



# Annual Report 2024



In Christ's  
service, to partner  
with parents in  
providing a quality  
Christian education  
founded on the  
Word of God.  
Our Mission

# Contents

Our Vision and Mission .....	4
Message from the Board Chair .....	6
Board Updates.....	8
Message from the Principal .....	10
Message from Parents and Friends Association.....	12
Students' Representative Council.....	15
School determined priority areas for improvement .....	16
Strategic Priorities for 2024.....	18
Contextual Information .....	20
Student Body Characteristics .....	21
NAPLAN .....	21
Senior Secondary Outcomes.....	23
Professional Learning Accreditation.....	29
Student Attendance Retention .....	32
Post School Destinations .....	33
Promoting respect and responsibility.....	34
Parent, student and teacher satisfaction .....	36
Summary financial information .....	38
Publication requirements .....	39
School Policies Links .....	39





# Our Vision and Mission

A people of  
genuine faith,  
equipping curious  
and discerning  
learners to  
serve Christ.

Our Vision  
and Purpose

## Mission

In Christ's Service to partner with parents in providing a quality Christian education founded on the Word of God.

## Our Vision and Purpose

A people of genuine faith, equipping curious and discerning learners to serve Christ.

## Our Values

### Honour Service Perseverance Faithfulness

#### Honour

Honour God, his Word, and his People

'Honour one another above yourselves' Romans 12:10

#### Service

Serve others

'Serve others as faithful stewards of God's grace' 1 Peter 4:10

#### Perseverance

Never give up on people or doing your best

'Suffering produces perseverance; perseverance, character, and character, hope' Romans 5:3-5

#### Faithfulness

Loyal to your friends and firm in your faith

'Well done, good and faithful servant!' Matthew 25:23







# Message from the Board Chair

During the 2024 school year Illawarra Christian Education was once again reminded of the sovereignty of our God and how he brings all things together for his glory. From tragedy that binds through to the sharing of joy, our community has continued to grow through the boundless provision of our faithful Father.

Another group of young adults were launched from our schools through the rhythm of the education cycle, which is expertly managed by our exceptional staff who recognise the importance of collaboration and coordination all the way from Prep through to Year 12 in shaping, nurturing and maturing students to discover and refine their God-given gifts so they can be applied in his service and for his glory.

During the year many of our staff and some of our Directors had a wonderful opportunity to participate in a once-every-four-years International Transforming Education Conference (ITEC), where educators from Christian schools all over Australia were able to soak and share in the teaching of some of the very best thinkers in the world, on education founded in a thoroughly biblical worldview.

Both our schools are continuing to grow and are working with local government authorities to progress the building of new facilities and refurbishment of existing ones. While this continues to demand our patience and persistence, we

are committed to providing the best possible infrastructure we can sustainably support for the benefit of our students and staff.

We conducted a review of our Business Centre in recognition of the substantial increase in complexity and demand which the team now serves as the schools have grown. Recommendations from the review have been prioritised for delivery, with some already completed.

As an organisation we have continued to invest in the development of our staff through ongoing professional learning as well as supporting specific and individual qualifications and training. We recognise that our ability to deliver our vision and mission is entirely dependent on the balance between engaging capable staff who are aligned with our worldview, providing clear and courageous leadership and management, and governing the organisation effectively. Each of these elements depends on attracting, supporting, developing and empowering the best people. In this we are thankful to God for his provision.

The financial position of the organisation remained healthy and there were no governance issues of notable concern for the Board. The Board completed several routine reviews of policy implementation.

Andrew Spence  
Board Chair

Both our schools are continuing to  
grow and are working with local  
government authorities to progress  
the building of new facilities and  
refurbishment of existing ones.







# Board Updates

The Board provided effective oversight and governance of the organisation during 2024 through constructive relationships with the Executive Staff, combined with a clear vision, strategy and suite of policies.

At the end of 2024 there were eight (8) directors. Our long serving and highly effective Treasurer, Andrew Brennan, stepped off the Board at the AGM in May after providing outstanding service to Illawarra Christian Education.

Regular monthly Board meetings were well attended, with directors strongly engaged in governance activities for the organisation.

The Board also attended to organisational risk reviews and assessments. The Board engaged with Christian Education National and the Australian Association of Christian Schools on the matter of religious freedom related to education to help us be well informed and consider appropriate risk mitigation measures on behalf of the organisation.

Work continued during the year on Board succession planning, governance training, policy reviews, property development and site master planning. A review of our business services function was undertaken, resulting in a list of considerations which are being further refined.

The Board also continued to be directly involved in the recruitment of all staff, a process established as part of the formation of our Association to help us manage a key strategic risk around the potential loss of our Christian identity.

The Board engaged the broader parent community via regular Association meetings during the year, providing opportunities to hear from a range of relevant speakers, seek feedback from members and encourage parent partnership in the education process.

Association meetings were held four times (including the AGM) and continue to be well attended, although it is mostly the same core group of highly engaged members who attend our meetings. This is an area of concern for the Board as we work to sustain our distinctive model of parent partnership and look to enable the next generation of Christian parents to carry the organisation forward.

Directors also engaged with external organisations, including Christian Education National (CEN), the Association of Independent Schools (AIS) and the Australian Association of Christian Schools (AACS), to remain current with relevant issues impacting or potentially impacting the provision of Christian education.

Andrew Spence  
Board Chair

Regular monthly Board meetings were well attended, with directors strongly engaged in governance activities for the organisation.







# Message from the Principal

On Saturday 15 May 2010, a young sailor entered Sydney Harbour after sailing non-stop and unassisted around the world. She had sailed an astonishing 43,000km and spent 210 days alone at sea in her 10m yacht, 'Ella's Pink Lady'. Jessica Watson had become the youngest person in history to circumnavigate the world.

Sailing at sea has abundant risks. The risk of getting sick or injured and being unable to treat yourself. The risk of losing or breaking equipment that disables your boat. But the greatest risk of all is being separated from your boat.

During each of the storms Jessica encountered, she connected herself to her boat. Tethered safely to her yacht she could continue to sail the boat without fear of being separated from it. As long as she remained clipped to the tether, she could be assured of her safety.

But if she were to be separated from her boat, she would be set adrift at sea, completely exposed to the elements, and doubtless distressed by what lay below the surface. Helplessly adrift in the ocean, she might catch a glimpse of the horizon, bringing temporary hope, but it would draw no closer.

In 2024, we chose to set aside uncertainty that can cause us to be anxious, discouraged or even distressed, and to "Hold Fast and Stand Firm" in the security found only in Christ. Because of the life, death, and resurrection of our Lord Jesus, we are assured of our security and our future. Jesus is the tether to our heavenly home. In him is certainty, truth, and hope. Just as Jessica's failure to clip in would compromise her safety, so too would our failure to rely on God, compromise our spiritual safety.

Clipping onto the tether doesn't prevent the storms from coming, but it does ensure our course through them.

Being clear about that to which we 'Hold Fast' is paramount. The world lures us to embrace all manner of philosophies, movements, and worldviews, but there is only one thing that is rock solid - Jesus Christ. To hold fast to anything other than God's written Word, and his Son, is foolishness.

Darren Hutton

Principal



## Junior School Leadership Team

Mrs Catherine O'Doherty  
*Head of Junior School*

Mrs Jessica Allard  
*Lower Junior School Coordinator*

Mrs Rachel Deck  
*Upper Junior School Coordinator /  
Leader of Teacher Innovation and  
Learning (K-12)*

## Secondary School Leadership Team

Mrs Evelyn Meek  
*Head of Secondary School*

Mr Jonathon Nicholls  
*Director of Pastoral Care*

Mr Aaron Dunne  
*Head of English and HSIE*

Mr Bruce Price  
*Head of Technologies*

Mr David Imisides  
*Head of Science*

Mrs Christine Bartley  
*Head of Mathematics*

Mr Ross Graham  
*Head of PDHPE / Leader of Teacher  
Innovation and Learning (K-12)*







# Message from Parents and Friends **Association**

The Calderwood Christian School Parents & Friends Association exists to provide support and funds to enhance the school community both materially and socially. The committee members enjoy meeting together to think of ways to build community spirit and provide opportunities for fundraising events.

