



# **CHRISTIAN BROTHERS' HIGH SCHOOL LEWISHAM**

## **2017 Annual Report to the Community**

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**EDMUND RICE EDUCATION  
AUSTRALIA**

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## ACKNOWLEDGMENT OF THE CUSTODIANS

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

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

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

## Message Stick Ritual



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

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

## Message Stick Symbols



*Justice and Solidarity*



*Inclusive Community*



*Liberating Education*



*Gospel Spirituality*

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



**EDMUND RICE EDUCATION  
AUSTRALIA**

*...educating for liberation and possibility*

## **ADDRESS FROM EREA EXECUTIVE DIRECTOR**

Friends

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

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

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

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

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

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

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

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

With much gratitude and admiration.

Best wishes

**Dr Wayne Tinsey**

**Executive Director**

**Edmund Rice Education Australia**

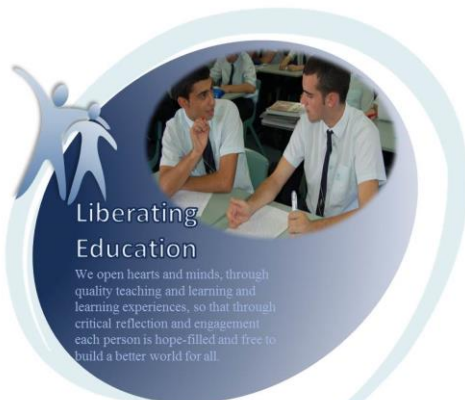


## DEDICATION

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

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

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



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

## OVERVIEW

### Mission Statement

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

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

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

### Contextual Information about the School

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

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

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

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

Christian Brothers' High School, Lewisham is a Catholic school catering for boys in Years 5 to 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 Lewisham) 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 CBHS 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**

#### **PRINCIPAL**

As well as celebrating a very successful 2017, I would also like to acknowledge loyalty, humble service and outstanding achievement by way of Mr David Watt's outstanding 48 years of teaching and leadership in the area of Mathematics.

For 48 years, Mr Watt has inspired, motivated, taught, coached unofficially, counselled and endlessly supported thousands of students and staff who have passed through the hallowed gates of CBHS Lewisham. For 48 years, Mr Watt has been able to continually reinvent himself and stay real, relevant and irreplaceable in the CBHS community. For 48 years, Mr Watt has been totally loyal to all that is good about Christian Brothers and Edmund Rice Education and CBHS Lewisham is truly blessed that he chose to live out his vocation as Teacher and Maths Coordinator at one school, our school. The CBHS Lewisham into which Mr Watt walked was a vastly different school to the one that exists today. In January 1970, Christian Brothers outnumbered lay teachers and the school site was considerably smaller than it is today. Society in Sydney encouraged and supported religious practice that led to a culture of spirituality where theological norms and rigid custom and practice was not challenged – a far cry from the more extensive campus we enjoy today and our emphasis on relationship-based education. That has been Mr Watt's gift to our school community. He has managed to change where he needed to change, and instigate change when he had to. He has navigated a forever-moving educational landscape with great skill, confidence and humour.

Speaking of humour, I am going to tell a story that did not actually happen, but it is a good story and it is about one of David's great pastimes, golf. So I will tell it anyway.

Whilst at golf one weekend Mr Watt accidentally overturned his golf cart. An attractive female golfer who lived in the nearby villa on the golf course heard the noise and called out from her porch "Are you ok?" "I'm ok thanks." Mr Watt replied as he pulled himself out from under the cart. "Come up to my villa for a while so we can make sure you are ok. We can fix the cart later." "That's very kind of you," he replied "but I don't think my wife will like it." "Oh, come on," she said in a persevering tone. Mr Watt needed a drink of water so he finally agreed but he said, "I am sure my wife won't like this." They enjoyed a glass of water when the lady said "Would you like a nice cold beer?" That sounded good so Mr Watt said "Yes please, but I am sure my wife won't like it." When the lady offered Mr Watt a second beer, Mr Watt replied "Thank you, I would love to but I know my wife is going to be really upset so I had better go now." "Don't be silly," the lady said, "she won't know anything. By the way, where is she now?" "Still under the cart," Mr Watt replied.

I would also like to thank Mrs Janice Watt for all of her loyalty and support to both her husband and our school community in many different ways over many years.

So how has CBHS changed, both spiritually and culturally in Mr Watt's 48 years? I would like to quote passages by a well-known Christian Brother and former Congregation Leader, Br Philip Pinto:

*I see no value in a centre of learning which churns out numberless school leavers each year and is passively part of a society torn apart by divisions of race and partisan politics. Whenever our students learn to relate with one another, are able to work side by side and recognise their common humanity irrespective of cultural differences, then they are being true to their founding vision. It is futile for earthbound humanity to still cling to the dark and poisoning superstition that its world is bound by the nearest hill, its universe ended at the river shore, its common humanity enclosed in the tight circle of those who share its town and views and the colour of its skin. It is the task of our educators, and of young people, to strip the last remnants of that ancient, cruel belief from the civilisation of humankind.*

*CBHS Lewisham exists to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the outcast and the stranger. In doing so, we will be giving hope to those who presently have little hope. And so we seek to present a new way of living: we show wisdom by trusting people; we handle leadership by serving; we tackle offenders by forgiving; we deal with money by sharing; we relate to strangers and enemies by loving; we handle violence by suffering; we live life by choosing. And we repent for any sins of the past not by feeling bad, but by thinking differently! This is the challenge we face as we celebrate and thank God for our past.*

With the state of world politics now more than ever we need good leadership, Gospel-based leadership, leadership that is based on the charism and dreams of Edmund Rice – leadership that Mr Watt has provided in our school community for 48 years. Mr Watt is truly a “Lewo Legend” as he has left an indelible positive influence, not only on young men who strive to be the best they can be, but also on staff, parents and countless old boys. None of us can imagine CBHS without Mr Watt. We thank him, congratulate him and wish him all the best for the future. We will make a formal presentation to Mr Watt at the end of our night.

We have other significant changes to CBHS in 2018. We congratulate Mr Joe Zavone who has been appointed Principal of St Edmund's College, Canberra. Whilst absolutely no-one wants to lose Mr Zavone he is so ready to be an outstanding Principal. He is a most gifted educational leader who always leads with the utmost professionalism and integrity. He has ensured that the highest of standards in all areas of school life have been either maintained or improved and achieves all of this in terms of Right Relationships. We thank you Mr Zavone for your outstanding contribution to CBHS and congratulate you as you take up the position of Principal of St Edmund's College, Canberra. I am very pleased that Mr Zavone will continue his leadership in another Edmund Rice Education Australia school.

I would also like to recognise 38 years of excellent service of our former English Coordinator, Mrs Mariella Prangell. Mariella was extraordinary in her capacity for hard work and excellent organisation in the large and demanding department of English. Mariella has been on leave for over a year and has now announced her retirement. On behalf of the school, I wish her all the best for the future.



