

Christian Brothers' High School Lewisham



Annual Report to the Community

2015

Acknowledgement of the Custodians

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

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

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

Message Stick Ritual



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

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

Message Stick Symbols



Justice and Solidarity

Inclusive Community

Liberating Education

Gospel Spirituality

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



**EDMUND RICE EDUCATION
AUSTRALIA**

...educating for liberation and possibility

Dear Friends

It gives me enormous pleasure and pride to contribute this short piece to the Annual Magazine of your great school. On behalf of the entire Edmund Rice Education Australia community and our forebears, the Christian Brothers, I need to say how proud we are of your School and the wonderful work that you do to keep the vision of Edmund Rice alive in your community.

Your school strives for excellence in the fullest sense of the word. You challenge your students to see the world with our vision akin to that of Jesus. A vision where people matter ahead of things, where special care is shown to those who are struggling and where everyone has the potential to achieve fullness of life.

The students at your school know that they are privileged and with this privilege comes great responsibility. Our children are the future! The future of our world is greatly dependent on their commitment to use the gifts that they receive at your school for the common good, rather than a narrow vision of their own self-interest. I know how hard the staff of your school work to instil in our young a sense that the freedom that they enjoy in our society must, in the end express itself as a commitment to the making of a better world.

As I travel around our great land, the Christian Brothers I meet regularly tell me that your school and the many others who are part of our Edmund Rice Education Australia family are so faithful to the vision of Edmund Rice. I know this is true through my privileged opportunities to visit your community and be inspired by your students and staff.

May your school thrive into the future and may it always challenge our young people to strive to success in the most complete sense of the word.

With best wishes and many congratulations

**Wayne Tinsey
Executive Director
Edmund Rice Education Australia**



Dedication



**EDMUND RICE EDUCATION
AUSTRALIA**

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

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

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



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

OVERVIEW

Mission Statement

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

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

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

Contextual Information about the School

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

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

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

The school endeavours to ensure that boys are well known and cared for through its structured administration. During the past school year, CBHS continued to develop a number of initiatives to meet specific student needs: Peer Support, Seasons for Growth and the Merit System that affirms students in their academe and effort. In the senior years, boys have access to Careers facilities and resources. Students in Years 5 and Year 7 have also enjoyed opportunities for personal development through the school's camp. Year 11 students have enjoyed the Retreat programme and Year 12 students the Rite of Passage. Students, staff and parents have also had access to the services of the school's counsellor.

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

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

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

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

MESSAGE FROM KEY SCHOOL BODIES

Principal's Report – Brother Paul Conn

PRINCIPAL

Core to the existence of any Catholic school in the Edmund Rice tradition are the four Touchstones of Edmund Rice Education Australia. I would very briefly like to reflect on how these Touchstones influence all we do and say at CBHS Lewisham. In doing this I would like to use various key concepts to see how successfully we incorporate these Touchstones into everyday life at CBHS.

The first of our Touchstones is Liberating Education. Here we open our hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all. We achieve this by creativity and criticism. We must develop in your son the ability to generate new ideas and to apply them in practice. They must be challenged to develop unique capacities for creative thought and action. They must also be able to, in a good sense, be critical. By this I mean they have the ability to analyse information and ideas so as to form reasoned arguments and judgements. An excellent example of this Touchstone at CBHS is the Professional Practice Program, so competently developed recently by Deputy Principal, Mr Zavone.

Our second Touchstone is Gospel Spirituality. We invite all people into the story of Jesus and strive to make His message of compassion, justice and peace a living reality within our community. We can achieve this by compassion and composure. Our young men must cultivate compassion so as to learn not to act impulsively or from a Power Paradigm. They must learn to empathise with others and act unselfishly as a response. To follow this Touchstone, they also need composure, this is the ability to connect with their inner life and sense of self-worth so to develop a sense of personal harmony and balance. At CBHS we achieve this Touchstone through our Religious Education Program, Retreats and our Rite of Passage. This will further be developed when next year we open, in partnership with St Pius X College, Chatswood, the Spirituality and Formation Centre at Terrigal.

Our third Touchstone is Inclusive Community. Our community is accepting and welcoming, fostering Right Relationships and connected to the common good. To achieve this our young men must be taught the valuable skills of collaboration and communication. Collaboration allows us to work constructively with others and encourage diversity in thought as this leads to innovation and the ability to resolve conflicts and support agreed solutions. The ability to communicate allows our students to head confidently in the direction of their dreams, knowing that they are fully supported by the school and the home. Excellent examples of this Touchstone include the school embracing the Edmund Rice Education Beyond Borders agenda and establishing an outstanding partnership with Fe y Alegria School in Lima, Peru and our indigenous program.

Our final Touchstone is Justice and Solidarity. We are connected to Justice and Peace for all, by being grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself. To achieve this our young men must develop an excellent understanding of key concepts such as citizenship and curiosity. They must be empowered and educated to ask questions of "why" and "what can we do" when it comes to social injustice and the poor and the marginalised. They need to know to enquire and investigate for themselves. They must also become good citizens by developing the ability to engage constructively with society and to participate in processes that sustain it. They must champion the needs for equal rights, the value of informed dissent and the need to balance personal freedoms with the rights of others to live in peace. Examples of this Touchstone at CBHS Lewisham are our Night Patrol Program which involves our Year 12 and Primary students, our Year 10 St Edmund's School visits and many other social justice activities.

Co-operation, Partnership and Rite Relationships have been key to a very successful 2015. I would especially like to thank the following groups who have contributed much to the life of the school year. Firstly, I would like to thank the School Leadership Team: Mr Joe Zavone, Deputy Principal, Ms Lucie Farrugia, Assistant Principal – Identity, Mr Vince Papa, Assistant Principal – Learning Innovation, Mr Greg Yates, Assistant Principal – Pastoral Care, Mr Michael Behayi, Administration Coordinator, Mrs Monica O'Brien, Assistant Principal – Curriculum, Mr Mark Woodbury, Assistant Principal – Primary and the School Business Manager, Mr Chris Baird. They are people who live and breathe the vision of CBHS. They are uncompromising in searching for justice and what is best for each individual in the school community. They are competent and compassionate people who are always generous with their time and many talents. I would also like to thank the Principal's Secretary, Mrs Cathie Dalliwall, who has been outstanding in the many demanding and time-consuming roles she has been asked to manage this year.

This year a new group of people volunteered to be the P&F Executive. I would like to thank them for the courage to put their hand up for the work that is involved and thank them sincerely for their effort to building community within the school. All functions have been extremely well organised and attended, and above all, very enjoyable. Thank you to P&F President, Mimi Summers and her Executive.

I would also like to thank the School Board for another excellent year. This talented group of people give countless hours of their own time to ensure best practice for all aspects of life at CBHS. I would especially like to recognise the efforts of our retiring Board Chair, Mrs Margherita Antonelli. Margherita finishes in the role at the end of the year after six years of dedicated service to the

school. Margherita has always been a strong leader who always has had the best interests of the school at heart. During very busy times in her life, she has generously given of his many talents and time

I would also like to thank the staff of CBHS Lewisham. At all times they have conscientiously and with great skill worked for the benefit of the young men of CBHS. They have been excellent role models for the students and their generosity and great work ethic is very much appreciated. Thank you to KLA Coordinators, Pastoral Coordinators, teachers and support staff who give 100% on a daily basis.

