

Christian Brothers' High School Lewisham



Annual Report to the Community

2012

OVERVIEW

Mission Statement

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

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

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

Contextual Information about the School

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

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

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

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

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

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

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

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

MESSAGE FROM KEY SCHOOL BODIES

Principal's Report – Brother Paul Conn

One of the greatest challenges of leadership in any school is to clearly articulate the mission, vision and direction of the school and then manage the creative tension that will exist in the school community between competing interests. One of the greatest strengths of CBHS Lewisham is that at faith and values level, the school and families work in partnership with each other so that your son will reach his potential as a young man of faith and learning, capable of making good choices regarding every aspect of his life. By continuing to reflect on this partnership, we allow it to strengthen and develop.

As a Catholic school in the Edmund Rice tradition, CBHS Lewisham is proudly based on the person of Jesus, the values of the Gospel and the charism and dream of Edmund Rice. This great tradition allows our young men to urgently and passionately follow the direction of their dreams, always mindful of their obligation to be empowered agents of change, respectful of the past but open to the transformative power of the future.

In recent years CBHS has enjoyed the benefit of significant waiting lists in our entry years of Years 5 and 7. Managing this has been one of the “creative tensions” I mentioned earlier. At this school we must reject totally benchmarks of elitism, arrogance and the unfettered demand for social mobility in favour of benchmarks around inclusion, affordability and right relationships. We must continue to develop language that will clearly articulate our identity so that no one is in two minds about our desire to be a Christ-centred community that provides hope and opportunity through education. To demonstrate this I would like to tell a story.

Once there was a believing, religious community, that was situated beyond a bend in a large river. Children playing by the river noticed three bodies floating by: one was dead, another was injured and a third was a starving and very sick child. The members of the community respectfully buried the body, put the injured in hospital and gave the child to the foster care of loving parents. Each day, more bodies floated down the river and the community of religious believers meticulously

cared for each of them. The community developed elaborate systems of pastoral care, some even gave up their jobs to attend full time to these unfortunate victims. The community felt a healthy pride in its generosity and gained much praise from neighbouring communities, yet no one thought to go up the river to see why the bodies were floating down each day.

This story demonstrates the difference between charity and addressing social justice and inequality issues, about getting out of our comfort zones and asking the hard and dangerous question "Why is this atrocity happening?" Anyone seeking justice must become upset enough to dislocate from the community and go up the river to discover why there are homeless, injured and dead bodies. The one with the Edmund Rice heart is prepared to look at the system – the economic, social, political, religious dimensions that advantages some and disadvantages others. New insights must change our hearts towards confronting social justice issues such as poverty, inequality, war, racism, sexism and the lack of concern for ecology. We must ask the difficult question "What is it that causes injustice?" and what is it that challenges our complicity in an equitable social order.

As a school community we must seize the opportunity to fulfil our mission to be counter-cultural in ways that are inclusive and genuine in our embracing of the option for the disadvantaged and those who lack hope.

This does not mean that CBHS Lewisham is not about excellence. Excellence is not a dirty word, it need not mean exclusive and selfish behaviour. Our excellence, however, has to be based on the authenticity of our mission, that is challenging our men to rise above the mediocrity our society tells us is okay.

2013 will be a very important year for CBHS in terms of our future planning. In 2008 the School Leadership Team developed a 5 year Strategic Plan called "Respecting Tradition, Celebrating Now, Creating Tomorrow".

This Plan concludes mid 2013. In March 2013 the school will go through the Edmund Rice Education Australia Renewal Process. This process will give valuable information for the next Strategic Planning Process which will be conducted in the second half of 2013, ready for implementation from 2014 onwards. CBHS Lewisham's Strategic Plan is different to corporate models of strategic planning in that it is values and faith based. Whilst the Strategic Plan will address important issues of maintaining the highest standards of facilities, academic results, discipline and community participation, it will be done within the context of our five Key Elements of Nurturing faith, Christian spirituality and Gospel-based values; Promoting partnership; Excelling in teaching and learning; Creating a caring school community; and Inspiring transformational leadership.

The Strategic Plan will allow us to find the language of our spirit so that we can clearly articulate our identity and the direction in which we wish to move. Our last Strategic Plan served us well and it has achieved much. We must never, however, succumb to the temptations of complacency or triumphalism in our quest to become the best we can be.

Co-operation, partnership and right relationships have been key to a very successful 2012. I would especially like to thank the following groups who have contributed much to the life of the school year. Firstly, I would like to thank the School Leadership Team: Mr Michael Ronchetti, Deputy Principal, Ms Lucie Farrugia, Assistant Principal – Identity, Mr Brendan Jansz, Administration Coordinator, Dr John Lee, Assistant Principal – Teaching and Learning, Mr Mark Woodbury, Assistant Principal – Primary, Mr Greg Yates, Assistant Principal – Pastoral Care, Mr Joe Zavone, Assistant

Principal – Curriculum, and the School Business Manager, Mr Chris Baird. They are people who live and breathe the vision of CBHS. They are uncompromising in searching for justice and what is best for each individual in the school community. They are competent and compassionate people who are always generous with their time and many talents. I would also like to thank the Principal's Secretary, Mrs Cathie Dalliwall, who has been outstanding in the many demanding and time-consuming roles she has been asked to manage this year.

I would especially like to recognise the outstanding contribution to the school of Mr Joe Merlino who, at his own request, concludes his time as Assistant Principal at CBHS. Mr Merlino has always led by example, showing impeccable personal and professional integrity. He is extremely competent and fair and his many talents have significantly changed the culture of the school in positive ways. Thank you Mr Merlino and all the best for the future. It is great news that Mr Merlino will continue on at the school, taking on extra responsibility for the enrolment process and other projects of the SLT.

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, Maria Reynolds 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 Robert Ingui. Robert finishes in the role at the end of the year after seven years of dedicated service to the school. Robert 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 congratulate our new Board Chair, Ms Margherita Antonelli, on her appointment and thank her for taking on such an important role in the school community.