Throughout 2024, we continued to see growth in the Association through new parents coming along to the regular P&F meetings. This has been especially encouraging.

The main event for 2024 was the Calderwood Fair, held on Saturday 10 September. While early in the setup we had some eventful moments dealing with strong winds, the day turned out to be bright and sunny. Unfortunately, we had to move the Calderwood performances into the hall, but I'm sure all those who attended enjoyed the performances.

One of the key components of the Calderwood Fair is the class-run stalls. As our school grows, this means more stalls, which provides increased variety. Many may not realise that each class stall is run by parent volunteers, who coordinate what stall to tackle, getting the other class parents involved in helping prepare for the day and taking turns in running the stall for a short time. I want to thank and congratulate the parent volunteers for their creativity, energy and time they provided for each of the stalls. We couldn't run this event without you.

The set-up and pack-up for this event is a huge undertaking. The adage - many hands make light work - is certainly true, and I want to thank all those who stepped in to help and especially the Calderwood staff who helped with this and many other aspects of the day.

I also can't thank enough the small committee that met weekly for many weeks prior to the day, planning and organising everything from external vendors to rubbish collection, to the schedule for the day. This team functioned well together with the help of Mr Darren Hutton, Mrs Linda Scherlowski and Mrs Bri Haines, who also spent significant time helping prepare for the day - we would not have a Calderwood Fair without this team.

In 2024, we continued our fundraising initiative by supporting school-connected small businesses. We provided exposure for their products, and in return, they contributed a portion of the sales back to P&F. We successfully partnered with South Coast Nuts and Frosted Cookies.

We continued to hold two P&F meetings per term which were well attended. It was encouraging to see an increasing number of engaged parents participating. These meetings provided an opportunity for parents to connect with Mr Hutton and the Board, receive updates, ask questions and provide feedback on issues relevant to the parent body such as uniforms, parking and school community engagement.

I continue to appreciate the parents and carers who have helped support the P&F throughout 2024, and without whom we would not have a P&F.

Graham Shaw  
P & F President

Throughout 2024, we continued to see growth in the Association through new parents coming along to the regular P&F meetings.











# Student Representative Council

## Junior School Leadership Team

The SRC comprised two representatives from each class from Year 3 to 6. Students represented their class for one semester, and a new group of students was installed at the end of each semester.

The Junior School SRC was guided by Mrs O'Doherty, Head of Junior School, and Mrs Rachel Deck, Upper Junior School Coordinator. Also attending were Junior School Captains Amelia Fagan and Malakai Border.

### SEMESTER 1

Year 3: Eva Te Paea-Clair and Joshua Fagan

Year 4: Lucy Border and Louie Donnelly

Year 5: Matthew Upton and Malakee Saffoury

Year 6: Amelie Mitchell and Zaiden Barr

### SEMESTER 2

Year 3 - Polly Nicholls and Manav Girish

Year 4 - Tayla Jones and Hayden Doughton

Year 5 - Tim Morrison and Harper McKay

Year 6 - Oliver Doughton and Mia Carr

Throughout the year, members were given the opportunity to serve the school in these ways:

- Lead school assemblies and devotions
- Help coordinate official functions for the school
- Plan for and run fundraisers, including the Winter Appeal for the Wollongong Homeless Hub and Anglicare's Toys and Tucker
- Plan and lead SRC meetings without the direct involvement of a staff member

The combined SRC's main fundraiser for 2024 was the Winter Appeal for the Wollongong Homeless Hub. K-12 students successfully collected over 400 cans of soup for this local charity.



## Junior School Leadership Team

L to R: Malakai Border, Amelia Fagan, Joel Hutchins, Mrs Catherine O'Doherty, Shiloh Chikanda, Jolea Munoz, Charli Dwyer (not pictured: Aadit Girish)



## Senior School Leadership Team

L to R: Mr Darren Hutton, Lani McGregor, Nicholas Bryant, Rachel Beddoe, Mrs Evelyn Meek

## Senior School Leadership Team

Year 12 School Captains - Rachel Beddoe, Nicholas Bryant, Lani McGregor

Vice Captains - Kim Adeniyi, Isaac Boyd, Lathan Cole

House Captains - Ruby Lea, Joel Mion, Seth Sherring

Throughout the year, the Secondary Leadership Team were given the opportunity to serve the school by organising and leading:

- Monday Secondary Briefings
- Easter Assembly
- Dedication Assembly
- ANZAC Assembly
- Thanksgiving Assembly
- Imago Day
- Winter Wrap Up
- Lunchtime House Challenges
- Compass Leadership Conference
- A21 Fundraiser



# School determined priority areas for improvement

## 1. Christian Identity: Who We Are and How We Act

We are a Christian community seeking to serve God through the education of our children.

### Progress

28 teachers attended the International Transforming Education Conference. Staff were encouraged and challenged by a series of plenary sessions and workshops across the three days of the conference. Learning from the conference has informed the development of their annual Learning Goals.

This year a second church, Calderwood Valley Baptist Church commenced meeting on our site. This has proved to be another wonderful partnership.

The Calderwood Business Network, Parents and Friends, and numerous community events during the year have continued to enhance our partnership with the local community.

Christian Education National NSW/ACT SEO delivered the Authentic Christian Education Course to all new staff for 2024 over a three-week period.

Students have engaged in numerous service-focused programs like the 'Take Love' initiative, in which Year 9 and 10 students partnered with St Luke's Retirement Village residents to encourage and learn from them. Students from across our secondary school continue to partner with local churches to deliver SRE at Tullimbar Primary School.

## 2. People and Culture: How We Support and Develop our People

Attracting, retaining, developing, recruiting, and sustaining our most valuable resource – our people – is of utmost importance, particularly as we face workforce shortages and ongoing challenges to our Christian worldview.

### Progress

Two new roles were established in 2024 to support and enhance teachers' classroom practice. The Leaders of Teacher Innovation and Learning (LTILs) conduct

classroom visits, meet with staff to progress their individual teaching goals, and have implemented initiatives such as our Collaborative Teaching Pairs (CTPs) project.

A formal review of the Business Services provided to the school and staff by the Business Centre has provided confidence that staff are well supported.

The reviewed teaching and learning program template that makes our Christian worldview and the new curriculum more explicit has provided clarity and confidence to teachers as they engaged, and continue to engage, with the new curriculum.

The Parents & Friends of Calderwood planned and coordinated the Calderwood Fair. We were delighted with the sense of community that was established.

Under the wonderful leadership of our IT Services team, all staff and data migrated to Microsoft Teams. Prior to 2024, staff operated across various digital platforms and applications. The migration has been well received, and has encouraged greater collaboration among staff. Whilst diverse, staff competence and confidence is growing quickly.

## 3. Education: How We Teach and Learn

We are firmly focused on initiatives that will allow all our students to flourish as God intends.

### Progress

In 2023 staff engaged in a review of the programming documentation. In 2024 a common template for programming was adopted from Kindergarten to Year 12. Whilst there are obvious nuances between Junior School and Secondary School, the new templates ensure the new curriculum is accurately reflected in our programs and is understood in light of the gospel.

Additional attention was brought to bear on classroom practice with the appointment of two Leaders of Teacher Innovation and Learning. The incumbents in these new roles conducted classroom observations, and collected valuable data on staff strengths and classroom practice. They have met one-on-one with teachers to discuss enhancements

to their practice and implemented initiatives such as our Collaborative Teaching Pairs project to celebrate and enhance classroom practice.

Leaders of Teacher Innovation and Learning have joined networks and engaged with leaders in similar roles at other schools. These valuable connections have led to hosting several leaders from other schools to hear about our model and to teachers from Calderwood visiting other like schools.

Student learning continues to be enhanced with the migration to Microsoft Teams. “Champion” teachers are undertaking action research in various classes to identify new opportunities to enhance student learning through a diversity of applications from the Microsoft suite.

The Calderwood “Reach” Program has continued to expand in the Junior School with more students enrolled in the program. Student and parent feedback has been positive.

