



CHRISTIAN BROTHERS' **HIGH SCHOOL** **LEWISHAM**

2022 **Annual Report** **to the Community**

Dr. Michael Blowes - Principal

68 The Boulevarde, Lewisham NSW 2049

Tel: +61 2 8585 1744 Fax: +61 2 8585 1787

Email: office@cbhslewisham.nsw.edu.au

Web: www.cbhslewisham.nsw.edu.au



EDMUND RICE EDUCATION
AUSTRALIA

Table of Contents

.....	1
ACKNOWLEDGMENT OF THE CUSTODIANS	2
ADDRESS FROM EREA EXECUTIVE DIRECTOR	3
DEDICATION	5
OVERVIEW	6
MESSAGE FROM KEY SCHOOL BODIES.....	8
STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS	15
NAPLAN RESULTS – YEAR 5	16
NAPLAN RESULTS – YEAR 7	17
NAPLAN RESULTS – YEAR 9	18
THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA).....	19
HIGHER SCHOOL CERTIFICATE	21
PROFESSIONAL LEARNING AND TEACHER STANDARDS	23
WORKFORCE COMPOSITION.....	25
SENIOR SECONDARY OUTCOMES	25
STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE.....	26
RETENTION OF YEAR 10 TO YEAR 12	26
ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY	29
SCHOOL POLICIES INCLUDING A SUMMARY OF POLICIES FOR STUDENT WELFARE, DISCIPLINE AND COMPLAINTS AND GRIEVANCES	30
SCHOOL-DETERMINED IMPROVEMENT TARGETS	32
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	34
PARENT, STUDENT AND TEACHER SATISFACTION	36
SUMMARY OF FINANCIAL INFORMATION	38

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 the land and Country 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

Dear Christian Brothers' High School Community

It is with pleasure that I offer an introduction to your Annual for this year. Your early learning centre, flexible learning centre and/or school is one of 55 across our nation. We are knitted together as a national and indeed international community that is part of the Edmund Rice movement sharing the inspiration of Blessed Edmund and living the Gospel each day. Although we might inhabit very different geographical locations around this country serving different communities, we are inextricably connected by our Catholicity, our commitment to animating our faith through the vehicle of the EREA Touchstones, and in doing our best to bring about the Kingdom each day.

No doubt there will be much to celebrate in your school community this year. The most important and fundamental asset that your school possesses is the people who reside within it. No grand building, glossy brochure, or boast about sport and co-curricular activity can compete with what matters most, and that is our students. At the forefront of all we do, we place child safety and wellbeing as our number one priority. As a precondition to learning, we ensure that we have these fundamentals in place so that we are free to invite all to learning, improvement, and success.

As I travel the country visiting our schools I am always struck by the vibrancy of the community. Parents readily tell me that there is something really very special about their school. Of course, what they are saying is that there is something special about the people in the school. They talk of the care that is extended to their child, they speak of the dedication and commitment of the staff, and they often talk about how blessed they feel to belong. Our sense of belonging to something bigger than just us is what forges bonds that sustain over the long term. I hear of parents whose child graduated many years ago, but they still turn up, volunteer their time and energy on canteen, on Advisory Councils, or in a fundraising capacity, and even to coach a rugby or cricket team! Such is the power of our communities. We have much of which to be proud in building strong communities.

Importantly, our communities are sacramental. They are places where God is tangibly present, spoken about and relationships not just with each other but with the person of Jesus are also fostered and encouraged. We invite all in our community into an ongoing, ever-deepening relationship with God, and with our Church. Our schools engage in social justice activities and charitable works so that the common good is being served. Many of our graduates leave us with a firm commitment to devote their time and talents to others, especially the poor and marginalised. Our job is to put names to these people. This is about dignity. They are not simply "the other". The other is everyone other-than-me. When we name people, we also invite relationship and respect is afforded. When we call people by their name it suggests we are likewise invested in them. I know that our Edmund Rice communities also do this very well.

This year we have seen significant change in EREA. We have been on a regeneration pathway that has seen the work to incorporating the organisation consume much of our energy and time. In standing up new subsidiary companies, and an overarching entity (EREA Ltd) we will have much improved governance, especially in the areas of risk and child safety. Our new bespoke governance model will

2022 Annual Report to the Community

place more localised expertise in the active space of governing our schools. We are setting ourselves up for success, and for the future. While this will not be felt at the school level quite so much, it should provide comfort to all that our priority is ensuring our children are safe, risk is actively managed and faith and learning are central to our efforts. I thank all of our schools for their patience and good grace as we have been doing this essential work.

As members of this broad Edmund Rice community, we have all celebrated the launch of our Stretch RAP in the middle of the year, and in September, the launch of our Learning Statement. These two events mark the emphasis of our work as a Catholic learning organisation. I am grateful to all involved for their assistance, and continued work.

I offer my thanks to our principals, school leaders, teachers and professional staff in our schools who work so hard to make your child's education life-giving and hope filled. I also offer my best wishes and prayers to our students as this year ends. Our students are certainly a wonderful advertisement for an Edmund Rice education and disposition. Lastly, I thank our parents and carers for trusting us in partnering in the faith and learning of your child. Your contributions to our schools are many and varied and our collective purpose and priority is your child.

As we approach Christmas we prepare for the birth of the Christ-child. We do so with anticipation, hope and a sense of wonder. May your Christmas be blessed and joyous.

Dr Craig Wattam
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 1st October, 2007. EREA is the body of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

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



EDMUND RICE EDUCATION
AUSTRALIA



Liberating Education

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



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.



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.

Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and for Earth itself.

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. NSW Education Standards Authority (NESA) Courses in Religious Education (Years 7 to 12) and NESA 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 – Dr Michael Blowes

There are two small ribbons of fabric sewn onto a sail that can guide a sailor and let them see the invisible wind work its way across the sails of the boat. These bits of flimsy fabric are called tell-tales and sailors closely watch how they dance or stall in the wind and this tells them what the invisible wind is doing to their boat. Movement in the tell-tales can show the sailor if the wind has shifted. Sailors then know to alter their course or trim their sails to get the tell-tales streaming which indicates the best position for maximising the boat's speed. If both tell-tales stream straight back, it means the wind is flowing smoothly over both sides of the sail. Such flimsy bits of ribbon help sailors win races through fast sail trim and precision steering.

This year we all have been sensing the wind and steering our lives to the changing conditions. The winds of change brought about the invisible Covid virus have called each of us to have a watch on the tell-tales with a steady hand on the tiller of our lives. Teachers, students and parents have had to pivot and tack to the many changes called upon us and tonight we celebrate a new course beyond the squall of the pandemic. Teachers' tell-tales have been the confidence and resilience of students and despite the tempestuous times the boys have shown remarkable character and adaptability and nights like tonight give us great hope for the journey ahead. Isn't it wonderful that we are here celebrating student achievements of music and learning rather than dealing with the pandemic contingencies of testing and remote learning.