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

In conclusion, leadership of any school is not about safeguarding a museum. It was once said that a boat is safe in the harbour, but that is not what the boat is built for. 2012 has been one of very positive spirit, a year of enthusiasm and continuing renewal where academic and sporting success has been regular, cultural achievement unparalleled, social development a major priority and spiritual development has overflowed into the school community in practical ways. In total the year has been one of which we can say we are justly proud. Our pride is not in trophies which adorn cabinets and walls but in the growth of the young men who are this school. I pray that, with the help of Blessed Edmund Rice, we as a school community can continue to foster an atmosphere of security, compassion, spirituality and challenge where all of us have the freedom to develop and achieve.

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

Deputy Principal's Report – Mr Michael Ronchetti

2012 proved to be another successful year for so many reasons. Whether it was on the sporting field, as part of the musical, academic achievement, debating or merely playing handball in the yard each member of CBHS Lewisham had their own successes throughout the year. It is through these individual successes that Lewisham, as a whole, thrives to be one of the leading schools in the inner west of Sydney.

Throughout 2012 the theme of Commitment, Attitude, Reflection and Evaluation (C.A.R.E) was the mantra used to help members of the community contribute to the positive learning environment of the school. Both staff and students have a vital role in providing this environment and it was pleasing to witness excellent teaching and learning that was happening in the classroom throughout the year. Congratulations to both the staff and students for their contribution to C.A.R.E. of the school.

The 2011 HSC results were once again exceptional with well over 75% of our students offered a position into university. Though this number continues to grow it is no longer surprising but rather an expectation from the school community who strongly encourage the school motto of Conanti Corona - "a crown for the ones who strive" with all their sons. Special congratulations to Joshua Massad who came first in the 2011 HSC (with an ATAR score of 99.25) and also for receiving the All Rounder's Award for achieving a Band 6 in all his Courses. Lewisham proudly recognized Joshua's achievement at the High Achievers Assembly in February and once again at 2012 Speech Night. We thank both staff and parents for their positive role in the formation of our sons especially in the final year of their education at CBHS Lewisham.

Some highlights of the 2012 Calendar events:

***Setting Goals** - At the commencement of the year I encouraged the students to set educational goals that were realistic so that each student was able to achieve them at his level. I hope that all students did achieve their goals for 2012 and that this was reflected in their final results

***Shave for a Cure** demonstrated that CBHS Lewisham is a generous and socially conscious community. For me and many others to shed some hair was nothing compared to the good produced from the event. Thanks and congratulations to everyone who made this event possible.

***The School Musical** proved that Lewisham boys can do everything. The performance by all our students was outstanding. Whether it was as part of the cast, the band, the back stage crew, the choir the Primary performances, they all contributed to a successful musical. Congratulations to all the staff who spent so much of their time in preparing our students for this outstanding performance.

***Founder's Week** proved once again what a caring and family orientated school community we have at Lewisham. This year the activities were held in Houses and this proved to be a great success. Each House provided their own activities and it provided opportunities for each House to develop their House spirit and to further develop positive relationships amongst their House. A great day on the Lewisham calendar.

***The Annual Speech Night** was another highly successful occasion. We recognised the achievements of so many fine young men of Lewisham who set themselves a goal and were able to achieve their goal. Congratulations to all our award recipients. Special recognition should be made for all the performances on the night. Our performances are always fantastic but during the 2012 Speech Night the performers were outstanding thus contributing to a highly successful evening.

I would like to thank every person in the school community who has contributed in any way to the success of any activity throughout 2012. A special praise and thanks to the highly talented music department who have always been available to perform at any school event and have done so with such vigour and expertise.

The teaching staff of 2012 has continued in the tradition in providing a dedicated and committed group of professionals ensuring that each and every son of Lewisham High is challenged to strive for his best. Unfortunately, we say farewell to a number of these teachers as they venture into the next phase of their journey. May God protect and guide you through this journey. Thank you to all of you for your contribution to the life at Lewisham. Be reassured that you have influenced many students and staff and we are the better for having you as part of our family.

The School Leadership Team provides the school with a wealth of knowledge and experience and 2012 proved to be another year where each member made a significant contribution to its success. We have been able to provide the most professional, compassionate and faithful programs to a school community who has been supportive of all that the School Leadership team presents, I would like to personally thank each and every member of the School Leadership Team for their tireless efforts in ensuring we strive for the best possible outcomes for the school. A Special thanks to Br Conn of his continued leadership of CBHS Lewisham and for his continued support throughout 2012. Your leadership is valued by me and the entire school community.

To the students of CBHS Lewisham, 2012 has been another inspirational year as I witness so many sons of Lewisham developing into fine young men in the tradition of Edmund Rice with Jesus as their inspiration. Thank you for your contribution to its success and may you continue to be lifelong learners. The challenge for 2013 is to consider how we improve on our successes of 2012.

School Board Report – Mr Robert Ingui, Board Chair

A key challenge for the school Board over the past two years has been the significant and growing demand from local Catholic families to send their sons to CBHS. Once more this year, the Board and the School Leadership Team faced another annual enrolment process, where the number of applicants for Year 5 and Year 7 places in 2013 greatly exceeded places by a factor of 2 to 1. This

demand no doubt reflects the excellence in education achieved by our teachers and students as well as the esteem with which the school is held in the community. However, the availability of places at CBHS is limited by our physical location, financial resources and building infrastructure. Whilst last year the school was able to increase its Year 5 intake by taking in an extra class, this was not possible for 2013 due to these limitations.

The Board continues to be mindful that there are an increasing number of local families wishing to send their sons to CBHS. The Board's strong focus continues to be to support the Principal and his School Leadership Team in its work to address the medium to long term implications of increasing applicants for places at the school. A key future challenge will be an examination of how to balance school numbers while maintaining a continuity of high educational and cultural standards proudly developed since 1891.

During the year, the Board was asked by the EREA to participate in the appraisal of our Principal, Br Paul. The Board was very pleased to support the EREA's decision to re-appoint Br Paul for a further five (5) year term from 2013.

The Board has worked closely with Br Paul in 2012 in supporting the school's Indigenous Student Program which assists indigenous students in their education at CBHS. The Board believes this important work is a clear example of the school living the Edmund Rice charism in a meaningful and positive way and fully supports the work of Br Paul and the Program's Director, Lachlan Haar in this endeavour.