Extracurricular programs continue to expand and in 2024, three new student houses were launched to replace the existing two houses. The new houses have energised and enhanced the friendly competition among students. Year 10 Art students engaged with a local graphic designer to develop a crest for each house.

## 4. Resources: How We Sustain Ourselves

We will take intentional and responsible steps to ensure that current needs are met, and the longevity of Calderwood is adequately addressed.

### Progress

Master planning for Calderwood was reinvigorated in 2024 with the Board Chair and Principal visiting several different schools that were part way through, or had recently concluded, master planning and building.

The Board Chair, Business Manager and Principal have sought to be better equipped for the process of master planning by attending professional learning with the Association of Independent Schools NSW.

Stanton Dahl, a large and experienced architectural firm, with an education-specific arm, were engaged to commence the master planning process.

Calderwood is grateful for the support of AISNSW and the Commonwealth Government for the approval of our application for BGA funding for a new bathroom block and the refurbishment of existing bathrooms and change rooms into classrooms. Practical work on this project will commence in 2025.

Teaching and learning resource budgets were significantly increased to ensure adequate provisions for teaching and learning objectives.

The Calderwood Farm enhancement project has made further progress in 2024 with an orchard soon to be constructed. The orchard will serve to provide additional fresh fodder for chickens as well as a protected environment for our fruit trees, enhancing and increasing fruit production.

## 5. Governance: How We Oversee and Promote

We will seek to ensure that the biblical understandings and values which drive our mission and visions with respect to good governance and parental responsibility are expressed within a framework of faith, integrity, and competence.

### Progress

The Principal continues to work closely with the Finance Committee to ensure the school continues to invest in resources for staff and major projects aligned with the strategic priorities of the school.

A suite of videos and a script have been developed to assist the Board to present information sessions for parents interested in joining the Association. The Principal has also included Association membership as a discussion point for each prospective family interview.

Members of the Board attended the International Transforming Education Conference in Perth. Directors appreciated this opportunity to gain deeper insight into Christian education.



# Strategic Priorities for 2025

## 1. Christian Identity: Who We Are and How We Act

We are a Christian community seeking to serve God through the education of our children. We will aim to reflect our core Christian beliefs and values through:

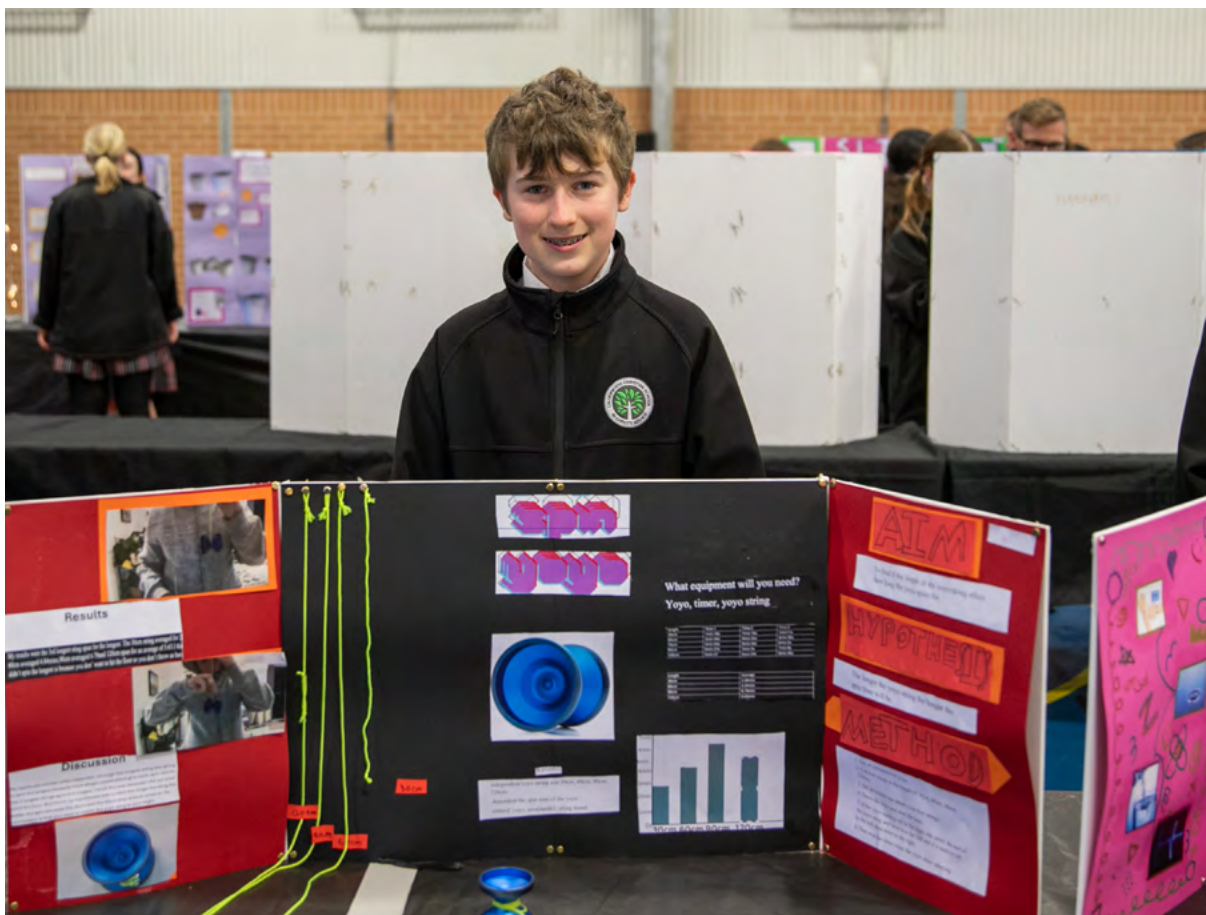
- increasing biblical literacy amongst staff and assisting them to embed this into curriculum and programs
- continuing to develop a genuine Christian community that is servant-hearted, gracious, loving, safe, and nurturing
- assisting leaders to undertake theological and/or Christian education studies to adequately equip them for the challenges to Christian education

## 2. People and Culture: How We Support and Develop our People

Attracting, retaining, developing, recruiting, and sustaining our most valuable resource – our staff – is of utmost importance, particularly as we face workforce shortages and ongoing challenges to our Christian worldview. We will seek to go forward by:

- providing focused, quality, professional learning for all staff to enhance teaching and learning
- providing a leadership development and training program to existing and emerging leaders
- developing a People and Culture Framework





### 3. Education: How We Teach and Learn

We are firmly focused on initiatives that will allow all our students to flourish as God intends. Some of the ways in which we might achieve this include:

- enhancing and enriching the support for students needing extension, learning support, or alternative programs
- actively engaging in collaborative partnerships to review and improve teaching and learning across all learning areas
- improving and increasing co-curricular learning that has a strong Christian worldview

### 4. Resources: How We Sustain Ourselves

We will take intentional and responsible steps to ensure that current needs are met, and the longevity of Calderwood is adequately addressed through:

- partnerships with education-focused architects and consultants to develop a 10-year master plan

- renovations and refurbishments to existing facilities to address the immediate and short-term needs of a growing school
- reviewing teaching and learning resource budgets to ensure adequate provision for teaching and learning objectives

### 5. Governance: How We Oversee and Promote

We will seek to ensure that the biblical understandings and values which drive our mission and visions with respect to good governance and parental responsibility are expressed within a framework of faith, integrity, and competence through:

- a responsive, well-informed approach to financial investment and risk management
- developing a plan for increasing Association engagement and membership
- developing a succession plan for Board and School Executive members with a clear skills matrix, assigned responsibilities, and feedback mechanisms



# Contextual Information

Calderwood Christian School is a growing school for a growing community. It is a non-denominational, Christian school seeking to offer excellence in education within the context of a genuine biblical framework. The school is modelled on parent partnership, where the authority and responsibility of parents concerning the education of their children is recognised and supported. Calderwood Christian School is operated by Illawarra Christian Education and is a member of Christian Education National and the Association of Independent Schools NSW.

