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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 Masse, 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.

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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.

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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.

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Report from the Senior Leadership Teams (Executive) in eight sections:

- A. Principal's Report
- B. Deputy Principal's Report
- C. Assistant Principal – Curriculum's Report
- D. Assistant Principal – Identity' Report
- E. Assistant Principal - Pastoral's Report
- F. Assistant Principal - Teaching and Learning' s Report
- G. Assistant Principal - Primary's Report
- H. Administration Co-ordinator's Report

A. PRINCIPAL'S REPORT- 2011

"The heart of education is education of heart – towards authentication as a Catholic school in the Edmund Rice Tradition".

When reviewing 2011, it is obvious that a positive sense of achievement and good will has been evident. I do believe this is the case because CBHS Lewisham is authentic in its mission as a Catholic School in the Edmund Rice Tradition and it attempts, through meaningful dialogue and partnership, to live out the values of the Gospel and be an educational institution that strives for excellence in all its endeavours and educate the heart of each individual boy. I would like to tell a story about "being authentic".

The Pope met with his Cardinals to discuss a proposal from Benjamin Netanyahu, the leader of Israel. "Your Holiness", said one of his Cardinals, "Mr Netanyahu wants to challenge you to a game of gold to show the friendship and ecumenical spirit shared by the Jewish and Catholic faiths."

The Pope thought this was a good idea but had never held a golf club in his hand. "Don't we have a Cardinal to represent me?" he asked. "None that plays very well", a Cardinal replied. "But", he added, "there is a man named Jack Nicklaus, an American golfer who is a devout Catholic. We can offer to make him a Cardinal, and then ask him to play Mr Netanyahu as your personal representative. In addition to showing our spirit of cooperation, we'll also win the match."

Everyone agreed it was a good idea. The call was made. Of course Nicklaus was honoured and agreed to play. The day after the match, Nicklaus reported to the Vatican to inform the Pope of the result. "I have some good news and some bad news, your Holiness", said the golfer. "Tell me the good news first, Cardinal Nicklaus", said the Pope.

"Well, your Holiness. I don't like to brag, but even though I've played some pretty terrific rounds of golf in my life this was the best I have ever played, by far. I must have been inspired from above. My drives were long and true, my irons were accurate and purposeful, and my putting was perfect. With all due respect, my play was truly miraculous.

"There's bad news?" the Pope asked. "Yes", sighed Nicklaus. "I lost to Rabbi Tiger Woods by three strokes."

I am pleased to report that we are authentic in all our spiritual, academic and social goals at CBHS.

So what does it mean to be authentic as a Catholic School in the Edmund Rice Tradition? Whilst our facilities are excellent, our academic results outstanding and our spirit, enrolment numbers and reputation reaching an all-time high, our authenticity is more associated with our sense of inclusion, Right Relationships and Partnerships. Archbishop Oscar Romero reminds us "Don't measure your success by your numbers of your buildings. Measure yourself by the sincerity of your heart with which you serve God and others and live the call of the Gospel.

To be an excellent Catholic school CBHS must be an excellent school with excellent educational practices and procedures so as to challenge our young men to reach their potential as lifelong, empowered learners, able to make a difference in their own lives and make a future for themselves that will be rewarding and fulfilling. We as a school, must continue to challenge any norms of society that allow us to settle for educational and personal mediocrity. Our young men will only be half educated unless they have acquired a sense of human dignity and worth, an application of life, the knowledge of how to use limited time wisely and the determination to leave the world a better place for their having been in it.

So how can we educate the heart as well as the mind at CBHS? Education must help every individual to be free and empowered enough to question any product or process given to them for consumption by society in terms of their commitment to others and their faith, thus allowing them to become co-creators of a future in which they are morally comfortable to operate.

A successful year is the result of much hard work and many long hours by a large number of members of our school community.

A most significant development this year has been the development of our new vertical pastoral care house system. This new way of delivering pastoral care in the school has been an overwhelming success due to the dedication, competence and hard work of many people. It has been universally accepted as a process that can deliver excellence in pastoral care whilst maintaining the highest standards of discipline, all within the context of meaningful relationships that nurture, affirm and challenge our young men to growth. Thank you to our senior class of 2011. They were given the onerous responsibility of leading the new house system – they fulfilled this task with distinction. Thank you to our Pastoral Team who have been the motivation and administration behind the success. Any new system means more work. Our Pastoral Coordinators and Counsellors have given the

extra time and effort cheerfully to allow for the successful introduction.

I would like to especially thank the Assistant Principal – Pastoral, Mr Greg Yates, for his outstanding dedication and commitment to our new pastoral system. From the very beginning when he facilitated a “grass roots up” process of consultation to every detail of its implementation, Mr Yates has demonstrated outstanding authentic leadership that has produced excellent outcomes.

While thanking people, I need to acknowledge the following people for their contributions to life at Lewo this year:

- The Deputy Principal, Mr Michael Ronchetti. 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. The addition of an extra Year 5 class next year and the record waiting list is 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 Brendan Jansz who, as Administration Coordinator, has ensured the school always functions smoothly.*
- Business Manager, Mr Chris Baird, whose ability to do many tasks including Property and Services Manager and Budget is the main reason our facilities are of the very high standard they are.*
- Dr John Lee, Assistant Principal – Teaching and Learning. There is no doubt that as a result of John’s dedication the professional culture of learning has improved significantly as demonstrated by our continuing excellent results.*
- Mr Joe Merlino, Assistant Principal – Curriculum. Every school has that person whose ability, work ethic and sensitivity are the heart and soul of the school community. Joe is that such person. In 2012 Dr Lee will be taking Long Service Leave for Terms 1-3. Mr Merlino has also announced that he will be resigning from the School Leadership Team at the end of 2012. As always, Mr Merlino has put his needs behind the needs of the school and has agreed to be Assistant Principal – Teaching and Learning in Dr Lee’s absence. This means that he will be available to assist our new Assistant Principal – Curriculum, Mr Joe Zavonne, the current Deputy Principal of St Scholastica’s College, Glebe in the transition period.*
- Principal’s Secretary, Mrs Cathie Dalliwall. 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.*

Three years ago a new Parents and Friends’ Committee was elected to assist the school community. They have now concluded their time on the Committee. I would like to publicly thank them for their excellent contribution to “life and Lewo”. This group, so ably led by Denise Williams, has been so positive and efficient in the execution of their many duties. At all times Denise and the Committee have been committed to collaboration, the creation of community and thorough professionalism and competence; examples of this have been the Wine and Cheese 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 Blue and Gold Ball to celebrate the school's 120th anniversary. Thank you to Denise Williams, Cathy Amato, Sonya Spooner, Ruth Geisler, Sandra Ferrari, Robbie Ryan and Mona Vilarrubi.

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 Robert Ingui, Mrs Margherita Antonelli, Mr Tony Ghiazza, Mr Nass Jelwan, Mrs Kay Kean, Mr John Kennedy-Gould and Mr Michael Price.

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.

I would especially like to mention Mr Gary Gibbs, our LOTE Coordinator, who completes 33 years of service to CBHS Lewisham at the end of the year. During his time Gary has fulfilled many roles including KLA Coordinator, Year Coordinator, sports coach and teacher. Gary has always been passionate about Lewo and his friendly nature and excellent teaching has been appreciated by many old boys. We wish Gary all the best as he does some travel next year before returning to Sydney where he will not be a stranger to CBHS as he will return to some casual teaching. Could Gary please come forward and receive his small gift as a token of our appreciation for your excellent work at CBHS.

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 and support each other.

I pray that, with the help of Blessed Edmund Rice, we as a school community can continue to foster an atmosphere of security, compassion, spirituality and challenge where all of us have the freedom to develop and achieve.

May we all experience in our lives a loving God who will lead us gently and with understanding and gratitude of the past to a place in our lives where life-fulfilling experiences are rich and full of opportunities for growth.

Thank you for your presence here this evening and your continued support for this great school.

*Br P. Conn
Principal*

B. DEPUTY PRINCIPAL'S REPORT

Michael Ronchetti

Deputy Principal

Deputy Principal's Report

"Alone we can do so little; together we can do so much"

Helen Keller

This year we celebrated 120 years of Christian Brothers' High School Lewisham. Living The Edmund Rice Story has been a feature of these years, firstly with the Christian Brothers and secondly with the lay educators who have continued the tradition. We thank all the Christian Brothers' and the many lay teachers who have contributed to the education of the sons of Lewisham in the tradition of Edmund Rice. May our next 120 years be as fruitful as the last.

The theme of working together has been a focal point for Lewisham throughout 2011. From the beginning of the school year it has been my goal to emphasis with both staff and students the need to work as a T.E.A.M. – Together Everyone Achieves More. In reflecting upon the school year it is pleasing to note that both staff and students have worked in partnership, supporting each other in the endeavor to achieve more as a member of Team Lewisham. Below are some reflections of the year and the team that we developed.

The 2010 HSC results were once again exceptionally with well over 75% of our students 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 Marc Marinozzi who came first in the 2010 HSC (with an ATAR score of 99.95) and also for receiving the All Rounder's Award for achieving a Band 6 in all his Courses. Lewisham proudly recognised Marc's achievement at the High Achievers assembly in February and once again at Speech Night. Lewisham is exceptionally proud of all our students in particular those who have reached their crown. These sons of Lewisham accepted the wise counsel and guidance of their teachers and were very appreciative of the support offered by their parents. We thank both staff and parents for their positive role in the formation of our sons.

Throughout 2011 one of our main teaching and learning challenges for both staff and student has been to develop a positive learning environment. This challenge was the thread that linked all the different initiatives throughout the year. This was achieved by our weekly focus for both staff and students that centered around the individuals role in the promotion of a positive learning environment. This was reinforced by two key speakers. Firstly, Mr Michael Addicoat, former Principal, and Dr Andrew Martin, a leader in Boy's Education. Both men stress the importance of developing good, positive relationships with our boys but setting standards for all to meet. They were inspirational in their presentation and I am delighted that our staff was able to listen to these men who have been successful in enhancing boy's education. Our learning assemblies continue to be integral in the promotion of

quality Teaching and Learning. The presentations by Dr Lee and our student leaders have been inspiring for all our students. I would like to thank Dr Lee and our student leaders for their inspiring presentations. I am positive that the students from Year 7 - 12 were encouraged to contribute to the efforts of the T.E.A.M.

The Pastoral Care structure, launched last year, has been overwhelming positive to the environment of the school. The eight Houses have been outstanding in their efforts in making the house system a success. The Pastoral Coordinators have been able to provide positive pastoral care for all the students under their responsibility. I have been extremely delighted with the genuine care our pastoral coordinators have provided our students throughout the year and they should be congratulated for their formation of all our students. They have been instrumental in developing these young men in the tradition of Edmund Rice.

Some highlights of the 2011 Calendar events:

- **The Opening School Mass at St Mary's Cathedral celebrated by Bishop Brady (a longtime supporter of the school)**
- **The Staff Spirituality Day provided the staff the opportunity to connect with their spirituality and in turn support the spirituality of all the members of our community.**
- **Founder's Week proved once again what a caring and family orientated school community we have at Lewisham. Founder's Day was a celebration of the 120 years of a family that centers itself in the Gospel values and the EREA Charter.**
- **The electronic booking of Parent and Teacher Evenings has made the connection between school and home much more efficient.**
- **Winning the Metropolitan Catholic Colleges Athletics was achieved because of the dedication and commitment of a group of Lewisham students and staff who truly believed it was possible to win a **completion** that Lewisham has not won in 75years. This was an outstanding achievement and all members of any Lewisham athletics team should share in this glorious achievement. Not only did we win the aggregate trophy but we won the Juvenile, Junior and Senior trophies. A clean sweep.**
- **The Year 12 Graduation was another highly successful occasion. We recognised the rite of passage of 146 fine young men who walked the corridors of Lewisham for the last time. Their final walk out of the mass signified the movement from a Lewisham boy to a Lewisham Old Boy. A moving sight that brought tears to many parents. These are but a few of the memorable moments of 2011.**

I would like to thank every person in the school community who has contributed in any way to the success of any of these occasions. A special praise and thanks to the highly talented music department who have always been available to perform at any school event and have done so with such vigor and expertise.

Early this year I challenged all students to set goals and to endeavor to achieve these throughout the year to the best of their ability. If the school is to maintain

the high academic results established by our HSC class then it is the responsibility of the whole student body to support the academic environment of the school. High standards are expected by all members in all aspects of school life. Therefore, I continue to challenge all sons of Lewisham to continue setting goals but more importantly achieving these goals so that you may reach your crown.

Over the past 120 years of quality education in the Edmund Rice Tradition it has been the teaching staff that has been integral in the academic, sporting and cultural success of the school. The teaching staff of 2011 has continued in the tradition in providing a dedicated and committed group of professionals ensuring that each and every son of Lewisham High is challenged to strive for his best. Thank you to all the staff for your commitment to the T.E.A.M throughout 2011. Unfortunately, we say farewell to a number of these teachers as they venture into the next phase of their journey. May God protect and guide you through this journey. Thank you to all of you for your contribution to the life at Lewisham. Be reassured that you have influenced many students and staff and we are the better for having you as part of our family.

The School Leadership Team continued to be a wealth of knowledge and support throughout 2011. The strong relationship developed between each member has become crucial in the overall success of the group and the school. Together, as a TEAM, we have been able to provide the most professional, compassionate and faithful programs to a school community who has been supportive of all that the School Leadership team presents. The committed approaches to Curriculum, Pastoral, Teaching and Learning, Identity and Administration has been inspirational to all the school community and I look forward to developing further these key components of CBHS Lewisham in 2012. I would like to personally thank each and every member of the School Leadership Team for their tireless efforts in ensuring we strive for the best possible outcomes for the school. In particular, I would like to thank Mr Merlino for his outstanding contribution to the education of the young men of Christian Brothers' High School Lewisham over so many years. Your expertise and knowledge is much appreciated by the entire school community. Your legacy will never be forgotten. A Special thanks to Br Conn of his continued leadership of CBHS Lewisham and for his continued support throughout 2011. Your authentic leadership is much appreciated by myself and the entire school community.

To the students of CBHS Lewisham. May you continue to develop into fine you men in the tradition of Edmund Rice with Jesus as our inspiration. The 120th year of Christian Brothers' High School Lewisham has been outstanding. Thank you for your contribution to its success.

Conanti Corona

C. CURRICULUM REPORT

The School Leadership Team and Staff moved through another exciting year, encouraging

the school community in their pursuit of academic rigour. The focus of the year continued to develop an awareness and understanding of the new Australian National Curriculum as well as securing compliance with the requirements for Registration and Certification.

In the latter part of the year, the Senior Leadership Team and members of the Subject Co-ordinators commenced their more intensive preparation for the Board of Studies Inspection for Registration and Certification in 2012.

The Year 5-12 Reports were further expanded with teachers further developing their personal comments to parents on the achievements of their son and the Pastoral Co-ordinators writing a unique report to parents whose sons were in each of the respective new eight Pastoral Houses.

The tradition of a full day Parent/Teacher Interview system was continued in 2011. We extended our use of technology in the community by piloting a very successful introduction of online Teacher/Parent interview bookings in term two, this new electronic booking system was continued with the second afternoon of Parent/Teacher Interviews held this year in term three to interact with parents whose sons may have been at risk.

The recognition of the work achieved by Year 5-11 students in the Semester One Reports took the form of an Academic Awards Ceremony for the whole Lewisham community held in August. The Year 12 academic achievers were recognised in a similar ceremony held in May, while their overall yearly success was celebrated at their Graduation Mass on 22nd September. The high achievers of the 2010 HSC students were welcomed back and acknowledged in a special Assembly in February.

With the announcement by the NSW State Government that the implementation of the Australian National Curriculum would be postponed in NSW, the school persisted with the continued curriculum development in the area of investigation by key curriculum personnel into the new Australian National Curriculum. Members of the Curriculum team attended a variety of in-services and workshops both locally and nationally to collect information and progress reports on the proposed syllabus structure, content and implementation processes.

To extend staff awareness on details, terminology and concepts associated with the National Curriculum, an extraordinary full staff development day in mid-term four was in part devoted to an input session that I prepared on the finer information and requirements. I linked student assessment into the structure of the session. The day also focussed on the new Pastoral Care model for the School as well as the whole school development of the EREA Transformation Curriculum.

Finally, the Speech Night was held at the Sydney Town Hall on 14th November. The heritage venue provided a wonderful space to celebrate and showcase the achievements of the students during 2011. Recognition was made of those students who had achieved with merit in academic courses.

The Speech Night was also an invaluable vehicle for focusing on the creative and performing arts within the School. This was further witnessed earlier in the year when our talented students performed in the musical "Grease" in the McDonald Centre with the assistance of the Creative Arts Faculty.

To conclude, I have to acknowledge that the Subject Co-ordinators and their staff together with the Primary Department had an extraordinary amount of work expected of them during 2011. All this work is very much appreciated especially by the whole School Leadership Team.

A fuller curriculum report can be found archived on the School's website titled Report To The Minister and The Board of Studies.

Mr J. Merlino

Assistant Principal - Curriculum

D. IDENTITY REPORT

Living the Edmund Rice Story for 120 Years

Our liturgical theme, expressed above was gently woven throughout 2011 as we shared in each other's spiritual growth in a living tradition which is the story of Edmund Rice. This year provided us with a wonderful opportunity to mark our 120th year in our celebrations and also in our quieter moments.

We were most fortunate in welcoming Father Kevin Tuitu'u, C.P. as a permanent member of our staff in 2011. Father Kevin's role as School Chaplain has him involved integrally in the life of the school, as he celebrates Eucharist with both staff and students, regularly hears confessions, visits and conducts classes, as well as facilitating our Stations of the Cross Program for students and a Staff Lenten Program. We have also introduced Community Mass each Wednesday Morning at 8.15am for all who would like to attend and Father Kevin has made himself available to students and staff whenever needed. He is valued Identity Team Member along-side Mrs Rachael Holloway Justice and Peace Coordinator, Mrs Maria Stojoski Outreach facilitator, Mr Pedro Moreira Religious Education Coordinator – Secondary, Mr Chris Cohen Religious Education Coordinator – Primary and Mrs Bernadette Yates, Justice and Peace Coordinator, Primary

The Opening School Mass

In an occasion befitting this anniversary milestone, our entire school community boarded a specially chartered train dubbed the "Lewo Express" and attended our Opening School Mass for 2011 in St Mary's Cathedral Sydney which was con- celebrated Br Bishop Terry Brady D.D. and Fr Kevin. The Mass included the acknowledgement of our Senior Class, the blessing of the Prefects' badges and investiture of the Student Leadership Team. We were blessed with beautiful weather and all who attended had a wonderful time.

The Staff Spirituality Day

Biannually the entire staff of CBHS gather for a day off- site intended to nurture spirituality and explore together the commonality in our shared work life. This year, St Joseph's Centre for Reflective Living at Baulkham Hills was our venue and the day will long be remembered as a break from routine in which we reflected on our relationship with God, celebrated Mass together and participated in workshops in small groups as well as reconnecting with one another as one large group.

Mother's and Father's Day Masses.

Our celebration of Mothers in May and Fathers in August continues to grow each year. This year we shared some wonderful anecdotes from our own experiences and together we laughed as we watched a slideshow reflection on role of mothers through the eyes of small children. At the Father's Day Mass we listened to a wonderful rendition of Joseph's Song by Michael Card, beautifully sung by Mr James Clanfield from our Music Department. On both occasions a wonderful morning tea was provided for our many visitors by the boys of Wynne and Magee Houses.

Our Commitment to Continuing Staff Formation

As a proud school in the Edmund Rice Tradition, CBHS has always had a commitment to providing opportunities for staff to be renewed and enriched on their personal spiritual journeys.

In the past year we wished House Pastoral Coordinators: Mr Paul Maher and Mr Peter Roumie well, as they participated in the EREA program "Into the Deep" which seeks to provide an atmosphere for sharing, reflection and exploration of the nature of leadership in an Edmund Rice school and long standing staff members Virginia Ryan and Geoff Peetz took part in the "Mount Sinai" Program.

Also in 2011, new members of staff to CBHS were invited to a two day EREA Induction program entitled "Galilee". Jamie Ghosn, Natalie Joukhador, Carlos Munoz, Paul Garzaniti, Andrew McLean and Drew Skellern took part at that time, and were encouraged to further appreciate their mission and role within our community and how these relate to their vocation as teachers.

Other Highlights for 2011:

Included Founder's Day Mass and the many activities for that week of celebration, our Year 11 retreats to Mulgoa and Stanwell Tops, the Year 12 Graduation Week and for me personally, the absolute privilege of taking part in a Pilgrimage to Ireland during the October school break entitled "In the Footsteps of Edmund Rice".

Whilst always rewarding, the role of Assistant Principal – Identity can sometimes be a challenging one. The road is made easier with the enduring support offered to me by the aforementioned Identity Team as well as the Parents and Friends' Association, Jenny Cassaniti, Janice Watt, Peter Cotter, Alcides Criado, Cathie Dalliwall, Swarup Chakravarthy and Val Ronchetti. I am grateful to all these people for whom it seems that no request is ever a problem.

I look forward, now, to building on our accomplishments in the area of Identity at CBHS in the forthcoming year.

Ms Lucie Farrugia

Assistant Principal - Identity

E. ASSISTANT TO THE PRINCIPAL – PASTORAL

Imagine a school or classroom where the learners manage and resolve conflicts both with and without adult assistance.*Mr G. Yates*

Picture a place where diversity and individuality are celebrated...

A place where people listen, in order to understand other's viewpoints and perceive conflict as an opportunity to learn and grow...

A place where feelings are openly expressed, even anger and frustration, in ways that are not aggressive or destructive...

A place where adults and children cooperate with each.

A place that supports everyone's rights and encourages everyone to exercise his or her responsibilities.

A place where peace is viewed as an active process made day by day, moment by moment.

Edmund Rice Education Australia challenges Christian Brothers High School Lewisham to be such a place.

As 2011 draws to a close we are celebrating the first anniversary of our new Vertical Pastoral Care System. The entire school community made up of our teaching staff, support staff and students has worked together to create a whole school approach to Pastoral Care. I would like to thank everyone in the community for their positive contribution to this new and exciting development at the school. We have embraced the excellent pastoral tradition at Lewisham and commenced a journey that is ongoing and we can certainly look forward to a bright and positive future with regard to Pastoral Care. As a modern Catholic School in the Edmund Rice tradition, Christian Brothers High School Lewisham is an inclusive school that is responding creatively to the needs of individual students and staff. Our multicultural and diverse population challenges us to provide a future where people of all countries and backgrounds have equal opportunities so they can look forward to being treated with dignity and respect. Lewisham is a place where our young men continue to be empowered to make informed decisions

regarding their future educational pathways

I would like to thank the whole staff for embracing the Vertical Pastoral Care System over the past 12 months. This commitment to change reflects the energy and commitment that is evident in our classrooms on a day to day basis. Each and every staff member has worked within their house to provide excellent pastoral care for students. They have provided support for both the Assistant Pastoral Coordinator and Pastoral Coordinators for their house. This team approach to pastoral care has provided a very effective network that aims to provide support and guidance for every student at the school. As we build on this concept of the Lewisham community it is a very easy comparison to the thought that it takes the entire village to raise a child.

In particular I would like to recognise the entire pastoral team consisting of the Pastoral Coordinators: Albert Jeeris, Gerry Daher, Lisa Foster, Rebel Clark, Peter Roumie, Michael Bognar, John Carnabuci, Paul Maher and our two school counsellors and Anne Marie Polidano and Virginia Ryan. Their support on both a personal and professional level has assisted me greatly throughout the year. As a collective group we have created a welcoming environment in a pastoral precinct that places value on each child and builds a sense of worth within each individual. Throughout the year we have continually been challenged to provide positive and effective role models to students. Our young men have been publicly acknowledged and validated for their achievements across all areas of school life. They have been encouraged to build their confidence as young men able to frame their mistakes as learning opportunities rather than personal failure. As they journey through and leave Lewisham it is our hope that they recognise their ability to give and in doing that they recognise their own sense of self-worth.

The first year of our vertical pastoral care system has provided the senior students with an excellent opportunity to show their leadership and motivation skills to the school. All the senior students have been challenged to demonstrate leadership within the community and I believe that as a collective senior group they have met this challenge head on. Every senior student including the elected leaders has been instrumental in what has been described as a seamless transition to the eight house Pastoral Care System this year. Thank you to all the “senior boys” for your energy and enthusiasm in all of the events throughout the year.

True pastoral care can only occur within a trusting and caring environment and with this in mind I would like to conclude as I usually do with a thank you to the students who have shared their journey with the staff, for it is in the journeying that we truly appreciate our uniqueness and the contribution we all make to the Lewisham community. I wish everyone in the Lewisham community a happy, safe and holy Christmas break that we share with their family and loved ones. I look forward to working with you all in 2012.

Live Jesus in our hearts. Forever.

Assistant Principal - Pastoral

F. TEACHING AND LEARNING REPORT

I am pleased to report that this is my third year in this pioneering senior leadership position focused on enhancing the quality of teaching and learning at Christian Brothers’ High School Lewisham. Br Conn has given me an extensive mandate: to continue to improve the professional learning of staff; to enhance the quality of teaching and learning, and consequently, to raise student achievement. It has been my pleasure to continue pursuing this vital mission during

2011.

If 2009 was as a year of discovery, learning about this great school and becoming part of the CBHS Lewisham community; then 2010 was a year of strategic action finding new ways to harness the commitment of our school community to quality Catholic education. 2011 has been a year of relentlessly pursuing our vision and mission. Together we have strengthened our commitment to our boys using a blend of proven educational strategies and creative innovations.

Here are a sample of the initiatives that have been connected with leadership in Teaching and Learning during 2011.

