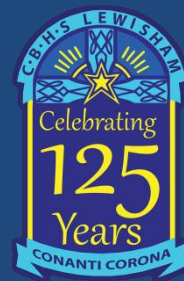


# CHRISTIAN BROTHERS' HIGH SCHOOL LEWISHAM



## 2016 Annual Report to the Community

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**EDMUND RICE EDUCATION  
AUSTRALIA**

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## ACKNOWLEDGMENT OF THE CUSTODIANS

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

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

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

### *Message Stick Ritual*



The Message Stick is a traditional way of communication in Aboriginal culture. A message was inscribed on the stick and passed on so that tribes / clans could receive the same message.

In September 2012, at the Inaugural EREA Congress, this Message Stick Ritual was gifted to the EREA family by Vicki Clark from Aboriginal Catholic Ministry, Victoria. Each EREA office and school received a Message Stick and Certificate of Authenticity, along with an explanation of the symbols used and the ritual itself. When we use this ritual, we honour the traditional owners of the lands on which we gather, our own connectedness, identity and mission.

### *Message Stick Symbols*



*Justice and Solidarity*



*Inclusive Community*



*Liberating Education*



*Gospel Spirituality*

The message carried on this Message Stick is *"Engaging in the present and envisioning the Future"*.

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

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Friends

It is with great pleasure that I offer these few words to your School on behalf of Edmund Rice Education Australia.

Your school belongs to a national family of some 50 schools who share the common inspiration of Blessed Edmund Rice. We particularly celebrate the way in which Edmund responded to our Gospel by providing Catholic education based on key priorities and values. We collectively try to embody these values through fidelity to the Charter for Catholic education in the Edmund Rice tradition.

Each school is different and we celebrate this diversity while endeavouring to maintain our relationships as a 'family'. We work together for the good of all, particularly mindful of those families for whom life can be a struggle.

There are so many aspects of the life of your school that are a source of great pride for the Edmund Rice vision. Your care for the disadvantaged, your advocacy for a more just world, your vision for 'excellence' that encourages all students to strive for fullness of life, your emphasis on service as a response to the privilege of education and your challenge to our young to seek a strong relationship with God and obtain the happiness our Gospel promises. There is so much to celebrate and rejoice in!

On behalf of the Christian Brothers and the whole Edmund Rice family, I thank and congratulate you on another great year.

I thank our families for choosing Edmund Rice education through enrolment in this school. I realise that costs associated with education of our children can be difficult to bear at times. I know that your school commits to continuous examination of ways in which it can be as supportive as possible in this regard.

I thank the staff and students of this school for using their gifts and talents to make this excellent school so faithful to our vision and traditions.

So friends, may God bless your school and bless us all as we celebrate another wonderful year of hard work and great achievement.

With much gratitude and admiration.

Best wishes

**Dr 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 1<sup>st</sup> 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 gospel **spirituality**, within an **inclusive community** which is committed to **justice and solidarity**. This year Christian Brothers' High School Lewisham celebrated the 125<sup>th</sup> anniversary of its establishment.



### Liberating Education

We open hearts and minds, through quality teaching 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 Christian Brothers' High School 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, Teaching and Educational Standards Endorsed Courses in Religious Education (Years 7-12) and Board of Studies, Teaching and Educational Standards 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. Year 11 students have enjoyed the Retreat programme and Year 12 students the Rite of Passage. 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*

This year the school's liturgical theme for the students is "men for others". It challenges all members of the school community to follow our Four Touchstones, especially in the context of humble and selfless service of others. Our Four Touchstones are challenging when we live them out seriously in our daily lives.

**Liberating Education** - We open hearts and minds, through quality teaching 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.

I would like to look at the Touchstones in light of our theme "men for others".

To do this properly we must be clear about what our concept of masculinity or "being a man" is. Thankfully the old-fashioned "macho" tough image is being replaced with an image that has Right Relationships at its core. The concept of "what is being a man" is very important at a school like CBHS as the image our young men have of themselves can be one of the main influences on their mental health.

Research into men's health issues indicate that "men" who hold more rigid views about what it means to be "a man" are more likely to be depressed and be less satisfied with their lives and relationships. Is "de-masculinising" our boys the answer? No, I don't believe it is.

The idea of being a "good strong man" is still very important in an all boys' school, but for the sake of our young men we need to clarify this statement. I have often said at assemblies that nothing is as strong as gentleness and nothing is as gentle as real strength.

The longer we allow certain myths of masculinity to go on, the bigger our problem will be with mental health issues for young men in Australia. Such myths include "Men are not supposed to ask for help"! For a man to say "I can't function" can sometimes seem to be "I'm not a man". Quite simply young men and old men alike must both be willing and have the courage to speak openly about their concept of manhood and have the courage to reject shallow, selfish and tough stereotypes of masculinity which concentrate on athletic ability and the capacity to always dominate and be in control.

Another myth centres around popularity and the fact that some men believe you measure a man on his job title, his position, power or the amount of money or possessions he has accumulated. Indeed, some men associate their self-worth with their net worth.

So, what do we do as educators to address this important issue? I believe the biggest issue facing educators today in terms of mental health issues for our young men is their inability to put emotions and feelings into words.

How does the situation manifest itself? It comes from stuff like “big boys don’t cry” and “toughen up Princess”. Quite simply, if our young men don’t understand their own feelings and emotions, they will never understand the emotions and feelings of others. Unfortunately, as America has experienced, boys who can’t cry tears, shoot bullets.

Indeed, research would indicate that the inability to express feelings and emotions leads to covert depression then isolation which prevents men from entering into meaningful relationships with others.

One of the great challenges in raising young men is to get the balance between resilience and openly sharing emotions right. Resilience means we sometimes do need to tell young men they need to toughen up and bounce back. We need to do it in such a way that they know we are going to help them do it; that we are going to be patient enough to wait until they can, and that every man no matter who he is, has been in this same position.

I think masculinity comes down to one main evaluation. If you were on your death bed and you wanted to know what kind of man you have been, and what success you have had in life, it should come down to: “The realisation that all of life is about relationships”. That is, the capacity to love and be loved.

Unfortunately, some dysfunctional stereotypes of manhood emphasise competition, aggression and “put down” humour as being important. We must completely reject these notions. Yes, courage, loyalty and determination are important but they need to exist within the context of love, compassion and sensitivity. If all parents, teachers and sports coaches espoused this same message then mental health issues would be able to be addressed in a very supportive environment.

A significant way to achieve this in an all boys’ school is to emphasise co-operation rather than competition.

Research shows that in a school the final product of a competitive environment is:

- an insecure person, who is dependent on their worth by factors outside their control;
- a person who will only function when rewarded;
- a conformist, since that is the best way to earn reward within the system.

In contrast, a school environment that emphasises cooperation and community building develops a final product as:

- a person secure in the realisation of their own worth – whose value depends on themselves;
- a person who works for the satisfaction of a job well done;
- a person whose first loyalty is to their own values since the reward of the system has no meaning;
- a human being of integrity.

In terms of positive action in the area of men’s mental health, I am very proud of Year 12 students of 2017 for their Movember initiative. Five of our Year 11 students and 10 staff are growing “mo’s” to highlight the need for all our young men to be able to share their feelings and be open about what is really important about being a man. It has been an outstanding success with the only downside being our PE Staff now look like 1920’s porn stars.

Let us all, teachers, staff, parents, friends and students continue to work diligently so that “men for others” can continue to challenge us to reach our potential as an authentic Catholic school in the Edmund Rice Tradition.