At the end of this year CBHS loses two longstanding and dedicated staff. After 25 years Mrs Virginia Ryan, and after 20 years Mrs Maria Tallentire, have announced they are retiring. On behalf of all at CBHS, we thank them both for their service to your sons and to all members of the CBHS community.

Finally, in terms of thanks, I would like to thank the young men of CBHS. They relate well to each other and to staff and are loyal to their families and their school. They are friendly, they work well, play hard, achieve significant goals, but above all are impressive young men who give it their best. The school is not only proud of what you have achieved but more importantly we are proud of who you are.

In conclusion, at CBHS Lewisham, we strive to be a just school of education excellence where Right Relationships that are based on the Person of Jesus, the values of the Gospel and the inspiration of Edmund Rice thrive. Authentic commitment to this vision means we must continue to show an authentic commitment to social justice and human rights by listening to, and deeply respecting, the personal stories of others. This will require courage, energy and spiritual resilience but I know the young men of CBHS Lewisham are more than ready for this challenge.

Deputy Principal's Report – Mr Joseph Zavone

DEPUTY PRINCIPAL

Schools are dynamic places – places where interactions and relationships change and grow every day; places where knowledge is acquired and refined daily; places where we try to keep up with the ever changing demands placed on educators, and of course places where we see the face of God in all of our students and colleagues. Through all of this our common goal and moral purpose is to provide a quality education in a faith-filled community. This is just a brief summary how we try to fulfil this moral purpose at CBHS Lewisham.

Last year we introduced the **LEWO Learning Statement** – an overview of significant pedagogical principles valued highly at CBHS Lewisham. This year we have followed on from the Learning Statement with a program for teachers, the **CBHS Professional Practice Program**. This program allows teachers to give quality time and attention to their core work – the work of teaching and learning leading to the improvement of student outcomes. Teachers at CBHS Lewisham have immersed themselves in the inaugural year of the Professional Practice Program. By choosing a Professional Partner (a colleague teacher), teachers engage in professional dialogue about their practice and the ways in which they can refine and develop their practice to strengthen student outcomes. Teachers have selected two professional development goals for the year (their Professional Practice Development Plan) and are exploring ways in which they can achieve these

goals, whether this be through professional development opportunities, professional reading, reflective practice and critical feedback from classroom observations or further study.

By participating in the Professional Practice Program, our teachers are also working towards the recognition of their skills, knowledge and expertise meeting the Australian Professional Standards for Teachers at the level of Proficient Teacher, a level that all teachers need to be on by December 2017. A significant part of this process is the creation of the new position of Career Path and Mentoring Co-ordinator. Mrs Robyn Stoddart is to be thanked for the positive energy, enthusiasm and passion which she has brought to this new unique position, with a focus on the career paths of both students and teachers within the school. Her guidance of students and teachers along their varied career paths has been a vital element in the life of CBHS Lewisham in 2016.

The Professional Practice Program is also an integral part of the LEWO Learning Statement – if we wish to encourage reflective practice and critical thinking in our students then we much also be actively participating in and modelling the same. It is hoped that with the LEWO Learning Statement and the Professional Practice Program, we are well on the way of developing a rich learning culture here at CBHS Lewisham, truly embedded in the principles of 21st century learning. As the LEWO Learning Statement is firmly based on the four EREA Touchstones, we have here at Lewisham a pedagogy that is truly Catholic, inspired by the Gospels and the life of Jesus and modelled on the work of Edmund Rice.

I was most fortunate to undertake a significant professional development experience this year during my long service leave. This was a week-long intensive residential course at the University of California Santa Barbara campus on Neuroscience and Classroom Engagement led by Dr Judy Willis. This course entailed a close study of brain function and how specific learning and teaching strategies can be targeted to each stage of brain processes in memory retention and learning. My intention is to not only enrich my teaching practices and understand the learning processes of my students, but to also share this exciting pedagogical movement with teachers within our school.

In addition to the above initiatives, we are also working hard as a school community to ensure that the transition from Year 6 to Year 7 is smooth and successful. As such, we have been focusing on creating a sense of pedagogical fluency from the primary to the secondary, with secondary teachers being involved in planning units of work based on the inquiry based model of learning which has been used so effectively in the primary school. In this way our boys in Year 7 will be engaged in a unit of work in every subject that has a familiarity of structure and skills, leading to students who are more actively engaged in their learning and who are continuing to refine and develop both their individual and collaborative learning skills. I thank our Assistant Principal – Primary, Mr Mark Woodbury and his talented primary teachers in leading the initiative of inquiry based learning. I also deeply thank our secondary KLA Co-ordinators who have taken up the initiative for the secondary school, ensuring that we are always working on improving the outcomes of our students here at Lewisham.

Our achievements throughout the year are all documented in this annual. I congratulate and applaud all students who have involved themselves in the many facets of school life and acknowledge the tremendous work and efforts of our teachers in providing the opportunities for our students to continue to experience life to the full. The crown goes to the one who strives - it is in striving that we learn, grow and develop in order to take our next steps as stronger, more confident individuals.

Our common goal and moral purpose is to provide a quality education in a faith-filled community. We do this by having active, engaged, happy students who value their learning in the many and varied contexts in which this learning happens to take place, whether this be in a classroom, in the

slums of Lima Peru, on the sporting field or on stage, and are able to see the face of God in those around them wherever they are. Conanti Corona.

"The will of God be done in this and everything we undertake." Blessed Edmund Rice

School Board Report – Mrs Margherita Antonelli, Board Chair

It is with mixed feelings that I write the Board report this year. First and foremost I write with sadness, as this is my final year as the Board Chair, and it also marks the end of six years of service to the CBHS Board.

At the same time I have a sense of joy as my youngest child has completed his eighth and final year, at CBHS. Having started in Year 5, he has now graduated, and is privileged to have the title "old boy". CBHS has not only been the source of an inspirational and rewarding academic education , but it has also been a safe haven to learn about compassion, resilience, humility, courage to do the right thing and hard work, thus resulting in the motto "Cconanti Corona".

I am very proud to not only have had my only son attend CBHS but also to have been a member, as well as the chair, of the Board. Over the years the Board has contributed in many ways to the culture of the School, working with the Principal, Deputy Principal and School Leadership Team in a collaborative and interactive manner for the mutual benefit of the staff and students.

Amongst other things, during 2015 the Board has:

1. Continued its role of Governance, overseeing the design and implementation of a number of policies including the Code of Conduct, the Information and Communication Technology Policy and the Bring Your Own Device (BYOD) policy.
2. Overseen the capital works program involved in renovating and updating the property in Wamberal such that students will be able to engage in co-curricular activities there.
3. Contributed to the leadership demonstrated by CBHS in participating in Edmund Beyond Borders by sending a contingent to our twin school, Fe y Alegria in Lima Peru, which included our Principal Brother Paul Conn, and a number of other staff members. This has been a significant social justice and cultural inclusion event on the School's calendar for this year.

During 2015 the Board also continued to receive reports from the Finance Committee, the Master Plan Development Committee, and it established an Education Committee. For the first time in the history of CBHS Lewisham, the Board consisted of four female representatives out of a total nine independent Board members. This is a testament to our Principal, Br Paul, as he continues to live the values of community and cultural inclusivity.

Once again the Board acknowledges the School Leadership team and staff at CBHS, who are second to none in demonstrating leadership on a daily basis to the students- time after time they go above and beyond to care for the boys and to ensure that they feel like valuable and integral members of the school community. Their dedication, commitment, energy and enthusiasm are consistently evident.

