

Highlights

SCHOOL COMMUNITY NEWSLETTER FOR WEEK 3, TERM 1 WEDNESDAY, 10TH FEBRUARY 2016

REFLECTION Your achievement and success of this school will not be measured by exam results and by university admission scores alone. The measure of our success will simply be this:

- How well have we prepared you to meet the challenges to come?
- How generous is your spirit?
- How willing are you to embrace a future with less materialism but with more of what matters?

In whatever walk of life you find yourself, whether you walk a world stage or a more humble one, are you convinced that the only way forward for all of us is in a world dedicated to the common good over individual gain.

As parents and teachers, preparing you for what comes is the great work of our lives. If we have not convinced you of the absolute necessity of living a life for others then we have failed more than you – we have failed the future – and tomorrow will be a more dangerous place because of it.

Dear Parents, Staff and Students,

THE CHARTER FOR CATHOLIC SCHOOLS IN THE EDMUND RICE TRADITION CBHS Lewisham is one of 34 Catholic schools in the Edmund Rice tradition in Australia. One of the most significant things these schools have in common is “the Charter”. This is the Mission Statement for all the schools and articulates the essential elements or “touchstones” of schools such as CBHS Lewisham. It is the document in which the school is accountable to the parents, the wider community and Leadership of Edmund Rice Education Australia. In this edition of Highlights I will explain a little about the Charter and list the touchstones. In following editions of Highlights, I will take one of the touchstones and explore them and how they can have a significant impact on CBHS.

THE FOUR “TOUCHSTONES” OF THE CHARTER (A touchstone is a fundamental or quintessential feature. In earlier times a touchstone was used to judge the quality of metals. The Charter reflects the values upon which we base our school.) The revised Charter has four “touchstones” to help us understand it. These four touchstones are:

Liberating Education *We open our hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope filled and free to build a better world for all.*

At CBHS Lewisham, as in your day, you will still see all members of the school community working to the best of their ability, realising their potential and striving for equity and excellence.

Gospel Spirituality *We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.* As a visitor to CBHS you will see that we continue to nurture and encourage the spiritual growth of each person through reflection, prayer, sacred stories, rituals and sacraments.

Inclusive Community *Our community is accepting and welcoming, fostering right relationships and committed to the common good.* One of the greatest legacies of the Christian Brothers is our ongoing preferential option for the poor by standing in solidarity with those who are powerless and marginalised, providing access to those who otherwise would not seek enrolment.

Justice and Solidarity *We are committed to justice and peace for all, grounded in a spirituality of action on reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.* Along with our plethora of Social Justice activities, we are committed to working with, and walking alongside, the Indigenous peoples of Australia, advocating justice and promoting reconciliation.

There is no single component of the vision, mission and practice of a Catholic school in the Edmund Rice tradition that determines its distinctiveness. The vision and mission have their heart in the mission and ministry of Jesus, the Catholic Church and the charism of Edmund. In this context there is a need to look at the sum total of the Gospel message, the Tradition of the Church and the unique response made by Blessed Edmund to the movement of God’s Spirit. The formulation of this Charter, describing the touchstones of a Catholic school authentic to the Edmund Rice tradition, embraces this holistic approach.

The Touchstones that I will explore individually over the following weeks, emerged from Blessed Edmund Rice, expressed in dynamic and adaptive learning communities. The integration of these cultural characteristics and much more, reflects the mission of a Catholic school in the Edmund Rice tradition.

ACADEMIC RESULTS 2015

2015 was an exceptionally successful year for our results for the HSC. The school jumped over 50 places in the top 150 schools. School Dux Daniel Czapski achieved an ATAR of 99.65 and 41 CBHS students were noted as BOSTES distinguished achievers and 89 Band 6s were achieved. An incredible 92% of CBHS ATAR students received a university offer in the first rounds (compared to a state average of approximately 30%). The school is very proud of all of our seniors of 2015 who worked well all throughout the year and finished very well in all aspects of school life.