## 2016 Annual Report to the Community

I would like to thank the many people who have contributed to a very successful 125th year of CBHS Lewisham:

- The Deputy Principal, Mr Joe Zavone. His dedication and commitment to the highest possible standard is proof of his outstanding ability as an education leader;
- Mr Mark Woodbury, the Assistant Principal – Primary. Waiting lists in the Primary are testimony to Mark's outstanding integrity and competence as a leader;
- Ms Lucie Farrugia, Assistant Principal – Identity. Anyone who has witnessed a school function or assembly would agree that Lucie has an outstanding ability to mix organisation and creativity to produce relevant and meaningful experiences;
- Mr Michael Behayi, who, as Administration Coordinator, has ensured the school always functions smoothly;
- Chris Baird, Business Manager, whose ability to do many tasks including managing the finances and Budget is the main reason our facilities are of the very high standard they are;
- Mrs Monica O'Brien, Assistant Principal – Curriculum, ensures all NESA (formerly BOSTES) requirements are met and the students' learning is maximised by excellent advice;
- Mr Vince Papa, Assistant Principal – Learning Innovation, who has revolutionised learning and teaching with his expertise in technology;
- Mr Greg Yates, Assistant Principal – Pastoral, who leads a most incredibly competent Pastoral Team that meets the needs of the students; and
- Mrs Cathie Dalliwall, Principal's Secretary. Mrs Dalliwall's organisation, attention to detail and incredible competence is always achieved in the calmest and most friendly manner. Mrs Dalliwall does a great job "organising the organisers" – the School Leadership Team.

Two years ago a new Parents and Friends' Committee was elected to assist the school community. I would like to publicly thank them for their excellent contribution to "life and Lewo". This group, so ably led by Mimo Summers and Felicia Calautti has been so positive and efficient in the execution of their many duties. At all times Mimo and Felicia and the Committee have been committed to collaboration, the creation of community and thorough professionalism and competence; examples of this have been the P&F Community Meet and Greet Evening at the beginning of the year, the Parent Forums throughout the year, the many suppers that have welcomed people to the school and helped them graduate and the exceptionally successful ball to celebrate the school's 125th anniversary. Thank you to Mimo Summers, Felicia Calautti, Michael Alafaci, Joe Reaiche, Vicky Ampoulos, Kelly Busuttil, Kate Vertsonis and Nikki Vlahos.

I would like to also thank the School Board on another excellent year of service to the school community. They have given countless hours of service, especially in providing advice on all aspects of school life and have always been diligent in the performance of their duties. Thank you to Chair Mr Michael Price, Ms Paulina Bezzina, Ms Tish Creenaune, Ms Francesca di Benedetti, Mr Tony Ghiazza, Mrs John Kennedy-Gould, Br Chris Peel, Mrs Mona Vilarrubi and Joe Zavone

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 to 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 heart, spirit and soul of this great school. You really are impressive and likeable young men who relate well with each other and with staff. You have a great sense of right and wrong, a good sense of fun, determination, achievement and school spirit. You are very loving to your families and loyal to your school. Yes, the school is proud of our trophies and our results – but we are more proud of you, more than for what you have achieved, but for the excellent young men you have become. You are ordinary young men who achieve extraordinary things by daring to dream, work hard and support each other.

In conclusion, CBHS Lewisham can justifiably celebrate another excellent year in 2016. Even though it is a busy school that provides a broad range of spiritual, academic, social and physical opportunities, it must never lose sight that its fundamental goal is the holistic formation of young men so that they can become men of faith and learning who are empowered to make excellent choices about life, love and learning. They need to be provided with skills and processes so that they can navigate a complex and changing world using their relationships with their families, their mates and a loving and affirming God as the instruments to ensure that they reach their potential.

### *Deputy Principal's Report – Mr Joseph Zavone*

The 125<sup>th</sup> anniversary of a school is indeed a significant event in a country as young as Australia. This is even more significant when one considers the prevailing attitude to Catholic education 125 years ago. The founding brothers had no government funding to call upon and they did not have the wide field of lay teachers to staff their new school. In what would have been trying circumstances, the brothers worked hard to establish a Catholic school based upon the beliefs and ideals of their founder, Edmund Rice.

We are benefitting greatly today from the hard work of the early brothers. Christian Brothers' High School in 2016 is a thriving and vibrant community. All students from Years 5 – 12 are able to access programs that work to enhance their learning skills and from Year 9 they are able to individualise their learning program. All students have access to a strong extra-curricular program that allows them to thrive and develop in their chosen area of interest. We are a comprehensive boys' school which can boast of its excellent achievements in the academic arena, on the sporting field, in debating and public speaking, in its culture of creative arts and in its determination to contribute to justice and peace locally and globally.

We certainly celebrated our 125th with appropriate fanfare. St Mary's Cathedral was host to our Opening School Mass, with many the passing onlooker commenting how splendid the boys looked in their uniform on the day. Every student wore his commemorative anniversary badge with pride. Our staff members contributed to the look of the day with their special commemorative ties and scarves. Our parent community similarly celebrated in style at the 125<sup>th</sup> Anniversary Ball at Doltone House.

Our community days throughout the year strongly reflect the clear relational nature we have developed here at CBHS Lewisham. The primary and secondary Athletics Carnival, Swimming Carnival and especially Founder's Day are acknowledged and celebrated in a positive and energetic manner. Our Mother's Day and Father's Day Masses are often brimming to capacity as our parent community looks forward to celebrating their special day in a special place. Our NAIDOC celebration is always a memorable day charged with strong symbolism, genuine intention and personal reflection. Added to this is the significant manner in which we celebrate the graduating class of each year in the last week of Term 3 – the rites and rituals organised for this week signify an authentic farewelling of each graduating individual student. We follow this immediately in the first week of Term 4 with the Year 11 retreat – the beginning of a new series of rites and rituals to prepare our next group of young men to finish their time at CBHS Lewisham with genuine meaning.

So whilst we continue to review our policies and procedures and are hesitant to rest on our laurels, we can firmly say that we have taken the ideals of our founding brothers 125 years ago and are animating these in a contemporary manner, developing young men with gentle hearts and strong characters, through faith and excellence in teaching and learning.

## *School Board Report – Mrs Margherita Antonelli, Board Chair*

Many decades past I walked out the gates of CBHS Lewisham little appreciating that after a long passage of time I would be invited to Chair the School Board, a position I accepted at the beginning of this year.

The Board thanked the outgoing Chair, Mrs Margherita Antonelli for her committed service initially as a Board Member and later as Deputy and finally Board Chair.

Equally the Board thanked retiring Board Member Mr Nass Jelwan particularly for his work overseeing the School Master Plan, but more especially for his expertise and efforts in finalising the significant technical and procedural enhancement to the Terrigal property.

We welcomed the addition to the Board of Br Chris Peel and Ms Francesca Di Benedetto.

The observation was made last year by our outgoing chair that the Lewisham Board has achieved a male/female ratio of independent Board members of almost 50/50%. That situation prevails and is testament to the personal commitment of our Principal Br Paul Conn and the values of community and cultural inclusivity.

The year saw the twin celebrations of 125 years of CBHS Lewisham and 10 years in Edmund Rice Education Australia (EREA). The celebrations at the Sydney Town Hall were truly memorable and each Board Member received a commemorative badge, tie or scarf.

The tradition of formation amongst Board members continues not only with reflection at each and every meeting but also the active participation in EREA gatherings in Sydney. I am proud of the significant number of Board members who give of their time to be involved in the greater EREA gatherings.

EREA has asked that Boards, including Lewisham, rise to the challenge of focusing on the core values for which our schools stands. Blessed Edmund's vision was not focused solely on high academic or sporting achievers or educational resources but rather the individual student and achieving to the best of his abilities.

