)
– Mitchell Browning, Torran Clarke

Fashion Design (Introduction)
– Ava Blunn

Certificate III Information Technology
– Corey Schultz

Certificate III Music (Performance)
– Jack Bilney, Maisie Briggs

Certificate III Performance Horse
– Erica Muscara

Certificate III Screen and Media (Game Art)
– Connor Gray, Aimee Turpin

White Card
– Jonathan Aland, Jim Richards, Jeremy Scuteri

Congratulations to all of these students on their achievements in 2022.
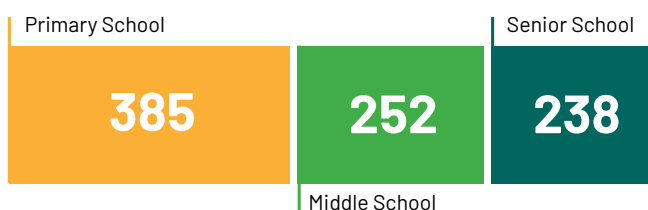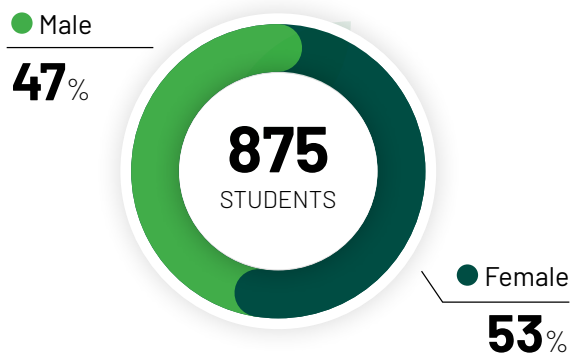
Pictured: Creative Arts Centre and Lawns

Our Students

On the official Census Day, in August 2022, our student enrolment was 875. Of this number, 385 were enrolled in the Primary School (R-6), 252 in the Middle School (7-9) and 238 were enrolled in the Senior School (10-12).

A co-educational school, the percentage of male to female students enrolled at Cedar College during 2022 was 53% Female (460) and 47% Male (415).

Cedar College comprises students from a wide range of nationalities and backgrounds, including Indigenous Australians, with **37% of enrolled students coming from a language background other than English.** Cedar College provides internal Learning Support Programs in the Primary School (CLIC) and High School (Canopy), as well as a SPARK program to identify students who require extension and acceleration.
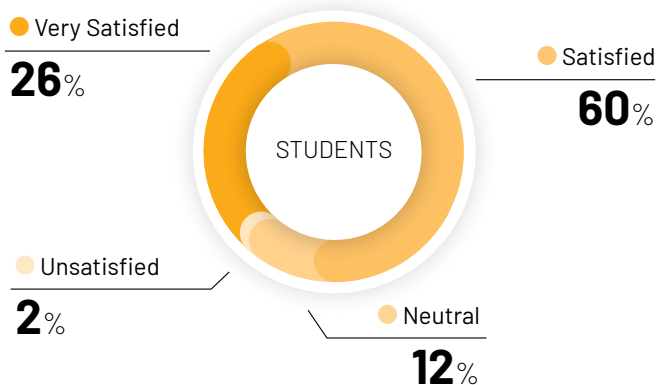
Student attendance is monitored through the daily use of roll-keeping software. Parents are contacted by telephone and/or a letter sent home outlining non-attendance. Non-attendance days are also indicated on Term and Semester Reports. Indigenous students accounted for 1% of enrolled students.

● Male
47%

875
STUDENTS

● Female
53%

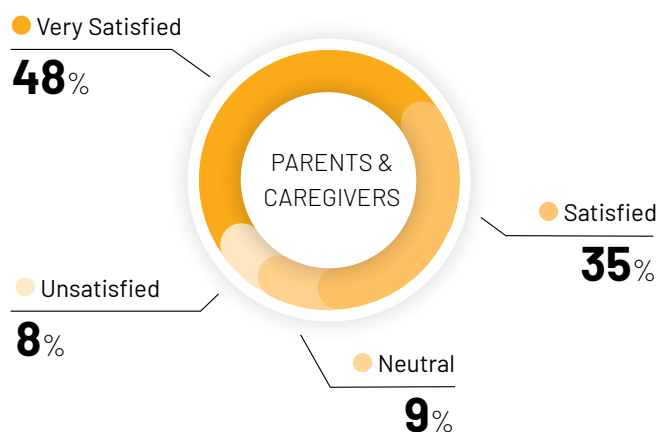| Primary School	Middle School	Senior School
385	**252**	**238**

Our Community

Student Satisfaction 2022

Results shown are based on survey responses received from students. These responses show that **98% of respondents are very satisfied, satisfied, or neutral** with Cedar College as an Educational Institution.