Established in 1989, the school is situated in the beautiful growth corridor of the Calderwood valley and at the foot of the Illawarra escarpment. Set amidst stunning rural land, the school boasts large open spaces, experienced teachers, and modern facilities. At Calderwood Christian School, we believe learning should be enjoyable, purposeful, and challenging. We believe that each of our students has a God-given purpose and we, as a school, support them as

they discover and develop this purpose. We focus on all aspects of the mind, body, and spirit, teaching our students from a biblical worldview.

Serving families as far south as Kiama, west to the Southern Highlands and north to Wollongong, Calderwood Christian School is a great choice for genuine Christian education in the southern Illawarra. The rapidly growing school offers a seamless Prep to Year 12 educational experience on the one campus. Catering for over 500 students, our experienced teachers offer a breadth of academic and extracurricular activities, whilst maintaining a family feel.

In compliance with legislative requirements under the Education Amendment (Non-Government School Registration) Act 2004, this annual report for 2024 provides members of the school with information regarding the school's distinctiveness, policies, performance, and development.



# Student Body Characteristics

Calderwood Christian School caters for 3- and 4-year-old children in our Prep facilities, through to students in Year 12. The school requires that students turn 5 years old by April 30 in the year they begin Kindergarten.

In 2024 there were 450 students enrolled from Kindergarten to Year 12. The student body comprised 49% girls and 51% boys.

Within these full-time enrolments, 11% had a language background other than English and 3.3% were recognised as indigenous. Our drawing area is from Wollongong in the north to Kiama in the south.

## Student Enrolments as at Census - August 2024

Calderwood Christian School	450
Junior School	250
Senior School	200

# NAPLAN

CCS received assessment results in Years 3, 5, 7 and 9 in 2024. The students have generally achieved results either close to or above the national average.

School performance improved as an average in NAPLAN in:

- Year 3 Reading, Writing, Spelling, and Grammar & Punctuation
- Year 7 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Subjects above average in NAPLAN in:

- Year 5 Reading, Spelling, Grammar and Numeracy
- Year 7 Reading and Grammar
- Year 9 Reading, Writing, Spelling, Grammar and Numeracy

For further information, please see My School website: [www.myschool.edu.au/school/43770](http://www.myschool.edu.au/school/43770)

## Percentage of Students at or above National Minimum Standards/Benchmarks

Compared to all Australian students.

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	411	422	406	397	387
<b>Year 5</b>	517	495	517	523	510
<b>Year 7</b>	558	548	543	555	554
<b>Year 9</b>	610	595	591	598	594

NAPLAN participation for this school is 99%

NAPLAN participation for all Australian students is 95%

### Interpreting the table

Selected school's average when compared to all Australian students.

 Well above	 Above	 Close to	 Below	 Well below	 No comparison available
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# Senior Secondary Outcomes

## Record of School Achievement (RoSA)

Eligible students who leave school before achieving their Higher School Certificate will receive a Record of School Achievement. This is based on cumulative school results rather than external testing. There were 0 applications for RoSA made by students in 2024.

## Higher School Certificate

In 2024, CCS presented 16 students for the Higher School Certificate. All students satisfied the requirements of the Stage 6 Higher School Certificate. Most students completed their HSC through courses offered at CCS. One student pursued study via Distance Education and two

students completed VET study with TAFE or as an SBAT.

Of all CCS students in Year 12 who completed their HSC in 2024, the following statistics are relevant:

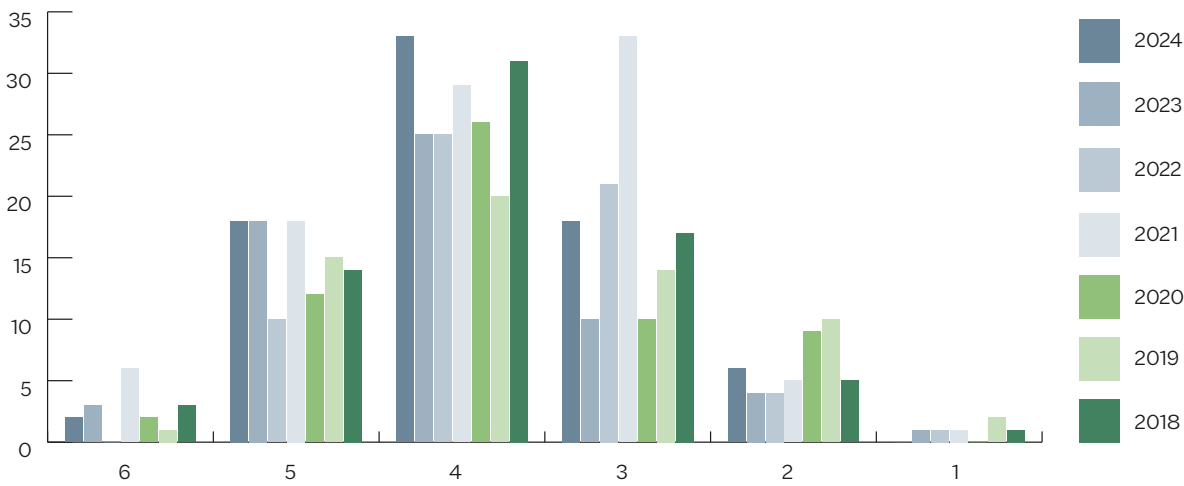
- 100% of students attained a Year 12 Certificate.
- 1 student undertook a course via Distance Education in Geography
- 2 students received Band 6 in Music 1 and Visual Arts
- 1 student received Band E4 in Mathematics Extension 2 and in Mathematics Extension 1.
- 1 student undertook a TAFE course in Certificate III Business Services
- 1 student undertook an SBAT in Certificate III Sports & Recreation

Subject	Year	No of students	Performance band achieved by number					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Agriculture	2024	6			3	3		
Ancient History	2024	4		1	2	1		
Biology	2024	8		3	2	3		
Business Studies	2024	8		2	3	2	1	
Chemistry	2024	3			2	1		
Design & Technology	2024	3		3				
English Advanced	2024	10		4	6			
English Standard	2024	6			3	3		
Food Technology	2024	4		1	3			
Legal Studies	2024	3			2	1		
Mathematics Advanced	2024	6			3	2	1	
Mathematics Standard	2024	7		1	2	2	2	
Modern History	2024	1		1				
Music 1	2024	2	1		1			
Physics	2024	4		1	1		2	
Visual Arts	2024	2	1	1				

Subject	Year	No of students	Performance band achieved by number			
			E4	E3	E2	E1
English Extension 2	2024	1		1		
English Extension 1	2024	3		3		
Mathematics Extension 1	2024	2			2	



# HSC Band Results



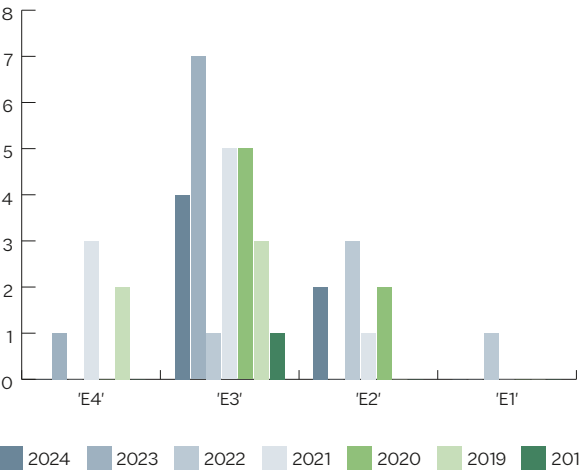
Year	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
2024	2	18	33	18	6	0
2023	3	18	25	10	4	1
2022	0	10	25	21	4	1
2021	6	18	29	33	5	1
2020	2	12	26	10	9	0
2019	1	15	20	14	10	2
2018	3	14	31	17	5	1

NB: total number of bands gained by the HSC group - extension courses not included



## HSC Extension Subject Band Results

Over the years, students have completed Extension 1 & 2 Mathematics and English. The history of their results are below. (E4 is the highest mark, >90%)