**Sixteen teachers committed two days of their January school holidays to attend the highly regarded Teachers Matter Conference run by Spectrum Education at the Masonic Conference Centre in the city. The focus of the conference was on engaging students in learning using insights from research. Presenters came from Australia, New Zealand and United States of America. This group of teachers shared their learning with the staff and provided a creative springboard for the new school year at Lewisham.*

**For the second year a colour document recording a summary of HSC High Achievers was produced in Term 1 2011 and distributed to all families. Thirty five students were recognised for excellence including Band 6 results and ATARs in excess of 90. Our current students report that this publication is a great encouragement for them with their own studies. Lewisham boys can gain the crown!*

**On 22nd February 2011 over sixty school leaders from Lewisham, Edmund Rice and Inner West Catholic Schools were joined by colleagues from CEO Sydney and EREA to hear Mr Michael Addicoat speak on Leading Relationship Centred Quality Catholic Education in the McDonald Centre. The evening of professional learning also showcased the skills of students enrolled in Business Services, Entertainment and Hospitality courses. At the end of 2010 Mr Addicoat concluded an extensive career as a leading Catholic secondary school principal. He now holds the position of Senior Education Officer with the Catholic Education Office Sydney. The focus of Mr Addicoat's presentation was on how to create schools with a vibrant learning culture based on relationships, pastoral care, high standards and academic excellence.*

**Learning Assemblies were introduced in 2010 and expanded in 2011. Learning Assemblies are led by students who spoke with the students in Year cohorts about the value of learning and the benefits of application in study. A major priority in 2011 was the presentation of Year 12 HSC Journey Learning Assemblies by myself and Mr Ronchetti. These Learning Assemblies highlighted key messages to our Year 12s at vital points of the HSC Journey including: the beginning of Term 4 Year 11, before and after the Trials, and in the final week before Graduation.*

** Meetings were convened with each of the KLA Coordinators reviewing the 2010 HSC results and identifying fifty nine agreed areas for action during 2011. This annual process has now developed to the point where the KLA Coordinator leads the meeting evaluating the success of initiatives taken, and setting new benchmarks for HSC student achievement.*

**Mr Brett Lee from Internet Education and Safety Services supported the ongoing work of the school in the area of technology and right relationships. On 6th June 2011 Mr Lee gave compelling presentations on cybersafety to students in pairs of year groups. This initiative complimented existing program across KLAs and the day concluded with a teaching staff seminar and well attended Parent Forum.*

** Our emphasis on differentiating programs and assessments to better cater for the needs of all students has continued. The School Leadership reviewed the existing literacy program and next year we will be enhancing our school literacy initiatives in line with the Australian Curriculum. As part of our providing opportunities for more academically capable students, we expanded our participation in the Knox College DaVinci Decathlon and sent teams in each cohort from Years 5 to 10.*

** Robert Allwell and Associates are educational testing consultants established in 1974. This is the first year we have engaged them to conduct testing for Year 4 and Year 6 students who have gained places and will be our Year 5 and 7 classes of 2012. This company has been retained to provide educational and career testing for Year 10 2012 to assist in the process of career discernment and course selection for Years 11 and 12. There will be long term benefits from the involvement of Allwell as we will be able to track student achievement across their time at Lewisham.*

**Dr Andrew Martin, Professor of Educational Psychology at University of Sydney, led the teaching staff at the Staff Development Day on 10th October 2011. Dr Martin is a leading researcher and published author on motivation. He spoke with insight and authority on enhancing boys' motivation, engagement, learning and personal potential.*

It has been another invigorating year working as part of this outstanding educational community with its rich history, vibrant present and promising future. I commend to you the Annual contributions by my colleagues, the School Leadership Team, the KLA Coordinators and others who have highlighted the achievements of our boys. I have taken every available opportunity to challenge and support our students and the adults who work with them. I give thanks for the year that has closed and look towards the coming year knowing that with the grace of God we will continue to grow on our journey together.

Blessed Edmund Rice, pray for us! Live Jesus in our hearts, forever!

Dr J.Lee

Assistant Principal – Teaching and Learning

G. PRIMARY REPORT

PASTORAL CARE *One of the biggest reasons for sending your boy to CBHS Lewisham is the way the boys are looked after at the school. The number one priority of the staff is to make sure your boy is happy and safe. The House Coordinators, the class teachers, the two School Counsellors and the School Chaplain have all had a role to play this year in your son's development and are always available to be seen by you or your son.*

JUSTICE and PEACE *Mrs Bernadette Yates, along with our Primary Justice and Peace Captain for 2011, Nicholas Taouk and the Justice and Peace Committee have committed themselves to be a voice in our community, to be champions for those less fortunate than ourselves. They have collected goods for St Vincent de Paul's Night Patrol, spoken at assemblies, collected soccer boots for the children of Africa, held an Easter Appeal for the children without parents and ran the Christmas Appeal for gifts and visits at four nursing homes. Thank you to all the boys and families who have supported the initiatives of the group throughout the year.*

ACADEMIC *The area of academic excellence is often raised in the media and by parents to judge a school or judge students. Every child is different, every child brings with them different experiences, abilities and dreams. The role of this school, in collaboration with parents, is to provide the boys with excellent opportunities to grow and to strive to do their best in all areas of their academic studies, regardless of their ability levels. We have provided boys with the opportunities to be involved in Science and Technology Gifted and Talented programs, Art Programs, Chess, Theatresports, the Da Vinci Decathlon, Debating and the Maths Olympiad.*

SPORTING *Sport is an important area in the boys' life at CBHS Lewisham and it is not about winning; it is about competing and doing the best they can. But more importantly, it is about being part of a team. This year the boys could have represented the School in a number of sports: Rugby League; Touch, Tag, Soccer, Cricket, Tennis, Swimming, Athletics, Cross Country and AFL. We had a number of boys represent St George Catholic Schools, Eastern Region Catholic Schools, Sydney Catholic Schools and MacKillop, in a number of different sports. The opportunities for talented sportsmen at this school are endless, but so too are the opportunities for those who want to participate, enjoy sport and represent the school with honour. It has been fantastic to see so many boys take this opportunity with over 150 boys representing the school at nearly all the gala days held this year. Not only have the performances been excellent, so too have the behaviour and efforts.*

STAFF

Primary is a place which has endeavoured to create an environment where boys feel safe, a

place where efforts are rewarded and taking a risk is acceptable, a place where failure is not looked down upon as long as we learn from mistakes and a place for boys to make choices for themselves and to accept responsibility for those choices. This type of environment is not easily achieved or maintained; it takes a very special staff that is dedicated to the boys and committed to the programs to make it work successfully.

I thank the Primary staff for their continued hard work this year in providing the boys with many varied activities and opportunities and for catering for the boys' needs no matter what they may be. I very much thank Miss Wilkinson, Mrs Malloy, Miss Webb, Mrs Cummins, Mrs Azzopardi, Mrs Yates, Mr Cohen, Mr Ambrose, Mr Duncan and Mr Poullos for all their efforts and talents they bring to not only the Primary, but the whole school.

Thank you to the School's Leadership Team: Br Conn; Mr Ronchetti; Ms Farrugia; Mr Merlino; Mr Baird; Mr Yates; Mr Jansz; and Dr Lee, for their continued support of the Primary throughout the year.

The one very good aspect of being connected to a high school is resources that become available to the Primary. We are extremely fortunate to have a very supportive system in place starting with the Office Staff who work tirelessly to make sure the School continues to operate effectively and with great efficiency. Thank you to Mrs Durham (School Secretary), Mrs Readman (Enrolments Secretary), Mrs Cassaniti ('Primary Matters' and Awards), Mrs Baliva (Finances), Mrs Tallentire (Absentees, Reports), Mrs Dalliwall (School Annual) and Mrs Watt.

Thank you also to our IT Staff, Mr Agius and Mr Chakravarthy who keep us up-to-date and on line. Thank you also to those secondary staff who take classes in the Primary: Mr Gibbs (French); Mr Colagiuri (French/Italian); Mr Ohl (Music); Mrs Tanconi (Music/Italian), Mrs Caruso (Italian); Mr Clanfield (Music); Mrs Toohey (Learning Centre), Mrs Keighery (Learning Centre and Accelerated Reader Program); Mr Moore (Theatresports) and Mr Lavidis (Science Enrichment).

YEAR 6 2011

Congratulations to this year's Year 6 students who displayed great leadership skills over the year. Special thanks to our Captains: Adam Amodeo (Primary Captain); Daniel Corbett and Nathan Ciccotti (Primary Vice Captains); Ethan Hicks (Kearney); Charles Touma (Treacy); Nicholas Ellias (Healy); Blake Griffith (Magee); Aaron Lim (Gallagher); Johnny Mikhael (O'Neill); Anthony Iacona (Wynne); and Francisco Otaegui-Campos (Brady). I wish the boys of Year 6 2011 all the best as they begin a new journey in their schooling where they tackle the challenges of high school.

YEAR 5 2011 *Your role next year is to be the leaders of the Primary and an example to the next group of boys who will be embarking on their schooling at CBHS Lewisham. This is an extremely important role as they learn the school song and war cry, understand the House system, Accelerated Reader, finding out what goes on at camp, how to join a sporting*

team, debating or chess. Equally important is finding out how to get to the canteen first and the rules of handball. For all these important lessons the young Year 5 of 2012 will be looking to you for guidance and leadership.

Mr M. Woodbury

Assistant Principal - Primary

H. ADMINISTRATION CO-ORDINATOR'S REPORT

2011 has seen a number of significant events fit onto the very busy CBHS Lewisham calendar. From the very first day for the new Year 5 and beginning Year 7 students beginning their educational journey amongst a population of 1300 developing young male adolescents, one which is an enormous challenge but one supported by the Lewisham community with encouragement and opportunity. Throughout the year brought forward many fantastic displays of Lewisham in action, Grease the musical was a wonderful production of the talent throughout the Lewisham community, with two full crowds witnessing great performances. Founders Day always is a highlight which is one of the more enjoyable days of the school year, where staff join their pastoral group of students to share a wonderful communal lunch together. The colourful display of food from the many cultures throughout the world is a sight to see, and also enjoy!

The introduction of the new pastoral care system began in Term 4 2010 rolled over into 2011 and the changes brought forward new houses, new colours and new pastoral coordinators. This is an approach to pastoral care that will see fewer students in each house and enhanced the pastoral care of the students at Lewisham. With changes comes a lot of work behind the scenes and a great deal of thanks needs to go to the School Leadership Team and Pastoral Coordinators for their valued contributions in the development and implementation of the new pastoral care system. Continued development with a specific pastoral care program to be introduced in 2012 will again further enhance the care and development for the student here at Lewisham.

Organisation, coordination and implementation of events and activities at Lewisham on a day to day basis include; excursions, incursions, exams, interviews, subject selection, MCC, internal sport, and school event days. These significant events and provide the students an environment to develop and enhance their educational knowledge amongst a variety of subject and curricula areas. Thank you to all the KLA and Pastoral Coordinators for their assistance and planning with the organisation of these events throughout the year.

I was extremely fortunate this year to go India for three weeks on an Immersion Experience organised and run by Edmund Rice Education Australia (EREA). Ten teachers from EREA schools travelled throughout parts of India witnessing firsthand the immense poverty and desperation people face on a day today basis. The poverty, poor hygiene, noise, population and intensity it all is really hard to explain. A deep and meaningful experience focusing on the poor and marginalised, but it was wonderful to see amazing work of many educators and people throughout and what they do with little or no reward. This has been a truly humbling experience and one which I am very grateful of; the people I have met along the way will stay with me forever.

A huge thank you must go to the entire Lewisham staff. There is such a vast variety of talents and qualities amongst the staff, which the students of Lewisham can experience and gain so much knowledge from. The commitment and dedication to

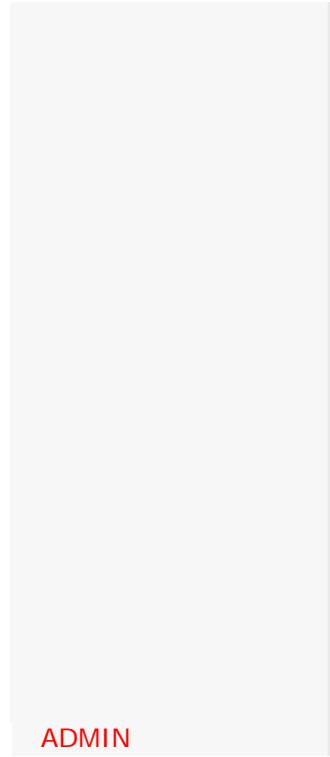
their profession is clear and evident. Lewisham also has its fair share of casual and relief staff, and a big thank you must go to them all! The ability to pick up work and teach, maintaining a controlled structure environment is crucial and I believe what these staff do this extremely vital to maintaining the high standards which Lewisham sets. Thank you to also the wonderful ancillary staff at Lewisham, who do an excellent job doing all the ‘unseen’ work within the school environment. Your work is definitely appreciated and valued.

A huge thank you must go toward all members of the School Leadership Team, with each member with significant roles in implementing and supporting the whole community at a variety of levels. The commitment and dedication is outstanding and the direction and decision making is always in the best interests of the school for staff, students and the wider Lewisham community. Your assistance has been invaluable to me, displaying wisdom, guidance and support in my professional development within my role.

Conanti Corona

Mr B. Jansz

Administration Co-ordinator



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ADMIN

CBHS Annual Report to the Community



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NAPLAN
2011
LITERACY YEAR 5 - 2010

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	
Band 8	17%(17%)	10% (10%)	12% (12%)	12% (17%)	
Band 7	21%(16%)	17% (17%)	30% (24%)	42% (28%)	
Band 6	28%(22%)	50% (38%)	29% (27%)	17% (18%)	
Band 5	27%(24%)	21% (21%)	21% (22%)	20% (20%)	
Band 4	7%(13%)	1% (9%)	8% (11%)	7% (11%)	
Band 3	0%(7%)	2% (4%)	0% (5%)	1% (6%)	

NAPLAN
NUMERACY YEAR 5 - 2010

	Number, Pattern & Algebra CBHS (State)	Measurement, Data, Space & Geometry CBHS (State)	Overall Numeracy CBHS (State)	
Band 8	31% (14%)	34% (14%)	36% (19%)	
Band 7	23% (18%)	12% (13%)	17% (15%)	
Band 6	21% (25%)	26% (27%)	20% (19%)	
Band 5	17% (27%)	16% (26%)	18% (28%)	
Band 4	7% (12%)	7% (14%)	7% (11%)	
Band 3	1% (4%)	5% (6%)	2% (6%)	

Year 5 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	488.4	482.5	484.3	499.7	488.0
State	495.6	492.5	499.2	509.7	499.4
CBHS Lewisham	482.9	475.5	493.8	507.3	507.7

Reading Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	7	14	23	26	18	11
State	5	13	22	26	19	13
CBHS Lewisham	7	11	32	22	23	6

Writing Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6	12	27	31	16	7
State	4	9	26	34	18	8
CBHS Lewisham	6	7	42	31	11	4

Spelling Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	7	13	25	28	18	8
State	5	10	22	29	21	12
CBHS Lewisham	3	5	30	34	22	6

Grammar & Punctuation Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6	11	21	25	20	15
State	5	10	19	25	21	19
CBHS Lewisham	3	7	24	29	25	11

Numeracy Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	4	14	28	28	16	9
State	3	12	15	18	18	13
CBHS Lewisham	2	7	22	35	16	17

NAPLAN
LITERACY YEAR 5 - 2009

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	Overall Literacy CBHS (State)
Band 8	13%(15%)	5%	10% (13%)	13% (15%)	7%

		(10%)			(11%)
Band 7	29%(25%)	21% (17%)	21% (24%)	32% (25%)	27% (23%)
Band 6	24%(21%)	41% (37%)	27% (42%)	33% (28%)	35% (30%)
Band 5	23%(21%)	21% (28%)	19% (20%)	16% (16%)	29% (22%)
Band 4	11%(12%)	4% (10%)	8% (11%)	5% (10%)	3% (9%)
Band 3	1%(6%)	0% (5%)	0% (5%)	0% (7%)	0% (4%)

NAPLAN
NUMERACY YEAR 5 – 2009

	Number, Pattern & Algebra CBHS (State)	Measurement, Data, Space & Geometry CBHS (State)	Overall Numeracy CBHS (State)	
Band 8	19% (14%)	20% (17%)	18% (16%)	
Band 7	28% (22%)	13% (14%)	22% (19%)	
Band 6	20% (19%)	42% (33%)	29% (24%)	
Band 5	28% (28%)	21% (20%)	27% (25%)	
Band 4	6% (12%)	3% (11%)	4% (14%)	
Band 3	0% (0%)	0% (5%)	0% (3%)	

NAPLAN
LITERACY YEAR 5 - 2008

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	Overall Literacy CBHS (State)
Band 8	10%(15%)	16% (12%)	14% (12%)	19% (19%)	8% (10%)
Band 7	30%(18%)	29% (18%)	41% (25%)	16% (17%)	33% (22%)
Band 6	31%(23%)	40% (35%)	29% (28%)	43% (27%)	44% (31%)
Band 5	4%(11%)	11% (20%)	11% (19%)	19% (20%)	12% (24%)
Band 4	1%(8%)	5% (10%)	5% (10%)	3% (11%)	3% (9%)
Band 3	0%(2%)	0% (5%)	1% (6%)	1% (6%)	0% (4%)

BASIC SKILLS TEST
NUMERACY YEAR 5 – 2008

	Number, Pattern & Algebra CBHS	Measurement, Data, Space & Geometry	Overall Numeracy CBHS (State)	
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	(State)	CBHS (State)		
Band 8	18% (14%)	10% (9%)	16% (11%)	
Band 7	20% (11%)	25% (19%)	20% (15%)	
Band 6	29% (24%)	33% (25%)	32% (26%)	
Band 5	25% (28%)	21% (24%)	21% (27%)	
Band 4	6% (15%)	8% (16%)	10% (15%)	
Band 3	3% (8%)	2% (7%)	0% (5%)	

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Christian Brothers' High School, Lewisham is a Catholic Independent Registered and Certified school to present students for both the School Certificate 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 School Certificate and the Higher School Certificate each student studies a course in Religious Education.

Literacy and Numeracy Programme

- Literacy: - one English period per cycle dedicated to work on literacy
- Year 7 & 8 divided into 3 – writing skills, language skills, comprehension skills
- Year 9 divided into 2 – writing skills, comprehension skills
- Year 10 - 5 mixed ability classes all have 4 periods per term language skills and literacy – writing skills in class
- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
- Literacy skills embedded into all KLA's. A check made through Senior Leadership Team mini-audit each term
- Numeracy: - one Math period each two cycles dedicated to work on numeracy
- Year 7 & 8 divided into 2 and specialist work on numeracy.
- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
- Numeracy skills embedded into all KLA's. A check made through Senior Leadership Team mini-audit each term
- Intensive individual work:
- Year 5-12 varies with individual student at risk
- Individual work, or small group work
- Indigenous Education Officer:
- Work with both cultural and learning skills aspect.

Values and ICT

- Values incorporating Sense of the Sacred embedded Years 5-12
- ICT embedded into programmes Years 5-10
- Commitment to updating teaching skills in ICT

Professional Learning Groups, 2 per term

- Staff Development priority.

Professional Development of Assessment as Learning

- Strategies embedded into Programmes
- Templates for staff to use
- Accountabilities in place with KLA Heads.

HSC: All My Own Work

- Staff alerted again to the content of Board of Studies resources and briefed on recording of student compliance
- Student meeting outlining the concept and the accountabilities for students and their presenting for the HSC
- Programme commenced during term two of Year 10. Record card introduced to meet compliance.
- The Programme is linked with development of research/library skills and addressed by the Library staff.

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Summary of Professional Learning (as defined by NSW Institute of Teachers):				
2011 Professional Development				
Table of Contents	Date	Surname	First	2011
	14/02/2011	Agius	Scott	Emergency Safety Training
Contextual Information about the School	22/11/2011	Agius	Scott	D-Link Switch Workshop
	24/01/2011-25/01/2011	Ambrose	Calvin	Teachers Matter Conference
A Message From Key School Bodies	10/4/2011-12/04/2011	Baird	Chris	Bursars Association Summit
	16/09/2011	Baladevan	Nithy	CEO Science Laboratory Assistants Network
Student Outcomes in Standardised National Literacy and Numeracy Testing	1/04/2011	Behayi	Michael	CEO Network Mathematics
	6/06/2011	Behayi	Michael	CEO Network Mathematics
Student Performance in Statewide Tests & Examinations	6/09/2011	Behayi	Michael	CEO Network Mathematics
	7/11/2011	Behayi	Michael	CEO Network Mathematics
Professional Learning and Teacher Standards	24/01/2011 - 25/01/2011	Behayi	Michael	Teachers Matter Conference
	5/08/2011	Bognar	Michael	Be the Hero Pastoral Care Inservice
Summary of Professional Learning	3/03/2011	Bognar	Michael	EREA Emerging Leaders Pastoral Care
	31/05/2011	Campos	Ana-Maria	AIS English Advanced Julius Caesar
Teacher Profile	2/09/2011	Campos	Ana-Maria	AIS English Inservice Extension 1
	5/08/2011	Carnabuci	John	Be the Hero Pastoral Care Inservice
Workforce Composition	3/03/2011	Carnabuci	John	EREA Emerging Leaders Pastoral Care
	14/06/2011	Carnabuci	John	Positive Learning Environment Pastoral Care Conference
Senior Secondary Outcomes	16/03/2011	Caruso	Alexandra	CEO Network LOTE
	14/12/2011 - 16/12/2011	Caruso	Alexandra	Teaching Italian PD Co.As.It
Attendance and Management of Non-Attendance	19/08/2011	Clark	Rebel	EREA Women in Ministry
	24/01/2011 - 25/01/2011	Clark	Rebel	Teachers Matter Conference
Retention of Year 10 to Year 12	24/01/2011-25/01/2011	Cummins	Debra	Teachers Matter Conference
	5/08/2011	Daher	Gerry	Be the Hero Pastoral Care Inservice
Post-School Destinations	17/03/2011	Daher	Gerry	Mathematics Inservice TTA
	14/10/2011	Dalla-Camina	Walter	NSW PDHPE Teachers Association Conference
Policies and Characteristics of the Student Body	5/08/2011	Farrugia	Lucie	Be the Hero Pastoral Care Inservice
	30/03/2011	Farrugia	Lucie	CEO Liturgy Inservice
School Policies School-determined Improvement Targets	30/09/2011 - 18/10/2011	Farrugia	Lucie	EREA Formation
	27/07/2011 - 29/07/2011	Farrugia	Lucie	EREA Identity Conference
Promoting Respect and Responsibility	5/08/2011	Foster	Lisa	Be the Hero Pastoral Care Inservice
	9/08/2011	Foulkes	Rohani	VET Hospitality Network
Parent,	24/08/2011	Gartrell	Glenis	Congregational Schools Network NAP
	23/08/2011	Gartrell	Glenis	Education to Employment Network
	9/11/2011	Gartrell	Glenis	Congregational Schools Network NAP

⊞ Student and Teacher Satisfaction and School Policies Summary	18/03/2011	Garzaniti	Paul	Business Studies Inservice
	25/11/2011	Garzaniti	Paul	Business Studies TTA
⊞ Information (Recurrent & Capital) Compliance	31/03/2011- 1/04/2011	Garzaniti	Paul	EREA Formation
	25/03/2011	Garzaniti	Paul	TTA Geography Inservice
⊞ with Education Act	31/03/2011- 1/04/2011	Ghosn	Jamie	EREA Formation
	16/03/2011	Ghosn	Jamie	TTA Mathematics Inservice
⊞ Search	24/03/2011	Gibbs	Gary	CEO Network LOTE
	24/11/2011	Giddy	Lauchlan	Web Design TTA
	30/03/2011	Harkin	Frank	Certificate IV Training VET
	9/08/2011	Harkin	Frank	VET Hospitality Network
	21/03/2011-22/03/2011	Harkin	Frank	VET Training Orientation
	12/09/2011	Henderson	Graham	Computer Skills Maths TTA Online course
	11/08/2011	Henderson	Graham	Mathematics Inservice TTA
	6/12/2011	Henderson	Graham	Inspiring Maths TTA
	7/12/2011	Henderson	Graham	CEO Pedagogy Maths
	10/09/2011	Holloway	Rachael	Australian History Inservice TTA
	18/07/2011	Holloway	Rachael	Behaviour Management OnLine Course TTA
	6/09/2011	Holloway	Rachael	Face to Faith Interfaith Dialogue
	4/03/2011	Holloway	Rachael	Studies of Religion Inservice
	24/01/2011 -25/01/2011	Holloway	Rachael	Teachers Matter Conference
	18/06/2011	Holloway	Rachael	Teaching and Learning Inservice TTA
	24/11/2011	Hudap	Dominic	Cricket Coaching Accreditation Level 1
	8/08/2011	Hume	Lee	CEO Network PDHPE
	24/01/2011 - 25/01/2011	Hume	Lee	Teachers Matter Conference
	24/01/2011-25/01/2011	Jansz	Brendan	Teachers Matter Conference
	14/10/2011	Jansz	Brendan	NSW PDHPE Teachers Association Conference
	19/09/2011 - 08/10/2011	Jansz	Brendan	EREA India Immersion
	5/08/2011	Jeeris	Albert	Be the Hero Pastoral Care Inservice
	4/03/2011	Jeeris	Albert	Economics Inservice
	26/03/2011	Joukhador	Natalie	English Teachers Association (Saturday)
	31/03/2011- 1/04/2011	Joukhador	Natalie	EREA Formation
	24/06/2011	Katovcic	Robert	VET Information Technology
	4/05/2011	Katovcic	Robert	VETiS Meeting CEO Sydney
	12/03/2011	Keighery	Karen	Australian School Library Association Inservice
	28/04/2011	Keighery	Karen	CEO Guided Inquiry Jamie Mackenzie
	23/06/2011	Keighery	Karen	State Library Professional Development Day
	1/05/2011 - 7/05/2011	Keirs	Linda	Edmund Rice Centre Let's Talk Local
	24/06/2011	Keirs	Linda	UNSW Senior Biology Professional Development
	5/08/2011	Kidd	Chris	Geography Skills TTA
	12/08/2011	Lavidis	George	BOS Inspection Meeting AIS
	16/08/2011	Lee	John	CEO Network Curriculum Coordinators
	23/02/2011	Lee	John	CEO Network Curriculum Coordinators
	4/08/2011	Lee	John	Congregational Schools Network NAP

16/03/2011	Lee	John	GATSTA Network
2/06/2011	Lee	John	GATSTA Network
30/08/2011	Lee	John	GATSTA Network
11/11/2011	Lee	John	GATSTA Network
9/06/2011	Lee	John	RADII Learning Conference
24/01/2011-25/01/2011	Lee	John	Teachers Matter Conference
25/08/2011	Lee	John	Visible Learning Prof John Hattie
5/08/2011	Maher	Paul	Be the Hero Pastoral Care Inservice
3/03/2011	Maher	Paul	EREA Emerging Leaders Pastoral Care
22/02/2011	Maher	Paul	General Maths Tips Tools Techniques
14/06/2011	Maher	Paul	Positive Learning Environment Pastoral Care Conference
10/03/2011-11/03/2011 and 7/11/2011	Maher	Paul	EREA Into The Deep
25/03/2011	Matthews	Mary	CEO Network Meeting HSIE
31/05/2011	Matthews	Mary	CEO Network Meeting HSIE
3/11/2011	Matthews	Mary	CEO Network Meeting HSIE
8/08/2011	Matthews	Mary	CSSA Conference
19/08/2011	Matthews	Mary	EREA Women in Ministry
22/07/2011-23/07/2011	Matthews	Mary	History Teachers Association Conference
25/08/2011	Matthews	Mary	Visible Learning Prof John Hattie
17/03/2011-18/03/2011	McCallum	Paul	Business Studies Teachers Conference
31/05/2011	McCallum	Paul	CEO Network Meeting HSIE
23/08/2011	McCallum	Paul	CEO Network Meeting HSIE
24/01/2011 - 25/01/2011	McCallum	Paul	Teachers Matter Conference
3/11/2011	McCallum	Paul	CEO Network Meeting HSIE
4/08/2011	McCarthy	John	Congregational Schools Network NAP
11/11/2011	McCarthy	John	GATSTA Network
31/03/2011- 1/04/2011	McLean	Andrew	EREA Formation
25/02/2011	Merchant	David	Art Express Teachers Day
4/08/2011	Merlino	Joseph	ACACA National Conference Brisbane
18/08/2011	Merlino	Joseph	BOS HSC Entry Workshop
12/08/2011	Merlino	Joseph	BOS Inspection Meeting AIS
25/08/2011	Merlino	Joseph	BOS Assessment Workshop
13/05/2011	Merlino	Joseph	CSSA Conference
8/08/2011	Merlino	Joseph	CSSA Conference
23/05/2011	Merlino	Joseph	Practicing Diversity Workshop Brisbane
7/06/2011	Merlino	Joseph	UAC ATAR Information Day
16/03/2011, 18/05/2011, 06/06/2011, 14/07/2011, 15/07/2011, 31/08/2011	Moreira	Pedro	CSLP Stage 3 Leadership CEO Sydney
6/09/2011	Moreira	Pedro	Face to Faith Interfaith Dialogue
22/02/2011	Moreira	Pedro	REC Inservice CEO Sydney
31/03/2011- 1/04/2011	Munoz	Carlos	EREA Formation
2/12/2011	Munoz	Carlos	The Conscious Classroom Manager
30/03/2011	Ohl	Jody	CEO Network Meeting CAPA