We have done remarkably well in resetting the course for improved student outcomes. At our 2021 HSC High Achievers Assembly we celebrated strong results. Nearly all students seeking university placement secured early round offers. Twenty-one students received an ATAR above 90 and in a stunning result three boys received an ATAR over 99.0. Xavier Hassey was our 2021 Dux with a near perfect ATAR ranking of 99.9. Xavier was 2nd in the state for Chemistry and 6th in the state for Physics. Humbly, Xavier praised his teachers for his results, but they were a testament to his hard work throughout the HSC course. Xavier began studying medicine at the University of Newcastle this year.

Julian Perin and Alexander Righi achieved the NESA All Rounders Awards for scoring the highest band in at least ten units of study. Julian scored 99.6 for his ATAR and he will be studying Engineering Honours specialising in Space at the University of Sydney. Alexander scored 99.0 for his ATAR and he will study a double degree of Law at the University of NSW.

The school continued its strong tradition of excellent Mathematics results with all courses well above state average. Legal Studies and Physics were also highly performing classes.

Our Year 12 students of 2022 have been a tremendous group of young men and their leaders have particularly led through their witness and hard work. They continued the strong growth of results in the Higher School Certificate. They scored 114 Band 6s with many subjects well above state average. Not only did our Band 6 results improve, the number of boys receiving Band 5s also increased. In fact, 45.3% of all results were with Band 5 or 6 results. We were ranked 114th in the state (approximately 800 schools sit for the HSC). 24 of our students achieved an ATAR rank above 90 and two students achieved an ATAR rank above 99.

Our Years 7 and 9 literacy and numeracy results were all above the state and national averages, and I wish to acknowledge the vast majority of our students who have applied themselves and who have moved forward with their learning this year. The tell-tales of our academic success are hard work and development in literacy skills. Our highest achieving students have consistently completed their homework and have read widely to experience a world beyond their own. I pay tribute to our highly

diligent and highly capable teaching staff who have set high expectations for the boys letting them sail forward with their learning.

I would like to acknowledge the many people who have done so much to make the CBHS Lewisham a special place this year. I thank all staff for their contribution in strengthening the school's culture. I would like to make special mention of the following:

- Mr Mark Woodbury, our Deputy Principal, who has worked tirelessly for our community and has shown great leadership across many facets of school life.
- The School Leadership Team whose members are outstandingly talented and committed: Ms Ann-Marie Banno as Director of Human Resources; Mr Dan Valencic as Assistant Principal – Identity; Mr Keith Page as Assistant Principal – Teaching and Learning; Mr Chris Kidd as Assistant Principal – Pastoral; Mr Michael Behayi as Assistant Principal – Organisation and Culture and Mr Darren Perry as Business Manager. I thank each of them for their support and teamwork.
- The Support Staff who have been most effective in their roles this year. I would especially like to recognise the great work of my Personal Assistant, Mrs Cathie Dalliwall for her great work as ambassador and administrator of so many aspects of school life including the publication of our newsletter and this very publication which is a credit to her skills and energy. This year she has ensured that our Return to Lewisham Day was a great success.
- All the members of the School teaching staff who give so generously of themselves both in the classroom as well as in the countless extracurricular activities.
- The Pastoral Coordinators and Head of Departments who daily offer so much to our students to ensure their wellbeing and progress. Our Pastoral Coordinators this year navigated to a system where student management is based on years rather than houses and they are to be applauded for their carriage of this reform. Our Head of Departments have embraced the additional responsibility of strengthening the learning culture and I credit their advocacy for change as an important element of our progress this year.

I also pay tribute to those who leave us after steering CBHS Lewisham these past years including our Chair of our Advisory Council, Ms Tish Creenaune, who has been a tremendous advocate for the school since she enrolled her son at the school a decade ago. This year Tish and the School Council have provided important advice over strategy, capital works and planning laws. We have been blessed to have her leadership.

I also acknowledge Mr Peter Leuenberger, the NSW Director of Edmund Rice Education Australia who steps down from that role after many years of head, heart and soul service to not only our school but to the 54 other schools of EREA. Peter can be proud of what he achieved during his 15 years of state and national leadership of EREA schools and we wish him well in his future endeavours.

I would also like to recognise Bishop Terry Brady who has retired from clerical leadership of the church this year. He has been a long standing supporter of the college from the days when he was a humble parish priest at Our Lady of Fatima Kingsgrove to his many years as auxiliary bishop of the Archdiocese of Sydney. A man of the people he continues to support us beyond his retirement and this year he celebrated our Year 10 Graduation Mass.

With the graduation of her youngest son Ryan, Mrs Janine Hannigan stepped down from the Presidency of the Parents and Friends Association this year after many years of service. Janine's amiable and inclusive style of leadership has been appreciated by us all and we have taken advantage of her generosity and goodwill as Janine has agreed to join the School Advisory Council next year.

It is sad that we farewelled a number of staff this year. Two years of a pandemic has built up pressure and like nearly all schools in this state we are seeing a number of teachers gain promotions or move

2022 Annual Report to the Community

closer to home in order to balance their lives more effectively. Nearly all of them have expressed some level of sadness in leaving Christian Brothers Lewisham but we wish each of them well as they build their career with new school experiences. Amongst the staff leaving Mrs Sue Cooney retires after 20 years of service as a senior Chemistry teacher and Mr Eugene Cullinan resigned after 21 years of teaching History and English to join Marist College Penshurst. Mr Joe Merlino retired from leadership after 48 great years at CBHS. He was a Head of Department and Deputy Principal and his wise counsel will be greatly missed. Mr George Lavidis resigned late in the year after starting at Lewisham in 1991. He was Science Coordinator for the last 15 years and was instrumental in establishing the Marine Studies program. We wish them and all our departing staff fair sailing in the years ahead.

A special mention to our Primary staff who continue to provide a tremendous beginning to the boys who commence with us in Years 5 and 6. More than any other group they have weathered the dislocation and disruptions of our building program so that we could refurbish the seventy year old Gallagher classrooms this term.

Justice and peace education has remained a vital commitment this year. We changed tack with our visits to Peru with a virtual immersion where students online met Peruvian students from Fe y Alegria school and learnt about how they changed and adapted their lives to meet the challenges of the pandemic. Our Caritas and Vinnies Winter Appeal supported others in need and we returned to serve the homeless at Matthew Talbot. A new immersion to Kakadu provided boys an opportunity to meet the Mirrar people and visit their country and learn their culture.

This year more boys have put up their hand to represent their school than any other year. Our secondary sports program expanded with our entry into the Sydney Catholic Schools Competition and we fielded a record number of teams in a wide range of sports with great success. I thank the many teachers who have coached this record number of teams this year.

We have experienced an extraordinary year, one of which we can say we are justly proud. We have watched the tell-tales closely and veered sometimes close to the wind but 2022 has been a year of progress and achievement. One of our saving graces has been the comfort and support of our faith - we celebrate 131 years as a faith community believing in a loving and compassionate God who guides us through wind and storm calming any troubling seas. I thank parents, teachers and students for each playing their part in the successes of this academic year.