The Board also acknowledges the comradeship and positive engagement of the boys which is ever present from their behaviour in public, to the way they participate in school events such as Masses, sports events and milestone events such as graduation, to the way they embrace social justice. Edmund Rice would be proud of each and every one of them!

Finally I would like to thank my fellow Board members for another productive and collegiate year. Their experiences, insights and contributions have been invaluable. I would also like to extend a particular thank you to Br Conn, for giving me the opportunity to be part of the school community, in this very special way.

May the road rise to meet you,
May the wind be always at your back,
May the sun shine warm upon your face,
The rains fall soft upon your fields and,
Until we meet again,
May God hold you in the palm of His hand.

**Margherita Antonelli
Board Chair – School Board 2015**

2015 School Board	Br Paul Conn, Principal
Mr Joe Zavone	Deputy Principal
Mrs Margherita Antonelli	Board Chair
Mr Michael Price	Deputy Chair
Mrs Cathie Dalliwall	Board Secretary
Mrs Mona Vilarubbi	
Mrs Paulina Bezzina	
Ms Tish Creenaune	
Mr Nass Jelwan	
Mr John Kennedy-Gould	
Mr Tony Ghiazza	
Mr Fred Carosi	

Parents and Friends Association Report – P & F Executive

As the new P & F Committee, we looked forward to working together with Br Conn, the School Leadership Team and the School Community, determined to build on the solid foundation we inherited to ensure that the P&F is continuing to meet its constitutional obligation and objective of promoting the interests, policies and purpose of community building within CBHS. Each of us in the committee offer a diversity of views and professional/personal experience across a broad spectrum. We're also stakeholders/parents, as we all have children in both Primary and Secondary Schools at CBHS.

The Committee's vision for the next three years focuses on introducing several key initiatives covering a range of existing events such as the Mother/Son and Father/Son Events, and broaden this with new events such as the "Parent Masterclass Series" and various processes including the investment in the broadening of our social media communications such as Twitter, the Schoolbag App, Facebook and the School Website.

We commenced the year by welcoming and hosting the Year 5 and 7 students with their families for a morning tea in the McDonald Centre. It was a wonderful opportunity for us committee members to mix and mingle with all of the parents and answer their many questions, especially helping to ease the concerns and anxiousness of those parents whose sons were new to the school and/or transitioning to high school at CBHS.

Our first P&F Forum was held in February during Term 1, where Br Conn presented an account of our school Strategic Directions for 2015, while Mr Vince Papa, Assistant Principal – Learning Innovation provided an overview of the latest technological developments within the school. The Committee also took the opportunity to share its vision for the next three years.

The annual "CBHS Community Meet & Greet" formerly known as the "Wine and Cheese Night" was held in late February. A wonderful and successful evening enjoyed by all who attended. The weather conditions were perfect for an evening of mingling, enjoying fine food and refreshments whilst listening to the CBHS Jazz Band conducted by Carlos Munoz playing under the stars in the newly renovated Heritage Garden.

We continued the tradition of the Year 5 & 7 Mother/Son and Father/Son Events, which are extremely successful and highly regarded by parents and students. The Mother and Son events were held at Canterbury Leagues Club Function Room, where everyone enjoyed an evening of entertainment commencing with a Magic Show that consisted of comedy, magic and audience participation. This was followed by a live broadcast of NRL Games on a large screen accompanied with a buffet of pizzas, pasta and salad. The Father and Sons enjoyed an afternoon of ten pin bowling at Strathfield Superbowl, accompanied with pizza and refreshments. Awards were presented to the winners in each lane and at the conclusion of the event a grand prize was drawn which included a family voucher for a fun filled day of bowling and dining.

The second P&F Forum was held in Term 2 and provided the platform to launch one of our new initiatives being the "Parent Masterclass Series". As the School had made huge advances in the last 12 months introducing new methodologies in teaching and learning in conjunction with the introduction of new apps and software, we thought it was a great opportunity to commence with "Technology for Learning" hosted by Mr Papa. This provided the opportunity for parents to become familiar with the technology their sons are using at school. Following on later in Term 2, an additional Parent Masterclass on "Cyber Safety " was again hosted by Vince Papa. This session looked at the behaviour of teenagers online, the benefits and potential risks.

The third P&F Forum was held in Term 3 and saw the continuation of another series in the Parent Masterclass "Parenting... Is a Life Changing Event and Life as a Parent Keeps Changing Too!" hosted by Mrs Virginia Ryan, School Counsellor. This session provided ideas to assist parents in staying positive through the ups and downs of day to day parenting, including how to communicate with their son when he's stressed, anxious and overwhelmed. Virginia shared her experiences and expertise on how parents can help their son build resilience, form and maintain relationships and express feelings in a constructive manner.

We concluded Term 3 P&F Forum with another Parent Masterclass on "Turnitin" and "Sentral" hosted by Mrs Monica O'Brien, Assistant Principal – Curriculum and Mr Daniel Valencic, Secondary Religious Education Coordinator. "Turnitin"- is an innovative and effective online technology for evaluating student learning and improving student writing before submitting classwork and assessment tasks. "Sentral" - is a web-based comprehensive interface for the management, tracking and reporting of data such as exam results. Parents were shown how to view their son's Academic and Pastoral Reports from anywhere at any time with a personal device. Parents were also provided on how they can help ensure their son stays on top of his school workload.

The P&F Committee also hosted the Creative Arts Night held in August. The quality and talent of the work presented by the students was outstanding. All attendees enjoyed themselves immensely.

The P&F Committee ended Term 3 by hosting the Year 12 Graduation Supper held in September at Kingsgrove. It was a landmark event for both students and their parents and the evening was enjoyed by all.

In early term 4 the P&F conducted the final Parent Masterclass for the year on NAPLAN hosted by Mrs O'Brien and Mrs Bernadette Yates, Learning Support Coordinator. The National Assessment Program – Literacy and Numeracy, is an annual assessment for students in Years 3, 5, 7 and 9. These assessments identify skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The NAPLAN results in conjunction with the students school assessments are used to help identify strengths and development opportunities.

The final P&F Forum was held in November where Br Conn provided an update to parents regarding the School's Current and Future Developments and Successes, while the Committee provided an overview of accomplishments during 2015 and our plans for the coming year.

The P&F Forums are an invaluable platform for all parents. The goals of the Forums are to provide and promote, open and constructive communication in addition to helping educate and assist parents during these very demanding times. It is vital for us as parents, to be aware and in-touch with all the rapid developments in education, technology, psychology and how these affect our children's and indeed, all our lives. Next year we plan on continuing the Parent Masterclass Series by introducing some new guest speakers who will also provide us with information that will be both beneficial and practical towards the development of our sons.

The Forums also provide the opportunity for parents to ask questions and provide some constructive feedback. As a result of feedback from parents who attended the Forums during the year, the P&F implemented several initiatives with the support of the school leadership team & staff. Some of these initiatives include:

The School Uniform Shop hours were extended to cater for demand during peak periods.

Highlight the availability of Pre-owned School Uniform items managed by the Canteen. Parents have the opportunity to purchase good quality second hand uniform items at a small

price with all proceeds donated to various charities such as St Vincent de Paul, CareFlight, Canteen (Cancer Council Charity) and The Children's Hospital.

The Committee was also excited to support the launch of a new payment app "Qkr". An easy to use phone app that provides parents the flexibility to make school related payments at anytime.

Whilst we reflect on 2015 and how busy and successful it was, the P&F committee is already making preparations for 2016.