26/05/2011	Ohl	Jody	CEO Network Meeting CAPA
27/10/2011	Papa	Patricia	Clancy Prize Exhibition Network
27/10/2011	Peetz	Geoff	Workplace Health and Safety for Non Govt Schools IEU
6/06/2011 - 7/06/2011	Perez	Dania	EREA Formation
11/05/2011	Polidano	Anne-Marie	EREA Counselling Network
27/05/2011	Polidano	Anne-Marie	Mental Health and Intellectual Disability Conference
18/03/2011	Polidano	Anne-Marie	Mental Health Network SSWAHS
29/07/2011	Polidano	Anne-Marie	School Link Mental Health Network
1/11/2011	Polidano	Anne-Marie	Inner West Interagency Network
25/11/2011	Polidano	Anne-Marie	Mental Health and Insomnia
6/05/2011	Prangell	Mariella	AIS English Advanced Module B
16/09/2011	Prangell	Mariella	AIS English Conference
12/08/2011	Prangell	Mariella	BOS Inspection Meeting AIS
3/03/2011	Prangell	Mariella	CEO Network Meeting English
19/05/2011	Prangell	Mariella	CEO Network Meeting English
25/08/2011	Prangell	Mariella	CEO Network Meeting English
8/08/2011	Prangell	Mariella	CSSA Conference
28/10/2011	Prangell	Mariella	English Extension I Crime Writing TTA
5/08/2011-6/08/2011	Prangell	Mariella	English Teachers Association Conference
24/01/2011-25/01/2011	Prangell	Mariella	Teachers Matter Conference
3/08/2011	Prangell	Mariella	TTA English Advanced Module C
2/11/2011	Prangell	Mariella	CEO Network Meeting English
14/06/2011	Ronchetti	Michael	Positive Learning Environment Pastoral Care Conference
24/01/2011-25/01/2011	Ronchetti	Michael	Teachers Matter Conference
5/08/2011	Roumie	Peter	Be the Hero Pastoral Care Inservice
10/03/2011-11/03/2011 and 7/11/2011	Roumie	Peter	EREA Into The Deep
24/03/2011 -25/03/2011	Roumie	Peter	Legal Studies Association State Conference
11/05/2011	Ryan	Virginia	EREA Counselling Network
3/11/2011 - 4/11/2011	Ryan	Virginia	EREA Formation
27/05/2011	Ryan	Virginia	Mental Health and Intellectual Disability Conference
11/11/2011	Simpson	Rebecca	English Belonging Area of Study TTA
6/09/2011	Saltos	Suzie	Face to Faith Interfaith Dialogue
24/01/2011-25/01/2011	Saltos	Suzie	Teachers Matter Conference
1/05/2011 - 7/05/2011	Sheen	Arthur	Edmund Rice Centre Let's Talk Local
29/07/2011	Simpson	Rebecca	AIS English Inservice Area of Study
12/08/2011	Simpson	Rebecca	TTA Standard English Module C
2/12/2011	Simpson	Rebecca	The Conscious Classroom Manager
28/04/2011	Skellern	Drew	CEO Guided Inquiry Jamie McKenzie
31/03/2011- 1/04/2011	Skellern	Drew	EREA Formation
9/05/2011	Skellern	Drew	History Inservice TTA
8/03/2011	Smith	Michael	CEO Network Meeting TAS

17/05/2011	Smith	Michael	CEO Network Meeting TAS
9/09/2011	Smith	Michael	CEO Network Meeting TAS
14/10/2011-15/10/2011	Smith	Michael	Institute of Industrial Arts TE Conference
1/06/2011	Smith	Michael	School Visit Marist Sisters Woolwich
27/06/2011 - 28/06/2011	Stoddart	Robyn	Successful Learning Conference Uni of Sydney
23/08/2011	Stoddart	Robyn	Education to Employment Network
25/02/2011	Stojoski	Maria	Art Express Teachers Day
27/06/2011	Stojoski	Maria	ASR Studies of Religion Day Gallipoli Mosque
19/08/2011	Stojoski	Maria	EREA Women in Ministry
6/09/2011	Stojoski	Maria	Face to Faith Interfaith Dialogue
30/03/2011	Tanconi	Lisa	Open High School LOTE
2/12/2011	Tanconi	Lisa	The Conscious Classroom Manager
10/11/2011	Tanconi	Lisa	Voice Care TTA
7/09/2011	Turnbull	Leanne	Fine Foods Australia Industry Exhibition
12/03.2011	Toohey	Tanya	Australian School Library Association Inservice
3/08/2011	Toohey	Tanya	Interdiocesan Library Professional Development Day
19/05/2011	Toohey	Tanya	Marist Library Group Network
22/11/2011	Toohey	Tanya	CEO Secondary Teacher Librarians Network
18/03/2011	Tsioustsias	Nichole	English Inservice AIS
1/09/2011	Tsioustsias	Nichole	English Inservice AIS
18/05/2011	Tsioustsias	Nichole	English Inservice AIS
14/03/2011	Tsioustsias	Nichole	RIDBC Hearing Impaired Students
4/08/2011	Whitwell	Kevin	ACS Careers Seminar
16/03/2011	Whitwell	Kevin	Careers Network
7/06/2011	Whitwell	Kevin	CEO Business Services VET
24/03/2011 -25/03/2011	Whitwell	Kevin	Legal Studies Association State Conference
4/08/2011	Wilkinson	Amber	PETA Teaching Writing
29/10/2011	Wilkinson	Amber	PETA Teaching Grammar Australian Curriculum
24/01/2011-25/01/2011	Wilkinson	Amber	Teachers Matter Conference
24/01/2011-25/01/2011	Woodbury	Mark	Teachers Matter Conference
5/08/2011	Yates	Gregory	Be the Hero Pastoral Care Inservice
3/03/2011	Yates	Gregory	EREA Emerging Leaders Pastoral Care
27/05/2011	Yates	Gregory	Mental Health and Intellectual Disability Conference
27/05/2011	Yates	Bernadette	Mental Health and Intellectual Disability Conference
3/03/2011-4/03/2011	Yates	Bernadette	Seasons for Growth
24/01/2011-25/01/2011	Yates	Bernadette	Teachers Matter Conference
21/02/2011	Zirilli	Nata	General Maths Tips Tools Techniques

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2011

Male	Female	Indigenous	Age 20-35 yo	Age 36-50 yo	Age 51-65 yo	Age 65+ yo
43	51	1	36	40	18	0

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Secondary Student Outcomes

Year	Number of HSC Students	Number of HSC Students undertaking Vocational or Trade Training	Percentage of HSC Students undertaking Vocational or Trade Training
2011	157	52	33.12%
2010	146	46	31.51%
2009	164	45	27.43%

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Student Attendance Rate

Average Student Attendance Rate 2011

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

2011

Year cohort	Average attendance (%)
Year 5	96.61%
Year 6	96.61%
Year 7	95.4%
Year 8	96.29%
Year 9	94.82%
Year 10	94.35%
Year 11	96.52%
Year 12	97.03%
Average for Years 5-12	95.94%

Management of Attendance:

Please refer to Pastoral Care Policy on School website

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Retention Rates

Actual Retention Rate 2011

The Actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Actual retention rate
2009/2011	177	156	151	85.31%

The Actual 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, again the Rate for 2009/2011 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. However, for this cohort the Apparent Retention Rate has decreased by some 2.67% on the previous year's cohort. This was the result of the emergence of the Southern Cross Catholic Trade School and the movement from CBHS Lewisham onto this Trade School to continue their education.

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2010

Destination	Number	Percentage
Further Education	121	82.88%
Workforce	25	17.12%
Unknown	0	0%
Total	146	100%

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Location: Enrolment Policies and Characteristics of the Student Body -> Enrolment Policies

The School Enrolment Policy is publically available for viewing on the school website at Enrolment Policy. This page also includes details on Enrolment Procedures, and fees and charges.

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In 2011, the school ran three specific student welfare programs with students:

1. The Seasons program, targeted at students who have experienced grieving in their lives, ran successfully again in 2011. The Seasons program is conducted by a trained teacher-facilitator, in small groups. For further information contact the Seasons coordinator, Ms Virginia Ryan, at the school.
2. Rock and Water Programme
3. Student Profile Meetings were held at the start of the academic year. These meetings of teachers identified specific educational and social needs of students at risk.

In addition to these specific programs, the school has a structured system of student support through the new Assistant Principal - Pastoral and Student Pastoral Coordinators (previously known as 'Year Coordinators') for each of high school cohort. In the Primary school, student welfare is coordinated by the Assistant to the Principal, Primary. The Pastoral Coordinators Group meet regularly (once per school cycle) to discuss student welfare and develop support mechanisms for students, under the leadership of the Deputy Principal. The Year Coordinators Meeting is also attended by the School Counsellor and a member of the Learning Support Team. The School moved towards a vertical Pastoral Care structure for development in term four 2010. This consisted of eight Pastoral groupings

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Location: School-determined Improvement Targets -> The Six Priority Areas

2011

There were five areas of school-determined improvement targets:

VALUE AREA 1: INTEGRITY

FOCUS STATEMENT:

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

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.

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.

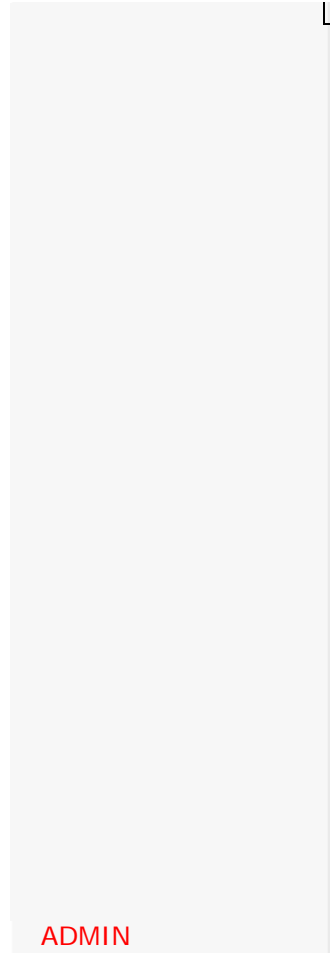
VALUE AREA 4: COMMUNITY

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

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.

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Location: Initiatives Promoting Respect and Responsibility -> Implementation of Respect and Responsibility

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 gamut 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 Co-ordinator 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 Bl. 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.

It is hoped that by living up to these endeavours we will be meeting some of the expectations outlined in the Edmund Rice Education Aust. Charter 2004.

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, nearly \$20,000 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:

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- 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 *Lets Talk* program at Godooga;
 - students volunteered to attend the "Eddy Rice" camps for disadvantaged children ;
 - students donated blood to the Australian Red Cross;
- Helped the less fortunate by volunteering time and effort to help charitable organisations like:
 - being part of St. Vincent De Paul (SVDP) Night Patrol and Buddy programs;
 - became a "Fair Trade" school - all coffee, tea, chocolate and sports balls are "fair trade";
 - Letters have been written to refugees in detention centres as well as preparing and delivering Christmas Hampers to those detained;
- Reached out to the local community by:
 - organising Face to Faith Conference with a school in Pakistan;
 - 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 Programmes:
 - Year 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) – \$12,000;
 - providing hundreds of clothing and miscellaneous items for the SVDP Winter Appeal, Night Patrol and Christmas Appeal;
 - Yrs. 5-6 "Eddy's Friends" group established
 - Yr. 5-6 were asked to be part of a pen pal program with students from Afghanistan and Iraq;

- 1000kg of rice was donated to the SVDP Matt Talbot Hostel for homeless men in the city;
- The Great Lewo blanket and beanie drive in aid of SVDP Annual Winter Appeal
- Yr.10 work for *Justice* and spend a day in schools for special needs where students suffer from some severe disability;
- Yr.11 - selected students took part in the Local Immersion program, the Catholic Schools' Social Justice Day, and The House of Welcome!
- Eleven staff and 20 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;
-
-
- Eddy's Friends: The group is divided into two sub-groups:

Outreach:

- the group going over to the nursing homes, cleaning the night patrol kitchen, worm farm, etc;

Social Justice

- :
the group writing letters/articles, advocated on behalf of 'voiceless' by writing letters, signing petitions, and even attending conferences; organising events, raising awareness, etc.

- Year 10 EREA Justice Symposium at Mulgoa

- Leadership skills have been developed and augmented by the *Leadership* Programme at CBHS Lewisham in the for of School Captain with two School Vice-Captains and a team of School Prefects as well as four 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.

Students supporting other students in developing self-esteem and a sense of belonging, and investigating respect and responsibility amongst students in school and community settings Contributing strongly to the development of students by exploring values, incorporating respect and responsibility, across learning areas and teaching values that are important in the community Building respect and taking responsibility, including SRC's Developing citizenship and reflecting on the role of students in the community by working with local community groups Being aware of and respecting the rights of all humans and developing morals and ethics Covering a range of programs, including correspondence with and visiting other schools, internationally, nationally and within NSW Combining with other schools for classes or cultural activities, including correspondence with or visiting other schools, internationally, nationally and within NSW Celebrating diversity within schools and communities, or being aware of situations in other schools or countries

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Parent, Teacher and Student Satisfaction - Summary Results

A survey was conducted to gauge school satisfaction.
The results are indicated in the following table:

	Parents Totally Satisfied %	Students Totally Satisfied %	Teachers Totally Satisfied %	Friends of the School Totally Satisfied %
Challenging Teaching Environment	89	86	89	91
Teaching facilities	93	88	90	80
Communication levels	94	86	87	90
Staff Welfare	NA	NA	88	NA
Student Welfare	95	84	88	88
Nurturing of values	95	83	91	60
Level of Professional Development	NA	NA	76	NA
Standard of teaching	93	89	NA	50
Support for preparation in external examinations	89	86	67	NA
Performance in external examinations	85	84	88	NA

A fuller set of results is available from the school, on request.

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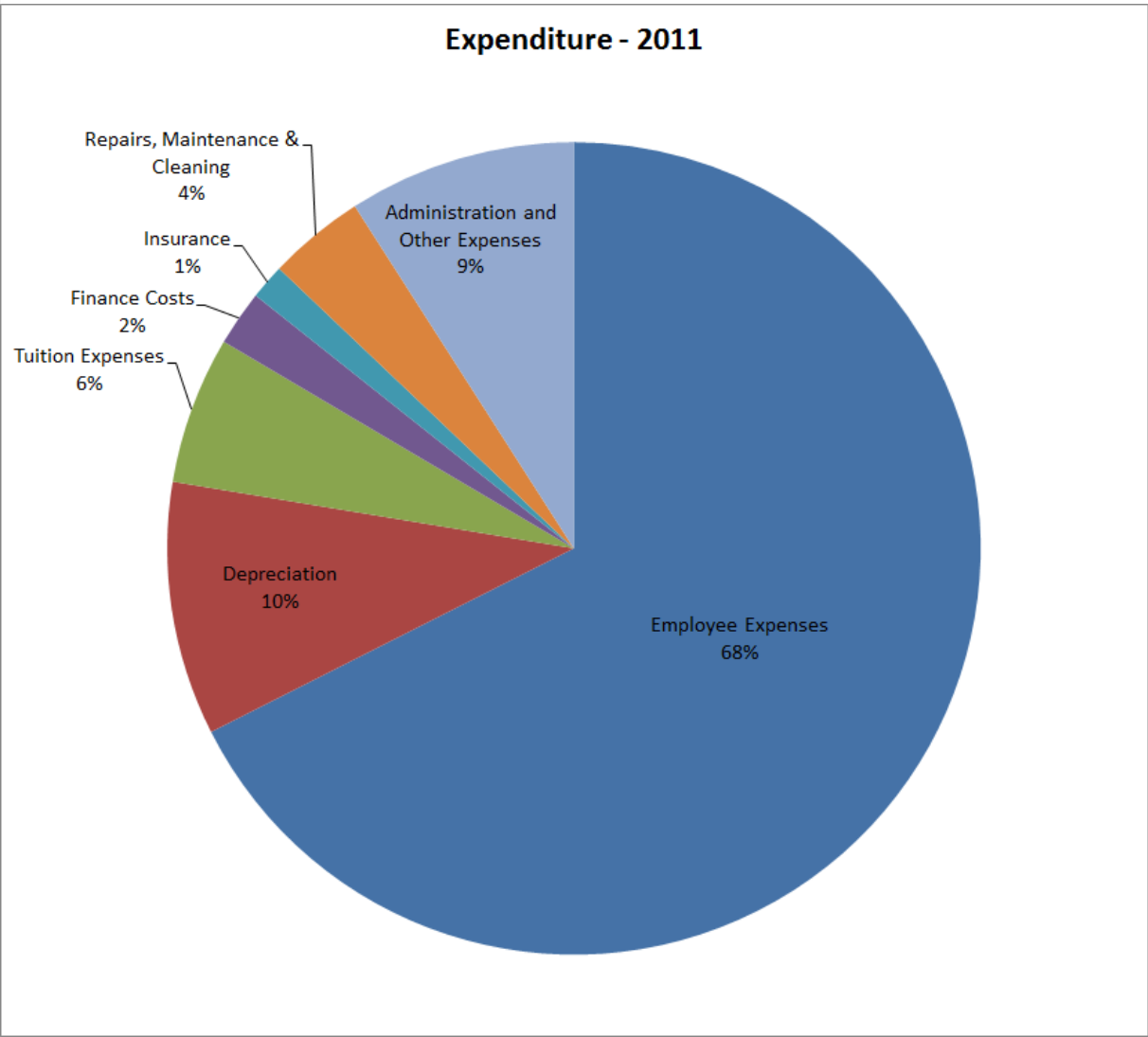
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Christian Brothers' High School Lewisham has policies and procedures that ensure its participation in annual reporting, as determined by the current requirements attached to the New South Wales Education Act (1990). The purpose of this annual reporting is to publically disclose the educational and financial performance measures and policies of the school.

This online documentation serves the purpose of complying with the Act, keeping the Minister and the community fully informed of the school's Registration and Certification requirements.

The Report will be available to the Minister and to the community on the 30th June each year reporting on the previous calendar year. Any other relevant information required by the Minister for Education for his report to Parliament will be available within three months of being notified that the information is required.

The preparation of the material for the Annual Report to the Minister and to the community is delegated to the Assistant Principal-Curriculum to overview and co-ordinator other key members of the School Executive to prepare.

Documentation has been updated in line with new *Registered and Accredited Individual Non-government Schools (NSW) Manual (2010)*.

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Report from the Senior Leadership Teams (Executive) in eight sections:

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- D. Assistant Principal – Identity' Report
- E. Assistant Principal - Pastoral's Report
- F. Assistant Principal - Teaching and Learning' s Report
- G. Assistant Principal - Primary's Report
- H. Administration Co-ordinator's Report

A. PRINCIPAL'S REPORT- 2011

"The heart of education is education of heart – towards authentication as a Catholic school in the Edmund Rice Tradition".

When reviewing 2011, it is obvious that a positive sense of achievement and good will has been evident. I do believe this is the case because CBHS Lewisham is authentic in its mission as a Catholic School in the Edmund Rice Tradition and it attempts, through meaningful dialogue and partnership, to live out the values of the Gospel and be an educational institution that strives for excellence in all its endeavours and educate the heart of each individual boy. I would like to tell a story about "being authentic".

The Pope met with his Cardinals to discuss a proposal from Benjamin Netanyahu, the leader of Israel. "Your Holiness", said one of his Cardinals, "Mr Netanyahu wants to challenge you to a game of gold to show the friendship and ecumenical spirit shared by the Jewish and Catholic faiths."

The Pope thought this was a good idea but had never held a golf club in his hand. "Don't we have a Cardinal to represent me?" he asked. "None that plays very well", a Cardinal replied. "But", he added, "there is a man named Jack Nicklaus, an American golfer who is a devout Catholic. We can offer to make him a Cardinal, and then ask him to play Mr Netanyahu as your personal representative. In addition to showing our spirit of cooperation, we'll also win the match."

Everyone agreed it was a good idea. The call was made. Of course Nicklaus was honoured and agreed to play. The day after the match, Nicklaus reported to the Vatican to inform the Pope of the result. "I have some good news and some bad news, your Holiness", said the golfer. "Tell me the good news first, Cardinal Nicklaus", said the Pope.

"Well, your Holiness. I don't like to brag, but even though I've played some pretty terrific rounds of golf in my life this was the best I have ever played, by far. I must have been inspired from above. My drives were long and true, my irons were accurate and purposeful, and my putting was perfect. With all due respect, my play was truly miraculous.

"There's bad news?" the Pope asked. "Yes", sighed Nicklaus. "I lost to Rabbi Tiger Woods by three strokes."

I am pleased to report that we are authentic in all our spiritual, academic and social goals at CBHS.

So what does it mean to be authentic as a Catholic School in the Edmund Rice Tradition? Whilst our facilities are excellent, our academic results outstanding and our spirit, enrolment numbers and reputation reaching an all-time high, our authenticity is more associated with our sense of inclusion, Right Relationships and Partnerships. Archbishop Oscar Romero reminds us "Don't measure your success by your numbers of your buildings. Measure yourself by the sincerity of your heart with which you serve God and others and live the call of the Gospel.

To be an excellent Catholic school CBHS must be an excellent school with excellent educational practices and procedures so as to challenge our young men to reach their potential as lifelong, empowered learners, able to make a difference in their own lives and make a future for themselves that will be rewarding and fulfilling. We as a school, must continue to challenge any norms of society that allow us to settle for educational and personal mediocrity. Our young men will only be half educated unless they have acquired a sense of human dignity and worth, an application of life, the knowledge of how to use limited time wisely and the determination to leave the world a better place for their having been in it.

So how can we educate the heart as well as the mind at CBHS? Education must help every individual to be free and empowered enough to question any product or process given to them for consumption by society in terms of their commitment to others and their faith, thus allowing them to become co-creators of a future in which they are morally comfortable to operate.

A successful year is the result of much hard work and many long hours by a large number of members of our school community.

A most significant development this year has been the development of our new vertical pastoral care house system. This new way of delivering pastoral care in the school has been an overwhelming success due to the dedication, competence and hard work of many people. It has been universally accepted as a process that can deliver excellence in pastoral care whilst maintaining the highest standards of discipline, all within the context of meaningful relationships that nurture, affirm and challenge our young men to growth. Thank you to our senior class of 2011. They were given the onerous responsibility of leading the new house system – they fulfilled this task with distinction. Thank you to our Pastoral Team who have been the motivation and administration behind the success. Any new system means more work. Our Pastoral Coordinators and Counsellors have given the

extra time and effort cheerfully to allow for the successful introduction.

I would like to especially thank the Assistant Principal – Pastoral, Mr Greg Yates, for his outstanding dedication and commitment to our new pastoral system. From the very beginning when he facilitated a “grass roots up” process of consultation to every detail of its implementation, Mr Yates has demonstrated outstanding authentic leadership that has produced excellent outcomes.

While thanking people, I need to acknowledge the following people for their contributions to life at Lewo this year:

- The Deputy Principal, Mr Michael Ronchetti. 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. The addition of an extra Year 5 class next year and the record waiting list is 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 Brendan Jansz who, as Administration Coordinator, has ensured the school always functions smoothly.*
- Business Manager, Mr Chris Baird, whose ability to do many tasks including Property and Services Manager and Budget is the main reason our facilities are of the very high standard they are.*
- Dr John Lee, Assistant Principal – Teaching and Learning. There is no doubt that as a result of John’s dedication the professional culture of learning has improved significantly as demonstrated by our continuing excellent results.*
- Mr Joe Merlino, Assistant Principal – Curriculum. Every school has that person whose ability, work ethic and sensitivity are the heart and soul of the school community. Joe is that such person. In 2012 Dr Lee will be taking Long Service Leave for Terms 1-3. Mr Merlino has also announced that he will be resigning from the School Leadership Team at the end of 2012. As always, Mr Merlino has put his needs behind the needs of the school and has agreed to be Assistant Principal – Teaching and Learning in Dr Lee’s absence. This means that he will be available to assist our new Assistant Principal – Curriculum, Mr Joe Zavonne, the current Deputy Principal of St Scholastica’s College, Glebe in the transition period.*
- Principal’s Secretary, Mrs Cathie Dalliwall. 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.*

Three years ago a new Parents and Friends’ Committee was elected to assist the school community. They have now concluded their time on the Committee. I would like to publicly thank them for their excellent contribution to “life and Lewo”. This group, so ably led by Denise Williams, has been so positive and efficient in the execution of their many duties. At all times Denise and the Committee have been committed to collaboration, the creation of community and thorough professionalism and competence; examples of this have been the Wine and Cheese 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 Blue and Gold Ball to celebrate the school's 120th anniversary. Thank you to Denise Williams, Cathy Amato, Sonya Spooner, Ruth Geisler, Sandra Ferrari, Robbie Ryan and Mona Vilarrubi.

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 Robert Ingui, Mrs Margherita Antonelli, Mr Tony Ghiazza, Mr Nass Jelwan, Mrs Kay Kean, Mr John Kennedy-Gould and Mr Michael Price.

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.

I would especially like to mention Mr Gary Gibbs, our LOTE Coordinator, who completes 33 years of service to CBHS Lewisham at the end of the year. During his time Gary has fulfilled many roles including KLA Coordinator, Year Coordinator, sports coach and teacher. Gary has always been passionate about Lewo and his friendly nature and excellent teaching has been appreciated by many old boys. We wish Gary all the best as he does some travel next year before returning to Sydney where he will not be a stranger to CBHS as he will return to some casual teaching. Could Gary please come forward and receive his small gift as a token of our appreciation for your excellent work at CBHS.

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 and support each other.

I pray that, with the help of Blessed Edmund Rice, we as a school community can continue to foster an atmosphere of security, compassion, spirituality and challenge where all of us have the freedom to develop and achieve.

May we all experience in our lives a loving God who will lead us gently and with understanding and gratitude of the past to a place in our lives where life-fulfilling experiences are rich and full of opportunities for growth.

