



# Annual Report 2025

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

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# 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**

Illawarra Christian Education continued to flourish during 2025 through the sovereign provision of our great God. Our school communities are growing, reflecting hope borne through the eternal promises of God, the source of all knowledge. We are communities that nurture, care, support, challenge, worship, love and inspire. While we do these things, and many more, imperfectly, the source of our motivation remains our perfect Saviour, Jesus.

As an organisation, we continued to invest in the professional development of our outstanding staff, with quite a number enrolled in formal postgraduate study in Christian education. We remain highly engaged in Christian Education National as the peak body representing like-minded schools across Australia, and through our membership, contribute strongly to the collective task of partnering with parents to educate children from an authentic biblical perspective.

We commenced significant building works at Illawarra Christian School as we endeavour to provide infrastructure to support school growth and the evolving needs of our

students and families. While this work is disruptive, we are confident it will bear significant fruit as the stages complete.

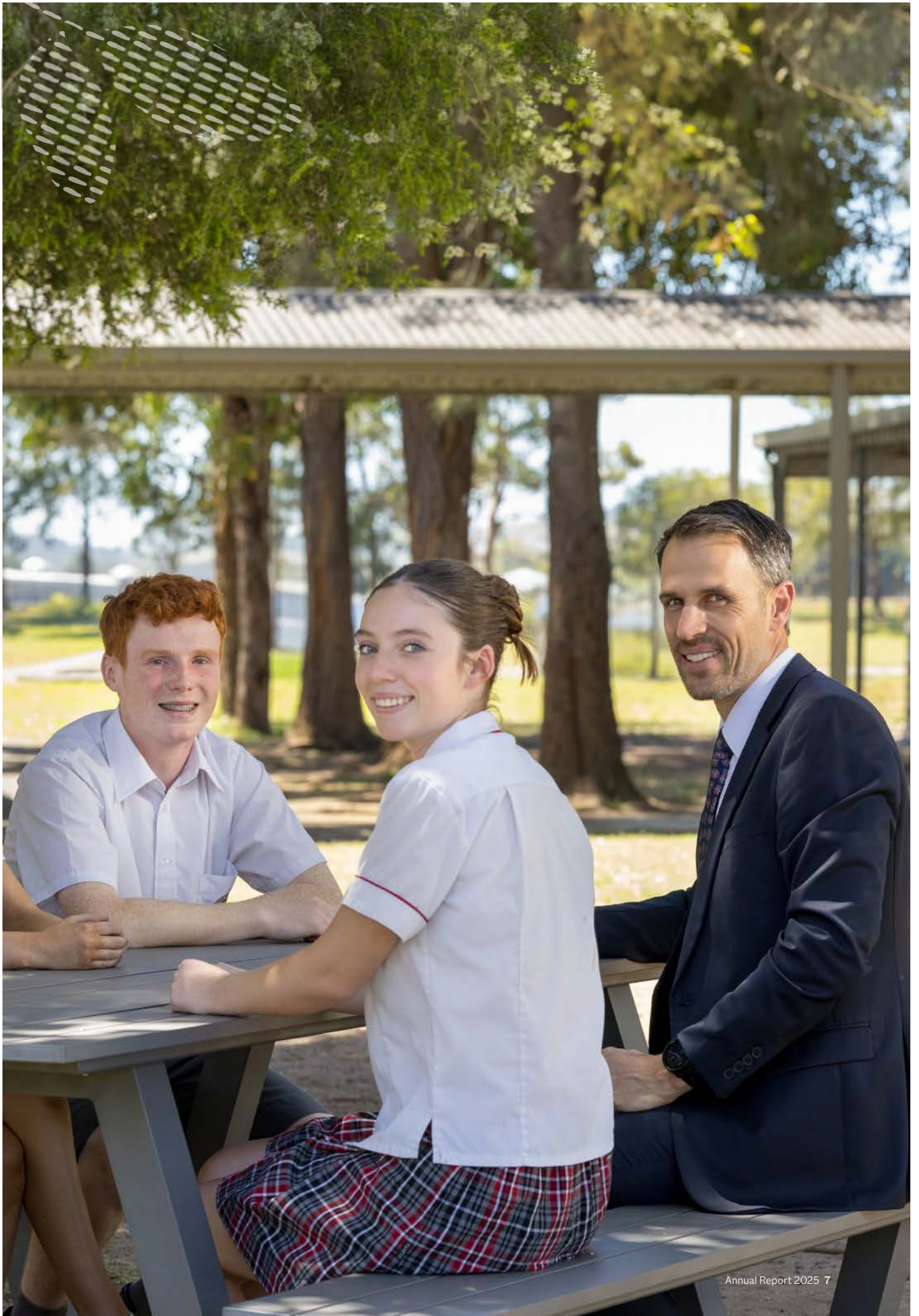
Our site at Calderwood Christian School is also ready for another phase of development following a time of consultation, planning and preparation. The suburban development around CCS is dramatically changing the landscape and also the opportunity the school has to impact the region it serves.

The organisation has continued to administer the resources entrusted to it with professionalism, integrity and care. Both schools are well-positioned to continue doing what they do so well long into the future.

Andrew Spence  
Board Chair

**The suburban development  
around CCS is dramatically  
changing the landscape and also  
the opportunity the school has to  
impact the region it serves.**







## Board Updates

The Board functioned effectively during 2025, discharging its oversight and governance responsibilities with due care.

At the end of 2025 there were seven (7) directors. At the AGM in 2025, Geoff Hewitt stepped down from the Board following a long and outstanding contribution, not only to the ICE Board, but also to Illawarra Christian School, ICE and CEN more broadly, through a long career as a teacher, Principal and education consultant. We thank Geoff sincerely for his gentle wisdom and deep care for 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.