Dr Michael Blowes
Principal



Deputy Principal's Report – Mr Mark Woodbury

Looking back over the year, we had much to celebrate and be thankful for, whether it be in the classroom, on the sporting field or in the community. The boys were a true credit to the School throughout the year. Too often we dwell on the few negative incidents that may occur throughout the long year, and gloss over the wonderful achievements. Our Year 12 students this year have been magnificent ambassadors for the School in the way they represented the School at various events including Open Days, 'Back to Lewisham' Days for the Old Boys, the outreach program at Mathew Talbot, the Buddy System with the Year 7 boys, their leading of school assemblies, their outstanding work in the classroom and their participation in representing the School at sporting events. Most importantly, the level of respect they displayed in all they did was a highlight – they set the standards and expectations for the rest of the School to follow.

Respect

The School follows three simple expectations for the boys. These three expectations are tied around the word RESPECT. Respect for self, Respect for others and Respect for community. All three are tightly connected to each other and all three are what we, as a school and a society, must strive to live by. This is an area in which we need to strive each day to be our best. Some days are more successful than others, but it is a goal each day of which we must be mindful. Respect for self is an extremely important component. It relies on us to look at our own self and work hard and set goals for ourselves to enable us to be the best person we can be each day. Respect for others is an integral part of the culture of the School; it is what we stand for. Respect for community means we need to be always accepting of others because their differences are what makes the community what it is – we need to be respectful of each and every member, not just of our community but of the greater community. Nothing gives me a greater feeling of satisfaction when a member of the public contacts us to comment on the great behaviour of our boys.

Student Voice

This year began the process of giving our students more of a voice in the school community by installing captains in each year group. While it is still in its infant stages, it is an endeavour that we as a community will continue to develop. The Student Voice initiative is an important aspect of the future of the School as it gives the boys the skills to be a voice in a community.

Working Together

The school community must be a partnership between home and school. Without this partnership, we are not giving the boys the best opportunity to succeed. It is paramount that we all work as a team. The School cannot successfully operate without the support of the parents and guardians of the boys who attend. This partnership is instrumental in instilling in our boys the values with which we want them to leave the School, values that will ensure they are active members in our society, who will be a voice for the less fortunate in our community. This partnership is incredibly important in ensuring that your son feels secure and can achieve to his ability each day. In saying this, it is a great testament to our pastoral team (AP Pastoral, Year Coordinators, School Counsellors and Chaplain) that the boys continue to flourish in our community.

Thank You

For a School to navigate the day-to-day requirements and run smoothly it requires a tremendous amount of hard work and long hours. A huge thank you must go to the teaching staff who prepare lessons, give feedback, engage the students and provide the safe environment and support to our boys day in and day out. To the ancillary staff who, behind the scenes, keep the School moving in the right direction; they really are the glue that holds all the moving parts together. To our maintenance staff that every morning ensure that the School is safe and teachers are able to ensure that they are capable of delivering the best education each day.

2022 Annual Report to the Community

Finally, a thank you to the Leadership Team for their vision and commitment to the school community that cannot be questioned. The School is very fortunate to have a Principal of Dr Michael Blowes' ability who has an unbelievable work habit that emanates throughout the whole School from staff to students. His leadership into a new era of Lewisham cannot be overstated as he has ambitiously embarked on a school building program, an overhaul of the academic culture of the School and reviewed the pastoral care system of the School.

Mr Mark Woodbury
Deputy Principal



School Advisory Council Report – Ms Tish Creenaune, Council Chair

This year the School Advisory Council has focused on renewal, strategic support and clear governance in line with the Edmund Rice Education Australia (EREA) national office and the School's priorities.

As Chair, I attended a residential workshop of Chairs of all EREA schools in July this year to work through the important changes that are occurring as part of the renewal of EREA schools governing body. The workshop theme was 'A Change of Era – Forging a National Identity in the midst of change' and was led by Philomena Billington, the President of Trustees of EREA. During the workshop we examined the heritage of EREA from the first establishment of schools in Australia in 1843 to the present time of incorporation as a national network of schools. We also examined the challenges for EREA in the 21st century and the importance of robust governance structures as well as the opportunities offered in a new era.

This year we welcomed two new very talented members to the Council. Firstly, Mr David Robinson and secondly My Ben Wilding. Both David and Ben are old boys of CBHS Lewisham and bring a wealth of experience and fresh insight to the Council's deliberations. Ben is a lawyer and ex-teacher and is a Senior Legal Counsel at Catholic Schools NSW and David is a Chartered Accountant and Company Director and holds many senior advisory positions including with Catholic Schools NSW and Catholic Employment Relations Ltd.

This year the Council has continued to meet mostly online via zoom during the winter months with the resumption of face to face meetings in October. The focus of many meetings has continued to be on master planning, child safeguarding and the budget, all of which remain in very good shape thanks to the careful management and stewardship of Dr Blowes and the school leadership team.

The Council is continually looking at ways to grow and is in need of new members as the serving term of some comes to a close. I am so grateful to have led the council for several years and as my term comes to an end it is time for someone else to take over the leadership of the Council. I feel very privileged to have led the Council during this time and have relished every moment I have had to serve and be part of this great institution.

We will farewell Ms Maria Issa this year, who has served on the Council since 2018. Maria has been a wise voice of reason and practicality during her term and we thank her for her insights and service as she steps down from the Council. We also farewell Ms Francesca Di Benedetto, who has served on the Council since 2016 who has brought a wealth of knowledge and experience to the deliberations of the Council during her term and we thank her for her careful discernment and years of service.

Throughout 2022, the Council has had at its core the support of Dr Blowes, the school executive and leadership team and the staff in the execution of their vision for CBHS Lewisham. Once again, we have seen the school deliver great academic results and an amazing program of pastoral support for the boys at this great school which is a credit the hard work and creativity of all.

I would like to thank all of my fellow council members, Mr Terry Sheehan, Ms Francesca Benedetto, Ms Maria Issa, Mr David Robinson and Mr Ben Wilding, for their commitment and wise counsel deliberation and guidance throughout 2022. Thank you.

Ms. Tish Creenaune
Council Chair

Parents and Friends Association Report – P & F Executive

"We must teach more by example than word"

Mary McKillop

The beginning of 2022 held much promise coming out of a surreal few years with Covid and lockdowns. There was excitement in the air, with being able to plan events and stalls again.

We were able to have a face-to-face meeting with our School Counsellor having great advice on readiness for the school year ahead, after Covid and Dr Blowes presenting data on NAPLAN.

Together as a team we were able to plan many exciting and well-received stalls, Mother's Day, Easter, Father's Day and an exciting new stall the Christmas candles. The students enjoyed being able to purchase beautiful gifts for their family members. Keep an eye out for the stalls again in 2023. A massive thank you Athena for coordinating this initiative.

In August we were able to come together as a community and get our thinking caps on for the CBHS Trivia Night. The room was filled with excitement and laughter. It was a wonderful evening with lots of prizes and giveaways. Thank you to all the businesses who donated to this event. Keep an eye out for this event next year.