Thank you for your presence here this evening and your continued support for this great school.

*Br P. Conn
Principal*

B. DEPUTY PRINCIPAL'S REPORT

Michael Ronchetti

Deputy Principal

Deputy Principal's Report

"Alone we can do so little; together we can do so much"

Helen Keller

This year we celebrated 120 years of Christian Brothers' High School Lewisham. Living The Edmund Rice Story has been a feature of these years, firstly with the Christian Brothers and secondly with the lay educators who have continued the tradition. We thank all the Christian Brothers' and the many lay teachers who have contributed to the education of the sons of Lewisham in the tradition of Edmund Rice. May our next 120 years be as fruitful as the last.

The theme of working together has been a focal point for Lewisham throughout 2011. From the beginning of the school year it has been my goal to emphasis with both staff and students the need to work as a T.E.A.M. – Together Everyone Achieves More. In reflecting upon the school year it is pleasing to note that both staff and students have worked in partnership, supporting each other in the endeavor to achieve more as a member of Team Lewisham. Below are some reflections of the year and the team that we developed.

The 2010 HSC results were once again exceptionally with well over 75% of our students 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 Marc Marinozzi who came first in the 2010 HSC (with an ATAR score of 99.95) and also for receiving the All Rounder's Award for achieving a Band 6 in all his Courses. Lewisham proudly recognised Marc's achievement at the High Achievers assembly in February and once again at Speech Night. Lewisham is exceptionally proud of all our students in particular those who have reached their crown. These sons of Lewisham accepted the wise counsel and guidance of their teachers and were very appreciative of the support offered by their parents. We thank both staff and parents for their positive role in the formation of our sons.

Throughout 2011 one of our main teaching and learning challenges for both staff and student has been to develop a positive learning environment. This challenge was the thread that linked all the different initiatives throughout the year. This was achieved by our weekly focus for both staff and students that centered around the individuals role in the promotion of a positive learning environment. This was reinforced by two key speakers. Firstly, Mr Michael Addicoat, former Principal, and Dr Andrew Martin, a leader in Boy's Education. Both men stress the importance of developing good, positive relationships with our boys but setting standards for all to meet. They were inspirational in their presentation and I am delighted that our staff was able to listen to these men who have been successful in enhancing boy's education. Our learning assemblies continue to be integral in the promotion of

quality Teaching and Learning. The presentations by Dr Lee and our student leaders have been inspiring for all our students. I would like to thank Dr Lee and our student leaders for their inspiring presentations. I am positive that the students from Year 7 - 12 were encouraged to contribute to the efforts of the T.E.A.M.

The Pastoral Care structure, launched last year, has been overwhelming positive to the environment of the school. The eight Houses have been outstanding in their efforts in making the house system a success. The Pastoral Coordinators have been able to provide positive pastoral care for all the students under their responsibility. I have been extremely delighted with the genuine care our pastoral coordinators have provided our students throughout the year and they should be congratulated for their formation of all our students. They have been instrumental in developing these young men in the tradition of Edmund Rice.

Some highlights of the 2011 Calendar events:

- **The Opening School Mass at St Mary's Cathedral celebrated by Bishop Brady (a longtime supporter of the school)**
- **The Staff Spirituality Day provided the staff the opportunity to connect with their spirituality and in turn support the spirituality of all the members of our community.**
- **Founder's Week proved once again what a caring and family orientated school community we have at Lewisham. Founder's Day was a celebration of the 120 years of a family that centers itself in the Gospel values and the EREA Charter.**
- **The electronic booking of Parent and Teacher Evenings has made the connection between school and home much more efficient.**
- **Winning the Metropolitan Catholic Colleges Athletics was achieved because of the dedication and commitment of a group of Lewisham students and staff who truly believed it was possible to win a **completion** that Lewisham has not won in 75years. This was an outstanding achievement and all members of any Lewisham athletics team should share in this glorious achievement. Not only did we win the aggregate trophy but we won the Juvenile, Junior and Senior trophies. A clean sweep.**
- **The Year 12 Graduation was another highly successful occasion. We recognised the rite of passage of 146 fine young men who walked the corridors of Lewisham for the last time. Their final walk out of the mass signified the movement from a Lewisham boy to a Lewisham Old Boy. A moving sight that brought tears to many parents. These are but a few of the memorable moments of 2011.**

I would like to thank every person in the school community who has contributed in any way to the success of any of these occasions. A special praise and thanks to the highly talented music department who have always been available to perform at any school event and have done so with such vigor and expertise.

Early this year I challenged all students to set goals and to endeavor to achieve these throughout the year to the best of their ability. If the school is to maintain

the high academic results established by our HSC class then it is the responsibility of the whole student body to support the academic environment of the school. High standards are expected by all members in all aspects of school life. Therefore, I continue to challenge all sons of Lewisham to continue setting goals but more importantly achieving these goals so that you may reach your crown.

Over the past 120 years of quality education in the Edmund Rice Tradition it has been the teaching staff that has been integral in the academic, sporting and cultural success of the school. The teaching staff of 2011 has continued in the tradition in providing a dedicated and committed group of professionals ensuring that each and every son of Lewisham High is challenged to strive for his best. Thank you to all the staff for your commitment to the T.E.A.M throughout 2011. Unfortunately, we say farewell to a number of these teachers as they venture into the next phase of their journey. May God protect and guide you through this journey. Thank you to all of you for your contribution to the life at Lewisham. Be reassured that you have influenced many students and staff and we are the better for having you as part of our family.

The School Leadership Team continued to be a wealth of knowledge and support throughout 2011. The strong relationship developed between each member has become crucial in the overall success of the group and the school. Together, as a TEAM, we have been able to provide the most professional, compassionate and faithful programs to a school community who has been supportive of all that the School Leadership team presents. The committed approaches to Curriculum, Pastoral, Teaching and Learning, Identity and Administration has been inspirational to all the school community and I look forward to developing further these key components of CBHS Lewisham in 2012. I would like to personally thank each and every member of the School Leadership Team for their tireless efforts in ensuring we strive for the best possible outcomes for the school. In particular, I would like to thank Mr Merlino for his outstanding contribution to the education of the young men of Christian Brothers' High School Lewisham over so many years. Your expertise and knowledge is much appreciated by the entire school community. Your legacy will never be forgotten. A Special thanks to Br Conn of his continued leadership of CBHS Lewisham and for his continued support throughout 2011. Your authentic leadership is much appreciated by myself and the entire school community.

To the students of CBHS Lewisham. May you continue to develop into fine you men in the tradition of Edmund Rice with Jesus as our inspiration. The 120th year of Christian Brothers' High School Lewisham has been outstanding. Thank you for your contribution to its success.

Conanti Corona

C. CURRICULUM REPORT

The School Leadership Team and Staff moved through another exciting year, encouraging

the school community in their pursuit of academic rigour. The focus of the year continued to develop an awareness and understanding of the new Australian National Curriculum as well as securing compliance with the requirements for Registration and Certification.

In the latter part of the year, the Senior Leadership Team and members of the Subject Co-ordinators commenced their more intensive preparation for the Board of Studies Inspection for Registration and Certification in 2012.

The Year 5-12 Reports were further expanded with teachers further developing their personal comments to parents on the achievements of their son and the Pastoral Co-ordinators writing a unique report to parents whose sons were in each of the respective new eight Pastoral Houses.

The tradition of a full day Parent/Teacher Interview system was continued in 2011. We extended our use of technology in the community by piloting a very successful introduction of online Teacher/Parent interview bookings in term two, this new electronic booking system was continued with the second afternoon of Parent/Teacher Interviews held this year in term three to interact with parents whose sons may have been at risk.

The recognition of the work achieved by Year 5-11 students in the Semester One Reports took the form of an Academic Awards Ceremony for the whole Lewisham community held in August. The Year 12 academic achievers were recognised in a similar ceremony held in May, while their overall yearly success was celebrated at their Graduation Mass on 22nd September. The high achievers of the 2010 HSC students were welcomed back and acknowledged in a special Assembly in February.

With the announcement by the NSW State Government that the implementation of the Australian National Curriculum would be postponed in NSW, the school persisted with the continued curriculum development in the area of investigation by key curriculum personnel into the new Australian National Curriculum. Members of the Curriculum team attended a variety of in-services and workshops both locally and nationally to collect information and progress reports on the proposed syllabus structure, content and implementation processes.

To extend staff awareness on details, terminology and concepts associated with the National Curriculum, an extraordinary full staff development day in mid-term four was in part devoted to an input session that I prepared on the finer information and requirements. I linked student assessment into the structure of the session. The day also focussed on the new Pastoral Care model for the School as well as the whole school development of the EREA Transformation Curriculum.

Finally, the Speech Night was held at the Sydney Town Hall on 14th November. The heritage venue provided a wonderful space to celebrate and showcase the achievements of the students during 2011. Recognition was made of those students who had achieved with merit in academic courses.

The Speech Night was also an invaluable vehicle for focusing on the creative and performing arts within the School. This was further witnessed earlier in the year when our talented students performed in the musical "Grease" in the McDonald Centre with the assistance of the Creative Arts Faculty.

To conclude, I have to acknowledge that the Subject Co-ordinators and their staff together with the Primary Department had an extraordinary amount of work expected of them during 2011. All this work is very much appreciated especially by the whole School Leadership Team.

A fuller curriculum report can be found archived on the School's website titled Report To The Minister and The Board of Studies.

Mr J. Merlino

Assistant Principal - Curriculum

D. IDENTITY REPORT

Living the Edmund Rice Story for 120 Years

Our liturgical theme, expressed above was gently woven throughout 2011 as we shared in each other's spiritual growth in a living tradition which is the story of Edmund Rice. This year provided us with a wonderful opportunity to mark our 120th year in our celebrations and also in our quieter moments.

We were most fortunate in welcoming Father Kevin Tuitu'u, C.P. as a permanent member of our staff in 2011. Father Kevin's role as School Chaplain has him involved integrally in the life of the school, as he celebrates Eucharist with both staff and students, regularly hears confessions, visits and conducts classes, as well as facilitating our Stations of the Cross Program for students and a Staff Lenten Program. We have also introduced Community Mass each Wednesday Morning at 8.15am for all who would like to attend and Father Kevin has made himself available to students and staff whenever needed. He is valued Identity Team Member along-side Mrs Rachael Holloway Justice and Peace Coordinator, Mrs Maria Stojoski Outreach facilitator, Mr Pedro Moreira Religious Education Coordinator – Secondary, Mr Chris Cohen Religious Education Coordinator – Primary and Mrs Bernadette Yates, Justice and Peace Coordinator, Primary

The Opening School Mass

In an occasion befitting this anniversary milestone, our entire school community boarded a specially chartered train dubbed the "Lewo Express" and attended our Opening School Mass for 2011 in St Mary's Cathedral Sydney which was celebrated by Bishop Terry Brady D.D. and Fr Kevin. The Mass included the acknowledgement of our Senior Class, the blessing of the Prefects' badges and investiture of the Student Leadership Team. We were blessed with beautiful weather and all who attended had a wonderful time.

The Staff Spirituality Day

Biannually the entire staff of CBHS gather for a day off- site intended to nurture spirituality and explore together the commonality in our shared work life. This year, St Joseph's Centre for Reflective Living at Baulkham Hills was our venue and the day will long be remembered as a break from routine in which we reflected on our relationship with God, celebrated Mass together and participated in workshops in small groups as well as reconnecting with one another as one large group.

Mother's and Father's Day Masses.

Our celebration of Mothers in May and Fathers in August continues to grow each year. This year we shared some wonderful anecdotes from our own experiences and together we laughed as we watched a slideshow reflection on role of mothers through the eyes of small children. At the Father's Day Mass we listened to a wonderful rendition of Joseph's Song by Michael Card, beautifully sung by Mr James Clanfield from our Music Department. On both occasions a wonderful morning tea was provided for our many visitors by the boys of Wynne and Magee Houses.

Our Commitment to Continuing Staff Formation

As a proud school in the Edmund Rice Tradition, CBHS has always had a commitment to providing opportunities for staff to be renewed and enriched on their personal spiritual journeys.

In the past year we wished House Pastoral Coordinators: Mr Paul Maher and Mr Peter Roumie well, as they participated in the EREA program "Into the Deep" which seeks to provide an atmosphere for sharing, reflection and exploration of the nature of leadership in an Edmund Rice school and long standing staff members Virginia Ryan and Geoff Peetz took part in the "Mount Sinai" Program.

Also in 2011, new members of staff to CBHS were invited to a two day EREA Induction program entitled "Galilee". Jamie Ghosn, Natalie Joukhador, Carlos Munoz, Paul Garzaniti, Andrew McLean and Drew Skellern took part at that time, and were encouraged to further appreciate their mission and role within our community and how these relate to their vocation as teachers.

Other Highlights for 2011:

Included Founder's Day Mass and the many activities for that week of celebration, our Year 11 retreats to Mulgoa and Stanwell Tops, the Year 12 Graduation Week and for me personally, the absolute privilege of taking part in a Pilgrimage to Ireland during the October school break entitled "In the Footsteps of Edmund Rice".

Whilst always rewarding, the role of Assistant Principal – Identity can sometimes be a challenging one. The road is made easier with the enduring support offered to me by the aforementioned Identity Team as well as the Parents and Friends' Association, Jenny Cassaniti, Janice Watt, Peter Cotter, Alcides Criado, Cathie Dalliwall, Swarup Chakravarthy and Val Ronchetti. I am grateful to all these people for whom it seems that no request is ever a problem.

I look forward, now, to building on our accomplishments in the area of Identity at CBHS in the forthcoming year.

Ms Lucie Farrugia

Assistant Principal - Identity

E. ASSISTANT TO THE PRINCIPAL – PASTORAL

Imagine a school or classroom where the learners manage and resolve conflicts both with and without adult assistance.*Mr G. Yates*

Picture a place where diversity and individuality are celebrated...

A place where people listen, in order to understand other's viewpoints and perceive conflict as an opportunity to learn and grow...

A place where feelings are openly expressed, even anger and frustration, in ways that are not aggressive or destructive...

A place where adults and children cooperate with each.

A place that supports everyone's rights and encourages everyone to exercise his or her responsibilities.

A place where peace is viewed as an active process made day by day, moment by moment.

Edmund Rice Education Australia challenges Christian Brothers High School Lewisham to be such a place.

As 2011 draws to a close we are celebrating the first anniversary of our new Vertical Pastoral Care System. The entire school community made up of our teaching staff, support staff and students has worked together to create a whole school approach to Pastoral Care. I would like to thank everyone in the community for their positive contribution to this new and exciting development at the school. We have embraced the excellent pastoral tradition at Lewisham and commenced a journey that is ongoing and we can certainly look forward to a bright and positive future with regard to Pastoral Care. As a modern Catholic School in the Edmund Rice tradition, Christian Brothers High School Lewisham is an inclusive school that is responding creatively to the needs of individual students and staff. Our multicultural and diverse population challenges us to provide a future where people of all countries and backgrounds have equal opportunities so they can look forward to being treated with dignity and respect. Lewisham is a place where our young men continue to be empowered to make informed decisions

regarding their future educational pathways

I would like to thank the whole staff for embracing the Vertical Pastoral Care System over the past 12 months. This commitment to change reflects the energy and commitment that is evident in our classrooms on a day to day basis. Each and every staff member has worked within their house to provide excellent pastoral care for students. They have provided support for both the Assistant Pastoral Coordinator and Pastoral Coordinators for their house. This team approach to pastoral care has provided a very effective network that aims to provide support and guidance for every student at the school. As we build on this concept of the Lewisham community it is a very easy comparison to the thought that it takes the entire village to raise a child.

In particular I would like to recognise the entire pastoral team consisting of the Pastoral Coordinators: Albert Jeeris, Gerry Daher, Lisa Foster, Rebel Clark, Peter Roumie, Michael Bognar, John Carnabuci, Paul Maher and our two school counsellors and Anne Marie Polidano and Virginia Ryan. Their support on both a personal and professional level has assisted me greatly throughout the year. As a collective group we have created a welcoming environment in a pastoral precinct that places value on each child and builds a sense of worth within each individual. Throughout the year we have continually been challenged to provide positive and effective role models to students. Our young men have been publicly acknowledged and validated for their achievements across all areas of school life. They have been encouraged to build their confidence as young men able to frame their mistakes as learning opportunities rather than personal failure. As they journey through and leave Lewisham it is our hope that they recognise their ability to give and in doing that they recognise their own sense of self-worth.

The first year of our vertical pastoral care system has provided the senior students with an excellent opportunity to show their leadership and motivation skills to the school. All the senior students have been challenged to demonstrate leadership within the community and I believe that as a collective senior group they have met this challenge head on. Every senior student including the elected leaders has been instrumental in what has been described as a seamless transition to the eight house Pastoral Care System this year. Thank you to all the "senior boys" for your energy and enthusiasm in all of the events throughout the year.

True pastoral care can only occur within a trusting and caring environment and with this in mind I would like to conclude as I usually do with a thank you to the students who have shared their journey with the staff, for it is in the journeying that we truly appreciate our uniqueness and the contribution we all make to the Lewisham community. I wish everyone in the Lewisham community a happy, safe and holy Christmas break that we share with their family and loved ones. I look forward to working with you all in 2012.

Live Jesus in our hearts. Forever.

Assistant Principal - Pastoral

F. TEACHING AND LEARNING REPORT

I am pleased to report that this is my third year in this pioneering senior leadership position focused on enhancing the quality of teaching and learning at Christian Brothers' High School Lewisham. Br Conn has given me an extensive mandate: to continue to improve the professional learning of staff; to enhance the quality of teaching and learning, and consequently, to raise student achievement. It has been my pleasure to continue pursuing this vital mission during

2011.

If 2009 was as a year of discovery, learning about this great school and becoming part of the CBHS Lewisham community; then 2010 was a year of strategic action finding new ways to harness the commitment of our school community to quality Catholic education. 2011 has been a year of relentlessly pursuing our vision and mission. Together we have strengthened our commitment to our boys using a blend of proven educational strategies and creative innovations.

Here are a sample of the initiatives that have been connected with leadership in Teaching and Learning during 2011.

****Sixteen teachers committed two days of their January school holidays to attend the highly regarded Teachers Matter Conference run by Spectrum Education at the Masonic Conference Centre in the city. The focus of the conference was on engaging students in learning using insights from research. Presenters came from Australia, New Zealand and United States of America. This group of teachers shared their learning with the staff and provided a creative springboard for the new school year at Lewisham.***

****For the second year a colour document recording a summary of HSC High Achievers was produced in Term 1 2011 and distributed to all families. Thirty five students were recognised for excellence including Band 6 results and ATARs in excess of 90. Our current students report that this publication is a great encouragement for them with their own studies. Lewisham boys can gain the crown!***

****On 22nd February 2011 over sixty school leaders from Lewisham, Edmund Rice and Inner West Catholic Schools were joined by colleagues from CEO Sydney and EREA to hear Mr Michael Addicoat speak on Leading Relationship Centred Quality Catholic Education in the McDonald Centre. The evening of professional learning also showcased the skills of students enrolled in Business Services, Entertainment and Hospitality courses. At the end of 2010 Mr Addicoat concluded an extensive career as a leading Catholic secondary school principal. He now holds the position of Senior Education Officer with the Catholic Education Office Sydney. The focus of Mr Addicoat's presentation was on how to create schools with a vibrant learning culture based on relationships, pastoral care, high standards and academic excellence.***

****Learning Assemblies were introduced in 2010 and expanded in 2011. Learning Assemblies are led by students who spoke with the students in Year cohorts about the value of learning and the benefits of application in study. A major priority in 2011 was the presentation of Year 12 HSC Journey Learning Assemblies by myself and Mr Ronchetti. These Learning Assemblies highlighted key messages to our Year 12s at vital points of the HSC Journey including: the beginning of Term 4 Year 11, before and after the Trials, and in the final week before Graduation.***

** Meetings were convened with each of the KLA Coordinators reviewing the 2010 HSC results and identifying fifty nine agreed areas for action during 2011. This annual process has now developed to the point where the KLA Coordinator leads the meeting evaluating the success of initiatives taken, and setting new benchmarks for HSC student achievement.*

**Mr Brett Lee from Internet Education and Safety Services supported the ongoing work of the school in the area of technology and right relationships. On 6th June 2011 Mr Lee gave compelling presentations on cybersafety to students in pairs of year groups. This initiative complimented existing program across KLAs and the day concluded with a teaching staff seminar and well attended Parent Forum.*

** Our emphasis on differentiating programs and assessments to better cater for the needs of all students has continued. The School Leadership reviewed the existing literacy program and next year we will be enhancing our school literacy initiatives in line with the Australian Curriculum. As part of our providing opportunities for more academically capable students, we expanded our participation in the Knox College DaVinci Decathlon and sent teams in each cohort from Years 5 to 10.*

** Robert Allwell and Associates are educational testing consultants established in 1974. This is the first year we have engaged them to conduct testing for Year 4 and Year 6 students who have gained places and will be our Year 5 and 7 classes of 2012. This company has been retained to provide educational and career testing for Year 10 2012 to assist in the process of career discernment and course selection for Years 11 and 12. There will be long term benefits from the involvement of Allwell as we will be able to track student achievement across their time at Lewisham.*

**Dr Andrew Martin, Professor of Educational Psychology at University of Sydney, led the teaching staff at the Staff Development Day on 10th October 2011. Dr Martin is a leading researcher and published author on motivation. He spoke with insight and authority on enhancing boys' motivation, engagement, learning and personal potential.*

It has been another invigorating year working as part of this outstanding educational community with its rich history, vibrant present and promising future. I commend to you the Annual contributions by my colleagues, the School Leadership Team, the KLA Coordinators and others who have highlighted the achievements of our boys. I have taken every available opportunity to challenge and support our students and the adults who work with them. I give thanks for the year that has closed and look towards the coming year knowing that with the grace of God we will continue to grow on our journey together.

Blessed Edmund Rice, pray for us! Live Jesus in our hearts, forever!

Dr J.Lee

Assistant Principal – Teaching and Learning

G. PRIMARY REPORT

PASTORAL CARE *One of the biggest reasons for sending your boy to CBHS Lewisham is the way the boys are looked after at the school. The number one priority of the staff is to make sure your boy is happy and safe. The House Coordinators, the class teachers, the two School Counsellors and the School Chaplain have all had a role to play this year in your son's development and are always available to be seen by you or your son.*

JUSTICE and PEACE *Mrs Bernadette Yates, along with our Primary Justice and Peace Captain for 2011, Nicholas Taouk and the Justice and Peace Committee have committed themselves to be a voice in our community, to be champions for those less fortunate than ourselves. They have collected goods for St Vincent de Paul's Night Patrol, spoken at assemblies, collected soccer boots for the children of Africa, held an Easter Appeal for the children without parents and ran the Christmas Appeal for gifts and visits at four nursing homes. Thank you to all the boys and families who have supported the initiatives of the group throughout the year.*

ACADEMIC *The area of academic excellence is often raised in the media and by parents to judge a school or judge students. Every child is different, every child brings with them different experiences, abilities and dreams. The role of this school, in collaboration with parents, is to provide the boys with excellent opportunities to grow and to strive to do their best in all areas of their academic studies, regardless of their ability levels. We have provided boys with the opportunities to be involved in Science and Technology Gifted and Talented programs, Art Programs, Chess, Theatresports, the Da Vinci Decathlon, Debating and the Maths Olympiad.*

SPORTING *Sport is an important area in the boys' life at CBHS Lewisham and it is not about winning; it is about competing and doing the best they can. But more importantly, it is about being part of a team. This year the boys could have represented the School in a number of sports: Rugby League; Touch, Tag, Soccer, Cricket, Tennis, Swimming, Athletics, Cross Country and AFL. We had a number of boys represent St George Catholic Schools, Eastern Region Catholic Schools, Sydney Catholic Schools and MacKillop, in a number of different sports. The opportunities for talented sportsmen at this school are endless, but so too are the opportunities for those who want to participate, enjoy sport and represent the school with honour. It has been fantastic to see so many boys take this opportunity with over 150 boys representing the school at nearly all the gala days held this year. Not only have the performances been excellent, so too have the behaviour and efforts.*

STAFF

Primary is a place which has endeavoured to create an environment where boys feel safe, a

place where efforts are rewarded and taking a risk is acceptable, a place where failure is not looked down upon as long as we learn from mistakes and a place for boys to make choices for themselves and to accept responsibility for those choices. This type of environment is not easily achieved or maintained; it takes a very special staff that is dedicated to the boys and committed to the programs to make it work successfully.

I thank the Primary staff for their continued hard work this year in providing the boys with many varied activities and opportunities and for catering for the boys' needs no matter what they may be. I very much thank Miss Wilkinson, Mrs Malloy, Miss Webb, Mrs Cummins, Mrs Azzopardi, Mrs Yates, Mr Cohen, Mr Ambrose, Mr Duncan and Mr Poullos for all their efforts and talents they bring to not only the Primary, but the whole school.

Thank you to the School's Leadership Team: Br Conn; Mr Ronchetti; Ms Farrugia; Mr Merlino; Mr Baird; Mr Yates; Mr Jansz; and Dr Lee, for their continued support of the Primary throughout the year.

The one very good aspect of being connected to a high school is resources that become available to the Primary. We are extremely fortunate to have a very supportive system in place starting with the Office Staff who work tirelessly to make sure the School continues to operate effectively and with great efficiency. Thank you to Mrs Durham (School Secretary), Mrs Readman (Enrolments Secretary), Mrs Cassaniti ('Primary Matters' and Awards), Mrs Baliva (Finances), Mrs Tallentire (Absentees, Reports), Mrs Dalliwall (School Annual) and Mrs Watt.

Thank you also to our IT Staff, Mr Agius and Mr Chakravarthy who keep us up-to-date and on line. Thank you also to those secondary staff who take classes in the Primary: Mr Gibbs (French); Mr Colagiuri (French/Italian); Mr Ohl (Music); Mrs Tanconi (Music/Italian), Mrs Caruso (Italian); Mr Clanfield (Music); Mrs Toohey (Learning Centre), Mrs Keighery (Learning Centre and Accelerated Reader Program); Mr Moore (Theatresports) and Mr Lavidis (Science Enrichment).

YEAR 6 2011

Congratulations to this year's Year 6 students who displayed great leadership skills over the year. Special thanks to our Captains: Adam Amodeo (Primary Captain); Daniel Corbett and Nathan Ciccotti (Primary Vice Captains); Ethan Hicks (Kearney); Charles Touma (Treacy); Nicholas Ellias (Healy); Blake Griffith (Magee); Aaron Lim (Gallagher); Johnny Mikhael (O'Neill); Anthony Iacona (Wynne); and Francisco Otaegui-Campos (Brady). I wish the boys of Year 6 2011 all the best as they begin a new journey in their schooling where they tackle the challenges of high school.

YEAR 5 2011 Your role next year is to be the leaders of the Primary and an example to the next group of boys who will be embarking on their schooling at CBHS Lewisham. This is an extremely important role as they learn the school song and war cry, understand the House system, Accelerated Reader, finding out what goes on at camp, how to join a sporting

team, debating or chess. Equally important is finding out how to get to the canteen first and the rules of handball. For all these important lessons the young Year 5 of 2012 will be looking to you for guidance and leadership.