Importantly, 2016 marks a significant milestone for the CBHS School and Community as it will be celebrating its 125th anniversary. So, please make sure you keep an eye out for our communications about the upcoming events scheduled for next year.

Finally, it was our great pleasure to serve as the P&F Committee in 2015. We would like to take this opportunity to thank Br Conn, the School Leadership Team, teachers, staff, parents and students for their contributions to the P&F throughout this year, it is greatly appreciated.

We look forward to working with all of you to help ensure that CBHS continues to provide an overall qualitative experience and to continue to foster the spirit of community in keeping with the teachings of the Blessed Edmund Rice .

The CBHS Parent & Friends Executive Committee

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

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

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

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

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

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

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

NAPLAN YEAR 5

Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	502.0	483.4	506.4	509.0	498.4
Region	528.7	502.2	525.5	540.5	520.9
CBHS	515.0	476.8	514.4	507.5	504.7

Reading (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	4.6	15.0	20.7	21.8	20.5	17.5
Region	1.7	8.4	17.1	22.8	24.4	25.5
CBHS	1.9	6.4	22.4	24.4	26.3	18.6

Writing (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	5.8	8.7	32.6	31.5	15.2	6.2
Region	2.4	4.8	27.3	35.6	20.4	9.5
CBHS	2.6	7.1	42.9	37.2	8.3	1.9

Spelling (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	4.5	10.4	20.0	25.2	27.0	12.9
Region	1.6	6.4	16.8	26.1	31.8	17.3
CBHS	1.3	9.0	19.2	29.5	26.9	14.1

Grammar & Punctuation (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	6.6	10.7	22.5	21.5	20.6	18.1
Region	2.6	5.9	17.2	21.4	25.8	27.1
CBHS	3.2	9.0	21.2	34.0	19.9	12.8

Numeracy (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
State	3.0	15.3	25.3	25.6	16.6	14.1
Region	1.2	8.7	20.8	27.8	21.7	19.8
CBHS	1.3	9.6	28.2	34.0	12.2	14.7

NAPLAN YEAR 7

Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	549.5	511.5	555.1	546.6	548.9
Region	576.1	538.7	574.4	575.9	574.5
CBHS	558.2	525.8	566.1	557.3	564.7

Reading (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	2.6	13.5	26.3	25.8	19.9	11.9
Region	0.9	6.6	19.3	28.0	26.5	18.8
CBHS	0.5	9.3	22.5	32.4	22.5	12.6

Writing (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	10.4	21.4	27.4	21.9	14.4	4.5
Region	3.7	14.5	26.5	27.2	20.7	7.3
CBHS	4.4	18.1	31.9	24.7	18.1	2.7

Spelling (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	6.4	8.3	18.3	27.0	28.3	11.6
Region	2.5	5.4	14.8	27.5	34.9	14.9
CBHS	2.2	4.9	14.8	35.7	33.5	8.8

Grammar & Punctuation (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	7.4	10.8	24.9	22.6	18.4	15.9
Region	2.6	5.8	20.0	24.2	24.4	23.0
CBHS	2.7	7.1	27.5	26.4	17.6	18.7

Numeracy (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
State	1.9	15.9	27.1	26.1	15.8	13.3
Region	0.6	7.2	20.7	29.5	22.8	19.2
CBHS	0.0	8.8	21.0	32.6	23.2	14.4

NAPLAN YEAR 9

Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
State	584.1	545.0	591.9	571.5	599.5
Region	610.2	580.1	611.6	597.0	626.3
CBHS	589.2	542.3	589.3	575.1	601.9

Reading (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	6.3	19.0	24.3	25.2	17.0	8.2
Region	2.0	10.7	20.7	30.0	24.2	12.4
CBHS	3.5	17.3	25.4	26.6	20.2	6.9

Writing (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	20.3	19.7	22.1	23.4	9.0	5.6
Region	9.1	14.6	23.2	30.2	13.6	9.3
CBHS	16.3	19.2	33.1	25.6	4.1	1.7

Spelling (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	8.1	10.8	22.4	31.1	18.7	9.0
Region	3.7	7.1	19.5	34.6	23.7	11.4
CBHS	5.8	13.9	20.2	36.4	20.2	3.5

Grammar & Punctuation (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	10.1	21.4	22.4	26.9	12.9	6.3
Region	4.0	14.4	21.7	33.1	17.6	9.1
CBHS	5.2	22.0	25.4	30.1	12.1	5.2

Numeracy (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
State	2.1	15.1	28.3	26.0	15.5	13.1
Region	0.6	6.3	20.9	29.9	23.1	19.2
CBHS	1.1	9.8	28.7	31.0	20.1	9.2

NAPLAN 2015 STUDENT GROWTH

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	77.6	90.8	70.5
Writing	61.2	42.4	45.3
Spelling	83.8	86.5	56.7
Grammar & Punctuation	72.4	68.3	56.0
Numeracy	94.1	90.4	53.0

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	42.5	44.6	60.1
Writing	27.7	35.1	60.7
Spelling	50.7	54.9	61.8
Grammar & Punctuation	38.4	36.6	60.1
Numeracy	53.1	51.6	66.1

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	38.6	36.6	60.0
Writing	27.2	17.0	55.0
Spelling	31.6	25.5	53.5
Grammar & Punctuation	27.7	24.0	50.6
Numeracy	47.6	38.9	58.5

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

Year 10 and Preliminary HSC Courses

The Record of Student Achievement is awarded to those students who have completed Year 10 and who have completed year 11 and who leave school prior to completing their Higher School Certificate.

Assessing and grading student achievement

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

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

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

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

Applying the Course performance Descriptors

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

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

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

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

Making an on-balance professional judgement

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

Teachers will arrive at judgments by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities. Teachers should make direct comparison with the samples of work contained in the Board of Studies, Teaching and Educational Standards Assessment Resource Centre ([ARC](http://arc.boardofstudies.nsw.edu.au)) website. <http://arc.boardofstudies.nsw.edu.au>

- The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies, Teaching and Educational Standards webpage
- In arriving at a final set of Grades for a cohort, the Historical Grading Pattern is a frame of reference, however significant variation from the overall pattern should be able to be substantiated with supporting work samples.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than just on the amount of evidence.
- Assessment activities should give students opportunities to show what they know and can do.
- The teacher should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of a Grade description.
- Each Grade description should be considered alongside descriptions for adjacent grades.

Model for Grade Judgment

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

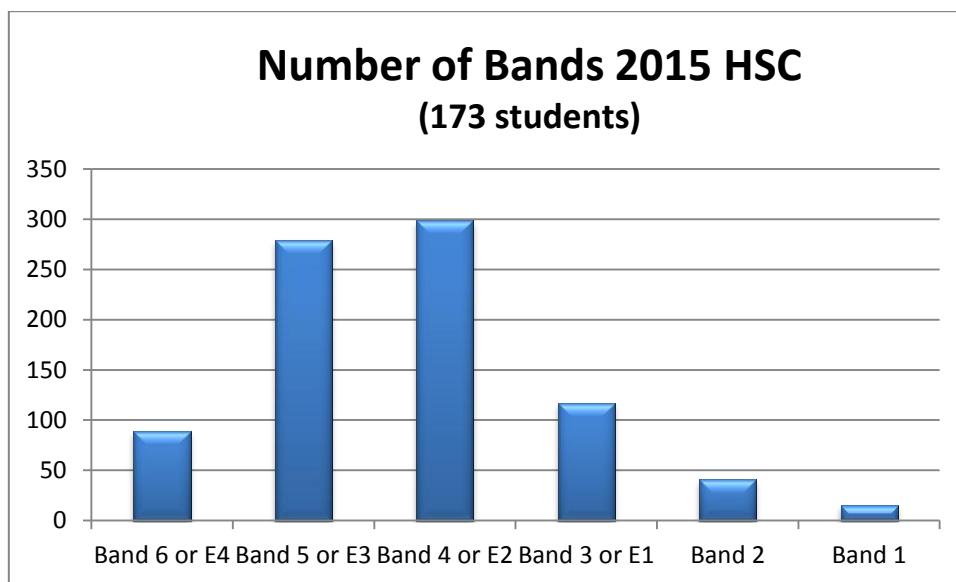
1. An assessment programme is established that consists of a number of assessment tasks (as outlined in the Stage 5 and Stage 6 Assessment Handbooks).
2. Ensure that the assessment activities cover the full range of outcomes
3. Determine the weightings or relative importance of each activity
4. Award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

