

Christian Brothers' High School Lewisham



Annual Report to the Community

2013



Acknowledgement of the Custodians

'As we take our next step we must recognise the people who's footprints first graced this land'.

Christian Brothers' High School Lewisham, acknowledges that we stand on the traditional lands of the Cadigal people, the original custodians of the land. We are an inclusive environment who wishes to learn more about spiritual, cultural, resources, values connected to this special Cadigal land.

We also must extend that acknowledgment to the elders both past and present of the surrounding Eora nation, we acknowledge and respect that the elders have helped to nurture and care for this beautiful land, we thank them for their care for the land and ask that they guide all to understand the importance of 'Mother' earth to Aboriginal People.

**EDMUND RICE EDUCATION
AUSTRALIA***...educating for liberation and possibility*

Edmund Rice Education Australia embraces 47 Catholic schools in the Edmund Rice tradition in every state and territory of Australia. This network of schools continues to value the extraordinary opportunities afforded to thousands of young people as each of these schools continues to challenge their students to make a difference in their world. This is being achieved through a multiplicity of experiences which are embraced by the four Touchstones of our Charter: Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity. It is heartening to continually witness faithfulness and passion to our Charter as the varied expressions of these Touchstones are being lived out in our schools.

It is also heartening to acknowledge the continued mission of our 24 Associate Catholic schools in the Edmund Rice tradition who through their past connections with the Edmund Rice story and the Christian Brothers have embraced elements on our Charter Touchstones with similar passion and commitment. This combination of school networks enables wonderful opportunities for sharing in the vision and mission of Catholic education throughout all of our Australian states and territories.

We congratulate you on the significant achievements with their associated joy and excitement that have occurred during the past year. We also acknowledge the trials and disappointments with the associated sadness that some of our schools have had to bear. We give gratitude for all of those experiences which have brought you many blessings throughout the year. Your role in Catholic education and Edmund Rice Education Australia is applauded and we offer you our sincere and heartfelt thanks for your contribution to the development of the lives of our young people. We will continue to support your efforts as you endeavour to bring the Gospel to life in ways that are unique in your school community.

We offer you our warmest congratulations and sincere thanks for the contribution you have so freely afforded to Catholic education and for your faithfulness in living out our Charter. We continue to offer our support and best wishes to your community for a future that is both challenging and hope-filled.

Wayne Tinsey
Executive Director
Edmund Rice Education Australia



Dedication



Edmund Rice chose education as the central way through which he would serve God and the most disadvantaged people of Waterford Ireland. He inspired others to join him in this work and soon his Brothers developed a system of Catholic Schools which has spread to every continent.

Schools in the tradition of Edmund Rice and the Christian Brothers operate over several national and educational jurisdictions. Schools in Australia are governed by Edmund Rice Education Australia (EREA) which was established on 1st October, 2007. EREA is the body of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

Under the governance of EREA, Christian Brothers' High School Lewisham, inspired by the legacy of Edmund Rice and the Christian Brothers, is underpinned by four significant 'Touchstones'. We are committed to offering a **liberating education**, based on a **gospel spirituality**, within an **inclusive community** which is committed to **justice and solidarity**.



Liberating Education

We open hearts and minds, through quality teaching and learning and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

We pray that in all generations before us and in those which follow us, the education received at CBHS Lewisham continually empowers our students to be men of courage, advocates for justice and 'well rounded' contributors to Church and society. That in word and action their lives represent the charism of the Christian Brothers and their founder, Blessed Edmund Rice.

OVERVIEW

Mission Statement

Christian Brothers' High School Lewisham strives to create a quality Catholic educational environment that supports and nurtures the dignity of all in the spirit inspired by Blessed Edmund Rice.

The Mission Statement of Christian Brothers' High School Lewisham states that this is a Catholic School — challenged by the values of Jesus and inspired by the pastoral and educational vision of Blessed Edmund Rice. It is committed to:

- Encouraging the values of the family – values of love, goodness, integrity, respect, tolerance and compassion
- Nurturing the spirit and promoting the talents of young men in a prayerful environment
- Developing a school where the dignity of each person is enhanced and where a broad education becomes the means of challenging a meaningful future.

Contextual Information about the School

Christian Brothers' High School Lewisham is unambiguously a Catholic school. The school strives to build a culture and a climate at Lewisham that reinforces the conviction that a way of living based on the teaching of Jesus Christ provides the model that one needs to lead a rich and fulfilling life.

This year, as is the tradition, the school year commenced with a significant School Opening Mass. This occasion is an opportunity for the school community to pray together, and brings into focus the values that mark Christian Brothers' High School as a Catholic school in the Edmund Rice Tradition.

Throughout the year, other opportunities exist for the prayerful expression of our faith. Inclusive faith development opportunities exist for students in each school year: class, to Year group to whole school liturgies, Mother and Son Mass, Father and Son Mass, and spiritual retreats. Board of Studies Endorsed Courses in Religious Education (Years 7-12) and Board of Studies Developed Courses (Studies of Religion - Years 11-12) are embedded within the regular curriculum.

The school endeavours to ensure that boys are well known and cared for through its structured administration. During the past school year, CBHS continued to develop a number of initiatives to meet specific student needs: Peer Support, Seasons for Growth and the Merit System that affirms students in their academe and effort. In the senior years, boys have access to Careers facilities and resources. Students in Years 5 and Year 7 have also enjoyed opportunities for personal development through the school's camp programme. Students, staff and parents have also had access to the services of the school's counsellor

Christian Brothers' High School, Lewisham is a Catholic school catering for boys in Years 5- 12.

For almost a hundred and fifty years, the Congregation of the Christian Brothers has been a major contributor to and participant in the Church's ministry of Catholic schooling throughout Australia. The Christian Brothers guided by the inspirations of Blessed Edmund Rice founded Christian Brothers' High School Lewisham (CBHS) in 1889 and opened in 1891. The school was

originally conducted by the Trustees of the Christian Brothers. Edmund Rice Education Australia (EREA) was created in October 2007 by the Christian Brothers to govern their schools, including Christian Brothers' High School Lewisham. From that point, CBHS Lewisham will, along with other Edmund Rice schools, be governed by the Council and Board of EREA. Edmund Rice Education Australia will continue to assist in the evangelizing mission of the Catholic Church, inspired by Blessed Edmund Rice's charism, the Brothers' gift to the whole church.

Christian Brothers' High School Lewisham, as a school in the Edmund Rice tradition, has established a strong reputation and tradition based on the development and achievement in academic, spiritual values, cultural, sporting areas and the creative arts. The school prides itself on striving to develop wholistically the talents of each boy so that he achieves to the best of his ability. The school also seeks to foster team spirit within through the active participation of students in the school's co-curricular activities.

MESSAGE FROM KEY SCHOOL BODIES

Principal's Report – Brother Paul Conn

A word we hear regularly at CBHS is “charism”. This is normally associated with the Founder of the Christian Brothers, Blessed Edmund Rice and is core to all decisions made at the school. I would like to briefly explore why and how charism is so important to a school like CBHS.

In the reality of the day-to-day life of a busy school, the charism of a Catholic School in the Edmund Rice Tradition is found, formed and nurtured in the human relationships that individuals experience. The learning experiences and opportunities presented to each member of the school community provide the framework. This includes the content of lessons, the obvious and subtle rules and regulations that are in place, the culture that is encouraged, the various religious celebrations and liturgical experiences and the co-curricular dimensions. All these shape a view of the world in which we live as community and individually

Catholic Schools in the Edmund Rice tradition seek to be *excellent* schools and they have at their core two fundamental realities – The Gospel and Education. The Catholic school in the Edmund Rice tradition has a deep ethical and spiritual dimension to its activities. It advertises itself as Educational **and** Catholic and, as such, establishes itself as a form of transformative vehicle for the spiritual and educational values of the school community. Within the totality of the school's mission, we convey the message of who God is, and what our value system is, subtly but assuredly. We do this through the ideals of the Touchstones: Gospel Spirituality, Inclusive Community, Justice and Solidarity and Liberating Education, and the concepts of *compassion, presence and liberation*.

It is important to realise that charism is a gift from God that uses language of the heart. As members of the CBHS community, it nourishes our spiritual journey and assists us as we interpret and share faith. It has right relationships at its centre and affects significantly our identity as followers of Jesus. It is the blueprint for our actions and our motivation to discover what is urgent and passionate in our lives and Mission. The person of Jesus and the values of the Gospel are central to the charism of Edmund Rice and is its inspiration.

Charism must be at the heart of our Mission. This charism is best reflected in our stories, both individual and collective. These stories are core to our identity and being and ultimately give us spiritual meaning if it is centred in the values of the Gospel. We must share, celebrate and unconditionally accept our stories as they are truly the gift of a loving God.

