CBHS Annual Report to the Community

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ADMIN

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 asignificant 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.

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

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ADMIN

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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ADMIN

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 seven 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
F. Assistant Principal - Primary's Report

A. PRINCIPAL'S REPORT- 2009

If the vision dies the people perish; if we lose sight of the vision we live lives of quiet despair. This quote, which has its genesis in Scripture, is a powerful reminder that we need to constantly challenge ourselves to be vision-centred and mission-oriented in our life at CBHS. The identification, articulation and ultimate living out of any vision means that we must go beyond the superficiality of events in a school like CBHS Lewisham and examine the very core of their existence. CBHS is much more than a great school. In keeping with its rich faith-filled past, it now has all the energy and vitality of a modern Catholic school in the Edmund Rice Tradition. It is now an inclusive and innovative school that is responding creatively to meet the wide range of needs of individual students who represent the full spectrum of a multicultural and diverse Australian population. I do believe that the school will continue to provide a vision into the future where people of all countries and backgrounds have equal opportunities, equal treatment and the dignity and comfort of knowing they are supported and loved. In this sense Christian Brothers' High School is truly a Gospel place – a place of good news. The young men of this school continue to be open to ongoing education of their hearts and minds so that they can be truly men of faith and learning.

So, in these times when change is more evident than ever before, how do we ensure we are true to our vision, whilst ensuring the very best care and education for the young men of CBHS? An exciting development recently has been the school's educational direction that has been counter cultural to traditional practice in that it has challenged single and narrow educational pathways that has assessment and tertiary entrance as the only focus. One of Australia's most successful Governors General, Sir William Dean, supports this approach by saying:

"I have often made the point that a single-minded concentration in the final school years on achieving high examination marks to the exclusion of almost everything else is ultimately not in the best interests of the student. It limits and even stunts the development of the whole person. It can also, of course, be self-defeating even as regards examination success. In these days of high youth unemployment and intense competition for many tertiary courses, the pressures on the individual student to focus almost exclusively on exams can sometimes be all but overwhelming. In that context, it is important that our schools educate their students to keep a sense of proportion and to pay due regard to the proper claims of other things.

He goes on to say:

Those other things include cultural pursuits, social skills and concerns, sport and the sheer enjoyment of being young. And, in my view, it is a hallmark of a school which is responsibly seeking to educate not merely for final exams but for life, that it has the constant objective of fostering an awareness of others, particularly the disadvantaged, and encouraging an active involvement in ways by which they can be helped. That constant objective seems to me to be of critical importance from both the community and the personal points of view. From the community point of view in that it has long been my firm belief that the ultimate test of the worth of a true democracy such as ours is how it treats the most vulnerable and disadvantaged of its citizens. From the personal point of view we are, I think, all becoming aware of the negative, sometimes tragic, consequences which can flow in after school years from a self-centred preoccupation with personal circumstances and personal success or disappointment.

CBHS has responded to this challenge by introducing popular courses such as Hospitality, Photography, Marine Studies and Entertainment. It must be emphasised that this broadening of the curriculum in the school adds significantly to the academic culture of the school as all students are involved in challenging and rewarding learning experiences that provide significant positive rewards.

I do believe our young men at CBHS are well placed to reach their potential, as the CBHS mission is to journey with the developing young man in partnership with his family, providing example, leadership, direction and a values system that will one day guide his decisions and actions. If our students are to respond with intelligence, sensitivity

and courage to many challenges of life then ultimately they must realise that they too can be vision-centred in their own lives by creating their own reality. CBHS empowers our young men to be lifelong learners who can instigate change when necessary, never losing sight of the core values that have been so much a part of their family and school life at CBHS. They are given the necessary skills and processes to analyse the powerful influences on their lives such as the media and technology, whilst always understanding the need to be reflective so as to embrace failure and fragility as companions of a journey worth travelling. This enables them to see a mistake as a chance for growth, allowing them to grow stronger at the broken places of their lives.

Rite Relationships and Partnership have been central to a successful 2009. I would especially like to thank the following groups who have contributed much to CBHS. Firstly, I would like to thank the School Leadership Team. This year Mr Michael Ronchetti stepped into the role of Deputy Principal. Mr Ronchetti has been outstanding in his performance as Deputy. His organisation, communication and work ethic have ensured the smooth running of the school and maintenance of the highest of standards. At the beginning of the year we welcomed two new faces to CBHS. Thank you to Dr John Lee who has excelled in the new role of Assistant to the Principal – Teaching and Learning and Mr Greg Yates whose excellent understanding of pastoral processes and procedures has been a great gift to the school. I would also like to thank Mr Mark Woodbury on the great work he has done as Acting Assistant to the Principal – Primary. Mr Bryan Rodgers has advised that he will not be returning to CBHS. The two important things that need to be done is congratulate Mr Woodbury on his appointment as Assistant to the Principal – Primary and thank Mr Rodgers for his contribution to CBHS. During his over 20 years at CBHS Mr Rodgers has been a pillar of strength for the school community and an excellent introduction for hundreds of boys into "the ways of Lewisham". We will be making a presentation later in the evening to Mr Rodgers. We wish Mr Rodgers all the best in his new role in Melbourne next year.

Also, whilst thanking the School Leadership Team, I would like to recognise the outstanding work of:

- Ms Cathie Clarke – Assistant to the Principal – Identity. The liturgies and celebration of faith at CBHS are of the highest standard that you would expect anywhere. This is due to the tremendous organisation, communication and creativity of Ms Clarke. We wish Mrs Clarke all the best as she takes up her new role at St Gregory's College, Campbelltown.
- Mr Chris Baird – this year the school was successful in receiving over $2.4 million in Government Grants. This money has been very competently managed by Mr Baird and his management of all building programs and all matters with regard to finance in the school is brilliant.
- Mr Joe Merlino – Mr Merlino really is the expert when it comes to curriculum and Board of Studies. I know many students are very grateful, not only for the wisdom and experience of Mr Merlino, but also for his compassionate and caring approach.

I would also like to pay tribute to the Principal's Secretary, Mrs Cathie Dalliwall. Mrs Dalliwall demonstrates extreme competence in the longest possible list of tasks. These are always completed in the most skilful and diligent manner, while always staying calm and ensuring that the School Leadership Team is organised. Thank you.

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, Denise Williams 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, Mr John Malone. John finishes in the role at the end of the year after six years of dedicated service to the school. John has always been a strong leader who always has had the best interests of the school at heart. During very busy times in his life, he 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, Year Level Coordinators, teachers and support staff who give 100% on a daily basis.

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.

This year has seen some exciting changes at CBHS. The Hospitality Department started in earnest and has achieved amazing results in such a short time. Thank you to Mr Robert Lavulo and Mrs Leanne Turnbull for their excellent work in this area. The playground has been renovated with shade and furniture and the creation of the Year 11 eating area. The Lecture Theatre is in the process of being upgraded, lockers have been purchased, wireless technology put throughout the school and the Brothers' Residence converted into the Pastoral, Counselling and Identity Precinct of the school.

In May this year, as a part of Founder's Day, the school unveiled a beautiful sculpture of Edmund Rice under the title "Father of Mary, Brother to All". Thank you to artist Ms Wendy Black and Ms Genevieve Carson from Tom Bass Studios for their help with this project. Over the next two years plaques will be added that will tell more of the

early story of Edmund Rice.

In conclusion I would like to share with you a story called *Packing Parachutes.*

This is his story:
Charlie Plumb is a common man with an uncommon story. After 75 combat missions over North Vietnam, his plane was destroyed by a surface-to-air missile. He ejected and parachuted into enemy hands. He was captured and spent the next six years in a Communist prison undergoing degradation, humiliation, brutality and torture.

Recently, my wife Cathy and I were sitting in a restaurant. A man about two tables away kept looking at me. I didn't recognize him. A few minutes into our meal he stood up and walked over to my table, looked down at me, pointed his finger in my face and said, "You're Captain Plumb." I looked up and I said, "Yes sir, I'm Captain Plumb." He said, "You flew jet fighters in Vietnam. You were on the aircraft carrier Kitty Hawk. You were shot down. You parachuted into enemy hands and spent six years as a prisoner of war."

I said, "How in the world did you know all that?" He replied, " I packed your parachute."

I staggered to my feet and held out a very grateful hand of thanks. I was speechless. This guy came up with just the proper words. He grabbed my hand, he pumped my arm and said, "I guess it worked."

"Yes sir, indeed it did", I said, "and I must tell you I've said a lot of prayers of thanks for your nimble fingers, but I never thought I'd have the opportunity to express my gratitude in person."

He said, "Were all the panels there?"

"Well sir, I must shoot straight with you," I said, "of the 18 panels that were supposed to be in that parachute, I had 15 good ones. Three were torn, but it wasn't your fault, it was mine. I jumped out of that jet fighter at a high rate of speed, close to the ground. That's what tore the panels in the chute. It wasn't the way you packed it."

I didn't get much sleep that night. I kept thinking about that man. I kept wondering what he might have looked like in a Navy uniform - a Dixie cup hat, a bib in the back and bell bottom trousers. I wondered how many times I might have passed him on board the Kitty Hawk. I wondered how many times I might have seen him and not even said "good morning", "how are you", or anything because, you see, I was a fighter pilot and he was just a sailor. How many hours did he spend on that long wooden table in the bowels of that ship weaving the shrouds and folding the silks of those chutes? I could have cared less...until one day my parachute came along and he packed it for me.

So the philosophical question is "Who's packing your parachute?" Everybody needs someone to pack their parachute. We all need that kind of support in time of need. We all need those who step out in front and say, "Yes, I'll help."

At CBHS, may we continue to pack each other's parachutes and continue to work in partnership so that the young men with whom we are privileged to share the journey of life will reach their potential as compassionate, competent and committed people.

Thank you for your attendance here this evening and your continued support of CBHS Lewisham.

Br P. Conn

Principal

B. DEPUTY PRINCIPAL'S REPORT

2009 was a year filled with great excitement and challenges as I commenced my new role as Deputy Principal of Christian Brothers' High School Lewisham. The school where I once walked the corridors as a student would become the school that I would be a prominent leader in the formation of the young men who currently walk these corridors. It is these young minds and hearts that will become part of the folk law that resonates in the school song and who will take their position in society once they leave the gates of this prestigious school.

The school continued in its endeavour to provide first class facilities for both the staff

and the students. The year the students received additional seating and shade in The Plaza area making it a significant area for the Primary and others to use as an additional resource for their teaching. Just as important it has provided valuable shade and rest for all students during recess and lunch. This was a welcome relief after the hot and sunny days of the previous summer. This area will definitely be used effectively in years to come both by staff, students and the P&F Association.

Late 2008 the last Christian Brother living in the Brothers' residence vacated the building allowing the school to take up residence in the area. The school refurbished all the rooms and after extensive consultation it was decided to convert the area into what has become the Pastoral Care precinct. With in this area lives the school counsellors, the Year Coordinators, the Religious Education Coordinator, the Justice and Peace Coordinator; the Assistant to the Principal – Identity and the Assistant to the Principal- Pastoral Care now reside in these rooms. The area has become extremely vibrate with all parties actively engaged in collaborative discussion about the pastoral caring of our students. The school looks forward to the continued development and extension of pastoral care of the school and we are well placed in developing sound programs around this area in 2010.