Mr M. Woodbury

Assistant Principal - Primary

H. ADMINISTRATION CO-ORDINATOR'S REPORT

2011 has seen a number of significant events fit onto the very busy CBHS Lewisham calendar. From the very first day for the new Year 5 and beginning Year 7 students beginning their educational journey amongst a population of 1300 developing young male adolescents, one which is an enormous challenge but one supported by the Lewisham community with encouragement and opportunity. Throughout the year brought forward many fantastic displays of Lewisham in action, Grease the musical was a wonderful production of the talent throughout the Lewisham community, with two full crowds witnessing great performances. Founders Day always is a highlight which is one of the more enjoyable days of the school year, where staff join their pastoral group of students to share a wonderful communal lunch together. The colourful display of food from the many cultures throughout the world is a sight to see, and also enjoy!

The introduction of the new pastoral care system began in Term 4 2010 rolled over into 2011 and the changes brought forward new houses, new colours and new pastoral coordinators. This is an approach to pastoral care that will see fewer students in each house and enhanced the pastoral care of the students at Lewisham. With changes comes a lot of work behind the scenes and a great deal of thanks needs to go to the School Leadership Team and Pastoral Coordinators for their valued contributions in the development and implementation of the new pastoral care system. Continued development with a specific pastoral care program to be introduced in 2012 will again further enhance the care and development for the student here at Lewisham.

Organisation, coordination and implementation of events and activities at Lewisham on a day to day basis include; excursions, incursions, exams, interviews, subject selection, MCC, internal sport, and school event days. These significant events and provide the students an environment to develop and enhance their educational knowledge amongst a variety of subject and curricula areas. Thank you to all the KLA and Pastoral Coordinators for their assistance and planning with the organisation of these events throughout the year.

I was extremely fortunate this year to go India for three weeks on an Immersion Experience organised and run by Edmund Rice Education Australia (EREA). Ten teachers from EREA schools travelled throughout parts of India witnessing firsthand the immense poverty and desperation people face on a day today basis. The poverty, poor hygiene, noise, population and intensity it all is really hard to explain. A deep and meaningful experience focusing on the poor and marginalised, but it was wonderful to see amazing work of many educators and people throughout and what they do with little or no reward. This has been a truly humbling experience and one which I am very grateful of; the people I have met along the way will stay with me forever.

A huge thank you must go to the entire Lewisham staff. There is such a vast variety of talents and qualities amongst the staff, which the students of Lewisham can experience and gain so much knowledge from. The commitment and dedication to

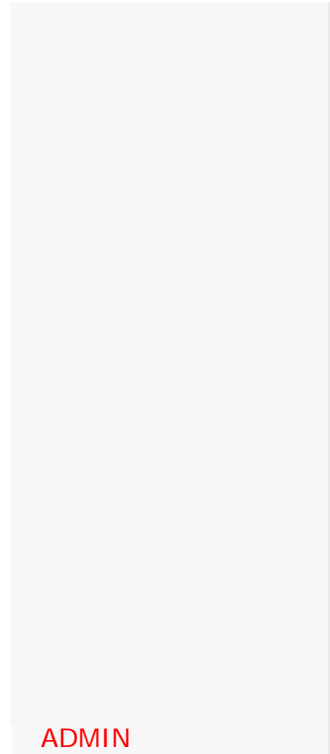
their profession is clear and evident. Lewisham also has its fair share of casual and relief staff, and a big thank you must go to them all! The ability to pick up work and teach, maintaining a controlled structure environment is crucial and I believe what these staff do this extremely vital to maintaining the high standards which Lewisham sets. Thank you to also the wonderful ancillary staff at Lewisham, who do an excellent job doing all the 'unseen' work within the school environment. Your work is definitely appreciated and valued.

A huge thank you must go toward all members of the School Leadership Team, with each member with significant roles in implementing and supporting the whole community at a variety of levels. The commitment and dedication is outstanding and the direction and decision making is always in the best interests of the school for staff, students and the wider Lewisham community. Your assistance has been invaluable to me, displaying wisdom, guidance and support in my professional development within my role.

Conanti Corona

Mr B. Jansz

Administration Co-ordinator



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SCHOOL BOARD REPORT-2011

SCHOOL BOARD

One of the key issues faced by the School Board in 2011 has been the significant and growing demand from local Catholic families to send their sons to Lewisham. This demand no doubt reflects the excellence in education achieved by our teachers and students as well as the esteem with which the School is held in the community. However, the availability of places at Lewisham is limited by our physical location, financial resources and building infrastructure. During the year, the School received an unprecedented number of applicants for Year 5 and Year 7 places for 2012. Anecdotally, the School understands that part of the reason for this has been the desire of parents to move their sons to Lewisham from local primary schools at the earliest possible time. Therefore, the Board agreed to fully support the School's decision to increase the 2012 Year 5 intake by a full extra class. In doing so, the Board was mindful of the pressures that such an expansion would have on Lewisham but believed that it was in keeping with the Edmund Rice tradition of serving our local community.

The Board is aware that the number of local families wanting to send their sons to Lewisham may continue to rise. A major focus of the Board's activities now involves supporting the Principal and his School Leadership Team as it investigates how best to address the medium to long term implications of increasing applicants for places at the School. A key future challenge will be an examination of how to balance School numbers while maintaining a continuity of high educational and cultural standards proudly developed since 1891.

Governance

Since the start of October 2007 the school has been part of Edmund Rice Education Australia (EREA). Ownership of the school remains with the Trustees of the Christian Brothers. The school continues to operate as a Catholic school in the Edmund Rice (founder of the Christian Brothers) tradition. During the year, the Board has continued to focus on its own governance responsibilities and that of the School Leadership Team. To this end, it has developed and approved a School Board Handbook, a Critical Incident Management Policy and a revised Enrolment Policy. Initial work has also commenced in preparing a substantial Risk Management Plan for the School.

Finance

The School's finances continue to be professionally managed by senior staff with

appropriate supervision from the Board's Finance Committee. The Board acknowledges the significant funding provided to the School by parents through the fees paid by them on behalf of their sons. Nonetheless, the Board also recognises that Commonwealth and State Government funding to Lewisham is extremely important to the School's ongoing operation and sustainability. With this in mind, the Board is closely monitoring the Commonwealth Government's Gonski review of the funding models for Private Schools and any reforms that may be proposed. This model ends in 2012. The School Board is anxious to ensure that any Commonwealth Government reforms do not deleteriously impact on Lewisham.

Master Plan Development

Following the extensive building works undertaken at Lewisham in recent years, the Board re-established its Master Plan Development Committee in 2010 with a specific charter to investigate and develop a long term Master Plan for the School's ongoing physical development. In 2011, this Committee has continued its important work under the very able leadership of its Chair, Mr Nass Jelwan. The increasing pressures on the School to meet growing demands for student places, has heightened the importance of the Committee's work in assisting the Board and Management with possible plans to broaden the opportunities available at Lewisham.

Strategic Direction Planning

A Strategic Management Plan was established in 2009 covering a three (3) year period. It was developed using five (5) Value areas being; - Integrity, Spirituality, Justice, Community and Excellence. A number of goals have been set for each Value, for which a number of actions, timeframes and measurable outcomes have been set. The Charter, "a proclamation of an authentic expression of Edmund Rice Education as applied to Catholic schools in the Edmund Rice tradition" is a key document in developing our Strategic Directions. One of the more important tasks for the Board is its overview of this Plan. In 2011, the Board has worked closely with the Principal and the School Leadership Team in monitoring progress of this Plan. The Board is pleased to advise that excellent progress continues to be made in the achievement of the Plan within the timeframe set. The Board has agreed that it will embark in 2012, in collaboration with the School Leadership Team, to critically review the Strategic Management Plan in light of some of the key issues currently faced by the School, including an unprecedented increase in demand for places and the inherent uncertainty of government funding moving forward.

Board Committees

The Board operated three (3) key Committees during the year. These were; Education; Finance; and a Master Plan Development. Membership of these Committees is noted below.

Acknowledgement

The Board wishes to acknowledge and thank the Principal, Br Paul Conn and members of

his School Leadership Team. This group of professional and highly dedicated individuals have provided considerable support and valuable advice to the Board over the past 12 months and have continued to demonstrate their commitment to the ongoing advancement of the School, our students and staff in the Edmund Rice tradition.

The Board was very pleased to welcome an Old Boy of the School, Michael Price (Year of 1962) to its membership at the commencement of 2011. A Magistrate of the *NSW Local Court* and a qualified lawyer, Michael has already made an invaluable contribution to both the Board and the School.

Finally, I would like to record my sincere thanks and appreciation to my fellow Board Members for their ongoing wisdom, guidance and support in our endeavours to make Lewisham a better place for our students and our staff.

Robert Ingui
Board Chair
School Board 2011

2011 School Board

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

Committees of the Board, 2011

Education	Master Plan Development
Mr Michael Price, Committee Chair	Mr Chris Baird, Business Manager

Mrs Kay Keane, Deputy Chair

Mr John Kennedy-Gould

Mr Nass Jelwan, Committee Chair

Mr John Kennedy-Gould, Deputy Chair

Michael Ronchetti, Deputy Principal

Finance

Mr Chris Baird, Business Manager

Mr Tony Ghiazza, Committee Chair

Mrs Margherita Antonelli, Deputy Chair

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Parents and Friends Association Annual Report - 2011

Being part of the P&F Executive is like a journey. For us as an executive our journey has ended. This is a summary of our final year.

January

Our final year has begun. After a quiet off season the emails begin in earnest as we prepare for our last Welcome Morning Tea. We acknowledge that this year there will be many 'lasts'. We are now old hands at this and the morning goes well.

February

This sees the planning of the Forum for Term 1 and the Blue and Gold Dinner Dance. All other events and functions we have done before, but the Blue and Gold is new. This we hope will be a great community event to celebrate 120 years of Christian Brothers' education. We are so lucky to have great support of parents who joined our committee. The Wine and Cheese Night comes and goes without a hitch. The Jazz Band, jukebox and cocktail machine all add to a great night. Another event to cross off our list of lasts.

March

Planning for the Blue and Gold Dinner Dance is in full swing. We hold another meeting (yes lots of meetings) to finalise plans and details. All is beginning to fall into place. It is amazing to see how generous parents are with their time and talents.

April

Invitations go out and raffle prizes are finalised. Thanks to Trish McEwen and Suzanne Vance. Raffle tickets are sent out. This is the most time consuming job. We had help from Cathy, Maria and Janine which made it a quicker process. RSVP's start to come in.

May

Dinner tickets are selling fast and furious-beyond our expectations. We were hoping for around the 150 mark. The venue can only hold 200. The last day of sales sees us with 220 tickets sold. Lots of rearranging to do. Sales are closed. We cannot believe the response, parents, teachers and old boys all bought tickets to this night of nights. The only disappointing thing is the rate of raffle returns. We ask each family to support the P&F by buying \$20 worth of raffle tickets and ½ don't return them, sold or unsold. The money goes towards community events that we all attend and benefit from. The P&F cannot understand the lack of support in this regard. We could not have sold tickets or run the raffle without the great support of the office staff and Mrs Angela Baliva in the Fees Office.

28th May Blue and Gold Dinner Dance

Weather is perfect. We set up the venue, put finishing touches on the tables and make sure all is in place. The night is perfect. The Band is fantastic and a great way to start the night. Thanks to the boys, their families and Mr Munoz for their support. The entertainment begins and Mr Ronchetti, Ms Price and Br Conn are all good sports during the magic show. We had old boys aged 80 or so and old boys with sons and grandsons attending CBHS Lewisham now. Tradition is strong. The food was served and the raffle drawn and the dancing began. A great night was had by all. Thank you to everyone who supported this event and we hope the tradition continues.

June

The Term 3 Forum was held with a guest speaker, Mr Brett Lee talking to us about Cyberbullying. This was a very important and informative night. Parents went away with a lot to think about. It was also a fantastic opportunity for our sons to hear a talk from the same speaker and gave us a chance to talk about it with them. The P&F thank the SLT for their organisation of the day.

August

The executive meet and plan the remaining events for the term. The Term 3 Forum is held and we invited dads along. It was a bit disappointing that in a boys' school we only had seven fathers attend. Br Conn spoke about some of the ways relationships can be built between fathers and their son's. The P&F will also recognise the great job the teachers do by holding an afternoon of refreshments for the staff on World Teachers' Day to thank them for all that they do on behalf of all the families.

September

The Year 12 Mass and supper is always an important event and this year one of our own, Karen Brown was to be a guest. We sent out an email asking for helpers and we had a great response. Thanks to all those who helped. We were very lucky to have the Graduation Cake donated by Celebration Cakes. They have been great supporters of our functions and we thank them for all their support. The night was a great success and had a great atmosphere. This also sees us trying to recruit for the next P&F term. We are lucky that there are people who are thinking about it.

October

We meet again to plan for the last Forum, World Teachers' Day, the Year 10 and Primary Suppers. We can see the end. It is with mixture of relief and sadness that we start to prepare to hand over the reins. The Term 4 Forum and AGM arrive. We give our final reports and a new committee is elected with some gentle persuasion. A new era begins.

We cannot believe how fast the time has gone and how much we have enjoyed the journey. We have met some amazing and generous people along the way.

Thank you to Br Conn and Mr Ronchetti. Their support has been unconditional and made our role go smoothly. Thank you to the SLT who also gave us great support. To Mrs Chris Baird and Mr Damian McGovern, thank you for helping us organise our forums and equipment as well as your support of the raffle and Dinner Dance. To the groundsman, thank you for getting all our equipment organised for our events. To Mrs Cathie Dalliwall, the office staff and all support staff, thank you for going over and beyond to help us.

To all the parents who travelled any part of the journey with us by helping out, bringing up issues, attending forums or events, thank you. I hope you continue to support the new P&F. To those parents who haven't yet ventured out to the events, come along, you are always welcome.

For me a personal thanks must go to the executive. I have said it before, but I could not have chosen a better group of people. They are so generous and capable. So to Cathy, Karen, Robbie, Ruth, Sandra, Sonya and Mona, thank you for a great three years of cooking, counting, meeting, talking, stressing and laughing. It has been a great time. I look forward to enjoying the events with you next year. We wish the new executive luck and encourage the school community to support them as you did us.

Denise Williams

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NAPLAN
2011
LITERACY YEAR 5 - 2010

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	
Band 8	17%(17%)	10% (10%)	12% (12%)	12% (17%)	
Band 7	21%(16%)	17% (17%)	30% (24%)	42% (28%)	
Band 6	28%(22%)	50% (38%)	29% (27%)	17% (18%)	
Band 5	27%(24%)	21% (21%)	21% (22%)	20% (20%)	
Band 4	7%(13%)	1% (9%)	8% (11%)	7% (11%)	
Band 3	0%(7%)	2% (4%)	0% (5%)	1% (6%)	

NAPLAN
NUMERACY YEAR 5 - 2010

	Number, Pattern & Algebra CBHS (State)	Measurement, Data, Space & Geometry CBHS (State)	Overall Numeracy CBHS (State)	
Band 8	31% (14%)	34% (14%)	36% (19%)	
Band 7	23% (18%)	12% (13%)	17% (15%)	
Band 6	21% (25%)	26% (27%)	20% (19%)	
Band 5	17% (27%)	16% (26%)	18% (28%)	
Band 4	7% (12%)	7% (14%)	7% (11%)	
Band 3	1% (4%)	5% (6%)	2% (6%)	

Year 5 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	488.4	482.5	484.3	499.7	488.0
State	495.6	492.5	499.2	509.7	499.4
CBHS Lewisham	482.9	475.5	493.8	507.3	507.7

Reading Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	7	14	23	26	18	11
State	5	13	22	26	19	13
CBHS Lewisham	7	11	32	22	23	6

Writing Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6	12	27	31	16	7
State	4	9	26	34	18	8
CBHS Lewisham	6	7	42	31	11	4

Spelling Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	7	13	25	28	18	8
State	5	10	22	29	21	12
CBHS Lewisham	3	5	30	34	22	6

Grammar & Punctuation Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6	11	21	25	20	15
State	5	10	19	25	21	19
CBHS Lewisham	3	7	24	29	25	11

Numeracy Results (Percentage of students in each band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	4	14	28	28	16	9
State	3	12	15	18	18	13
CBHS Lewisham	2	7	22	35	16	17

NAPLAN
LITERACY YEAR 5 - 2009

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	Overall Literacy CBHS (State)
Band 8	13%(15%)	5%	10% (13%)	13% (15%)	7%

		(10%)			(11%)
Band 7	29%(25%)	21% (17%)	21% (24%)	32% (25%)	27% (23%)
Band 6	24%(21%)	41% (37%)	27% (42%)	33% (28%)	35% (30%)
Band 5	23%(21%)	21% (28%)	19% (20%)	16% (16%)	29% (22%)
Band 4	11%(12%)	4% (10%)	8% (11%)	5% (10%)	3% (9%)
Band 3	1%(6%)	0% (5%)	0% (5%)	0% (7%)	0% (4%)

NAPLAN
NUMERACY YEAR 5 – 2009

	Number, Pattern & Algebra CBHS (State)	Measurement, Data, Space & Geometry CBHS (State)	Overall Numeracy CBHS (State)	
Band 8	19% (14%)	20% (17%)	18% (16%)	
Band 7	28% (22%)	13% (14%)	22% (19%)	
Band 6	20% (19%)	42% (33%)	29% (24%)	
Band 5	28% (28%)	21% (20%)	27% (25%)	
Band 4	6% (12%)	3% (11%)	4% (14%)	
Band 3	0% (0%)	0% (5%)	0% (3%)	

NAPLAN
LITERACY YEAR 5 - 2008

	Reading CBHS (State)	Writing CBHS (State)	Spelling CBHS (State)	Grammar & Punctuation CBHS (State)	Overall Literacy CBHS (State)
Band 8	10%(15%)	16% (12%)	14% (12%)	19% (19%)	8% (10%)
Band 7	30%(18%)	29% (18%)	41% (25%)	16% (17%)	33% (22%)
Band 6	31%(23%)	40% (35%)	29% (28%)	43% (27%)	44% (31%)
Band 5	4%(11%)	11% (20%)	11% (19%)	19% (20%)	12% (24%)
Band 4	1%(8%)	5% (10%)	5% (10%)	3% (11%)	3% (9%)
Band 3	0%(2%)	0% (5%)	1% (6%)	1% (6%)	0% (4%)

BASIC SKILLS TEST
NUMERACY YEAR 5 – 2008

	Number, Pattern & Algebra CBHS	Measurement, Data, Space & Geometry	Overall Numeracy CBHS (State)	
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	(State)	CBHS (State)		
Band 8	18% (14%)	10% (9%)	16% (11%)	
Band 7	20% (11%)	25% (19%)	20% (15%)	
Band 6	29% (24%)	33% (25%)	32% (26%)	
Band 5	25% (28%)	21% (24%)	21% (27%)	
Band 4	6% (15%)	8% (16%)	10% (15%)	
Band 3	3% (8%)	2% (7%)	0% (5%)	

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NAPLAN

2011

Year 7 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	540.2	529.3	537.8	533.0	544.9
State	543.5	527.7	547.5	538.3	548.7
CBHS Lewisham	549.4	553.2	522.8	536.8	561.9

Reading Results (Percentage of students in each band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4	15	26	27	19	9
State	4	15	24	26	19	10
CBHS Lewisham	0	11	28	32	21	8

Writing Results (Percentage of students in each band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	8	15	27	25	14	8
State	7	16	29	25	14	8
CBHS Lewisham	2	6	29	30	22	10

Spelling Results (Percentage of students in each band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	6	13	25	29	18	8
State	5	11	23	29	20	11
CBHS Lewisham	4	8	21	30	29	9

Grammar & Punctuation Results (Percentage of students in each band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	6	15	27	27	17	7
State	6	14	25	28	18	9
CBHS Lewisham	3	12	32	29	15	8

Numeracy Results (Percentage of students in each band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4	14	26	26	17	12
State	4	15	24	24	17	15
CBHS Lewisham	0	10	26	29	20	15

Year 7 LITERACY - 2010

		Reading	Writing	Spelling	Grammar & Punctuation %	
		%	%	%		
Band 9	State	12	8	12	12	
	School	11	7	12	14	
Band 8	State	22	18	25	15	
	School	27	17	34	14	
Band 7	State	26	24	29	28	
	School	39	32	32	38	
Band 6	State	21	32	19	24	
	School	14	37	14	26	
Band 5	State	14	11	9	10	
	School	6	6	6	5	
Band 4	State	5	6	6	11	
	School	2	2	3	4	

Year 7 NUMERACY - 2010

		Numeracy %	Measurement, Data, Space & Geometry %	Number Pattern & Algebra %	
Band 9	State	15	16	18	
	School	13	17	17	
Band 8	State	16	19	14	
	School	26	22	22	
Band 7	State	26	22	24	
	School	34	31	29	
Band 6	State	24	24	23	

	School	18	23	20	
Band 5	State	14	15	17	
	School	7	7	10	
Band 4	State	4	4	5	
	School	1	1	2	

Year 7 LITERACY - 2009

		Reading	Writing	Spelling	Grammar & Punctuation %	Overall Literacy %
		%	%	%		
Band 9	State	11	9	13	17	9
	School	9	5	6	12	4
Band 8	State	21	18	20	9	19
	School	23	22	29	7	21
Band 7	State	25	24	29	28	31
	School	32	29	38	34	40
Band 6	State	25	32	24	25	26
	School	27	35	22	32	30
Band 5	State	13	11	10	14	11
	School	8	7	5	12	5
Band 4	State	5	7	5	7	5
	School	1	2	1	3	0

Year 7 NUMERACY - 2009

		Number Pattern & Algebra	Measurement, Data, Space & Geometry		Overall Numeracy %
		%	%		
Band 9	State	14	14		14
	School	17	18		18
Band 8	State	20	16		19
	School	28	23		30
Band 7	State	24	27		23
	School	25	29		21
Band 6	State	22	27		25
	School	22	26		26
Band 5	State	13	13		14
	School	5	5		4
Band 4	State	6	3		4
	School	2	0		2

Year 7 LITERACY - 2008

		Reading	Writing	Spelling	Grammar & Punctuation %	Overall Literacy %
		%	%	%		
Band 9	State	11	10	11	10	8
	School	10	10	13	6	6
Band 8	State	18	19	25	20	18
	School	20	18	30	27	22
Band 7	State	24	24	39	25	30
	School	32	26	34	27	38
Band 6	State	29	30	20	23	28
	School	31	38	18	24	28
Band 5	State	14	11	9	14	12
	School	6	5	3	13	7
Band 4	State	4	7	6	7	4
	School	0	2	2	2	0

Year 7 NUMERACY - 2008

		Number Pattern & Algebra	Measurement & Data	Space & Geometry %	Overall Numeracy %
		%	%		
Band 9	State	18	22	12	16
	School	20	29	11	17
Band 8	State	15	9	21	18
	School	25	7	33	28
Band 7	State	23	28	25	24
	School	28	40	25	31
Band 6	State	24	18	24	24
	School	20	11	23	19
Band 5	State	15	15	15	16
	School	7	9	7	4
Band 4	State	4	9	3	3
	School	1	4	1	1

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NAPLAN

2011

Year 9 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	579.6	567.7	581.5	572.8	583.7
State	583.1	564.3	588.8	575.7	589.6
CBHS Lewisham	593.6	589.8	605.1	597.0	611.6

Reading Results (Percentage of students in each band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	6	17	28	27	15	5
State	6	17	26	27	16	7
CBHS Lewisham	1	10	34	33	16	6

Writing Results (Percentage of students in each band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	14	19	23	21	13	9
State	14	20	24	20	13	8
CBHS Lewisham	5	14	22	35	15	9

Spelling Results (Percentage of students in each band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	8	15	26	27	16	7
State	7	14	24	27	18	9
CBHS Lewisham	2	7	22	41	22	7

Grammar & Punctuation Results (Percentage of students in each band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	9	18	28	26	14	5
State	9	18	27	25	14	6
CBHS Lewisham	4	8	22	46	15	6

Numeracy Results (Percentage of students in each band)

--	--	--	--	--	--	--

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	5	18	28	24	15	9
State	6	18	25	23	15	12
CBHS Lewisham	0	12	27	24	26	12

Year 9 LITERACY- 2010

		Reading	Writing	Spelling	Grammar & Punctuation %	
		%	%	%		
Band 10	State	6	8	10	12	
	School	5	6	12	15	
Band 9	State	19	12	18	14	
	School	18	12	24	18	
Band 8	State	24	225	29	24	
	School	35	32	36	27	
Band 7	State	23	22	23	26	
	School	26	29	15	29	
Band 6	State	19	22	11	15	
	School	14	19	8	8	
Band 5	State	8	10	9	8	
	School	3	3	5	4	

Year 9 NUMERACY - 2010

		Number Pattern & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy %	
		%	%		
Band 10	State	13	14	13	
	School	10	8	13	
Band 9	State	14	12	18	
	School	19	14	25	
Band 8	State	24	25	18	
	School	37	34	28	
Band 7	State	27	27	29	
	School	27	27	28	
Band 6	State	16	16	15	
	School	7	8	5	
Band 5	State	6	6	6	

	School	1	3	1	

Year 9 LITERACY- 2009

		Reading	Writing	Spelling	Grammar & Punctuation %	Overall Literacy %
		%	%	%		
Band 10	State	6	8	11	9	6
	School	4	8	10	10	3
Band 9	State	19	12	16	13	15
	School	17	16	25	25	20
Band 8	State	30	24	26	24	28
	School	38	28	32	26	39
Band 7	State	24	23	27	30	29
	School	28	24	23	28	27
Band 6	State	14	22	12	14	15
	School	10	20	7	10	10
Band 5	State	7	11	8	10	7
	School	5	3	3	3	2

Year 9 NUMERACY - 2009

		Number Pattern & Algebra	Measurement, Data, Space & Geometry		Overall Numeracy %
		%	%		
Band 10	State	11	13		12
	School	11	11		13
Band 9	State	20	15		18
	School	31	26		28
Band 8	State	26	24		26
	School	37	34		38
Band 7	State	25	26		26
	School	17	23		17
Band 6	State	15	18		15
	School	4	6		4
Band 5	State	4	4		3
	School	1	1		1

Year 9 LITERACY- 2008

		Reading	Writing	Spelling	Grammar & Punctuation %	Overall Literacy %
		%	%	%		
Band 10	State	7	9	7	10	6
	School	8	3	13	17	5
Band 9	State	16	12	22	12	15
	School	21	16	33	24	22
Band 8	State	26	25	25	21	27
	School	28	43	28	23	40
Band 7	State	28	23	27	29	29
	School	31	26	21	25	26
Band 6	State	17	21	11	17	17
	School	12	9	4	10	7
Band 5	State	6	10	9	11	6
	School	0	2	2	1	0

Year 9 NUMERACY - 2008

		Number Pattern & Algebra	Measurement & Data	Space & Geometry %	Overall Numeracy %
		%	%		
Band 10	State	13	17	10	13
	School	14	25	17	17
Band 9	State	14	17	17	5
	School	18	24	16	21
Band 8	State	23	20	28	25
	School	32	26	31	28
Band 7	State	26	21	25	24
	School	24	16	26	24
Band 6	State	16	15	14	19
	School	10	4	9	10
Band 5	State	7	10	6	5
	School	1	3	0	0

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- Summary Financial Information (Recurrent & Capital)
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Christian Brothers' High School, Lewisham is a Catholic Independent Registered and Certified school to present students for both the School Certificate 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 School Certificate and the Higher School Certificate each student studies a course in Religious Education.