2015 ANNIVERSARY MASS

This Friday our school community will gather at St Mary's Cathedral for our 125th Anniversary Mass. Primary Students and any other student who wants to travel into the city with teachers will leave CBHS and catch a train into the service. Details of the day have been given to students and can be found in "Letters Home" on the school website.

SICK BAY ARRANGEMENTS

Due to Workplace Health and Safety Legislation, we have had to adjust our Sick Bay procedure significantly. Now, if a child goes to Sick Bay, he will either be helped immediately with very basic assistance such as a Band-Aid or ice and sent back to class or parents will be contacted and asked to collect him. Sick Bay is now situated in our new Student Services area on the ground floor of the Gallagher Building.

MCC SWIMMING

This annual event is to be held on Thursday, 17th March this year. Traditionally Year 8 and Year 12 attend as supporters. Attendance at this event is compulsory and transport is provided to and from the venue and the school. This notice is being given so that work, tutoring and other sporting training can be changed. Year 12 will be allowed to wear sports shorts/track pants and senior jersey and Year 8 will wear their sports uniform as per last year.

REMINDER: TERM 1 – OPEN FORUM – Tuesday, 1st March at 7.00 pm

GOOD NEWS STORY

At CBHS we often get members of the public ringing up to compliment our young men on their behaviour in public. Recently someone rang up to congratulate Nathan Karatasas, Year 12, for his exemplary conduct on the train. It is great to see Year 12 leading the way.

*With the guidance of Blessed Edmund Rice,
may we continue to strive with strength to
be of service to others.
Live Jesus in our Hearts Forever.*

Yours truly,

Br Paul Conn
Principal

REMINDER BEFORE SCHOOL SUPERVISION

Parents are advised that supervision commences each day at CBHS at 8.15 am. A bell will sound at 8.15 each morning indicating that the playground is now supervised by teachers. Whilst students are permitted to enter the school prior to this bell (no earlier than 7.30 am), parents need to understand that teachers will not be on duty.



AFTER SCHOOL

The school does not provide supervision after the 3.15 pm bell (2.45 pm on Thursdays). Students who catch the School Specials are supervised until the buses have departed. The Waterford Learning Centre is generally open until 4 pm Monday to Wednesday and until 3.30 pm on Thursday and Friday. There may, however, be instances where the WLC is closed after the bell at the end of the school day, in cases of meetings, staff absences etc.

CURRICULUM MATTERS

Students have recently received a number of significant documents to assist them in planning their academic year. I ask that all parents become familiar with these documents and encourage your sons to engage with these documents and use them wisely and regularly to aid their organisation, guide their learning and maximise opportunities for academic achievement. All students in Years 10 and 11 have received their assessment handbooks (hard and soft copy). Year 12 students received their copy in Term 4, 2015. These handbooks include the school assessment policy (also found in the student diary) and some important assessment forms.

Regarding curriculum matters; firstly, Year 7-12 Illness/Misadventure Forms (school-based) are found in the school diary and copies available, if required, in Student Services (only); secondly, please ensure you read the Homework Policy including information regarding Workbook and Personal Electronic Data Policy and finally; Year 7-12 assessment tasks, all paper copies will be colour coded according to each Key Learning Area coloured in addition to being emailed to student email accounts and placed on Google Classroom.

Students have also received an outline of the assessment requirements for the year for each subject (number and nature of assessment tasks, outcomes, assessment weightings). All assessment dates will be conveniently recorded in a very user-friendly manner on the online school calendar. All Year 7-12 assessment task dates will be finalised by Monday 15th February.

When you go to the school website and click on "calendar" on the bottom blue bar, you will access our Google calendar. You will see all CBHS dates and events at first, but you can easily narrow the dates down to a specific year group by the drop down menu on the right-hand side of the calendar. By doing this you will only see the assessment dates for the year group you have selected. The information here will be updated regularly and will provide you with the most current assessment information. If you wish to print the dates, click on "Agenda" in the top right corner of the calendar and you will be given a printer-friendly list of the dates.

Again, we trust that this online calendar will further enhance our work in partnership in your son's education.