At 28 years of service, in comparison to Mr Watt and Mrs Prangell, Mr John McCarthy is a relative newcomer to CBHS! Mr McCarthy has announced that he will take some long service leave and move from full-time employment to more casual work. Mr McCarthy has been a true mentor and friend to many Lewo young men. He has provided excellent guidance and direction, both on sports field, in the classroom and in the staffroom. I thank you for your humble dedicated and professional service to the CBHS community and wish you well as you commence an exciting new chapter in your life.

CBHS Lewisham has an enormous depth of leadership, meaning that when people go on leave there is no shortage of talented educationalists to step up. It is significant that the last three Deputy Principals of CBHS are now Principals in EREA schools. This really does reflect the quality of leadership that CBHS has enjoyed in its School Leadership Team. Thank you to Mr Greg Yates who did an excellent job in Mr Zavone's absence as Acting Deputy Principal and Miss Rebel Clarke who did an excellent job as Acting Assistant Principal – Pastoral. Special congratulations must also go to Assistant Principal – Pedagogy, Mrs Bernadette Yates, who has done some inspirational work with our very exciting new Year 6-7 Cross Curricular Transition Centre. Thank you also to Business Manager, Mr Chris Baird, Assistant Principal – Curriculum Mrs Monica O'Brien, Assistant Principal – Identity Ms Lucie Farrugia, Assistant Principal – Primary Mr Mark Woodbury and Admin Coordinator Mr Michael Behayi who individually and as a team, ensure the highest educational outcomes are achieved day in, day out. Finally, special thanks to Mrs Cathie Dalliwall, Principal's Secretary, who is the calm, efficient and organised presence that holds it all together.

Three years ago a new Parents and Friends' Committee was elected to assist the school community. They have now concluded their time on the Committee. I would like to thank them for their excellent contribution to "life at Lewo". This group, so ably led by Felicia Calautti, has been so positive and efficient in the execution of their many duties. At all times Felicia and the Committee have been committed to collaboration, the creation of community and thorough professionalism and competence; examples of this have been Wine and Cheese Evenings at the beginning of the year, the Parent Forums throughout the year, the many suppers that have welcomed people to the school and helped them graduate. A highlight of this time was a very successful 125 Blue and Gold Ball. Thank you to Felicia Calautti, Joe Reaiche, Michael Alafaci, Vicky Ampoulos, Kelly Busuttil, Kate Vertsonis and Nikki Vlahos.

I would also like to thank the School Board on another excellent year of service to the school community. They have given countless hours of service, and have always been diligent in the performance of their duties. Thank you to Chair Mr Michael Price, Paulina Bezzina, Fred Carosi, Tish Creenaune, Francesca Di Benedetto, John Kennedy-Gould, Br Chris Peel and Mona Vilarrubi

I would especially like to thank and congratulate our 2018 Year 12 group. In the short time they have been our student leaders they have excelled. The recent "Movember" initiative that sees our student leaders and 11 Treacy trying to "grow a mo" to raise awareness for men's mental health is to be applauded. Through no fault of the school, difficulties arose at our recent Swimming Carnival but our whole Year 12 2018 group ensured that the day was an excellent community day for the school with outstanding spirit and leadership. Thank you to School Captain Daniel Scacciotti, the Student

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Leadership Team and all of our seniors of 2018 for a most impressive start to their final year of schooling.

In conclusion, the year 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 terms of achievement, I would especially like to mention our Year 11A Debating Team who won the New South Wales State Final in the CSDA Competition. Congratulations to Alex Trousdale, Harry Lawler-Burn and Armando Perri on an outstanding effort and to CBHS Lewisham Debating Coordinator Mr Paul McCallum and the very dedicated and committed teachers who run Debating at CBHS Lewisham so effectively.

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 unites a common humanity rather than divides, who celebrates diversity rather than judge, who challenges all to love unconditionally, rather than be selfish and a 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 Joseph Zavone**

*"But let us do ever so little for God, we will be sure He will never forget it, nor let it pass unrewarded."*  
Edmund Rice

In reflecting back on my times here at Christian Brothers' High School, I asked myself what might be the one thing that typifies or symbolises that nature of this great community. It is the strong sense of doing the right thing at the right time, a sense that comes shining through in what I call the Lewisham handshake. It is this sense that will stay with me after six years of serving the Christian Brothers' High School community, two years as Assistant Principal Curriculum and four as Deputy Principal.

I still remember vividly the first time I experienced the Lewisham handshake. It occurred in my very first week at Lewisham, as Assistant Principal Curriculum having just changed a Year 11 student's subject choice. I made the change on the computer, printed the student's new timetable and handed it to him. Then he stood up, leant over and grabbed my hand, shook it firmly and thanked me for what I had done for him. I had been looking after student subject choices at three other schools prior to arriving at Lewisham, and not once had any student ever shaken my hand to thank me for taking the time to give them the subjects they asked for. This gesture has continued time after time, student after student.

The handshake was not restricted to just saying thank you for changing subjects. It happened in the yard at recess, at lunch and during movement from one lesson to another – just to say g'day. It was often difficult to get to one side of the school to another in a hurry with boys just wanting to say hello and shake my hand (with some, the handshake became a fist bump or a high five).

The handshake would happen at the end of the day when I would stand at the bus door and wish boys a good afternoon and a good journey home. It happened when I stood at the corner of Eltham Street with our Year 12 drivers walking past to their cars and when I stood at the pedestrian crossing across Toothill Street, as students hurriedly made their way to Lewisham Station to catch their afternoon train.

The handshake happened at the end of a lesson as I stood at the door, farewelling my students in either Studies of Religion or Advanced English, with them thanking me for the lesson. And it happened with great emotion and relief when I was able to locate a student's missing bag – time and time again!

It was the handshake that happened on Founder's Day when I would be invited to share in yet another homeroom class lunch, with students not knowing that I had just been to perhaps four or five lunches before them. It happened at the end of each term, when students who you may or may not teach come up to you to say thank you for a good term. It happened at the beginning of each term, with students asking how your holidays were and welcome you back to school.

When I was introduced to the students of my new school at a school assembly, I mentioned to them that it was my primary intention as the new Principal to shake the hand of every student within the first few weeks of the year. This is not some great idea of mine, but a beautiful habit and gesture that has been passed on to me by the students of CBHS Lewisham.

So I would urge students to never forget or lose the handshake – it is what has sets you apart from students in any other school in which I have worked and I am sure that is the case for many of your teachers. It is a strong, distinctive symbol of your character as an individual and as a body of students. It speaks volumes and speaks loudly about who you are and I thank you for having me share in this wonderful gesture and nature.

I would take this time to thank Br Conn, the School Leadership Team and all members of staff for their support and friendship over the past few years. It has been a rewarding experience to have the support of colleagues in the range of initiatives implemented in the last few years – the Professional Practice Program, the LEWO Learning Statement and LEWO Learning Strategy, changes to WHS procedures and so on.