Literacy and Numeracy Programme

- Literacy: - one English period per cycle dedicated to work on literacy
- Year 7 & 8 divided into 3 – writing skills, language skills, comprehension skills
- Year 9 divided into 2 – writing skills, comprehension skills
- Year 10 - 5 mixed ability classes all have 4 periods per term language skills and literacy – writing skills in class
- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
- Literacy skills embedded into all KLA's. A check made through Executive mini-audit each term
- Numeracy: - one Math period each two cycles dedicated to work on numeracy
- Year 7 & 8 divided into 2 and specialist work on numeracy.
- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
- Numeracy skills embedded into all KLA's. A check made through Executive mini-audit each term
- Intensive individual work:
- Year 5-12 varies with individual student at risk
- Individual work, or small group work
- Indigenous Education Officer:
- Work with both cultural and learning skills aspect.

Values and ICT

- Values incorporating Sense of the Sacred embedded Years 5-12
- ICT embedded into programmes Years 5-10
- Commitment to updating teaching skills in ICT

Professional Learning Groups, 2 per term

- Staff Development priority.

Professional Development of Assessment for Learning

- Strategies embedded into Programmes
- Templates for staff to use
- Accountabilities in place with KLA Heads.

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- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
- Literacy skills embedded into all KLA's. A check made through Senior Leadership Team mini-audit each term
- Numeracy: - one Math period each two cycles dedicated to work on numeracy
- Year 7 & 8 divided into 2 and specialist work on numeracy.
- Year 5 & 6 - 2 staff – individual/group withdrawal – needs basis
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Professional Development of Assessment as Learning

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- Templates for staff to use
- Accountabilities in place with KLA Heads.

HSC: All My Own Work

- Staff alerted again to the content of Board of Studies resources and briefed on recording of student compliance
- Student meeting outlining the concept and the accountabilities for students and their presenting for the HSC
- Programme commenced during term two of Year 10. Record card introduced to meet compliance.
- The Programme is linked with development of research/library skills and addressed by the Library staff.

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Location: Student Performance in Statewide Tests & Examinations -> School Certificate Results

Overview of School Certificate Results 2011

English-Literacy

CBHS 2011	State 2011
Band 6 = 4.04%	Band 6 = 5.02%
Band 5 = 44.5%	Band 5 = 33.91%
Band 4 = 45.08%	Band 4 = 45.32%
Band 3 = 4.04%	Band 3 = 8.71%
Band 2 = .57%	Band 2 = 3.06%
Band 1 = 0%	Band 1 = 0.62%

S.C. Math

CBHS 2011	State 2011
Band 6 = 7.74%	Band 6 = 8.89%
Band 5 = 28.57%	Band 5 = 17.15%
Band 4 = 26.85%	Band 4 = 21.39%
Band 3 = 26.85%	Band 3 = 27.39%
Band 2 = 8.57%	Band 2 = 21.1%
Band 1 = 0%	Band 1 = 0.46%

S.C. Science

CBHS 2011	State 2011
Band 6 = 10.91%	Band 6 = 8.97%
Band 5 = 33.9%	Band 5 = 24.71%
Band 4 = 39.65%	Band 4 = 35.35%
Band 3 = 13.79%	Band 3 = 22.59%
Band 2 = 0.57%	Band 2 = 4.73%
Band 1 = 0%	Band 1 = 0.21%

S.C. HSIE

CBHS Aust History CBHS 2011	State Aust History State 2011	CBHS Aust Geography CBHS 2011	State Aust Geography State 2011
Band 6 = 3.44%	Band 6 = 5.32%	Band 6 = 3.44%	Band 6 = 5.29%
Band 5 = 38.5%	Band 5 = 21.26%	Band 5 = 18.96%	Band 5 = 19.78%
Band 4 = 36.2%	Band 4 = 30.84%	Band 4 = 51.14%	Band 4 = 32.11%
Band 3 = 17.24%	Band 3 = 29.09%	Band 3 = 20.68%	Band 3 = 27.11%
Band 2 = 3.44%	Band 2 = 8.51%	Band 2 = 4.59%	Band 2 = 10.55%
Band 1 = 0%	Band 1 = 1.3%	Band 1 = 0%	Band 1 = 1.47%

S.C. Computing Skills

CBHS 2011	State 2011
HCOMP = 55.42%	HCOMP= 52.47%
COMP= 43.42%	COMP = 43.42%
CND = 0%	CND = 0.5%

School Mean V's State Mean variation

Variation 2011	CBHS Exam Mark Mean%	State Exam Mark Mean%
EnglishLiteracy +2.39%	2011	2011 2010 2009 2008
Mathematics + 3.59%	79.73 78.10	77.34 76.87 77.43 76.63
Science +2.81%	79.78 78.73	72.10 70.61 70.67
Aust.History +3.97%	74.47 75.75	76.67 75.00 73.61
Aust.Geog. +2.32%	74.46 74.30	70.16 71.56 70.58
ComputingSkills +0.67%	78.25 79.27 77.54	72.38 72.36 73.52
	77.01	79.44 81.67 80.71
	73.54 74.98	
	75.82	
	73.77	
	75.06 76.51	
		70.88
		75.44
		72.42
		72.15
		79.20

Act
+ Search

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	79.87	80.94	82.69	81.37
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Interpretive Summary:

In the final table above **School Mean V's State Mean variation**, it can be observed that over the past four years the school has consistently performed above the State average in each of the School Certificate tests.

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H.S.C. Some Statistics (2011)

To do:

- 31 Courses presented
- 14 Courses showed an improvement compared to 2010 CBHS results using CBHS comparison against State average (This compares with 18 in 2010, 12 in 2009, 12 in 2008, 12 in 2007 and 16 Courses in 2006). Indicating a continuing upward trend.
- 9 Courses were worse than in 2010 (compared with 12 Courses the previous year)
- 22 Courses above State average (71% of all Courses)
- Of 9 Courses below State average, 2 showed an improvement on 2010, 0 showed an improvement on 2009, 1 showed an improvement on 2008, 2 showed improvement on 2007, 3 showed improvement on 2006 and 5 on 2005

H.S.C. Some Statistics (2011)

- 28 students with ATAR over 90 (20% of cohort eligible for ATAR)
- 97 students scored a Band 6 HSC results by Course (HSC mark greater than 90%) - (29 Band 5 English Standard)
- 111 students offered university placement (79% of cohort eligible for ATAR - 80% in 2010, 78% in 2009, 75.4% in 2008, 74% in 2007, 66.9% in 2006, 55.5% in 2005)

De Coursey Analysis: HSC 2011

- Dr. John De Coursey does a Value-Added analysis of HSC results plotted against the students' performance in their School Certificate two years previous.
- Statistically and graphically he provides measurable data to indicate the trends for the cohort – a statement on the relativities of their own performance over time.

Three broad categories:

- Achievement above expectations
- Achievement in the range expected
- Achievement below expectation

When above expectations

- The mean of a Subject lies above the correlation between that achieved and that expected - this occurs when students in this subject at CBHS have achieved significantly better than would be expected when comparing them with students who achieved the same level of results in the SC two years ago and now are doing the same subject in other Catholic schools.

Subjects within the range expected:

English Ext. 1
Economics
Mathematics 2 unit

Mathematics Ext 1
Italian Continuers
Business Studies
Legal Studies
Senior Science
Chemistry
Mathematics Ext 2
Modern History
PD/Health/PE
Physics
Information Processes & Tech.
Music 1
Design and Technology
Studies of Religion 1 Unit
Geography
Visual Arts
Hospitality VET

Subjects above expectations

English Advanced
English Standard
General Mathematics
Biology
Ancient History
Studies of Religion 2 unit

Subject below expectations

Industrial Technology

Subjects not listed because of small number of candidates

Italian Ext
Business Services VET
Entertainment VET
Automotive VET
Construction VET
Information Technology VET
Portuguese Continuers
Modern Greek Beginners
Modern Greek Continuers
Modern Greek Extension
Spanish Continuers
Engineering Studies
Software Design and Development

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<http://docs.cbhslewisham.nsw.edu.au/index.php?section=9&category=&page=120>[6/25/2012 3:30:06 PM]

15020	Ancient History 2 Unit	5	8	3	1		
15030	Biology 2 Unit	3	8	12	11	2	
15040	Business Studies 2 Unit	6	22	23	11	2	
15050	Chemistry 2 Unit	4	4	3	4	3	
15330	Physics 2 Unit	4	3	5	6		
15340	Senior Science 2 unit						
15110	Economics 2 Unit	6	10	12	4	5	
15190	Geography 2 Unit		2	9	1		
15220	Legal Studies 2 unit	4	4	1	2		
15270	Modern History 2 unit		9	6			
15280	History Extension 1 Unit		1				
15370	Studies of Religion 1 1 Unit	23	25	25	10	2	
15380	Studies of Religion 2 Unit	3	3	2	1		
15210	Information Processess & Technology 2 Unit		8	8	3		
15360	Software Design & Devel 2 unit		2	2	1		
15120	Engineering Studies 2 Unit		1				
15200	Industrial Technology		2	6	2		
15200	Design and Technology		1				
15320	PD/H/PE 2 Unit	1	8	9	2		
15090	Drama 2 Unit						
15290	Music 1 2 Unit	1	4	2			
15400	Visual Arts 2 Unit	6	11	12	2		
16245	Business Services Examination 2 unit			2			
15800	Italian Continuers	1	3	4	3		
15810	Italian Extension		2				
16365	Information Technology Examination 2 Unit			4	3		
16845	Hospitality Examination 2 unit		1	1			
16945	Entertainment Examination 2 unit			2	1		
	Total School-based Courses	105	239	262	116	26	7
26099	Automotive Examination 2 unit						
26399	Electrotechnology Examination 2 unit			1	1		
16305	Construction Examiantion 2 unit		2	1	1		
15980	Mod Greek Beginners		1				
16080	Spanish Continuers		1				
16090	Spanish Extension						
16030	Portuguese Continuers						
	Total each Band	105	243	264	118	26	7

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Summary of Professional Learning (as defined by NSW Institute of Teachers):				
2011 Professional Development				
Table of Contents	Date	Surname	First	2011
	14/02/2011	Agius	Scott	Emergency Safety Training
Contextual Information about the School	22/11/2011	Agius	Scott	D-Link Switch Workshop
	24/01/2011-25/01/2011	Ambrose	Calvin	Teachers Matter Conference
A Message From Key School Bodies	10/4/2011-12/04/2011	Baird	Chris	Bursars Association Summit
	16/09/2011	Baladevan	Nithy	CEO Science Laboratory Assistants Network
Student Outcomes in Standardised National Literacy and Numeracy Testing	1/04/2011	Behayi	Michael	CEO Network Mathematics
	6/06/2011	Behayi	Michael	CEO Network Mathematics
Student Performance in Statewide Tests & Examinations	6/09/2011	Behayi	Michael	CEO Network Mathematics
	7/11/2011	Behayi	Michael	CEO Network Mathematics
Professional Learning and Teacher Standards	24/01/2011 - 25/01/2011	Behayi	Michael	Teachers Matter Conference
	5/08/2011	Bognar	Michael	Be the Hero Pastoral Care Inservice
Summary of Professional Learning	3/03/2011	Bognar	Michael	EREA Emerging Leaders Pastoral Care
	31/05/2011	Campos	Ana-Maria	AIS English Advanced Julius Caesar
Teacher Profile	2/09/2011	Campos	Ana-Maria	AIS English Inservice Extension 1
	5/08/2011	Carnabuci	John	Be the Hero Pastoral Care Inservice
Workforce Composition	3/03/2011	Carnabuci	John	EREA Emerging Leaders Pastoral Care
	14/06/2011	Carnabuci	John	Positive Learning Environment Pastoral Care Conference
Senior Secondary Outcomes	16/03/2011	Caruso	Alexandra	CEO Network LOTE
	14/12/2011 - 16/12/2011	Caruso	Alexandra	Teaching Italian PD Co.As.It
Attendance and Management of Non-Attendance	19/08/2011	Clark	Rebel	EREA Women in Ministry
	24/01/2011 - 25/01/2011	Clark	Rebel	Teachers Matter Conference
Retention of Year 10 to Year 12	24/01/2011-25/01/2011	Cummins	Debra	Teachers Matter Conference
	5/08/2011	Daher	Gerry	Be the Hero Pastoral Care Inservice
Post-School Destinations	17/03/2011	Daher	Gerry	Mathematics Inservice TTA
	14/10/2011	Dalla-Camina	Walter	NSW PDHPE Teachers Association Conference
Policies and Characteristics of the Student Body	5/08/2011	Farrugia	Lucie	Be the Hero Pastoral Care Inservice
	30/03/2011	Farrugia	Lucie	CEO Liturgy Inservice
School Policies School-determined	30/09/2011 - 18/10/2011	Farrugia	Lucie	EREA Formation
	27/07/2011 - 29/07/2011	Farrugia	Lucie	EREA Identity Conference
Improvement Targets	5/08/2011	Foster	Lisa	Be the Hero Pastoral Care Inservice
	9/08/2011	Foulkes	Rohani	VET Hospitality Network
Promoting Respect and Responsibility	24/08/2011	Gartrell	Glenis	Congregational Schools Network NAP
	23/08/2011	Gartrell	Glenis	Education to Employment Network
Parent,	9/11/2011	Gartrell	Glenis	Congregational Schools Network NAP

⊞ Student and Teacher Satisfaction and School Policies Summary Financial	18/03/2011	Garzaniti	Paul	Business Studies Inservice
	25/11/2011	Garzaniti	Paul	Business Studies TTA
⊞ Information (Recurrent & Capital) Compliance with Education Act	31/03/2011- 1/04/2011	Garzaniti	Paul	EREA Formation
	25/03/2011	Garzaniti	Paul	TTA Geography Inservice
⊞ Search	31/03/2011- 1/04/2011	Ghosn	Jamie	EREA Formation
	16/03/2011	Ghosn	Jamie	TTA Mathematics Inservice
	24/03/2011	Gibbs	Gary	CEO Network LOTE
	24/11/2011	Giddy	Lauchlan	Web Design TTA
	30/03/2011	Harkin	Frank	Certificate IV Training VET
	9/08/2011	Harkin	Frank	VET Hospitality Network
	21/03/2011-22/03/2011	Harkin	Frank	VET Training Orientation
	12/09/2011	Henderson	Graham	Computer Skills Maths TTA Online course
	11/08/2011	Henderson	Graham	Mathematics Inservice TTA
	6/12/2011	Henderson	Graham	Inspiring Maths TTA
	7/12/2011	Henderson	Graham	CEO Pedagogy Maths
	10/09/2011	Holloway	Rachael	Australian History Inservice TTA
	18/07/2011	Holloway	Rachael	Behaviour Management OnLine Course TTA
	6/09/2011	Holloway	Rachael	Face to Faith Interfaith Dialogue
	4/03/2011	Holloway	Rachael	Studies of Religion Inservice
	24/01/2011 -25/01/2011	Holloway	Rachael	Teachers Matter Conference
	18/06/2011	Holloway	Rachael	Teaching and Learning Inservice TTA
	24/11/2011	Hudap	Dominic	Cricket Coaching Accreditation Level 1
	8/08/2011	Hume	Lee	CEO Network PDHPE
	24/01/2011 - 25/01/2011	Hume	Lee	Teachers Matter Conference
	24/01/2011-25/01/2011	Jansz	Brendan	Teachers Matter Conference
	14/10/2011	Jansz	Brendan	NSW PDHPE Teachers Association Conference
	19/09/2011 - 08/10/2011	Jansz	Brendan	EREA India Immersion
	5/08/2011	Jeeris	Albert	Be the Hero Pastoral Care Inservice
	4/03/2011	Jeeris	Albert	Economics Inservice
	26/03/2011	Joukhador	Natalie	English Teachers Association (Saturday)
	31/03/2011- 1/04/2011	Joukhador	Natalie	EREA Formation
	24/06/2011	Katovcic	Robert	VET Information Technology
	4/05/2011	Katovcic	Robert	VETiS Meeting CEO Sydney
	12/03/2011	Keighery	Karen	Australian School Library Association Inservice
	28/04/2011	Keighery	Karen	CEO Guided Inquiry Jamie Mackenzie
	23/06/2011	Keighery	Karen	State Library Professional Development Day
	1/05/2011 - 7/05/2011	Keirs	Linda	Edmund Rice Centre Let's Talk Local
	24/06/2011	Keirs	Linda	UNSW Senior Biology Professional Development
	5/08/2011	Kidd	Chris	Geography Skills TTA
	12/08/2011	Lavidis	George	BOS Inspection Meeting AIS
	16/08/2011	Lee	John	CEO Network Curriculum Coordinators
	23/02/2011	Lee	John	CEO Network Curriculum Coordinators
	4/08/2011	Lee	John	Congregational Schools Network NAP

16/03/2011	Lee	John	GATSTA Network
2/06/2011	Lee	John	GATSTA Network
30/08/2011	Lee	John	GATSTA Network
11/11/2011	Lee	John	GATSTA Network
9/06/2011	Lee	John	RADII Learning Conference
24/01/2011-25/01/2011	Lee	John	Teachers Matter Conference
25/08/2011	Lee	John	Visible Learning Prof John Hattie
5/08/2011	Maher	Paul	Be the Hero Pastoral Care Inservice
3/03/2011	Maher	Paul	EREA Emerging Leaders Pastoral Care
22/02/2011	Maher	Paul	General Maths Tips Tools Techniques
14/06/2011	Maher	Paul	Positive Learning Environment Pastoral Care Conference
10/03/2011-11/03/2011 and 7/11/2011	Maher	Paul	EREA Into The Deep
25/03/2011	Matthews	Mary	CEO Network Meeting HSIE
31/05/2011	Matthews	Mary	CEO Network Meeting HSIE
3/11/2011	Matthews	Mary	CEO Network Meeting HSIE
8/08/2011	Matthews	Mary	CSSA Conference
19/08/2011	Matthews	Mary	EREA Women in Ministry
22/07/2011-23/07/2011	Matthews	Mary	History Teachers Association Conference
25/08/2011	Matthews	Mary	Visible Learning Prof John Hattie
17/03/2011-18/03/2011	McCallum	Paul	Business Studies Teachers Conference
31/05/2011	McCallum	Paul	CEO Network Meeting HSIE
23/08/2011	McCallum	Paul	CEO Network Meeting HSIE
24/01/2011 - 25/01/2011	McCallum	Paul	Teachers Matter Conference
3/11/2011	McCallum	Paul	CEO Network Meeting HSIE
4/08/2011	McCarthy	John	Congregational Schools Network NAP
11/11/2011	McCarthy	John	GATSTA Network
31/03/2011- 1/04/2011	McLean	Andrew	EREA Formation
25/02/2011	Merchant	David	Art Express Teachers Day
4/08/2011	Merlino	Joseph	ACACA National Conference Brisbane
18/08/2011	Merlino	Joseph	BOS HSC Entry Workshop
12/08/2011	Merlino	Joseph	BOS Inspection Meeting AIS
25/08/2011	Merlino	Joseph	BOS Assessment Workshop
13/05/2011	Merlino	Joseph	CSSA Conference
8/08/2011	Merlino	Joseph	CSSA Conference
23/05/2011	Merlino	Joseph	Practicing Diversity Workshop Brisbane
7/06/2011	Merlino	Joseph	UAC ATAR Information Day
16/03/2011, 18/05/2011, 06/06/2011, 14/07/2011, 15/07/2011, 31/08/2011	Moreira	Pedro	CSLP Stage 3 Leadership CEO Sydney
6/09/2011	Moreira	Pedro	Face to Faith Interfaith Dialogue
22/02/2011	Moreira	Pedro	REC Inservice CEO Sydney
31/03/2011- 1/04/2011	Munoz	Carlos	EREA Formation
2/12/2011	Munoz	Carlos	The Conscious Classroom Manager
30/03/2011	Ohl	Jody	CEO Network Meeting CAPA

26/05/2011	Ohl	Jody	CEO Network Meeting CAPA
27/10/2011	Papa	Patricia	Clancy Prize Exhibition Network
27/10/2011	Peetz	Geoff	Workplace Health and Safety for Non Govt Schools IEU
6/06/2011 - 7/06/2011	Perez	Dania	EREA Formation
11/05/2011	Polidano	Anne-Marie	EREA Counselling Network
27/05/2011	Polidano	Anne-Marie	Mental Health and Intellectual Disability Conference
18/03/2011	Polidano	Anne-Marie	Mental Health Network SSWAHS
29/07/2011	Polidano	Anne-Marie	School Link Mental Health Network
1/11/2011	Polidano	Anne-Marie	Inner West Interagency Network
25/11/2011	Polidano	Anne-Marie	Mental Health and Insomnia
6/05/2011	Prangell	Mariella	AIS English Advanced Module B
16/09/2011	Prangell	Mariella	AIS English Conference
12/08/2011	Prangell	Mariella	BOS Inspection Meeting AIS
3/03/2011	Prangell	Mariella	CEO Network Meeting English
19/05/2011	Prangell	Mariella	CEO Network Meeting English
25/08/2011	Prangell	Mariella	CEO Network Meeting English
8/08/2011	Prangell	Mariella	CSSA Conference
28/10/2011	Prangell	Mariella	English Extension I Crime Writing TTA
5/08/2011-6/08/2011	Prangell	Mariella	English Teachers Association Conference
24/01/2011-25/01/2011	Prangell	Mariella	Teachers Matter Conference
3/08/2011	Prangell	Mariella	TTA English Advanced Module C
2/11/2011	Prangell	Mariella	CEO Network Meeting English
14/06/2011	Ronchetti	Michael	Positive Learning Environment Pastoral Care Conference
24/01/2011-25/01/2011	Ronchetti	Michael	Teachers Matter Conference
5/08/2011	Roumie	Peter	Be the Hero Pastoral Care Inservice
10/03/2011-11/03/2011 and 7/11/2011	Roumie	Peter	EREA Into The Deep
24/03/2011 -25/03/2011	Roumie	Peter	Legal Studies Association State Conference
11/05/2011	Ryan	Virginia	EREA Counselling Network
3/11/2011 - 4/11/2011	Ryan	Virginia	EREA Formation
27/05/2011	Ryan	Virginia	Mental Health and Intellectual Disability Conference
11/11/2011	Simpson	Rebecca	English Belonging Area of Study TTA
6/09/2011	Saltos	Suzie	Face to Faith Interfaith Dialogue
24/01/2011-25/01/2011	Saltos	Suzie	Teachers Matter Conference
1/05/2011 - 7/05/2011	Sheen	Arthur	Edmund Rice Centre Let's Talk Local
29/07/2011	Simpson	Rebecca	AIS English Inservice Area of Study
12/08/2011	Simpson	Rebecca	TTA Standard English Module C
2/12/2011	Simpson	Rebecca	The Conscious Classroom Manager
28/04/2011	Skellern	Drew	CEO Guided Inquiry Jamie McKenzie
31/03/2011- 1/04/2011	Skellern	Drew	EREA Formation
9/05/2011	Skellern	Drew	History Inservice TTA
8/03/2011	Smith	Michael	CEO Network Meeting TAS

17/05/2011	Smith	Michael	CEO Network Meeting TAS
9/09/2011	Smith	Michael	CEO Network Meeting TAS
14/10/2011-15/10/2011	Smith	Michael	Institute of Industrial Arts TE Conference
1/06/2011	Smith	Michael	School Visit Marist Sisters Woolwich
27/06/2011 - 28/06/2011	Stoddart	Robyn	Successful Learning Conference Uni of Sydney
23/08/2011	Stoddart	Robyn	Education to Employment Network
25/02/2011	Stojoski	Maria	Art Express Teachers Day
27/06/2011	Stojoski	Maria	ASR Studies of Religion Day Gallipoli Mosque
19/08/2011	Stojoski	Maria	EREA Women in Ministry
6/09/2011	Stojoski	Maria	Face to Faith Interfaith Dialogue
30/03/2011	Tanconi	Lisa	Open High School LOTE
2/12/2011	Tanconi	Lisa	The Conscious Classroom Manager
10/11/2011	Tanconi	Lisa	Voice Care TTA
7/09/2011	Turnbull	Leanne	Fine Foods Australia Industry Exhibition
12/03.2011	Toohey	Tanya	Australian School Library Association Inservice
3/08/2011	Toohey	Tanya	Interdiocesan Library Professional Development Day
19/05/2011	Toohey	Tanya	Marist Library Group Network
22/11/2011	Toohey	Tanya	CEO Secondary Teacher Librarians Network
18/03/2011	Tsioustsias	Nichole	English Inservice AIS
1/09/2011	Tsioustsias	Nichole	English Inservice AIS
18/05/2011	Tsioustsias	Nichole	English Inservice AIS
14/03/2011	Tsioustsias	Nichole	RIDBC Hearing Impaired Students
4/08/2011	Whitwell	Kevin	ACS Careers Seminar

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Location: Professional Learning and Teacher Standards -> Teacher Profile

Details of all 2011 teaching staff who are responsible for delivering the curriculum as described by 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 Skills recognition (AEI-NOOSR) guidelines, or	93
(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	1
(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)	-

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.

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2011

Male	Female	Indigenous	Age 20-35 yo	Age 36-50 yo	Age 51-65 yo	Age 65+ yo
43	51	1	36	40	18	0

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Table of Contents Location: Workforce Composition -> Teacher Attendance

Teacher Attendance 2011

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance Days - Actual	Average Teacher Attendance %
91	193	839	183.78	95.22%

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Teacher Retention 2011

This is based on the Teachers who were on staff at the end of 2010 and were no longer on staff at the end of 2011.

Total Number of Teachers Employed at end of 2010	Total Number of Teachers employed at end of 2010 who resigned by end of 2011	Retention Rate %
91	9	90.01%

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Secondary Student Outcomes

Year	Number of HSC Students	Number of HSC Students undertaking Vocational or Trade Training	Percentage of HSC Students undertaking Vocational or Trade Training
2011	157	52	33.12%
2010	146	46	31.51%
2009	164	45	27.43%

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Table of Contents Location: Senior Secondary Outcomes -> Year 12 Students achieving HSC or VET Qualification

Secondary Student Outcomes

Year	Number of HSC Students	Number of HSC Students attaining the Year 12 HSC certificate or an equivalent VET Qualification	Percentage of HSC Students attaining the Year 12 HSC certificate or an equivalent VET Qualification
2011	157	155	98.73%
2010	146	146	100%
2009	164	163	99.39%

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Student Attendance Rate

Average Student Attendance Rate 2011

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

2011

Year cohort	Average attendance (%)
Year 5	96.61%
Year 6	96.61%
Year 7	95.4%
Year 8	96.29%
Year 9	94.82%
Year 10	94.35%
Year 11	96.52%
Year 12	97.03%
Average for Years 5-12	95.94%

Management of Attendance:

Please refer to Pastoral Care Policy on School website

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Retention Rates

Actual Retention Rate 2011

The Actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Actual retention rate
2009/2011	177	156	151	85.31%

The Actual 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, again the Rate for 2009/2011 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. However, for this cohort the Apparent Retention Rate has decreased by some 2.67% on the previous year's cohort. This was the result of the emergence of the Southern Cross Catholic Trade School and the movement from CBHS Lewisham onto this Trade School to continue their education.