The Board has been invited to consider *Value for Money, Diversity, Leadership, Social Justice, Inclusiveness* and the programs and the philosophy that binds them.

The culture of the school remains high in the deliberations and advice of the Board. It is facilitated by the commitment and leadership demonstrated consistently by the Leadership Team and staff at our school. Their dedication and commitment is paramount to the students entrusted to their care and permeates each and every activity of the school. Compassion, Resilience, Humility and Courage can be seen in so many of the activities within the school.

Significant through the past year for the Board has been

1. Governance, including the viability of the school finances.
2. Memorandum of understanding with Chatswood and utilisation of the Terrigal campus site for co-curricular activities.
3. Beyond Borders has again provided an opportunity for ten selected students and four staff to contribute to and experience *Fey Alegria* in Lima Peru but, more importantly, to share with their peers the unique opportunity given them. The Board has witnessed the experience aided by two PowerPoint presentations.
4. Re-visit enrolment policy and promotion of Lewisham to the wider community more especially but not confined to, an external campus, outdoor education experience and to showcase a truly progressive school.

**2016 Annual Report to the Community**

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I extend my personal thanks to each and every member of the Board for their collegiate and productive contributions in the diverse range of issues coming to the Board. Equally to our Board Secretary Mrs Cathie Dalliwall, not only in organising, attending and minuting each and every meeting, but constantly keeping Board Members informed on a whole range of matters.

Michael Price  
Board Chair 2016

**School Board**

Br Paul Conn	Principal
Mr Joe Zavone	Deputy Principal
Mrs Cathie Dalliwall	Board Secretary
Mr Michael Price	Chair
Mr John Kennedy-Gould	Deputy Chair
Br Chris Peel	
Mrs Mona Vilarrubi	
Mrs Paulina Bezzina	
Ms Tish Creenaune	
Ms Francesca Di Benedetto	
Mr Tony Ghiazza	
Mr Fred Carosi	

### *Parents and Friends Association Report – P & F Executive*

The P&F Committee along with Br Conn, the School Leadership Team and the school community continued to foster its constitutional obligation and objective of promoting the interests, policies and purpose of building the community within CBHS. Each committee member offers diversity in views with both personal and professional experience across a broad spectrum. We are also stakeholders/parents, as we all have children at CBHS.

In our second year of tenor and celebrating the 125<sup>th</sup> Anniversary of the school; the Committee's vision of introducing key initiatives such as 'Parent Masterclass Series' and broadening of our social media communications, which enabled us to reach the school community more effectively, was received well and with positive feedback.

Term 1 saw the P&F Committee host a morning tea welcoming new parents of students commencing in Year 5 and 7. It was a great opportunity for us committee members to formally welcome parents and answer their many questions to ease their concerns and anxiousness, particularly the parents whose sons were new to the CBHS community and/or transitioning to high school.

Our first P&F Parent Master Class was held in March of Term 1 where we had Professor Andrew Martin as guest speaker. Professor Martin is a Professor of Education Psychology at the University of New South Wales specialising in motivation, engagement, achievement and quantitative research methods. He was able to give us feedback and strategies on areas such as academic resilience and academic buoyancy, academic growth, pedagogy, parenting and teacher-student relationships.

We also hosted the annual parent social evening "*CBHS Community Meet & Greet*" in late February, held in the Heritage Garden. It was a wonderful evening for new and existing parents, teachers and the School Leadership Team to mingle, enjoy fine food and refreshments all the while having the CBHS Jazz Band conducted by Mr Carlos Munoz performing throughout the night.

Tradition was continued with the Year 5 & 7 Mother/Son and Father/Son Events, which are always a highlight of the commencement of the school year for both parents and students. The Mother and Son events were held at Canterbury Leagues club with entertainment commencing with a Magic Show that consisted of audience participation and magic of course! This was followed by a live broadcast of the scheduled NRL game on a large screen with a buffet of pizza, pasta and salad. The Father and Son events enjoyed an afternoon of ten pin bowling at Strathfield Super bowl, accompanied with pizza and refreshments. Awards were presented at the end to each of the lane winners with a grand prize winner drawn at the conclusion of the afternoon.

Term 2 provided the opportunity to have Mrs Monica O'Brien, Assistant Principal – Curriculum present '*Turnitin*', which is an innovative and effective online technology for evaluating student learning, including plagiarism, malpractice and improving student writing and '*Sentral Parent Portal*', which is a web-based comprehensive interface for the management, tracking and reporting of data for school administration, students and parents. These are two very important platforms for students and parents.

We also held the 125<sup>th</sup> Anniversary Ball celebrating 125 years of Catholic Education in the Edmund Rice tradition. The event was held at Doltone House, Darling Island Wharf, Pyrmont and it was a wonderful evening including a three course dinner, entertainment and music by a live band and dancing. It was the social event of the year and a great opportunity to celebrate the school's achievements.

Term 3 allowed the P&F to host the Creative Arts Night which gave an opportunity to showcase works completed by Year 12 students for Visual Arts, Design Technology and Music. The talent and quality of the work presented by the students was outstanding. We concluded the term with the P&F Committee hosting the Year 12 Graduation Supper, with the event being held at the school for the first time. It was a humbling and proud moment for both staff and parents, and in particular for the students to finish their schooling at the location of where their schooling commenced. It was a landmark event marking the achievements of all Year 12 students and an evening enjoyed by all.

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2016 Annual Report to the Community

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Term 4 saw the final P&F Parent Masterclass presented on NAPLAN, hosted by Mrs Monica O'Brien, Assistant Principal - Curriculum and Mrs Bernadette Yates, Learning Support Coordinator. The National Assessment Program – Literacy and Numeracy, is an annual assessment for students in Years 3, 5, 7 and 9. The NAPLAN results in conjunction with the student school assessments are used to help identify strengths and development opportunities. The final P&F Parent Masterclass also gave Br Conn the opportunity to provide an update to parents regarding the School's current and future developments and successes.

As we reflect on 2016 and how productive and successful it was, the P&F Committee is already making preparations for 2017. We have secured Mr John George as guest speaker at the first P&F Parent Masterclass in March. John is the founder of InFlow Education, high school teacher and tutor for 15 years. John regularly helps young people transform their academic results by teaching them the underlying inner peace and confidence that sustains their success. We know that it will be a successful session for both parents and students.

We would like to take this opportunity to thank Mimo Summers for all her commitment and efforts in continuing to foster the spirit of the school community as President of the P&F. Mimo and her family relocated to the Hunter Region earlier this year and we wish her and her family all the best.

Finally, we would like to take this opportunity to thank Br Conn, the School Leadership Team, teachers, staff, parents and students for their contributions to the P&F throughout this year, it is very much appreciated. We look forward to working with you all in ensuring that CBHS continues to provide an overall qualitative experience and to continue the spirit of the community in keeping with the teachings of Blessed Edmund Rice.

The CBHS Parent & Friends Committee

President	Felicia Calautti
Secretary	Michael Alafaci
Treasurer	Joe Reaiche
Committee Member	Vicky Ampoulos
Committee Member	Kelly Busuttil
Committee Member	Kate Vertsonis
Committee Member	Nikki Vlahos

## STUDENT PERFORMANCE IN STATE-WIDE 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 and to reach his full potential.