2018 and the years ahead continue to see CBHS Lewisham thrive as a dynamic learning community. 2018 sees the commencement of the Year 7 Transition program, offering a rich diversity of strong learning experiences, building on the outstanding pedagogical and relational work done in our primary school. The Rubicon and Quo Vadis programs in Years 9 and 11 continue to offer our young men an opportunity to reflect on their maturing spiritual nature and further build relationships with friends and family. The Peru program (as part of *Edmund Rice Education Beyond Borders*) allows students to undergo authentic relational experiences and to transform their hearts and minds as well as transforming the lives of the people with whom they are working. The programs emerging from the Father Ted Kennedy Justice and Peace Centre continue to allow our boys to be exposed to those are less fortunate and in doing so, become advocates for those who may be struggling in our wider community, becoming a voice for the voiceless. Our Aboriginal program works tremendously well in allowing all of us to have a strong sense of place, a sense of tradition and an appropriate sense of history.

We need to applaud our many achievements in programs and opportunities offered in Music, sport, debating and diverse learning and acknowledge the time, expertise and energy of teachers and students in the delivery of and participation in these programs.

Finally, we continue to provide the wonderful work that occurs in our classrooms – the learning and application of knowledge, the developing and refining of skills, the collaboration and teamwork, and the achievement at whatever level the student may be working.

It has been an absolute joy and delight to have served the students, staff and parents of the Christian Brothers' High School for the last six years, and I wish every single member of the CBHS community my very best wishes for whatever lies ahead.

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

### **School Board Report – Mr Michael Price, Board Chair**

At the end of 2016 the Board farewelled and thanked retiring member Mr. Tony Ghiazza who was an active member in the area of the school's accounts and was Chair of the Finance Committee from 2013 to 2016.

The Board welcomed Br. Chris Peel and Ms Tish Creeaune. It probably served as an opportune time to re-visit School Board photographs in earlier years and to acknowledge the presence of some members who continue to provide invaluable service and input to the work of the Board.

A vital aspect of the management of any large organisation, which our school is, has to be the stewardship of its finances. The school continues to acknowledge the specialised and professional services of its Financial Director Mr Chris Baird whose contract was reaffirmed after extensive evaluation and assessment late in the year.

The last three Board Chairs have all had extensive backgrounds in finance and I acknowledge the devotion and expertise of particularly Ms Paulina Bezzina and Ms Tish Creeaune in upholding the high standards set in past years. Those roles and responsibilities extend far beyond the attendance at scheduled meetings.

The opportunity was extended to myself as Board Chair to meet with fellow Board chairs and Deputies from around Australia at a week-end gathering at St. Josephs Centre EREA, Richmond in Melbourne. Some 50 or so schools, colleges and learning centres sent representatives to participate in presentations ranging over the Beyond Borders program, affordability, future challenges, mission and governance model, and the National apology.

This meeting coincided with the Federal Government announcement of a proposed new funding model for Independent schools. Whilst un-clear at the time, with the provision of further detail and funding models, Lewisham continues to be in a strong financial position,

A theme pervading most sessions was to recognise the Mission of Edmund Rice and the education of boys and men. Whatever resources or assets any school or college may possess they were to accord with the mission or fundamental tenet of our schools generally.

A significant enhancement of the Schools assets/resources was the acquisition of the residential property in the Boulevard Lewisham. Board members were offered the opportunity to inspect the property and endorsed the school's decision to ultimately acquire the property.

The National Apology was adopted at the Melbourne week-end and was offered on behalf of all EREA schools in Canberra in the middle of the year.

The Safe and Inclusive Learning community protocol has been accepted by the school with Board endorsement.

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It was not difficult to leave the Melbourne conference with a heightened sense of pride in the College and more particularly in those that devote their energies, skills, dedication and personal commitment to ensuring Lewisham is not only a leader but a standard bearer within the EREA community.

The New Year will obviously bring with it challenges for students and teaching staff alike. I express my personal thanks to the dedication of each Board member in ensuring the school grows spiritually and educationally into the future.

The Board recognises the tremendous contribution made by its Secretary Mrs Cathie Dalliwall in a wide range of services she so generously provides both to the Board and individual Board Members.

Mr Michael Price

**Board Chair****School Board**

Br Paul Conn

Mr Joe Zavone

Mrs Cathie Dalliwall

Mr Michael Price

Mr John Kennedy-Gould

Mrs Paulina Bezzina

Mr Fred Carosi

Ms Tish Creenaune

Ms Francesca Di Benedetto

Br Chris Peel

Mrs Mona Vilarubbi

Principal

Deputy Principal

Board Secretary

Chair

Deputy Chair

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

The P&F Committee along with the support of Br Conn, the School Leadership Team and the wider School community, we continued to contribute to the community of CBHS Lewisham by fostering and providing opportunities for all members of our community (staff, students and parents) to come together in social and formal gatherings throughout this year. Each committee member continued to offer their diversity in views with both personal and professional experience across the board. As we are stakeholders/parents, as we all have children at CBHS Lewisham we wanted to ensure our continued contribution of promoting the interests, policies and purpose of building the School community.

In our third and final year as the P&F Committee, we are very pleased with our initiatives and achievements that we set out to complete. Our year commenced with the traditional welcome to the new families of the Years 5 and 7 students and it was a great way for us committee members to formally welcome parents and answer their many questions to ease their anxiousness, particularly the parents whose sons were new to the School and/or transitioning from Primary to Secondary schooling.

We weren't so lucky with the weather for the "Back to School Parent Event" and with a major storm alert issued by the NSW Bureau of Meteorology, it was decided to not proceed with the event. We continued with the Years 5 and 7 Mother/Son and Father/Son events. With the Mother. We would like to take this opportunity in thanking both the Canterbury Leagues club and Strathfield Superbowl for their continued support in hosting these events.

Term 1 also saw our first Parent Masterclass with guest speaker and presenter John George. John is the founder of InFlow Education, a high school teacher and tutor for 15 years. John regularly helps young people transform their academic results by teaching them the underlying inner peace and confidence that sustains their success. We saw parents and students get involved interactively in the workshop that not only helped students with studying techniques, but also taught parents strategies on how to assist their sons in doing this.

Term 2 provided the opportunity for Bernadette Yates, Acting Assistant Principal – Identity to present Justice and Peace and Community Outreach initiatives, '*Crossing the Rubicon*' program and a brief on the sustainable relationship building with 'Fey Alegria School' and Christian Brothers' Community in Lima, Peru at the Term 2 Parent Masterclass.