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Location: Post-School Destinations -> Overview of Student Destination

2010

Destination	Number	Percentage
Further Education	121	82.88%
Workforce	25	17.12%
Unknown	0	0%
Total	146	100%

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The School Enrolment Policy is publically available for viewing on the school website at Enrolment Policy. This page also includes details on Enrolment Procedures, and fees and charges.

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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 BOS NSW Assessment, Certification and Examination (ACE) Manual 2010.

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Location: Enrolment Policies and Characteristics of the Student Body -> Characteristics of the Student

Body

As a Year 5-12 school we have a total enrolment of 1294students for 2011.

Our Primary Section (Yrs 5-6) has an enrolment of 245

Our Junior Secondary (Yrs 7-10) has 742enrolled.

Our Senior School (Yrs 11-12) has 307 full time students enrolled and no part-time students.

Of our total enrolment there are 12 Indigenous students.

Students with Disabilities (funded) total 90 - 8 in the Primary and 82 in the Secondary.

School student population is very multi-cultural. There are 734 LBOTE 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.

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In 2011, the school ran three specific student welfare programs with students:

1. The Seasons program, targeted at students who have experienced grieving in their lives, ran successfully again in 2011. The Seasons program is conducted by a trained teacher-facilitator, in small groups. For further information contact the Seasons coordinator, Ms Virginia Ryan, at the school.
2. Rock and Water Programme
3. Student Profile Meetings were held at the start of the academic year. These meetings of teachers identified specific educational and social needs of students at risk.

In addition to these specific programs, the school has a structured system of student support through the new Assistant Principal - Pastoral and Student Pastoral Coordinators (previously known as 'Year Coordinators') for each of high school cohort. In the Primary school, student welfare is coordinated by the Assistant to the Principal, Primary. The Pastoral Coordinators Group meet regularly (once per school cycle) to discuss student welfare and develop support mechanisms for students, under the leadership of the Deputy Principal. The Year Coordinators Meeting is also attended by the School Counsellor and a member of the Learning Support Team. The School movemented towards a vertical Pastoral Care structure for development in term four 2010. This consisted of eight Pastoral groupings

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The Legislation compliance section of the online Staff Handbook have been updated throughout 2011 to correspond to the demands of changes in legislation. Especially in relation to school-leaving age policies.

The Pastoral Policy and the Work Health and Safety Policy was revised in 2011 to clarify some points in relation to teacher responsibilities.

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The Deputy Principal
Christian Brothers' High School
68 The Boulevard Lewisham 2049

Or by email: office@cbhslewisham.nsw.edu.au

Or by contacting the school office on 8585 1744.

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Location: School-determined Improvement Targets -> The Six Priority Areas

2011

There were five areas of school-determined improvement targets:

VALUE AREA 1: INTEGRITY

FOCUS STATEMENT:

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

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.

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.

VALUE AREA 4: COMMUNITY

FOCUS STATEMENT:

Our community which is a part of the EREA network works collaboratively with families who come from diverse cultural and socio economic backgrounds and the broader community by reaching out to others in a spirit of hospitality.

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.

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VALUE AREA 1: INTEGRITY

VALUE AREA 1: INTEGRITY

NUMBER	GOALS AND ACTIONS	HR	BUDGET \$	DATE
Goal 1.1	The school will celebrate its Catholicity and, as a Catholic school in the Edmund Rice Tradition, work as a ministry within the overall Mission of the Archdiocese of Sydney.			
Actions	4. Ensure that every room has a symbol of Catholicism and The Charter. 5. Enhance Catholic iconography on the campus.	API P & DP	2,000 1,000	A O
Outcome				
Goal 1.2	The school will work with Edmund Rice Education Australia embracing the principle of co-responsibility within an interdependent network.			
Actions	5. Ensure the EREA logo is included in appropriate documentation. 6. Include the EREA logo and explanation in Year 5 and 7 Religious Education curriculum.	SLT APC & APPr & API	– –	A M12
Outcome				
Goal 1.3	The interrelationships between the school, the Board and Edmund Rice Education Australia will be articulated to the wider school community so that lines of communication and accountability are clearly understood.			
Actions	3. Ensure the role of EREA is included in staff induction.	DP, API & APTL	–	A
Outcome				
Goal 1.4	The Principal and Board Chair, working with EREA, will continue to explore ways developing collaborative and life giving leadership that will value add to the school.			
Actions				
Outcome				
Goal 1.5	Collaborative leadership within the context of Gospel values such as service will be the leadership style of the Principal and the School			

	Leadership Team.			
Actions	6. Middle Managers electronically send copies of all agenda and minutes to an allocated School Leadership Team member.	DP, APC, APPr, APPa & APTL	–	A
Outcome				
Goal 1.6	All decision making in the school will use the Charter as the values base and a formation program for the communication of these values to the community will be established with emphasis on its language.			
Actions	6. The annual theme will draw its inspiration from The Charter.	API & SLT	–	A
Outcome				
Goal 1.7	Ensure that integrity is central to the formation of staff and the character development of the young men in the school.			
Actions	4. Conduct a whole day spirituality formation workshop for staff biannually.	P & API	2,000	A
Outcome				

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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 gamut 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 Co-ordinator 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 Bl. 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.

It is hoped that by living up to these endeavours we will be meeting some of the expectations outlined in the Edmund Rice Education Aust. Charter 2004.

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, nearly \$20,000 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 *Lets Talk* program at Godooga;
 - students volunteered to attend the "Eddy Rice" camps for disadvantaged children ;
 - students donated blood to the Australian Red Cross;
- Helped the less fortunate by volunteering time and effort to help charitable organisations like:
 - being part of St. Vincent De Paul (SVDP) Night Patrol and Buddy programs;
 - became a "Fair Trade" school - all coffee, tea, chocolate and sports balls are "fair trade";
 - Letters have been written to refugees in detention centres as well as preparing and delivering Christmas Hampers to those detained;
- Reached out to the local community by:
 - organising Face to Faith Conference with a school in Pakistan;
 - 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 Programmes:
 - Year 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) – \$12,000;
 - providing hundreds of clothing and miscellaneous items for the SVDP Winter Appeal, Night Patrol and Christmas Appeal;
 - Yrs. 5-6 "Eddy's Friends" group established
 - Yr. 5-6 were asked to be part of a pen pal program with students from Afghanistan and Iraq;

- 1000kg of rice was donated to the SVDP Matt Talbot Hostel for homeless men in the city;
- The Great Lewo blanket and beanie drive in aid of SVDP Annual Winter Appeal
- Yr.10 work for *Justice* and spend a day in schools for special needs where students suffer from some severe disability;
- Yr.11 - selected students took part in the Local Immersion program, the Catholic Schools' Social Justice Day, and The House of Welcome!
- Eleven staff and 20 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;
-
-
- Eddy's Friends: The group is divided into two sub-groups:

Outreach:

- the group going over to the nursing homes, cleaning the night patrol kitchen, worm farm, etc;

Social Justice

- :
- the group writing letters/articles, advocated on behalf of 'voiceless' by writing letters, signing petitions, and even attending conferences; organising events, raising awareness, etc.

- Year 10 EREA Justice Symposium at Mulgoa

- Leadership skills have been developed and augmented by the *Leadership* Programme at CBHS Lewisham in the for of School Captain with two School Vice-Captains and a team of School Prefects as well as four 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.

Students supporting other students in developing self-esteem and a sense of belonging, and investigating respect and responsibility amongst students in school and community settings Contributing strongly to the development of students by exploring values, incorporating respect and responsibility, across learning areas and teaching values that are important in the community Building respect and taking responsibility, including SRC's Developing citizenship and reflecting on the role of students in the community by working with local community groups Being aware of and respecting the rights of all humans and developing morals and ethics Covering a range of programs, including correspondence with and visiting other schools, internationally, nationally and within NSW Combining with other schools for classes or cultural activities, including correspondence with or visiting other schools, internationally, nationally and within NSW Celebrating diversity within schools and communities, or being aware of situations in other schools or countries

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2011

Actions taken by the School to promote respect and responsibility:
Discipline and Pastoral Care Policies

Code of Behaviour

Students are expected to behave in a manner which reflects an understanding of both the Mission Statement of the School and the expectations of the School parents.

Key Principles

- Respect yourself and Others!
 - You have a right to be treated with fairness and respect.
 - Your responsibility is to treat others with fairness and respect.
- Be Prepared to Learn!
 - Your right is to have the opportunity to learn.
 - Your responsibility is to allow all students to learn.
- Behave Safely!
 - Your right is to make decisions for yourself.
 - Your responsibility is to make sensible decisions and to face up to the consequences of your decisions.
- Care for Your Own and School Property!
 - Your right is for your property to be respected.
 - Your responsibility is to look after school property.

Students – Expectations

Students are, therefore, expected to

- be well mannered and respectful to all
- use courteous and considerate language at all times
- diligently work towards providing a safe and happy learning environment
- take pride in their appearance
- take care of their own and others' property

- care for their school environment
- be sensible about personal safety
- use equipment fairly, sensibly and safely
- behave responsibly when travelling to and from school
- be in a classroom only when a teacher is present
- be on the school grounds during school hours and
- not to smoke, take alcoholic drinks or drugs or influence other students to do so.

Remember

Conanti Corona

Strive to do your best

Student Code

“Affirmation and Challenge”

Christian Brothers’ High School Lewisham recognises the need to develop a climate within the School community that promotes a high degree of self-discipline and self-respect within students, thus allowing them a self-fulfilling life at the School.

The School also seeks to develop in students an understanding of the need for rules of behaviour, the need to respect these rules and the need to have appropriate punishment applied when rules are broken. The Discipline Code is designed to assist students towards greater self-discipline and behaviour that is more appropriate in the future.

Most students operate at the appropriate level of self-discipline and cooperation with their teachers and fellow students. They will be publicly acknowledged through the Merit System.

“ A System of Affirmation”

Positive Diary Comments

Every student carries the School Diary where a place for teacher comments each week is located. Teachers may give students a positive comment at any time at their discretion.

Merit Certificate

Merits Certificates may be awarded for good work or good behaviour for both inside and beyond the classroom. Merit Certificates are presented directly to students by issuing teachers. Students collect these certificates.

Sustained Merit Certificate

When a student has five Merit Certificates, he can apply to his Year Coordinator for a Sustained Merit Certificate, which will be presented at a Year level meeting.

Principal’s Award

When a student has five Sustained Merit Certificates, he can apply to his Year Coordinator for a Principal's Award. At a Whole School Assembly, the student will be presented to the Principal to receive the award.

Beyond The Principal's Award: Bronze, Silver, Gold & Platinum Awards

A student who earns the right to a second Principal's Award qualifies for a Bronze Principal's Award. Similarly, a student may move on to the Silver and Gold Principal's Awards and ultimately on to the highest regular student honour available, the Principal's Platinum Award.

" A System of Challenge"

Reason for Movement on to this level	Level of Discipline	Possible Action
Classroom	<ul style="list-style-type: none">Isolated breaches of minor rules	<ul style="list-style-type: none">Short DetentionParents notified via Diary
Formal Detention and Demerit	<ul style="list-style-type: none">Repeated classroom infringements	<ul style="list-style-type: none">Formal Friday Detention (90 minutes)Parents notified via Formal Detention letter
ONE	<ul style="list-style-type: none">No positive response to previous stepsSerious breach of School Monitoring Sheet expectations	<ul style="list-style-type: none">Parents notified via letterLevel One Student Monitoring SheetLoss of privilegesReferral for counseling
TWO	<ul style="list-style-type: none">No improvement on Level OneRepeated a more serious breach of School expectations	<ul style="list-style-type: none">Parent interview with Year Coordinator'Level Two' Student Monitoring SheetIsolation from class
THREE	<ul style="list-style-type: none">No positive response to Level TwoVery serious breach of School expectations	<ul style="list-style-type: none">Parent interviews with Deputy Principal'Level Three' Student Monitoring SheetSuspension
FOUR	<ul style="list-style-type: none">On-going refusal to	<ul style="list-style-type: none">'Level Four' Student

	<p>conform to School expectations</p> <ul style="list-style-type: none">• Most serious breaches of School standards	<p>Monitoring Sheet</p> <ul style="list-style-type: none">• Suspension• Parent Interview with Principal• Continued enrolment discussed if improvement not evident
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Detentions

The School recognizes that a student’s behaviour should be based on self-discipline so that their responses are appropriate even when no authority is present. However, when a student fails to meet the expectations of the School, then a number of methods of discipline need to be introduced.

Students are always given 24 hours to notify their parents of the detention.

Detentions are held for 30 minutes after school and are most commonly organized by the classroom teacher.

More formal detentions for more persistent behaviour, are organized through the Year Coordinator, are conducted on a Friday afternoon after school, and require 24 hours notice given to parents.

Suspension, either from school or from class, is used for serious offences or the continuing failure to meet the School’s expectations in behaviour.

Parents will always be informed of these matters and invited to assist in overcoming the problem.

The type and seriousness of the irresponsible behaviour and/or attitude will determine the consequence.

Such consequences may include:

- school community work – cleaning the yard, desks
- detention – for a partial period of time at recess, lunchtime or after school
- notification to parent(s) followed by placement on a conduct card (Demerit Slip) for a period of time
- notification to parent(s) (letter/phone) followed by a detention for a period of time on the following Friday
- notification to parent(s) (letter/phone/interview) followed by suspension from class for a period of time
- notification to parent(s) (letter/phone/interview) followed by a suspension from school for a period of time
- notification to parent(s) (letter/phone/ interview) at which time the student may be asked to leave CBHS Lewisham.

Demerits

ISSUE

- Teacher is acting to student misbehaviour or lack of application.
- Some examples:-
 - classroom disruption
 - littering
 - inappropriate disruption
 - lack of courtesy
 - unsportsman-like behaviour
 - failure to complete work
 - teasing.

ACTION

- When teacher-devised in-class strategies & appropriate counseling fail, the teacher progressively
 - writes message in the student DIARY requiring signature (and maybe comment) from parents
 - contacts/phones parents
 - with continued misbehaviour by the student, the teacher seeks advice & support of the Studies/KLA Coordinator.
 - If deemed appropriate, the Studies/KLA Coordinator issues a Demerit Slip requiring signature of the teacher, Studies/KLA Coordinator & Parent
 - (Four Demerit slips in any SEMESTER = a Level ONE (yellow) Monitoring Report)
 - If all else fails (eg, additional school support personnel such as the School Counsellor & Student Support team) the Year Coordinator places the student on a Level ONE (yellow) Monitoring Report.

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There were no changes to Discipline Policies in the School in 2011

The School Strategic Management Plan 2009-2014 requires a major review of the Discipline and Pastoral Care System in the life of the Strategic Management Cycle. This occurred in the 2009 Academic Year. Changes in the Discipline and Pastoral Care system will be reflected in the 2010 Annual Report to the Community.

Part of the evaluation was to secure a new position of Assistant Principal - Pastoral on to the School Executive Team for 2009. This then led to an extensive investigation into a changed Pastoral model which was implemented in term 4 2010.

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The Deputy Principal
Christian Brothers' High School
68 The Boulevard Lewisham 2049

Or by email: office@cbhslewisham.nsw.edu.au

Or by contacting the school office on 8585 1744.

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Parent, Teacher and Student Satisfaction - Summary Results

A survey was conducted to gauge school satisfaction.
The results are indicated in the following table:

	Parents Totally Satisfied %	Students Totally Satisfied %	Teachers Totally Satisfied %	Friends of the School Totally Satisfied %
Challenging Teaching Environment	89	86	89	91
Teaching facilities	93	88	90	80
Communication levels	94	86	87	90
Staff Welfare	NA	NA	88	NA
Student Welfare	95	84	88	88
Nurturing of values	95	83	91	60
Level of Professional Development	NA	NA	76	NA
Standard of teaching	93	89	NA	50
Support for preparation in external examinations	89	86	67	NA
Performance in external examinations	85	84	88	NA

A fuller set of results is available from the school, on request.

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Detailed Parent Satisfaction Survey Results:

	Agree	Strongly Agree
	%	%
Our Catholic faith and traditions are clearly expressed at the School	41	54
Students receive regular, worthwhile and appropriate amounts of homework	67	19
Students have a clear understanding of assessment tasks given	63	17
There are effective lines of communication between the School and home	53	25
I am well informed about the day to day happenings at the school		
My son is / I am happy and enjoy(s) being at school	49	34
The level and type of Pastoral Care in the School is effective	62	20
I have a good understanding of the School Discipline and Pastoral Care Policy	58	28
The teachers correct and return work efficiently, with helpful feedback	45	14
I believe my son / I cope(s) well at the school	53	29
There are opportunities for parents to be involved in school activities	60	26
There are clear expectations and standards for students in the School	40	48
The End of Semester Report is clear and informative	61	20
There are plenty of opportunities at the School for my son / me to do things that interest him / me.	48	27
Students have a clear homework/study plan and work in an organised fashion.	37	22
The teachers show genuine concern and interest in student's learning and well-being	58	16
There are always opportunities to raise concerns or queries about my son's schooling	64	12
The School meets student's learning needs	55	24
The staff of the School display professionalism in carrying out their duties	57	23
The resources and facilities of the school are adequate in meeting the learning needs of students	62	18
The teaching of Religious Education meets my expectations	68	23
The Office Staff is both approachable and helpful	52	42
Parent/Teacher evenings at the School are useful and well organised	67	20
I am confident in the leadership and direction of the School	51	26

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I am happy and satisfied with the education and care that my son receives	63	24
I believe significant opportunities exist to strengthen the faith of students	64	14
I am confident that the School ensures a safe learning environment	67	25
I am satisfied with the quality and range of food offered at the Canteen	40	5
Discipline is administered fairly and justly	60	12
Students utilise ICT (computer technology) in their learning	60	18

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Results

Detailed Student Satisfaction Survey Results:

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<input checked="" type="checkbox"/> Search

	Agree	Strongly Agree
	%	%
Our Catholic faith and traditions are clearly expressed at the School	36	51
Students receive regular, worthwhile and appropriate amounts of homework	39	32
Students have a clear understanding of assessment tasks given	58	22
I am well informed about the day to day happenings at the school	47	18
My son is / I am happy and enjoy(s) being at school	35	37
The level and type of Pastoral Care in the School is effective	46	24
I have a good understanding of the School Discipline and Pastoral Care Policy	39	39
The teachers correct and return work efficiently, with helpful feedback	48	17
I believe my son / I cope(s) well at the school	56	25
There are opportunities for me to be involved in school activities	37	43
There are clear expectations and standards for students in the School	30	61
There are plenty of opportunities at the School for my son / me to do things that interest him / me.	41	27
Students have a clear homework/study plan and work in an organised fashion.	44	15
The teachers show genuine concern and interest in student's learning and well-being	44	24
There are always opportunities to raise concerns or queries about my son's schooling		
There are people at the school I can speak to to raise my concerns	38	35
The School meets student's learning needs	35	38
The staff of the School display professionalism in carrying out their duties	41	26
The resources and facilities of the school are adequate in meeting the learning needs of students	38	8
The teaching of Religious Education meets my expectations	30	30
The Office Staff is both approachable and helpful	35	22
Parent/Teacher evenings at the School are useful and well organised		

I am confident in the leadership and direction of the School	22	26
I am happy and satisfied with the education and care that my son receives		
I believe significant opportunities exist to strengthen the faith of students	33	31
I am confident that the School ensures a safe learning environment	50	22
I am satisfied with the quality and range of food offered at the Canteen	23	14
Discipline is administered fairly and justly	37	29
Students utilise ICT (computer technology) in their learning	34	40

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Student Complaints

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

Complaints from students relating to teachers and school life in general are directed through the Pastoral Coordinators (see Pastoral House System). When these are informal complaints to which a ready resolution is available, there is no further action.

More serious complaints become formal matters. A definition of informal and formal complaints, and how these are handled according to school policy and procedures, is contained in the Feedback Formsection of this Annual Report.

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There were no changes to complaints and grievances resolution policies in 2011 other than the variation to a vertical Pastoral model and the refinement of the line of communications in these matters.

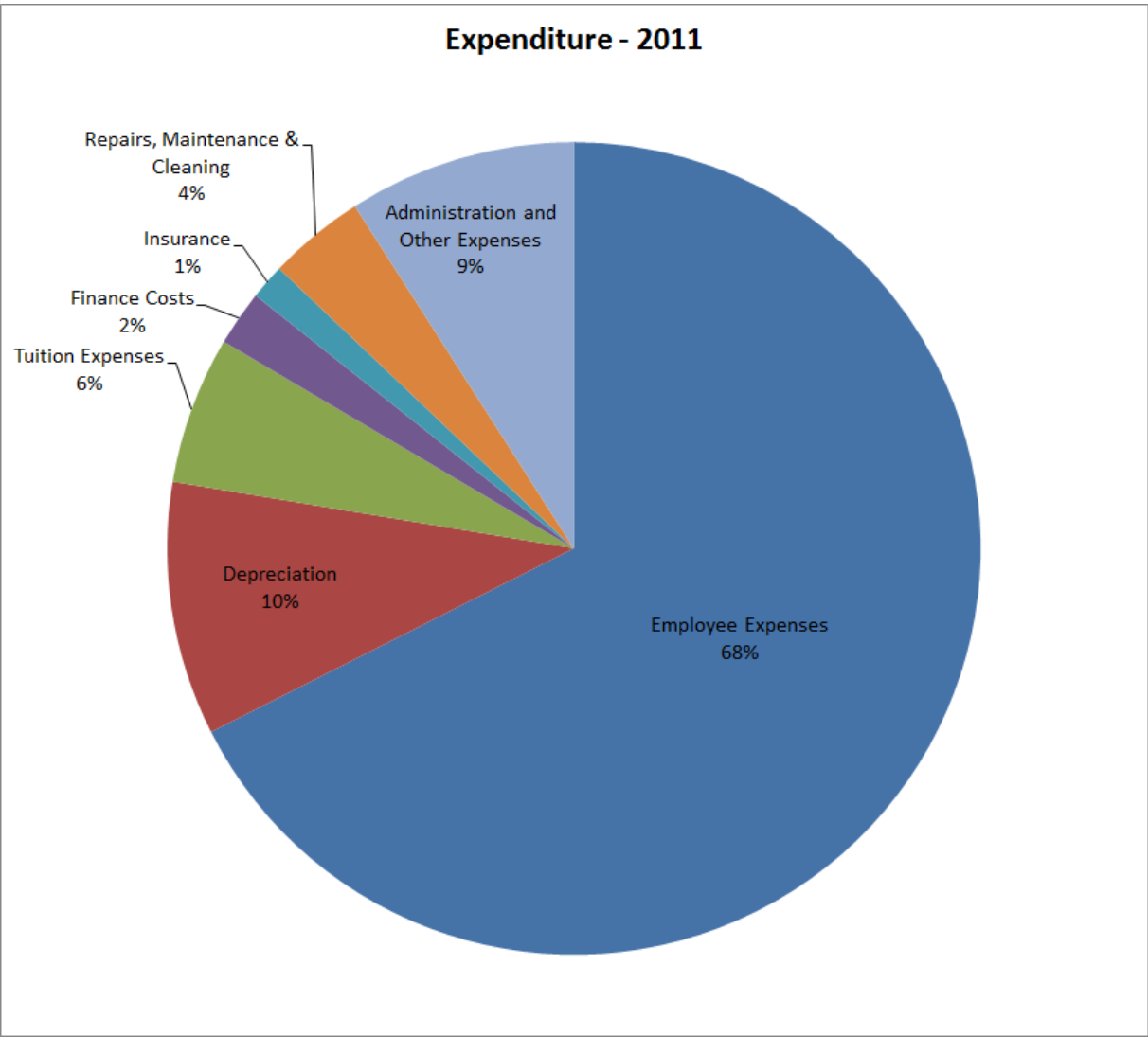
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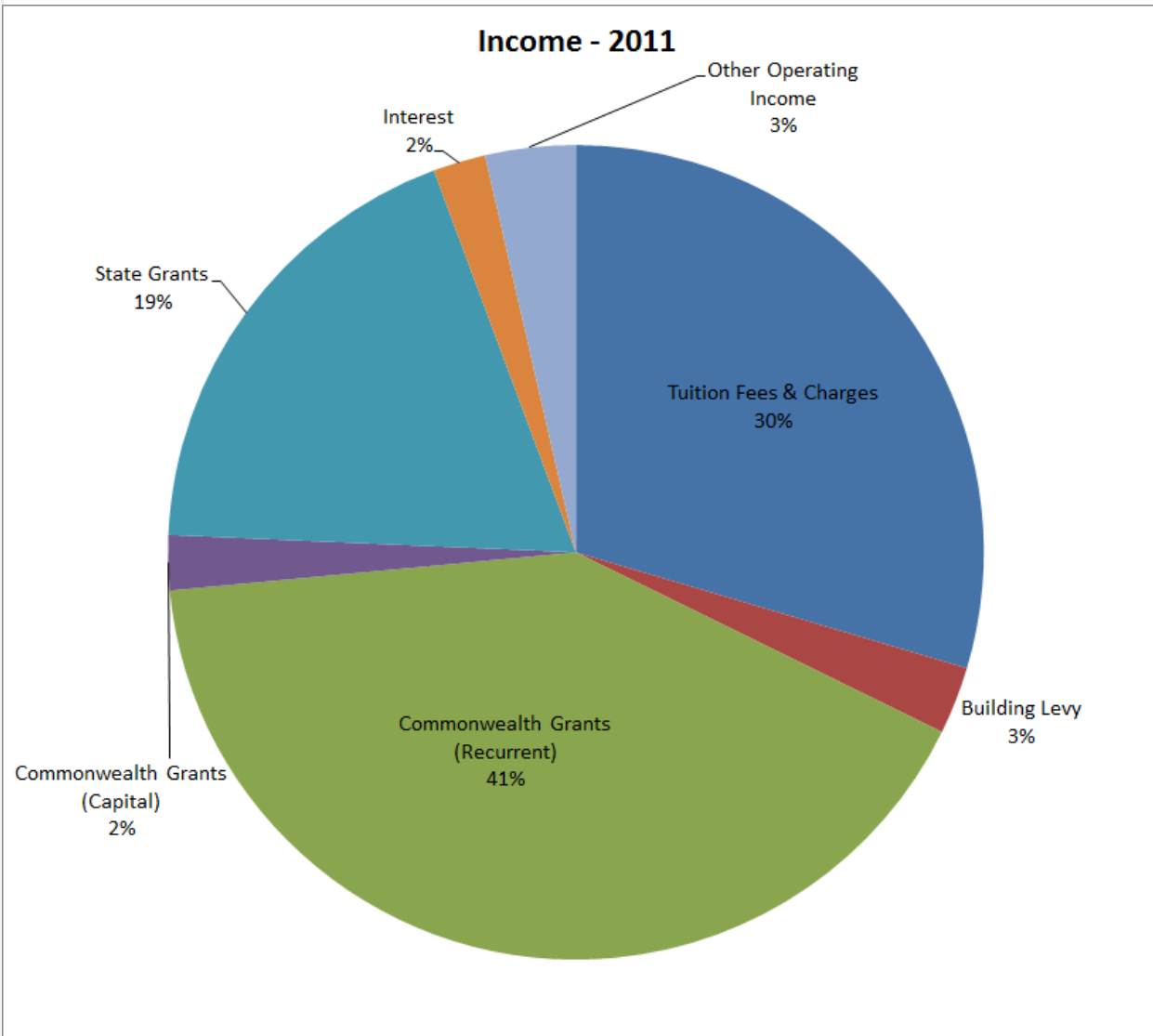
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Christian Brothers' High School Lewisham has policies and procedures that ensure its participation in annual reporting, as determined by the current requirements attached to the New South Wales Education Act (1990). The purpose of this annual reporting is to publically disclose the educational and financial performance measures and policies of the school.