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 RESULTS

### NAPLAN YEAR 5

Mean Scores					
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	502.9	477.6	501.0	512.2	499.4
Region	530.9	497.1	522.7	542.3	525.8
CBHS	509.8	478.5	514.7	515.2	514.9

Reading (Percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	6.0	12.9	18.8	23.7	23.2	15.4
Region	2.2	7.6	14.3	24.4	28.5	23.0
CBHS	3.1	16.5	13.4	30.7	16.5	19.7

Writing (Percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	5.3	11.1	33.7	31.3	13.5	5.2
Region	2.0	6.7	28.3	35.6	19.3	8.1
CBHS	3.9	12.6	28.3	38.6	15.0	1.6

Spelling (Percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	5.4	9.2	21.8	30.4	17.7	15.5
Region	2.0	5.2	17.9	32.2	21.9	20.9
CBHS	2.4	9.4	11.0	37.8	20.5	18.9

Grammar & Punctuation (Percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	4.0	11.4	20.4	23.4	19.9	20.9
Region	1.4	5.9	15.8	23.3	23.6	29.9
CBHS	3.1	11.0	23.6	21.3	19.7	21.3

Numeracy (Percentage of students in each Band)						
Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	4.3	12.9	25.8	26.6	15.0	15.5
Region	1.4	6.8	20.2	28.4	20.3	22.9
CBHS	4.7	7.1	22.8	28.3	14.2	22.8

**NAPLAN YEAR 7**

<b>Mean Scores</b>					
<b>Year 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>State</b>	543.2	515.5	550.7	545.2	554.0
<b>Region</b>	569.3	538.4	569.6	572.6	581.4
<b>CBHS</b>	553.9	523.0	569.5	551.1	572.5

<b>Reading (Percentage of students in each Band)</b>						
<b>Year 7</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>
<b>State</b>	4.8	14.9	27.1	23.1	18.0	12.0
<b>Region</b>	1.6	7.7	21.9	25.9	24.4	18.5
<b>CBHS</b>	3.9	12.2	25.4	23.8	22.7	12.2

<b>Writing (Percentage of students in each Band)</b>						
<b>Year 7</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>
<b>State</b>	8.1	19.3	30.8	24.1	13.3	4.5
<b>Region</b>	3.2	13.0	29.3	29.3	18.1	7.0
<b>CBHS</b>	7.2	16.7	28.9	28.9	12.2	6.1

<b>Spelling (Percentage of students in each Band)</b>						
<b>Year 7</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>
<b>State</b>	5.4	11.8	20.6	28.1	21.8	12.3
<b>Region</b>	2.0	7.2	17.5	30.4	27.5	15.4
<b>CBHS</b>	1.7	11.6	14.9	23.8	30.4	17.7

<b>Grammar &amp; Punctuation (Percentage of students in each Band)</b>						
<b>Year 7</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>
<b>State</b>	5.2	17.7	19.9	26.4	15.6	15.2
<b>Region</b>	2.0	10.1	16.3	28.8	21.0	21.7
<b>CBHS</b>	5.0	14.9	16.6	28.2	19.3	16.0

<b>Numeracy (Percentage of students in each Band)</b>						
<b>Year 7</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>
<b>State</b>	3.0	12.9	23.4	29.3	17.7	13.7
<b>Region</b>	0.9	5.2	16.8	31.6	25.5	20.0
<b>CBHS</b>	1.7	6.6	21.5	27.1	24.9	18.2

## 2016 Annual Report to the Community

**NAPLAN YEAR 9**

<b>Mean Scores</b>					
<b>Year 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>State</b>	583.6	546.8	587.4	572.5	595.5
<b>Region</b>	610.5	574.9	608.1	598.6	622.7
<b>CBHS</b>	591.2	551.5	600.2	581.0	609.4

<b>Reading (Percentage of students in each Band)</b>						
<b>Year 9</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Band 10</b>
<b>State</b>	5.6	16.8	26.7	26.2	16.9	7.9
<b>Region</b>	1.9	8.8	22.3	29.6	24.5	12.9
<b>CBHS</b>	1.9	10.5	32.1	31.6	19.6	4.3

<b>Writing (Percentage of students in each Band)</b>						
<b>Year 9</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Band 10</b>
<b>State</b>	16.3	22.5	26.2	22.6	8.2	4.2
<b>Region</b>	7.5	17.6	27.3	28.8	12.2	6.6
<b>CBHS</b>	13.0	23.1	30.3	25.5	5.3	2.9

<b>Spelling (Percentage of students in each Band)</b>						
<b>Year 9</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Band 10</b>
<b>State</b>	8.5	12.9	23.5	29.5	17.1	8.4
<b>Region</b>	3.5	8.6	20.9	33.4	23.0	10.6
<b>CBHS</b>	3.3	7.2	30.1	31.6	18.2	9.6

<b>Grammar &amp; Punctuation (Percentage of students in each Band)</b>						
<b>Year 9</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Band 10</b>
<b>State</b>	10.0	17.3	30.8	19.7	13.4	8.8
<b>Region</b>	4.1	11.1	28.3	24.2	18.7	13.5
<b>CBHS</b>	4.8	15.8	29.7	28.2	13.4	8.1

<b>Numeracy (Percentage of students in each Band)</b>						
<b>Year 9</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Band 10</b>
<b>State</b>	2.3	16.3	28.6	25.9	15.4	11.5
<b>Region</b>	0.6	7.0	20.9	30.6	23.9	17.0
<b>CBHS</b>	0.5	5.8	28.2	33.0	21.8	10.7

***NAPLAN 2015 STUDENT GROWTH***

<b>Average Scaled Score Growth – Year 5 (from Year 3 to Year 5)</b>			
<b>Test Aspect</b>	<b>NSW</b>	<b>CBHS Lewisham</b>	<b>CBHS Lewisham % of students with greater than or equal to expected growth</b>
<b>Reading</b>	80.1	75.7	56
<b>Writing</b>	N/A	N/A	N/A
<b>Spelling</b>	77.6	77.9	55.2
<b>Grammar &amp; Punctuation</b>	76.3	73.3	52.8
<b>Numeracy</b>	91.8	91.8	59.5

<b>Average Scaled Score Growth – Year 7 (from Year 5 to Year 7)</b>			
<b>Test Aspect</b>	<b>NSW</b>	<b>CBHS Lewisham</b>	<b>CBHS Lewisham % of students with greater than or equal to expected growth</b>
<b>Reading</b>	58.9	59.6	72.1
<b>Writing</b>	N/A	N/A	N/A
<b>Spelling</b>	43.7	52.0	68.7
<b>Grammar &amp; Punctuation</b>	32.2	31.4	58.7
<b>Numeracy</b>	58.9	59.6	72.1

<b>Average Scaled Score Growth – Year 9 (from Year 7 to Year 9)</b>			
<b>Test Aspect</b>	<b>NSW</b>	<b>CBHS Lewisham</b>	<b>CBHS Lewisham % of students with greater than or equal to expected growth</b>
<b>Reading</b>	33.2	35.5	62.3
<b>Writing</b>	N/A	N/A	N/A
<b>Spelling</b>	33.8	33.3	62.0
<b>Grammar &amp; Punctuation</b>	21.1	23.2	58.2
<b>Numeracy</b>	40.7	36.8	63.4

## 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 have completed year 11 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, Teaching and Educational Standards 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, Teaching and Educational Standards. Similarly, the Preliminary HSC CPDs.

A teacher will make the final judgment (in judgment-meetings with the Key Learning Area (KLA) 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 form the affective domain (i.e. values and attitudes) and 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, Teaching and Educational Standards Assessment Resource Centre (ARC) website.