Work continued during the year on Board succession planning, governance training, policy reviews, property development and site master planning. The Board remains 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 three 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), Independent Schools NSW (ISNSW) and the Australian Association of Christian Schools (AACCS), to remain current with relevant issues impacting or potentially impacting the provision of Christian education.

Andrew Spence  
Board Chair

Association meetings during the year provide opportunities to hear from a range of relevant speakers, seek feedback from members and encourage parent partnership in the education process.



# Message from the **Principal**

As we commenced the year as a staff community, we were invited to reflect on a countercultural but deeply formative practice: the discipline of pause. In a world—and a school context—characterised by busyness, constant problemsolving, and relentless momentum, we took time to consider the spiritual and professional significance of being still before God.

Our reflection was anchored in Psalm 46 and God’s invitation: “Be still, and know that I am God.” These words were first spoken into a moment of national crisis. Judah, under the leadership of King Hezekiah, faced the overwhelming threat of the Assyrian Empire. Militarily outmatched and politically vulnerable, the nation stood on the brink of defeat. Rather than relying solely on human strategy or strength, Hezekiah turned to prayer, acknowledging that true power rests not in human effort but in God’s sovereignty. God’s deliverance of Jerusalem became a powerful testimony to the faithfulness that flows from trustful dependence on him.

We reflected that the Hebrew understanding of “be still” is not passive inactivity, but an intentional call to cease striving—to step out of the noise, slow our pace, and reorient our hearts, minds, and actions toward God. Stillness, we were reminded, can be the most active expression of faith. It creates space for wisdom, clarity, and renewed purpose, allowing God to work in and through us as individuals and as a community.

An image from wilderness first aid training helped bring this idea to life. First responders are taught to deliberately pause before acting—stepping back to assess the situation, recall their training, and ensure safety before moving forward. This pause is not hesitation or neglect; it is essential preparation. In much the same way, intentional stillness equips us to respond thoughtfully rather than react hastily. It steadies our hearts, sharpens our focus, and prepares us for the work entrusted to us.

As a Christian learning community, our hope is that this discipline of pause shapes our practice throughout the year. Whether planning lessons, beginning meetings, engaging with students and families, or navigating challenge and change, we seek first to be still—acknowledging God’s presence, seeking his wisdom, and aligning our work with his purposes.

In doing so, we grow not only in effectiveness but in faithfulness. Our prayer is that all we do bears witness to the truth that the Lord alone is God, and that our school continues to be a place where learning, leadership, and service flow from a deep and abiding trust in him.



Darren Hutton  
Principal

## **Junior School Leadership Team**

Mrs Rachel Deck  
*Head of Junior School*

Mrs Jessica Allard  
*Lower Junior School Coordinator  
(Term 1 only)*

Mrs Melanie Fletcher  
*K-12 Learning Enrichment  
Coordinator/Assistant to Head of  
Junior School (Terms 2-4)*

## **Secondary School Leadership Team**

Mr Andrew Brown  
*Head of Secondary School*

Mr Martin Knight  
*Care and Character Coordinator  
and Faculty Coordinator of HSIE*

Ms Elise Semenchuk  
*Faculty Coordinator of English*

Mr Bruce Price  
*Faculty Coordinator of  
Technological & Applied Studies*

Mr David Imisides  
*Faculty Coordinator of Science*

Mrs Christine Bartley  
*Faculty Coordinator of  
Mathematics*

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



# 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 2025, we continued to see growth with new parents coming along to the regular P&F meetings. This has been especially encouraging.

The main event for 2025 was our Trivia & Auction Night, held on Saturday 30<sup>th</sup> August. This was a great time of fun trivia and some exciting bidding on the great array of items up for auction. We even had some artwork from our previous Head of Junior School, Mrs O'Doherty. I would like to thank especially Alison Dwyer for all her work to help make the night a success. Further a big thank you to all the parents who helped with class baskets.

Every second year we have been supporting a STEM initiative in Stage 3, where P&F provide Solar Buddies. The Solar Buddy program involves a STEM activity where students build a solar light, which is then given to children living in areas where reliable electricity is not available. This year we provided 75 Solar Buddies for Stage 3 to build and pass on to those in need, which includes the option for the children to write a message to the child who will receive their Solar Buddy.

In August we held an outdoor movie night at school, where we screened *Wild Robot*. This is always a great social and community building event. We enjoyed a sausage sizzle, popcorn and lollies while watching a fun movie with our friends.

In 2025 we also continued our fundraising initiative where we can support a school connected small business with some exposure to their product and they offer to contribute a portion of the sales back to P&F. We were able to do this with South Coast Nuts.

Also, we love to provide a gift to our Year 6 cohort on their graduation, where we present them with a devotional book to encourage them in their walk with Christ. It is always a pleasure to be part of this graduation assembly and to see and hear how the students have encouraged each other in their time in Junior School.

We continued to hold two P&F meetings a term which were well attended. It was encouraging to see an increasing number of engaged parents attending these meetings. The meetings provided an opportunity for parents to touch base with Darren and the Board and receive updates. They were also an avenue for asking questions and providing feedback on issues relevant to the parent body such as uniform, parking and engagement with the school community.

I continue to appreciate the parents and carers who have helped support the P&F throughout 2025. Without them we would not have a P&F.

Graham Shaw  
P & F President

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# Junior School Leadership

## Junior School Leadership Team

The following students served the school as Captains, engaging in leadership training sessions each term with Mrs Rachel Deck (Head of Junior School) and serving as school hosts at formal occasions.

**School Captains:** Abigail Cooper & Timothy Morrison **Vice Captains:** Isabelle Davis & Samuel Adewumi

**Sports Captains:** Reuben Collingridge, Harper Mackay & Taymen Smith



### Junior School Leadership Team

**Back Row:** Taymen Smith, Reuben Collingridge, Harper Mackay **Front Row:** Isabelle Davis, Timothy Morrison, Abigail Cooper, Samuel Adewumi

## Student Representative Council

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 Rachel Deck, and was also attended by Junior School Captains Abigail Cooper and Timothy Morrison.