YEAR 7-10 ASSESSMENT TASKS FOR SEMESTER ONE Parents are reminded that assessment tasks in Semester 1 will reflect all assessment tasks completed in Term 1 and 2. The Assessment Policy clearly outlines and explicitly the well-established protocols governing assessment tasks. The CBHS Lewisham Assessment Policy is drawn up with the clear intention of being considerate and just to all and ensures a level playing field for all students. It protects the great majority of students who consistently do the right thing by:

- applying themselves with diligence to all set tasks
- thoroughly familiarising themselves with the academic expectations of CBHS Lewisham
- following all examination rules
- submitting their own work by the specified due date to the specified teacher
- providing advanced notice, where possible, of absence for an assessment task
- providing appropriate medical documentation to the relevant teacher immediately on return to school when an assessment task is not submitted on the due date
- discussing the result of the task, with relevant teacher, at the time the assessment task is returned.

Students who are absent on the day an assessment task is due, can expect to submit the assessment task on the day of their return to school. In addition, it is important for all parents to note that the CBHS Lewisham Reception or Student Services has never been and will never be a place to submit assessment tasks. Reception or Student Services will not accept assessment tasks from either parents or students. Parents who just “drop in” and insist on leaving assessment tasks at Reception or Student Services will incur at the very least, a 20% deduction for their sons and risk the assessment tasks not being processed with absolutely no recourse for appeal. Ignorance does not constitute a reasonable or valid excuse to breach any of the above mentioned procedures. It is unfortunate when individuals, accepting high academic expectations and standards, take exception to the application of these standards to them. Fortunately, parents and students are very appreciative and supportive of the CBHS Lewisham high academic expectations and standards.

ASSESSMENT SCHEDULES

The following provides a summary of the general guidelines Christian Brothers’ High School employs for internal assessments.

- all students undertake in each yeargroup undertake an internal program of assessment.
- the intent of the assessment is to provide students, parents and teachers a relative measure of their progress.
- the assessment program in Stage 5 is necessary for a grade to be determined for the RoSA. The grade is provided to BOSTES for each course at the end of Year 10 and is reliant upon successful completion of meeting the criteria for satisfactory completion.
- the assessment program for Stage 6 is mandatory and CBHS Lewisham is obliged to meet the requirements outlined by BOSTES.
- in line with our value of justice, if a student applies for leave and is granted approval by the Principal, an estimated mark will be given for the missed assessment task. Any estimate that is calculated is done so at the end of the course assessment program and is based on the student performance in all other tasks in that course for the year. The student does not simply receive the average.
- in the event an assessment task is missed, there is a specific Illness/Misadventure process that must be adhered to. Students in Years 10-12 receive a CBHS Lewisham assessment handbook that outlines the rules and procedures and all rights and responsibilities regarding assessment.
- assessment protocols for Years 7-9 have some degree of flexibility however the general guidelines are the same. The Year 7-9 Assessment Policy is located in the Junior School Diary.

YEAR 10 AND THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is designed to record and credential all of a secondary school student’s academic results up until the HSC. At Christian Brothers’ High School Lewisham, the Year 10 schedule of assessment tasks for each course is used to provide grades (A-E) to the Board of Studies, Teaching and Educational Standards (BOSTES) which are used for the RoSA. The following link provides more details: <http://www.boardofstudies.nsw.edu.au/rosa/>

Mrs Monica O’Brien, Assistant Principal – Curriculum

LEARNING CIRCLES: YOUR CONNECTION TO LEARNING AT LEWISHAM

Technology is everywhere, entwined in almost every part of our lives. It affects how we shop, socialise, connect, play, and most importantly learn. With an increasing presence in our lives, it only makes sense to have mobile technology in the classroom. I have encountered some scepticism from parents who believe that the drawbacks of using technology out way the positives. Digital distractions, screen time and cyber-bullying are often used as arguments against the integration of ICT in the classroom, but if we don’t teach our students strategies to cope with these issues, then we are doing them an enormous disservice. Part of providing our students with the best possible education is preparing them for the world outside the boundaries of the school walls, for a future quite different to ours. This means that they need the ability to learn both independently and collaboratively. It means teaching our boys to utilise technology so that they may not only have strategies to deal with the negatives, but comfortably and confidently utilise its benefits well into the future. For most of us, this means we’re going to be learning right alongside our children (or in some cases, allowing our children to teach us!). It might not be in our comfort zone, but once we recognize that our students are going to need these skills in order to be successful, it becomes obvious that we really can’t afford *not* to prepare them properly.