<https://arc.bostes.nsw.edu.au/>

- The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies, Teaching and Educational Standards 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 just 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, Teaching and Educational Standards 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

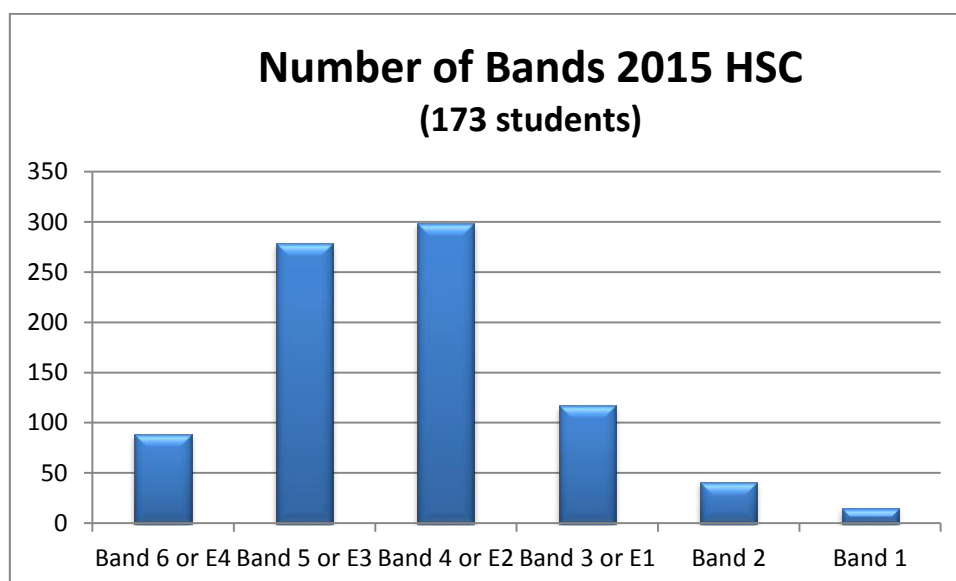
*Percentage of students who received a Band 5 or 6 or Extension E4 / E3*

HSC Subjects	CBHS	State	% Difference
Ancient History	18.18	30.68	- 12.5
Biology	51.71	35.11	+ 16.6
Business Studies	35.71	34.33	- 1.38
Chemistry	41.66	40.94	+ 0.72
Economics	42.1	45.2	- 3.1
Engineering Studies	45.45	38.14	+ 7.31
English (Standard)	21.87	13.39	+ 8.48
English (Advanced)	76.46	61.92	+15.54
English Extension 1	99.99	94.94	+ 5.05
English Extension 2	100	79.35	+ 20.65
French Continuers	16.66	65.33	- 48.67
Geography	0	40.93	- 40.93
History Extension 1	100	80.59	+ 19.41
Hospitality VET examination	20	29.81	- 9.81
Italian Continuers	100	58.23	+ 41.77
Italian Extension	100	98.24	+ 1.76
Industrial Technology	0	25.79	- 25.79
Information Processes & Technology	15.38	27.71	- 12.33
General Mathematics	22.46	25.63	- 3.17
Legal Studies	54.27	42.27	+ 12
Mathematics	57.13	52.51	+ 4.62
Mathematics Extension 1	80	79.37	+ 0.63
Mathematics Extension 2	100	85.34	+ 14.66
Modern History	53.84	40.84	+ 13
Music 1	99.99	62.74	+ 1
PDHPE	39.39	34.41	+ 37.25
Physics	26.66	29.94	- 3.28



## 2016 Annual Report to the Community

HSC Subjects	CBHS	State	% Difference
Society and Culture	24.99	48.18	- 23.19
Software Design and Development	20	33.32	- 13.32
Studies of Religion I	41.17	49.92	- 8.75
Studies of Religion II	43.75	47.94	- 4.19
Visual Arts	74.99	54.38	+ 20.61



Summary of 2015 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	Michael Colla
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	30 students (19.11 % of students) received Band 6 or E4 (above 90) in 23 courses (i.e. 30 individual marks of 90 or above were received in the entire cohort of students)
Placings	Gregory Loukaitis First in Course - Legal Studies
Higher School Certificate	157 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, Teaching and Educational Standards requirements.

### ***A summary of 2016 professional development experiences:***

- "Class-Hacks" Because Common Sense Isn't Really Common
- A guide for preparing to teach Preliminary PDHPE
- Aboriginal Education Workshop
- Aboriginal Studies Association 2016 Conference
- ACHPER Conference 2016 (Stage 6)
- AIS Aboriginal and Torres Strait Islander 2016 Conference - Connecting Curriculum, Community and Culture
- AIS English Conference
- AIS Languages 2016 Conference
- AIS Teacher Librarian Conference
- Alive in the Spirit Symposium
- Archdiocesan VET Meeting
- Australian Curriculum - Digital Citizenship (SYBDCC004)
- Award Administration Training Duke of Edinburgh
- BOSTES Consistent Teacher Judgement Workshop
- BOSTES Inspection Briefing
- BOSTES Registration and Accreditation Meeting
- Casper for Mac
- Catholic Education Commission - Network meeting LS educators
- CEO Cluster English Meetings
- CEO HSIE Network Meeting
- CEO Inner West Counsellors Network Meeting
- CEO Network Meeting
- Child Protection and Mandatory Reporting
- CIS Enterprise Agreement Negotiations
- Community Education Forum
- Conference: Student Wellbeing for Learning CSSA
- Construction VET Network Meeting
- Contemporary and holistic methods of teaching effectively in the classroom
- Coordinate Geometry - a conceptual approach with GeoGebra - Online
- Copyright Collection Survey
- Deus Ex Photos 2016 Conference
- Early Career History Teacher
- Eastern Region Trial HSC Pilot Marking Workshops (2000-3296-7)
- Enhancing Student literacy practices in Stage 6 PDHPE assessment
- EREA Accreditation Meeting
- EREA Counsellors Meeting
- EREA Formation Program - Break Every Yoke

***A summary of 2016 professional development experiences:***

- EREA Formation Program - Galilee
- EREA Formation Program - Into the Deep
- EREA Formation Program - Mt Sinai
- Excellence in Professional Practice Conference
- Extension 1 English Science Fiction
- Familiarisation: NSW Syllabus for the Australian Curriculum Geography K-6
- Family Law and The School Counsellor Dr Janina Szyndler
- Focus on the Focus Studies: The Focus Studies in Preliminary Mathematics General and HSC General 2
- GATSTA Annual General Meeting & Professional Development
- GATSTA Network Meeting
- Gifted Education Network Meeting
- Higher Levels Recognition
- Hospitality 2016 Network Meeting (2000-3393)
- HSC Music 2 and Extension - Developing Skills
- HTA Stage 6 Professional Development Day
- IDT 2016 Network Meeting (2000-3011)
- Improving the Outcomes for Students with Hearing Loss in Mainstream Settings 2
- Inner West Counsellors Meeting
- Introduction to Extension History
- Lab technicians' meeting
- Law for School 2016 Business Managers Conference
- Law for School 2016 Counsellors Conference
- Legal Studies 2016 Conference
- LOTE Italian Extension
- LOTE Network Meeting
- Managing Anxiety Disorders at School
- Maths and Learning Difficulties
- National Consistent Collection Data Refresher Workshop
- Network Meeting Special Needs, Catholic Education Commission
- Not Another Brick in the Wall: Building Knowledge of Mental Health
- Oliver Intermediate
- Our Past and Our Place: NSW History and Geography K-6
- PBL Immersion Experiences
- PDHPE Coordinators Network Meeting
- Pompeii, Herculaneum and Conservation
- Preliminary Possibilities- Application of knowledge, understanding and skills
- Regional Network Meeting
- School Law NSW 2016
- Science Professional Development and Network Meetings (Stage 6 Chemistry)
- Seasons for Growth
- Secondary School Counsellor Network Meeting
- St Edward's College Community Education Forum
- Studies of Religion Conference
- Studies of Religion: Judaism In-service
- Sustainable Energy: An Unbiased Review of Options
- Sydney REC Meeting