Our Charism unites the diversity of each individual's personal story. We are at our strongest when we share our personal stories freely, without Judgement and celebrate the collective wisdom they bring.

Core to the specific charism of Edmund Rice is the unshakeable belief in the dignity of each human being, especially those marginalised by unjust structures and processes in society. The charism of Edmund Rice liberates each individual from these circumstances by seeing them as a person of integrity who is loved unconditionally by God and someone who is capable of living a life full of hope and achievement. Central to this is the empowerment of all to make good choices about life and learning with an emphasis on the need to reach out to all rather than be self-centred. Practical, holistic, relevant and Gospel-based action is core to the charism.

In practical terms this means that CBHS is a place that is hope-filled, open, accepting, that has created an atmosphere that is not built on glory, tradition and academic and sporting results, but is built on care, inclusivity, achievement of personal goals and, above all, hope. The atmosphere of CBHS should be one of welcoming and understanding. When a student walks through its gates each day, they should be walking into the arms of those who care, who will be there for them, challenge them to take the next step forward, provide them with opportunity, and walk with them in times of trouble and crisis.

Br Philip Pinto, the Congregational Leader of the Christian Brothers, expresses this idea well when he says:

"I see no value in a centre of learning, which churns out numberless school leaders each year and is passively part of a society torn apart by divisions of race and partisan politics. Whenever our students learn to relate with one another, are able to work side by side and recognise their common humanity irrespective of cultural differences, then a Catholic school in the Edmund Rice Tradition is true to its founding vision. It is futile for earthbound humanity to still cling to the dark and poisoning superstition that its world is bounded by the nearest hill, its universe ended at the river shore, its common humanity enclosed in the tight circle of those who share its town and views and the colour of its skin. It is the task of our educators and of young people to strip the last remnants of that ancient, cruel belief from the civilisation of humankind."

Co-operation, Partnership and Rite Relationships have been key to successful 2013. I would like to thank the following groups who have contributed so much to the life of the school. Firstly I would like to thank the School Leadership Team, Mr Chris Baird, the Business Manager who does an outstanding job with the finances and building maintenance, Mr Mark Woodbury, the Assistant Principal – Primary whose leadership has seen record numbers of families seeking admission to our Primary Department. To our Administration Coordinator, Mr John Carnabuci whose brilliant organisation combines with great people skills to ensure a happy and well-organised school, to Dr John Lee whose "1 per centers" had ensured we are not a "K Grade School". After five years of outstanding service in the role of Assistant Principal – Teaching and Learning John will change focus in his life but continue to work at the school two days a week. I am pleased to announce that Mr Vince Papa from St Aloysius' College is our new Assistant Principal – Learning Innovation.

I would especially like to thank Ms Lucie Farrugia who simply does a marvellous job with our assemblies and liturgies. Her authentic leadership skills are appreciated by all. To Mr Greg Yates who excels in his role as Assistant Principal – Pastoral. Not only does he lead an outstanding group of Pastoral Coordinators, but he personifies the charism of Edmund Rice in how he deals with your sons.

I would also like to thank Mr Joe Zavone for his outstanding contribution to curriculum leadership and congratulate him on his appointment as the 2014 Deputy Principal of CBHS. Mr Zavone is an incredibly gifted school leader and I know he will thrive in his new role. Congratulations to our Learning Support Coordinator, Mrs Monica O'Brien, who is the new Assistant Principal – Curriculum and to Mrs Bernadette Yates, our current Primary Learning Support Coordinator, who will now coordinate Learning Support across the whole school. The school is indeed blessed to have two outstanding educators who can so ably step into these important roles.

Finally I would like to thank Mr Michael Ronchetti for his service to the school community over a period of 12 years, the last five as Deputy Principal and wish him all the best as he takes on the role as Principal of St Dominic's College, Penrith. During his time at CBHS Mr Ronchetti has been the heart and soul of the school, person-oriented yet insisting on and maintaining the high standards in areas of school life. His endless enthusiasm and energy for all that is great at Lewisham will be missed. I would ask Mr Ronchetti to come forward and collect a small token of our sincere gratitude for all you have done and can we please thank him and wish him all the best for next year.

I must thank and acknowledge the brilliant work of the Secretary to the Principal, Mrs Cathie Dalliwall. Mrs Dalliwall's ability to organise and get things done in an incredibly competent, calm and affirming way is a great gift to the school community.

In thanking members of the school community, I would also like to recognise Mr Pedro Moreira who leaves CBHS Lewisham after 15 years of involvement in the Religious Education, History and Justice areas of school life. Mr Moreira is a man passionate about his work and the school is definitely a better place due to his influence and activism.

During the year, for various reasons around growing numbers and more complicated compliance issues, the School Leadership Team decided to outsource the School Canteen. I would like to take this opportunity to thank Mrs Vicky Bilby and Mrs Sabah Makhoul for their extraordinary service to the school community over many years. Feeding over 1,300 young men is no easy task and yet they have managed to do it so well. Thank you. I would also like to thank our School Board whose competence, sound advice and commitment is central to the running of the school. They give countless hours to our community in very important areas such as strategic planning, budget and policy advice. Thank you to Board Chair Mrs Margherita Antonelli, Board Members: Mr Fred Carosi, Mr John Kennedy Gould, Mrs Kay Kean, Mr Tony Ghiazza, Mr Nass Jelwan and Mr Michael Price.

I would also like to thank our hardworking P&F Executive who have excelled this year in building community in a very professional and enjoyable way. Whether it is the Graduation Supper, Wine and Cheese Evening or any one of the many functions, the P&F Executive always brings people together. Thank you to President Mrs Maria Reynolds and Mrs Karen Delangre, Mrs Bernadette Hayek, Mrs Rachael Firmani, Mrs Mirna McGuire, Mr Joe Reaich, Mr Steve Salmon and Mrs Suzanne Vance.

I would also like to thank the staff of CBHS Lewisham. They are an extremely competent, caring and giving group of people who have served the young men of this school well. They have been

outstanding role models and always have been very professional in what they have done. Thank you KLA Coordinators, Pastoral Coordinators, teachers and support staff who, on a daily basis, give 100% effort to ensure this school continues to be a great school.

Finally, in terms of thanks, I would like to thank the young men who are the essential ingredient in the greatness of this school. You are intelligent, sensitive and family-oriented young men who have an amazing ability to relate well to all and share a fantastic sense of humour. It is young men such as the students of CBHS Lewisham who make teaching such a rewarding and enjoyable activity.

In conclusion, I would like to quote again from Br Philip Pinto.

“Our school exists to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the outcast, and the stranger. In doing so we will be giving hope to those who presently have little hope. And so we seek to present a new way of living: we show wisdom by trusting people; we handle leadership by serving, we tackle offenders by forgiving, we deal with money by sharing, we relate to strangers and enemies by loving, we handle violence by suffering, we live life by choosing. And we repent for any sins of the past not by feeling bad, but by thinking differently! This is the challenge we face as we celebrate and thank God for our past.”

Thank you for your attendance here this evening and your continued support of our great school.

Deputy Principal's Report – Mr Michael Ronchetti

Where have the past twelve years gone.

Over the past twelve years I have seen numerous changes to Lewisham. All the changes continued Lewisham's strong standing within the community as a leading school in the development of fine, young men, in the Edmund Rice tradition. The changes that have occurred during the past twelve years have been significant in the development of Lewisham not only as an educational institution but as a school with modern facilities that enhances the teaching and learning domain. It has been a privilege for me to have been part of this development and I hope that I have made a positive contribution to the development of this great school.

Some highlights of the past twelve years:

- Returning to Lewisham as a teacher and working with so many excellent teachers.
- Being part of the Building Committee that has transformed Lewisham into a contemporary school.
- Being part of an inclusive community that accepts all who enter through the Lewisham gates
- Coaching numerous sporting teams and bearing witness to some extraordinary sporting achievements.
- Returning to the Brother's Cricket Carnival in Brisbane
- The numerous lifelong friendships
- Being the MC during Speech Night
- The building of the Waterford Learning Centre, the McDonald Centre, The Chang Building and the Doody Building
- The renovation and refurbishment of the Treacy Centre

Great HSC results continue

The 2012 HSC results were once again exceptional, with well over 75% of our students once again offered a position into university. Though this number continues to grow it is no longer surprising but rather an expectation from the school community who strongly encourage the school motto of Conanti Corona – “a crown for the ones who strive” with all their sons. Special congratulations to Daniel Dinale who came first in the 2012 HSC (with an ATAR score of 99.6). Lewisham proudly recognised Daniel’s achievement at the High Achievers assembly in February and once again at Speech Night. We thank both staff and parents for their positive role in the formation of our sons especially in the final year of their education at CBHS Lewisham.