As a result of the movement of our Year Coordinators rooms became available for other staff members to move from the overcrowded Br Treacy staff room. The school established a number of satellite staff rooms for different facilities to develop more collaborative thinking amongst staff within these faculties. The facilities for the staff in these satellite staff areas are excellent and should provide all staff with the opportunity to prepare their work with minimal disruption. We have not forgotten about the staff that has remained in the Br Treacy staff room. While the staff has been given additional desk space the room has been painted and the carpet finally replaced. I am confident that the staff is very appreciative of these improved conditions.

The work on The Treacy Centre (formerly known as the Lecture Theatre) should be completed by the time this annual is distributed. The amount of work and effort placed in the restoring of this building will make it the centre piece of our long and esteemed history. Being one of the original buildings it is only just that we have restored its grandeur. I am positive that the school community will be extremely proud of the final product. It is at this point that I would like to acknowledge the work of Mr Chris Baird, the School Business manager, for his outstanding coordination of all the recent building works. He has set the bench mark for all EREA schools and we appreciate his expertise in this area.

The Waterford Learning Centre continues to be the centre of all learning activities around the school. With the video-on demand and the internet ready classroom with data projector, teachers and students are taking the opportunity to enhance their own learning within this environment. It is extremely pleasing to see so many staff and students using these quality facilities. Thanks to Mrs T.Toohey and Ms K. Keighery and all the Waterford Learning staff for their openness and dedication to ensuring that staff and teachers receive the best possible learning environment.

This school year we welcomed two new members to the School Leadership Team - Dr John Lee (Assistant to the Principal – Teaching and Learning) and Mr Greg Yates

(Assistant to the Principal – Pastoral Care . Dr Lee has been instrumental in promoting teaching and learning within the school throughout the year. His knowledge and expertise in this area will assistant both staff and students in the coming years. Mr Yates has also been active in investigating our pastoral care structure and we look forward to the development of pastoral care throughout 2010 and beyond. Both Dr Lee and Mr Yates have a wealth of experience that will only benefit CBHS Lewisham. We are honoured to have such esteem members join our school community.

Our 2008 HSC results were outstanding with over 75% of courses offered at the school being above the state average. This has been the best result at Lewisham for well over a decade. Congratulations to George Doueihi for his outstanding achievement. Most of the students achieved their personally best thus fulfilling the school motto Conanti Corona (a crown for the one who strives). Teachers should be also congratulated for their tireless efforts in ensuring that all students are well prepared for these exams. We wish all our class of 2008 every success in their chosen endeavour. A special thanks to Mr Merlino for his tireless work in ensuring that the students receive the best possible results.

A new Parents and Friends Association began their tenure this year. Confidently led by Mrs Denise Williams, this group of dedicated parents have continued the great work of past committees in establishing a positive climate in the wider community. They have been instrumentally in bringing the Lewo community together on numerous occasions and I would like to personally thank them for an outstanding job throughout 2009 and wish them all the best in the years to come.

The school has always developed strong and effective leaders. Our year coordinators have been exceptionally and we sadly say farewell and thank you to two of these young and vibrate leaders. Miss Hickey and Mrs Harris have developed into fine educators and remarkably leaders. They have led their group of young men with distinction. We thank them for their efforts in developing strong Lewisham men. Good luck Miss Hickey as she travels the world and we look forward to seeing Mrs Harris in a new role in 2010. Also, in 2009 Mr Brendan Jansz took over the duties of the Administration Coordinator and along with his PDHPE role was able to effectively lead the school in both departments. His support throughout the year has been valued by all the staff and in particular by the SLT. I look forward to working with Mr Jansz in his role as the Administration Coordinator in 2010.

We also need to acknowledge the outstanding efforts of two members of the SLT who will be leaving our shores. A special thanks to both Mr Rodgers and Mrs Clarke for their contribution to developing young men with high principals and sound Catholic values. Your enthusiasm and energies were infectious. Each student and family you touched will be forever grateful for your efforts. We wish you both all the best in your future endeavours.

The school has had numerous changes over the past two years but I must say that the essential ingredients of the school still remain. The school has a teaching staff that is highly competent and committed , with capable leaders in all aspects of school life and a strong support staff. With all the right ingredients the school will continue to prosper as it has in the past. I would like to thank Br Paul Conn for his guidance and

encouragement as I develop my own leadership style. His guidance and trust have much appreciated. To the school community I would like to thank you all for your best wishes in my new role and I look forward to 2010.

Conanti Corona

Mr Ronchetti

Deputy Principal

C. CURRICULUM REPORT

Br Conn steered the School Leadership Team and Staff through another exciting year, encouraging the school community in their pursuit of academic rigour. In 2009 the School Leadership Team was extended to include an executive member responsible for Teaching and Learning. The position gave responsibility to the incumbent to manage and develop good teaching practice as well as good student learning strategies.

The School facilities were further updated with a mammoth building project in the renovation of the Treacy Lecture Theatre. The new venue provides a multi-purpose area to enhance the teaching of the Years 5-12 with a special event area with a state-of-the-arts performance space the Drama, Music Courses and Bands, and a well furnished auditorium for both formal and informal occasions with seating for some two hundred.

The Year 5-10 Reports were further updated to refine the A-E Grades. Professional Development of the Subject Co-ordinators in the application of a standards driven curriculum was extended to work within the various faculties to enhance their applying the syllabus outcomes to Report Grades.

The electronic Reports for Year 11 and Year 12 continued to be enhanced with success. The information on the Report to the senior students is well defined by compliance with the Board of Studies requirements for meeting the reporting of HSC and Preliminary HSC Assessment. The benefit of the new report is reflected in the personal comments to parents on the achievements of their son.

The tradition of a full day Parent/Teacher Interview system was continued in 2009 in term two, with the second afternoon of Parent/Teacher Interviews held this year in term three to capture students at risk earlier.

"Paragraph Power" **was again highly successful. In evaluating the programme, part of the investigation focused on extending the use of the model into Stage 5 to continue to challenge students in their use of written English.**

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 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 1st October.

A major curriculum development was the further development of the KLA audit in the form of discussion on SC and HSC results and investigating and developing strategies to enhance results in both these examinations. This provided a wealth of professional development and recognition of the good teaching and learning practices that is happening in the school as well as providing the opportunity to challenge improvement in some areas to achieve best practice.

A second major development was the extension of the curriculum to include four new senior Courses.

These included two Industry Framework (VET) Courses: Entertainment and Hospitality. In addition two Content Endorsed Courses: Marine Studies and Photography, Video and Digital Imaging. Hospitality was introduced when the Brothers' residence became available and the lower floor underwent a significant major fit-out to commercial kitchen standards. A Junior Course was also introduced: Photographic and Digital Media. With the availability of a commercial kitchen, the mandatory Technology Course taught in Years 7 and 8 was extended to include a module on Food Technologies.

Finally, the Speech Night was held at the Sydney Olympic Park Sports Centre this year on 1st December (while the Sydney Town Hall was still undergoing renovations). The new venue provided a wonderful space to celebrate and showcase the achievements of the students during 2009. Recognition was made of those students who had achieved with merit in academic courses.

The Speech Night is also an invaluable vehicle for focusing on the creative and performing arts within the School. This was further being witnessed earlier in the year when our talented students performed in the musical spectacular in the McDonald Centre.

To conclude, I have to acknowledge that the Subject Co-ordinators together with the Primary Department had an extraordinary amount of work expected of them during 2009. All this work is very much appreciated especially by the whole School Leadership Team.

Mr J. Merlino

Assistant Principal - Curriculum

D. IDENTITY REPORT

The charism of Edmund Rice has given those who enter into its sphere – a story to enter, a language to speak, a group to which to belong, a way to pray, a work to undertake, and a face of God to see.

Fr Claude Marechal

Every year at Lewisham is a busy one. Every year at Lewisham is filled with activity and there seems to be event after event! Every year has its highlights and achievements. 2009 was no exception.

Our Opening School Mass was held in the Br Julian McDonald Centre for the first time. A remarkable transformation took place as a multi-purpose area was transformed into a sacred place of prayer and community. Once again we were blessed to have Bishop David Cremin as our celebrant.

Our Easter liturgy saw the Passion of Christ re-enacted around the ramps, stairs and yards of the Plaza. Our Founder's Day Mass was also celebrated in the Plaza with the new sculpture of Edmund Rice and his daughter Mary as the backdrop. Our students are always so open to liturgy and their prayerfulness and participation in prayer and liturgy is a reflection of their faith.

Our community celebrations of Eucharist were supported by the priests from the Parish of St Brigid's Marrickville and we are blessed and grateful for their ongoing presence. We were also pleased to welcome Fr Paul Hilder from St Mary's Cathedral to celebrate our Mothers' Day Mass.

Student faith formation is very important at Lewisham and the Year 11 students participated in a very successful Retreat at Mulgoa. The Leadership Programme run at school also benefitted the boys as they challenged themselves to become leaders of service, working for justice.

The Year 10 Reflection Day and the Rite of Passage for the Year 12 students, under the guidance of Br Conn, allowed the boys of these year groups time to stop and consider their personal spirituality at a time of transition in their lives.

A new initiative took place this year with a group of five Year 11 and 16 Primary boys accompanying three staff on an immersion experience to Walgett. The Christian Brothers and many others are doing wonderful work at St Joseph's Primary School Walgett, and we were fortunate to spend time in the classrooms and meeting the staff, students and elders of the community. The highlight of the experience was the welcoming ceremony by the students of the school. The cross which they presented to us has been proudly shown to our school community. Thank you Mr Woodbury and Mr Cohen for your support in this venture.

I would like to congratulate and thank those students who have been responsible for the setting up and maintaining of the sacred place in the Waterford Learning Centre. This aims to remind students of the liturgical season and so is placed in a very popular area of the school. Thank you also to Ms Georges and Mr Khalil who have initiated and run Wednesday Prayer in the Chapel at lunchtime. The student response to this has been very strong and a good indicator of their faith and belief in the power of prayer.

Staff formation is also a priority and many staff were able to participate in programmes run by the Formation staff of EREA. These programmes challenge staff to look at their own personal spiritual journey as well as the effects they may have on the spirituality of the young people with whom we work. The Staff Spirituality Day held at Waterview at Homebush Bay challenged all staff with the concept of Ubuntu - a South African ideology translating as, "A person is a person through other people – My humanity is caught up with yours."

The 100th year anniversary of the death of Blessed Mary McKillop also took place this year and we were able to join staff and students from every Catholic school in the Diocese for a Mass at St Mary's Cathedral.

I am grateful to the many people who support me in my role. To Mr Moreira who looks after the Religious Education Curriculum in the Secondary School and Mr Cohen who oversees the curriculum and liturgy in the Primary School. Thank you to Ms Holloway whose work as Social Justice Coordinator continues to inspire. Mr Ohl, Ms Mai, Ms Zadro, Mrs Tanconi and Mr Sheen have been most supportive in the music ministry. Thank you to the administrative staff for their continued hard work. Thank you to the Parents and Friends team whose catering abilities are outstanding.

As we come towards the end of 2009, may I share my wish for the students of CBHS Lewisham: may they come to know God through knowing Christ, through hearing his word in the Gospels and through the person of Edmund Rice. May they be men of gentle hearts and strong characters able and willing to take up the call to be witnesses to Christ.