### Semester 1

**Year 3:** Harlow Sharman & Dexter Dunster

**Year 4:** Zoe Smith & Ezra Ndisabiye

**Year 5:** Leora Harb & Beniah Emani

**Year 6:** Chloe Ndisabiye & Hunter Gerada

### Semester 2

**Year 3:** Faith Frost & Nate Grace

**Year 4:** Macie Sharman & Owen Della Vedova

**Year 5:** Kiana Joyce & Louis Hill

**Year 6:** Sienna Georgakopoulos & Arthur Jinish-Thomas

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

- Leading school assemblies and devotions
- Helping to coordinate official functions for the school
- Planning for and running fundraisers, including the Winter Appeal for the Wollongong Homeless Hub, Anglicare's Toys and Tucker and Crazy Hair Day which raised money for the Melanoma Institute.
- Planning and leading SRC meetings without the direct involvement of a staff member

The combined SRC's main fundraiser for 2025 was the Winter Appeal for the Wollongong Homeless Hub. K-12 students collected over 400 cans of soup for this local charity.



# Senior School Leadership

## Secondary Leadership Team

**Year 12 School Captains:** Claire Kadwell, Jackson Taylor, Reilly Thomson

**House Captains:** Kim Adeniyi, Lathan Cole, Isabelle Kadwell, Jonathan Laird, Ava Power, Dana Robinson

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

- Monday Secondary School Assemblies
- Dedication Assembly
- Easter Assembly
- Thanksgiving Assembly
- Remembrance Day Secondary School Assembly
- House Challenges during Wednesday Assembly and lunchtimes
- Compass Leadership Conference
- A21 Fundraiser
- Compassion Fundraiser
- Anglicare: Toys 'n' Tucker Fundraiser



## Senior School Leadership Team

Left to Right: Jackson Taylor, Claire Kadwell, Reilly Thomson





# School determined priority areas for improvement

In 2025 we continued to pursue the goals and objectives of our strategic plan titled 'Pergo26' (Go Forward 2026) - a plan collaboratively written with the support of Christian Education National, the Association and Calderwood staff. Progress towards these objectives is outlined below.

## 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.

### Strong and consistent progress across 2025

- The Senior Executive Team completed a course of study through the National Institute for Christian Education, strengthening shared theological understanding and leadership alignment.
- Staff morning devotions continued to be a meaningful part of weekly rhythms, with staff preparing and leading devotions for one another. These times were regularly described as encouraging, reflective, and appropriately stretching.
- Weekly devotions, alongside structured professional learning in Teaching Christianly, have supported staff to connect faith more intentionally with classroom practice.
- The school continued to engage local churches, both corporately and through relationships with church leaders and ministers.
- Students participated in a range of service-focused opportunities, including ongoing partnerships with local churches to deliver SRE at Tullimbar Public School.
- Parent and community partnerships were strengthened through the Calderwood Business Network, Parents & Friends, and multiple community events throughout the year, reinforcing a strong sense of belonging and shared mission.

## 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.

**Good progress, with some areas still developing**

- Following the departure of a much-loved Head of Junior School, a new Head of Junior School was appointed internally. This appointment highlighted the strength of existing staff and reinforced confidence in internal development and promotion pathways.
- During this transition, several Junior School staff were invited to lead small groups or short-term projects. These opportunities were embraced with enthusiasm and contributed positively to staff confidence and growth.
- A new Head of Secondary, Andrew Brown, commenced in 2025 and settled quickly, providing stability, clarity, and leadership for the Secondary team.
- A full review of the administration staffing structure was completed, with a revised model approved and resourced for implementation in 2026.
- The updated Teaching and Learning program template, which more clearly integrates Christian worldview and new curriculum requirements, provided teachers with greater clarity and confidence as they engaged with curriculum change.
- Parents & Friends played a key role in nurturing community through events such as the Calderwood Movie Night and the Trivia and Auction Night, both of which were warmly received and contributed to a strong sense of connection

## 3. Education: How We Teach and Learn

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

### Significant, schoolwide progress

- Following a review of programming documentation that commenced in 2023, the transition to new planning templates was completed in 2025. All programs now reflect the new format and intentionally frame all learning through the Gospel.
- Leaders of Teacher Innovation and Learning engaged with professional networks and colleagues in similar roles across other schools. These relationships led to reciprocal visits and professional dialogue, strengthening practice across classrooms.
- Student learning has been further supported through the continued rollout of Microsoft Teams. "Champion" teachers undertook action research to explore how

different Microsoft tools could enhance learning and engagement.

- The Calderwood Reach Program continued to expand in the Junior School, with increased student participation and positive feedback from parents and students.
- Extracurricular opportunities continued to grow. The introduction of three new student houses (replacing the previous two) brought fresh energy and positive competition. Year 10 Art students partnered with a local graphic designer to create distinctive house crests, adding authenticity and student voice to the process.

Ongoing growth in Agriculture, Music, Sport, and leadership programs has contributed to increased student engagement and a broad, balanced educational offering.

#### 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.

##### Strong planning and steady implementation

- Master planning was reinvigorated, with the Board Chair and Principal visiting several schools at different stages of major development projects.
- The Board Chair, Business Manager, and Principal participated in professional learning through ISNSW to strengthen understanding of long-term master planning processes.

- Stanton Dahl, an experienced education-focused architectural firm, was engaged to lead the Calderwood master planning process, with strong consultation across stakeholder groups.
- Calderwood received approval for Block Grant Authority funding for a new bathroom block and refurbishment of existing facilities. Practical work on this project is scheduled to commence in 2026.
- Teaching and learning resource budgets were significantly increased to ensure curriculum and program goals could be met.

The Calderwood Farm enhancement project continued to progress, including development of an orchard to support sustainability, learning, and food production.

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

Governance structures and practices continue to reflect faith, integrity, and competence.