● Very Satisfied
26%

● Satisfied
60%

STUDENTS

Unsatisfied
2%

Neutral
12%

Parent/Caregiver Satisfaction 2022

Results shown are based on survey responses received from parents/caregivers. These responses show that **92% of respondents are very satisfied, satisfied, or neutral** with Cedar College as an Educational Institution.

● Very Satisfied
48%

PARENTS & CAREGIVERS

● Satisfied
35%

Unsatisfied
8%

Neutral
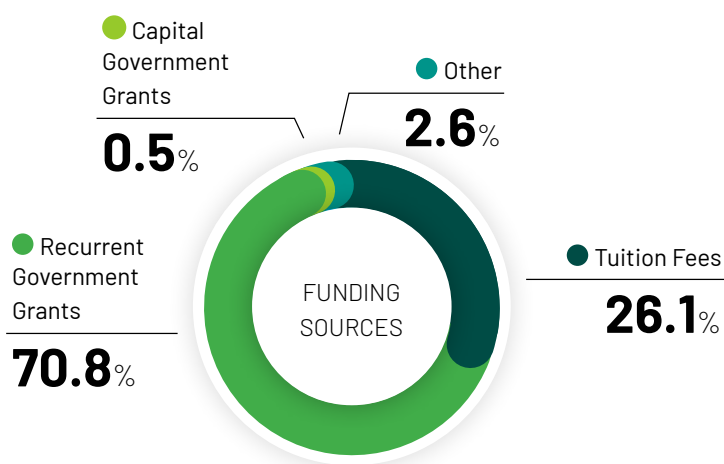**9**%

Income and Funding

It is the desire of Cedar College to provide a high quality educational environment that is affordable for parents and caregivers.

To enable this level of affordability, Cedar College is grateful to the Australian Government for their 2022 funding through Recurrent Government Grants. **Funding sources are shown in the below table, and as well as the accompanying graphic, which indicates the percentage of total funding.**

School Income by Funding Source

Tuition Fees	$4,346,581
Recurrent Government Grants	$11,795,384
Capital Government Grants	$80,000
Other Income*	$439,675

*Includes fees allocated to Capital Projects.

FUNDING SOURCES

- Capital Government Grants **0.5**%
- Other **2.6**%
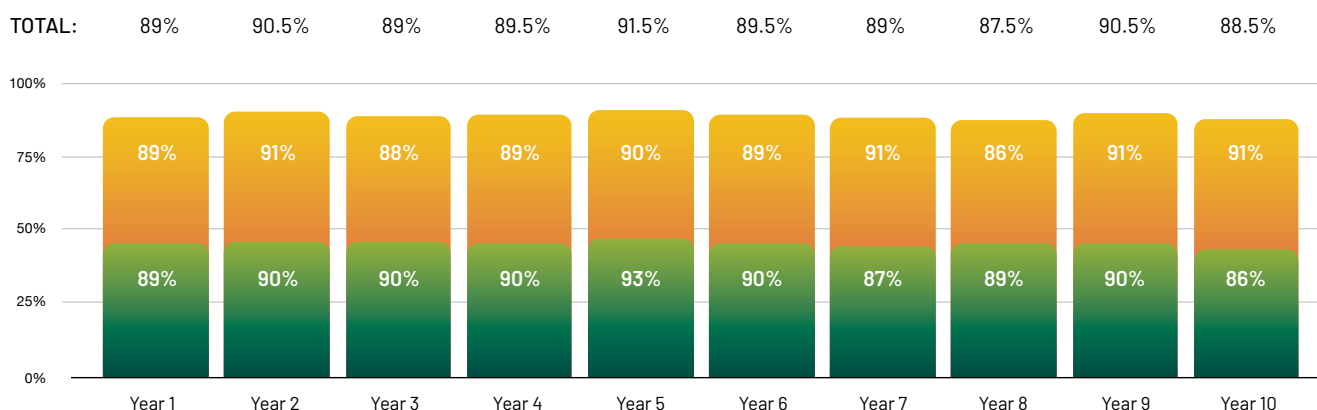- Recurrent Government Grants **70.8**%
- Tuition Fees **26.1**%

Student Attendance

The below graph shows student attendance data recorded during 2022*, displayed by year level (Year 1 – Year 10).