Speech Night – A time to remember

Speech Night is always a special evening as we recognise so many outstanding achievements and acknowledge the outstanding talent that exists at Lewisham. Over the past five years it has been a privilege and an honour for me to MC this evening. During this year’s Speech Night I was able to farewell the school community. I have included part of my farewell statement:

“This brings to an end my time as the MC of this most auspicious evening. An evening, were we as a Lewisham Community acknowledge and celebrate the outstanding musical and academic talents of so many sons of Lewisham High. Over the past 12 years it has been a privilege, for me, to have been a member of this most inclusive community. Over past 5 years, in particular, as Deputy Principal, I have been honoured to have played an important role in the Lewisham family and the development of so many fine, young men. During this time I have witnessed the graduation of approximately 1800 young men all who have made their mark on me in some way.

I would like to thank the entire Lewisham Community for the faith and the guidance they have shown, in me, over my time at Lewo.

To the parents, thank you for your friendship and support. The partnership established between school and home has been a significant attribute of helping the school develop these men of character.

To all the staff who have been part of my growth over the past 12 years. I have been blessed to have worked with so many dedicated and intelligent men and women. Your encouragement of me, as a leader, is and will always be much appreciated. I will miss each and every one of you and I am humbled to have been able to work with you, in the development of the young minds of Lewisham.

To the Students of Lewisham, you are the reason why it was difficult for me to make my decision to leave. The sons of Lewisham High will always be in my heart and I will be ever grateful for your friendship. Each and every one of you has the potential to be anyone and anything you want. It is a matter of finding your crown and striving for that crown. I thank you from the bottom of my heart for the last 12 years.

There is something special about the Lewisham community and I have been blessed to have been part of this. It is now time for me to move on and allow others to experience Lewisham as I have.

I leave Lewisham knowing that it is in good hands.”

Special Thanks to the School Leadership team over the past twelve years

Over the past twelve years the School Leadership Teams has been significant in developing me as a leader. Each and every member of the leadership team have influenced me, in some way, and I truly thank each and every one of them for their professionalism, compassion and dedication to this great school and the members that make up this great school. A Special thanks to Mr Roberts and Brother Conn, the two Principals during my twelve years. Thank you for providing me with the opportunities to develop as a leader during these years and for having the faith in me to help lead Lewisham throughout these years.

Goodbye, farewell and until we meet again.

Conanti Corona

School Board Report – Mrs Margherita Antonelli, Board Chair

During 2013 there have been significant events at the School that the Board has contributed to.

Early in the year the School Renewal process was undertaken. This is an ongoing process of reflection on authenticity as a Catholic School in the Edmund Rice Tradition. The reflections by the school are validated during the visit of the School Renewal Identity Team, which was conducted over three days. Interviews were held with members of the Board as well as members of the School Leadership Team, teaching staff and students. Outcomes of the Renewal visit are incorporated into ongoing renewal and planning.

The renewal process was successful and it lead to CBHS continuing its accreditation as a Catholic School in the Edmund Rice tradition. The last time the school had gone through this process was in 2007 when it began to be governed by Edmund Rice Education Australia (EREA).

The successful renewal was acknowledged in a School Assembly that took place on 20th May 2013 and was attended by Wayne Tinsey, Executive Director of the EREA. On behalf of the school Br Conn, Nick Kapeleris as School Captain and myself as Board Chair received the Renewal Certificate from Wayne Tinsey. It was a truly emotional and proud occasion for all the boys.

After the renewal was completed the School launched the Strategic Plan process. The last plan was prepared in 2008 and it needed to be refreshed. While the Strategic Plan was developed by Br Conn and the Leadership Team the Board played an important governance role along the way, which culminated in the Board sign off in August 2013. The plan sets the Strategic Goals for the School under the value headings of Integrity, Spirituality, Justice, Community and Excellence. It contains detailed actions which are designed to ensure that it continues to provide excellence in teaching and learning that is in the Edmund Rice tradition.

After countless years of service to the school, the Deputy Principal Michael Ronchetti announced that he would leave the school at the end of 2013 to take up the School Principal role at St. Dominic's College Penrith. The Board was asked by Br Conn and the EREA to participate in the selection process for a new Deputy Principal. This was a robust and detailed process to ensure that the new Deputy Principal would not only be a good cultural fit but also well respected and revered by the Leadership Team, the students, their families and the community at large. The Board was

very pleased to support the decision to appoint Joe Zavone as the new Deputy Principal commencing in 2014.

The Board acknowledges the contribution that Michael Ronchetti has made to the school and the legacy he leaves behind. Michael will be sorely missed and the Board wishes him all the best in his new role. The Board also congratulates Joe Zavone and looks forward to working with him in the years ahead to deliver on the Edmund Rice values for our students and the school community.

During 2013 The Board continued to receive reports from the Finance Committee and the Master Plan Development Committee.

The school finances continue to be professionally managed by the school staff, and the Master Plan committee has continued to oversee the capital expenditure projects, the most significant being the new and very contemporary entrance to the School on The Boulevard.

The Board acknowledges the extremely professional, dedicated and conscientious School Leadership team and staff at CBHS, whose first priority is always the well being of every single boy enrolled at the school, every single day of the year.

This was my first year as Chair of the Board and I am very pleased with what the school has accomplished, and how the Board has contributed. I believe Edmund Rice would be proud.

Margherita Antonelli
Board Chair
School Board 2013

2013 School Board

- Br Paul Conn, Principal
- Mr Michael Ronchetti, Deputy Principal
- Mrs Margherita Antonelli, Board Chair
- Mr Michael Price, Deputy Chair
- Mrs Cathie Dalliwall, Board Secretary
- Mr Nass Jelwan
- Mr John Kennedy-Gould
- Mrs Kay Kean
- Mr Tony Ghiazza
- Mr Fred Carosi

Parents and Friends Association Report – P & F Executive

2013 was the second of a three year term for the current P&F Executive. After a very busy and successful first year, we were well established and equipped to continue our mission to contribute to the community of CBHS Lewisham. Under the guidance and support of Br. Conn and the School Leadership Team, we aim to do this by providing opportunities for all members of our community (staff, students and families) to come together in social and formal gatherings throughout the year to enjoy each other's company.

Our year started with the traditional welcome to the new Year 5 and Year 7 students and families. We achieved this by providing a presentation at the welcome evening and by organising four social events. We hosted a Mother and Son Pizza evening and a Father and Son Bowling morning for both our Year 5 and Year 7 families. All four events were extremely well attended and the responses and feedback was overwhelmingly positive. We were very pleased to have adjusted these events in response to feedback the previous year and we plan to make further improvements for our 2014 Year 5 and Year 7 families.

Our traditional Wine and Cheese Evening was also a most successful and enjoyable event. For the second year we were faced with poor weather which prompted us to host this event in the Healy Hall. However, this didn't diminish the attendance or enjoyment of the evening. We would like to thank Br Conn and the school staff for the support provided, especially with the coordination required to relocate into the Healy Hall. The success of the evening was enhanced in no small way by the efforts of Mr Ohl, Mr Munoz and the Jazz and Orchestra band members for their excellent preparation and performances throughout the evening. This along with the help of the many parents who volunteered their time to help with preparations, serving and cleaning up, all contributed to the overwhelming success.

In March, the P&F Executive was offered the opportunity to attend a presentation to the school leadership team to conclude the EREA renewal process. It was an excellent summation and one that provided enormous strength, encouragement and confidence to the P&F members that our school is in excellent hands and continuing to grow for the benefit of our boys. We thank Br. Conn whose offering of this opportunity to us again demonstrated the inclusive and exemplary manner in which he leads our school.

Of course, without funds we are not able to host the many events that we do. We therefore conducted our traditional major raffle in 2013. The P&F is very pleased with the \$12,000 raised. Without these funds we would not be able to support our many activities.

The P&F Executive would like to offer a special thank you to the school office staff who have been a delight to work with throughout 2013. Without their help it would have been impossible to achieve any of our goals. We would also like to thank Mr Ronchetti and Ms Farrugia for their practical support and assistance as again, without their sponsorship and support we would not have been able to meet our goals.

The P&F hosted four parent forums throughout 2013. Each of these forums were well attended and provided excellent opportunities for parents to receive direct feedback from the principal and school staff and to ask questions in an informal and conversational setting. We were privileged to have guest speaker, Clare Rowe (Educational & Developmental Psychologist) talk to us in a very informative and interactive session about how today's teenagers are using online technology and

the many issues and challenges this brings for parents and our teenagers. We were also provided with an update on the school's 5 year strategic plan regarding the use of technology and given the opportunity to provide feedback to assist the school's leadership team conclude this work.