Term 3 saw the incoming P&F Committee nominated into term from 2018 until 2020 at the Parent Open Forum and we would like to congratulate the incoming P&F Committee on their appointment. Term 3 Parent Masterclass consisted of a presentation by Mr Tim Baber on the recent release of the *EREA's Live Life to the Full – Safe and Inclusive Learning Communities Statement* which coincided with the *CBHS Lewisham Safe and Inclusive Framework*. It was both insightful and reassuring of the pastoral care and wellbeing of the students placed in the School.

The P&F also hosted the Creative Arts Night which gave an opportunity to showcase works completed by Year 12 students for Visual Arts, Design Technology and Music. The talent and quality of workmanship presented from the students was amazing. We concluded the term by hosting the Year 12 Graduation Mass and Supper. It was humbling and proud moment for both staff and parents, in particular for the students finishing their secondary schooling. It was a very fitting way to mark the end of their schooling.

2017 Annual Report to the Community

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

We would like to take this opportunity to thank Br Conn, the School Leadership Team, teachers, staff, parents and students for their contribution to the P&F throughout the last three years. It is very much appreciated. We wish the incoming P&F Committee all the very best and we are confident that they will continue to do great things!

Finally, I would like to thank the outgoing P&F Committee for all their work, commitment and contribution in the past three years. In particular Joe Reaiche and Michael Alafaci, who always went above and beyond their call of duty! Thank you so very much.

#### The CBHS Parents & Friends Committee

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

## STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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

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

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

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

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



**NAPLAN RESULTS - YEAR 5****Mean Scores**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>State</b>	508.5	477.9	507.9	506.3	499.6
<b>CBHS</b>	534.5	488.8	529.1	535.7	532.1

**Reading** (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>State</b>	4.5	12.7	17.0	26.1	21.3	18.4
<b>CBHS</b>	1.6	4.7	14.1	26.6	32.0	21.1

**Writing** (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>State</b>	6.5	9.3	36.0	30.0	12.8	5.3
<b>CBHS</b>	0.8	7.0	36.7	38.3	13.3	3.9

**Spelling** (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>State</b>	5.0	8.1	19.3	29.5	20.8	17.4
<b>CBHS</b>	0.0	2.3	17.2	32.8	26.6	21.1

**Grammar & Punctuation** (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>State</b>	6.4	15.6	16.0	25.7	14.4	21.8
<b>CBHS</b>	0.0	11.7	14.8	32.8	14.8	25.8

**Numeracy** (Percentage of students in each Band)

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>State</b>	3.0	11.6	23.6	29.3	19.1	13.4
<b>CBHS</b>	0.8	3.9	12.6	27.6	34.6	20.5

## NAPLAN RESULTS - YEAR 7

### Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>State</b>	548.6	516.8	558.3	546.6	560.3
<b>CBHS</b>	550.2	519.7	566.7	544.2	558.7

### Reading (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
<b>State</b>	5.2	11.1	23.5	29.6	18.8	11.8
<b>CBHS</b>	3.5	8.9	26.7	30.2	22.8	7.9

### Writing (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
<b>State</b>	8.7	21.1	27.3	21.6	15.9	5.4
<b>CBHS</b>	4.5	20.3	36.1	20.3	15.3	3.5

### Spelling (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
<b>State</b>	4.7	9.8	17.3	26.9	27.0	14.3
<b>CBHS</b>	2.0	7.4	13.4	31.7	35.6	9.9

### Grammar & Punctuation (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
<b>State</b>	7.8	10.5	21.5	30.2	17.3	12.8
<b>CBHS</b>	4.0	8.9	29.2	29.7	20.8	7.4

### Numeracy (Percentage of students in each Band)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
<b>State</b>	2.4	11.6	22.2	29.0	17.8	17.1
<b>CBHS</b>	1.5	6.9	22.3	36.6	22.3	10.4

## NAPLAN RESULTS - YEAR 9

### Mean Scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>State</b>	588.8	559.1	591.9	582.7	602.9
<b>CBHS</b>	595.5	574.6	598.4	588.8	619.3

### Reading (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	5.6	14.9	21.1	33.7	17.1	7.6
<b>CBHS</b>	4.0	10.9	21.7	40.0	14.3	9.1

### Writing (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	16.1	18.7	20.0	27.2	10.7	7.3
<b>CBHS</b>	9.1	16.0	22.3	34.9	13.1	4.6

### Spelling (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	6.2	12.8	25.8	24.0	22.0	9.1
<b>CBHS</b>	2.9	10.9	29.1	24.6	25.1	7.4

### Grammar & Punctuation (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	8.5	15.3	24.6	26.7	13.7	11.1
<b>CBHS</b>	6.3	12.0	27.4	29.1	14.3	10.9

### Numeracy (Percentage of students in each Band)

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	1.0	14.6	25.9	28.7	17.7	12.1
<b>CBHS</b>	0.0	7.4	16.0	37.1	30.3	9.1

**NAPLAN 2017 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
<b>Reading</b>	78.2	82.0	74.6%
<b>Writing</b>	55.1	38.6	49.2%
<b>Spelling</b>	89.6	83.5	54.0%
<b>Grammar &amp; Punctuation</b>	66.6	68.3	61.1%
<b>Numeracy</b>	96.8	86.5	80.0%

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

Test Aspect	NSW	CBHS Lewisham	CBHS Lewisham % of students with greater than or equal to expected growth
<b>Reading</b>	46.3	44.2	59.0%
<b>Writing</b>	33.5	41.2	59.0%
<b>Spelling</b>	52.0	56.3	59.0%
<b>Grammar &amp; Punctuation</b>	37.0	43.4	55.4%
<b>Numeracy</b>	61.1	56.5	72.3%

**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
<b>Reading</b>	38.6	35.3	72.6%
<b>Writing</b>	46.5	52.0	66.7%
<b>Spelling</b>	36.0	32.1	50.6%
<b>Grammar &amp; Punctuation</b>	34.8	31.9	54.2%
<b>Numeracy</b>	52.4	53.0	75.4%

## THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

### *Year 10 and Preliminary HSC Courses*

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

#### **Assessing and grading student achievement**

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

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

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

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

#### **Applying the Course performance Descriptors**

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

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

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

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

#### **Making an on-balance professional judgement**

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

Teachers will arrive at judgments by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities. Teachers should make direct comparison with the samples of work contained in the NSW Education Standards Authority Assessment Resource Centre (ARC) website.

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

- The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure NSW Education Standards Authority webpage
- In arriving at a final set of Grades for a cohort, the Historical Grading Pattern is a frame of reference; however significant variation from the overall pattern should be able to be substantiated with supporting work samples.

- When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than just on the amount of evidence.
- Assessment activities should give students opportunities to show what they know and can do.
- The teacher should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of a Grade description.
- Each Grade description should be considered alongside descriptions for adjacent grades.