**A summary of 2016 professional development experiences:**

- Tales of the Reading Brain: Reading Development, Dyslexia and the Digital Culture
- Teaching Extension 1
- Teaching Mathematics - Focusing on your Audience
- Teaching Mathematics in the Primary Classroom Conference
- The big questions in 2 unit
- The Justice Conference
- The Mental Health and Wellbeing of Young People
- The ORFF Process
- Timetabling Solutions Version 9
- Timetabling Solutions Version 9.1 - Student Options
- Transition to NAPLAN Online Forum
- UAC 2016 Information Day
- Universal Design for Learning: Planning to the Edges not the Average
- UTS 2016 Careers Advisors Day
- VET Fitness Network Meeting
- What Children Find Challenging According to NAPLAN and What We Can Do
- What You Need to Know About ADHD - Webinar
- You can teach coding

**WORKFORCE COMPOSITION**

Male Teaching Staff	Female Teaching Staff	Indigenous Teaching Staff
62	48	0

AGE 20-35	AGE 36-50	AGE 51-65	AGE 65+
33	37	36	4

Total no. of teachers employed	Resignations at end of 2015	Retention Rate
110	6	94.55

Number of FTE Teachers	Total teaching days	Total number of days absent	Average Teacher Attendance Days	Average Teacher Attendance
96	200	691	192.80	96.40

### *Details of 2015 teaching staff that are responsible for delivering the curriculum as described in the Education Act*

TEACHER STANDARDS CATEGORY	NO. 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	114
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	3

## 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
<b>2016</b>	157	34	21.66%
<b>2015</b>	173	55	31.79%
<b>2014</b>	184	43	23.37%
<b>2013</b>	144	45	31.25%

## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

### *Average Student Attendance Rate 2016*

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

2016 Average Attendance	
<i>Year cohort</i>	<i>Average attendance (%)</i>
Year 5	94%
Year 6	94%
Year 7	93%
Year 8	93%
Year 9	93%
Year 10	92%
Year 11	94%
Year 12	94%
<i>Average for Years 5 - 12</i>	<b>93.38%</b>

## *Management of Attendance*

Student attendance is monitored by Sentral online software package with data entered by Admin Teachers. 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](http://www.cbhslewisham.nsw.edu.au)

## **RETENTION OF YEAR 10 TO YEAR 12**

### *Retention Rate 2016*

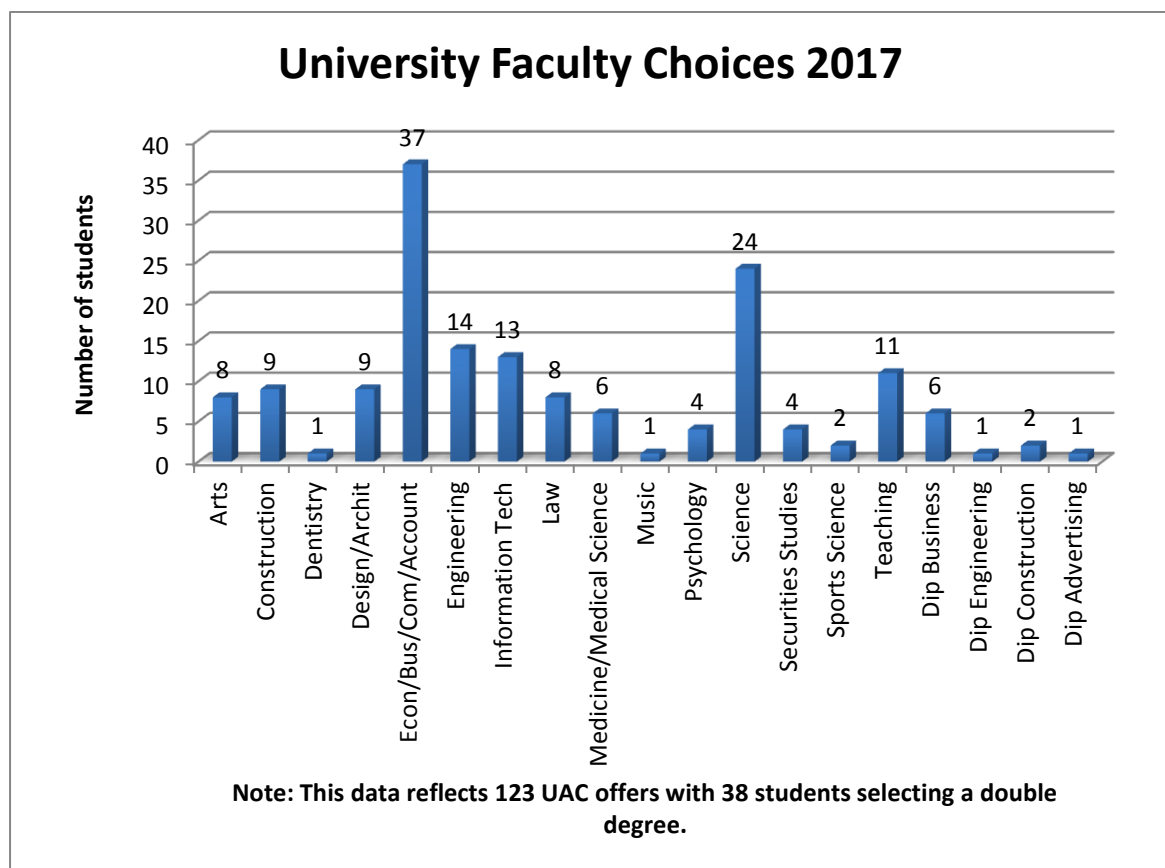
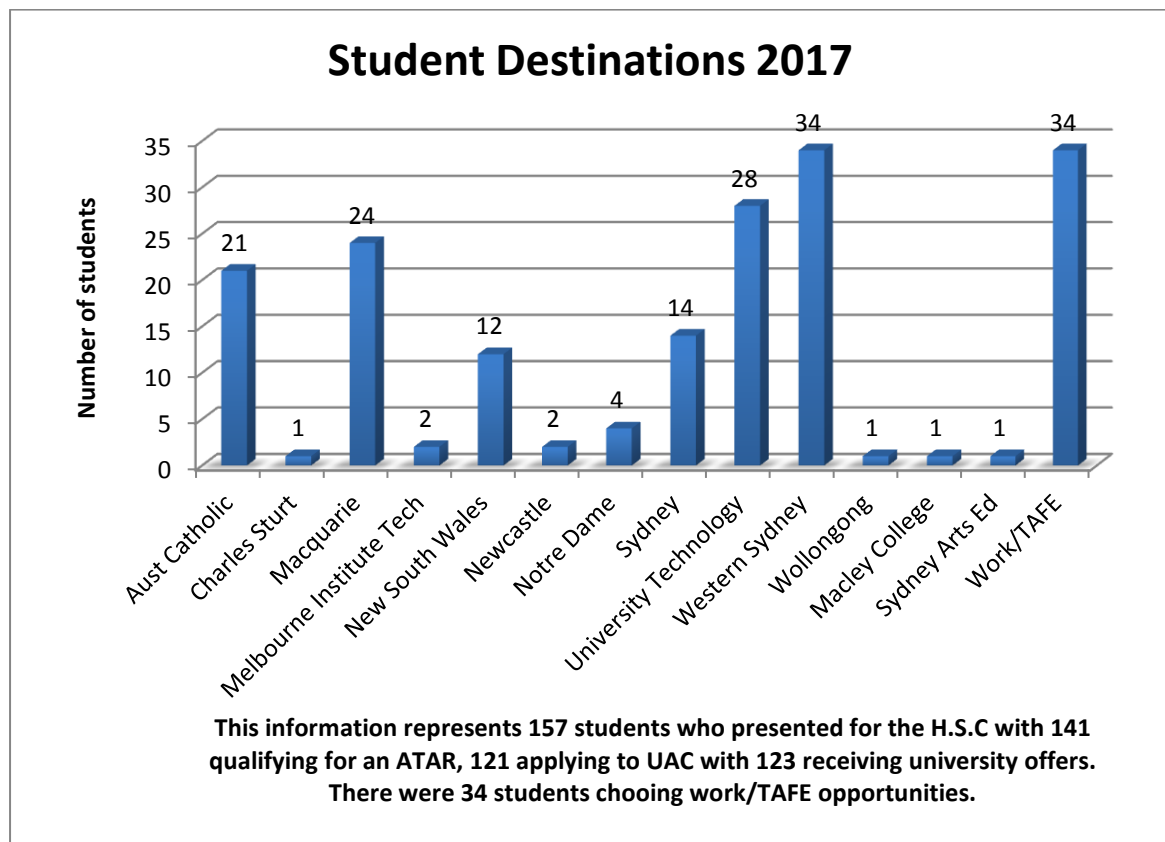
YEARS COMPARED	YEAR 10 TOTAL ENROLMENT	YEAR 12 TOTAL ENROLMENT	RETENTION RATE
<b>2014/2016</b>	<b>178</b>	<b>157</b>	<b>88.20%</b>