##### Solid foundations, with ongoing work planned

- Financial planning and risk management were closely aligned with long-term infrastructure planning.
- Efforts were made to increase Association awareness and engagement, with further opportunities planned.



# Strategic Priorities for 2026

## 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 vision 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 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 2025 provides members of the school community 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 2025 there were 504 students enrolled from Kindergarten to Year 12. The student body comprised 52% girls and 48% boys.

Within these full-time enrolments, 5% had a language background other than English and 4.2% were recognised as indigenous. Our drawing area is from Wollongong in the north to Kiama in the south.

## Student Enrolments as at Census - August 2025

Calderwood Christian School	504
Junior School	291
Senior School	213

# NAPLAN

CCS received assessment results in Years 3, 5, 7 and 9 in 2025. 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, Grammar with remarkable gains in Numeracy
- Year 7 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy

Subjects above average in NAPLAN in:

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

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>	414	445	424	430	423
<b>Year 5</b>	499	482	489	496	489
<b>Year 7</b>	563	575	576	563	561
<b>Year 9</b>	562	579	573	557	568

NAPLAN participation for this school is 96%

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 three applications for RoSA made by students in 2025.

## Higher School Certificate

In 2025, CCS presented 21 students for the Higher School Certificate. 20 students satisfied the requirements of the Stage 6 Higher School Certificate, with one student receiving N-determinations in two subjects: English Advanced and Mathematics Standard. Most students

completed their HSC through courses offered at CCS. Three students completed VET study with TAFE.

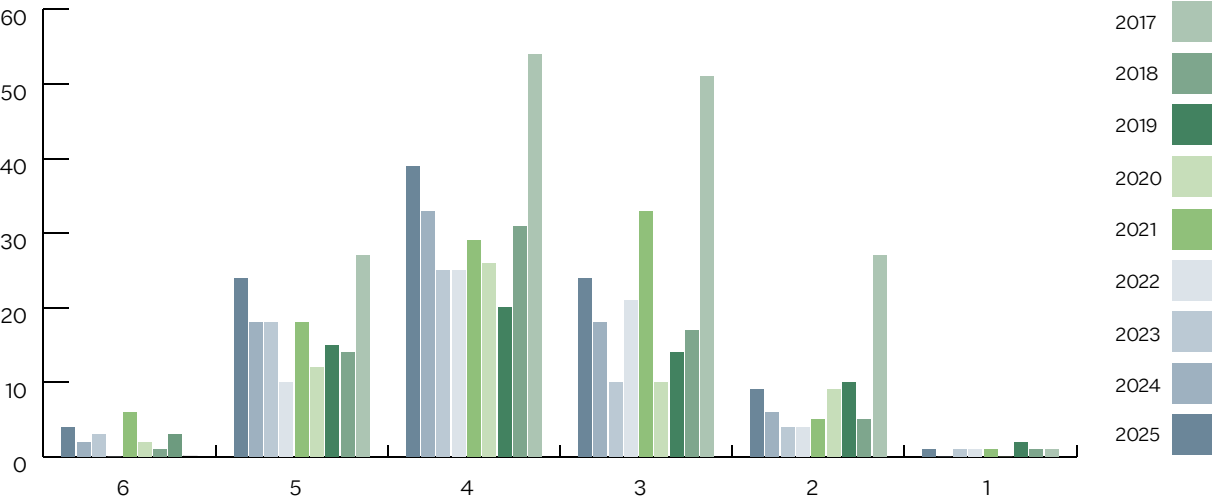
Of all CCS students in Year 12 who completed their HSC in 2025, the following statistics are relevant:

- 20 out of 21 students attained a Year 12 Certificate.
- 4 students received Band 6 results, in Industrial Technology - Multimedia, Music 1 and Visual Arts
- 2 students undertook a TAFE course in Certificate III Human Services and Human Services Specialisation
- 1 student undertook a TAFE course in Certificate III Fitness

Subject	Year	No of students	Performance band achieved by number					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
<b>Agriculture</b>	2025	3	0	0	1	0	2	0
<b>Biology</b>	2025	9	0	4	2	1	2	0
<b>Business Studies</b>	2025	7	0	2	2	2	1	0
<b>Chemistry</b>	2025	4	0	0	3	1	0	0
<b>Design &amp; Technology</b>	2025	4	0	0	3	1	0	0
<b>English Advanced</b>	2025	10	0	4	6	0	0	0
<b>English Standard</b>	2025	10	0	0	1	9	0	0
<b>Food Technology</b>	2025	4	0	2	2	0	0	0
<b>Health &amp; Movement Science (HMS)</b>	2025	7	0	3	2	2	0	0
<b>Industrial Technology - Multimedia</b>	2025	6	1	1	4	0	0	0
<b>Mathematics Advanced</b>	2025	7	0	1	4	2	0	0
<b>Mathematics Standard 2</b>	2025	12	0	2	3	3	3	1
<b>Modern History</b>	2025	7	0	2	3	1	1	0
<b>Music 1</b>	2025	4	2	2	0	0	0	0
<b>Physics</b>	2025	2	0	0	1	1	0	0
<b>Visual Arts</b>	2025	5	1	1	2	1	0	0
<b>BAND TOTAL</b>			4	24	39	24	9	1

Subject	Year	No of students	Performance band achieved by number			
			E4	E3	E2	E1
<b>English Extension 1</b>	2025	1	0	1	0	0
<b>English Extension 2</b>	2025	1	0	1	0	0
<b>Mathematics Extension 1</b>	2025	2	0	0	1	1