This online documentation serves the purpose of complying with the Act, keeping the Minister and the community fully informed of the school's Registration and Certification requirements.

The Report will be available to the Minister and to the community on the 30th June each year reporting on the previous calendar year. Any other relevant information required by the Minister for Education for his report to Parliament will be available within three months of being notified that the information is required.

The preparation of the material for the Annual Report to the Minister and to the community is delegated to the Assistant Principal-Curriculum to overview and co-ordinator other key members of the School Executive to prepare.

Documentation has been updated in line with new *Registered and Accredited Individual Non-government Schools (NSW) Manual (2010)*.

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Search our site

Give a search argument:

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Bullying Prevention

Bullying is an act of aggression causing embarrassment, pain or discomfort to another. It can take a number of forms: physical, verbal, gesture, extortion and exclusion. It is an abuse of power. It can be planned and organised or it may be unintentional. Individuals or groups may be involved. CBHS DOES NOT TOLERATE BULLYING IN ANY FORM. All members of the School community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

- Each staff member is responsible for:
 - the assessment of any report of bullying that may require immediate action
 - modelling non-bullying behaviour in their dealings with students
 - being alert to various forms of bullying which may occur
 - interfering with another's property by stealing, hiding, damaging or destroying it
 - using offensive names, teasing or spreading rumours about others or their families
 - using put-downs, belittling others' abilities and achievements
 - writing offensive notes or graffiti about others
 - making degrading comments about another's culture, religious or social background
 - hurtfully excluding others from a group
 - making suggestive comments or other forms of sexual abuse
 - ridiculing another's appearance
 - forcing others to act against their will
 - promoting a climate which allows for victims of bullying to be heard, taken seriously and the matter acted upon
 - reporting suspected incidents to the appropriate staff member such as Pastoral Care teacher, Year Coordinator, Assistant Principal, Administration Coordinator, School Counsellor who will follow the designated procedures
 - denouncing bullying as non-Christian, hurtful to another, lacking in respect of the other and, therefore, wrong.
- Subject teachers and Pastoral Care teachers are to
 - find appropriate ways of reinforcing the school policy by highlighting the Christian values base of respect for others at all times
 - arrive at class on time and move promptly between lessons in order to prevent incidents of bullying
 - specific time will be allocated for class lessons on prevention of bullying
 - be vigilant at all times and alert to the signs that a student may be a victim of bullying

- o build up a rapport with students so that there is one responsible adult a student can confide in
 - o reinforce every student's right to feel safe coming to and from school and at school.
- Pastoral Coordinators are to be responsible for:
 - o following through any reports of bullying to ensure that all parties are heard
 - o referral of those involved to school counsellor for advice re appropriate skills to overcome bullying, both for the victim and the perpetrator
 - o regular Year meetings to reinforce School policy to all students
 - o reporting any serious incidents to the Administration Coordinator for follow-up.
- The Deputy Principal is responsible for:
 - o maintaining an efficient system of supervision
 - o encouraging and developing a School culture which is free of bullying
 - o ensuring that an education program for the prevention of bullying is in place throughout the School
- The Principal is responsible for:
 - o liaising between the Trustees of the Christian Brothers, the Board and media in the case of an incident
 - o giving out statements and information to parents in the case of an incident.

Action:

Education, supervision, vigilance, will hopefully reduce any tendency towards bullying in a school.

However, if bullying occurs

- any staff member,
 - who witnesses bullying behaviour
 - or is informed of it by the victim or others
 - or feel themselves to be a victim,
 - will treat the matter as serious.
 - That person will intervene immediately to prevent any further incidents.

Victims and bullies will be reported to the Year Coordinator(s).

- The Coordinator/s will listen carefully but non-critically to both the victim and the bully and anyone else who witnessed the incident to ascertain the facts - who was bullied and by whom.
 - o It may be more reasonable for such determination to be left to the judgment of the School Counsellor.
- The Year Coordinator will refer the facts to the Deputy Principal who will determine the seriousness of the offence and the appropriate course of action. It is suggested that teachers use the "No Blame" or the Moralistic or the Legalistic, the Humanistic Approach or elements of a combination of judgments.
- Normally both the victim and the bully will be referred to the Counsellor for further follow-up.

- The Year Coordinators will regularly re-enforce the “No Bullying Policy” at Year Assemblies.
- Other follow up will take the form of surveys to identify known bullies with a view to modifying their behaviour.
- A specific subject area will be responsible for an education and skills-based lesson in an effort to counteract bullying.
- Any re-occurrence of bullying by the same student will result in the matter being referred to the Principal, parent involvement and a student contract.
- Further continuation of bullying behaviour may require referral of the student to a Community Health Centre for assessment.
- The Principal will ensure the follow-up of incidents, which fall under the application of law eg. harassment, intimidation, stalking, prank phone calls, threats on the internet and assault etc.

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Child Protection Policy

CBHS Lewisham, as is the case for all schools in New South Wales, is governed by the Ombudsman Act (1974), the Commission for Children and Young People Act (1998) and the Child Protection Ammendment Act (2003).

Consistent with the ethos of this school, these pieces of legislation seek to provide due physical and emotional care and protection for the children in our school.

The Child Protection section of the online Staff Handbook has been developed to provide information and resources relevant to Child Protection issues.

The areas in the Child Protection section of the online Staff Handbook are as follows:

Child Protection Investigations	Definitions
A. Initial Assessment	Act of violence
B. Initial Response	Agency
C. Risk Management	Category One
D. Planning an Investigation	Category Two
E. Conducting Interviews	CCER
F. Findings & Documentation	CCYP
	Class or Kind Agreement - CCYP
	Class or Kind Agreement - Ombudsman
	Completed (investigation)
	Exemption (a)
	Exemption (b)
	Exemption (c)
	Exemptions
	False, Misconceived and Vexatious
	Grooming
	Head of agency
	Ill-treatment
	Neglect
	Not reportable conduct
	Not sustained – insufficient evidence
	Physical Assault
	Psychological harm
	Reasonable
	Reportable Conduct - CCYP
	Sexual Assault
	Sexual misconduct
	Sustained
	Trivial or negligible
Family Law	Handling of suspected child pornography

The procedures outlined in that section of the Staff Handbook should be followed in all cases that fall within the ambit of the relevant Child Protection legislation.

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Reporting to Parents -

Reporting is considered to be the provision of information about a student's progress to the student, other teachers, parents, employers and the wider community. It occurs on a formal basis through written reports, parent-teacher evenings and interviews, and letters to parents. It also includes teacher comments on a student's work and notes in student diaries.

All students will be provided with a single, computer-generated report twice a year. Years 5 - 10 will be provided with two semester reports using A-E Grades, Year 11 and 12 will be provided with a mid-course report and an end-of-course report. This is in response to the reporting changes in the School Certificate and Higher School Certificate resulting from Securing Their Future.

There were two formal opportunities for Parents to meet with teachers to discuss their son's progress.

Each Pastoral Care/Homeroom teacher shall be responsible for

- checking their Pastoral Care class reports.

Each Subject Teacher shall be responsible for

- supplying the data on each student on time.

Each Studies/KLA Coordinator shall be responsible for

- developing Stage 4 Course Performance Descriptors
- contributing subject specific report comments for a database
- ensuring that students are aware of how the results in their subject are determined.
- proof-reading and checking reports of students in their KLA or Subject.

The Assistant to the Principal (Curriculum) shall be responsible for

- coordinating and publishing Stage 4 Course Performance Descriptors
- encouraging teacher to create an individual database of suitable report comments
- coordinating the design of the report format
- liaising with the Deputy Principal in determining dates for report production process.

The Deputy Principal shall be responsible for

- entering dates for reporting deadlines on the School calendar.

The Principal shall be responsible for

- Responding to anomalies within Reports for any individual student.

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Scheduled Parent-Teacher Interviews, to discuss students' academic progress giving parents an opportunity to reflect on their son's Reports, were conducted for all cohorts .

These were held in early term two and in mid term three.

Special meetings to discuss the progress of individual students deemed at risk, either socially or academically, were held as required throughout the year. Typically, these meetings involved parents, the student at risk, and the student's Pastoral Coordinator. In more serious cases, the Deputy Principal or Principal were involved with the Assistant Principal - Pastoral.

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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.

NUMBER	GOALS AND ACTIONS	HR	BUDGET \$	DATE
Goal 2.1	The school will develop a whole school approach to faith formation for students, staff and parents and provide opportunities for spiritual reflection and retreat.			
Actions	1. Involve Music, Performing Arts and Visual Arts staff and students in Holy Week liturgies	API	–	A
Outcome				
Goal 2.2	Investigation will occur into finding a school chaplain.			
Actions				
Outcome				
Goal 2.3	Establish lines of communication with all members of the school community to assist them with being critically reflective and involved in church issues and to be connected to the local and wider church.			
Actions	3. Ensure timely dissemination of information received from Archdiocesan and CEO sources regarding churches.	P, DP, API & APPr	–	A
Outcome				
Goal 2.4	The Chapel and other appropriate venues will be used for celebration of the sacraments to assist with the faith life of the students.			
Actions	3. Timetable every RE class into the Chapel once each term.	API	–	A
	5. The Pastoral Coordinator and Year Prefect lead a Communion	DP,	–	E12

	Service in the Chapel before school on a regular basis. 6. Develop regular times for staff prayer that are led by staff.	APPa & API P & API	–	A
Outcome				
Goal 2.5	The multi-faith dimension of spirituality will be explored.			
Actions	3. Provide opportunities for interfaith dialogue, e.g. students address whole school and year level assemblies.	API	–	M12
Outcome				
Goal 2.6	All members of the school community will be provided with opportunities to share their faith and spiritual journeys and develop spiritually.			
Actions				

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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.

NUMBER	GOALS AND ACTIONS	HR	BUDGET	DATE
Goal 3.1	The school will establish ways to engage and support the poor and disadvantaged from the local community.			
Actions				
Outcome				
Goal 3.2	The school will ensure that the principles of social justice are more explicit elements of curriculum development.			
Actions	1. Provide time for staff to work on programming to ensure social justice integration.	DP, APC & API	2,000	E12
Outcome				
Goal 3.3	Formation in terms of a socially just curriculum will be provided for all staff.			
Actions	1. Look to implement EREA Justice Framework 2. Provide staff formation experiences on a socially just curriculum.	API APC & APTL	2,000 5,000	B12 O
Outcome				
Goal 3.4	The School Leadership Team will continue to develop a whole school approach to social justice initiatives.			
Actions	3. Formalise the opportunities for social justice to Years 5-9.	API & APPr	–	A
Outcome				
Goal 3.5	The School Leadership Team and Board, by utilising the principles of reflective practice and other appropriate means, will understand the challenges inherent in the characteristics of the Charter.			
Actions				
Outcome				
Goal 3.6	The whole school community will broaden its understanding of personal and communal stewardship by looking at its responsibilities in terms of ecology and environmental awareness.			
Actions	3. Audit ecological and environmental awareness in	APC, APTL &	1,000	A

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	curriculum programs during regular school mini-audits.	APPr		
Outcome				
Goal 3.7	Meet in an effective manner all the counselling needs of the school community.			
Actions				
Outcome				

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VALUE AREA 4: COMMUNITY

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

NUMBER	GOALS AND ACTIONS	HR	BUDGET \$	Date
Goal 4.1	Leadership programs which emphasise leadership for justice will be developed for students across all year levels.			
Actions	2. Continue to develop leadership programs for school leaders.	DP, APPa, APPr	1,000	B12
Outcome				
Goal 4.2	The Parents and Friends will be encouraged to extend their mandate of providing opportunities for families to interact by extending their outreach to those not currently involved.			
Actions	1. Facilitate a meeting to appoint year level liaison people.	DP & P&F	–	B12
Outcome				
Goal 4.3	Establish pastoral care initiatives that focus on the development of relationships between students across year levels.			
Actions	4. Examine success of the current Peer Support Program/mentoring/Rock and Water/Seasons. 5. Investigate senior students tutoring junior students.	APPa, APPr DP, APTL, APC & APP	2,000 –	B12 B12
Outcome				
Goal 4.4	Develop the idea that the principal vocation of teaching is one of service.			
Actions				
Outcome				
Goal 4.5	Establish and maintain Interaction with the local community including other schools will be explored.			
Actions				
Outcome				
Goal 4.6	Old boys will be engaged in the celebration of the history and tradition of the school.			
Actions	3. Extend Old Boys' page on school website.	DP APC &	– –	M12 A

	4. Investigate Year 13 tutoring of Year 12 students.	APTL		
Outcome				
Goal 4.7	Communication within the school community and to parents and the wider community will be enhanced.			
Actions	1. Commission an externally sourced communications audit.	P & DP	5,000	A
	2. Investigate the format of Highlights.	DP	2,000	B12
	3. Highlights available on-line to all staff each week.	P & DP	–	A
Outcome				

Goal 4.8	The house system, including internal sport and representative sport will be evaluated.			
Actions	1. Investigate grouping sports and activities into vertical groups (internal sport)	DP & APPa, AD.	–	M12
Outcome				
Goal 4.9	The operation of canteen will be reviewed in the light of the developing healthy school canteen agenda.			
Actions	1. Survey students and parents on food choice in the Canteen.	DP, AD & BM	–	A
Outcome				
Goal 4.10	The school will continue to look for ways in which in can be of practical assistance to its families.			
Actions				
Outcome				
Goal 4.11	The concept of staff as a Christian community will be developed and supported.			
Actions				
Outcome				

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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.

NUMBER	GOALS AND ACTIONS	HR	BUDGET \$	DATE
Goal 5.1	The academic climate of the school will be evaluated and processes and procedures to enhance the academic excellence will be developed.			
Actions	3. School Leadership Team will timetable class visitations with feedback to SLT Meetings. 6. Develop a whole school information literacy policy.	DP, AD APTL, APC & TL	- -	B12 M12
Outcome				
Goal 5.2	Creative approaches to pedagogy will be explored and resources will be allocated to ensure that best practice in terms of learning outcomes and performance in external exams is achieved.			
Actions	7. Make instructional in-house videos to teach basic concepts such as Paragraph Power so that the instructional approach is consistent.	DP, APC & APTL	5,000	To be Modified
Outcome				
Goal 5.3	A master facilities plan will be established which identifies and assigns priorities for capital expenditure to make best use of existing and future available facilities including for broadening of the subject base offered.			
Actions	2. Survey staff of their needs when designing staff common rooms. 4. After input from staff design a staff social area separate from professional working area.	DP DP & BM, AD	- -	A A
Outcome				
Goal 5.4	Curriculum offerings will be based on the National curriculum agenda and the developing agenda in areas including VET.			

Actions				
Outcome				
Goal 5.5	A whole school approach will be used for numeracy provisions for gifted and talented students and homework plans.			
Actions	1. A member of the SLT to evaluate the existing Gifted and Talented Program. 2. Enlist outside assistance in the review of current Gifted and Talented Program. 3. Allocate resources in the Budget and Professional Development time to Gifted and Talented Program.	APTL APTL P, APTL & BM	– – 5,000	A B12 O
Outcome				

Goal 5.6	The potential of the Waterford Learning Centre (WLC) will be maximised by exploring the most efficient way to utilise the facilities and services for teaching and learning.			
Actions	1. Develop a tutorial program where Year 11 and 12 students assist younger students. 4. Ensure the Waterford Centre is prominent in all orientation and induction programs. 5. Provide induction for all staff in the facilities in the Waterford Learning Centre.	APTL, APC & TL SLT & TL DP, APTL & TL	– – –	B12 A A
Outcome				
Goal 5.7	Opportunities for professional development for all staff will be further explored and developed.			
Actions	1. Develop an annual and five-yearly professional development plan.	DP & APTL	–	E12
Outcome				
Goal 5.8	The school will achieve best practice in terms of boys' education and will share this expertise with the wider educational community.			
Actions				

Outcome				
Goal 5.9	Career Education will be developed and supported.			
Actions				
Outcome				
Goal 5.10	The expansion of the holistic approach to pastoral care to make explicit the principles of restorative justice.			
Actions	1. Articulate the principles of restorative justice to staff, students and parents. 2. The School Leadership Team will model principles of restorative justice in their dealings with all members of the school community. 4. Evaluate all existing Pastoral Care policies and practices within the school with the view to creating a unified policy, modelled on restorative justice.	APPa & SLT APPa & SLT DP & APPa	– – –	M12 A M12
Outcome				
Goal 5.11	Establish and maintain curriculum support and supervision practices which ensure that the school curriculum organisation documentation and practices continue to meet NSW Board of Studies requirements for registration and accreditation.			
Actions				
Outcome				
Goal 5.12	The school will monitor the balance between its academic, cultural, sporting and social justice dimensions.			
Actions	2. Reintroduce and evaluate non-interruption weeks.	DP	–	A
Outcome				
Goal 5.13	Establish and maintain professional supervision for the School Leadership Team and other staff in positions of responsibility.			
Actions	1. Investigate the appointment of a School Leadership Team professional supervisor. 2. Investigate School Leadership Team individual and group professional development. 3. Identify and provide leadership training for aspiring leaders and current middle managers.	P P SLT	5,000 – –	Individually supervised Achieved on an individual basis A

	Outcome			
	Goal 5.14	Explore the application of learning objects via Scootle across KLAS.		

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Greivances

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 Harrassment** policy provides the definition, the framework procedures and guidelines for dealing with harrassment 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. Regular meetings of staff at the whole staff, KLA Coordinators, Pastoral Coordinators and Year cohort team level provide opportunities for the airing and resolution of staff complaints.
5. The IEU chapter is encouraged to meet and to make representation to the Principal
6. The Principal has initiated an Open Forum Adgenda 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.

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Complaints against CBHS or its employees:
Policy & Procedures

1. Introduction

This policy addresses complaints against the Christian Brothers' High School Lewisham (The School) or its employees.

Parents, students and other members of the community have a right to raise concerns they may have about the School or its staff and to have them addressed appropriately.

The policy and procedures set out herein are to ensure that complaints will be dealt with in a fair and transparent way which gives cognisance to the legal obligation of the School in relation to its duty of care to the student but also guarantees procedural fairness to the employee.

2. Statement of Principles

- Complaints provide an opportunity to understand better the things that are not working well, or things that require communication, rectification or clarification. Complaints, therefore, can be a real source of school improvement.
- All complaint procedures need to maintain the dignity of all peoples concerned. Complaints should be handled objectively and with sensitivity.
- Confidentiality is a major issue in the handling of complaints. Confidentiality shall be maintained at all stages of the complaint procedures with communication limited to those people who need to be informed in order to resolve the complaint.
- Reconciliation of parties concerned and the development of strong and cooperative relationships is highly valued in the School and in the resolution of complaints.
- Early intervention in issues of potential complaint, most specifically in the form of verbal communication with staff and parents by School personnel involved in following up on a complaint, strongly contributes to the ready resolution of matters and relatively higher degrees of staff and parent and satisfaction with the School.
- The dealing with all complaints needs to reflect principles of fairness and justice.

3. Procedural Fairness

Procedural fairness in the handling of a complaint involves all of the following elements:

- The right to a fair hearing.
- The right to attend hearings with an advocate, representative, friend or support person, if required.
- The opportunity for all parties involved to openly present their case.
- The subject of the complaint having full knowledge of the nature and substance of all allegations.
- The person making the complaint not determining the complaint.
- The right to an independent, unbiased decision-maker.
- A timely decision in a matter that is based solely on the relevant evidence.

4. Exclusions

This policy does not apply to complaints or allegations of the following kind:

- Complaints that are the subject of court action or criminal investigations.
- Mandatory reporting. Refer to the Mandatory Reporting Policy in the Staff Handbook.
- Reportable Conduct. Reportable Conduct is defined as (a) any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence); or (b) any assault, ill treatment or neglect of a child; or (c) any behaviour that causes psychological harm to a child; whether or not, in any case, with the consent of the child (Section 33, Commission for Children and Young People Act 1998). The Child Protection chapter of the Staff Handbook deals with the procedure for dealing with reportable conduct by employees.
- Harrassment, relating to either staff/staff relations, staff/parent relations, or staff/students relations. Refer to the Harrassment Policy in the Staff Handbook.
- Bullying. Refer to the Bullying Policy in the Staff Handbook.
- Grievance procedures. Refer to the Catholic Education Office document, *School Personnel: Procedures For Addressing Performance Related Matters And Professional Competence*.

5. Definitions

- Complaint: A complaint in this policy refers to a verbal or written dissatisfaction from a parent or other member of the community about an issue involving an employee of the School or the operation of some aspect of School life that, either explicitly or implicitly, seeks a resolution.
- Informal Complaint: A minor matter to which there is a ready resolution to the satisfaction of all parties. Typically, no records are developed or kept or a file note may be appended to a student's file.
NB: All phone conversations and parent interviews (outside of Scheduled Parent/Teacher Interview Days/Evenings) which relate to student behaviour and progress should be documented on the *For the Student File...* pro forma, available in the Staff Handbook (Documents | Pro Formas).
- Formal Complaint: Movement from an informal to a formal complaint will occur when an obvious and ready resolution to a matter is not available, or where a matter requires deeper investigation. Formal complaints require
 - A written record of the complaint to be developed
 - The involvement of all concerned parties in an attempted resolution of the matter
 - The resolution or other outcome of the process to be reached and documented in a timely fashion.

6. Who handles complaints?

The protocol for communication between home and school is detailed in a *Communications Protocol* letter sent to parents at the start of each Academic year. A copy of the letter is available on the School internet site under News & Events | Letters Home.

Complaints by teachers are generally directed to the Principal or one of the Principal's delegates on the Executive.

Other sources of complaints are generally directed to the Deputy Principal. These can be found on the Schjopol web page at Feedback Form.

7. Policy

- While parents, students or others may from time to time raise concerns or complaints relating to an

employee, not all matters will need to be raised with the staff member concerned if, after initial investigation the matter proves to be readily resolved, unfounded, vindictive or the complainant is not prepared to follow agreed process in documenting their complaint. Complaints not raised with the staff member concerned at the time must not be relied upon in any further disciplinary proceedings or professional contexts. If a record of an unsubstantiated complaint is to be kept in a personal file the staff member must be informed of the complaint and provided with documentation stating the matter was investigated and it had been determined the employee had no case to answer.

- Where, in the professional judgement of the Principal or delegated Executive member, there is a need for a complaint to be addressed or acted on, the teacher or other staff member must be informed of the complaint in writing. Employees are entitled to know the details of the complaint against them, including the name of the person raising the complaint, the specific details of the complaint, and be given the opportunity to respond prior to any action being taken in response to the complaint.
- Where it is intended that there is to be a meeting of the employee concerned with the Principal, parents/students or other appropriate staff in relation to the complaint, the employee concerned should be told, in writing (electronic communication, with verbal backup advice, is sufficient) and with sufficient notice, the purpose of the meeting and who will be attending the meeting.
- The employee concerned should be involved in discussions about the resolution of the concern and any actions arising from the complaint.

8. Procedures

Determine the nature of the complaint

- Anonymous complaints should only be investigated if they contain serious or high risk allegations. These should be referred to the Principal or a member of the School Executive.
- Determine if the complaint falls under the purview of this policy. Refer to section 4 above for alternative avenues for dealing with complaints that fall outside the purview of this policy.
- Informal complaints (see section 5 above) should be dealt with expeditiously.
- If the complaint appears to be a formal complaint, commence the documentation process (see the next part of this section below). Involve the appropriate staff in further investigation of the matter, as appropriate. In the first instance, refer to your immediate supervisor.
- Complaints that are unsubstantiated or unverifiable, misconceived, not made in good faith, or contain demonstrably false or misleading information should be documented, and this finding should be communicated to the complainant in as sensitive a way as possible, consistent with the Principles outlined in section 2 above. Where an assessment is made that the complaint is vexatious, the matter should be referred to the Principal directly.
- Respond to the complaint and complete the investigation process in a timely fashion.
- Refer to the guidelines for dealing with complaints in section 7 below.

Document the process

- The process of formal complaints should be recorded on the *For the Student File...* pro forma, available in the Staff Handbook (Documents | Pro Forms).
- For matters that involve more than a single piece of documentation, papers should be kept together in an appropriately labelled folder.
- The final documents relating to a formal complaint should include (a) a description of the complaint, (b) the process for handling the complaint and (c) any outcomes from the complaint. All documents should be signed and dated.

Storage of Documentation

- Documentation on general complaints against the School by a parent is appropriately stored in a student's file.
- Documentation on specific complaints against an employee of the School must be lodged with the Principal for secure storage, once the investigation and resolution of the complaint is finalised.

9. Guidelines for staff in the handling of complaints

- Accept and acknowledge the point of view of the complainant. To them, the issue is real and in need of addressing. This must be taken seriously and acted upon. Offer (and insist upon) confidentiality.
- Listen. It is often useful to let people tell their story before you ask any questions or make any comments; this can help diffuse any tension or anger that the complainant may have and ensure that you don't comment inappropriately.
- Apologise. Research suggests that 96% of people don't complain even when they feel they have cause to. Even if it is not your fault, recognise that you represent the school and that if a person has been moved to complain there are usually feeling deeply aggrieved. A formal apology can go a long way to dealing successfully with a complaint.
- Avoid behaviour and language that might reasonably be interpreted as confrontational, judgmental or intimidating.
- Take responsibility to solve the problem, even if it is not your area. Know what to do in terms of policies, procedures and levels of authority.
- Refer to your supervisor or a colleague when necessary.
- Follow-up. Go back and check-in with people later. Is the person happy about the situation now? Has the problem been solved or the issue rectified or clarified? Verbal follow-up is more powerful than in writing.

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