Conanti Corona

Mrs C. Clarke

Assistant Principal - Identity

E. ASSISTANT TO THE PRINCIPAL – PASTORAL

As 2009 draws to a conclusion and I am completing my first year at Christian Brothers' High School (CBHS) Lewisham, it is an ideal time to reflect on pastoral care in our community. At first glance CBHS Lewisham could be seen as a place where 1250 students present themselves perfectly dressed in blazer and tie, attend classes, complete tasks and return to the safe environment of their family home. The background to this snapshot would also include more than 100 staff members providing excellent teaching and learning opportunities. In actual fact this photo is made up of many more layers, layers of great depth and compassion.

Lewisham is more than a place where people gather. It is and has been for many generations a community based on mutual respect and right relationships. Shalom, the Hebrew word for peace, challenges us to build a community based on equity and fairness in our dealings with each other. This sense of justice results in building a peace filled community. Throughout the year I have observed both staff and students provide extraordinary levels of pastoral care for each other. There have been times of hardship, great joy and unbelievable sorrow. Our community is not perfect but it is a community of hope. A community where negativity and pessimism are not rewarded but the opportunity to walk with and journey with each other and in support of each other is cherished as being a unique opportunity. I thank all school members for their contribution to our peace filled community.

In particular I would like to acknowledge the pastoral team for 2009. Throughout the year it has been my absolute pleasure to get to know personally and professionally all the members of the Pastoral Team. These include Mrs Foster, Mrs Harris, Mr Bognar, Mr Maher, Miss Hickey, Mr Heiss, Mr Jeeris, as Year Coordinators, and Mrs Ryan and Ms Anne Marie Polidano, as school counsellors. This diverse and talented group of professionals has provided excellent leadership for both their year levels and the student body as a whole.

Pastoral Care is about responding to the needs of the community and in particular the needs of the young men we work with. Our young men are growing in a world of great social, cultural, economic and spiritual change. This great change certainly impacts on our young people attitudes, values and outlook on life. It is certainly our role at CBHS Lewisham, to provide an environment built on mutual trust and respect, not on dominance and fear. It is only then that our young men are empowered to make decisions that enable them to take charge of their lives, become productive agents of change, and become the person God has asked them to be.

Throughout the Year Coordinators and some members of the school leadership team have visited other EREA schools and colleges throughout the eastern states of Australia. These visits have resulted in a detailed overview of pastoral care programmes and philosophies that other schools are offering. It has been a unique opportunity for the Pastoral Team to see some new and innovative approaches that care for the well being of students in other schools. As we move into 2010 this valuable information will be an integral part of strengthening our pastoral care at Lewisham.

True pastoral care can only occur within a trusting and caring environment. With this in mind I would like to conclude 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.

Mr G. Yates

Assistant Principal - Pastoral

F. TEACHING AND LEARNING REPORT

I am very fortunate to be in the privileged position of being the first appointee to a senior leadership position with the role 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.

I arrived at the end of January 2009, keen to discover more about this great school and to become part of the CBHS Lewisham community. Staff, students, parents and the wider school community have all made me very welcome. The staff is committed to the boys and passionate about their students' development. Parents are telling me they want their sons to have the best possible Catholic education. The boys have impressed me greatly with their commitment to their families, peers, teachers, school, faith and learning.

Like any new leader arriving in a school community, my primary goals this year have included: establishing myself as an effective teacher; getting to know people; working out "the Lewisham way" and identify how I can make a strategic contribution to the mission of this leading Catholic boys' school in the Edmund Rice tradition.

Foundational to my work and the priorities for this new role is the message of leading educational researchers Steven Dinham and John Hattie and others. The way to raise students' achievement is to improve the effectiveness of what teachers do in the classroom. This is also at the heart of our ministry as an Edmund Rice school because the Charter Value of Reflective Practice invites us to learn and grow together.

Here are some of the initiatives that have been part of my work as Assistant Principal Teaching and Learning during 2009.

- **Facilitating a HSC Symposium after school on 24th February for Year 12 students. The symposium provided a forum to motivate participants and share wisdom about balancing the conflicting demands of the final year of school. This gathering was well supported by our students and our staff.**
- **Acknowledging Year 11 students who were high achievers in the 2008 School Certificate tests. Students who attained a Band 6 in English, Mathematics, Science, History, Geography or Highly Competent in Computing Skills received a certificate presented Br Conn at a School Assembly.**
- **Working as co-chair of the KLA Coordinators addressing their role as leaders of teaching and learning. This has involved strategies including workshops examining research on effective leadership of learning.**
- **Chairing meetings with each of the KLA Coordinators reviewing the 2008 HSC results and identifying fifty five agreed areas for action during 2009.**
- **Participating in a review of the school timetable and recommending improvements that will increase student achievement.**
- **Reviewing how we currently cater for more academically capable students as well as those who are gifted and talent. We are expanding our work in this arena and this emphasis will continue. This year we entered a team of Year 9 and 10 students in the Ascham School's Philosothon and held our inaugural Lewofest.**
- **Staff Meetings and Staff Development Days have had a focus on enriching professional learning. The first day of Term 4 was lead by Trish Weekes from Literacy Works further differentiating the curriculum to support the needs of all learners.**

It has been an invigorating year for me discovering the diverse talents 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

Conanti Corona, **A Crown to the One Who Strives, is the motto of the School and one by which we all can live. The Crown is whatever activity, relationship or endeavour we choose to pursue. It means doing our best; no one can do more than this. Hopefully, at CBHS this year, the Primary boys have learnt the lesson that effort, patience, striving and hard work equals the best they can be; nothing is earned easily in life.**

The year began, as always, with the Year 5 Camp. The camp is a chance to build friendships and relationships which in some cases are for life. The camp gives the Year 5 boys some idea of what life at CBHS Lewisham is like – busy and always on the go. The boys certainly grow up quickly during this camp, which, for many, is the first time away from home and looking after themselves.

CBHS Lewisham gives the boys countless opportunities to showcase their talents throughout the year, whether it is at the School Musical, in the band, becoming a member of the chess team or at a sporting event. I would like to congratulate all the boys who represented the School in some activity this year. What is pleasing is that you did it with passion, spirit and enthusiasm and most importantly, you always did your best.

A number of activities which stood out for me this year above all others were the Year 6 excursion to Canberra and the immersion experience to Walgett. The excursion to Canberra was a great experience for the boys, particularly in seeing how our democratic society operates. The feedback from the excursion was outstanding. A number of venues and the proprietors of the motel have written letters to the school commenting on the boys' behaviour, dress and their respect – particularly at the Australian War Memorial.

The Walgett experience was a fantastic opportunity for boys to see not only parts of Australia they might never have seen before, but also to live four days in a town which is predominately indigenous. The boys hopefully came away with a sense of the rich past of this country and the importance of Indigenous Australians, not only to the past but the importance they play in today's society and shaping our future.

Thank you to the parents for your support throughout the year. I know it is a daunting experience when you first begin at the School, but the key to our on-going partnership is the communication between home and school. Thank you also to the Parents and Friends' Committee who have supported the school greatly throughout the year.

Thank you to the staff of the Primary for the countless hours of extra curricula activities in which you have been involved. At times, you may feel these go unnoticed or unappreciated, but your work is never taken for granted and is always valued at CBHS.

Special thanks must go to Ms Wilkinson for her work with the School Musical this year and organisation of the successful Canberra Excursion. Thank you to Ms Papaluca for once again being as dependable as ever taking a huge role in the organisation and smooth running of the Year 5 Camp and of Book Week - two huge responsibilities. Mrs Yates, who joined us this year, fitted in perfectly without any fuss and supported all the School activities, including stepping-in at the last moment by travelling to Canberra with the Year 6's. Mr Ambrose, our Chess Coordinator and cricket coach, gave up many lunch times to run competitions and train the boys. Mr Duncan, our Science and Technology Coordinator and debating coordinator, has always been willing to assist whenever possible. Mr Groves has helped out at many sporting events throughout the year and assisted in Primary Physical Education. Thanks to Ms Fitzgerald who continues to challenge not only the boys, but teachers on new and better ways to improve teaching and learning at the School. Special thanks to the specialist teachers who educate the boys: Mrs Azzopardi (Creative Arts, Physical Education and Accelerated Mathematics Groups); Mrs Asplin (Creative and Practical Arts); Mrs Tanconi (Music and Italian); Mr Cologuiri (Italian); Mr Gibbs (French); Mr Ohl and Ms Mai (Music); and Mr Lavidis (Science enrichment program). Thank you also to Mrs Malloy for her work with Mathletics and also her work with her Mathematics groups.

Mrs Soulos leaves us for a year as she is expecting her first baby at the beginning of 2010. Marea has been a terrific asset to the Primary for a number of years taking on a number of roles in making sure the department runs smoothly. Over the years she has worked on curriculum development, debating, organising the Canberra Excursion, School disco and more recently, the important position of Social Justice in the Primary. We wish Marea all the best in the coming year and pray for her and her family in this

exciting time ahead.

Mr Cohen, the Primary REC, again has worked tirelessly, very often behind the scenes, making sure that the Primary runs smoothly. I would like to thank him for his continuing support and his dedication to the School and the staff.

A school does not operate without many hard-working people who work tirelessly, much of the time, without recognition. Therefore, on behalf of the Primary staff and students, I would like to thank Mrs Durham, Mrs Dalliwall, Mrs Readman, Mrs Cassaniti, Mrs Tallentire, Mrs Baliva, Mr Chakravarthy, Mrs Bilby, Mrs Egan, Mr Cotter, Mr Dinale and Mr Aguis.

The Primary would also like to thank the School Leadership Team for 2009 for their continued support and management of the school: Br Conn; Mr Ronchetti; Mr Clarke; Mr Yates; Mr Merlino; Dr Lee; and Mr Baird.

The challenge for the boys in the coming years at CBHS Lewisham is that you must maintain that enthusiasm and consistently strive to be the best you can. In the Primary it is new and exciting as you settle into a new place; it is imperative that you keep that motivation going, challenge yourself to become involved in different areas of school life, but most of all, enjoy school and get as much out of it as you can.

Mr M. Woodbury

Assistant Principal - Primary

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SCHOOL BOARD REPORT- 2009

Building Work

The Vocational Education Training Centre, constructed in the building formerly occupied by the Christian Brothers, was completed during early 2009

In the second half of 2009, with assistance of funds from the Commonwealth Governments Building Education Revolution, work was commenced on the complete renovation of the Lecture Theatre, construction of a shade area for the plaza and a student eating area plus furniture for the plaza.

Governance Arrangements

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.

Strategic Directions – Strategic Plan

Strategic Directions, developed during 2008, commenced at the start of 2009. It uses five value areas, Integrity, Spirituality, Justice, Community and Excellence. Goals have been set under each value area. For each goal there are a number of actions that have timeframes and measurable outcomes. The **Charter**, “a proclamation of an authentic expression of Edmund Rice Education as applied to Catholic schools in the Edmund Rice tradition” was a key document used in developing Strategic Directions.

Board Membership

In late 2008 an Information Evening was held for individuals who may have an interest in being appointed to the Board or one of its Committees. As a result a number of Expressions of Interest were received. Around the same time EREA provided information on its program to provide the details of the revised governance arrangement to be put in place. These were anticipated to be provided by mid 2009 and the advice from EREA was that recommendations for appointments should not be submitted until after the information on the revised arrangements became available. The consultation process on the governance arrangement continued beyond mid 2009 so recommendations on new appointments were held back until late 2009.