# HSC Band Results



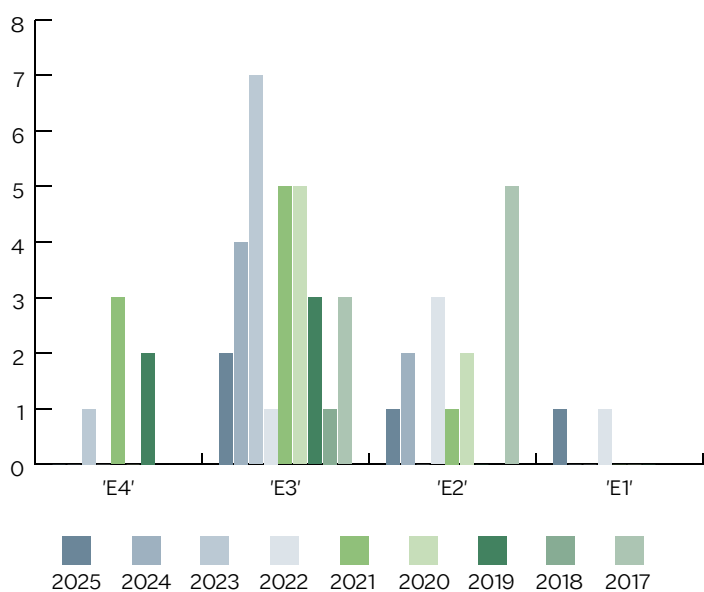
Year	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
2025	4	24	39	24	9	1
2024	2	18	33	18	6	0
2023	3	18	25	10	4	1
2022	0	10	25	21	4	1
2021	6	18	29	33	5	1
2020	2	12	26	10	9	0
2019	1	15	20	14	10	2
2018	3	14	31	17	5	1
2017	0	27	54	51	27	1





### 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%)

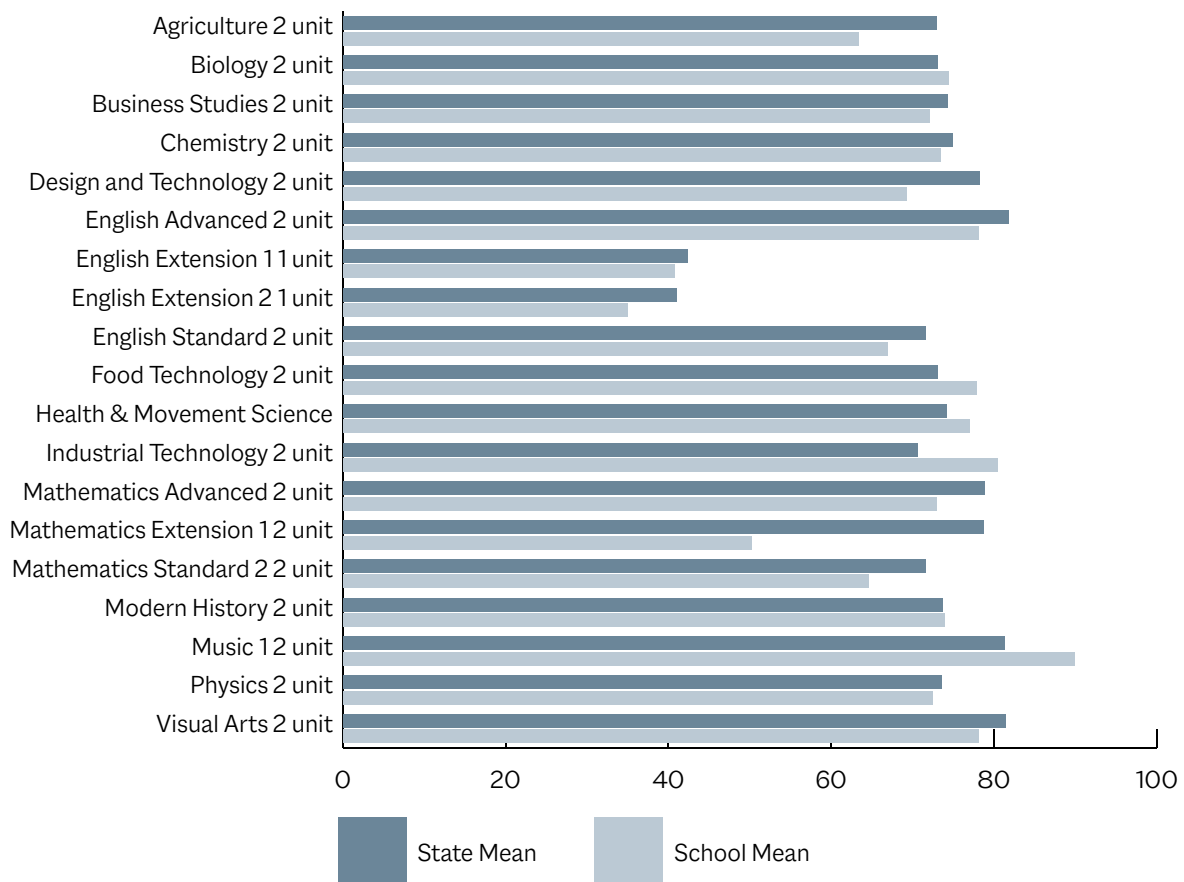


Year	E4	E3	E2	E1
2025	0	2	1	1
2024	0	4	2	0
2023	1	7	0	0
2022	0	1	3	1
2021	3	5	1	0
2020	0	5	2	0
2019	2	3	0	0
2018	0	1	0	0
2017	0	3	5	0