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 2014/2016 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 2015 student enrolments at universities and areas of eventual study*





## ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

The School Enrolment Policy is publicly available for viewing on the School website at Enrolment Policy. [www.cbhslewisham.nsw.edu.au](http://www.cbhslewisham.nsw.edu.au)

This page includes detailed information on Enrolment Procedures, fees and charges.

The expectations for continuing enrolment are clearly set out for all students who are successful applicants in the Statement of Enrolment Understanding (Contract). This is also available on the public domain of the School website. In addition to the Statement of Enrolment Understanding, students are subject to the normal guidelines for academic progression required by the Board of Studies Teaching and Educational Standards (BOSTES) NSW documented in the Board's Assessment, Certification and Examination (ACE) Manual.

As a Year 5-12 school our enrolments were 1361 for **2016**

<b>Cohort</b>	<b>Year</b>	<b>No. Students</b>
Primary	5 and 6	285
Junior Secondary	7 to 10	751
Senior Secondary	11 and 12	325
<b>Total enrolments</b>		<b>1,361</b>
Of our total enrolments, there were 35 indigenous students		

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***

In 2016, 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. Selected staff undertook training in implementing Restorative Justice practices in their dealing with students at risk.
3. 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.
4. 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.
5. 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 policies and code of conduct of Edmund Rice Education Australia.
4. The staff participates 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
- BYOD Policy
- BYOD Equity Policy
- Acceptable Use of ICT Policy
- BYOD User Charter

### ***Staff:***

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

### ***General:***

- Complaint and Grievance Policy
- Critical Incident Policy
- Discrimination, 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 Boulevard, Lewisham 2049  
Or by email: [office@cbhslewisham.nsw.edu.au](mailto: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.
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.
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.
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.

## 2016 Annual Report to the Community

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.
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.
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

### *Justice and Peace Program at CBHS Lewisham*

At Christian Brothers' High School Lewisham we share a vision for Justice and Peace that is built around the EREA Charter and 'Framework for Educating for Justice and Peace'. This is inspired by the work of Edmund Rice where as a community we seek to offer hope to a world where the dignity of humanity and the beauty of creation is often devalued. The students and staff at Christian Brothers' High School Lewisham are offered opportunities to play an integral role within the wider community addressing social justice issues and assisting the disadvantaged.

By encouraging our students to engage in service built on the touchstone of **Justice and Solidarity** we are motivated to break down barriers of fear and prejudice, reduce the impact of stereotypical images and bring a human face to those in our community who might not normally be seen. The end result of which, are students with an increased awareness of injustice in the world who will actively seek to transform it.

**The social justice and community service programs at Lewisham are designed to be holistic and age appropriate for all year groups. They are focused on:**

#### **Action**

Staff, students and parents are engaged in service and solidarity with others, especially those who are disadvantaged. These experiences enhance our understanding and awareness with those on the margins.

#### **Transformational Curriculum**

We aim to integrate justice and peace literacy into our learning programs so that they may be empowering, rigorous and an authentic reflection of the EREA Touchstones.

#### **Conscience**

As a learning community, we explore the harsh realities of the world around us. Rather than shy away from the complex issues, we explore the root causes of injustice. This builds for our students, an ever-growing awareness of the necessity for compassion and equips them with the tools to take ethical stances against the injustices present in their global community.

#### **Immersion and Other Community Service and Social Justice Opportunities**

CBHS Lewisham has a strong commitment to the Edmund Rice Education Beyond Borders Program. Our connection Fe y Alegria School in Peru, ensures that our school community directly contributes to a rights based approach to charity. Our boys are also involved in Senior Community Service Programs and the St Vincent de Paul Night Patrol Program.

During 2016 we have asked our students from Years 5-12 to be young men who are both 'with' and 'for' others as our theme (**Men for Others**) for 2016 has reiterated on many occasions. Throughout 2016 the staff and students of Lewisham have volunteered for numerous fundraising events and appeals participating in core service activities that involve direct 'face to face' contact with others in need. The school provided the following activities:

## 2016 Annual Report to the Community

- 
- St Vincent De Paul Night Patrol (Year 12 – Food Donated by Years 5 & 6)
  - Caritas – Project Compassion (Whole School)
  - The Magee Winter Appeal
  - Beyond Borders – Peru Immersion (Year 11 students)
  - St Vincent De Paul Christmas Appeal (Whole School)
  - The Manjeri Project – Years 5 & 6
  - Red Cross Blood Donations (Year 11 & 12 students)
  - Our Big Kitchen (Year 7)
  - Mission Australia Winter Sleepout (Year 8)
  - St Vincent's Hospital Tierney House for the Homeless (Year 11)
  - Youth Off the Streets 'Lace it Up Campaign' (Whole School – organised by Year 9 students)
  - Canteen National Bandanna Day – (Whole School – organised by Year 9 & 11 students)
  - Amnesty International Schools Conference – (Year 10)
  - CLRI NSW Student Social Justice Seminar – (Year 10 & 11)
  - ERC – Justice Through the Arts (Year 11)
  - Catholic Care Lewisham Nursing Home & Hostel visits (Year 6)
  - EREA Student Justice and Peace Symposium. (Year 10)
  - Catholic Mission – Socktober
  - St Dominic Savio School (Years 5 & 6)
  - 'Great Book Swap' supporting Indigenous Literacy Foundation (Years 5 & 6)

In addition to all the above endeavours that the school have participated in throughout 2016 CBHS Lewisham were also opening the Father Ted Kennedy Justice and Peace Centre. This significant event that has been instrumental in the promotion of the Justice and Peace Program at CBHS Lewisham is the opening of the Father Ted Kennedy Justice and Peace Centre. The centre will provide students and staff of Lewisham formation opportunities to help the poor and marginalised. The Father Ted Kennedy Justice and Peace Centre is the home to the Justice and Peace Coordinators Rebecca Simpson and Kurt Javier Bartelme) and the Religious Education Coordinator (Dan Valencic). With the construction of the new centre the Justice and Peace team are able to promote participation in service and solidarity through learning programs in partnership with those on the margins.

The community Lewisham believe that service for others is an essential part of a CBHS Lewisham education. We hope that, upon leaving the school, our young men have developed a strong sense of compassion and become leaders of justice within their communities.



## 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*

The student leadership team meets weekly 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 questions of their fellow students.