The Board has recommended four new Board appointees with terms to commence at the start of 2010.

Two members, Robert Ingui and John Khoury, whose then current terms were

completed at the end of 2008, were reappointed for two years to the end of 2010.

Pat Romano completes his initial three-year term on the Board at the end of 2009. Cathy Rushton, after two three-year terms on the Board, and Gordana Martinovich, after a three-year term on the Board, have both advised that they are not seeking consideration for reappointment to the Board when their current appointment terms are completed end at the end of 2009.

The current Board Chair, John Malone, completes his second three-year term as Chair at the end of 2009. He has not lodged an Expression of Interest for appointment as Chair.

Board Committees

The Board continued with the operation of five Committees: Education, Finance, Site Development, Foundation and Nominations. With the Interim Board Constitution that takes into account the establishment of EREA, the functions of formation of Board members and recommending board membership to EREA are with the Board and are addressed through the Nominations Committee.

Appreciation

The Board thanks the School Leadership Team members who continue to demonstrate their commitment to the wellbeing of CBHS, Lewisham.

Finally my thanks go to fellow members of the Board for their ongoing contributions along with their generous donation of time at meetings, functions and in-service activities throughout the year. Special thanks to Cathy Rushton and Gordana Martinovich who throughout their period on the Board have provided solid support and invaluable assistance as Board members and on Committee work.

Brother Paul Conn **(Principal)**	Ms Gordana Martinovich
Mr Robert Ingui **(Deputy Chair)**	Mr Pat Romano
Mr John Khoury	Ms Cathy Rushton
Mr John Malone **(Chair)**	
Minute Secretary Mrs Cathie Dalliwall	

Board Committees

EDUCATION

Mr John Khoury

Ms Gordana Martinovich **(Deputy Chair)**

Ms Cathy Rushton **(Chair)**

FINANCE

Mr Chris Baird

Mr Robert Ingui **(Chair)**

Mr Pat Romano **(Deputy Chair)**

SITE DEVELOPMENT

Mr John Khoury **(Chair)**

FOUNDATION

Ms Gordana Martinovich **(Deputy chair)**

Ms Gordana Martinovich **(Deputy Chair)** Mr Pat Romano **(Chair)**

NOMINATIONS

Br Paul Conn (Principal)

Mr Robert Ingui (Chair Finance/**Deputy Chair**)

Mr John Khoury (Chair Site Development)

Mr John Malone **(Chair** as Board Chair**)**

Mr Pat Romano (Chair Foundation)

Ms Cathy Rushton (Chair Education)

John Malone

Board Chair School Board 2009

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Parents and Friends Association Annual Report - 2009

It all began last November as we innocently arrived to the final forum of 2008. Little did we know that the quest for a new committee would see Cathy Amato Karen Brown, Robbie Dummitt, Sandra Ferrari, Ruth Geisler, Sonya Spooner, Anne Tunks and I on the P&F Committee for 2009-2011.

We knew we had big shoes to fill, so in December we began planning our 2009 year. The first question we asked was how did we get ourselves into this? Thankfully our task was made much easier with the planning and help given by the previous committee. We thank them for all their help and answering our many questions – they were our life jackets after we had jumped in the deep end.

Our first event was the welcome morning tea. This was a lovely way to start and it was a privilege to be the ambassadors of CBHS Lewisham for the many new parents who arrived at the school. This gave us confidence as we embarked on our other Term 1 ventures. The Wine & Cheese Night followed soon after and set the Plaza area aglow with lanterns and lights. Our new bar tables came in very handy, and a great night was had by all.

Our main event for the year was the Family Fun Night. This continues to grow and has become a major feature of the school year. After months of planning and meetings the night had arrived. As with all these events weather plays a big part in the success, and though it was very windy at least we didn't get any rain!

The Superdome was the dining area and the Plaza the entertainment precinct. The night was busy and had a carnival like atmosphere. This was our major fundraiser of the year through the raffle and turned out to be a major success. Once again the generosity of those in our own and the wider community was truly amazing.

Thank you to all those who donated items, bought and returned raffle tickets. Special thanks to all those who attended meetings in preparation, ran activities and assisted on the night. This is a whole community event that cannot run without volunteers. Thanks also to the staff for their support.

The trivia night held in Term 3 was another fun event. The money raised for this went to EREA charities. It was very well run by Mr Woodbury and his primary team. The night had everything; food, drink, karaoke and many laughs. The night was enjoyed by all, and we thank all the Primary staff.

The Forums are the bread and butter of P&F Committees and are a very important avenue of information exchange. The presenters this year included Mr Ohl, Mr Jansz, Mr Yates, Mr Megarrity, Ms West and Br Conn. The parents are grateful and appreciative of the time you give up. These evenings are always informative and

greatly appreciated by the parents who attend. Thank you to all those parents who attend these nights. It really is worthwhile and builds another bond with the Lewo community, plus we find out all the information our sons never tell us.

I would also like to acknowledge and thank the other P & F Executive committee members. I did not know most of these women before we began, but what I have learned from them is amazing. In a position like this you are constantly amazed by the generosity of people as we all try to balance work, family and all the other roles we have. I cannot imagine a better group of people to be on this journey with and I cannot thank them enough for their wonderful support, great ideas and hard work.

Our thanks also go to the School Leadership team. We see how lucky our sons are to have great leadership in the school. A very special thanks to Br Conn, who has been very supportive of all our endeavours.

We look forward to enjoying your company on our 2010 journey.

Denise Williams

P & F President 2009

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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%)	10% (13%)	13% (15%)	7% (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%)

BASIC SKILLS TEST
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%)	21% (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 (State)	Measurement, Data, Space & Geometry CBHS (State)	Overall Numeracy 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

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

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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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 stduent at Lewisham.

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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 in 2008
- 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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- 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.

ADMIN

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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- 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 after the School Certificate tests. 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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Overview of School Certificate Results 2009

English-Literacy

CBHS 2009	State 2009
Band 6 = 8.04%	Band 6 = 5.57%
Band 5 = 39.08%	Band 5 = 35.02%
Band 4 = 46.55%	Band 4 = 41.5%
Band 3 = 6.32%	Band 3 = 13.77%
Band 2 = 0%	Band 2 = 2.22%
Band 1 = 0%	Band 1 = 0.41%

S.C. Math

CBHS 2009	State 2009
Band 6 = 5.26%	Band 6 = 6.29%
Band 5 = 26.9%	Band 5 = 17.75%
Band 4 = 33.91%	Band 4 = 25.06%
Band 3 = 30.99%	Band 3 = 31.44%
Band 2 = 2.92%	Band 2 = 17.01%
Band 1 = 0%	Band 1 = 0.85%

S.C. Science

CBHS 2009	State 2009
Band 6 = 9.82%	Band 6 = 7.38%
Band 5 = 30.63%	Band 5 = 28.82%
Band 4 = 42.19%	Band 4 = 34.15%
Band 3 = 14.45%	Band 3 = 19.43%
Band 2 = 2.89%	Band 2 = 7.96%
Band 1 = 0%	Band 1 = 1.54%

S.C. HSIE

CBHS Aust History CBHS 2009	State Aust History State 2009	CBHS Aust Geography CBHS 2009	State Aust Geography State 2009
Band 6 = 8.62%	Band 6 = 5.26%	Band 6 = 6.89%	Band 6 = 5.31%
Band 5 = 21.83%	Band 5 = 17.74%	Band 5 = 22.98%	Band 5 = 22.35%
Band 4 = 41.37%	Band 4 = 35.44%	Band 4 = 39.08%	Band 4 = 31.01%
Band 3 = 221.83%	Band 3 = 27.27%	Band 3 = 27.58%	Band 3 = 28.07%
Band 2 = 6.32%	Band 2 = 10.13%	Band 2 = 3.44%	Band 2 = 11.11%
Band 1 = 0%	Band 1 = 2.54%	Band 1 = 0%	Band 1 = 0.53%

S.C. Computing Skills

CBHS 2009	State 2009
HCOMP = 67.24%	HCOMP= 61.91%
COMP= 32.75%	COMP = 36.6%
CND = 0%	CND = 0.05%

School Mean V's State Mean variation

Variation 2009	CBHS			State		
	2009	2008	2007	2009	2008	2007
EnglishLiteracy +2.35%	79.78%	78.73%	77.56%	77.43%	76.63%	74.76%
Mathematics + 3.85%	74.46%	74.3%	74.69%	70.61%	70.67%	69.38%
Science +2.54%	77.54%	77.01%	75.39%	75.00%	73.61%	73.48%
Aust.History +3.42%	74.98%	75.82%	75.19%	71.56%	70.58%	72.14%
Aust.Geog. +2.70%	75.06%	76.51%	77.42%	72.36%	73.52%	74.60%
ComputingSkills +1.02%	82.69%	81.37%	82.62%	81.67%	80.71%	80.28%

Interpretive Summary:

In the final table above **School Mean V's State Mean variation,** it can be oberved that over the past three 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 (2009)

To do:

- 33 Courses presented
- 12 Courses showed an improvement compared to 2008 CBHS results using CBHS comparision against State average (This compares with 12 in 2007 and 16 Courses in 2006). Indicating a continuing upward trend.
- 14 Courses were worse than in 2008 (compared with 14 Courses the previous year)
- 22 Courses above State average
- Of 11 Courses below State average, 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 (2009)

- 28 students with ATAR over 90
  (19.4% of whole cohort)
- 86 students scored above 90 in raw HSC results by Course (Band 6)
  - (17 Band 5 English Standard)
- 114 students offered university placement (78% of cohort eligible for ATAR - 75.4% in 2008, 74% in 2007, 66.9% in 2006, 55.5% in 2005)

De Coursey Analysis: HSC 2009

- Dr. John De Courcy 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

Chemistry

Economics

Mathematics 2 unit

Mathematics Ext 1

General Mathematics

Legal Studies

Ancient History

Modern History

Engineering Studies

PD/Health/PE

Physics

Information Processes & Tech.
Design and Technology
Music 1
Studies of Religion 1 unit

Information Tech. VET
Visual Arts

Subjects above expectations

Biology
Business Studies

English Advanced
English Standard

Geography

Subject below expectations

Business Services VET

Subjects not listed because of small number of candidates

English Ext 2

Mathematics Ext 2

History Ext

Italian Ext

Drama

Studies of Religion 2 Unit

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Summary of Professional Learning 2009

(as defined by NSW Institute of Teachers):