Finally, in 2012 the Board was very pleased to acknowledge and celebrate the 250th anniversary of the birth of our Founder, Edmund Rice by hosting the launch of a book on Br Treacy, the founder of the Christian Brothers in Australia in the 19th Century, written by Br Ambrose from Queensland. The Board thanks Br Paul and the EREA for its assistance in bringing this very important and successful event to Lewisham.

Finance

The school's finances continue to be professionally managed by school staff with appropriate supervision from the Board's Finance Committee. The Board acknowledges the significant funding provided by parents through fees paid by them. The Board also recognises that Government funding to CBHS is extremely important to the school's ongoing operation and sustainability. Accordingly, the Board is monitoring closely the recent announcements from both the Commonwealth and State Governments and their respective changes to the funding of private schools. The school Board is anxious to ensure that these changes do not deleteriously impact on CBHS.

Master Plan Development

The Board's Master Plan Development Committee is developing a long term Master Plan for the school's ongoing physical development. The increasing pressures on the school to meet demands for student places, has heightened the importance of the Committee's work in assisting the Board and Management with possible plans to Braden the opportunities available at CBHS. At a more operational level, the Committee has undertaken some important work to maintain the school's Toothill Street Heritage Gates; enhance the overall security systems for the school; and worked to prepare plans for a new school entrance on The Boulevard.

Strategic Direction Planning

A Strategic Management Plan was established in 2009 covering a number of goals for which actions, timeframes and measurable outcomes have been set. In 2012, the Board has worked closely with the Principal and the School Leadership Team in monitoring progress of this Plan. The Board is pleased to advise that excellent progress continues to be made in the achievement of the Plan within the timeframe set. In 2013, the Board will review the Strategic Management Plan in light of some of the key issues currently faced by the school, including an unprecedented increase in demand for places and the inherent uncertainty of government funding moving forward.

Board Committees

The following Committees report to the Board: Education, Finance and Master Plan Development.

Acknowledgement

The Board acknowledges the Principal and members of his School Leadership Team. This group of professional and highly dedicated individuals have provided ongoing support and valuable advice to the Board and demonstrated their commitment to the advancement of the school, our students and staff in the Edmund Rice tradition.

On a personal note, this will be my final year on the Lewisham Board, having served as a Board Member since 2005 and Board Chair since 2010. It has been a privilege and an honour to serve my "old school" and to have worked closely with the Leadership Team, Teachers, Parents and students over the past seven years.

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

2012 School Board

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

Parents and Friends Association Report – P & F Executive

The P&F Executive would like to thank the departing P&F for their contributions and achievements of the past three years. Under the guidance of Denise Williams, their dedication, hard work and their generous and smooth handover has left us with the knowledge and resources to continue on with the excellent work and example they have provided. They achieved so much and it is our goal to continue this excellent work.

2012 marked the start of a new journey for the current P&F Executive. We've come together as strangers and have quickly developed friendships and formed a united and productive team. With the guidance and support of Br Conn and the School Leadership Team, our overriding mission is to contribute to the community of CBHS Lewisham by providing opportunities for all members of our

community (staff, students and families) to come together in social and formal gatherings throughout the year to enjoy each other's company.

We are very pleased with our achievements this year and look forward to providing more opportunities for our community in 2013.

Our year started with the traditional welcome to the families of our new Year 5 and Year 7 students. It was a delight to be involved in their welcome which influenced our decision to provide these families with further opportunities to enjoy each other's company and mingle in a social setting. We achieved this by organising four social events. We hosted a Mother and Son Pizza Evening and a Father and Son Bowling Morning for both our Year 5 and Year 7 families. All four events were extremely well attended and the responses and feedback was overwhelmingly positive. We will use our experience and the feedback received to ensure these events are just as successful when we hold them for our 2013 Year 5 and Year 7 families.

Our first opportunity to host the traditional Wine and Cheese Evening also resulted in a most successful and enjoyable event. Despite the poor weather, the evening was very well attended. It was a great chance for old friends to catch up and mingle and for new parents to connect with CBHS in an informal social setting. A special thanks to Br Conn and the school staff for your support, especially with the coordination required to move the event under cover. We are so blessed to have such great facilities at CBHS Lewisham. The excellent atmosphere was in no small way attributed to the efforts of Mr Ohl, Mr Munoz and the Jazz and Orchestra band members for their excellent preparation and performances throughout the evening. This along with the help of the many parents who volunteered their time to help with preparations, serving and cleaning up on the night, all contributed to the overwhelming success.

In late March, the P&F Executive was also offered the opportunity to meet with the School Leadership Team and Board for informal drinks and nibbles that were catered for by the hospitality students. We thank Br Conn for offering us this opportunity. It is a most generous gesture and one which contributes to the excellent rapport between all P&F and school staff.

Of course, without funds we are not able to host the many events that we do. We therefore planned two major fund raising events for 2012. These were our major raffle and our trivia night. We dedicated Term 2 to the planning of these activities culminating in the trivia night being held in August of Term 3 where the major raffle was also drawn. Again, the P&F was met with an overwhelmingly positive response from the CBHS Community which resulted in a most enjoyable social event which raised approximately \$15,000. We held the evening in the Treacy Centre which proved to be a perfect venue capable of accommodating over 155 very enthusiastic, boisterous and knowledgeable guests. After lots of fun and laughter we all went home with a smile and many with excellent prizes. The P&F Executive would like to thank the many local business and CBHS community members for the generous donations for this evening.

We would also like to pay special thanks to the school office staff who have all been a delight to work with in our first year, as without their help it would have been impossible to achieve any of our goals. We would also like to thank Mr Ronchetti, Mr Merlino and Ms Farrugia for their practical support and assistance as again, without their sponsorship and support we would not have been able to meet our goals.

The P&F hosted four parent forums throughout 2012. Each of these forums were well attended and provided excellent opportunities for parents to receive direct feedback from the principal and school staff and to ask questions in an informal and conversational setting. We look forward to planning further informative parent forums for 2013.

There was no event more enjoyable than the opportunity to contribute to the Year 12 graduation mass and supper held at Our Lady of Fatima Church, Kingsgrove in September. This is a most special evening for the Year 12 students and their families and it was a real privilege to contribute to the evening by catering for the refreshments. This year we introduced the opportunity for Year 11 boys to provide the waiting for the evening. These very mature and responsible boys can be proud of their contribution. In full school uniform they ensured approximately 500 Year 12 students and their families and guests were well catered for and attended to on this most special night.