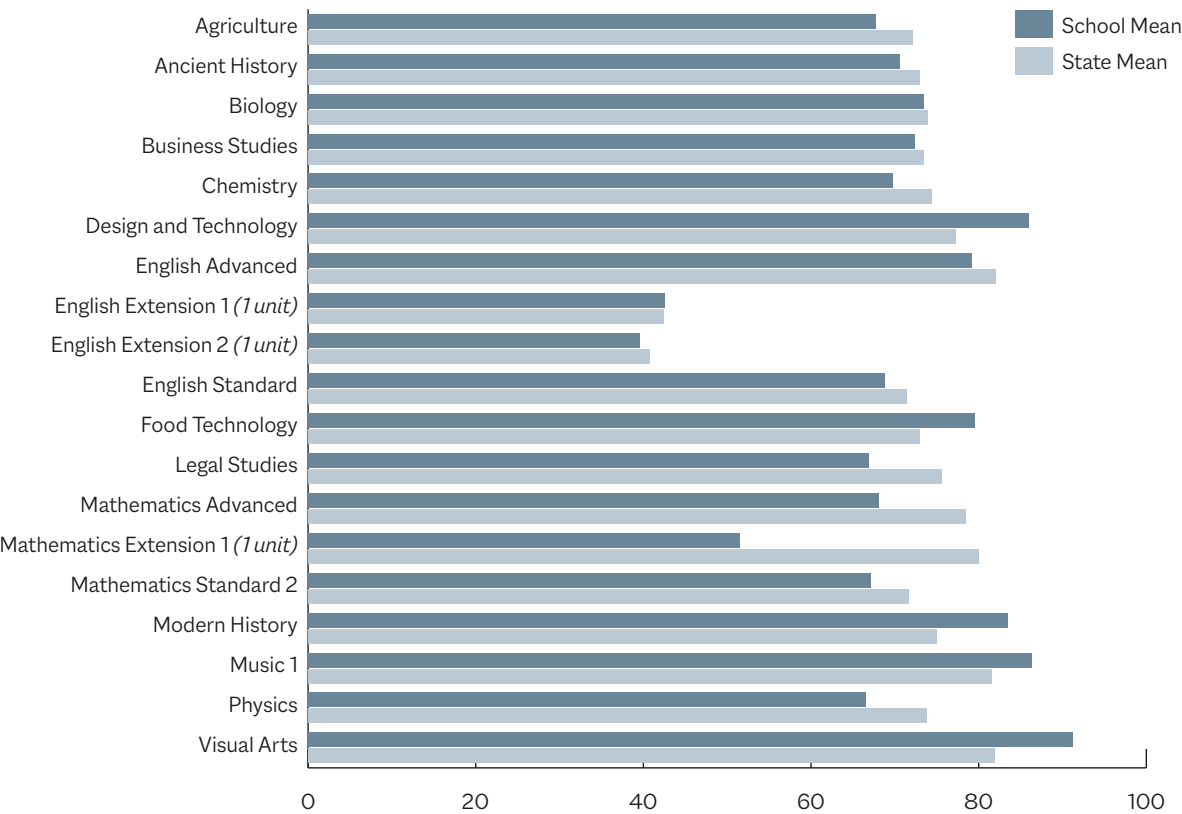


Year	E4	E3	E2	E1
2024	0	4	2	0
2023	1	7	0	0
2022	0	1	3	1
2021	3	5	1	0
2020	0	5	2	0
2019	2	3	0	0
2018	0	1	0	0
2017	0	3	5	0





Comparison of 2024 HSC CCS & State Mean (Averages)





## Comparison of HSC Means with the State

HSC Exam Course Name	No of students	School Mean	State Mean
<b>Agriculture</b> (2 unit)	6	67.67	72.14
<b>Ancient History</b> (2 unit)	4	70.55	72.92
<b>Biology</b> (2 unit)	8	73.43	73.89
<b>Business Studies</b> (2 unit)	8	72.33	73.45
<b>Chemistry</b> (2 unit)	3	69.73	74.33
<b>Design and Technology</b> (2 unit)	3	85.93	77.25
<b>English Advanced</b> (2 unit)	10	79.2	82.03
<b>English Extension 1</b> (1 unit)*	3	42.5	42.42
<b>English Extension 2</b> (1 unit)*	1	39.6	40.7
<b>English Standard</b> (2 unit)	6	68.8	71.4
<b>Food Technology</b> (2 unit)	4	79.5	72.94
<b>Legal Studies</b> (2 unit)	3	66.87	75.55
<b>Mathematics Advanced</b> (2 unit)	6	68.07	78.43
<b>Mathematics Extension 1</b> (1 unit)	2	51.5	79.94
<b>Mathematics Standard 2</b> (2 unit)	7	67.14	71.63
<b>Modern History</b> (2 unit)	1	83.4	75.02
<b>Music 1</b> (2 unit)	2	86.3	81.49
<b>Physics</b> (2 unit)	4	66.55	73.75
<b>Visual Arts</b> (2 unit)	2	91.2	81.9

\*Please note: these extension subjects are a mark out of 50 rather than 100.

## Summary of HSC results

Students continue to perform at levels commensurate with their aspirations, with all students who desired to do so moving into tertiary or vocational education and/or careers of their choice. Correlations between HSC results and other standardised testing such as NAPLAN indicate that students performed to their academic potential. Nevertheless, teachers have continued to encourage students to make the necessary efforts to realise their full potential.

Year 12 teachers are working diligently to analyse results using the Results Analysis Package (RAP) in Schools Online to identify strategies to address areas of weakness in each course and celebrate areas of strength. The school has been working towards a culture of excellence in all things in accordance with the gifts and talents given to each student by God.





# Professional Learning Accreditation

Professional learning is key to enabling staff to improve their practice. At the commencement of 2024, all staff completed professional learning in the following areas:

- Child Protection
- Work Health and Safety

Scheduled school professional learning days and training sessions occurred throughout the year. Areas covered included the NSW curriculum, first aid and CPR, and policy documents. New staff also received two training days for induction and to complete their reading of school policies before commencing work.

The Principal participated in the following additional courses:

- CEN Principals' Meetings and Conferences
- AISNSW Tomorrow's Environments for Learning

## Qualifications

All CCS teaching staff are defined by the *Teacher Accreditation Act 2004*, category (i) as having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines. In 2024, all teachers continued to maintain or work towards achieving Proficient Teacher status as set out in the Australian Professional Standards for Teachers. All staff have a current Working with Children Check clearance.

The Principal of Calderwood Christian School served as a member of the AIS NSW Regional Advisory Council and participated in the CEN NSW/ACT Principals' Forum.

Department	Course Title	Provider
Admin	Attendance, Exemption & Enrolment Register Requirements	AIS
Enrolments & Marketing	EnrolHQ Masterclass	EnrolHQ
Enrolments & Marketing	Marketing Masterclass	Created Image Marketing P/L
Executive	Authentic Christian Education - Presented by Jo Fahey	CEN
Executive	CEN AGM + National Conference	CEN
Executive	CEN Executives' Conference 2024	CEN
Executive	CEN Network Meeting - Heads of Secondary	CEN
Executive	CEN Network Mtg - Deputy Principals	CEN
Executive	CEN Principals' Retreat & Dinner	CEN
Executive	CEN Principals' Retreat Term 4	CEN
Executive	CEN Teaching and Learning Network Meeting	CEN
Executive	Tomorrow's Environments for Learning	AIS
Junior	Differentiated Instruction in English & Maths K-6	AIS
Junior	Differentiating for All Students in the Inclusive Classroom	AIS
Junior	Differentiation in Science	STA NSW
Junior	Early Career Experience	AIS
Junior	Engineering is Elementary	Questacon
Junior	InitialLit Professional Development Workshop	MultiLit
Junior	Instructional Coaching, Tools, Questions and Moves	AIS
Junior	Mini COGE Course	Gerrick
Junior	Naturally Brave Natural Disaster Resilience Program	Maker's Empire
Junior	NCCD & Leading Whole School Practice	AIS
Junior	Selective Mutism Clinic Webinar	Selective Mutism Clinic
Junior	Teaching & Learning Roadshow - Professional Learning Leaders Summit	CEN
Junior	The Bible in the Belly of the School	CEN
Junior	Understanding & Responding to Literature Years 3-6	AIS