2009 insevices

Date	Staff Member	Training Course	Length	Certificate (who presented)
22/01/2009	Lee J	Teaching & Learning Conference	14	Spectrum Education
5/02/2009	Whitwell K	Careers Advisors` Breakfast	2.5	Sydney Local Community Partnership
7/02/2009	Zadro G	Music Education Seminar	6.5	Engardine Music Education Centre
9/02/2009	Ohl J	VET Entertainment	3	TAFE
12/02/2009	Daher G	Network Meeting	3	CEO
23/02/2009	Moreira, P	Network Meeting	5	CEO
23/02/2009	Stoddart R	Rock & Water Program	22.5	Boys in School Network
23/02/2009	Stojoski M	Rock & Water Program	22.5	Boys in School Network
24/02/2009	Smith, M	Network Meeting	3	CEO
25/02/2009	Gibbs G	Network Meeting	3	CEO
25/02/2009	Merchant D	Network Meeting	3	CEO
27/02/2009	Lee J	HSC Data Analysis	6.5	Catholic Education Commission
27/02/2009	Merlino J	HSC Data Analysis	6.5	Catholic Education Commission
27/02/2009	Prangell M	HSC English	5	English Teachers Association
27/02/2009	Ronchetti, M	HSC Data Analysis	6.5	Catholic Education Commission
27/02/2009	Walker P	2009 HSC Economics	5.5	Academic Attainment
5/03/2009	Whitwell K	Careers Advisors Day	6.5	Macquarie University
6/03/2009	Daher G	Leading Your Department	5.5	CEO
6/03/2009	Lee J	Studies of Religion Seminar	6	Affinity Intercultural Foundation
6/03/2009	Moreira, P	Studies of Religion Seminar	6	Affinity Intercultural Foundation
10/03/2009	McCarthy J	HSC English	5	Secondary Seminars
11/03/2009	Costa D	Union Rep Training	5	IEU
11/03/2009	Gartrell G	Network Meeting	5.5	CEO
11/03/2009	Ohl J	Network Meeting	5	CEO
11/03/2009	Toohey T	Network Meeting	6.5	CEO
13/03/2009	Lee J	EREA Curriculum Network	3	EREA
13/03/2009	Merlino J	EREA Curriculum Network	6.5	EREA
18/03/2009	Lavulo R	Network Meeting	5.75	CEO
18/03/2009	Ohl J	Entertainment Induction	19.5	Catholic Education Commission
19/03/2009	Smith, D	Business Studies Teachers Conference	10	Economic Literacy Centre
24/03/2009	Keighery K	Library Management Software Training	6.5	CEO
24/03/2009	Moreira, P	Catholic Schools Leadership Program Stage 2B	4	CEO
25/03/2009	Whitwell K	Network Meeting	3.5	CEO
26/03/2009	Holloway R	Network Meeting	6.5	Edmund Rice Centre
30/03/2009	Wong R	Student Management Strategies	6	Teacher Training Australia
31/03/2009	Prangell M	KLA Meeting	6.5	EREA
1/04/2009	Gibbs G	Supervising Teachers meeting	6	Open High School Randwick
2/04/2009	Jeeris A	Legal Studies Conference	13	Legal Studies Association of NSW
2/04/2009	Whitwell K	Legal Studies Conference	13	Legal Studies Association of NSW
4/04/2009	Prangell M	Accomplishing Leadership	6.5	English Teachers Association
4/04/2009	Simpson R	Accomplishing Leadership	6.5	English Teachers Association
7/04/2009	Saltos S	SPARKS - Religious Education Inservice	6	Newington College
7/04/2009	Zeidan J	SPARKS - Religious Education Inservice	6	Newington College
23/04/2009	Papa P	Clancy Prize for Religious Art	12	CEO
28/04/2009	Ohl J	Entertainment Induction	30	NIDA
5/05/2009	Campos A	Network Meeting	3.5	CEO
5/05/2009	Lee J	Network Meeting	3	CEO
5/05/2009	Walker P	Network Meeting	3.5	CEO
6/05/2009	Prangell M	Cluster Meeting	3	CEO
6/05/2009	Smith M	Network Meeting	3	CEO
8/05/2009	Prangell M	AIS English Conference 2009	6.5	Association of Independent Schools
12/05/2009	Lavulo R	VETIS	6.5	CEO
12/05/2009	Merlino J	VETIS	6.5	CEO
12/05/2009	Moreira, P	Network Meeting	5	CEO
14/05/2009	Campos A	In to the Beep	13	EREA
15/05/2009	Ohl J	Entertainment Induction	6.5	CEO
18/05/2009	Fitzgerald M	6th Annual Thinking & Learning Conference	26	Hawker Brownlow Education
18/05/2009	Price B	6th Annual Thinking & Learning Conference	26	Hawker Brownlow Education
18/05/2009	Stojoski M	Ethics	6.5	CEO
19/05/2009	Moreira, P	Catholic Schools Leadership Program Stage 2B	4	CEO
23/05/2009	Prangell M	Ways of Teaching	5.5	Sydney University
26/05/2009	Foster L	National Sorry Day	3	Sydney Writers Festival
26/05/2009	Galluzzo T	Oliver Introduction	6.5	CEO
26/05/2009	Heiss M	National Sorry Day	3	Sydney Writers Festival
26/05/2009	Toohey T	Oliver Introduction	6.5	CEO
27/05/2009	Katovcic R	Network Meeting	6.5	CEO
27/05/2009	Stoddart R	Life Skills and Stage Six	1.5	CEO
27/05/2009	Weir B	Network Meeting	6.5	CEO
29/05/2009	Costa D	Leadership Conference	6.5	Economics & Business Educators
29/05/2009	Walker P	Leadership Conference	6.5	Economics & Business Educators

1/06/2009	Maher P	Using Internet Sites	2.3	Maths Association of NSW
3/06/2009	Lee J	Break Every Yoke	20	EREA
9/06/2009	Toohey T	Oliver Intermediate	6.5	CEO
11/06/2009	Fitzgerald M	Network Meeting	4.25	CEO
12/06/2009	Prangell M	Modules Study Day	4.75	UTS
12/06/2009	Simpson R	Modules Study Day	4.75	UTS
17/06/2009	Gartrell G	Network Meeting	5.5	CEO
19/06/2009	Lee J	Implemently to National Curriculum	6.5	CSSA
19/06/2009	Merlino J	Implemently to National Curriculum	6.5	CSSA
19/06/2009	Ronchetti, M	Implemently to National Curriculum	6.5	CSSA
22/06/2009	Lee J	Network Meeting	2.5	Gifted and Talent Teachers Association
23/06/2009	Moreira, P	Catholic Schools Leadership Program Stage 2B	4	CEO
24/06/2009	Toohey T	Moudle Advance	6.5	Sydney Community College
29/06/2009	Holloway R	Timor-Leste Immersion	78	EREA
30/06/2009	Hickey C	Fighting Fair	13	Fighting Fair
1/07/2009	Whitwell K	ATAR information Sessions	2	UAC Office
24/07/2009	Abood A	Photoshop	18	UNSW
3/08/2009	Daher G	Extension 1	15	Maths Association of NSW
3/08/2009	Keirs L	Support for new teachers	6.5	CCER
3/08/2009	Ralph H	Support for new teachers	6.5	CCER
3/08/2009	Zirilli N	Extension 1	15	Maths Association of NSW
5/08/2009	Gibbs G	Network Meeting	4	CEO
5/08/2009	Smith M	Onguard Safety	3	TAS
6/08/2009	Whitwell K	Network Meeting	4	ACS
7/08/2009	Harris G	Annual Conference	6.5	Geography Teachers` Association of NSW
7/08/2009	Sheen A	IIATE Conference	6.5	Institute of Industrial Arts Technology
7/08/2009	Smith M	IIATE Conference	6.5	Institute of Industrial Arts Technology
8/08/2009	Holloway R	Fresh Approaches to Teaching the Literarcy Elements	6.5	English Teachers Association
12/08/2009	Agius S	Network Meeting	6.5	EREA
13/08/2009	Fitzgerald M	Personal Learning Network	2.5	Australian College of Education
17/08/2009	Moreira, P	Trial Marking	8	CEO
17/08/2009	Simpson R	Trial Marking	8	CEO
18/08/2009	Agius S	Teaching Literacy	6.5	Literacy Solutions
18/08/2009	Campos A	Many Faiths: One Humanity	6.5	EREA
18/08/2009	Daher G	Network Meeting	3	CEO
18/08/2009	Daher G	Network Meeting	2	CEO
18/08/2009	Lee J	Leadership to Learning 2009	6.5	ACEL
19/08/2009	Lee J	Australian Government National Partnerships Agreement 2009	4	CEO
20/08/2009	Campos A	Boys Education	1.5	Australian College of Education
20/08/2009	Keighery K	Focus on Fiction	6.5	Marist Library Group
20/08/2009	Matthews M	Network Meeting	3	CEO
25/08/2009	Galluzzo T	Oliver - Intermediate	6.5	CEO
25/08/2009	Prangell M	Network Meeting	4	CEO
26/08/2009	Campos A	2010 Modern History	2	CEO
27/08/2009	Agius S	Administering Mac OS X Server	13	CompNow
27/08/2009	Hickey C	From Disruption To Achievement	13	Redbank College
27/08/2009	Moreira, P	Network Meeting	10	CEO
27/08/2009	Moreira, P	Network Meeting	13	CEO
27/08/2009	Rohan M	From Disruption To Achievement	13	Redbank College
2/09/2009	Campos A	Network Meeting	2	CEO
8/09/2009	Bullock J	Oliver - Intermediate	6.5	CEO
10/09/2009	Merlino J	Illness and Misadventure workshop	1.5	NSW Board of Studies
11/09/2009	Soulos M	Bringing writing to life in your classroom	6.5	Scholastic Australia
17/09/2009	Campos A	How is digital technology connected to teaching in the KLAs	1.5	ACU National
17/09/2009	Matthews M	How is digital technology connected to teaching in the KLAs	1.5	ACU National
17/09/2009	Smith M	Network Meeting	3	CEO
17/09/2009	Toohey T	Moodle Advanced	6.5	Teacher Training Australia
17/09/2009	Toohey T	How is digital technology connected to teaching in the KLAs	1.5	ACU National
18/09/2009	Maher P	Bullying and Behaviour Management	6.5	Tranton Enterprises P/L
21/09/2009	Ryan V	Grief, Loss, Transition and Change	13	Anthony Hillin
28/09/2009	Giddy L	Formation Programme	13	EREA
13/10/2009	Prangell M	Crime Writing	6.5	Association of Independent Schools
17/10/2009	Merchant D	Practical Marking	4	NSW Board of Studies
17/10/2009	Papa P	Practical Marking	4	NSW Board of Studies
22/10/2009	Prangell M	English Extension 2	2.5	Association of Independent Schools
27/10/2009	Whitwell K	Careers Advisors e-Learning PD workshop	4.5	CEO
28/10/2009	Campos A	Network Meeting	2	CEO
30/10/2009	Smith M	Industrial Technology Seminar day	6.5	Institute of Industrial Arts Technology
2/11/2009	Moreira, P	Network Meeting	5	CEO
2/11/2009	Moreira, P	Network Meeting	6.5	Inner West Religious Education Coordinators
4/11/2009	Holloway R	Network Meeting	6.5	EREA
6/11/2009	Campos A	Fundamental English	6.5	EREA
6/11/2009	Smith M	Into the Deep	6.5	EREA
9/11/2009	Campos A	English Extension 2	6.5	English Teachers Association
9/11/2009	Zadro G	Catholc Studies	6.5	CEO
10/11/2009	Lavulo R	Network Meeting	6.5	CEO
10/11/2009	Matthews M	Network Meeting	4	CEO