The parents of the Year 12 students we talked to all commented on their journey at CBHS Lewisham and the short time it appears to have taken. It is at these moments that the P&F Executive reflects on the value we are contributing to the school community and the importance of ensuring our work is continued into the future.

On this note we thank every member of our community for their contributions in 2012 and we call on all parents who have not yet volunteered, to allocate some time to do so in 2013. We can guarantee it is a most worthwhile and rewarding experience.

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

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

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

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

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

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

NAPLAN YEAR 5

Year 5 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	493.2	477.0	494.9	491.0	488.7
State	500.1	486.2	507.6	503.7	498.8
CBHS	506.9	489.2	527.3	513.9	515.1

Year 5 Reading (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	6.4	11.4	22.3	26.7	19.3	12.0
State	7.7	10.0	22.8	24.5	21.5	13.6
CBHS	1.3	6.6	29.6	28.3	24.3	9.9

Year 5 Writing (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	5.9	12.6	30.0	30.2	14.0	5.3
State	5.5	8.4	34.1	28.8	14.5	8.7
CBHS	0.0	5.3	41.4	36.8	11.8	4.6

Year 5 Spelling (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	5.2	11.7	22.5	27.2	19.9	11.5
State	3.8	11.3	17.9	26.1	24.5	16.5
CBHS	0.7	5.3	15.8	27.6	30.9	19.7

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

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	7.4	12.4	22.2	25.3	17.8	12.8
State	7.8	12.8	20.8	23.5	14.5	20.7
CBHS	3.3	6.6	19.7	38.2	15.8	16.4

Year 5 Numeracy (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
National	4.8	13.4	25.6	27.5	17.2	9.5
State	5.2	11.8	23.9	28.0	15.4	15.8
CBHS	0.0	4.6	19.1	40.8	21.1	14.5

NAPLAN YEAR 7

Year 7 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	541.5	518.3	543.4	546.2	538.1
State	546.7	521.1	555.4	552.8	545.6
CBHS	558.6	533.4	578.3	560.6	569.2

Year 7 Reading (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4.3	13.4	24.8	28.3	19.1	8.5
State	5.2	13.0	21.8	26.5	22.1	11.5
CBHS	0.6	8.9	22.8	31.7	24.4	11.7

Year 7 Writing (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	8.5	18.5	29.4	23.7	12.6	5.7
State	7.8	22.2	26.4	20.7	15.4	7.5
CBHS	2.2	11.6	37.6	28.2	16.6	3.9

Year 7 Spelling (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	5.3	11.4	23.7	29.5	19.4	9.2
State	5.5	8.3	19.0	30.1	25.2	11.9
CBHS	0.0	3.3	12.2	34.8	37.6	12.2

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

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	3.3	12.1	24.8	29.2	19.4	9.6
State	3.4	11.4	25.1	26.4	18.9	14.8
CBHS	0.6	3.9	28.7	33.1	21.0	12.7

Year 7 Numeracy (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
National	4.6	16.2	27.0	25.3	15.1	10.2
State	4.5	17.1	25.7	23.1	15.1	14.5
CBHS	1.1	10.6	20.6	27.2	21.1	19.4

NAPLAN YEAR 9

Year 9 Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	574.8	553.7	577.0	573.2	584.2
State	579.5	557.6	586.5	578.8	594.8
CBHS	589.2	584.9	606.0	599.7	621.1

Year 9 Reading (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	7.0	17.8	28.8	26.4	13.5	4.9
State	7.1	17.0	26.6	25.3	16.5	7.5
CBHS	1.2	14.0	29.1	30.8	20.3	4.7

Year 9 Writing (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	16.8	21.4	23.9	19.5	11.1	5.7
State	19.3	19.1	19.6	21.9	11.2	9.0
CBHS	7.5	17.8	19.0	30.5	12.1	13.2

Year 9 Spelling (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	8.8	16.0	26.0	26.4	15.4	5.9
State	8.2	11.9	23.6	26.9	21.8	7.6
CBHS	2.3	6.9	25.9	28.7	27.6	8.6

Year 9 Grammar & Punctuation (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	8.2	18.5	28.1	24.7	13.3	5.6
State	7.8	20.6	23.6	25.3	15.2	7.5
CBHS	2.9	12.6	22.4	35.1	18.4	8.6

Year 9 Numeracy (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
National	4.7	18.5	28.5	24.0	13.8	9.0
State	3.9	20.3	25.9	22.2	14.7	13.1
CBHS	2.3	9.3	18.0	32.6	23.8	14.0

NAPLAN 2012 STUDENT GROWTH

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	77.8	66.4	51.5%
Spelling	94.3	92.8	57.4%
Grammar & Punctuation	79.2	58.1	42.6%
Numeracy	96.6	92.9	59.9%

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	49.8	46.4	59.2%
Spelling	53.4	59.6	67.4%
Grammar & Punctuation	39.5	35.9	53.7%
Numeracy	45.6	34.0	50.6%

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
Reading	29.1	25.0	50.6%
Spelling	30.6	38.7	66.9%
Grammar & Punctuation	37.4	48.2	65.7%
Numeracy	40.6	56.5	77.1%

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

(Revised 17th June 2013)