There was no event more enjoyable than the opportunity to contribute to the Year 12 graduation mass and supper held at Our Lady of Fatima Church, Kingsgrove in September. This is a most special evening for the Year 12 students and their families and it was a real privilege to contribute to the evening by catering for supper following the mass. After the successful introduction of the opportunity for Year 11 boys to provide the waiting services in 2012, we were again most impressed by the mature and responsible manner in which the Year 11 boys conducted themselves. In professional waiting attire and school aprons, the Year 11 boys helped ensure approximately 500 Year 12 students, their families and guests were well catered for and attended to on this most special night.

It is at these moments that the P&F Executive reflects on the value of our contributions to the school community. We therefore fully encourage other parents to continue this important work into the future and call on all parents who have not yet volunteered, to allocate some time to do so in 2014. We can guarantee it is a most worthwhile and rewarding experience.

The P&F would like to thank Mr Ronchetti for his outstanding contribution to CBHS Lewisham over many years. He has been a pleasure to work with and although he will be missed, we congratulate him on his opportunity to take up a principal role within the EREA family and wish him well in his new role.

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Christian Brothers' High School, Lewisham is a Catholic Independent Registered and Certified school to present students for both the Record of School Achievement (RoSA) and the Higher School Certificate.

The school is comprehensive, but nevertheless strives for academic excellence. All students are challenged to achieve their personal best.

Regular homework is set and an organised home study program is expected of every student at Lewisham.

The school has aimed to design a curriculum structure that encourages each student to achieve within his ability range.

As well as the mandatory courses for the Record of School Achievement and the Higher School Certificate each student studies a course in Religious Education.

NAPLAN YEAR 5

Year 5 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	502.3	477.9	494.2	500.6	485.8
State	507.0	484.1	504.6	508.4	495.1
CBHS	521.3	495.7	516.2	523.8	514.4

Year 5 Reading (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	2.0	9.7	23.5	30.2	21.9	10.9
State	1.8	9.4	22.6	28.9	22.1	15.3
CBHS	0.0	2.4	15.4	33.3	38.2	10.6

Year 5 Writing (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6.4	11.8	28.1	31.8	14.9	5.1
State	6.3	8.8	32.3	29.7	15.2	7.8
CBHS	4.1	4.1	34.1	30.9	17.1	9.8

Year 5 Spelling (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	5.0	11.5	23.1	28.1	19.5	10.8
State	5.5	8.1	21.1	27.3	24.7	13.2
CBHS	1.6	3.3	20.3	34.1	30.9	9.8

Year 5 Grammar & Punctuation (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	3.3	10.4	22.7	28.7	21.3	11.8
State	4.6	9.3	21.8	22.3	23.1	19.0
CBHS	1.6	4.1	18.7	28.5	26.8	20.3

Year 5 Numeracy (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	4.8	15.4	26.2	26.6	15.9	9.2
State	5.1	15.1	25.7	26.4	13.0	14.8
CBHS	0.8	6.5	23.6	35.8	18.7	14.6

NAPLAN YEAR 7

Year 7 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	540.6	517.0	549.3	535.1	542.1
State	544.5	516.9	559.4	542.0	549.5
CBHS	553.4	525.2	562.6	549.4	563.7

Year 7 Reading (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4.2	12.7	25.6	30.0	18.3	7.7
State	4.7	14.1	24.6	25.2	20.1	11.4
CBHS	2.2	10.5	24.3	24.9	28.2	9.9

Year 7 Writing (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	9.1	17.1	29.9	24.6	12.4	5.2
State	8.7	21.1	27.5	22.0	14.8	6.0
CBHS	6.1	21	27.1	23.8	16.6	5.5

Year 7 Spelling (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4.7	10.2	21.8	30.0	21.3	10.4
State	5.4	8.3	19.0	29.9	24.4	13.1
CBHS	2.2	6.1	16.6	36.5	32.0	6.6

Year 7 Grammar & Punctuation (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	7.6	14.4	24.3	25.5	17.1	9.4
State	10.2	13.4	19.5	22.3	19.4	15.1
CBHS	6.6	6.6	23.8	28.2	19.9	14.9

Year 7 Numeracy (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	3.4	14.7	27.7	26.0	16.1	10.5
State	2.8	16.2	25.4	24.8	16.3	14.6
CBHS	1.1	7.7	27.6	25.4	19.9	18.2

NAPLAN YEAR 9

Year 9 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580.2	554.1	582.7	573.1	583.6
State	585.6	554.2	591.8	579.3	596.0
CBHS	593.9	572.3	603.8	598.5	605.2

Year 9 Reading (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	5.0	16.4	29.0	28.2	15.3	4.5
State	4.8	16.9	26.9	26.6	18.9	5.9
CBHS	1.1	12.9	27.0	36.5	17.4	5.1

Writing (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	15.7	20.8	25.0	20.3	11.0	5.5
State	18.3	19.1	21.3	22.8	10.7	7.9
CBHS	14.0	13.4	25.1	26.8	13.4	7.3

Spelling (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	6.2	13.5	28.1	29.4	15.7	5.4
State	6.1	11.0	26.8	31.5	14.8	9.8
CBHS	1.7	7.8	26.8	34.1	17.9	11.7

Grammar & Punctuation (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	10.5	18.0	25.2	23.5	14.1	7.1
State	11.4	14.5	28.8	22.7	12.3	10.3
CBHS	4.5	12.3	29.1	25.1	17.9	11.2

Numeracy (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	7.8	18.3	25.5	22.2	13.6	10.9
State	7.9	17.4	24.4	20.4	13.6	16.3
CBHS	2.3	8.0	32.4	29.0	15.3	13.1

NAPLAN 2013 STUDENT GROWTH

Average Scaled Score Growth – Year 5 (from Year 3 to Year 5)

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	83.2	75.5	59.8
Writing	55.3	39.2	53.7
Spelling	84.0	75.7	52.8
Grammar & Punctuation	77.7	74.8	56.9
Numeracy	88.5	72.9	51.2

Average Scaled Score Growth – Year 7 (from Year 5 to Year 7)

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	48.4	65.5	72.4
Writing	24.5	39.0	66.1
Spelling	61.3	64.6	65.7
Grammar & Punctuation	33.2	41.0	61.9
Numeracy	48.6	53.4	61.3

Average Scaled Score Growth – Year 9 (from Year 7 to Year 9)

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	40.4	45.6	67.2
Writing	25.3	22.7	52.5
Spelling	43.9	50.5	65.0
Grammar & Punctuation	40.1	63.0	71.8
Numeracy	43.7	43.7	60.0

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

Year 10 and Preliminary HSC Courses

The Record of Student Achievement is awarded to those students who have completed Year 10 and who leave school prior to completing their Higher School Certificate.

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the *objectives* and *outcomes* of a Course.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a Course. In Year 10, Mathematics, grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Where activities or tasks are scheduled throughout a Course, greater weighting would generally be given to those activities or tasks towards the end of a Course.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors.

Applying the Course performance Descriptors

Course Performance Descriptors (CPDs) have been developed by the Board of Studies for each Course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the Course. The Year 10 CPDs are available on the School's website with a [link](#) to the Board of Studies. Similarly, the Preliminary CPDs.

A teacher will make the final judgment (in judgment-meetings with the Faculty Subject Co-ordinator) of the most appropriate grade on the basis of available assessment information and with reference to the Course Performance Descriptors.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programmes and the syllabus.

Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade.

Making an on-balance professional judgement

When making a judgment of the grade to be awarded, a teacher needs to note the following points:

- Teachers will arrive at judgments by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities. Teachers should make direct comparison with the samples of work contained in the Board of Studies Assessment Resource Centre (ARC) website. <http://arc.boardofstudies.nsw.edu.au>
- The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies webpage
- In arriving at a final set of Grades for a cohort, the Historical Grading Pattern is a frame of reference, however significant variation from the overall pattern should be able to be substantiated with supporting work samples.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than on the amount of evidence.
- Assessment activities should give students opportunities to show what they know and can do.
- The teacher should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of a grade description.
- Each grade description should be considered alongside descriptions for adjacent grades.

Model for Grade Judgment

There are many suitable models that may be used to support teacher judgment. The model used at Lewisham is outlined.

1. An assessment programme is established that consists of a number of assessment tasks (as outlined in the Stage 5 and Stage 6 Assessment Handbooks).
2. Ensure that the assessment activities cover the full range of outcomes
3. Determine the weightings or relative importance of each activity
4. Award marks for each completed activity
5. Combine the marks awarded in each activity to obtain a total mark for each group
6. On the basis of these marks, determine the order of merit for the group

7. Refer to the Course Performance Descriptors to relate the order of merit to grades awarded. Reference again should be made the ARC work samples.