November saw the Year 5 and Year 7 Laser Tag Fun Day. We had a great turn out for this great day, the sun was shining, lots of smiling faces, yummy pizza and plenty of laser tag games – a lovely way for families to connect and build community.

The School Leadership Team offers great support to the P&F and we thank Dr Blowes for his leadership and support. Mr Woodbury has been our contact person and we thank him for his time, humour and support. To the staff at CBHS you are amazing, thank you.

This year 2022 sees the end of this P&F team and the school will be taking a new look model for the P&F. The following members of the Committee will be leaving as their sons have graduated: Ally Xipakis and Janine Hannigan. Carmen Gulli and Clare Landy will be stepping down. We thank you incredible women for your time, friendship and talents offered during your time on the P&F. The other members will be a part of the new look P&F team.

On a personal note it has been a privilege to be a part of this prestigious community, I feel blessed and honoured.

CBHS Parent and Friends Executive Committee

1. Janine Hannigan
2. Ally Xipakis
3. Carmen Gulli
4. Maria Ong
5. Athena Marikas
6. Clare Landy
7. Greg Brunner
8. Louise Marcroft
9. Marjan McGarry

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 Christian Brothers' High School 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.



2022 NAPLAN RESULTS – YEAR 5

Reading (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	11.4%	44.6%	44%
Similar Schools	8.1%	42.9%	49%
CBHS	7%	48%	45%

Writing (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	15.2%	55%	29.8%
Similar Schools	12.8%	57.8%	29.4%
CBHS	11%	66%	23%

Spelling (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	12.2%	44.7%	43.1%
Similar Schools	10.2%	44.5%	45.3%
CBHS	9%	51.7%	39.3%

Grammar and Punctuation (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	13.7%	49.8%	36.6%
Similar Schools	9.4%	52.5%	38.2%
CBHS	7.9%	61.8%	30.3%

Numeracy (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	14.7%	54.2%	31.2%
Similar Schools	11.4%	55%	33.5%
CBHS	7.6%	68.5%	23.9%

2022 NAPLAN RESULTS – YEAR 7

Reading (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	15.1%	54.1%	30.9%
Similar Schools	8.6%	57.9%	33.6%
CBHS	10.6%	57.6%	31.8%

Writing (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	19%	51.2%	29.8%
Similar Schools	12.3%	53.1%	34.6%
CBHS	12.1%	59.8%	28.2%

Spelling (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	14.4%	45.8%	39.9%
Similar Schools	8.9%	46.9%	44.3%
CBHS	10.8%	44.9%	44.3%

Grammar and Punctuation (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	19.2%	51.8%	29.1%
Similar Schools	12.6%	55.3%	32.1%
CBHS	14.4%	55.1%	30.5%

Numeracy (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	17.1%	45.8%	37.1%
Similar Schools	10.5%	49.7%	39.9%
CBHS	7.7%	43.2%	49.1%

2022 NAPLAN RESULTS – YEAR 9

Reading (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	21.6%	52.9%	25.5%
Similar Schools	13.5%	58.2%	28.3%
CBHS	8.7%	66.9%	24.4%

Writing (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	28.9%	52.1%	19%
Similar Schools	19.4%	58.7%	21.9%
CBHS	20.9%	67.4%	11.6%

Spelling (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	17.7%	60.1%	22.2%
Similar Schools	11.4%	64.2%	24.4%
CBHS	12.9%	66.5%	20.6%

Grammar and Punctuation (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	25%	48.3%	26.7%
Similar Schools	17.1%	53.5%	29.4%
CBHS	20%	57.1%	22.9%

Numeracy (Percentage of students in each Band)

	Bottom Two Bands	Middle Two Bands	Top Two Bands
State	16.6%	58.1%	25.4%
Similar Schools	10.4%	63.8%	25.8%
CBHS	3%	68.3%	28.7%

THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (RoSA)

Year 10 and Year 11 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 NSW Education Standards Authority 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 Year 11 CPDs are also available.

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 from the affective domain (i.e. student 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://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work>

- 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.

2022 Annual Report to the Community

- 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.
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.