Year 10 and Preliminary HSC Courses

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

Assessing and grading student achievement

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

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

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

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

Applying the Course performance Descriptors

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

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

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

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

Making an on-balance professional judgement

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

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

Model for Grade Judgment

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

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

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

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

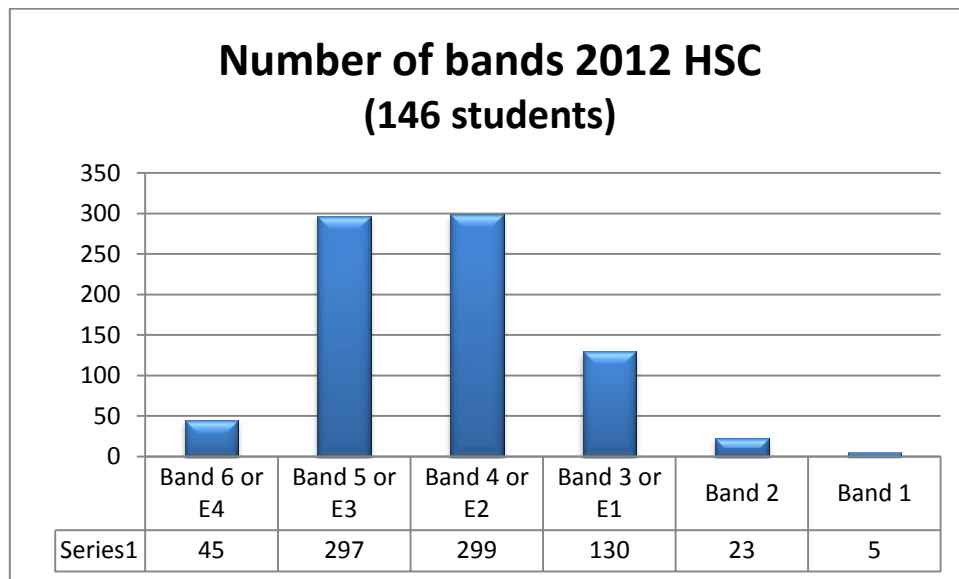
9. The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure Board of Studies webpage

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

HIGHER SCHOOL CERTIFICATE

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

HSC Subjects	CBHS	State	% Difference
Ancient History	73.32	26.78	+ 46.54
Biology	27.77	26.76	+ 1.01
Business Studies	44.61	38.13	+ 6.48
Chemistry	38.88	42.6	- 3.72
Design and Technology	50	39.66	+ 10.34
Economics	27.27	47.20	- 19.93
Engineering Studies	44.44	35.43	+ 9.01
English (Standard)	28.71	15.75	+ 12.96
English (Advanced)	75	54.09	+ 20.91
English Extension 1	90	87.11	+ 2.89
Hospitality VET examination	42.1	28.07	+ 14.03
Industrial Technology	26.31	30.43	- 4.12
Information Processes & Technology	52.63	31.16	+ 21.47
Legal Studies	94.7	71.8	+ 36.67
General Mathematics	20.26	22.05	- 1.79
Mathematics	39.58	52.50	- 12.92
Mathematics Extension 1	84	84.98	- 0.98
Mathematics Extension 2	85.71	88.37	- 2.66
Modern History	62.5	45.94	+ 16.56
Music 1	100	58.38	+ 41.62
PDHPE	36.36	32.88	+ 3.48
Physics	15.38	34.05	- 18.67
Senior Science	36.36	40.29	- 3.93
Studies of Religion I	33.72	41.85	- 8.13
Studies of Religion II	16	41.01	- 25.01
Visual Arts	70.58	53.96	+ 16.62



Summary of 2012 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	n/a
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	31 students (21% of students) received Band 6 or E4 (above 90) in 45 courses (i.e. 45 individual marks of 90 or above were received in the entire cohort of students) <i>*87 students (59% of students) achieved 279 individual marks in Band 5</i>
Placings	<i>10th in state Economics</i> <i>14th in state Advanced English</i>
Higher School Certificate	146 candidates

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

A summary of 2012 professional development experiences:

- Gifted & Talented Network
- PDHPE Network Meeting
- VET Information Breakfast
- Life Skills Support
- Swim Teacher Rescue Award
- National Curriculum: Leading the Implementation
- CEO HSIE Network Meeting
- Catholic Education Commission - Learning Support
- Assessment in LOTE
- New HSC in 2 Unit Mathematics
- Assessment in LOTE
- Beginning Teachers Workshop
- Practical Resilience Strategies for Young People
- Special Education Meeting
- Oliver - Intro (IT)
- Cluster Meeting - Disability Provisions
- Technology PD
- ELC Economics Conference
- Nature of Religion and Beliefs
- Studies of Religion in Focus
- Science to Engage in the Future
- State Library Day
- Improving Outcomes of Hearing in Mainstream
- Differentiated Teaching
- CEO Inner West Primary REC Network Meeting
- ELC Business Studies
- New HSC Ext 1 Mathematics
- ELC Business Studies
- Differentiating RE Programmes
- Identity / EREA Staff Formation
- New HSC Ext 2 Mathematics
- Music Educators Workshop
- Hands on Technology Course
- Getting Up to Speed (IT)
- Studies Of Religion Judaism In-service
- HSC Marking Explained
- Improve Young People's Mental Health
- LOTE Coordinators Network Meeting
- Legal Studies Association State Conference
- Mathematics Teachers Association Annual Conference
- Preparing Students for HSC Music 1
- Differentiation in Curriculum
- Differentiating RE Programmes
- NAPLAN - Text types
- Gifted and Talented network meeting
- Dyslexia Professional Development
- Life Skills Support
- The 21st Century Music Classroom
- Mathematics General 1 and 2: Programming and Resourcing the Common Preliminary Course
- The Mental Health and Wellbeing of Young People 2012
- Guided Inquiry with Ross Todd for Teacher Librarians
- EREA meeting
- Retreat Preparation
- CEC Learning Support
- Teaching & Supporting students with special needs
- Successful Processes in HSC PDHPE
- Teaching & Supporting Students with Special Needs Conference
- Life Skills Support
- Successful Learning Conference
- Oliver Intermediate (IT)
- Inner West Primary REC Network meeting
- EREA Deputy Principal's Conference
- Transition Visit New Co-ordinator
- Hospitality Teacher Training
- Special Ed Meetings
- NSW Catholic Centre For Excellence
- Teaching Strategies & Behaviour Support Autism Spectrum Disorders
- Improving the outcomes for students with vision impairment
- Learning and Teaching with Technology National Conference
- Evidence-based Learning & Direct Instruction: What Works & Why
- Differentiation of Math Courses
- iPad for Diverse Learners
- Making Learning Accessible: Use of iPad for Special Education Programs
- Making Learning Accessible iPads Use for Spec Ed Programs
- All about E books
- Dare To Lead Conference
- Ways of Being Catholic
- Embedding Digital Literacy in the Curriculum
- Ipad in class
- The iPad for Musicians
- Centre for excellence _ ipad use in special ed.
- iPad De
- +ployments In Depth
- Individual Projects de-mystified
- Planning for the new General Maths course
- CSSA Day on NSWIT
- Successful Learning Conference
- EREA Eastern Cluster Rocket Website
- HSC Monologue- Jeremy Brennan HSC Attack!
- CELF Screening Trainer
- IATE Head Teachers Conference
- Anger Management -Teaching students to be anger wise