## Comparison of Course Means (Averages) with the State

Course Name	Students Included	CCS Moderated Assessment Mean	CCS Exam Mark Mean	State Exam Mark Mean	School/State Variation
Agriculture 2 unit	3	63.4	63.4	72.91	-9.51
Biology 2 unit	9	74.36	74.42	73.04	1.38
Business Studies 2 unit	7	72.11	72.14	74.28	-2.14
Chemistry 2 unit	4	73.45	73.45	74.86	-1.41
Design and Technology 2 unit	4	72.35	69.3	78.25	-8.95
English Advanced 2 unit	10	78.8	78.08	81.8	-3.72
English Extension 1 1 unit	1	40.8	40.8	42.38	-1.58
English Extension 2 1 unit	1	35	35	40.94	-5.94
English Standard 2 unit	10	67	66.96	71.62	-4.66
Food Technology 2 unit	4	77.95	77.9	73.11	4.79
Health & Movement Science (HMS)	7	76.94	76.94	74.15	2.79
Industrial Technology 2 unit	6	80.07	80.5	70.62	9.88
Mathematics Advanced 2 unit	7	72.94	72.94	78.83	-5.89
Mathematics Extension 1 2 unit	2	56.6	50.2	78.71	-28.51
Mathematics Standard 2 2 unit	12	65.27	64.53	71.56	-7.03
Modern History 2 unit	7	73.74	73.97	73.72	0.25
Music 12 unit	4	89.9	89.9	81.27	8.63
Physics 2 unit	2	74.8	72.4	73.58	-1.18
Visual Arts 2 unit	5	79.48	78.16	81.38	-3.22

## 2025 HSC Compressed - CCS & State Mean Comparison



Please note: 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. Data analysis of the HSC results revealed the majority of students were able to maintain consistency with their effort and performance from the school assessment to the HSC examinations. Students have performed to their academic potential under the guidance and instruction of their teachers.

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.

Data analysis of the HSC results revealed the majority of students were able to maintain consistency with their effort and performance from the school assessment to the HSC examinations. Students have performed to their academic potential under the guidance and instruction of their teachers.



# Professional Learning Accreditation

Professional learning is key to enabling staff to improve their practice. At the commencement of 2025, 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 new 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 programs:

- CEN Principals' Meetings and Conferences
- CEN New Zealand Study Tour and NZACS Conference
- CEN Flint and Steel Governance Webinars
- Member of AIS NSW Regional Advisory Council
- EDU400a Biblical Foundations Unit of study through the National Institute of Christian Education

## 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 2025, 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.

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

## Level of Accreditation No. of Staff

Level of Accreditation	No. of Staff
Conditional	5
Provisional	2
Proficient Teacher	37
Highly Accomplished Teacher	1
<b>Total</b>	<b>45</b>

## Workforce Composition

Number of Teaching Staff	45
FTE Teaching Staff	41
Number of Non-Teaching Staff	43
FTE Non-Teaching Staff	24
Staff of Indigenous Background	1



# Student Attendance and Year 12 Completion

## 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.

## Year 12 Completion Rate

Of the 25 students in Year 10 in 2023, 21 went on to finish Year 12 at CCS. This is an 84% completion rate.

## Student Attendance Rates

On average, on any school day in 2025, approximately 91% 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 %
Kindergarten	91.4
Year 1	93.34
Year 2	93.75
Year 3	93.08
Year 4	90.71
Year 5	89.87
Year 6	92.11
Year 7	90.98
Year 8	89.03
Year 9	89.83
Year 10	87.23
Year 11	91.87
Year 12	91.36
Average	91.12

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 21 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 Computational Technology at university.
- One student is studying a Bachelor of Science at university.
- One student is studying a Bachelor of Engineering at university.
- Three students are studying Nursing at university.
- One student is studying a Bachelor of Communication and Media at university.
- One student is studying a Bachelor of Psychology at university.
- One student is studying a Bachelor of Creative Arts at university to become a Music Teacher.
- One student is studying a Bachelor of Information Technology at university.
- One student is studying a Bachelor of Secondary Education (Modern History) at university.
- One student is studying a Bachelor of Medical and Health Sciences at university
- Two students are undertaking Year 13/Internships with private colleges.
- One student is undertaking study to become a pilot whilst working
- Four students took a gap year to work before undertaking further studies at university or TAFE.
- Most students are working part-time while completing their further studies at the University of Wollongong.

Our 2025 Year 12 students have pursued the following areas:

University	12
Bible College/Private College	3
Other	6
<b>Total</b>	<b>21</b>

## University courses offered to students:

- Bachelor of Arts
- Bachelor of Arts (Psychology)
- Bachelor of Business
- Bachelor of Communication and Media
- Bachelor of Computational Technology
- Bachelor of Creative Arts (Music)
- Bachelor of Creative Arts/Bachelor of Communications and Media
- Bachelor of Education – Primary
- Bachelor of Engineering (Honours) (Biomedical)
- Bachelor of Engineering (Honours) (Civil)
- Bachelor of Engineering (Honours) (Mechanical)
- Bachelor of Exercise Science
- Bachelor of Information Technology
- Bachelor of Marine Science
- Bachelor of Medical Biotechnology (Honours)
- Bachelor of Nursing
- Bachelor of Nutrition Science
- Bachelor of Pre-Medicine, Science & Health
- Bachelor of Psychology
- Bachelor of Science
- Bachelor of Secondary Education (Health and Physical Education)
- Bachelor of Secondary Education (Modern History)



# 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>• Maths Quest</li> <li>• Australian Mathematics Competition</li> <li>• KidsLit Quiz</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>• 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>• Junior School STEM Club</li> <li>• Chess Club</li> <li>• Debating Club</li> <li>• CEN Debating competition</li> <li>• Debating competition with NCS</li> <li>• Public Speaking competition</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 and 12</li> <li>• Junior School Leadership training sessions</li> <li>• Secondary School Leadership training sessions</li> <li>• KidzArt Showcase Evening</li> <li>• Secondary Subject Selection Evenings</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>• Stage Band</li> <li>• Calderwood Voices</li> <li>• Year 7-11 program</li> <li>• Grandparents' Day</li> <li>• Mother's Day/Father's Day events</li> <li>• Remembrance Day Assembly</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 - 'Wrap up Winter'</li> <li>• Anglicare's Toys and Tucker Christmas Appeal - Junior School SRC Fundraiser</li> <li>• Crazy Hair Day for Melanoma Institute - Junior School SRC fundraiser</li> <li>• Secondary School Fundraisers - A21, Compassion, Anglicare: Toy 'n' Tucker</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>• Scripture teaching at Tullimbar PS</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>• Gardening 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>• Police Highway Patrol visit</li> <li>• Junior School 'Crunch and Sip'</li> <li>• Every year level participates in an outdoor program which includes Christian growth elements</li> <li>• Year 5 Girls High Tea</li> <li>• Quiet Space - Passive play</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 'Olympic Fever' Theme Day</li> <li>• SS Interhouse sport competitions</li> </ul>