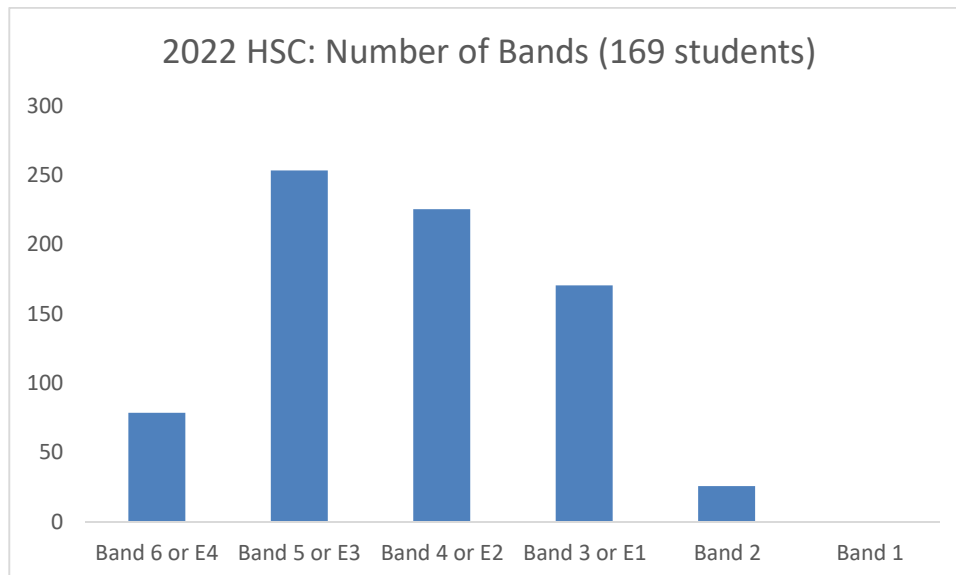
2022 Annual Report to the Community

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

HSC Courses	CBHS 2022	State 2022	% Difference	CBHS 2021	State 2021	CBHS 2020	State 2020
Aboriginal Studies	50	35.01	+14.99	0.00	27.65	0.00	28.79
Ancient History	60	33.90	+26.10	31.57	33.75	37.50	33.37
Biology	44.44	26.84	+13.60	43.33	31.07	52.94	30.73
Business Studies	42.86	34.87	+7.99	42.5	35.63	30.34	35.32
Chemistry	55.55	33.17	+22.38	36.35	40.2	85.71	43.11
Construction VET Examination	66.67	40.96	+25.71	0.00	29.20	6.25	42.05
Economics	55.00	49.44	+5.56	63.15	50.12	57.90	51.49
Engineering Studies	43.75	29.97	+13.78	46.66	35.89	26.67	33.72
English (Advanced)	79.49	67.17	+12.32	61.53	68.65	54.55	63.40
English Extension 1	100.00	92.56	+7.44	100.00	93.63	80.00	92.68
English Extension 2	0	29.47	-29.47	100.00	83.86	100.00	82.46
English (Standard)	24.49	15.45	+9.04	15.71	16.52	8.22	11.56
Geography	22.22	42.31	-20.09	N/A	N/A	27.27	41.83
History Extension	83.33	25.39	+57.94	66.66	77.17	75.00	76.12
Hospitality VET examination	25.00	44.26	-19.26	28.57	29.09	37.50	36.17
Industrial Technology	15.63	21.93	-6.30	33.32	25.1	18.52	23.82
Information Processes & Technology	25.00	27.88	-2.88	34.78	31.74	31.25	32.46
Italian Beginners	25.00	45.75	-20.75	N/A	N/A	N/A	N/A
Italian Continuers	50.00	55.24	-5.24	33.33	72.21	14.29	58.09
Italian Extension	100.00	100.00	0.00	N/A	N/A	100.00	92.85
Legal Studies	70.00	40.97	+29.03	81.8	41.86	57.57	39.92
Mathematics Advanced	71.43	49.01	+22.42	80.76	50.1	60.53	52.60
Mathematics Extension 1	95.65	73.57	+22.08	72.71	74.11	81.82	74.50
Mathematics Extension 2	100.00	85.11	+14.89	100	86.48	100.00	84.02
Mathematics Standard 1	0.00	26.45	-26.45	0	N/A	0	11.13
Mathematics Standard 2	31.63	29.06	+2.57	37.1	24.5	28.41	24.72
Modern Greek Beginners	83.33	84.00	+0.77	N/A	N/A	66.66	80.00
Modern History	44.83	34.44	+10.39	35.28	37.59	54.16	37.44
Music 1	57.14	69.62	-12.48	70.00	64.24	100.00	64.45

2022 Annual Report to the Community

HSC Courses	CBHS 2022	State 2022	% Difference	CBHS 2021	State 2021	CBHS 2020	State 2020
Music 2	N/A	N/A	N/A	100.00	88.19	100.00	87.79
PDHPE	18.52	26.14	-7.62	31.25	30.64	33.34	34.47
Physics	92.86	41.45	+51.41	73.33	40.42	68.43	40.64
Polish Continuers	100.00	100.00	0.00	N/A	N/A	N/A	N/A
Software Design and Development	15.38	37.99	-22.61	15.38	35.93	36.36	37.77
Studies of Religion I	48.57	40.86	+7.71	38.70	41.78	31.58	43.86
Studies of Religion II	40.74	46.47	-5.37	27.26	46.08	46.34	43.84
Visual Arts	66.67	65.84	+0.83	100	63.07	53.34	65.02



Summary of 2022 HSC achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	Marcus Aoun Angus Buckland Janni Evangelidis Samuel Gotsoulis
Top Achiever	Janni Evangelidis – Business Studies
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	43 students (25.44% of students) received Band 6 or E4 (above 90) in 19 courses. (i.e. 100 individual marks of 90 or above were received in the entire cohort of students)
Higher School Certificate	169 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.

- REC Network Meeting
- Macqlit
- Numeracy Stage 6 Syllabus (Online)
- Certificate IV in Training & Assessment
- Zoom into HSC Music
- VET Teacher Training Business Services
- Archdiocesan VET Coordinators Meeting
- Certificate IV in Training & Assessment
- Certificate II in Kitchen Operations
- White Card
- Undertake Basic Computer Design Project
- Academic Reports for Advanced Users
- Inter-Diocesan Sector Moderation Day
- CAD Training
- Certificate II in Construction Pathways
- Gifted & Talented Professional Learning & AGM
- Business Services Network Meeting
- EREA Principals & Business Managers
- National Identity Leaders Conference
- Principal & Business Managers Conference 2022
- 2022 History Curriculum Symposium
- Certificate II in Kitchen Operations
- EREA Leaders of Learning Day
- NCCD Network Meeting
- Including Students with Complex Needs
- Youth Mental Health First Aid Training
- Building Teachers Cultural Intellect
- Sydney Archdiocese Formation Planning Day
- SCS Construction PL Meeting
- Successful Learning Conference
- Commercial Negotiations & Contracts for Non Legal Professionals
- GATSTA Professional Learning
- Let's Talk Immersion
- CSNSW Disability Network Day
- Teacher Writing Conference
- Leading Effective Classrooms
- EREA NSW Schools Careers Advisor
- 2023 Convenor's Orientation Day

2022 Annual Report to the Community

- Extension 1 Worlds of Upheaval Online
- Professional REC Learning Community
- GATSTA Professional Learning
- Law for School Counsellors
- Blended Online Youth Mental Health First Aid
- Theory for Yr. 11 Chemistry Teachers
- Using Writers Toolbox Effectively in Science
- Using Writers Toolbox Effectively in English

WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Aboriginal/ Torres Strait Islander Teaching Staff
49	55	0

Total no. of teachers employed	Resignations at end of 2022	Retention Rate
104	24	77%

Details of 2022 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	104
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.	0

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
2022	169	46	27.22%
2021	144	20	13.89%
2020	158	28	17.72%
2019	182	31	17.03%
2018	157	39	24.84%
2017	164	21	12.80%
2016	157	34	21.66%

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Average Student Attendance Rate 2022

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

2022 Average Attendance	
<i>Year cohort</i>	<i>Average attendance (%)</i>
Year 5	92%
Year 6	91%
Year 7	90%
Year 8	89%
Year 9	89%
Year 10	88%
Year 11	88%
Year 12	93%
<i>Average for Years 5 - 12</i>	90%

Management of Attendance

Student attendance is monitored by the Sentral online software package with data entered by Homeroom Teachers at the beginning of the day, and then at the beginning of each period by their classroom teacher. Students are required to explain absence from school in writing on their return to school. Parents are encouraged to report absence by telephone on the day that it occurs.

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

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

RETENTION OF YEAR 10 TO YEAR 12

Retention Rate 2022

YEARS COMPARED	YEAR 10 TOTAL ENROLMENT	YEAR 12 TOTAL ENROLMENT	RETENTION RATE
2020/2022	194	158	81%

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 2020/2022 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Course. The retention rate is also affected by the emergence of the Southern Cross Catholic Vocational College and the movement from Christian Brothers' High School to this college to continue their education.