- Boat Smart Program
- Special Education Meeting
- Inner West REC (Primary) meeting for Term 2
- HSC Drama
- CEO TAS Coordinators Network Meeting Term 2
- Network Meeting Gifted and Talented
- Creative and Performing Arts Network Meeting
- Planning Whole School Liturgy
- Special Needs Project
- Innovative ways to teach Year 7 to 10 PDHPE and PASS
- MOODLE
- Preliminary General Maths programming workshop
- Differentiating the Curriculum
- Total Facilities Live
- The big questions in 2 unit mathematics
- Podcasting with Audacity
- IEU Representative Training Day
- LAZSTA Teaching Junior Chemistry with Confidence
- 7 - 10 Science Teachers Network
- CEO CSLP Stage 2
- PDHPE Network Meeting
- Lye Chan Symposium
- Preparing to teach 2 unit Maths
- Special Ed Meetings
- Supporting Adolescents with High Functioning Asperger's Disorder
- Sustainable Energy An Unbiased Review of Options
- Differentiating the Curriculum
- Conscious Classroom Management

WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Indigenous Teaching Staff
54	45	0

AGE: 20 - 35	AGE: 36 - 50	AGE: 51 - 65	AGE: 65+
33	38	26	2

Total no. of teachers employed	Resignations at end of 2012	Retention Rate
99	6	93.94

Number of FTE Teachers	Total teaching days	Total number of days absent	Average Teacher Attendance Days	Average Teacher Attendance
99	198	691	191.02	96.47

Details of 2012 teaching staff who are responsible for delivering the curriculum as described in the Education Act.

Category	Number of teachers
(i) Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the national Office of Overseas recognition (AEI-NOOSR) guidelines, or	99
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	-
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (manual, page 39)	-

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

SENIOR SECONDARY OUTCOMES

Year	Number of HSC Students	Number of HSC Students Undertaking VET or Vocational Training	Percentage of HSC Students undertaking Vocational or Trade Training
2012	147	46	31.29%
2011	157	52	33.12%
2010	146	46	31.51%
2009	164	45	27.43%

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Average Student Attendance Rate 2012

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

2012 Average Attendance	
<i>Year cohort</i>	<i>Average attendance (%)</i>
Year 5	97%
Year 6	95.73%
Year 7	97.78%
Year 8	97.99%
Year 9	97.88%
Year 10	97.61%
Year 11	98.50%
Year 12	98.50%
<i>Average for Years 5 - 12</i>	97.42%

Management of Attendance

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

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

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

RETENTION OF YEAR 10 TO YEAR 12

Retention Rate 2012

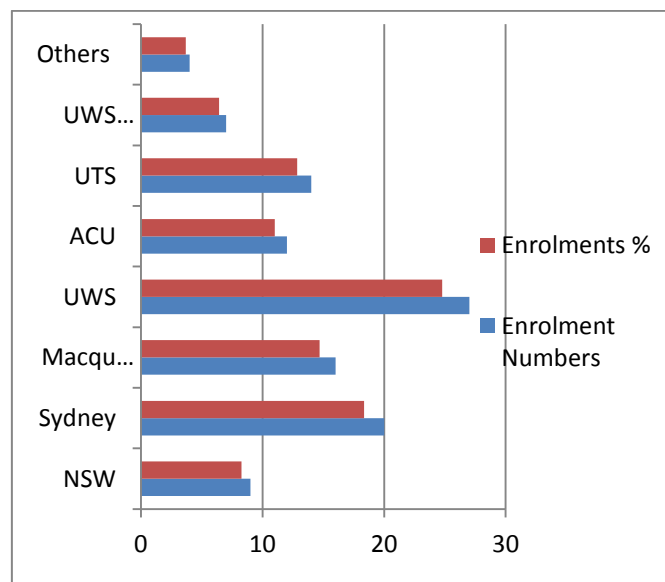
Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Retention rate
2010/2012	176	147	83.52%

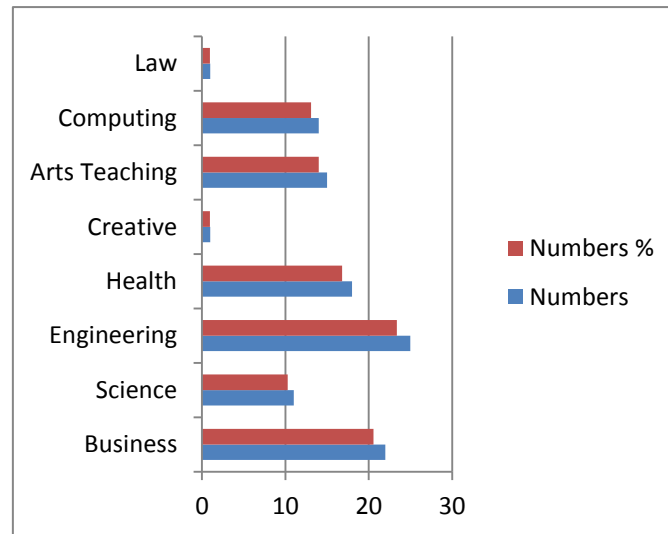
The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The trend has also been static over the years; the rate for 2010/2012 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. The retention rate is also affected by the emergence of the Southern Cross Catholic Vocational College and the movement from CBHS Lewisham onto this college to continue their education.

POST SCHOOL DESTINATIONS

HSC 2012 student enrolments at universities and Areas of eventual study





ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

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

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

The expectations for continuing enrolment are clearly set out for all students in the Statement of Enrolment Understanding. This is publically available on the school website. In addition to the Statement of Enrolment Understanding, students are subject to the normal rules for academic progression as set down in the BOS NSW Assessment, Certification and Examination (ACE) Manual 2010.

As a Year 5-12 school we have a total enrolment of 1321 students for 2012.

- Primary Section (Yrs 5-6) has an enrolment of 277
- Junior Secondary (Yrs 7-10) has 739 enrolled.
- Senior School (Yrs 11-12) has 305 full time students enrolled and no part-time students.
- Of our total enrolment there are 32 Indigenous students.
- Students with Disabilities (funded) total 105 – 10 in the Primary and 95 in the Secondary.
- School student population is very multi-cultural. There are 734 LBOTE students.