10/11/2009	Smith M	Network Meeting	3	CEO
12/11/2009	Agius S	Visitation	6.5	CEO
12/11/2009	Lee J	Visitation	6.5	CEO
13/11/2009	Merlino J	CSSA WORKSHOP	6.5	CSSA
13/11/2009	Sheen A	Network Meeting	13	CEO
13/11/2009	Whitwell K	Participate in Environmentally Sustainable Work Practices	6.5	Southern Cross University
18/11/2009	Katovcic R	Network Meeting	6.5	CEO
18/11/2009	Weir B	Network Meeting	6.5	CEO
20/11/2009	Keighery K	Network Meeting	6.5	Inner West Teacher Librarian Zone
25/11/2009	Lavulo R	Network Meeting	6.5	CEO
25/11/2009	Northedge D	Network Meeting	8	CEO
25/11/2009	Toohey T	Network Meeting	6.5	Inner West Teacher Librarian Zone
27/11/2009	Lavulo R	Participate in Environmentally Sustainable Work Practices	6.5	Southern Cross University
27/11/2009	Whitwell K	Annual Conference	13	Careers Advisers Association of NSW
30/11/2009	Prangell M	HSC Advanced & Standard Presentation	5.5	Signify More
1/12/2009	Keighery K	Oliver - Intermediate	6.5	CEO
3/12/2009	Campos A	Network Meeting	2	CEO
8/12/2009	Baladevan S	Data loggers	6.5	TAFE

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Details of all 2009 teaching staff who are responsible for delivering the curriculum as described by the Education Act

Category	Number of teachers
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	91
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	0
Teachers who do not have qualifications as described in (a) and(b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (manual, page 39)	3

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

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Male	Female	Indigenous	Age 20-35 yo	Age 36-50 yo	Age 51-65 yo	Age 65+ yo
45	51	2	36	42	18	0

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Teacher Attendance 2009

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance Days - Actual	Average Teacher Attendance %
94	200	713	192.42	96.21%

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Teacher Retention 2009

This is based on the Teachers who were on staff at the end of 2008 and were no longer on staff at the end of 2009.

Total Number of Teachers Employed at end of 2008	Total Number of Teachers employed at end of 2008 who resigned by end of 2009	Retention Rate %
91	9	90.11%

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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
2009	164	45	27.43%

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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
2009	164	163	99.39%

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Student Attendance Rate

Average Student Attendance Rate 2009

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

2009

Year cohort	Average attendance (%)
Year 5	**97.58%**
Year 6	**97.65%**
Year 7	**98.32%**
Year 8	**98.05%**
Year 9	**98.31%**
Year 10	**98.94%**
Year 11	**99.21%**
Year 12	**99.33%**
Average for Years 5-12	**98.42%**

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Retention Rates

Actual Retention Rate

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
2007/2009	156	144	141	80.13%

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 2007/2009 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 increased by some 3.63% on the previous year's cohort. This was the result of intensive pastoral counselling geared towards the maginal students who was seeking employment or a change in educational direction.

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2009

Destination	Number	Percentage
Further Education	118	71.95%
Workforce	46	28.05%
Unknown	0	0%
Total		100%

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The School Enrolment Policy is publically available for viewing on the school website at Enrolment Policy (Enrolment Selection Criteria). 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. The Statement of Enrolment Understanding 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 2002 .

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As a Years 5-12 school we have a total enrolment of 1244 students for 2009.

Our Primary Section (Yrs 5-6) has an enrolment of 222.

Our Junior Secondary (Yrs 7-10) has 701enrolled.

Our Senior School (Yrs 11-12) has 321 full time students enrolled and no part-time students.

Of our total enrolment there are 4 Indigenous students.

Students with Disabilities (funded) total 40 - 10 in the Primary and 38 in the Secondary.

School student population is very multi-cultural. There are 959 LBOTE students of which 776 students are receiving ESL assistance as a result of the special programs offered by the school.

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 stduents 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 2009, the school ran three specific student welfare programs with stduents:

1. The Seasons program, targeted at students who have experienced grieving in their lives, ran successfully again in 2009. 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 appointment of a nw Assistant Principal - Pastoral and Student Pastoral Coordinators (known as 'Year Coordinators') for each of high school cohort. In the Primary school, student welfare in coordinated by the Assistant to the Principal, Primary. The Year 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 investigated a possible movement towards a vertical Pastoral Care structure for development in 2010.

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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
  - build up a rapport with students so that there is one responsible adult a student can confide in
  - reinforce every student's right to feel safe coming to and from school and at

school.

- Year Coordinators are to be responsible for:
  - following through any reports of bullying to ensure that all parties are heard
  - referral of those involved to school counsellor for advice re appropriate skills to overcome bullying, both for the victim and the perpetrator
  - regular Year meetings to reinforce School policy to all students
  - reporting any serious incidents to the Administration Coordinator for follow-up.
- The Deputy Principal is responsible for:
  - maintaining an efficient system of supervision
  - encouraging and developing a School culture which is free of bullying
  - ensuring that an education program for the prevention of bullying is in place throughout the School
- The Principal is responsible for:
  - liaising between the Trustees of the Christian Brothers, the Board and media in the case of an incident
  - 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.
  - 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 held in 2007.

Each Pastoral Care/Homeroom teacher shall be responsible for

- checking their Pastoral Care class reports and signing them.

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 booklet
- coordinating the creation of a database of suitable report comments
- coordinating the design of the report format
- liasing 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

- reading and signing all reports.

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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 twoand in late 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 Year Coordinator. In more serious cases, the Deputy Principal or Principal were involved.

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The Legislation compliance section of the online Staff Handbook have been updated throughout 2009 to correspond to the demands of changes in legislation. Especially in relation to school-leaving age policies.

The Occupational Health and Safety Policy was revised in 2009 to clarify some points in relation to teacher responsibilities.

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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.

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2009

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

FOCUS STATEMENT:

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

NUMBER	GOALS AND ACTIONS	HR	Achieved	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	1. Celebrate one Mass per year group each year.	API	Start 10	E09
	2. Send participants to Archdiocese and CEO training programs.	API	v	E09
	3. Initiate Parish morning teas with students and the local pastors.	API	Start 10	10
	4. Ensure that every room has a symbol of Catholicism and The Charter.	API	v	B09
	5. Enhance Catholic iconography on the campus.	P		B09
Outcome				
Goal 1.2	The school will work with Edmund Rice Education Australia embracing the principle of co-responsibility within an interdependent network.			
Actions	1. Participate in all EREA Conferences.	APT & API	v	B09
	2. Welcome EREA National and Regional Representatives to significant school occasions.	SLT	v	B09
	3. Share the school's resources within the network of EREA schools.	P & BM	v	B09
	4. Beyond the Lenten Appeal, ensure a preferential option for the support of EREA and Christian Brothers' mission activities.	APPa	Start 10	M09
	5. Ensure the EREA logo is included in appropriate documentation.	SLT	v	B09
	6. Include the EREA logo and explanation in Year 5 and 7 Religious Education curriculum.			

		APC & APPr		B09
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	1. Participate in the EREA process of reviewing Board constitutions.	P & B	v	M09
	2. Communicate to the staff the role of EREA in the life of CBHS Lewisham.	P	v	B09
	3. Ensure the role of EREA is included in staff induction.	APTL	v	M09
	4. Proactively work with EREA to ensure quality selection processes and formation for the Board and School Leadership Team.	P	v	E09
Outcome				
Goal 1.4	The Principal and Board Chair will continue to explore ways developing collaborative and life giving leadership that will value add to the school.			
Actions	1. Clearly define the role of the Board and the School Leadership Team.	P & B	v	M09
	2. Complete the writing of role descriptions for individual Board members and each member of the School Leadership Team.	P	v	E09
	3. Invite and welcome Board members to significant school occasions.	P & B	v	E09
	4. Invite Board members to a social gathering with the School Leadership Team once per semester.	P & B	Start 10	M09
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	1. Replace the term “Executive” with “School Leadership Team”.	SLT	v	B09
	2. Institute a timetable for School Leadership Team members to support staff by being a visible presence in and around classrooms and playground.	DP	v	B09
	3. The School Leadership Team is timetabled to meet regularly.			
	4. School Leadership Team members instigate	DP	v	B09

	meeting procedures that empower individuals by ensuring that their voice is heard. 5. Middle Managers instigate meeting procedures that empower individuals by ensuring that their voice is heard. 6. Middle Managers electronically send copies of all agenda and minutes to an allocated School Leadership Team member.	SLT DP, APC, APPr, APPa & APTL DP, APC, APPr, APPa & APTL	v 10 10	E09 10 10
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	1. Record Heart Values in the School Diary. 2. Prominently display Heart Values around the school. 3. Regularly use individual Heart Values at assembly to articulate The Charter in light of real issues around the school. 4. In the language of assemblies name actions in the language of The Charter. 5. Continue parent education of The Charter by way of newsletter and open forums. 6. The annual theme will draw its inspiration from The Charter.	API API P & API P, DP, APPa & API P & APPr SLT	v v v v v	B09 B09 E09 E09 E09 E09
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	*1. Investigate St* Edmund's, Canberra, program of targeting underachieving Year 11 students. 2. Devise a program to target and motivate underachievers. 3. Ensure each year level has a formation experience.	APTL APTL P & API	v Start 10 10	M09 10 2010

	4. Conduct a whole day spirituality formation workshop for staff biannually.	P & API	v	E09
Outcome				

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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	Achieved	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	v	B09
	2. Conduct retreat days for staff biannually.	P & API	v	10
Outcome				
Goal 2.2	Investigation will occur into finding a school chaplain.			
Actions	1. Advertise in Catholic press throughout Australia for a school chaplain.	P	Now NA	B09
	2. Make a direct approach to the Archdiocese and Provincials of religious orders to find a school chaplain.	P	Now NA	B09
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	1. Widely distribute material from EREA that speaks of Church issues.	SLT	v	E09
	2. Ensure staff have access to Catholic newspapers and online Catholic websites.	P	v	M09
	3. Ensure timely dissemination of information received from Archdiocesan and CEO sources regarding churches.	P, DP, API & APPr	v	E09
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	1. Include the Chapel in the Master Plan for the next round of renovations. 2. Celebrate one Mass per year group each year. 3. Timetable every RE class into the Chapel once each term. 4. Provide inservice to all RE teachers on using CEO liturgies and developing their own for effective use in their classes. 5. The Year Coordinator and Year Prefect lead a Communion Service in the Chapel before school on a regular basis. 6. Develop regular times for staff prayer that are led by staff.	P & BM API API APPr API DP, APPa & API P & API	10 10 10 10 v	10 E09 M09 B09 10 10 E09
Outcome				
Goal 2.5	The multi-faith dimension of spirituality will be explored.			
Actions	1. Communicate the writings of Br Philip Pinto on multi-faith spirituality to the school community. 2. Include articles on spirituality in Highlights from different faiths. 3. Provide opportunities for interfaith dialogue, e.g. students address whole school and year level assemblies. 4. Integrate symbols and prayers from other faiths into liturgies.	P P & API API API	v v 10	E09 E09 10 10
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	1. Invite all staff to be part of reflection days, retreats and liturgical experiences and to share their faith. 2. Provide formation experience for Prefects in the area of spirituality.	p DP & APPa	v v	10 E09
Outcome				

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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	Achieved	DATE
Goal 3.1	The school will establish ways to engage and support the poor and disadvantaged from the local community will be developed by the school.			
Actions	1. The school will support EREA Flexible Learning Centre agenda and the Berne Centre.	P	v	E09
	2. The school will accept genuine full bursary students.	P & BM	v	E09
	3. Continue the school's commitment to local community services such as soup kitchens, nursing homes, night patrol.	P, DP, API & APPr	v	E09
	4. The school will build relationships with the local indigenous community and increase indigenous enrolments.	P	v	10
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	v	B09
	2. Invite EREA Social Justice Project Officer to work with KLA Coordinators and staff.	APC & APTL	v	M09
	3. Tap into existing social justice networks such as Religious Australia (NSW) and CEO.	APC & APTL	v	E09
Outcome				
Goal 3.3	Formation in terms of a socially just curriculum will be provided for all staff.			