### **Model for Grade Judgment**

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

1. An assessment programme is established that consists of a number of assessment tasks (as outlined in the Stage 5 and Stage 6 Assessment Handbooks).
2. Ensure that the assessment activities cover the full range of outcomes
3. Determine the weightings or relative importance of each activity
4. Award marks for each completed activity
5. Combine the marks awarded in each activity to obtain a total mark for each group
6. On the basis of these marks, determine the order of merit for the group
7. Refer to the Course Performance Descriptors to relate the order of merit to Grades awarded. Reference again should be made the ARC work samples.
8. In KLA judgment meetings, review the Grade awarded to each student to make sure that no anomaly has occurred. Individual student's overall performance should be considered using all available information. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each Grade cut-off
9. The judgement should be made with reference to the Historical Grading Pattern provided on the School's secure NSW Education Standards Authority 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.

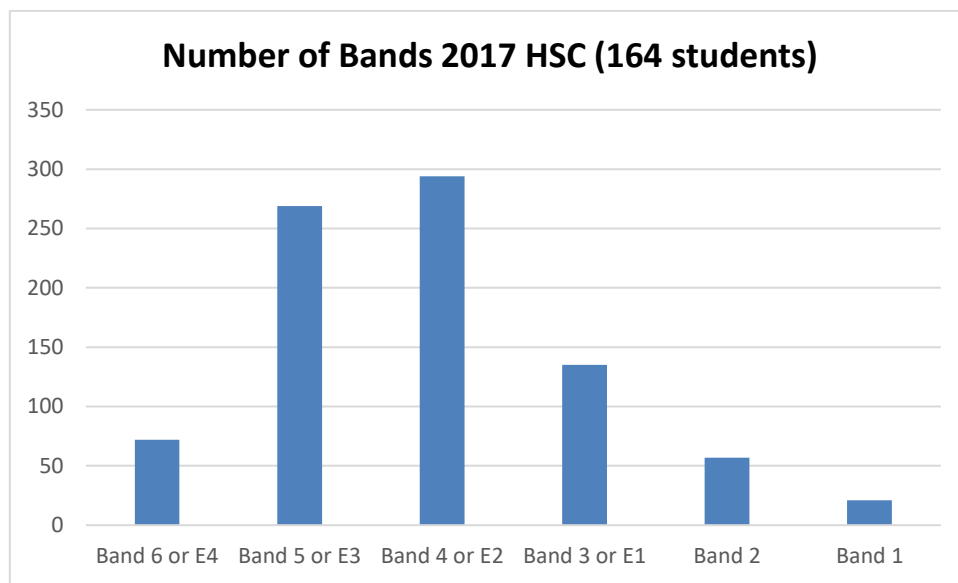
**HIGHER SCHOOL CERTIFICATE****Percentage of students who received a Band 5 or 6 or Extension E4 / E3**

HSC Subjects	CBHS	State	% Difference
Ancient History	42.10	35.98	+6.12
Biology	47.05	39.28	+7.77
Business Studies	37.79	36.14	+1.65
Chemistry	27.27	42.71	-15.44
Design and Technology	11.11	43.20	-32.09
Drama	0	42.13	-42.13
Economics	63.63	48.98	+14.65
Engineering Studies	29.40	35.99	-6.59
English (Standard)	22.78	15.91	+6.87
English (Advanced)	56.70	63.64	-6.94
English Extension 1	100	93.27	+6.73
English Extension 2	100	77.38	+22.62
History Extension 1	50	79.62	-29.62
Hospitality VET examination	0	29.82	-29.82
Industrial Technology	11.11	22.30	-11.19
Information Processes & Technology	24.99	29.84	-4.85
Italian Continuers	57.13	56.73	+0.40
Italian Extension	100	95.1	+4.90
Legal Studies	52.77	43.61	+9.16
Mathematics	54.76	53.48	+1.28
Mathematics Extension 1	73.52	81.6	-8.08
Mathematics Extension 2	55.55	84	-28.45
Mathematics General 2	16.08	25.49	-9.41
Modern History	48.14	38.82	+9.32
Music 1	100	65.22	+34.78
PDHPE	20.50	30.56	-10.06
Physics	33.33	33.80	-0.47



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HSC Subjects	CBHS	State	% Difference
Society and Culture	50	47.48	+2.52
Software Design and Development	26.66	35.46	-8.80
Studies of Religion I	49.34	49.87	-0.53
Studies of Religion II	36.95	46.47	-9.52
Visual Arts	30.76	54.57	-23.81



Summary of 2017 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	NA
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	35 students (21.34% of students) received Band 6 or E4 (above 90) in 22 courses (i.e. 30 individual marks of 90 or above were received in the entire cohort of students)
Placings	George Giakoumatos First in Course: Modern Greek Beginners Stefanos Stavropoulos 9th Place: English Extension 2
Higher School Certificate	164 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 the NSW Education Standards Authority requirements.

### A summary of 2017 Professional Development experiences:

- 2017 Physics Teachers' Conference
- Aboriginal Pedagogy with Tyson Yunkaporta
- ACHPER Stage 6 Conference
- ADHD Conference
- AIS Managing Absenteeism
- AIS Teacher Librarian Conference
- Archdiocesan VET Meeting
- ASR Twilight Session Studies of Religion
- Autism Spectrum Workshop : Understanding Autism
- Bringing Laudato Si to Life
- Broken Hearts - Identifying and Reporting Child Abuse
- Careers Advisors and Teachers Conference
- CEC Network Meeting
- CEO Careers Advisors Network Meeting
- CEO Gifted Network Meeting
- CEO Maths Network Meeting
- CIS RE Day - Invited by Sydney Catholic Schools
- Coaching and Mentoring Training for Teachers
- Compliance Management Tool Training
- Dues Ex Photos 2016 Photomedia Conference
- Education Law
- EMHC Student Training Day .
- English KLAC Curriculum
- EREA Counsellors Network Meeting
- Familiarisation: Revised Stage 6 Science Syllabuses
- Future Direction of CSDA Debating Meeting
- GATSTA Network Meeting
- Gender in Leadership Forum
- Hands on Technology - Fusion 360 Session
- IIATE Conference 2017
- Improving the Outcomes of Students Who are Deaf or Hard of Hearing in Your School Course
- Inner West Region REC Meeting
- Integrated Inquiry in the Middle Years: Principles, Processes and Practices - Online
- Lab Technicians' Meeting
- Laser and Scroll Saw Marquetry and Veneering
- Masters of Counselling and Psychotherapy Workshop: Person and Practice as a Therapist.
- MLTA Conference
- Multilit Reading Tutor Program WPRE Professional Development Workshop
- NAPLAN On Line In Service
- National Future Schools Expo and Conferences - Teaching Kids to Code Conference