6. On the basis of these marks, determine the order of merit for the group
7. Refer to the Course Performance Descriptors to relate the order of merit to Grades awarded. Reference again should be made the ARC work samples.
8. In KLA judgment meetings, review the Grade awarded to each student to make sure that no anomaly has occurred. Individual student's overall performance should be considered using all available information. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each Grade cut-off
9. The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies, Teaching and Educational Standards webpage
10. In arriving at a final set of Grades for a cohort, the Historical Grading Pattern is a frame of reference, however significant variation from the overall pattern should be able to be substantiated with supporting work samples.

HIGHER SCHOOL CERTIFICATE

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

HSC Subjects	CBHS	State	% Difference
Ancient History	40.73	32.60	+ 8.13
Biology	41.66	27.96	+ 13.73
Business Studies	51.60	35.88	+ 15.72
Chemistry	76.91	41.05	+ 35.86
Design and Technology	37.50	35.98	+ 1.52
Economics	61.90	45.85	+ 16.05
Engineering Studies	25	36.69	- 11.69
English (Standard)	19	8.31	+ 10.68
English (Advanced)	71.14	57.81	+ 14.76
Hospitality VET examination	50	32.90	+ 17.10
Italian Continuers	75	53.30	+ 21.70
Italian Extension	100	84.20	+ 15.80
Industrial Technology	12.50	26.52	+ 39.02
Information Processes & Technology	38.88	32.03	+ 6.85
General Mathematics	26.50	25.64	+ 0.86
Legal Studies	68.75	40.12	+28.64
Mathematics	45.09	52.31	- 7.22
Mathematics Extension 1	83.33	84.11	- 0.40
Mathematics Extension 2	99.99	86.14	+ 13.85
Modern History	64.27	43.65	+ 20.62
Music 1	42.85	61.84	- 18.99
PDHPE	31.81	29.62	+ 2.19
Physics	33.32	29.62	+ 4.57
Society and Culture	70	46.93	+ 23.07
Software Design and Development	12.50	30.35	- 17.85
Studies of Religion I	62.85	50.87	+ 11.98
Studies of Religion II	37.83	39.96	- 2.13
Visual Arts	58.33	53.40	+ 9.73



Summary of 2015 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	Benjamin Amato, Stephen Bezzina, Daniel Czapski, Gabriele Santoro & Louie Touma
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	41 students (23.7% of students) received Band 6 or E4 (above 90) in 92 courses (i.e. 41 individual marks of 90 or above were received in the entire cohort of students)
Placings	NA
Higher School Certificate	173 candidates

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

A summary of 2015 professional development experiences:

- Financial Issues in Educational Leadership
- VEAG Meeting
- De Courcy - HSC Data Analysis Seminar
- CSDA Debating and Public Speaking Workshop
- CEC Professional Learning to Support Special Needs Students
- Certificate III in Fitness (SIS30313) Mandatory Upgrade
- AIS TL Network Meeting Term 1
- CEC Workshop Governance
- CEO Network Meeting - Learning Support
- Inner West Learning Support Meeting
- Leadership Development Inservice
- IW Sec Network Meeting Languages Coordinator
- Workplace Gender equity Workshop
- Future Schools: Class Tech Conference
- Archdiocese of Sydney REC Meeting
- Legal Studies State Conference 2015
- Levels of Recognition: Progressing your Accreditation
- NOVA Employment to school program
- CEO English Cluster Meetings
- Network Meeting - HSIE
- CEO HSIE KLAC Network Meetings
- HTA Senior Courses PD Day
- Stage 5 Revised RE Curriculum workshop

- TAS Coordinators Network meeting.
- CEO Inner West Primary REC network meeting
- The AIS drama conference
- Tutor Training - Inclusion Online for Congregational Schools Day 2
- SOR Judaism Inservice
- Catholic Education Commission congregational network meeting
- AIS TL Term 2 meeting
- VETIS Meeting - 'Employer Engagement in Vocational Learning and VET'
- CEO Network Meeting
- AIS Stage 6 Advanced English New Module C 2015
- Leadership in Learning
- AIS Stage 6 Advanced English New Module C 2015
- Aboriginal and Torres Strait Islander Perspectives in Science and Technology
- Exploring Best Practice Induction and Mentoring in the teaching profession
- Excellence in Professional Practice Conference
- Secondary Network Meetings (English, History, Mathematics)
- Meet the Markers of the 2014 HSC Exams
- GATSTA Conference
- AIS Teacher Librarian Conference 2015
- Governance in Schools
- EREA School Counsellors Network Meeting
- REAL MADRID COACHES PROFESSIONAL DEVELOPMENT SEMINAR
- CEC Data Management and Teacher Accreditation
- CEO English Cluster
- CSSA FORUM
- iPad's in my primary classroom
- Network Meeting 2 - HSIE
- CEO HSIE KLAC Network Meeting
- Chemistry Teachers Conference 2015
- Improving literacy and numeracy through science and maths
- Maximising HSC English Marks for your students

- MultiLit Word Attack Skills Extension W-WSX 001
- Literacy Block Time: so little time, so much to do
- Neuroscience and Classroom Engagement
- History Teachers' Association State Conference
- Secondary Network Meeting
- AIS Geography Conference 2015
- Leadership Learning
- Area of Study: Discovery
- Eastern Region HSC Trial Pilot Marking Workshops
- CEC Network Meeting Learning Support
- Successful Processes in HSC PDHPE
- Vet Fitness Network Meeting
- Making Mathematics (2 Unit) Meaningful and Memorable
- ASR Twilight Conference - Reconciliation
- Boys & Education National Conference
- Learning Difference Convention
- Boys & Education National Conference
- Learning Difference Convention
- The Learning Difference Convention
- AIS HOD day
- Heads of Department Mathematics conference day
- CEO English Cluster
- Certificate IV in Training and Assessment
- Promoting Reconciliation through the curriculum
- CEO HSIE KLAC Network Meeting
- Network Meeting 3 - HSIE
- Games based learning in the languages classroom
- From Page to Stage (Drama + Performance)
- Level 1 Orff Teacher Training
- Extension One English-Science Fiction
- HSC Essays and Dramatic Practice