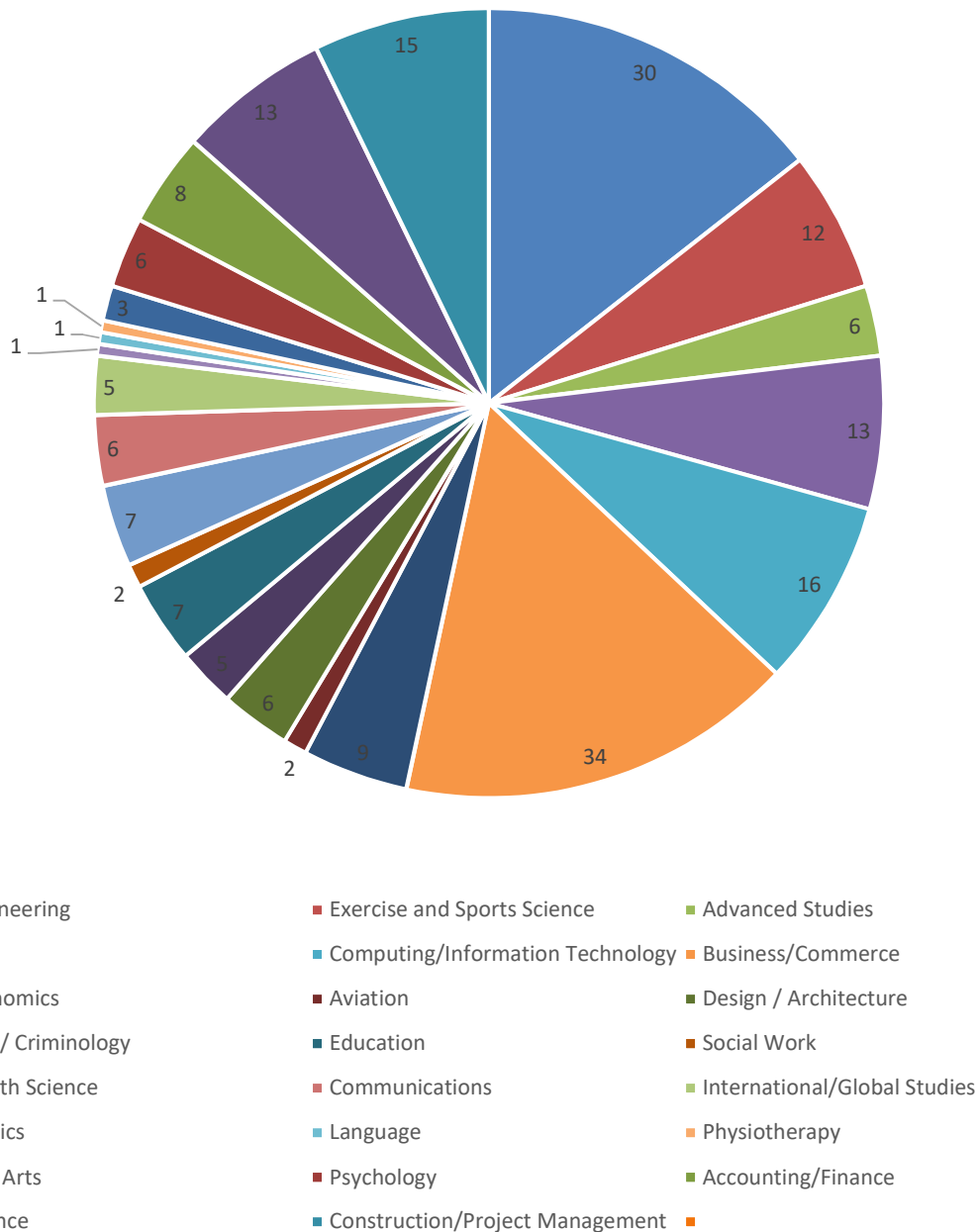
POST SCHOOL DESTINATIONS

HSC 2022 student enrolments at universities and areas of eventual study



- This pie chart is based on all University Admission Centre (UAC) offers made to our 2022 HSC students who applied for a university course/s. Some students received multiple offers from different universities.
- Our students are fortunate to reside in close proximity to a wide selection of tertiary education institutions. The universities who made the most offers to our students was University of Technology.

2022 University Course Selections



Based on our University Admission Offers 190 UAC offers were made to 109 students. This figure does not include the numerous offers students received in the Early Offer rounds before they sat the HSC. Many students received multiple offers and sought assistance from the Universities and UAC to research the best opportunities in their chosen area of study. Double degrees increased their popularity with many students choosing a double degree over 4 years. When choosing an area of study students are then also combining Business, Arts or Information Technology for extra skills. For the class of 2022 the Business/Commerce Economics field was popular followed by Engineering, Project or Construction Management, Computing and Sport and Exercise Science.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

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). 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 total enrolments were 1,168 students for 2022.

COHORT	YEAR	NO. STUDENTS
Primary	5 and 6	222
Junior Secondary	7 to 10	669
Senior Secondary	11 and 12	277
TOTAL ENROLMENTS		1168

Of our total enrolments, there were 37 indigenous students

The student body is multi-national, being mostly second and third generation Australian. The ethnic groupings are globally diverse.

The majority of students are baptised Catholics and other Christians, including the Orthodox rites, with a very small percentage of Islamic, Hindu, Buddhist or students with no formal affiliation.

The School Enrolment Policy is publicly available for viewing on the School website at <https://www.cbhslewisham.nsw.edu.au/our-identity/policies/>

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

Student Welfare

In 2022, the school ran a number of specific student welfare programs with students:

1. All staff continued to implement Restorative Justice Practices in their dealing with all students, particularly those at risk of disengaging with their learning.
2. 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.
3. 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.
4. 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 bringing their complaint to the Curriculum Review Panel. Further details can be obtained from the Assistant Principal – Teaching and Learning 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.

Specific Policies

Relevant policies include;

- Student welfare
- Anti-bullying
- Discipline
- Complaints and Grievances.

The full text of these policies are available on the School website
(<https://www.cbhslewisham.nsw.edu.au/our-identity/policies/>)

2022 Annual Report to the Community

SCHOOL-DETERMINED IMPROVEMENT TARGETS

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

The current plan was implemented in 2019 for the period ending 2023.

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	Ensure appropriate professional development and formation opportunities are available for all staff.
Goal 1.2	The roles, responsibilities and accountabilities of KLA Leaders and Pastoral Leaders within the Professional Practice initiative be negotiated, defined and implemented in order to promote academic care.
Goal 1.3	Continue to recognise and implement all Federal/State Government and EREA initiatives.
Goal 1.4	Continue to be fully compliant with all Government Legislation.
Goal 1.5	Ensure that CBHS continues to model Gospel-based leadership.
Goal 1.6	Ensure the emphasis on Right Relationships continues.
Goal 1.7	Promote the highest standard of governance, integrity and stewardship.
Goal 1.8	Manage risk and compliance.

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	To continue to proactively live out the Touchstone of Inclusive Community to authenticate Christian Brothers' High School as an Edmund Rice school.
Goal 2.2	To continue to provide meaningful spirituality and formation opportunities for the whole school community.
Goal 2.3	To ensure the reverence of the Chapel as a sacred space is central to formation and spirituality experiences at CBHS.
Goal 2.4	Whilst working with church to ensure cooperation and cohesion in terms of church participation and evangelisation, maintain a prophetic approach and provide leadership in relation to issues around model of church, church leadership and the Plenary Council of 2021.
Goal 2.5	Explore ways to improve environment stewardship and continue to develop eco-spirituality.

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	Embrace further opportunities for student and staff service leadership

2022 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	Prioritise community engagement.
Goal 4.2	Continue to prioritise staff as community.
Goal 4.3	Look for ways whereby parents and past pupils can engage more meaningfully within the school community.
Goal 4.4	Develop a community which values shared voice, collaborative practice and open communication.