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

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

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

Student Welfare

In 2012, the school ran a number of specific student welfare programs with students:

1. The Seasons program, targeted at students who have experienced grieving in their lives, ran successfully again in 2012. 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 Program

3. Staff undertook training in the Restorative Justice program in managing behaviour and discipline issues.

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 Assistant Principal - Pastoral and Student Pastoral Coordinators for each of high school cohort. In the Primary school, student welfare is coordinated by the Assistant to the Principal, Primary.

The Pastoral Coordinators Group meet regularly (once per school cycle) to discuss student welfare and develop support mechanisms for students, under the leadership of the Deputy Principal. The Pastoral Coordinators Meeting is also attended by the School Counsellor and a member of the Learning Support Team.

Student Complaints

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

Complaints from students relating to teachers and school life in general are directed through the Pastoral Co-ordinators. When there are informal complaints to which a ready resolution is available, there is no further action. More serious complaints become formal matters.

Grievances

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

1. The Principal is available to staff to deal directly with matters of concern.

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

Policies

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

Students:

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

Staff:

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

General:

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

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

The Deputy Principal

Christian Brothers' High School

68 The Boulevard Lewisham 2049

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

Or by contacting the school office on 8585 1744.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school's Strategic Plan directs the improvement targets for each year. The current plan was implemented in 2009 for the period ending 2012.

AREA 1: INTEGRITY

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

GOALS:

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.
1.2	The school will work with Edmund Rice Education Australia embracing the principle of co-responsibility within an interdependent network.
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.
1.4	The Principal and Board Chair will continue to explore ways of developing collaborative and life giving leadership that will value add to the school.
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.
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.
1.7	Ensure that integrity is central to the formation of staff and the character development of the young men in the school.

VALUE AREA 2: SPIRITUALITY

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

GOALS:

2.1	The school will develop a whole school approach to faith formation for students, staff and parents.
2.2	Investigation will occur into finding a school chaplain.
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.
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.
2.5	The multi faith dimension of spirituality will be explored.
2.6	All members of the school community will be provided with opportunities to share their faith and spiritual journeys and develop spiritually.
2.7	Spiritual reflection and retreat opportunities will be provided for the junior school.

VALUE AREA 3: JUSTICE

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

GOALS:

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. This will include involvement in supporting the EREA Flexible Learning Centre agenda and the Berne Centre.
3.2	The school will ensure that the principles of social justice are more explicit elements of curriculum development.
3.3	Formation in terms of a socially just curriculum will be provided for all staff.
3.4	The School Leadership Team will continue to develop a whole school approach to social justice initiatives.
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.
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.
3.7	Meet in an effective manner all the counselling needs of the school community.

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

GOALS:

4.1	Leadership programs which emphasise leadership for justice will be developed for students across all year levels.
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.
4.3	Establish pastoral care initiatives that focus on the development of relationships between students across year levels.
4.4	Develop the idea that the principal vocation of teaching is one of service.
4.5	Establish and maintain Interaction with the local community including other schools will be explored.
4.6	Old boys will be engaged in the celebration of the history and tradition of the school.
4.7	Communication within the school community and to parents and the wider community will be enhanced.
4.8	The house system, including internal sport and representative sport will be evaluated.
4.9	The operation of canteen will be reviewed in the light of the developing healthy school canteen agenda.
4.10	The school will continue to look for ways in which it can be of practical assistance to its families.
4.11	The concept of staff as a Christian community will be developed and supported.
4.12	The concept of Christian Brothers' High School Lewisham as a Christian community within the wider context of Church will be developed and supported.

VALUE AREA 5: EXCELLENCE

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

GOALS:

5.1	The academic climate of the school will be evaluated and processes and procedures to enhance the academic excellence will be developed.
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.
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.
5.4	Curriculum offerings will be based on the National curriculum agenda and the developing agenda in areas including VET.
5.5	A whole school approach will be used for numeracy provisions for gifted and talented students and homework plans.
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.
5.7	Opportunities for professional development for all staff will be further explored and developed.
5.8	The school will achieve best practice in terms of boys' education and will share this expertise with the wider educational community.
5.9	Career Education will be developed and supported.
5.10	The expansion of the holistic approach to pastoral care to make explicit the principles of restorative justice.
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.
5.12	The school will monitor the balance between its academic, cultural, sporting and social justice dimensions.
5.13	Establish and maintain professional supervision for the School Leadership Team and other staff in positions of responsibility.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Ultimate Objectives of CBHS Lewisham Social Justice

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

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

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

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

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

Besides promoting awareness and understanding of social justice issues ranging from World Vision to Caritas Australia, nearly \$20,000 was raised in some way or other during the year for a variety of charitable institutions. Most were Catholic organisations, particularly Edmund Rice Ministries, both domestic and overseas. New Community Service programs are continually being launched for Years 11- 12 which should see every student having done completed activities working with the marginalised, contributing to the wider community and the school community by the time they sit for their HSC.