## 2017 Annual Report to the Community

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- NESA Technology Mandatory Years 7–8 Draft Syllabus Consultation Meeting
  - New Teachers' Day
  - Notre Dame University Careers Advisors Day
  - NSW School of Languages Supervisors Invitation
  - Oliver Advanced - Resource Accessibility and Deliverability
  - Primary Diverse Learning Teachers' Network Meeting
  - Professional Development
  - Quality Literacy Teaching Program (QLT) in the Eastern Region
  - R.E.C Network Cluster Meeting
  - Revised Religious Education Strand E
  - SCS Counsellors Network Meeting
  - Secondary Counsellors Network Meeting
  - Seven Steps to Writing Success
  - Sketchup Back to Basics
  - SOR In focus Conference 2017
  - Sporting Inservice at St Finbar's SanSouci
  - Stage 6 History Teachers' Day
  - Stage 6: Change and Continuity: What You Need to Know to Plan for 2018
  - Stage B PD Day
  - STEM hroughout the Curriculum
  - Successful Learning Conference 2017 - Lifelong Learning Outcomes: Data, Curriculum and Instruction
  - Sydney Catholic Schools - Australian Catholic Youth Festival meeting
  - TAS Network Meeting
  - Teaching Cohesion for Writing and Reading (No course number)
  - Teaching Geography Year 7
  - Teaching Stages 4 and 5 - Geography Skills
  - The 2017 VET in schools Forum
  - The 22nd Biennial World Conference - Global Perspectives in Gifted Education
  - The AIS English Conference - 2017 Rocketing to New Horizons
  - The AIS Music Conference 2017 - Enhancing the Musical Mindset
  - Transition to NAPLAN Online - Briefing for Congregational Schools
  - UNE Exam
  - Unlocking Musical Potential
  - UNSW Career Advisors Day
  - VET Construction Network Meeting
  - VET Fitness Network meeting
  - VET IDT Network meeting
  - YARC Workshop & Disability Provisions
  - Years 7-10 RE Curriculum Strands C Units
  - Years 7-10 Revised Curriculum Strands D
  - Years 7-10 Revised Religious Education Curriculum Strand C units

## WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Aboriginal/ Torres Strait Islander Teaching Staff
51	53	0

Total no. of teachers employed	Resignations at end of 2017	Retention Rate
104	18	83%

### Details of 2017 teaching staff that are responsible for delivering the curriculum as described in the Education Act

TEACHER STANDARDS CATEGORY	NO. OF TEACHERS
i. Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the national Office of Overseas recognition (AEI-NOOSR) guidelines, or	103
ii. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1

## 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
2017	164	21	12.80%
2016	157	34	21.66%
2015	173	55	31.79%
2014	184	43	23.37%

## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

### Average Student Attendance Rate 2017

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

2017 Average Attendance	
Year cohort	Average attendance (%)
Year 5	95
Year 6	93
Year 7	93
Year 8	92
Year 9	92
Year 10	91
Year 11	93
Year 12	95
Average for Years 5 - 12	93

## Management of Attendance

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

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

Please refer to Pastoral Care Policy on School website, [www.cbhslewisham.nsw.edu.au](http://www.cbhslewisham.nsw.edu.au)

## RETENTION OF YEAR 10 TO YEAR 12

### Retention Rate 2017

YEARS COMPARED	YEAR 10 TOTAL ENROLMENT	YEAR 12 TOTAL ENROLMENT	RETENTION RATE
<b>2015/2017</b>	<b>179</b>	<b>164</b>	<b>91.62%</b>

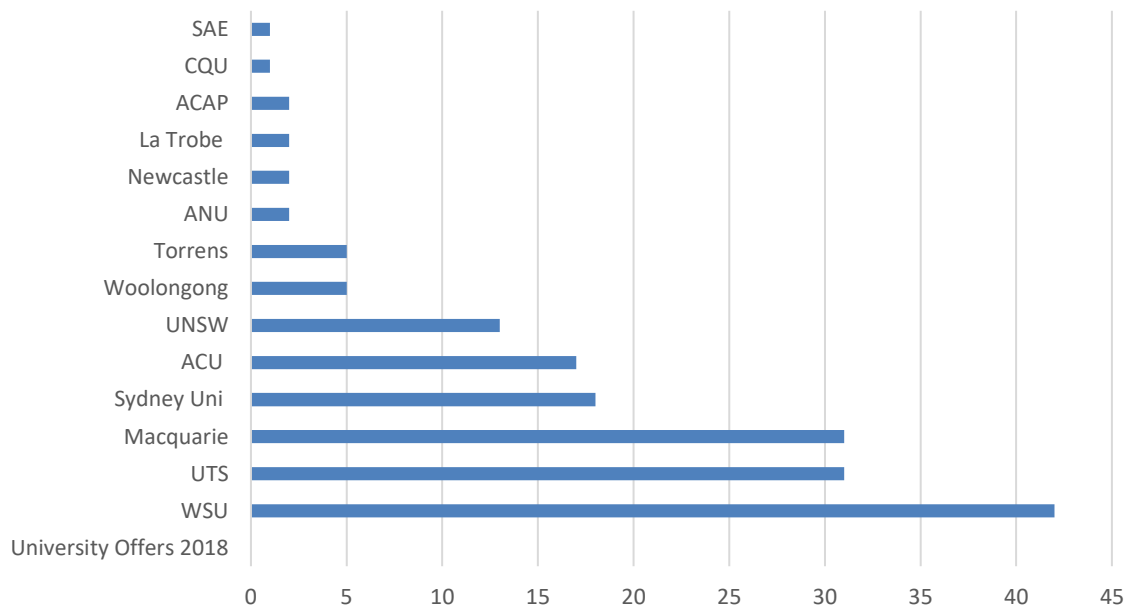
The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The trend has also been static over the years; the rate for 2015/2017 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 on to this college to continue their education.