- EREA Regional Aboriginal & Torres Strait Islander Education network meeting - September
- 2015 Teaching HSC English 2
- National Boys Education Conference
- Leadership in Languages
- Hands on Technology Workshop & Conference
- IEU Environmental Conference
- 2015 IIATE Conference
- Stage 6 CS PD Day
- Stage 6 CS PD Day
- Stem Symposium
- ISRA Preliminary Islam teacher Inservice
- Christian - Jewish Relationships
- ISRA HSC Teachers Day
- Clinical Supervision for School Counsellors
- Visual Arts Coordinators Inner Western Meeting
- Leadership for Learning
- CEO HSIE KLAC Network Meeting
- CEO English Clusters
- Pilot Station- Heritage Fleet TPL Seminar
- Network Meeting 4 - HSIE
- LOTE Coordinator CEO Network Meeting
- GATSTA Network Meeting
- Better Assessment: Improving feedback, reducing correction
- Preparing to teach 2 unit 64284
- Oliver Intermediate
- Oliver Intermediate
- Cultural Weeding: Challenging Library Design, Collection & Image
- Preparing to teach 2 unit Mathematics HSC Course
- CEO Inner West REC Meeting
- CEO Network Meeting - Maths
- NOVA Disability Services Taster Day

- Applying Coaching Psychology for Growth Mindsets & Wellbeing
- Term 4 Inner West CEO TAS Coordinators Meeting
- English Teachers Annual - Friday/Saturday
- AIS School Counsellors meeting
- AIS School Counsellors meeting
- EREA school counsellors bi-annual meeting
- EREA school counsellors bi-annual meeting
- Teacher Accreditation Briefing
- TAA REQUIREMENTS WITH BOSTES
- Writing Effective Objective Tests in Stage 4 and 5 Science
- 2015 AGTA Roadshow
- Resourceful Adolescent Program (RAP)

WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Indigenous Teaching Staff	AGE: 20 - 35	AGE: 36 - 50	AGE: 51 - 65	AGE: 65+
60	52	0	36	34	37	5

Total no. of teachers employed	Resignations at end of 2015	Retention Rate
112	10	92.86

Number of FTE Teachers	Total teaching days	Total number of days absent	Average Teacher Attendance Days	Average Teacher Attendance
96	200	961	192.80	96.40

Details of 2015 teaching staff who are responsible for delivering the curriculum as described in the Education Act.

Category	Number of teachers
(i) Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the national Office of Overseas recognition (AEI-NOOSR) guidelines, or	114
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	3

SENIOR SECONDARY OUTCOMES

Year	Number of HSC Students	Number of HSC Students Undertaking VET or Vocational Training	Percentage of HSC Students undertaking Vocational or Trade Training
2015	173	55	31.79%
2014	184	43	23.37%
2013	144	45	31.25%
2012	147	46	31.29%

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Average Student Attendance Rate 2015

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

2015 Average Attendance	
Year cohort	Average attendance (%)
Year 5	99%
Year 6	99%
Year 7	99%
Year 8	97%
Year 9	99%
Year 10	95%
Year 11	98%
Year 12	95%
<i>Average for Years 5 - 12</i>	
97.62%	

Management of Attendance

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

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

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

RETENTION OF YEAR 10 TO YEAR 12

Retention Rate 2015

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Retention rate
2013/2015	180	173	96.11%

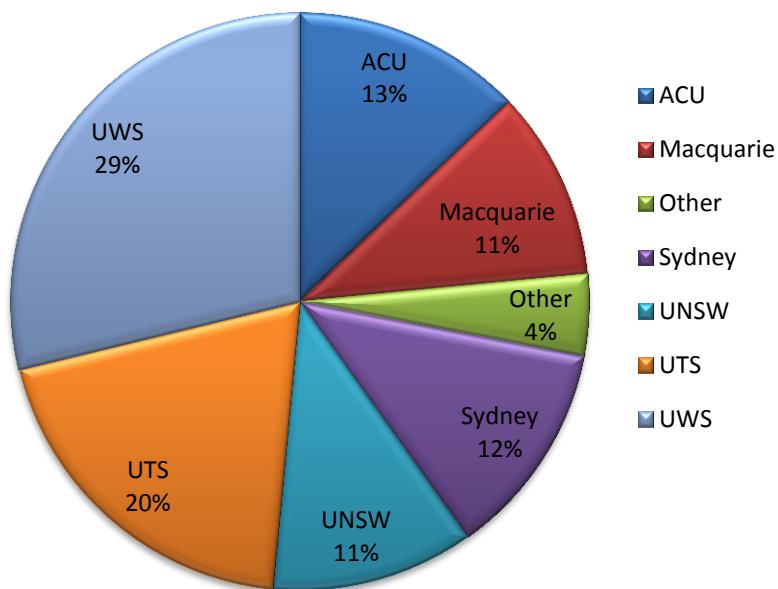
The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The trend has also been static over the years; the rate for 2013/2015 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. The retention rate is also affected by the emergence of the Southern Cross Catholic Vocational College and the movement from CBHS Lewisham onto this college to continue their education.

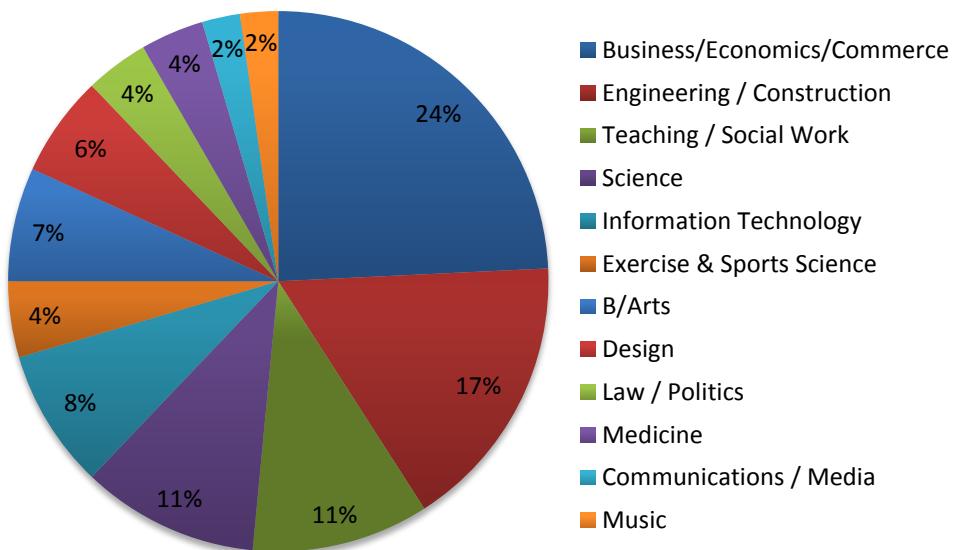
POST SCHOOL DESTINATIONS

HSC 2015 student enrolments at universities and areas of eventual study

Post School University Destinations 2015



Faculty Offers to Students 2015



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

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

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

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

As a Year 5-12 school our enrolments were 1369 for **2015**

- Primary enrolments (Years 5 and 6) were 285 students
- Junior Secondary enrolments (Years 7-10) were 749 students
- Senior Secondary enrolments (Years 11and 12) were 335 students
- Of our total enrolments, there were 40 indigenous students

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

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

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

Student Welfare

In 2015, the school ran a number of specific student welfare programs with students:

1. The Seasons Program targeted students who were experiencing grief or loss in their lives. The Seasons Program is conducted by a trained facilitator for small groups on a needs basis.