Department	Course Title	Provider
Junior	Using Quality Literature as Mentor Texts to Support Growing Writers K-6	AIS
Junior	Zones of Regulation - 6 hour Comprehensive Training	The Social Mind
Learning Support	Classroom & Behaviour Strategies to Support Autistic Primary & High School Students	Learning Difficulties Coalition
Learning Support	Teenage Trauma in a High School Setting	Committed to Childcare
Prep	Prepare Your Team for Assessment & Rating Webinar	CELA
Secondary	A Spotlight on Clarified ACE: Leading the Transition	NESA
Secondary	Assessment Matters in Modern Languages	AIS
Secondary	CA Industry Update Zoom	CAA
Secondary	CEN NSW/ACT Teaching & Learning Network Meeting	CEN
Secondary	Chemical Awareness and Spill Training with WHS Regulations	Workplace Chemistry
Secondary	Child Studies Package	The Learning Network
Secondary	Conducting Interviews & Focus Groups	AIS
Secondary	CPR	CBD College
Secondary	Drama Evolved: Navigating the New Syllabus	Drama NSW
Secondary	Education Research Connection Series 1 - AI	AIS
Secondary	Effective Exam Scheduling	TES Edval
Secondary	Effective School Series 4 - Leading Your People Through Change	AIS
Secondary	From the Universe to the Atom - HSC Physics Module 8	CrookED Science
Secondary	Grammar in Context	AIS
Secondary	HSC English: The Craft of Writing	AIS
Secondary	ICAN AGM & Luncheon	ICAN
Secondary	Instructional Coaching: Tools, Questions & Moves	AIS
Secondary	Making Mathematics Meaningful and Memorable Stage 6 Advanced	PD4Maths
Secondary	NCCD & Leading Whole School Practice	AIS
Secondary	Planning and Implementation for the New Music 7-10 Syllabus	AIS
Secondary	Preparing for the New 7-10 Science Syllabus	CrookED Science
Secondary	Teaching Writing Through the Stages	ETA
Secondary	Technology Stage 4 Planning and Programming	AIS
Secondary	TES Timetable Tips and Tricks	TES Edval
Secondary	The Collaborative Investigation Workshop	PDHPE.net/Dan Jackson
Secondary	The Global Leadership Summit	Epping Baptist Church
Secondary	The Nature of Light - HSC Physics Module 7	CrookED Science
Secondary	Using Choice for Sport and Other Data Collection	TES Edval
Secondary	Year 11 CAFS Package	The Learning Network
Teachers' Aides	TA Behaviour Strategies	Sue Larkey
Teachers' Aides	Teacher Assistant Online Course (Part 1)	Sue Larkey
Teachers' Aides	Teacher Assistant Online Course (Part 2)	Sue Larkey
Wellbeing	Compulsory Supervision	Alyson Catto
Wellbeing	External Supervision	InMotion Occupational Therapy
Wellbeing	In Motion Therapy and Supports	InMotion Occupational Therapy
Wellbeing	Movement Interventions for Child Counselling	Sydney Centre for Creative Change
Wellbeing	Problematic Sexualised Behaviour Workshop	Independent Counsellor Network
Wellbeing	Supervision - Independent School Counsellors	Group Supervision
Whole School	Australian Christian Schools Library Network Annual Conference	ACSLN
Whole School	Data-Informed Evidence-Based Teaching	High Impact Teachers
Whole School	Growing Myself Up - The Pursuit of Emotional & Spiritual Maturity	Family Systems Institute
Whole School	New to NCCD	AIS
Whole School	The Adaptive Leadership Framework	AIS



## Level of Accreditation No. of Staff

Level of Accreditation	No. of Staff
Conditional	0
Provisional	2
Proficient Teacher	34
Highly Accomplished Teacher	0
Lead Teacher	0
<b>Total</b>	<b>36</b>

## Workforce Composition

Number of Teaching Staff	36
FTE Teaching Staff	32.4
Number of Non-Teaching Staff	41
FTE Teaching Non-Teaching Staff	24.2
Staff of Indigenous Background	0



# Student Attendance Retention

## Attendance Procedures

Rolls are marked at the beginning of every learning session in Secondary School and once per day in Junior School.

Where a student is marked absent without explanation, parents are notified by SMS of their obligations to explain absences. In the case of unverified absences, parents are notified via email the next day and then weekly thereafter until parental verification is received. Secondary Pastoral Care teachers and Junior School teachers are notified when a student has an unusual number of absences so they can speak to the parent or carer regarding the absences.

The school will notify Community Services, the Home School Liaison Officer or the School Police Liaison Officer, if they have been unable to obtain reasonable explanations for long term absences from the parent or carer of any student.

## The Year 10 Workforce Composition

Of the 23 students in Year 10 in 2022, 16 went on to finish Year 12 at CCS. This is a 70% completion rate.

## Student Attendance Rates

On average, on any school day in 2024, approximately 90% of students attended school. This is similar to last year's average attendance. This result reflects both the commitment and value that Calderwood families have for education, and the resilience of our students.

Year Level	Attendance Rates %
<b>Kindergarten</b>	91.04
<b>Year 1</b>	90.3
<b>Year 2</b>	92.0
<b>Year 3</b>	90.9
<b>Year 4</b>	90.1
<b>Year 5</b>	92.9
<b>Year 6</b>	84.4
<b>Year 7</b>	90.7
<b>Year 8</b>	86.97
<b>Year 9</b>	86.0
<b>Year 10</b>	89.2
<b>Year 11</b>	86.29
<b>Year 12</b>	92.6
<b>Average</b>	89.58

The table indicates the percentage of days attended by all students out of the maximum number of days that all students are required to be at school.







## Post School Destinations

The majority of the 16 students in Year 12 went on to further study or training at a variety of universities, workplaces and TAFE.

- One student is studying a Bachelor of Music majoring in Sound Design at university.
- One student is studying a Bachelor of Business at university.
- One student is studying a Bachelor of Law and Psychology at university.
- One student is studying Graphic Design at TAFE.
- Two students are studying Nursing at university and TAFE.
- Six students are undertaking Year 13/Internships with private colleges.
- Four students took a gap year to work before undertaking further studies at university or TAFE.
- One student plans to join the army in 2026.
- Most students are working part-time while completing their further studies at the University of Wollongong.

Our 2024 Year 12 students have pursued the following areas:

University	4
Bible College/Private College	6
TAFE	2
Other	4
Total	16

### University courses offered to students:

- Bachelor of Advanced Mathematics
- Bachelor of Business
- Bachelor of Communications (Media Arts & Production)
- Bachelor of Communications and Media
- Bachelor of Creative Arts (Music)
- Bachelor of Creative Arts (Visual Arts & Design)
- Bachelor of Education - PE Teaching
- Bachelor of Education - Primary
- Bachelor of Engineering
- Bachelor of English (Honours)
- Bachelor of Laws
- Bachelor of Medical Science
- Bachelor of Nursing
- Bachelor of Pre-Medicine, Science & Health
- Bachelor of Psychology & Human Behaviour
- Bachelor of Science
- Bachelor of Social Sciences & Advocacy
- Bachelor of Social Work