## POST SCHOOL DESTINATIONS

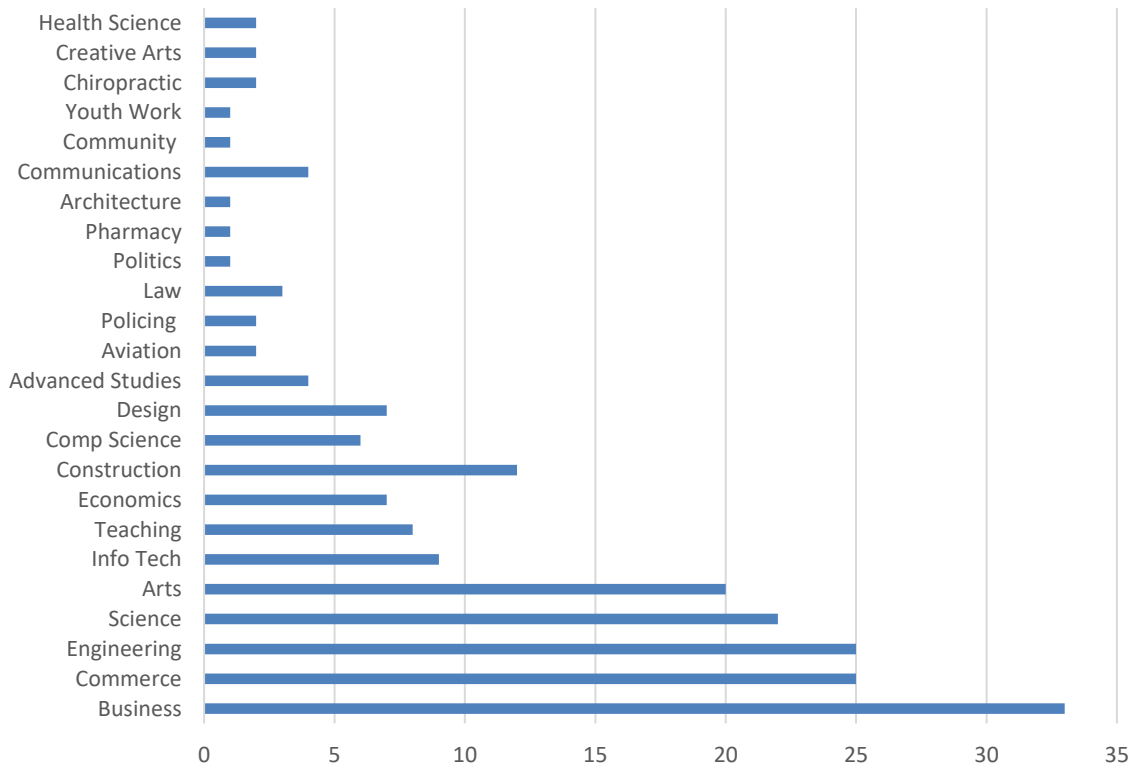
### HSC 2017 student enrolments at universities and areas of eventual study

#### University Offers to Students



This graph is a representation of 172 university offers to 119 students as at close of February rounds. Western Sydney University offered the most university places to our students.

#### Chosen Faculty 2018



This graph represents the choice of faculty for University Study. Many of our students are choosing to undertake Double Degrees and study Business in conjunction with other subject. The construction boom around Sydney has led to an increase in students choosing to study Engineering and Construction.

## ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

The School Enrolment Policy is publicly available for viewing on the School website at Enrolment Policy ([www.cbhslewisham.nsw.edu.au](http://www.cbhslewisham.nsw.edu.au)). This page includes detailed information on Enrolment Procedures, fees and charges.

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

As a Year 5-12 school our enrolments were 1351 for **2017**

Cohort	Year	No. Students
Primary	5 and 6	256
Junior Secondary	7 to 10	773
Senior Secondary	11 and 12	322
<b>Total enrolments</b>		<b>1,351</b>
Of our total enrolments, there were 35 indigenous students		

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

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



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

### **Student Welfare**

In 2017, the school ran a number of specific student welfare programs with students:

1. The Seasons Program targeted students who were experiencing grief or loss in their lives. The Seasons Program is conducted by a trained facilitator for small groups on a needs basis.
2. All staff continued to implement Restorative Justice Practices in their dealing with all students, particularly those at risk of disengaging with their learning.
3. The Vertical Pastoral Care System allows students to become members of one of the eight Houses. Pastoral Care for secondary students is provided to each House through the Assistant Principal Pastoral, House Pastoral Coordinators, Homeroom Teachers and Class Teachers. Student Pastoral Care in the Primary School is coordinated by the Assistant Principal Primary with each Class Teacher.
4. The Pastoral Team held Student Profile Meetings regularly throughout the academic year. These meetings of teachers identified specific educational and social needs of students at risk that assists with the development of Individual Student Plans.
5. The Pastoral Team reviews student progress at timetabled (once per school cycle) meetings that allow Pastoral Coordinators, Counsellors and the Assistant Principal Pastoral to review student progress and develop future support structures.

### **Student Complaints**

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

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

### **Grievances**

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

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

## Policies

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

### **Students:**

- Pastoral Care Policy
- Child Protection Policy
- Suspension and Expulsion Policy
- BYOD Policy
- BYOD Equity Policy
- Acceptable Use of ICT Policy
- BYOD User Charter
- Bullying Prevention Policy
- Formal Detention Policy

### **Staff:**

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

### **General:**

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

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

The Deputy Principal  
Christian Brothers' High School  
68 The Boulevard, Lewisham 2049  
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Or by contacting the school office on 8585 1744.

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school's Strategic Plan directs the improvement targets for each year.

The current plan was implemented in 2014 for the period ending 2018.

VALUE AREA 1:	INTEGRITY
FOCUS STATEMENT:	Through right relationships, just action and personal commitment, our community strives to develop people of integrity.
Goal 1.1	Develop Professional Learning Communities within and beyond the whole school community to work collaboratively on pedagogy, e-learning and academic excellence.
Goal 1.2	Continue to recognise and implement all Federal and State Government initiatives.
Goal 1.3	Continue to be fully compliant with all Government Legislation.
Goal 1.4	Ensure that CBHS continues to model Gospel-based leadership.

VALUE AREA 2:	SPIRITUALITY
FOCUS STATEMENT:	Our community respects the diversity of beliefs and actively promotes the integration of faith practice to enable hope for the future within a reflective framework.
Goal 2.1	Develop a framework for the formation experiences offered to members of the CBHS community.
Goal 2.2	Ensure that support staff has access to both internal and external formation opportunities.
Goal 2.3	Continue to explore age-appropriate strategies for eco-spirituality.
Goal 2.4	Investigate opportunities for the greater inclusion School Chaplain within the community.
Goal 2.5	Facilitate and nurture the changing dimension of our multi faith community.

VALUE AREA 3:	JUSTICE
FOCUS STATEMENT:	Our community strives with courage to be inclusive and recognises the rights and responsibilities of each person. The school seeks to empower the oppressed and liberate those at the margins. Our community aims to act responsibly and to care for the environment and endeavours to act justly in stewardship.
Goal 3.1	Consider ways to invite marginalised groups into the school as students.
Goal 3.2	Establish support structures, both internal and external, for the Indigenous Support Officer.
Goal 3.3	Look for ways to further increase awareness of environmental and sustainability issues on the campus.
Goal 3.4	Continue to explore how the EREA Justice and Peace Framework can be integrated into all aspects of school life.
Goal 3.5	Embed the outcomes of the Counselling Review into the life of the school.

## 2017 Annual Report to the Community

VALUE AREA 4:	COMMUNITY
FOCUS STATEMENT:	Our community which is a part of EREA works collaboratively with families who come from diverse cultural and socio economic backgrounds. We reach out to the broader community in a spirit of hospitality.
Goal 4.1	Review external signage to reflect the relationship with EREA.
Goal 4.2	Provide excellent pastoral care for students.
Goal 4.3	Develop relationships with parishes and Catholic primary schools, particularly in the local area.
Goal 4.4	Review processes in place to encourage greater integration between teaching and support staff.
Goal 4.5	Provide a high quality canteen that meets the needs of the school community.
Goal 4.6	Provide a suitable sporting program for all age groups and abilities.