Student attendance level information is collected by schools and reported on My School twice yearly by Indigenous status for Semester 1 (Terms 1 and 2) and Term 3. Further information is available on the MySchool website.

* COVID-19, during 2022, continued to have an impact on student attendance, and this has potentially skewed data when compared to previous years.

TOTAL:	89%	90.5%	89%	89.5%	91.5%	89.5%	89%	87.5%	90.5%	88.5%
Female	89%	91%	88%	89%	90%	89%	91%	86%	91%	91%
Male	89%	90%	90%	90%	93%	90%	87%	89%	90%	86%
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10

The average student attendance during 2022 across **all** year levels was: ● **Male – 89.4%** ● **Female – 89.5%** **All Students** (TOTAL) **– 89%**
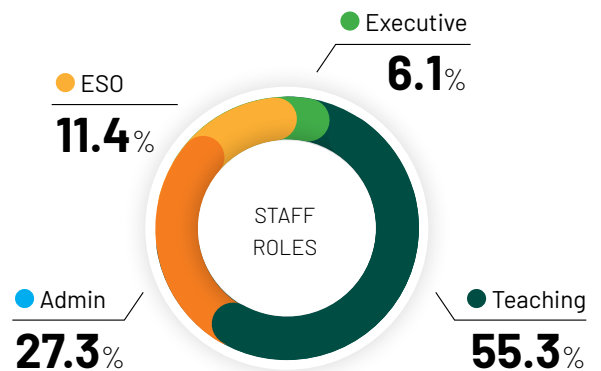
Pictured: Cedar College Sports Centre

Workforce Composition

Our staff are highly qualified, and represent a range of different cultures and ethnic backgrounds from countries that include Australia, Canada, England, China, Austria and South Africa. There are currently no Indigenous Australian staff at Cedar College.
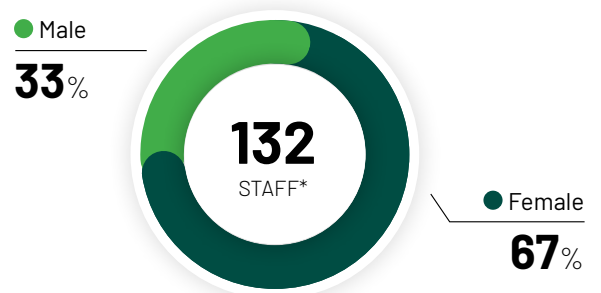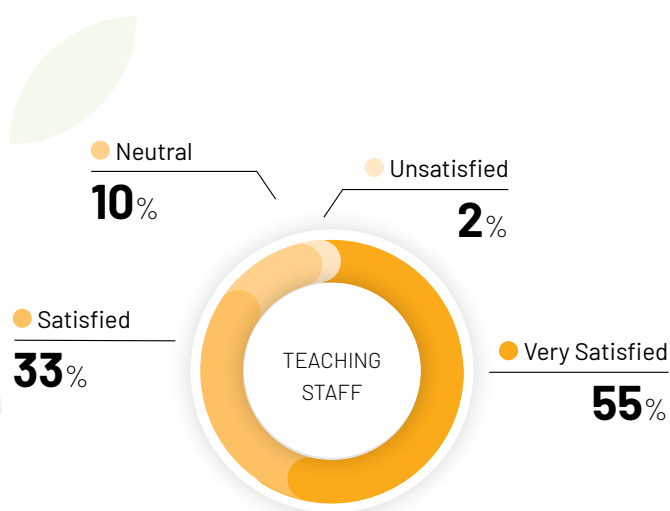
2022 Workforce Composition

Role	Female	Male
Executive	3	5
Teaching Staff	50	23
Admin Staff	24	12
ESO Staff	12	3

STAFF ROLES

● Executive **6.1**%
● ESO **11.4**%
● Admin **27.3**%
● Teaching **55.3**%

FTE STAFF

● Non-Teaching **33**%
● Teaching **67**%

2022 Cedar College Staff

Teaching staff	81
Full-time Equivalent (FTE) teaching staff	65.1
Non-teaching staff	51
Full-time Equivalent (FTE) non-teaching staff	32.6