Actions	1. Look to implement MICA. 2. Send staff to formation experiences on a socially just curriculum.	APTL APC & APTL	Ongoing v	M09 B09
Outcome				

Goal 3.4	The School Leadership Team will continue to develop a whole school approach to social justice initiatives.			
Actions	1. Provide all staff and students with the opportunity to be involved in social justice initiatives. 2. Appoint a Primary representative to work with the Social Justice Coordinator. 3. Formalise the opportunities for social justice to Years 5-9. 4. Provide appropriate immersion experiences for students and staff which may include regional indigenous communities.	SLT APPr API & APPR P, API & APPr	Ongoing v 10 v	E09 B09 10 10
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	1. Include in each Board meeting discussion which encourages reflective practice. 2. During the combined School Leadership Team and Board gatherings time is given to prayer and reflection.	P & B P & B	v ongoing	B09 E09
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	1. Install eco-friendly power and water devices. 2. Make our responsibilities as stewards explicit in curriculum programs. 3. Audit ecological and environmental awareness in curriculum programs during regular school mini-audits.	BM APC & APTL APC, APTL & APPr	v Ongoing ongoing	B09 M09 M09
Outcome				
Goal 3.7	Meet in an effective manner all the counselling needs of the school community.			
Actions	1. Allocate additional counselling hours.	P	v	10

	2. The School Counsellor will meet with each Year Coordinator individually each fortnight. 3. The School Counsellor will report to The Principal through a member of the School Leadership Team who leads the Year Coordinator team. 4. Develop a line of communication between each Year Coordinator and the School Counsellor.	DP & APPa APPa APPa	v v v	E09 E09 E09
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	Achieved	Date
Goal 4.1	Leadership programs which emphasise leadership for justice will be developed for students across all year levels.			
Actions	1. Involve Prefects more in the running of school assemblies.	DP	v	E09
	2. Continue to develop leadership programs for school leaders.	DP, APPa	v	E09
	3. Provide opportunities for occasional addresses by school leaders at school assemblies.	DP, APPA	v	10
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.	P & DP	Ongoing	E09
	2. Commit SLT presence to P&F meetings and functions.	SLT	v	10
Outcome				
Goal 4.3	Establish pastoral care initiatives that focus on the development of relationships between students across year levels.			
Actions	1. Investigate a vertical pastoral care system.	P, DP & APPa	v	E09
	2. Examine SLT roles so as to reflect commitment to the investigation of verticality.	SLT	10	10
	3. Examine middle management roles so as to reflect commitment to the investigation of verticality.	DP, APC, APTL & APPr	10	10

	4. Examine success of the current Peer Support Program/mentoring/Rock and Water/Seasons. 5. Investigate senior students tutoring junior students.	APPa APTL & APC	Ongoing 10	10 10
Outcome				

Goal 4.4	Develop the idea that the principal vocation of teaching is one of service.			
Actions	1. Commit one or more staff inservice days to vocation of teaching as service. 2. Name principal vocation of teaching as service as one of the themes for Monday morning prayers. 3. Incorporate into Daily Bulletin reflective quotes on the vocation of teaching as a service.	P P & API P, DP & API	10 Ongoing 10	10 E09 10
Outcome				
Goal 4.5	Establish and maintain Interaction with the local community including other schools will be explored.			
Actions	1. Investigate and develop strategies for linking St Scholastica's with CBHS. *2. Invite St* Scholastica's students to be part of Year 10 Reflection Day. 3. Develop an activity with St Scholastica's for each year level (7-12) – Peer Support, Social Justice, Prefects and Reflection Days.	P APPa & API APPa & API	10 Ongoing ongoing	10 M09 10
Outcome				
Goal 4.6	Old boys will be engaged in the celebration of the history and tradition of the school.			
Actions	1. Develop a publication for the school community. 2. Establish an Archives Room. 3. Extend Old Boys' page on school website. 4. Investigate Year 13 tutoring of Year 12 students.	DP DP DP& API APC & APTL	v Ongoing 10 10	10 10 10 10

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. 2. Investigate the format of Highlights. 3. Email Highlights to all staff each week.	P & DP P P & DP	Ongoing 10 v	E09 10 M09
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. 2. Investigate tutorials during sport time. 3. Facilitate a meeting between the Internal Sports Coordinator and MCC Sports Coordinator so as to develop an annual plan. 4. Develop a stronger link between Internal Sports Coordinator, MCC Sports Coordinator and a member of the SLT. 5. Evaluate the success of the existing house system.	DP & APPa APTL & APC DP DP DP	10 v v v ongoing	10 B09 E09 E09 E09
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.	BM	10	10
Outcome				
Goal 4.10	The school will continue to look for ways in which in can be of practical assistance to its families.			
Actions	1. Investigate and make a decision on a school	P & BM	v	10

	uniform shop. 2. Investigate extension of current book pack program.	APTL & APPr	ongoing	M09
Outcome				
Goal 4.11	The concept of staff as a Christian community will be developed and supported.			
Actions	1. Incorporate team-building activities into staff inservices.	SLT	v	10
	2. Provide opportunity at every General Staff Meeting for round table discussion with allocated seating.	P & DP	v	E09
	3. Change the venue of General Staff Meetings to Waterford Learning Centre or Br McDonald Centre.	DP	v	B09
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	Achieved	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	1. Extend successful programs, e.g. Paragraph Power, into other year levels. 2. Communicate to the school community existing policies and practices that affirm teachers and students. 3. School Leadership Team will timetable class visitations with feedback to SLT Meetings. 4. Implement findings of Academic Audit. 5. Explore the possibility of further professional development by Ian Lillico on areas such as emotional intelligence.	APC & APTL APC & APTL DP APC & APTL P	Ongoing v Ongoing v Ongoing	M09 M09 B09 M09 M09
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	1. Articulate teachers' professional responsibility to collaborate in the sourcing, production and distribution of curriculum resources. 2. Provide resources that allow all department resources to go online. 3. Investigate use of promotion points for clerical support for the scanning and electronic filing of curriculum resources. 4. Investigate cross campus wireless access.	APC & APTL APTL & BM P, APTL & BM BM APTL & BM DP & APTL	v 10 10 v v v 10	E09 10 10 B09 M09 10

	5. Explore the possibility of providing laptops which can be taken home by students. 6. Implement DEAR. 7. Make instructional in-house videos to teach basic concepts such as Paragraph Power so that the instructional approach is consistent.	DP, APC & APTL		
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	1. Survey staff of their needs when designing staff common rooms. 2. Design a professional staff area/office for KLA teams. 3. After input from staff design a staff social area separate from professional working area.	P & DP P, APC, APTL & BM P, DP & BM	v v 10	E09 E09 10
Outcome				
Goal 5.4	Curriculum offerings will be based on the National curriculum agenda and the developing agenda in areas including VET.			
Actions	1. Investigate the option of introducing Construction. 2. Provide professional development opportunities in national curriculum and VET. 3. Provide appropriate resources for new VET courses such as Hospitality.	P, APC & BM P, APC & APTL P & BM	Ongoing v v	M09 E09 M09
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 School Leadership Team 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	APTL APTL P, APTL & BM	Ongoing Ongoing Ongoing	E09 E09 E09

	Professional Development time to Gifted and Talented Program.			
Outcome				
Goal 5.6	The potential of the Waterford Learning Centre will be maximised by exploring the most efficient way to utilise the facilities for teaching and learning.			
Actions	1. Develop a tutorial program where Year 11 and 12 students assist younger students. 2. Look at the best way to provide private study facilities for senior students. 3. Develop the link between the Learning Centre and the Board of Studies All My Own Work. 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 APTL, APC & BM APC SLT DP & APTL	10 Ongoing v v v	10 E09 B09 M09 M09
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. 2. Allocate significant resources in the budget for professional development.	APTL P & BM	10 v	10 M09
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	1. The Ian Lillico Workshop to be revisited during PLGs and professional development time. 2. Maintain a strong link with Ian Lillico. 3. Disseminate Christian Brothers' boys'	APTL P APTL	Ongoing Ongoing v	E09 E09 M09

	education initiative materials to all staff.			
Outcome				
Goal 5.9	Career Education will be developed and supported.			
Actions	1. Consider broadening Careers Education to "Education for Life – Life-long Learning". 2. Develop an annual Careers Education plan. 3. Split Careers and VET roles to increase effectiveness of resources.	APC APC P & APC	v v v	M09 M09 B09
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. 3. Clearly develop and articulate a member of the School Leadership Team who is responsible for Pastoral Care. 4. Evaluate all existing Pastoral Care policies and practices within the school with the view to creating a unified policy, modelled on restorative justice.	SLT SLT P APPa	Ongoing v v Ongoing	E09 B09 B09 E09
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	1. Provide KLA Coordinators with discreet faculty areas. 2. Embed mini-audits across all KLAs. 3. Monitor the impact of the national curriculum on NSW Board of Studies requirements.	P, APC & BM DP, APC & APTL APC & APTL	v v v	10 B09 B09

Outcome				
Goal 5.12	The school will monitor the balance between its academic, cultural, sporting and social justice dimensions.			
Actions	1. Ensure annual calendarising of all key events in a timely fashion. 2. Reintroduce and evaluate non-interruption weeks. 3. Develop a whole-school approach that identifies the educational value of all trips and excursions. 4. All proposals for extra-curricula and curricula excursions must go to the member of the School Leadership Team who will, where appropriate, table them at the SLT Meeting.	DP DP SLT SLT	v v v v	B09 B09 M09 B09
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	Ongoing Ongoing v	E09 E09 E09
Outcome				

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Respect and Responsibilty - 2009

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 eplicit and/or implicit school-based activity which promites 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 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

Cultural Exchange

Human Rights

Community Partnerships

Leadership

Curriculum

Peer Support

Besides promoting awareness and understanding of social justice issues ranging from Sorry Day to World Refugee Day, 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 10-12 which should see every student having done 30 hours of service to others by the time they sit for their HSC. Due to unprecedented popularity, Eddy's Friends expanded into two groups, and have continued to be the driving force behind many of our initiatives.

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 information at school assemblies, Social Justice And Outreach Corner in the school's *Highlights*, and updating th Social Justoce page of the School's Intranet;
  - inviting guest speakers to speak to the school at general/admin. Assemblies;
  - 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 both the Year 10 and Year 11-12 cohorts.;
  - Immersion with those at the margins by sending students and staff to the Aboriginal *Lets Talk* program at Godooga;
  - students volteered 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 cffee, 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;
  - Raised money for victims of Cyclone Nargis;

    ran a "potato day' in the school canteen to promote international Year of the Potato.