# Promoting respect and responsibility

Events Category			
Academic	Service and Community	Christian Growth, Welfare and Safety	Sport and Social
<ul style="list-style-type: none"> <li>• Interest and Expert Groups</li> <li>• CCS Reach Program</li> <li>• APSMO Maths Games</li> <li>• BEBRAS Science Challenge</li> <li>• KidsLit Reading Learning Support</li> <li>• Book Week</li> <li>• Science Week</li> <li>• Year 4 Band Program</li> <li>• National Simultaneous Storytime</li> <li>• Commendation Awards at assemblies</li> <li>• Australian Mathematics Competition</li> <li>• Junior School Kitchen Garden Program</li> <li>• Prep Transition to School Program</li> <li>• Year 6 Transition to Secondary Program</li> <li>• Kindergarten Orientation</li> <li>• Pi Day</li> <li>• Junior School STEM Club</li> <li>• Outdoor Education Stage 2 and Stage 3</li> <li>• Premier's Reading Challenge</li> <li>• CBCA Shadow Judging Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles in Junior School and Secondary School</li> <li>• Graduation ceremonies for Years 6, 10 and 12</li> <li>• Junior School Leadership training sessions</li> <li>• KidzArt Showcase Evening</li> <li>• Secondary Subject Selection Evenings</li> <li>• The 'Take Love' Project with St Luke's Retirement Village</li> <li>• Expanded House system fostering participation for service and awareness</li> <li>• Junior School Choir performances</li> <li>• Junior School Choir performance to open Piper House at St Luke's Retirement Village</li> <li>• Concert Band</li> <li>• Grandparents' Day</li> <li>• Mother's Day/Father's Day events</li> <li>• ANZAC Day Ceremony</li> <li>• Thanksgiving Assembly in Term 2</li> <li>• Participation in external awards: ADF Long Tan Youth Leadership &amp; Teamwork Award, Ampol Best All Rounder, Shellharbour City Council Service Award</li> <li>• Kindergarten 100 Days of School Celebration</li> <li>• Winter Appeal fundraiser for Wollongong Homeless Hub</li> <li>• Anglicare's Toys and Tucker Christmas Appeal - Junior School SRC Fundraiser</li> <li>• Junior School 'Meet the Teacher' events</li> <li>• Prep Theme Weeks</li> <li>• Welcome Morning Tea for new students</li> <li>• Junior School Easter House Games</li> <li>• Imago Day</li> </ul>	<ul style="list-style-type: none"> <li>• Devotions and Biblical Studies programs that enhance spiritual wellbeing</li> <li>• Buddy Program for new students and Year 12/Kinder</li> <li>• Pastoral Care Program</li> <li>• Junior School United Service</li> <li>• CRU club</li> <li>• Teacher and Year 12 student mentoring</li> <li>• Participation in Bullying No Way Day</li> <li>• CCS Behaviour and Consequence Guide</li> <li>• Police Liaison visits</li> <li>• Crunch and Sip Junior School Participation</li> <li>• Every year level participates in an outdoor program which includes Christian growth elements</li> <li>• Quiet Studio Passive Playground</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-school chess competitions</li> <li>• Inter-school sporting competitions</li> <li>• School-based Athletics, Swimming and Cross-Country Carnivals</li> <li>• Zone, State and National Christian Schools Athletics, Swimming and Cross-Country Carnivals</li> <li>• Junior School Swimming Program</li> <li>• Junior School Olympic Fever Theme Day</li> </ul>







# Parent, student and teacher satisfaction

At Calderwood, our mission is to partner with parents in providing a quality Christian education founded on the Word of God. To implement our mission effectively, it is vital for staff, parents and carers, and students to work together collaboratively. Feedback from each of these groups forms an integral voice for growth and improvement in all facets of the school. Calderwood invites feedback through a variety of platforms including, but not limited to, P&F meetings, focus groups and surveys. The following is feedback received from satisfaction surveys.

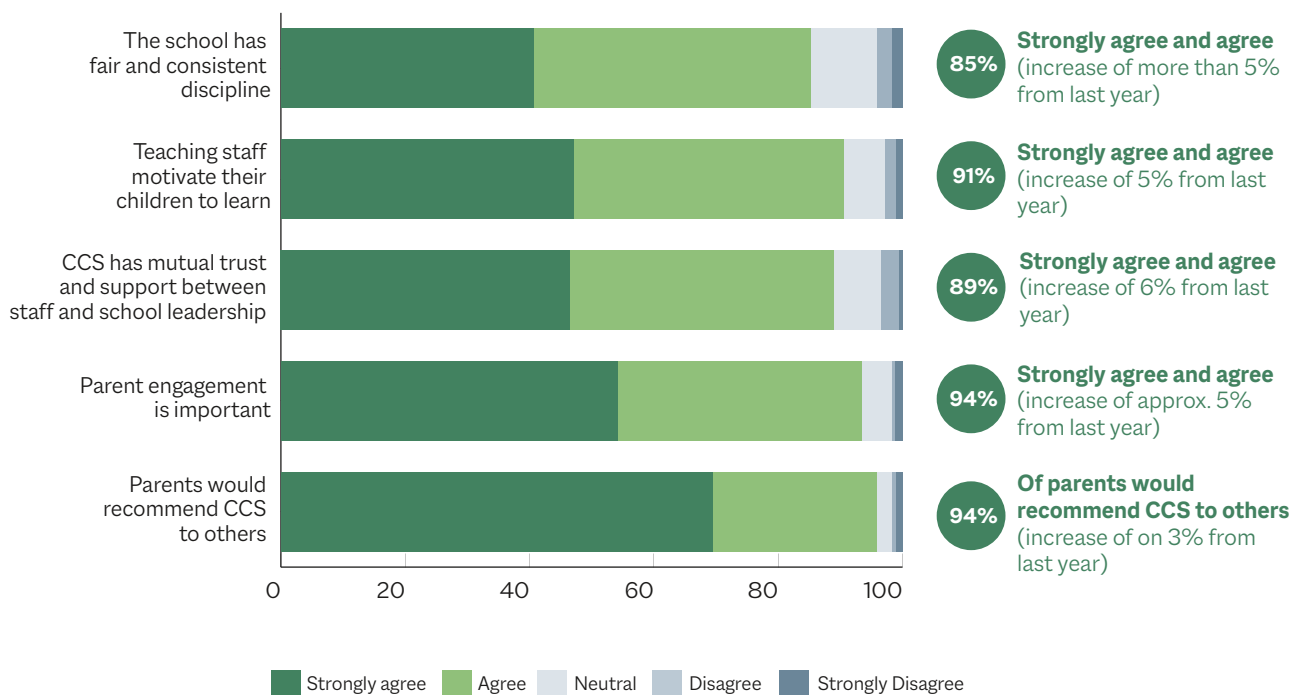
With over 150 parent responses received to our satisfaction survey, these results have shown an increase

in satisfaction with positive parent/teacher interactions, school communication, parent engagement and curricular/co-curricular opportunities for the year.

An overwhelming majority of CCS parents strongly agreed or agreed that:

- CCS has fair and consistent discipline
- CCS teaching staff motivate their children to learn
- CCS has mutual trust and support between staff and school leadership
- They can talk to their children's teachers about their concerns
- CCS parent engagement is important

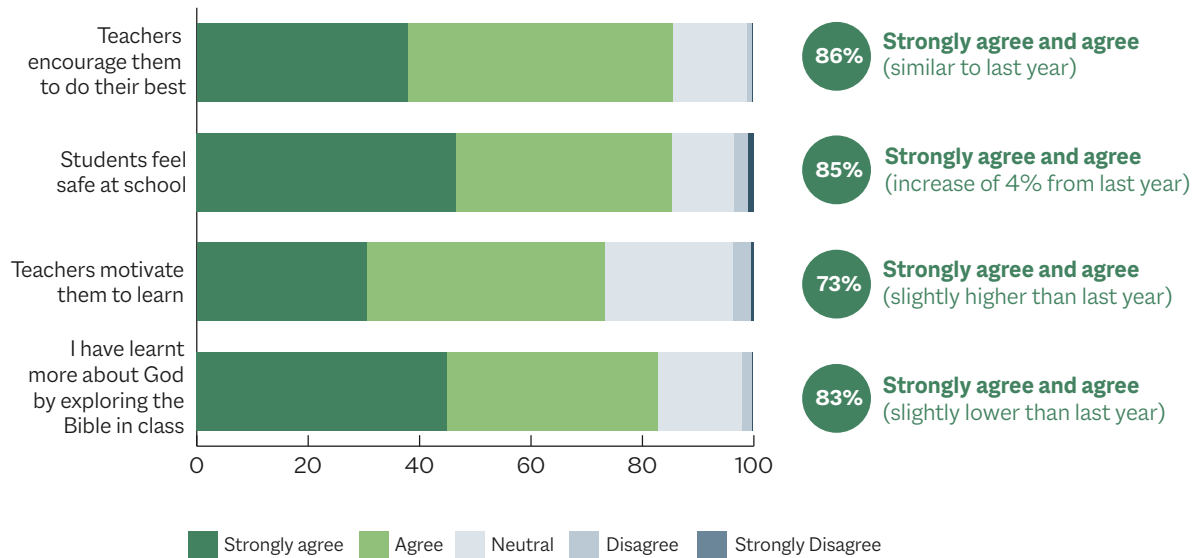
## Parent Satisfaction Survey



## Student Satisfaction Survey

Our annual short digital survey was held in classrooms from Year 3 – 12 and over 200 responses were received. Most of our CCS students strongly agreed or agreed:

- teachers encourage them to do their best
- students feel safe at school
- teachers motivate them to learn
- they have learnt more about God by exploring the Bible in class



## Staff Satisfaction Survey

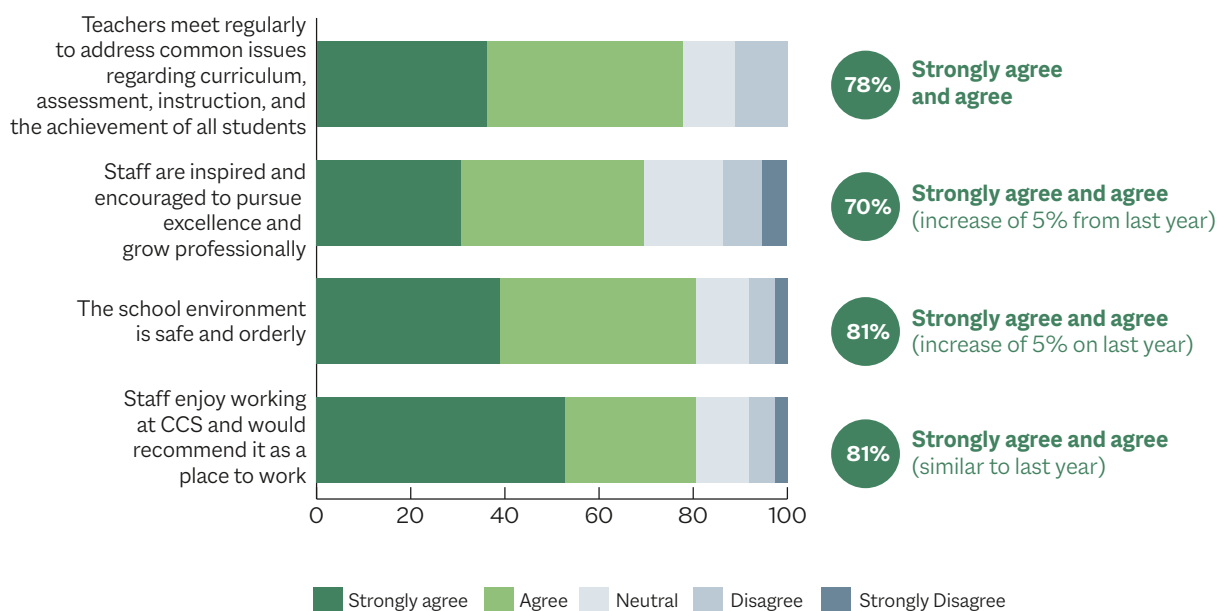
We were pleased to report that most staff agree:

- Teachers meet regularly to address common issues regarding curriculum, assessment, instruction, and the achievement of all students
- Staff are inspired and encouraged to pursue excellence and grow professionally
- The school environment is safe and orderly

- Staff enjoy working at CCS and would recommend it as a place to work

Staff continue to provide exceptional service and support to the school community.

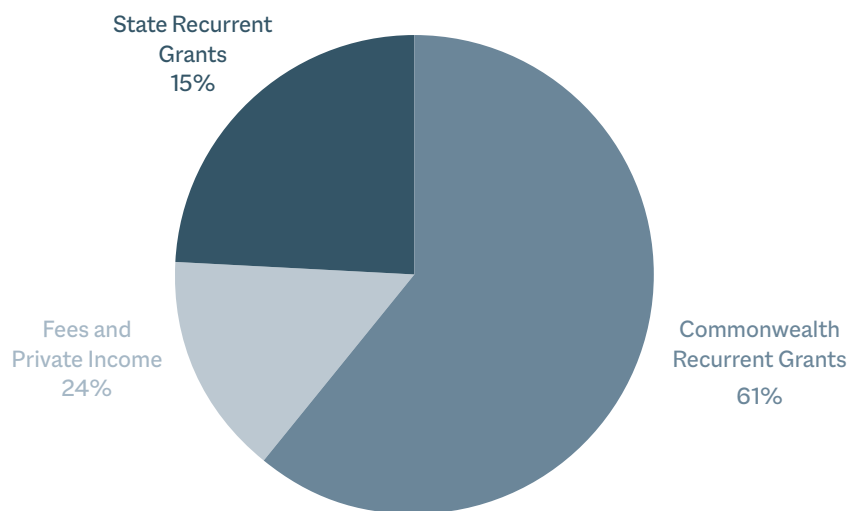
Staff receive special recognition at Association meetings for their long service to Illawarra Christian Education.



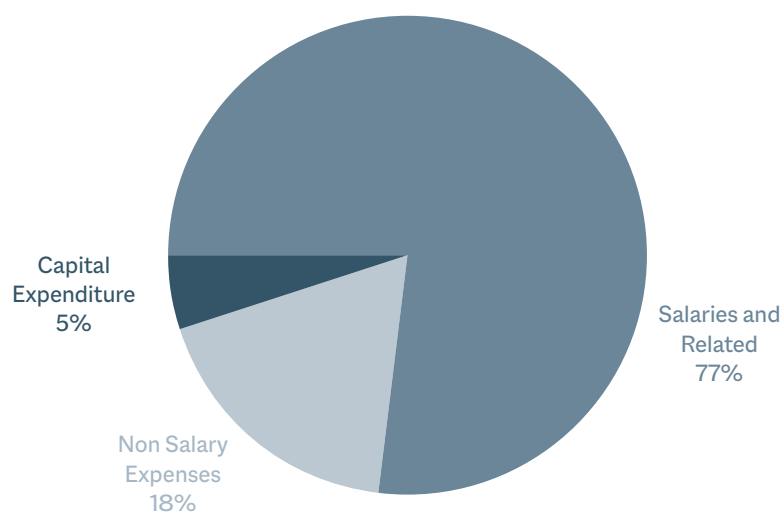


# Summary financial information

## Recurrent / Capital Income



## Recurrent / Capital Expenditure



# Publication requirements



## Supporting Annual Reporting

Calderwood Christian School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister of Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose: the educational and financial performance measures, policies of the school, requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State, or data that may be requested by the Minister from time to time.

## Procedures for Annual Report

The Executive Team in 2024 included the Principal, Head of Secondary School, Head of Junior School, Leader of Teacher Innovation and Learning for Junior School, Leader of Teacher Innovation and Learning for Secondary School, and the Business Manager. They gathered, stored and analysed data from their sections pertaining to the annual report. They are assisted by the Principal's Personal Assistant, the Registrar and Faculty Leaders in preparation of reports relevant to their positions of responsibility as outlined in their job descriptions.

## Publication of Annual Report

The Annual Report is made available to school families and the broader community in digital format on the school website. A hard copy of the annual report can be requested via the school office for anyone who may not have access to the internet. The Annual Report is provided to NESA and further information will be provided to the Minister on request.

## School Policies

The following school policies are publicly available on the school website [www.calderwood.nsw.edu.au/explore/governance-and-policies/](http://www.calderwood.nsw.edu.au/explore/governance-and-policies/)

- Anti-Bullying Policy
- Child Protection Policy
- Complaints Policy
- Discipline Policy
- Enrolment Policy







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