+ High School and Primary Tutor

Subjects: Maths, English and
Engineering Studies
Rate: \$40/hr

UNSW Civil/Environmental
Engineering Student

Marcus Gabriel

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Here is a list of ten reasons why we should continue implementing technology in the classroom.

- 1) If used correctly, will help prepare students for their future careers, which will inevitably include the use of wireless technology.
- 2) Integrating technology into the classroom is definitely a great way to reach diversity in learning styles.
- 3) It gives students the chance to interact with their classmates more by encouraging collaboration.
- 4) Technology helps the teachers prepare students for the real world environment. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens, students must learn to be tech-savvy.
- 5) Integrating technology in education everyday helps students stay engaged. Today's students love technology so they are sure to be interested in learning if they can use the tools they love.
- 6) With technology, the classroom is a happier place. Students are excited about being able to use technology and therefore are more apt to learn.
- 7) When mobile technology is readily available in the classroom, students are able to access the most up-to-date information quicker and easier than ever before.
- 8) The traditional passive learning mould is broken. With technology in the classroom, the teacher becomes the encourager, adviser, and coach.
- 9) Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves.
- 10) Student can have access to digital textbooks that are constantly updated and often more vivid, helpful, creative, and a lot cheaper than those old heavy books.

What do you think? Have your say here: <http://elearningatcbhslewisham.weebly.com/blog/why-we-need-technology-in-the-classroom> Next week I will be discussing strategies to cope with 'digital distractions'.

Vince Papa
Assistant Principal – Learning Innovation

CARBON FAST CALENDAR

As the Lenten period begins **Pope Francis has implored us to prepare for Easter by practising the works of mercy. This calendar will act as our guide to spreading mercy to both people and the planet, in order to protect and preserve God's creation. The Lenten Carbon Fast Calendar will encourage mindfulness during Lent. The calendar can be accessed via the [www.ssig.org/.../CLRI\(NSW\)%20Lenten%20Carbon%20Fast%20Calen](http://www.ssig.org/.../CLRI(NSW)%20Lenten%20Carbon%20Fast%20Calen).**

2015 ST VINCENT DE PAUL SOCIETY CHRISTMAS APPEAL

As Christmas can be a tough time of the year for many in our community and a celebration with all the trimmings and traditions that Christmas brings will be far from a reality for many in the community. St Vincent de Paul Society would like to recognise our community for your generous support of the St Vincent de Paul Society 2015 Christmas Appeal. Through your kind contribution you helped put a smile on someone's face during Christmas.

Maria Stojoski, Outreach Coordinator

MCC SPORT REPORT

With the MCC round postponed last week we will attempt to replay the final round this week with matches v Ryde. Table positions leading into the final round and venues for this week are:

Cricket:

1st XI 6th Mawson Park U16 Gammam Park 1st U14 1st Westminster Park

Touch: all at Heffron 1st VI 3rd 2nd VI 1st U15 1st U14 2nd

Tennis: 4th at Ryde Aquatic

Basketball: at Alexandria 1st V 5th 2nd V 6th U15 6th U14 4th

A reminder to Year 7 parents that if your son indicated an ability in swimming he will be attending Swim Squad training at Sydney Uni Pool this Thursday during sport. He will attend Period 1-4 as timetabled then depart by bus transport to the pool at the beginning of lunch. He will return in time for the School Specials at 2.45 pm. All swimmers are asked to bring their costumes and a towel for training.

David Mamo
Sports Coordinator