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

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### Justice and Peace Program at CBHS Lewisham

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

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

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

#### **Action**

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

#### **Transformational Curriculum**

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

#### **Conscience**

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

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

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

The Justice and Peace Program at Christian Brother's High School Lewisham has flourished throughout 2017 with the theme focusing on *'The difference you can make in the lives of others'*. Students from Years 5-12 have been actively involved in numerous activities that reflect the school's commitment to the *Touchstone of Justice and Solidarity* that invites students and staff to become enthusiastically involved in *creating a better world for all people, especially those who are marginalised*.

**The school provided the following activities:**

- St Vincent De Paul Night Patrol (Year 12 with food donated by Years 5 & 6)
- Caritas – Project Compassion (Whole School)
- The Magee Winter Appeal (Whole School)
- Beyond Borders – Peru Immersion (Year 11 students)
- St Vincent De Paul Christmas Appeal (Whole School)
- The Manjeri Project (Years 5 & 6)
- Red Cross Blood Donations (Years 11 & 12 students)
- Our Big Kitchen (Year 7)
- Mission Australia Winter Sleepout (Year 8)
- St Vincent's Hospital Tierney House for the Homeless (Year 11)
- Youth Off the Streets 'Lace it Up Campaign' (Whole School and organised by Year 9 students)
- Canteen National Bandanna Day (Whole School and organised by Years 9 & 11 students)
- Amnesty International Schools Conference (Year 10)
- CLRI NSW Student Social Justice Seminar (Years 10 & 11)
- ERC – Justice Through the Arts (Year 11)
- Catholic Care Lewisham Nursing Home & Hostel visits (Year 6)
- EREA Student Justice and Peace Symposium (Year 10)
- St Dominic Savio School (Years 5 & 6)
- 'Great Book Swap' supporting Indigenous Literacy Foundation (Years 5 & 6)
- Cairnsfoot School Program (Year 11 & 12 Students)
- St Vincent de Paul – Matthew Talbot Hostel Kiosk (Years 11 & 12, 50 weeks per year)
- The Senior and Junior Advocacy Groups (fortnightly meetings)
- Junior School Nursing Home Christmas Appeal
- Junior School Food Collections and visits to St Vincent de Paul.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

### **Parent Satisfaction**

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

### **Student Satisfaction**

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

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

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

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

### **Teacher Satisfaction**

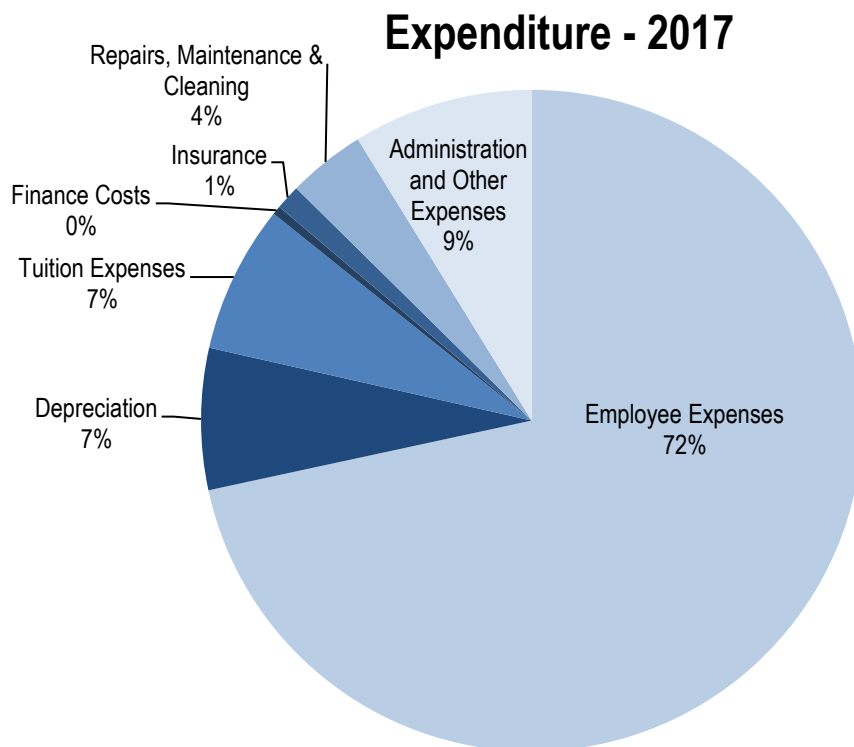
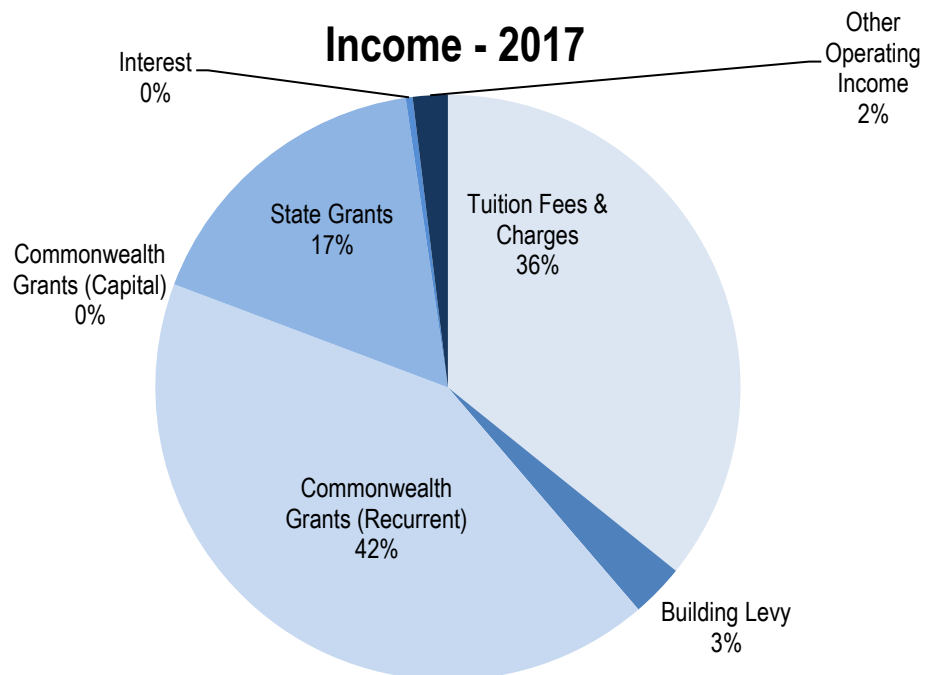
Members of staff are invited to offer their feedback at the commencement of each staff meeting in an open forum. Staff members are given the opportunity to comment on school policy and procedures through their active participation in Faculty and Pastoral Team meetings.

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



2017 Annual Report to the Community

SUMMARY OF FINANCIAL INFORMATION



2017 Annual Report to the Community



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