8. In KLA judgment meetings, review the grade awarded to each student to make sure that no anomaly has occurred. Individual student's overall performance should be considered using all available information. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off

9. The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies webpage

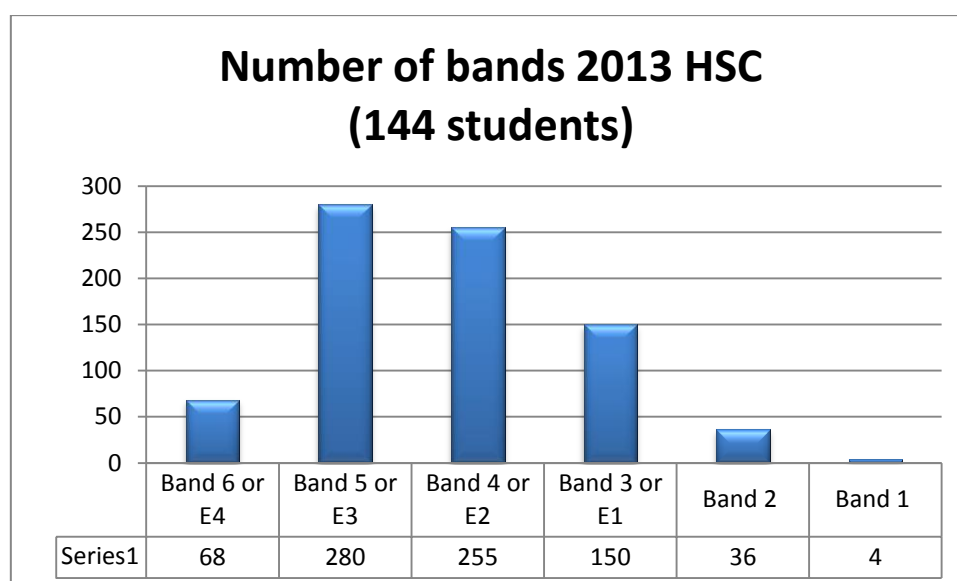
10. In arriving at a final set of Grades for a cohort, the Historical Grading Pattern is a frame of reference, however significant variation from the overall pattern should be able to be substantiated with supporting work samples.

HIGHER SCHOOL CERTIFICATE

Percentage of students who received a Band 5 or 6 or Extension E4 / E3

HSC Subjects	CBHS	State	% Difference
Ancient History	78.56	34.44	+ 51.78
Biology	46.42	32.93	+ 13.49
Business Studies	35.81	34.85	+ 0.96
Chemistry	40	41.63	- 1.63
Drama	38.46	43.51	- 5.05
Economics	52.62	43.11	+ 9.51
Engineering Studies	30.76	30.27	+ 0.49
English (Standard)	12.62	6.83	+ 5.79
English (Advanced)	69.38	53.01	+ 16.37
English Extension 1	87.50	88.34	- 0.84
Geography	60	39.77	20.23
Hospitality VET examination	14.28	30.06	- 15.78
Italian Continuers	42.85	61.12	- 18.27
Italian Extension	E4 (1)	96.07	NA
Industrial Technology	31.57	29.83	+ 2.04
Information Processes & Technology	65.21	36.6	+ 28.61
General Mathematics	20.31	20.83	- 0.52
Mathematics	41.81	49.24	- 7.43
Mathematics Extension 1	88.88	83.54	+ 5.34
Mathematics Extension 2	66.66	87.17	- 20.51
Modern History	65	47.17	+ 17.83
Music 1	70	58.89	+ 11.11
PDHPE	29.41	28.39	+ 1.02
Physics	15.78	33.36	- 17.58
Senior Science	50	38.74	- 11.26
Software Design and Development	25	29.52	- 4.52

Studies of Religion I	57.88	48.47	+ 9.41
Studies of Religion II	56.92	45.70	+ 11.22
Visual Arts	65.51	51.44	+ 14.07



Summary of 2013 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	n/a
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	35 students (24.3% of students) received Band 6 or E4 (above 90) in 67 courses (i.e. 67 individual marks of 90 or above were received in the entire cohort of students) <i>*280 individual marks in Band 5 – 35.3% of all bands achieved.</i>
Placings	n/a
Higher School Certificate	144 candidates

PROFESSIONAL LEARNING AND TEACHER STANDARDS

The school encourages members of staff to undertake ongoing professional learning throughout the year with external agencies. Opportunities are also provided for professional development with the organisation of school-based staff development days. The breadth of all of these opportunities include subject specific training, pedagogical development, pastoral care, information technology and network meetings to ensure currency with Board of Studies requirements.

A summary of 2012 professional development experiences:

- Clancy Prize Meeting
- CSDA Public Speaking and Debating Workshop
- VET Information Breakfast
- CEC Congregational Schools Meeting
- IW eLearning Coordinators' Network Meeting Term 1
- Curriculum Coordinators Network Meeting
- English Coordinator's Network Meeting
- Archdiocesan REC Network Meeting
- University of Sydney Careers Advisers Conference
- CEO Careers Advisers Network meeting
- ELC Economics Conference
- CLANCY PRIZE EXHIBITION
- Introduction to Autism Spectrum Disorder
- Dynamic Living Religion
- ELC Economics Conference
- HSIE Network meeting 1
- CEO IW Network Meeting
- Voices of the Australia Curriculum
- Improving the Outcomes of Hearing Impaired Students
- 21st Century Music Classroom
- Information, Digital Media and Technology Network Meeting SR 14
- KLA Network meetings
- Inner West Careers and Teachers network meeting
- Inner West Primary REC Network meeting
- 2013 Indigenous Education Conference
- HSC Chemistry Distilled
- Teaching and Learning Inservice
- The Resilience Doughnut
- Inner West Regional VET in Schools
- The Resilience Doughnut
- AIS Annual History Conference
- Innovative ways to teach Year 7 to 10 PDHPE and PASS
- Secondary Advisors Network Meeting
- Business Studies Teachers' Conference 2013
- Australian Curriculum Professional Development Planning
- SPELD - Supporting children with learning difficulties
- Focus on the Language of Mathematics to Enhance Learning
- Business Studies Teachers' Conference 2013
- PDHPE Coordinators Network Meeting
- CEO Coord Network Meeting
- ESL K - 12 Key Reference Teachers' Network Meeting
- School Support for Students with Learning Difficulties
- Connected Learners Conference
- HSIE Network meeting 2
- Connected Learners Conference
- Primary Science: Engaging the National Curriculum

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- Hands On Technology Workshop
 - Hands On Technology Workshop
 - Anticipate! Appreciate! Applaud!
 - Aboriginal Cultural Awareness Workshop
 - Youth Mental Health and Well-being Workshops
 - EREA Leaning Support Meeting
 - Thinking outside the screen in PDHPE
 - EREA Into the Deep
 - English Coordinators' Profession Learning
 - One HP – Lunch & Learn
 - EREA Into the Deep
 - Phase 1 Aust Curriculum
 - Brainwaves: Extend Your Thinking
 - TTA: Introductory Photoshop - Online
 - CEO Leichhardt- Australian Curriculum
 - Seasons for Growth training
 - Differentiation Strategies for Science
 - Successful Processes in HSC PDHPE
 - Rocket (Science Inservice)
 - EREA Galilee
 - Rocket
 - CEC Network Meeting
 - Professional Learning Day for Teacher Librarians
 - Meet the Markers
 - 2013 IW eLearning Coordinators' Network, Meeting Term 2
 - ASR Twilight Conference
 - CSSA Conference
 - ASR Twilight Conference
 - Understanding IQ and Educational Assessment
 - Oliver Advanced
 - EREA Women in Leadership
 - Inner West Primary REC Network meeting
 - Conflicting Perspectives Julius Caesar
 - The Big day out for PDHPE
 - EREA Women in Leadership
 - Enriching and Improving Students' Writing
 - AIS Teacher Librarian Conference: Leading Learning
 - Philosophy Day
 - CENSUS Workshop 85/13
 - The I pad for Musicians
 - Understanding the scaling report
 - Junior School Leader's Forum EREA
 - CEO Lab Technicians' Meeting (Inner West)
 - Junior School Leader's Forum EREA
 - Network meeting
 - Leading Learning in an on Line world
 - Australian Curriculum
 - HSIE Network meeting 3
 - IW Term 2 Network Meetings and Australian Curriculum Workshops
 - CAPA Coordinators Network Meeting
 - K-12 Masterclass
 - EREA Identity Conference
 - Inner West CEO Coordinators Network Meeting
 - EREA Identity Conference
 - Supporting struggling Students in Years 7-8
 - Working to Strengths in 21st Century HPE
 - Australian Curriculum
 - HSIE Network meeting 4
 - Forward Thinking: Emerging Answers to Education's Big Questions
 - Successful Learning Conference
 - Successful Learning Conference
 - ESL K -12 Key Reference Teachers' Network Meeting
 - Successful Learning Conference 2013
 - Australian Curriculum planning
 - Asia in the History Australian Curriculum
 - ASIA in the ACARA