132 STAFF*

● Male **33**%
● Female **67**%

* FTE equivalent: 97.7

TEACHING STAFF

● Neutral **10**%
● Unsatisfied **2**%
● Satisfied **33**%
● Very Satisfied **55**%

Teacher Satisfaction 2022

Teacher satisfaction is based on survey responses received from teaching staff. These responses show that **98% of teaching staff are very satisfied, satisfied or neutral** with Cedar College as a workplace.
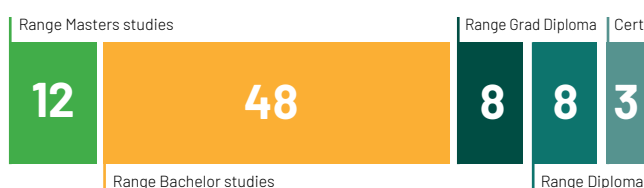
Pictured: Junior Primary classroom areas

Our Staff

Qualifications across a range of disciplines

We are privileged to have a teaching staff with a wide range of qualifications, including Masters Degrees in 12 different disciplines and Bachelor degrees across 48 disciplines.

This range of qualification contributes to the specialist subjects and knowledge that our teachers are able to offer.

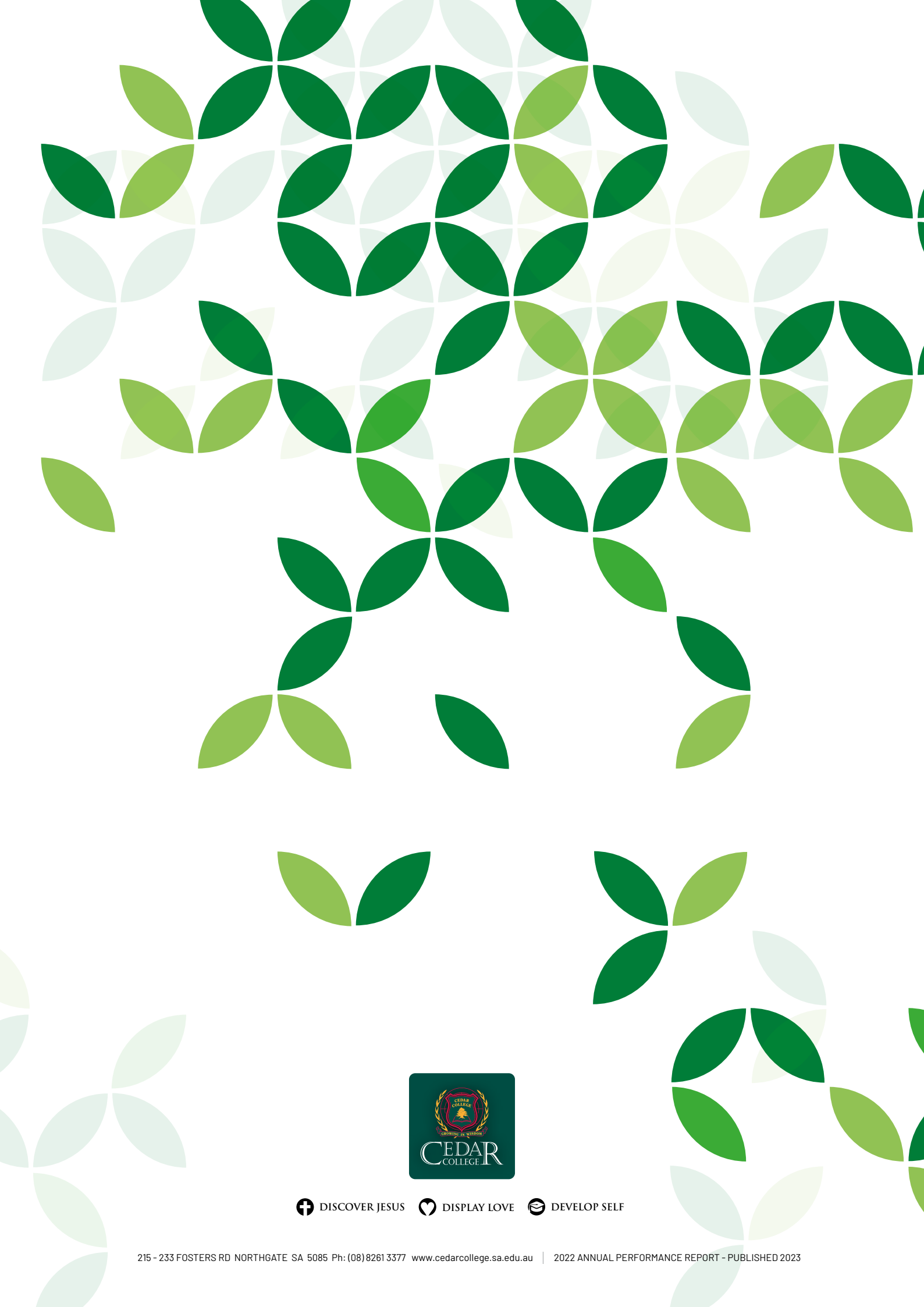| Range Masters studies		Range Grad Diploma		Cert
12	48	8	8	3
	Range Bachelor studies		Range Diploma	