Students are also able to express their opinions regarding procedures and practices at CBHS Lewisham via their homeroom teacher or Pastoral Coordinator.

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

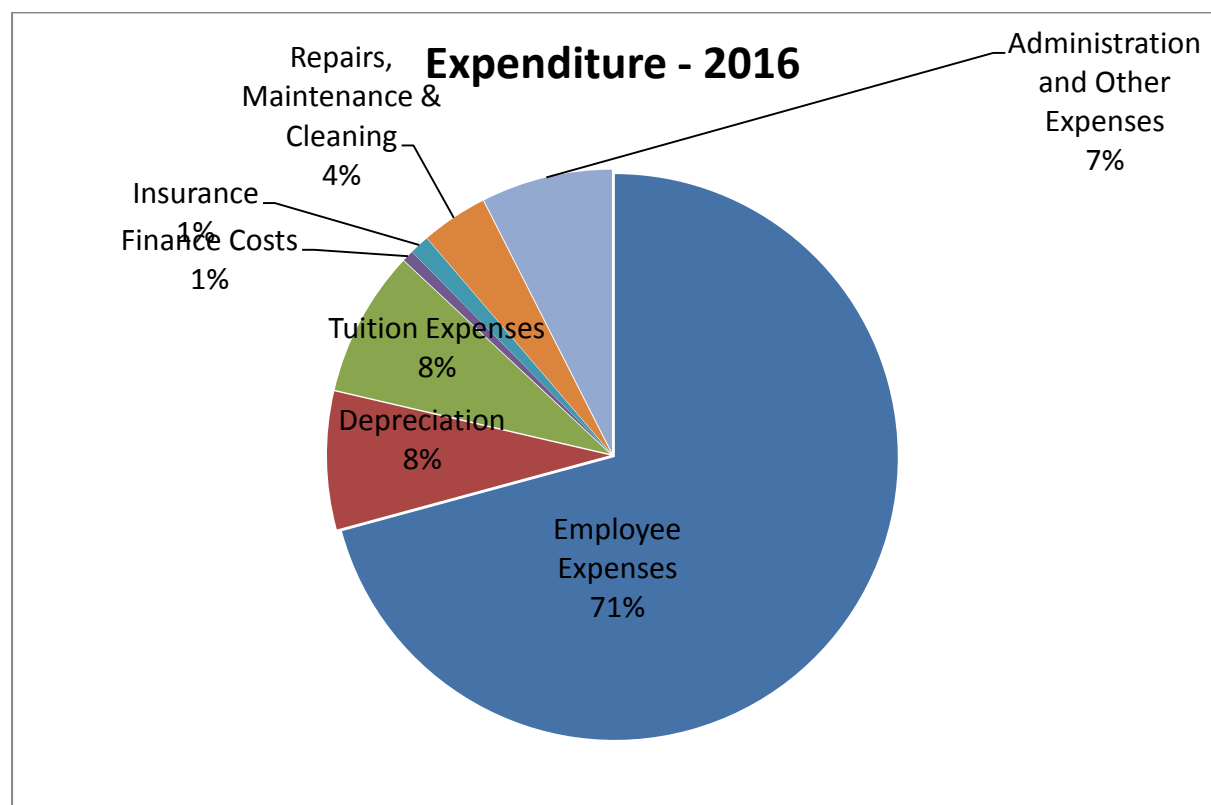
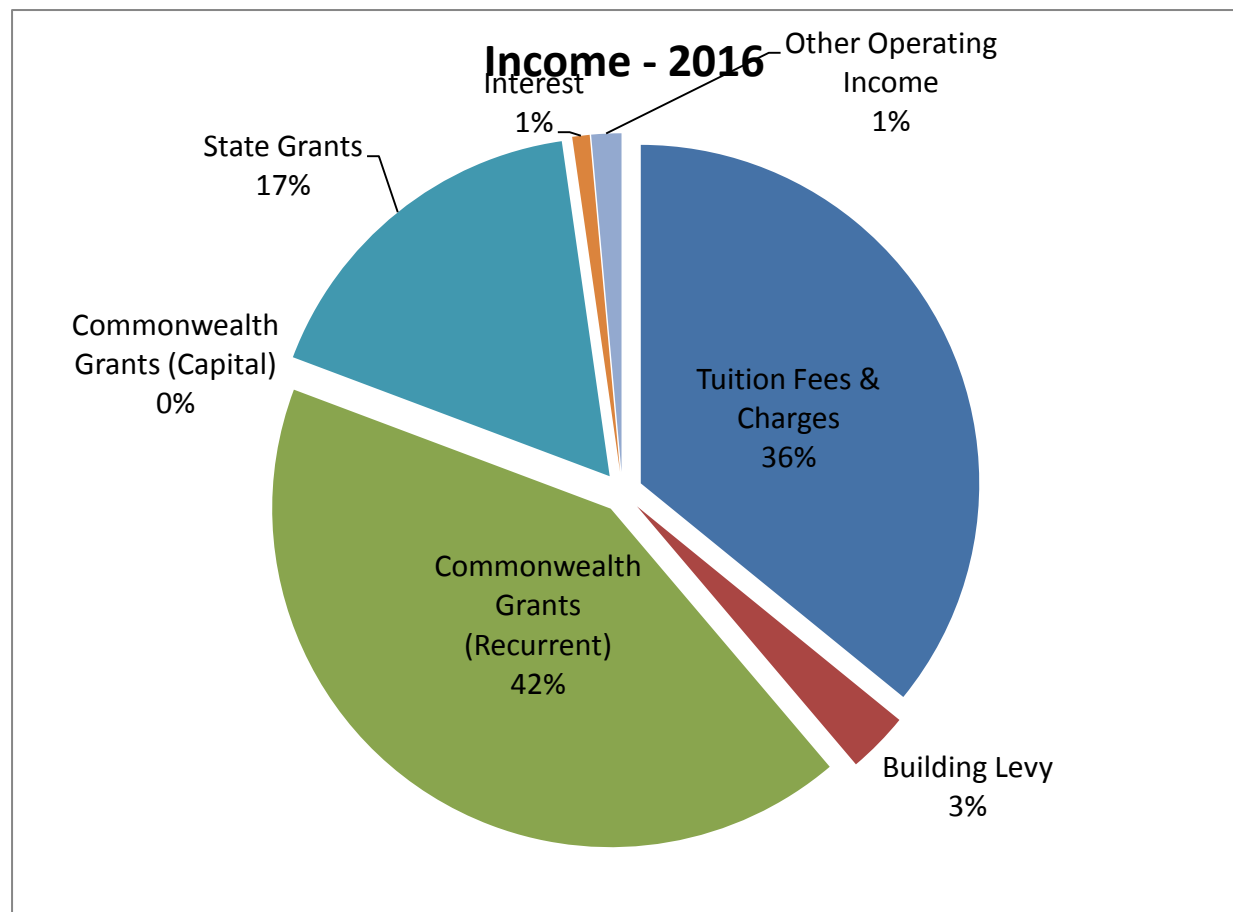
Students have pride in their school, as evidenced by their feedback in the evaluation of teaching and learning programmes; through their enthusiastic involvement in the school's co-curricular program; through a willing participation in camps, liturgies, and retreats, attendance at the Annual Swimming and Athletics Carnivals and in special celebrations such as Founder's Day. There is an active Old Boys network and a significant number of past students provide assistance through their involvement in debating coaching and adjudication and in a variety of other ways.

### *Teacher Satisfaction*

Members of staff are invited to offer their feedback at the commencement of each staff meeting in an open forum. Staff members are given the opportunity to comment on school policy and procedures through their active participation in Faculty and Pastoral Team meetings.

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



2016 Annual Report to the Community

**Christian Brothers' High School**

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