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- Asia in the History Australian Curriculum
 - G.A.T.E Conference Gifted and Talented
 - Mathematics General 1 & 2: Programming and Resourcing
 - Solution Focused Brief Therapy
 - G.A.T.E Conference Gifted and Talented
 - Solution Focused Brief Therapy
 - Exercise Physiology and Biomechanics
 - NSW History Teachers Association Conference
 - Imaginative Writing and Creativity
 - G&T Program Development: Vision to Reality
 - ENG-0052
 - 2013 Hospitality Network Meeting
 - Society & Culture
 - EREA Break Every Yoke
 - 2013 ER - HSC Trial Pilot Marking in VET Hospitality
 - Teaching ideas for the NSW syllabus
 - EREA Break Every Yoke
 - ACS Seminar 2013 - Bankstown
 - Advanced Module C Julius Caesar
 - VET BEC - Fitness Orientation
 - From Inclusion to Infusion - Embedding inclusion into whole school practice
 - ACU Leadership Conference 2013
 - Sustainability Education in the Australian Curriculum
 - EREA Women in Leadership
 - Sydney CEO English Coordinators' Curriculum Planning
 - practical strategies for teaching responsible behaviour
 - HSIE network Programming Day
 - HSIE Network meeting 5
 - Supporting struggling students
 - A Teacher Guide to Effectively Using Technology – Online
 - Managing conflict and difficult conversations
 - CEO Network meet
 - Planning and Programming for the new English Syllabus
 - PD4Maths
 - Write Like and Expert: Improving Student Writing
 - Designing an inquiry based unit of work: Year 6 History
 - A Teacher Guide to Effectively Using Technology in the Classroom
 - Cert IV Workplace and Assessment Training
 - Designing an inquiry based unit of work: Year 6 History
 - English Extension One - Crime Writing
 - Geography Teachers Association of NSW Annual Conference
 - Teaching Studies of Religion
 - Teaching Studies of Religion
 - Teaching Studies of Religion
 - Fitness / Sports Coaching
 - Fitness / Sports Coaching
 - A Teacher Guide to Effectively Using Technology in the Classroom
 - VET-FITNESS Network Meeting
 - Developing Independent Learners
 - HSIE Network meeting 6
 - Network meeting CEO
 - Planning & Programming for the New Maths Syllabus
 - Resourcing for the Aust Curriculum: Building Digital Collections
 - ESL Network Meeting
 - The i pad for musicians
 - CEO Network meeting
 - PDHPETA annual conference - Foundations for our future
 - Language learning strategies in the Languages classroom - Online
 - EREA Indigenous Policy Review
 - Clancy Prize
 - EREA Indigenous Policy Review
 - Inner West Regional VET in Schools
 - Reporting under the Workplace Gender Equality Act 2012
 - History eLearning
 - CEO eLearning Day
 - 7plus9 in 2014

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- eLearning across Science
 - TAS Head Teachers Conference
 - Understanding Self as an Educational Leader
 - Archdiocesan Secondary Teachers Languages Forum
 - Linking Science with Literacy
 - Archdiocesan Secondary Teachers Languages Forum
 - Linking Science with Literacy
 - Adolescent Mental Health
 - Planning and Programming for the new Science (K-6)
 - Term 4 Eastern Region Identity Leaders' Gathering
 - Preparing to Teach Unit 2 Mathematics Preliminary Course
 - Putting the English K-10 Syllabus into Action
 - 7-10 Science Australian Curriculum
 - EREA Mt Sinai
 - Putting the English K-10 Syllabus into Action
 - Extension Course Workshop - Italian
 - HSIE Network meeting 7
 - TAS Coordinators Network Meeting
 - Christian Meditation, Silence, Stillness and Simplicity
 - Christian Meditation: A Day of Silence, Stillness and Simplicity
 - The Art of Improvisation
 - Planning and Programming for the new Mathematics Syllabus: K-6
 - Christian Meditation: A Day of Silence, Stillness and Simplicity
 - Music Network Meeting
 - Board of Studies Workshop
 - HSIE network meeting 8
 - Certificate 3 in Fitness Practical Workshop
 - Conflict in Indochina
 - Learning Support Network Meeting
 - Visual Arts Professional Learning Day
 - Conflict in Europe
 - Archdiocesan Lab Technicians
 - 7-10 Science Australian Curriculum
 - CSSA Curriculum Day
 - Preparing students for the HSC Music course 1
 - CSSA Curriculum Day
 - Maths Network Meeting
 - Leading Educational Improvement
 - Meraki Security
 - Improving Grammar and Writing Skills
 - 2013 Certificate IV in Training and Assessment Workshop

WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Indigenous Teaching Staff
57	49	0

AGE: 20 - 35	AGE: 36 - 50	AGE: 51 - 65	AGE: 65+
36	31	35	4

Total no. of teachers employed	Resignations at end of 2013	Retention Rate
106	9	91.51

Number of FTE Teachers	Total teaching days	Total number of days absent	Average Teacher Attendance Days	Average Teacher Attendance
106	200	964	190.91	95.45

Details of 2013 teaching staff who are responsible for delivering the curriculum as described in the Education Act.

Category	Number of teachers
(i) Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the national Office of Overseas recognition (AEI-NOOSR) guidelines, or	102
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (manual, page 39)	2

Note: All teachers in the third category have been employed due to the expertise in their subject / content areas and work directly under the supervision of a qualified teacher

SENIOR SECONDARY OUTCOMES

Year	Number of HSC Students	Number of HSC Students Undertaking VET or Vocational Training	Percentage of HSC Students undertaking Vocational or Trade Training
2013	144	45	31.25%
2012	147	46	31.29%
2011	157	52	33.12%
2010	146	46	31.51%

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Average Student Attendance Rate 2013

The average student attendance rate is calculated and reported as a single percentage.

2013 Average Attendance	
<i>Year cohort</i>	<i>Average attendance (%)</i>
Year 5	95.95%
Year 6	95.95%
Year 7	97.60%
Year 8	96.73%
Year 9	98.07%
Year 10	97.86%
Year 11	97.05%
Year 12	98.29%
<i>Average for Years 5 - 12</i>	97.19%

Management of Attendance

Student attendance is monitored by Delta software package with data entered by Student Services support staff. Students are required to explain absence from school in writing on their return to school. Parents are encouraged to report absence by telephone on the day that it occurs.

Non-attendance is followed up by the Homeroom teacher, then the Pastoral Co-ordinator and if persistent the Assistant Principal, Pastoral Care and the Deputy Principal. The Principal, school counsellors and Pastoral Care Co-ordinators also work with agencies such as the Department of Community Services and the Police Child Wellbeing Unit. The Department of Community Services and the Police Child Wellbeing Unit are notified.

Please refer to Pastoral Care Policy on School website, www.cbhslewisham.nsw.edu.au

RETENTION OF YEAR 10 TO YEAR 12

Retention Rate 2013

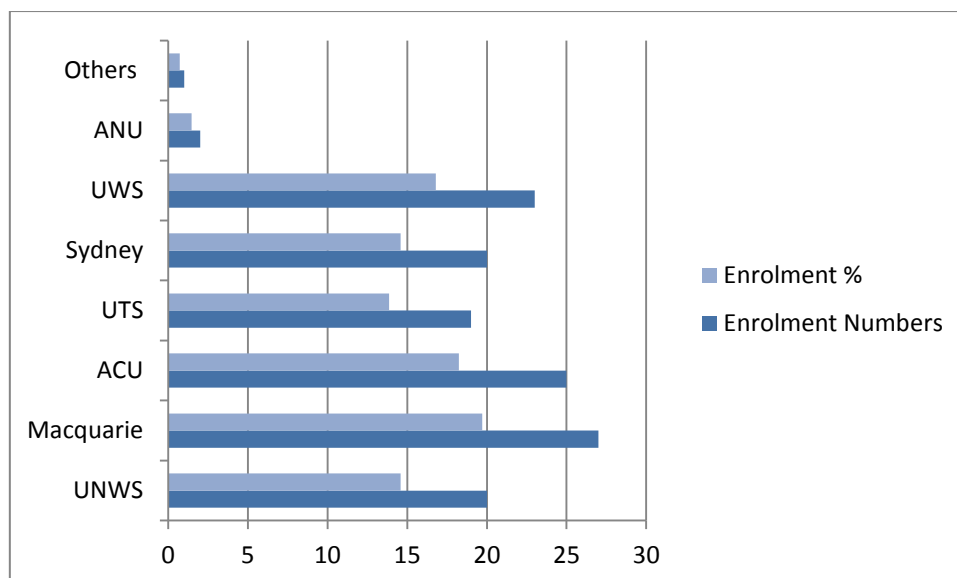
Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Retention rate
2011/2013	176	152	86.36%