2. Selected staff undertook training in implementing Restorative Justice practices in their dealing with students at risk.
3. The Vertical Pastoral Care System allows students to become members of one of the eight Houses. Pastoral Care for secondary students is provided to each House through the Assistant Principal Pastoral, House Pastoral Coordinators, Homeroom Teachers and Class Teachers. Student Pastoral Care in the Primary School is coordinated by the Assistant Principal Primary with each Class Teacher.
4. The Pastoral Team held Student Profile Meetings at the start of each semester throughout the academic year. These meetings of teachers identified specific educational and social needs of students at risk.
5. The Pastoral Team reviews student progress at timetabled (once per school cycle) meetings that allow Pastoral Coordinators, Counsellors and the Assistant Principal Pastoral to review student progress and develop future support structures.

Student Complaints

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

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

Grievances

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

1. The Principal is available to staff to deal directly with matters of concern.
2. The online Staff Handbook Countering Harassment policy provides the definition, the framework procedures and guidelines for dealing with harassment in the workplace.
3. Grievance procedures are conducted according to the policies and code of conduct of Edmund Rice Education Australia.
4. The staff participate in regular meetings that provide opportunities for the airing and resolution of staff complaints. These timetabled meetings fall into the following categories: Whole Staff, KLA Coordinators, Pastoral Coordinators and Year Level Teachers.
5. The IEU chapter is encouraged to meet and to make representation to the Principal
6. The Principal has initiated an Open Forum Agenda item for all staff meetings that accommodates the opportunity to air any concerns of a general nature.

7. The Principal has an open-door policy for any individual staff member to see him personally on an individual issue.

Policies

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

Students:

- Pastoral Care Policy
- Illicit Drug Use Policy
- Suspension and Expulsion Policy
- Student Searches Policy
- BYOD Policy
- BYOD Equity Policy
- Acceptable Use of ICT Policy
- BYOD User Charter

Staff:

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

General:

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

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

writing to:

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

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

Or by contacting the school office on 8585 1744.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

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

VALUE AREA 1: INTEGRITY

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

GOALS:

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

VALUE AREA 2: SPIRITUALITY

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

GOALS:

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

VALUE AREA 3: JUSTICE

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

GOALS:

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

VALUE AREA 4: COMMUNITY

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

GOALS:

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

VALUE AREA 5: EXCELLENCE

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

GOALS:

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

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Ultimate Objectives of CBHS Lewisham Social Justice

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

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

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

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

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

Besides promoting awareness and understanding of social justice issues ranging from World Vision to Caritas Australia, money was raised in some way or other during the year for a variety of charitable institutions. Most were Catholic organisations, 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 students of 16 years of age 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 two staff members, Mrs Monica O'Brien and Mrs Tracey Malloy to the Aboriginal *Let's Talk* program in regional NSW including Moree, Goodooga and Brewarrina;
- students volunteered to attend the "Eddy Rice" camps for disadvantaged children ;
- students donated blood to the Australian Red Cross;
- being part of St. Vincent De Paul (SVDP) Night Patrol programs;
- being a "Fair Trade" school - all coffee, tea, chocolate and sports balls are "fair trade";
- reaching out to the local community by:
 - helping staff at the SVDP Outreach Centre, Lewisham;
 - organised for residents from local nursing homes to attend a special matinee performance of the school musical;
- Community Service Program:
 - Years 11 - 12 Senior Community Service Project: Students complete community service in their final two years of schooling by helping a non-profit organisation, eg St Vinnies Night Patrol, Primary School Mentor, Surf Life Saving, etc.
- Being part of outreach programs carried out by the School and individual Year Administrations in areas covering:
 - collecting money for the Lenten Appeal (Caritas Australia);
 - providing hundreds of clothing and miscellaneous items for the SVDP Winter Appeal, Night Patrol and Christmas Appeal;
 - The Great Lewo sock and beanie drive in aid of SVDP Annual Winter Appeal
 - Year 10 work for *Justice* and spend a day in schools for special needs where students suffer from some severe disability;
- Staff and student volunteers went out in the monthly Saint Vincent de Paul Society's (SVDP) Night Patrol providing food, hot beverages, and clothing to the homeless in the city;
- Year 10 EREA Justice, Peace and Advocacy Symposium at Mulgoa.
- Years 10-11 Just Leadership Day.
- Edmund Rice Feast Day at the Edmund Rice Centre.
- Staff Immersion in Peru (Edmund Rice Beyond Borders) and Northern NSW Aboriginal communities (EREA Let's Talk).
- Leadership skills have been developed and augmented by the Leadership Program at CBHS Lewisham in the form of School Captain with two School Vice-Captains and a team of School Prefects as well as eight School House Captains for the whole school; similarly, the school has a Primary Captain and a Primary Vice Captain.
- Curriculum development includes reference to embedded work on values in all KLA programmed units of course work, on themes of justice and peace. (In addition to this, students in Years 7-12 spend one to two mornings on the work of CARITAS Australia and the value of how individuals can assist those more needy are explored.)

PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION

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

STUDENT SATISFACTION

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

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

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

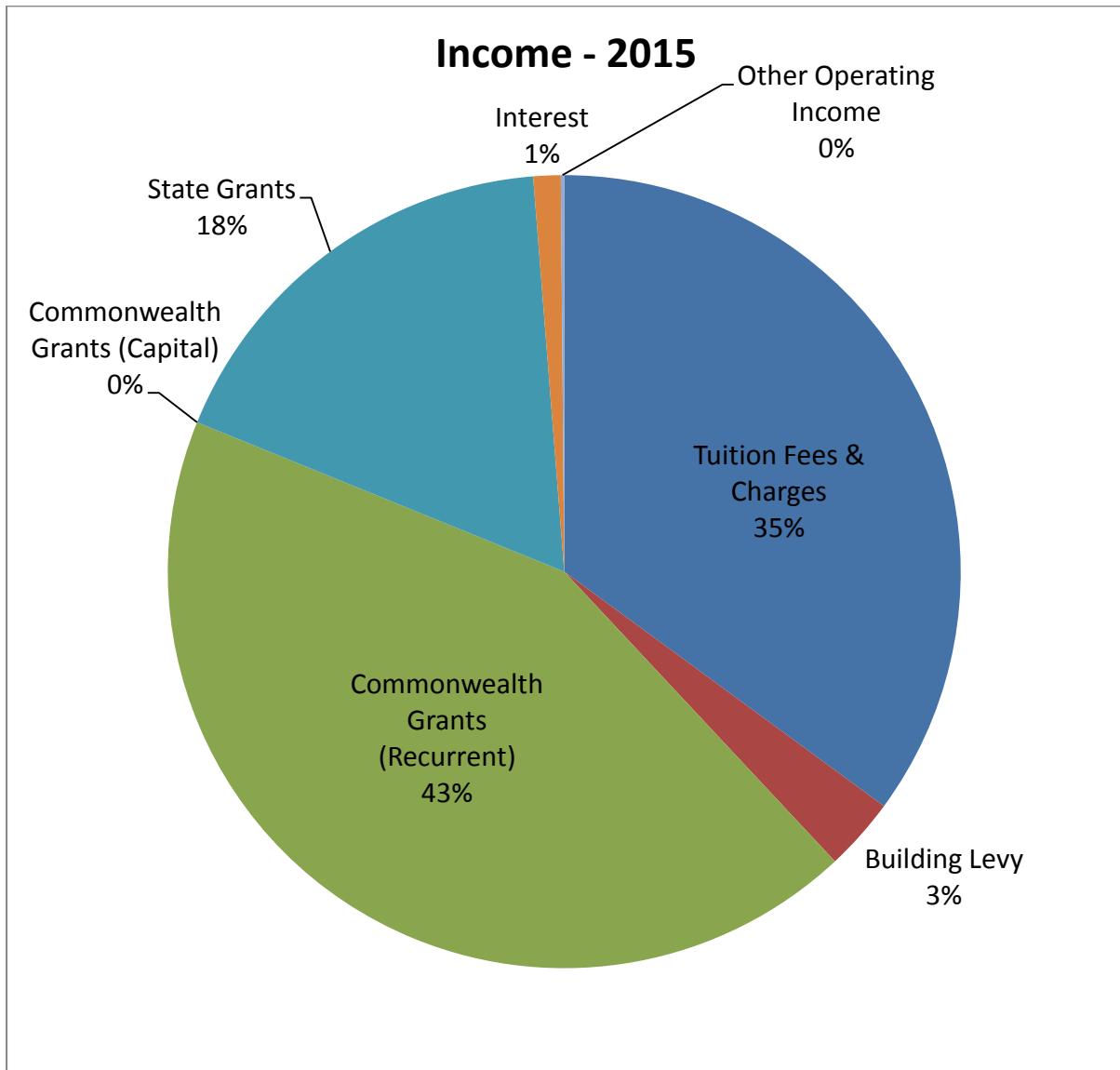
Students have pride in their school, as evidenced by their feedback in the evaluation of teaching and learning programmes; through their enthusiastic involvement in the school's co-curricular program; through a willing participation in camps, liturgies, and retreats, attendance at the Annual Swimming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