# Parent, student and teacher satisfaction

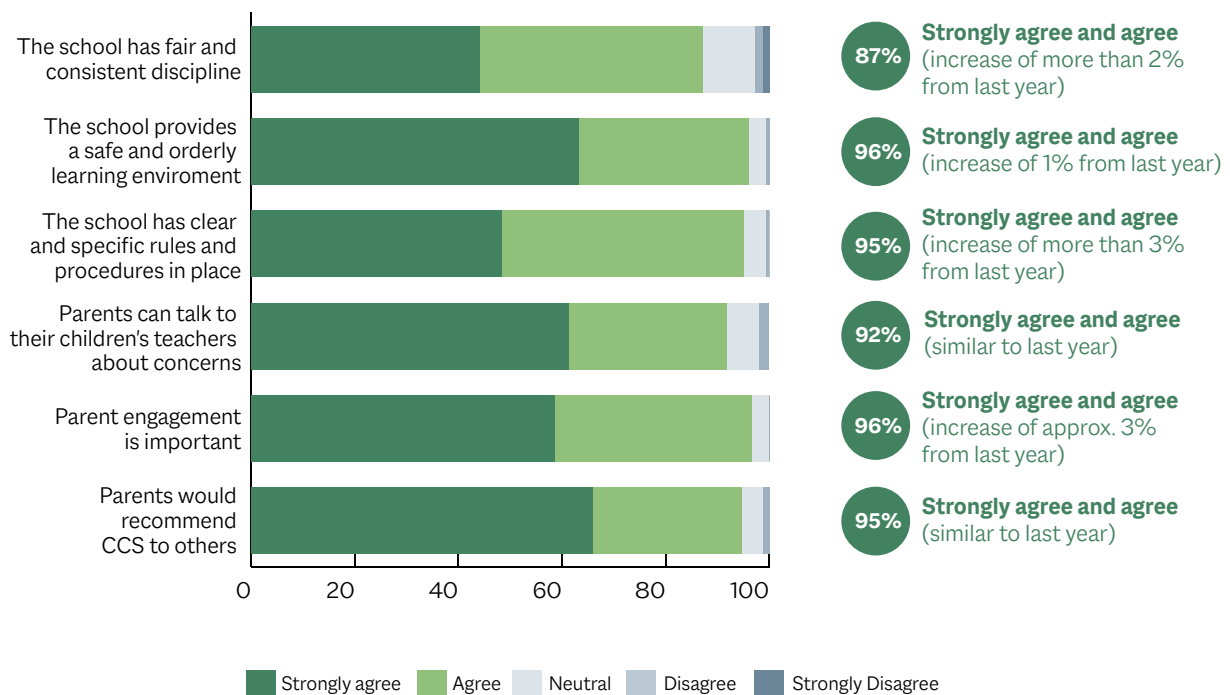
At Calderwood, our mission is to partner with parents in providing a quality Christian education founded on the Word of God. To implement our mission effectively, it is vital for staff, parents and carers, and students to work together collaboratively. Feedback from each of these groups forms an integral 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 almost 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 provides a safe and orderly learning environment
- CCS has clear and specific rules and procedures in place
- They can talk to their children’s teachers about their concerns
- CCS parent engagement is important

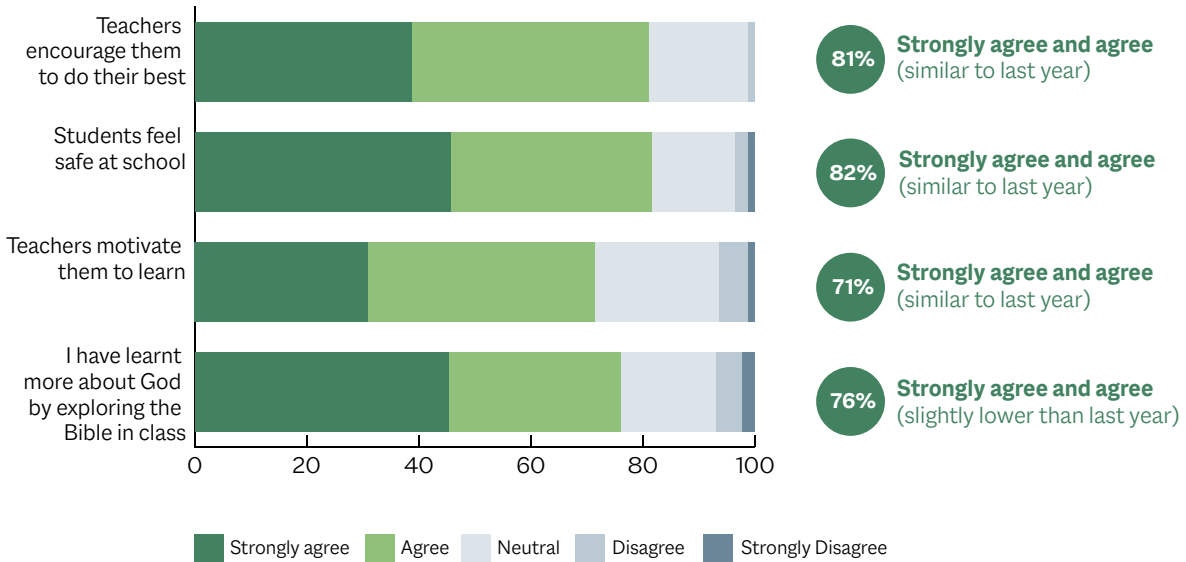
## Parent Satisfaction Survey



## Student Satisfaction Survey

Our annual short digital survey was held in classrooms from Year 3 – 12 and over 370 responses were received. Most of our students strongly agreed or agreed:

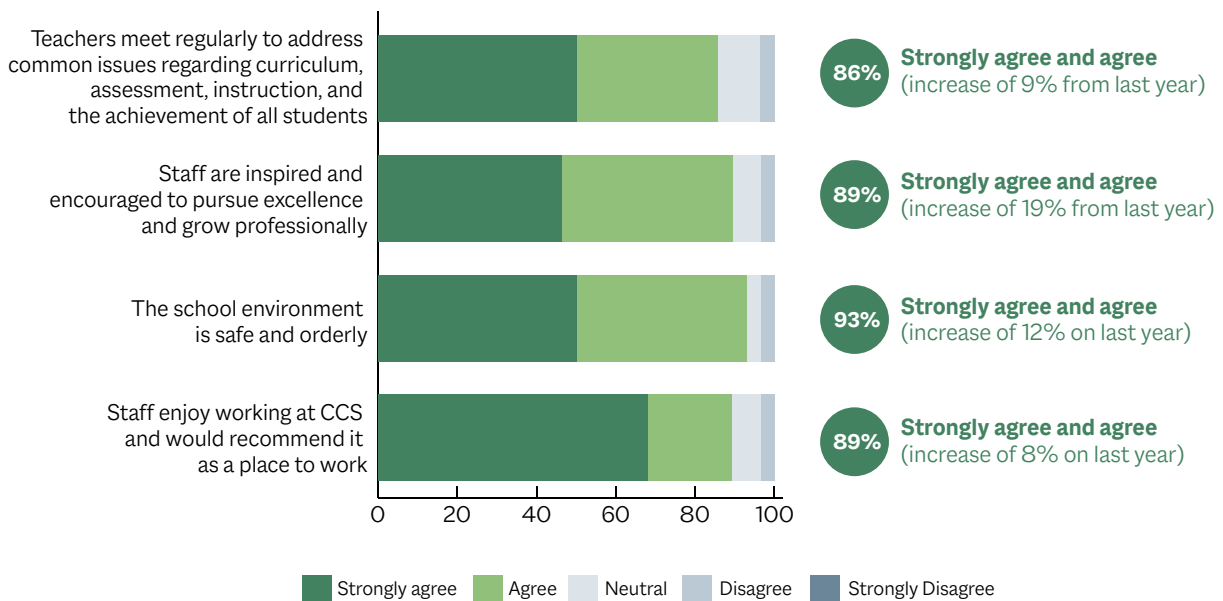
- Teachers encourage students to do their best
- Students feel safe at school
- Teachers motivate them to learn
- I have learnt more about God by exploring the Bible in class



## Staff Satisfaction Survey

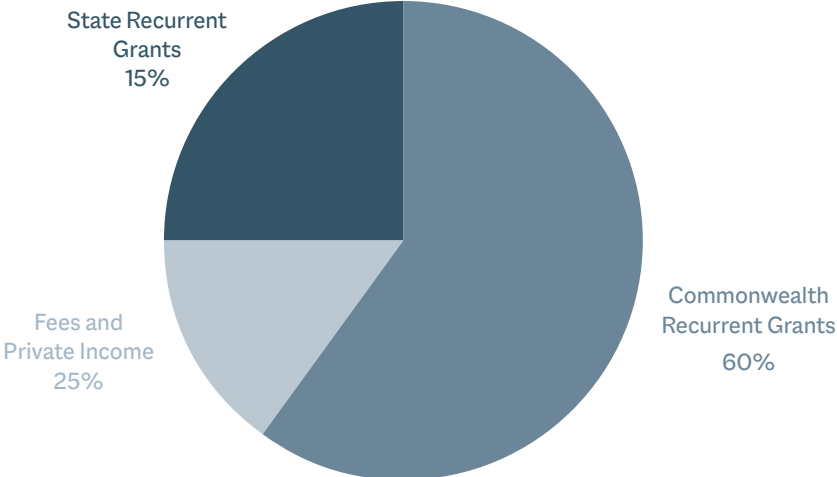
We were pleased to report that most staff agree:

- 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.

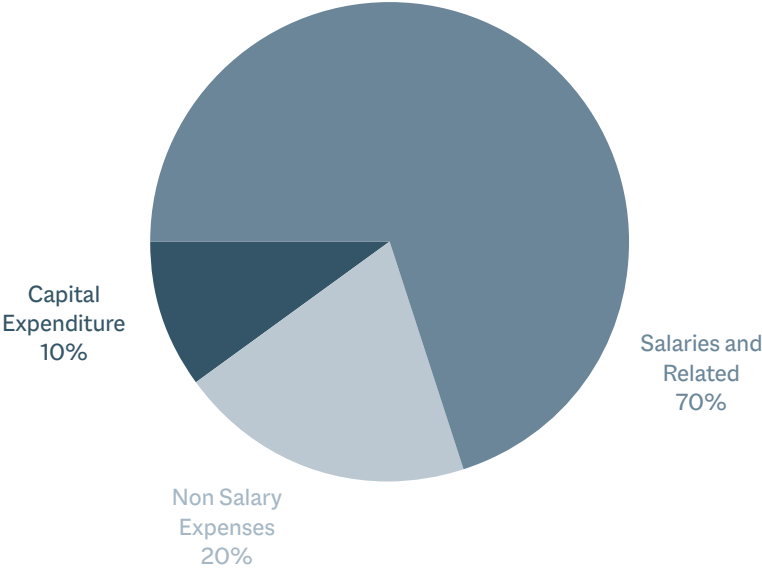


# Summary financial information

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 2025 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 <https://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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