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

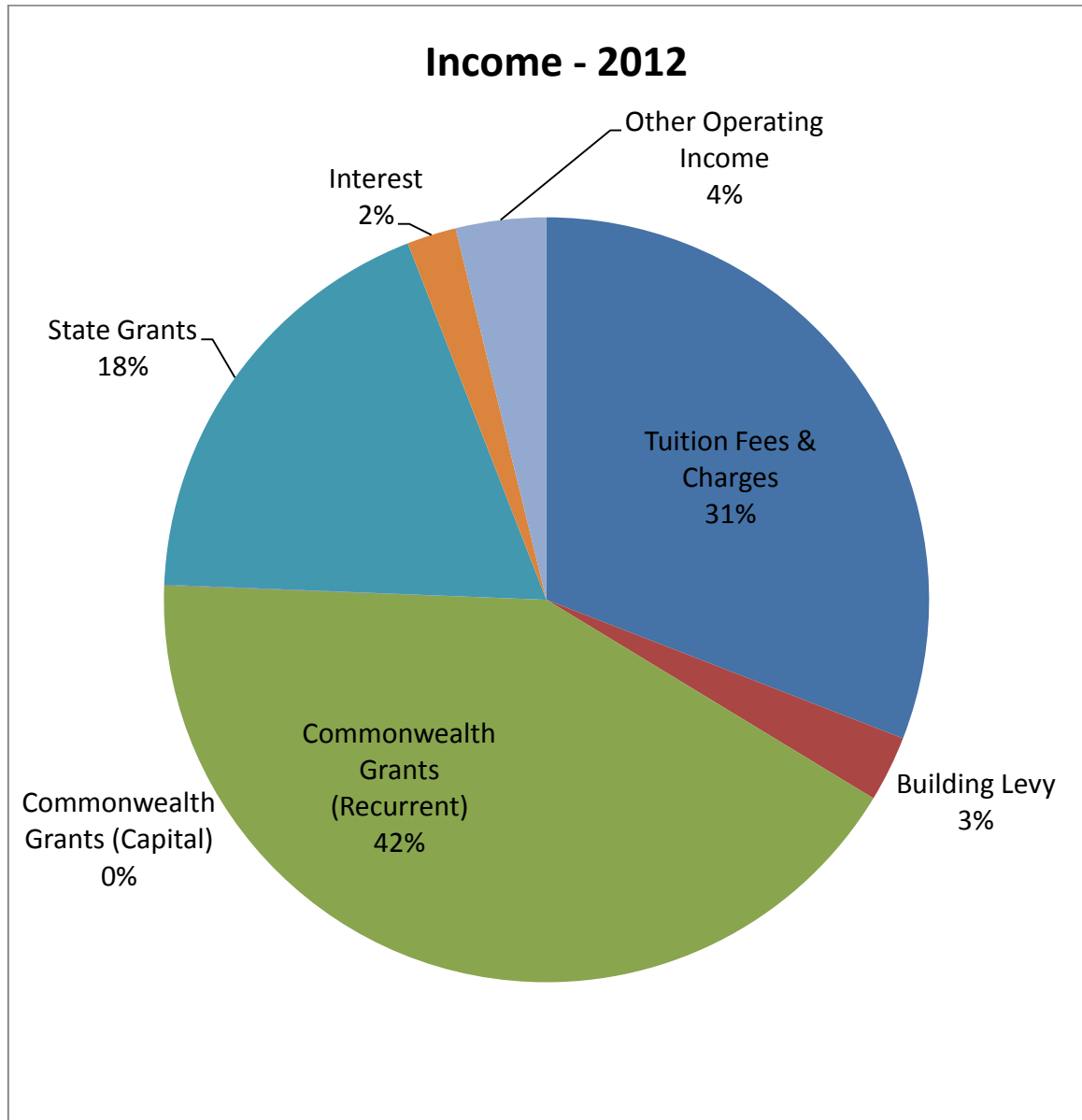
- providing news at school assemblies, Social Justice And Outreach Corner in the school's *Highlights*, and updating the Social Justice page of the School's Intranet;
- inviting guest speakers to speak to the school at general/admin. Assemblies; eg World Vision, 40 hour Famine Appeal
- ensuring all Year 11 students are qualified to do volunteer work for St Vincent de Paul Society;
- introducing a new approach to the Community Service Program for the Year 11-12 cohorts.;
- immersion with those at the margins by sending students and staff to the Aboriginal *LetsTalk* program at Goodooga;
- students volunteered to attend the "Eddy Rice" camps for disadvantaged children ;
- students donated blood to the Australian Red Cross;
- being part of St. Vincent De Paul (SVDP) Night Patrol and Buddy programs;
- being a "Fair Trade" school - all coffee, tea, chocolate and sports balls are "fair trade";
- writing letters to refugees in detention centres as well as preparing and delivering Christmas Hampers to those detained;
- reaching out to the local community by:
 - organising Face to Faith Conference with a school in Pakistan;
 - helping staff at the SVDP Mary Mackillop Outreach Centre, Lewisham;

- organised for residents from local nursing homes to attend a special matinee performance of the school musical;
- Community Service Program:
 - Years 11 - 12 Senior Community Service Project: Students complete community service in their final two years of schooling by helping a non-profit organisation, eg St Vinnies Night Patrol, Primary School Mentor, Surf Life Saving, etc.
- Being part of outreach programs carried out by the School and individual Year Administrations in areas covering:
 - collecting money for the Lenten Appeal (Caritas Australia) – \$12,000;
 - providing hundreds of clothing and miscellaneous items for the SVDP Winter Appeal, Night Patrol and Christmas Appeal;
 - Years 5 - 6 "Eddy's Friends" group established
 - Years 5 - 6 were asked to be part of a pen pal program with students from Afghanistan and Iraq;
 - donations to the SVDP Matt Talbot Hostel for homeless men in the city;
 - The Great Lewo blanket and beanie drive in aid of SVDP Annual Winter Appeal
 - Year 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!
- Staff and student volunteers went out in the monthly Saint Vincent de Paul Society's (SVDP) Night Patrol providing food, hot beverages, and clothing to the homeless in the city;
- Year 10 EREA Justice Symposium at Mulgoa
- Leadership skills have been developed and augmented by the Leadership Program at CBHS Lewisham in the form of School Captain with two School Vice-Captains and a team of School Prefects as well as four School House Captains for the whole school; similarly, the school has a Primary Captain and a Primary Vice Captain.
- Curriculum development includes reference to embedded work on values in all KLA programmed units of course work, on themes of justice and peace. In addition to this, students in Years 7-10 spend one to two lessons on the work of CARITAS Australia and the value of how individuals can assist those more needy are explored.

PARENT, STUDENT AND TEACHER SATISFACTION

	<i>Parents Totally satisfied %</i>	<i>Students Totally satisfied %</i>	<i>Teachers Totally satisfied %</i>	<i>Friends of the School Totally satisfied %</i>
Challenging Teaching Environment	90	87	90	90
Teaching facilities	92	87	89	81
Communication levels	95	85	88	89
Staff welfare	NA	NA	89	Na
Student welfare	96	85	87	89
Nurturing of values	94	82	92	61
Level of professional development	NA	NA	75	Na
Standard of teaching	94	90	NA	51
Support for preparation in external examinations	89	87	68	NA
Performance in external examinations	84	85	87	NA

SUMMARY of FINANCIAL INFORMATION



Expenditure - 2012