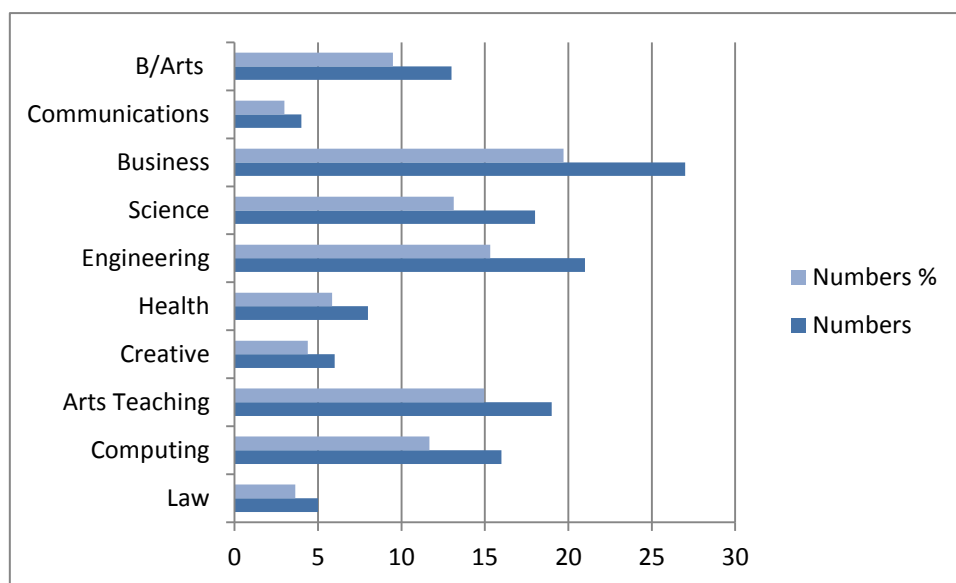
The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The trend has also been static over the years; the rate for 2011/2013 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. The retention rate is also affected by the emergence of the Southern Cross Catholic Vocational College and the movement from CBHS Lewisham onto this college to continue their education.

POST SCHOOL DESTINATIONS

HSC 2013 student enrolments at universities and areas of eventual study





ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

The School Enrolment Policy is publically available for viewing on the school website at Enrolment Policy. www.cbhslewisham.nsw.edu.au

This page also includes details on Enrolment Procedures, and fees and charges.

The expectations for continuing enrolment are clearly set out for all students in the Statement of Enrolment Understanding. This is publically available on the school website. In addition to the Statement of Enrolment Understanding, students are subject to the normal rules for academic progression as set down in the BoSTES NSW Assessment, Certification and Examination (ACE) Manual.

As a Year 5-12 school we have a total enrolment of 1338 students for 2013.

- Primary Section (Yrs 5-6) has an enrolment of 277.
- Junior Secondary (Yrs 7-10) has 720 enrolled.
- Senior School (Yrs 11-12) has 341 full time students enrolled and no part-time students.
- Of our total enrolment there are 30 Indigenous students.
- Students with Disabilities (funded) total 96 – 10 in the Primary and 86 in the Secondary.
- School student population is very multi-cultural. LBOTE students in 2013 was 91.7%.

The student body is multi-national mostly second and third generation Australian. The main ethnic groupings other than Australian are Italian, Lebanese, Greek, Asian, and Portuguese, with a small percentage of most other Ethnic groups.

The majority of students are baptised Catholics and other Christians, including the Orthodox rites, with a very small percentage of Islamic, Hindu and Buddhist groupings.

SCHOOL POLICIES INCLUDING A SUMMARY OF POLICIES FOR STUDENT WELFARE, DISCIPLINE AND COMPLAINTS AND GRIEVANCES

Student Welfare

Student Welfare

In 2013, the school ran a number of specific student welfare programs with students:

1. The Seasons Program targeted students who were experiencing grief or loss in their lives. The Seasons Program is conducted by a trained facilitator for small groups on a needs basis.
2. The Pastoral Team reviewed the Counselling structures throughout the School. The team, guided by an independent facilitator developed a detailed Counselling Policy document outlining best practices in this area throughout the School.
3. Selected staff undertook training in implementing Restorative Justice practices in their dealing with students at risk.
4. The Vertical Pastoral Care System allows students to become members of one of the eight Houses. Pastoral Care for secondary students is provided to each House through the Assistant Principal Pastoral, House Pastoral Coordinators, Homeroom Teachers and Class Teachers. Student Pastoral Care in the Primary School is coordinated by the Assistant Principal Primary with each Class Teacher.
5. The Pastoral Team held Student Profile Meetings at the start of each semester throughout the academic year. These meetings of teachers identified specific educational and social needs of students at risk.
6. The Pastoral Team reviews student progress at timetabled (once per school cycle) meetings that allow Pastoral Coordinators, Counsellors and the Assistant Principal Pastoral to review student progress and develop future support structures.

Student Complaints

Complaints about marking on assessment tasks and examinations are addressed by students completing an Appeal Form. Further details can be obtained from the Assistant Principal, Curriculum at the school.

Complaints from students relating to teachers, fellow students or school life in general are directed to the appropriate Pastoral Coordinator. If required these complaints are reviewed by the Pastoral Team at their regular meeting and if necessary referred to the School Leadership Team.

Grievances

There are several avenues through which staff complaints can be handled.

1. The Principal is available to staff to deal directly with matters of concern.
2. The online Staff Handbook Countering Harassment policy provides the definition, the framework procedures and guidelines for dealing with harassment in the workplace.
3. Grievance procedures are conducted according to the Christian Brothers' St Mary's Province document, School Personnel: procedures for Addressing Performance Related Matters and Professional Competence, within the context of Edmund Rice Education Australia.
4. The staff participate in regular meetings that provide opportunities for the airing and resolution of staff complaints. These timetabled meetings fall into the following categories: Whole Staff, KLA Coordinators, Pastoral Coordinators and Year Level Teachers.
5. The IEU chapter is encouraged to meet and to make representation to the Principal
6. The Principal has initiated an Open Forum Agenda item for all staff meetings that accommodates the opportunity to air any concerns of a general nature.
7. The Principal has an open-door policy for any individual staff member to see him personally on an individual issue.

Policies

Relevant policies for dealing with student welfare, discipline and complaints:

Students:

- Pastoral Care Policy
- Illicit Drug Use Policy
- Suspension and Expulsion Policy
- Student Searches Policy
- Guidelines for the Acceptable Use of ICT

Staff:

- Code of Conduct Policy
- Discipline and Termination Policy
- Guidelines for the Acceptable Use of ICT

General:

- Complaint and Grievance Policy
- Critical Incident Policy
- Discriminations, Harassment and Bullying Policy
- Stress Management Policy
- Violence Prevention Policy
- Work, Health and Safety Policy

The full text of the policies referred to in this section of the report can be obtained by either writing to
The Deputy Principal

Christian Brothers' High School
68 The Boulevarde Lewisham 2049
Or by email: office@cbhslewisham.nsw.edu.au
Or by contacting the school office on 8585 1744.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school's Strategic Plan directs the improvement targets for each year. The current plan was implemented in 2014 for the period ending 2018.

VALUE AREA 1: INTEGRITY

FOCUS STATEMENT: Through right relationships, just action and personal commitment, our community strives to develop people of integrity.

GOALS:

Goal 1.1	Develop Professional Learning Communities within and beyond the whole school community to work collaboratively on pedagogy, e-learning and academic excellence.
Goal 1.2	Continue to recognise and implement all Federal and State Government initiatives.
Goal 1.3	Continue to be fully compliant with all Government Legislation.
Goal 1.4	Ensure that CBHS continues to model Gospel-based leadership.

VALUE AREA 2: SPIRITUALITY

FOCUS STATEMENT: Our community respects the diversity of beliefs and actively promotes the integration of faith practice to enable hope for the future within a reflective framework.

GOALS:

Goal 2.1	Develop a framework for the formation experiences offered to members of the CBHS community.
Goal 2.2	Ensure that support staff has access to both internal and external formation opportunities.
Goal 2.3	Continue to explore age-appropriate strategies for eco-spirituality.
Goal 2.4	Investigate opportunities for the greater inclusion School Chaplain within the community.
Goal 2.5	Facilitate and nurture the changing dimension of our multi faith community.