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	Develop an explicit school improvement agenda.
Goal 5.2	Ensure a proactive learning agenda.
Goal 5.3	CBHS continues to be an integrated Year 5 to 12 school.
Goal 5.4	Facilitate ongoing discussions between KLA Coordinators and Pastoral Coordinators to promote the holistic development of our students.
Goal 5.5	Investigate and seek opportunities in the development of new courses based on industry trends

The value areas of Integrity, Spirituality and Excellence identified in the *2019-2023 Strategic Directions* for 2022, were achieved with regards to curriculum and learning. These goals were achieved in collaboration with staff, and especially the Key Learning Area Coordinators, and students to bring to life the Vision and Mission of Christian Brothers High School Lewisham and The Charter for Catholic Schools in the Edmund Rice Tradition.

The value areas of Justice and community, identified in the *2019-2023 Strategic Directions* for 2022, were achieved in regards to Pastoral Care at Christian Brothers High School Lewisham. Following on from the Pastoral Review of 2019, 2021 saw an explicit focus on improving student behaviour, including the formulation of a Student Code of Conduct. The collective effort of all staff, and especially the Pastoral Team, has also allowed us to genuinely embody an Inclusive Community where the dignity of all individuals is respected.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Justice and Peace Program at CBHS Lewisham

Edmund Rice Education Australia encourages all their schools to strive in offering a liberating education, based on a gospel spirituality, within an inclusive community, committed to justice and solidarity. It is these touchstones that provide the platform for CBHS Lewisham to educate our boys for justice and peace, and deliver hope to a global community where the dignity of humanity and the integrity of creation is often diminished. This holistic attitude in delivering a justice and peace education resonates throughout the Lewisham community and is underpinned with the integration of head, heart, hands and feet.

2022 started off being another year where many Australians and people around the world have experienced so much difficulty and suffering. Countless families have been negatively impacted by lockdowns and this has tested humanity in a way many of us have never endured. Our year started with the closure of many services due to the ongoing ramifications of lockdowns, but this slowly got back on track towards the end of Term 1. This pandemic then altered our global connectedness and the citizens of the world had to substantially disconnect so as to protect ourselves. It is during these times that many of the marginalised, the people experiencing homelessness and the people living in extreme poverty are forgotten and they are alone; these people for whom it is more difficult for them to face these moments without help.

This year started strong with many of our Justice and Peace initiatives starting up again. This included Year 12 boys, volunteering to run the Matthew Talbot Kiosk every Friday afternoon in Woolloomooloo and luckily we were able to continue our visits to St Vincent's Hospital Tierney House, where our Year 11 and 12 boys prepared dinner and spent time with men and women experiencing homelessness. A new Kakadu Immersion provided a unique opportunity for our boys to learn about the lives of communities in very different cultures and learn about our Indigenous history and customs first-hand.

Our community did a wonderful job with Caritas Project Compassion at the start of the year raising \$1,000 and the Magee boys, under the guidance of Mr Roumie, were able to pack a number of boxes filled with much needed food, toiletries and other necessities for families throughout Sydney through the Vinnies Winter Appeal. In Term 4 our senior boys organised a successful Movember campaign raising awareness of men's health issues, such as prostate cancer, testicular cancer, and men's suicide. The year finished with our school working together for the Vinnies Christmas Appeal we are often called upon to be holders of hope and our gift to the less fortunate families who will be doing tough during Christmas is to not only provide resources, but most importantly care for them and the relationships that we build with them through the work of God.

During Term 3, 10 students from both Primary and Secondary travelled to Edmund Rice College in Wollongong to participate in the 2022 Edmund Rice Sustainability Conference where had the opportunity to exchange ideas with students from other Edmund Rice schools. They heard from many inspiring guest speakers such as landscape architect and television presenter Costa Georgiadis and Kylie Flament, general manager and co-founder of Green Connect. The day started with a presentation from Wollongong council staff who spoke about the environmental initiatives taken by the council. Students had an insight into some of the complexities of tackling environment-related issues and the smart ways in which they are being tackled.

Kylie Flament was an inspiring speaker. One of her main areas of discussion was the concept of Social Business. Green Connect is a waste management company that strives to divert waste away from landfill while providing a steady income to former refugees. Kylie broadened students understanding of sustainability. The concept of rethinking business toward social change as opposed to profit while maintaining financial viability was amongst many of her valuable ideas. Costa Georgiadis was an

energetic presenter. He shared with us some of his knowledge, acquired through many years of advocacy for change. He managed to instil hope and enthusiasm in students' own search for ways to have a positive impact in their communities. Our boys were enthusiastic and motivated. They got to share with the forum some of their initiatives at CBHS Lewisham. Students shared their thoughts about how to reduce the carbon footprint at EREA schools. They also contributed many of their insights and ideas in the search for a more socially responsible and sustainable world. We hope to attend the conference next year and continue to instil a sense of social and environmental responsibility in our students.

Our Peru Immersion continued this year with our Beyond Borders group holding a Virtual Immersion with Br Stephen Casey in Peru. Over a week we had the opportunity to re-connect and see our donations going towards building a new home and bringing dignity and love to a deserving family living in extreme poverty. Split over three days we connected via Zoom and students have been able to learn about the history and culture of Peru also the history and missions of the Christian Brothers in Latin America. In addition to this, we were able to see the program live from the hills of Lima and meet the family of the home to be built and learn about their present situation in Lima. During the immersion, Br Stephen took us on a tour of the new home and also provided insights into process of materials needed and the labour sourced in order to allow this project to be successful. It has been amazing to see the progress of building a home in three days and also meet some Peruvian neighbours and students from Fe y Alegria School, listen to them and learn about their life stories alongside understanding the changes they have had to make to their lives since COVID-19 and the on-going ramifications of the pandemic. We are proud to keep this long standing relationship with Peru and be there in spirit despite travel restrictions impacting our presence. Thank all the students and families who have donated in some way to the Beyond Borders group and we cannot wait to be able to attend Peru again in person and help those living on the margins of society.

This year we continued our great work supporting refugees through the Act for Peace Ration Challenge, and with the support of a number of volunteers, we raised over \$22,000. Throughout 2022 Mr Munoz successfully maintained the efforts and motivation of the boys in the Environmental Group. The boys were still able to attend weekly meetings, and continue their amazing work with recycling and ensure we as a school community do everything we can to lesson our footprint on mother earth.

"God's love calls us to move beyond fear. We ask God for the courage to put on faith, hope and love as we go out into the world and become the word in body as well as spirit." – Pope Francis

Miss Fotini Tsirkas
Justice and Peace Coordinator

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.

A Parent Survey was administered in July, 2022. 281 parents responded (110 with comments). The parent survey results were overly positive and there was a high level of satisfaction being reported across all areas of school life. For example, 93% of parents were satisfied with the quality of education their son is receiving.

Parents strongly believed that the school is a welcoming and safe place for their son. Parents were highly satisfied with the quality of education. They also highly agreed that the staff are caring and supportive.