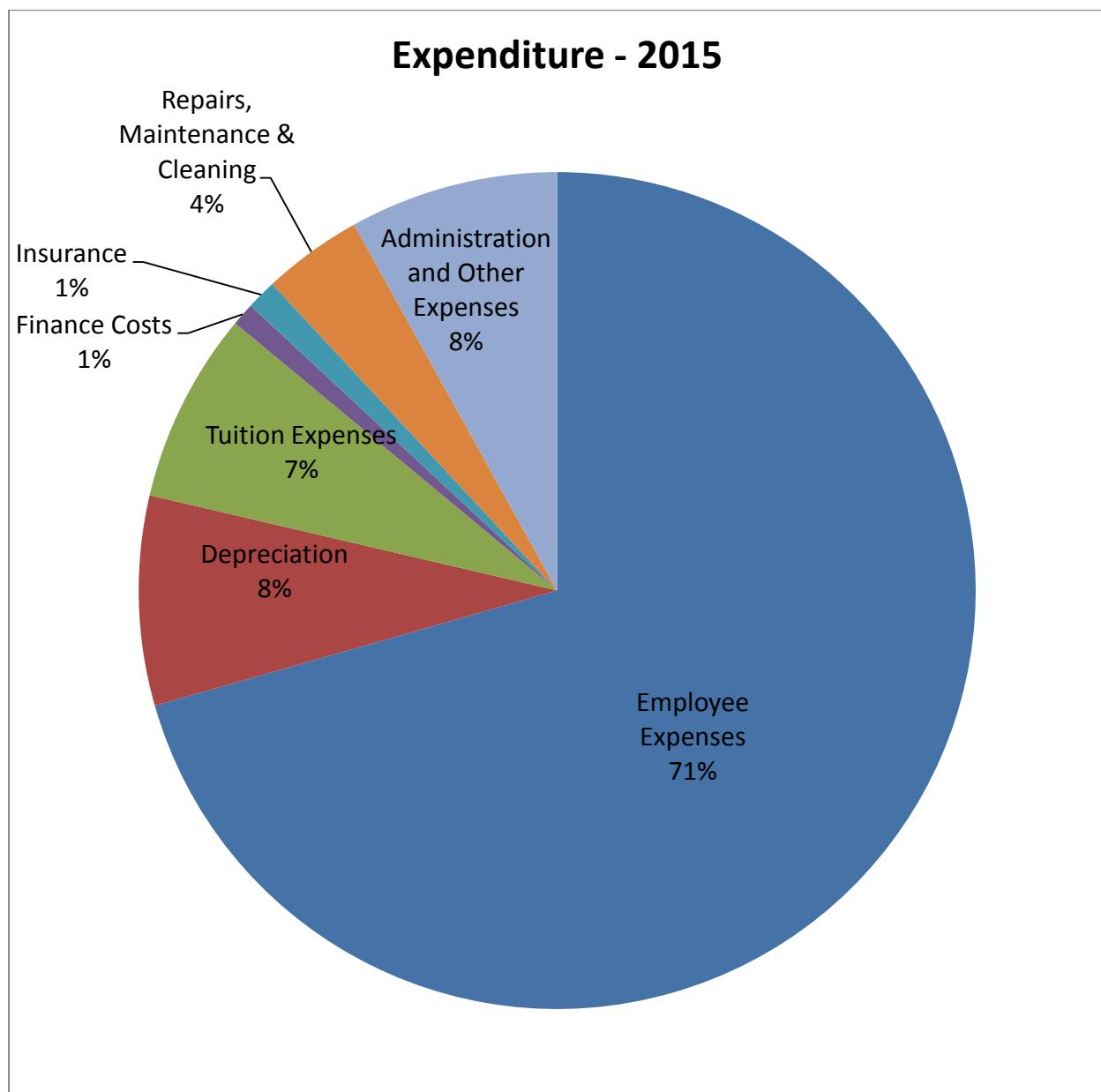
TEACHER SATISFACTION

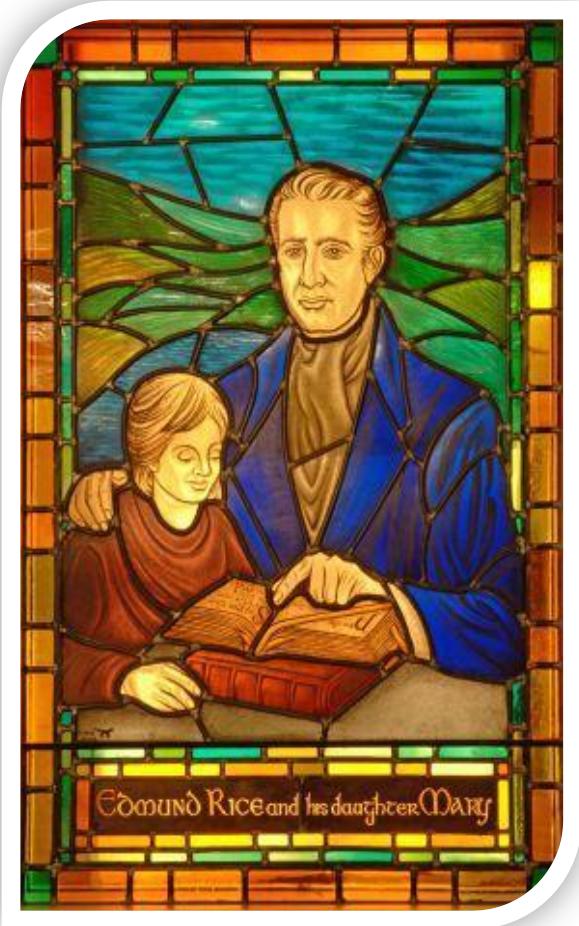
Members of staff are invited to offer their feedback at the commencement of each staff meeting in an open forum. Staff members are given the opportunity to comment on school policy and procedures through their active participation in Faculty and Pastoral Team meetings.

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

SUMMARY of FINANCIAL INFORMATION







*Have courage,
the good seed
will grow
in the children's heart
later on.*

Blessed Edmund Rice