Teaching Staff - Masters

Masters Degree in Education (Special Ed)

Masters Degree in Education (Studies of Asia)

Masters Degree in Theology

Masters of Education (Early Childhood Education)

Masters of Education (Gifted Education)

Masters of Education (Leadership)

Masters of Education (Leadership and Management)

Masters of Education Studies

Masters of Education Studies (Educational Computing)

Masters of Education (Knowledge Networks and Digital Innovations)

Masters of Education Studies (Psychology)

Masters of Teaching (Middle and Secondary)

Teaching Staff - Diploma / Certificate

Graduate Diploma in Computer Information Science

Graduate Diploma in Education

Graduate Diploma in Information Studies

Graduate Diploma in Library & Information Management

Graduate Diploma in Literacy and Language Education

Graduate Diploma in Teaching and Learning

Graduate Diploma in Theology in Education

Graduate Certificate in Arts (Humanities - TESOL)

Diploma of Basketball Coaching

Diploma in Education

Diploma in Financial Services/Financial Planning

Diploma of Music - Classical

Diploma in Physical Education

Diploma of Sport Development

Diploma in Teaching

Diploma in Theology

Cert III Applied Languages (Spanish)

Cert IV - Career Development

Cert IV - Training and Assessment

Teaching Staff - Bachelor Degree

Bachelor of Agricultural Science

Bachelor of Applied Science (Human Movement)

Bachelor of Applied Science in Chemistry and Microbiology

Bachelor of Art and Design Education

Bachelor of Arts

Bachelor of Arts - Accountancy

Bachelor of Arts - Australian Studies

Bachelor of Arts - Communication Studies

Bachelor of Arts - Honours

Bachelor of Arts - Journalism

Bachelor of Early Childhood Education

Bachelor of Education - Art Teaching

Bachelor of Education - Computing

Bachelor of Education - Junior Primary/Primary

Bachelor of Education - Middle

Bachelor of Education - Middle and Secondary

Bachelor of Education - Physical Education and Health

Bachelor of Education - Primary

Bachelor of Education - Primary and Middle (Hons)

Bachelor of Education - Primary and Middle School

Bachelor of Education - Secondary

Bachelor of Education - Secondary Business

Bachelor of Education - Secondary History / Home Ec

Bachelor of Education - Secondary Physical Education and English

Bachelor of Education - Secondary Mathematics/Science (Chemistry)

Bachelor of Education - Secondary Science (Maths)

Bachelor of Education - Social Sciences, Maths

Bachelor of Education - Special Education (Hons)

Bachelor of Education - Specialisation

Bachelor of Education - Secondary Design and Technology

Bachelor of Education - Visual Art and Design

Bachelor of Engineering (Electrical and Electronic Engineering)

Bachelor of International Studies

Bachelor of Mathematical and Computer Sciences

Bachelor of Music

Bachelor of Music Education

Bachelor of Music – Jazz Performance

Bachelor of Nursing

Bachelor of Nutrition and Dietetics

Bachelor of Psychological Science

Bachelor of Science

Bachelor of Science - Honours Degree

Bachelor of Science - Physics, Pure Mathematics

Bachelor of Teaching - Junior Primary

Bachelor of Visual Arts

Bachelor of Ministry

Bachelor of Counselling

CEDAR
COLLEGE

DISCOVER JESUS   DISPLAY LOVE   DEVELOP SELF