The results were used to identify areas for improvement. For example, the lower level of agreement to the bullying question has triggered the need to examine this issue more closely to understand the prevalence of bullying and students completed a follow up survey later in the year. Parental concern about the use of the student diary led to changes to its design and in the way it is followed up by homeroom teachers.

Student Satisfaction

The senior 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.

The Student Representative Council was formed this year to broaden representation to younger students as well. This group met and discussed a number of issues including the use of textbooks in classes.

Students are also able to express their opinions regarding procedures and practices at CBHS Lewisham via their homeroom teacher or Pastoral Coordinator. In addition, the school has an open door policy with students being able to visit members of the School Leadership Team (Executive).

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.

A student survey was completed by 951 students in July with 513 responses for Years 5-8 and 438 responses for Years 9-11. Students raised the issue of inadequate facilities and this will be addressed by a master plan for capital works. Student survey data also led to a review of student behaviour management.

A Year 12 Satisfaction survey was completed by 121 students in August. They appreciated the relationships and friendships made at school as a key highlight of their school experience. They also acknowledged the diligence and support of staff. One student commented,

I greatly appreciate the staff and the bonds I've made with my teachers. All my teachers have struck a perfect balance between a commitment to our studies whilst also making the learning environment fun.

Students also appreciated the quality of resources provided but identified that the Gallagher teaching block was cramped, not well ventilated and required refurbishment. This issue was also indemnified by a review of school facilities and the Gallagher building will be addressed by additions and renovations to the Gallagher Building which commenced in September.

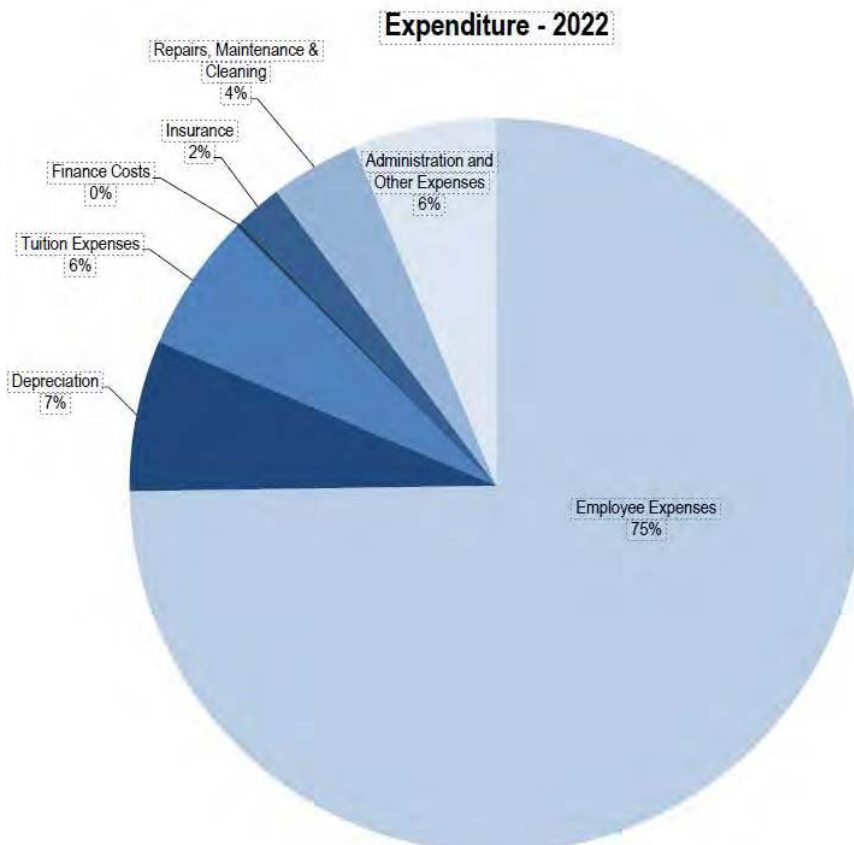
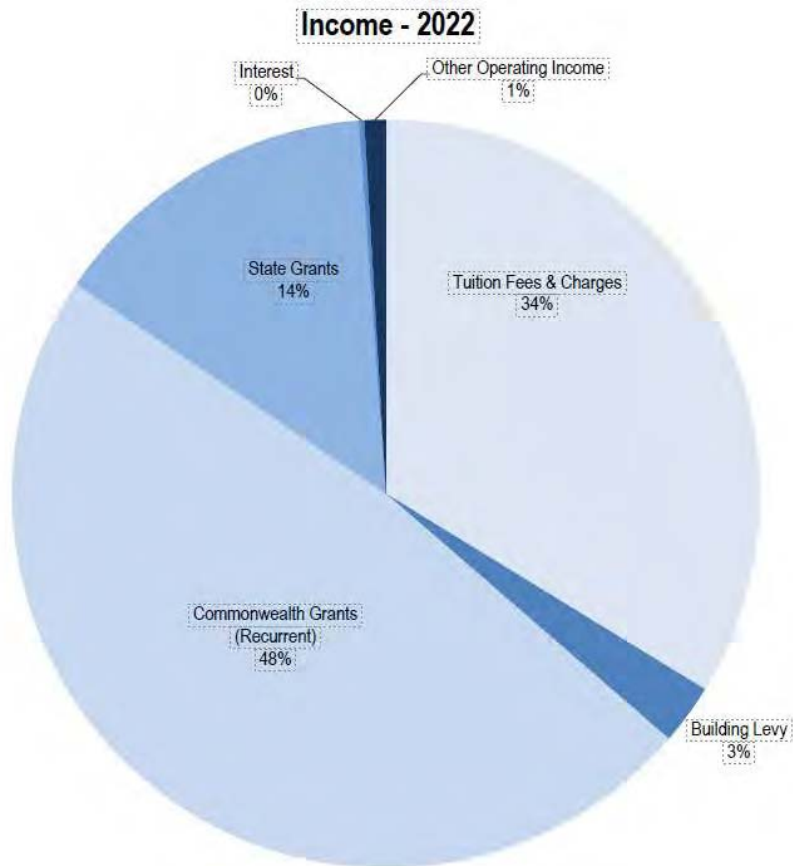
Teacher Satisfaction

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. A survey of teachers was conducted in July and teachers reported that the school's child safeguarding policies and procedures are easily accessible and understood. They agreed that students are well supported to help them improve the standard of their learning. They affirmed the open communication between staff and parents at CBHS. Staff recommended that they are given more opportunities to plan and help make decisions about school matters that affect them and this resulted in a staff meeting held in August which explored this issue and determined ways to improve consultation and communication processes.

2022 Annual Report to the Community

SUMMARY OF FINANCIAL INFORMATION



2022 Annual Report to the Community



Christian Brothers' High School Lewisham
68 The Boulevarde, Lewisham NSW 2049
Tel: +61 2 8585 1744 Fax: +61 2 8585 1787
Email: office@cbhslewisham.nsw.edu.au
Web: www.cbhslewisham.nsw.edu.au