- Reached out to the local community by:
  - visiting the elderly in the SVDP Nursing Home and Hostel, Lewisham;
  - 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 10 Junior Community Service Project

    - The group completes 10 hours of community service by helping family, friends and/or non-profit organisation

    Year 11-12 Senior Community Service Project

    - Students complete 20 hours of 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) – $10,000;
  - 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;
- Yr. 7 donated a significant amount of food, stationery, clothing, sporting equipment to PNG and were informed about all the work of the Christian Brothers to help run Mt Sion, Goroka, PNG to provide scholarships for needy students;
- Year 10 visited and raised funds for St. Edmund's Special School disabled in Wahronga, and provided school materials to Callum Services to students with special needs in PNG to help run Mt Sion, Goroka, PNG to provide scholarships for needy students;
- Yr. 9 raised moneya nd held a clothing drive for students in East Timor;
- Yr. 10 helped the Edmund Rice Community Services, and Mobile Clinics in East Timor;
- Nine new staff and 22 new 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;
- 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!
- 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, 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.
- Cultural Exchange occurred with select students from Years 5-12 and staff visiting different international cultures in Oceania, China, India, Italy and Germany and while there visiting school and staying with host families.
- The school has reciprocated on many occasions hosting students from Europe within the for several weeks.
- Peer support has been developed to enhance self-esteem and a sense of belonging by a number of organised programmes including a strong House Team programme with vertical streaming of all school extra-curricula and co-curricula activities. Since its introduction in 2005, bonds have been formed and spirit nurtured. Formally staff have worked with students in Years 10/11 and Year 7 in the successful Peer Support Programme Where self-esteem is wanting for a number of reasons, staff have worked with Year 5-12 students in both the *Seasons* Programme where there has been a loss in the family dur to death or separation; and in the *Rock and Water* Programme in cases where self-esteem and a sense of belonging is low because of some physical or emotion issue.
- 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, especially with reference to the teaching of the Gospel in the form of *Sense of the Sacred*. 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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2009

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!
  - Your 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	· Isolated breaches of minor rules	· Short Detention · Parents notified via Diary
Formal Detention and Demerit	· Repeated classroom infringements	· Formal Friday Detention (90 minutes) · Parents notified via Formal Detention letter
ONE	· No positive response to previous steps · Serious breach of School Monitoring Sheet · expectations	· Parents notified via letter · Level One Student Monitoring Sheet · Loss of privileges · Referral for counseling
TWO	· No improvement on Level One · Repeated a more serious breach of School expectations	· Parent interview with Year Coordinator · 'Level Two' Student Monitoring Sheet · Isolation from class
THREE	· No positive response to Level Two · Very serious breach of School expectations	· Parent interviews with Deputy Principal · 'Level Three' Student Monitoring Sheet · Suspension
FOUR	· On-going refusal to conform to School expectations · Most serious breaches of School standards	· 'Level Four' Student Monitoring Sheet · Suspension · Parent Interview with Principal · Continued enrolment

		discussed if improvement not evident

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 2009

The School Strategic Management Plan 2009-2014 requires a major review of the Discipline and Pastoral Care System in the life of the Stategic Management Cycle. This occurred in the 2008 Academic Year. Changes in the Discipline and Pastoral Care System will be reflected in the 2009 Annual Report to the Community.

Part of the evaluation in 2008 was to secure a new position of Aassistant Principal - Pastoral on to the School Executive Team for 2009.

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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.

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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	86	85	92	25/50
Teaching facilities	90	85	91	0/75
Communication levels	93	79	92	25/50
Staff Welfare			88	
Student Welfare	96	70		0/75
Nurturing of values	96	82	95	0/50
Level of Professional Development			71	
Standard of teaching	93	88		25/50
Support for preparation in external examinations			67	
Performance in external examinations	79	82		25/50

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	49	32
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
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

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I am satisfied with the quality and range of food offered at the Canteen	45	8
Discipline is administered fairly and justly	57	12
Students utilise ICT (computer technology) in their learning	59	18

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Detailed Student Satisfaction Survey Results:

	Agree	Strongly Agree
	%	%
Our Catholic faith and traditions are clearly expressed at the School	34	50
Students receive regular, worthwhile and appropriate amounts of homework	39	29
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	41	41
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	59
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	33
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	27	38
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	25	19
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 Year Coordinators (see Student Welfare Programs). 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 proecedures, is contained in the Parent Complaints section of this Annual Report.

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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, Year Coordinators and Year cohort team level provide opportinities for the airing and resolution of staff complaints.

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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.

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 you 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 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 Formas).
- 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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Wider community complaints most typically relate to student behaviour to and from school.

These matters are expeditiously dealt with through immediate investigation and return phone contact with the complainant. More serious matters are able to be dealt with through the *Complaints against CBHS or its employees: Policy & Procedures* document, a copy of which is available for reading in the Parent Complaints section of this Annual Report.

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Complaints against CBHS or its employees: Policy & Procedures was updated in June 2005 in line with legislative requirements.

There were no changes to complaints and grievances resolution policies in 2009.

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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.

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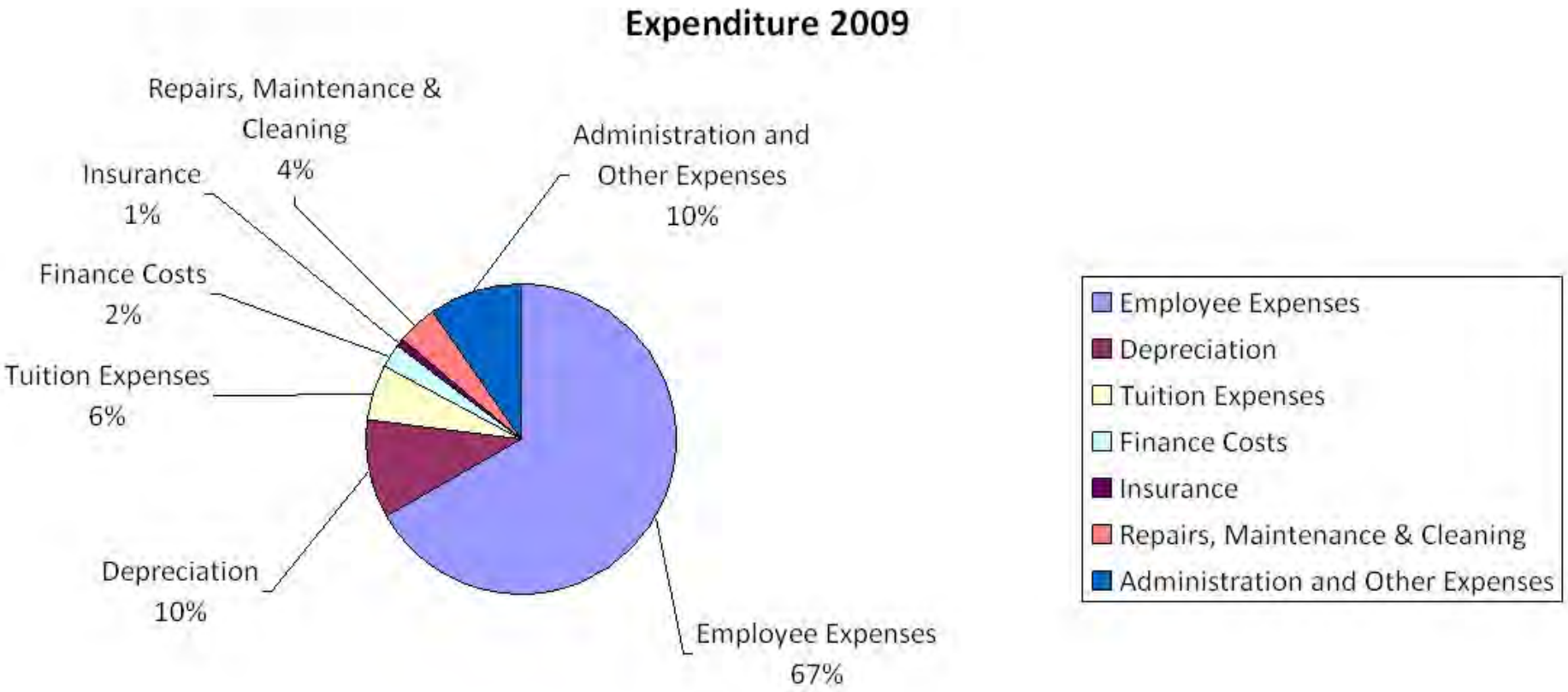

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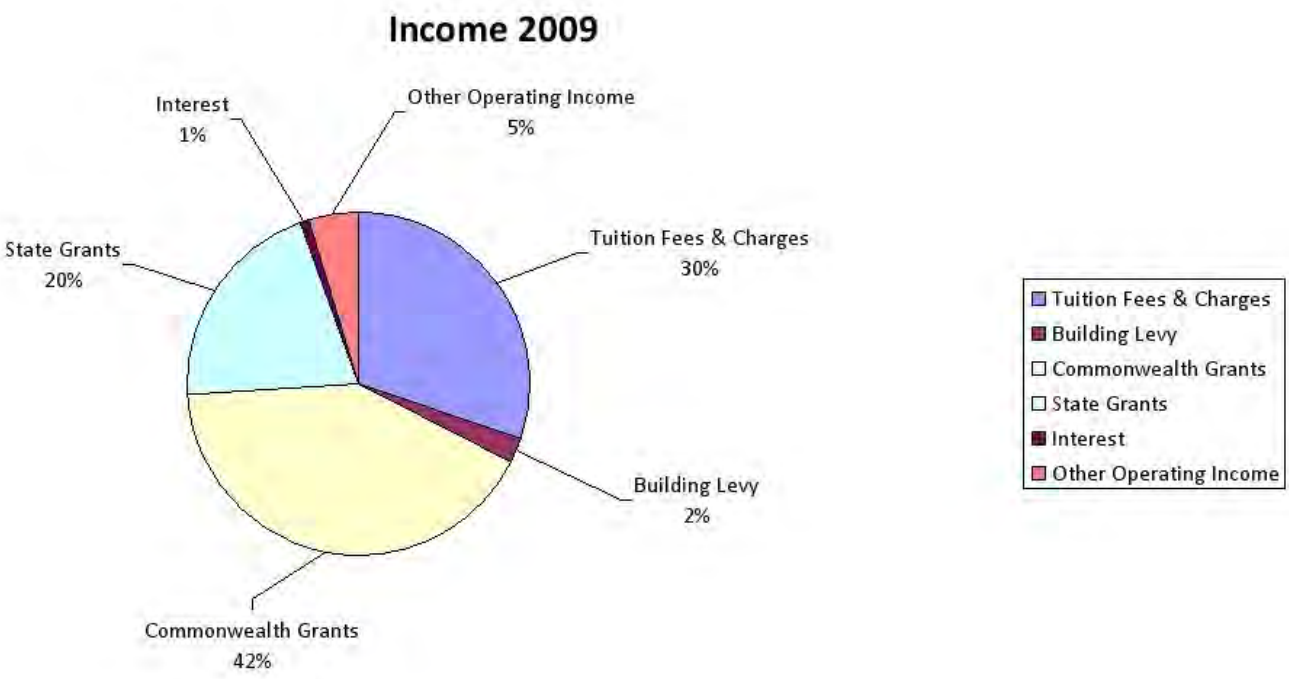

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Christian Brothers' High School Lewisham has policies and procedures that ensure its participation in annual reporting, as determined by the current requirements attached to the New South Wales Education Act (1990). The purpose of this annual reporting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