VALUE AREA 3: JUSTICE

FOCUS STATEMENT: Our community strives with courage to be inclusive and recognises the rights and responsibilities of each person. The school seeks to empower the oppressed and liberate those at the margins. Our community aims to act responsibly and to care for the environment and endeavours to act justly in stewardship.

GOALS:

Goal 3.1	Consider ways to invite marginalised groups into the school as students.
Goal 3.2	Establish support structures, both internal and external, for the Indigenous Support Officer.
Goal 3.3	Look for ways to further increase awareness of environmental and sustainability issues on the campus.
Goal 3.4	Continue to explore how the EREA Justice and Peace Framework can be integrated into all aspects of school life.
Goal 3.5	Embed the outcomes of the Counselling Review into the life of the school.

VALUE AREA 4: COMMUNITY

FOCUS STATEMENT: Our community which is a part of EREA works collaboratively with families who come from diverse cultural and socio economic backgrounds. We reach out to the broader community in a spirit of hospitality.

GOALS:

Goal 4.1	Review external signage to reflect the relationship with EREA.
Goal 4.2	Provide excellent pastoral care for students.
Goal 4.3	Develop relationships with parishes and Catholic primary schools, particularly in the local area.
Goal 4.4	Review processes in place to encourage greater integration between teaching and support staff.
Goal 4.5	Provide a high quality canteen that meets the needs of the school community.
Goal 4.6	Provide a suitable sporting program for all age groups and abilities.

VALUE AREA 5: EXCELLENCE

FOCUS STATEMENT: Our community strives to seek excellence within a holistic context. Excellence finds expression through hard work, discipline, commitment and a passion for positive change.

GOALS:

Goal 5.1	Establish a CBHS Teaching and Learning framework that incorporates e-learning as a significant part of the school's pedagogy.
Goal 5.2	Formalise a planned approach to the embedding of e-learning in the pedagogy of the school.
Goal 5.3	Ensure that technology support meets the educational needs of the school community.
Goal 5.4	CBHS continues to be an integrated Year 5 to Year 12 school.
Goal 5.5	Provide contemporary and relevant Careers Education.
Goal 5.6	Establish a master plan which identifies and assigns priorities for capital expenditure to make best use of existing and future facilities.
Goal 5.8	Facilitate ongoing discussions between KLA Coordinators and Pastoral Coordinators to promote the holistic development of our students.
Goal 5.9	Provide comprehensive and timely academic feedback to students and parents to enhance student learning.
Goal 5.10	Encourage all students to reach their academic potential.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At Christian Brothers' High School Lewisham, we have a policy of developing in each student a sense of Respect and Responsibility over a broad range of dimensions as a whole school. Values education involves any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values and which develops the skills and disposition of students so they can enact particular values as individuals and as members of the wider community. (John De Nobile, 2006)

CBHS Lewisham employs a full-time Assistant to the Principal - Identity, a Justice and Peace Coordinator as well as a full-time Social Justice and Outreach Co-ordinator to explore, develop and implement the values of Respect and Responsibility in the students and staff.

Ultimate Objectives of CBHS Lewisham Social Justice

In the light of the Gospel's call to both charity and justice, reinforced by our heritage as Catholics, and influenced by the charism of Blessed Edmund Rice, we at CBHS Lewisham will endeavour to:

1. raise awareness in the areas of justice and human dignity;
2. encourage students to move from an awareness of issues to involvement in the transformation of social structures which currently promote injustice;
3. develop ways for individuals to use their time and talents in the areas of direct service and/or social change;
4. challenge our own school community to take a public stance on issues of justice, and to be an imitator of Christ in all aspects of its life within and beyond the school.

In living out these endeavors we are meeting the Four Touchstones in a Catholic School based in the Edmund Rice tradition; Liberating Education, Gospel Spirituality, Inclusive Community & Justice and Solidarity.

Broadly the model at Lewisham recognises the areas of respect and social responsibility to include:

- cultural awareness
- inter-school programs
- human rights
- community partnerships
- leadership
- curriculum
- peer support

Besides promoting awareness and understanding of social justice issues ranging from World Vision to Caritas Australia, money was raised in some way or other during the year for a variety of charitable institutions. Most were Catholic organisations, particularly Edmund Rice Ministries, both domestic and overseas. New Community Service programs are continually being launched for Years 11- 12 which should see every student having done completed activities working with the marginalised, contributing to the wider community and the school community by the time they sit for their HSC.

Each year, students and staff at CBHS Lewisham have promoted awareness of Respect and Responsibility with Social Justice and Outreach amongst the school community by:

- providing news at school assemblies, Social Justice And Outreach Corner in the school's *Highlights*, and updating the Social Justice page of the School's Intranet;
- inviting guest speakers to speak to the school at general/admin. Assemblies; eg World Vision, 40 hour Famine Appeal
- ensuring all Year 11 students are qualified to do volunteer work for St Vincent de Paul Society;
- introducing a new approach to the Community Service Program for the Year 11-12 cohorts.;
- immersion with those at the margins by sending students and staff to the Aboriginal *LetsTalk* program at Goodooga;
- students volunteered to attend the "Eddy Rice" camps for disadvantaged children ;
- students donated blood to the Australian Red Cross;
- being part of St. Vincent De Paul (SVDP) Night Patrol programs;
- being a "Fair Trade" school - all coffee, tea, chocolate and sports balls are "fair trade";
- writing letters to refugees in detention centres as well as preparing and delivering Christmas Hampers to those detained;
- reaching out to the local community by:
 - helping staff at the SVDP Mary Mackillop Outreach Centre, Lewisham;
 - organised for residents from local nursing homes to attend a special matinee performance of the school musical;
- Community Service Program:
 - Years 11 - 12 Senior Community Service Project: Students complete community service in their final two years of schooling by helping a non-profit organisation, eg St Vinnies Night Patrol, Primary School Mentor, Surf Life Saving, etc.
- Being part of outreach programs carried out by the School and individual Year Administrations in areas covering:
 - collecting money for the Lenten Appeal (Caritas Australia);
 - providing hundreds of clothing and miscellaneous items for the SVDP Winter Appeal, Night Patrol and Christmas Appeal;
 - Years 5 - 6 were asked to be part of a pen pal program with students from Afghanistan and Iraq;
 - The Great Lewo blanket and beanie drive in aid of SVDP Annual Winter Appeal
 - Year 10 work for *Justice* and spend a day in schools for special needs where students suffer from some severe disability;
- Staff and student volunteers went out in the monthly Saint Vincent de Paul Society's (SVDP) Night Patrol providing food, hot beverages, and clothing to the homeless in the city;
- Year 10 EREA Justice, Peace and Advocacy Symposium at Mulgoa.
- Years 10-11 Just Leadership Day.
- Edmund Rice Feast Day at the Edmund Rice Centre.
- Leadership skills have been developed and augmented by the Leadership Program at CBHS Lewisham in the form of School Captain with two School Vice-Captains and a team of School Prefects as well as eight School House Captains for the whole school; similarly, the school has a Primary Captain and a Primary Vice Captain.
- Curriculum development includes reference to embedded work on values in all KLA programmed units of course work, on themes of justice and peace. (In addition to this,

students in Years 7-10 spend one to two lessons on the work of CARITAS Australia and the value of how individuals can assist those more needy are explored.)

PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION

Every P&F Meeting has an open forum where parents' views are actively sought on issues they wish to raise, discuss and have clarified. These meetings occur once per term. Parent / teacher meetings (twice per year) also provide direct avenues for parent communication.

STUDENT SATISFACTION

At the conclusion of Year 12, each student in the cohort completes a comprehensive survey about their experience as a student at Christian Brothers' High School Lewisham. The survey addresses students' satisfaction with all aspects of school life, inclusive of relationships with peers and teachers, effective pedagogical styles, resources, extra-curricular opportunities and aspects of school culture and life impacting on student experience. All students who have completed the survey have selected 'Agree' or 'Strongly Agree' for each of the categories available. In addition to this, the student is free to make comment on their experiences.

The student leadership team meets regularly with the Principal and Assistant Principal (Pastoral) not only to organise up-coming events but to participate in the regular evaluation of school routines, procedures and policies. As a representative leadership group, these student leaders often will raise the concerns and opinions of the

The school has an open door policy with students being able to visit members of the School Leadership Team (executive).

TEACHER SATISFACTION

Members of staff are invited to offer their feedback at the commencement of each staff meeting in an open forum. The views of staff are also sought in evaluating the school's annual improvement plan. Members of staff are also requested to submit an evaluation following each event held at the school. These responses are then incorporated in the development of events for the following year.

SUMMARY of FINANCIAL INFORMATION

