



# **CHRISTIAN BROTHERS'**

# **HIGH SCHOOL**

## **LEWISHAM**

## **2024**

# **Annual Report**

# **to the Community**

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**EDMUND RICE EDUCATION**  
**AUSTRALIA**

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## ACKNOWLEDGMENT OF THE CUSTODIANS

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

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

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

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## ADDRESS FROM THE EREA DIRECTOR

Christian Brothers Lewisham is a highly valued member of the Edmund Rice Education Australia national network of schools which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students in a wonderfully diverse range of learning communities.

While the unique national network will always be a great asset to our school communities, in 2022 EREA underwent a significant process of reflection and regeneration to ensure best practice governance was in place to enable each school to flourish. From this process, a new governance structure for EREA was born.

On 1 January 2023, EREA NSW Colleges Limited was established to enable more proximate governance for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford with 8,552 students and approximately 1,000 staff. The model of a company limited by guarantee was chosen because it is a familiar model of governance both within the Catholic Church in Australia, and in the corporate and civil environment in which EREA schools operate and is seen as a best practice model for corporate governance within education and in the broader not-for-profit sector.

The EREA NSW Colleges Ltd Board has governing responsibility for the schools specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

It has been a great privilege coming into the organisation in 2023 and getting to know the community of Christian Brothers Lewisham. I have been very impressed by the young men of Christian Brothers Lewisham and their many achievements, the collegiality and professionalism of the staff and the strength of the broader school community.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and all the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

**Ms Maura Manning**  
**Director of NSW Colleges LTD CEO**  
**Edmund Rice Education Australia NSW Colleges Ltd**

## 2024 Annual Report to the Community

## DEDICATION

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

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

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



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

## OVERVIEW

### Mission Statement

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

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

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



## Contextual Information about the School

Christian Brothers' High School, Lewisham is 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 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.

In 2023, 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. Courses in Religious Education (Years 7 to 10) and NESA Developed Courses (Studies of Religion and Studies in Catholic Thought in 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, and revisions to the Merit System that affirm students in their academic success and effort. In the senior years, boys have access to Careers facilities and resources. Students in Years 5, 7 and 8, boys have also enjoyed opportunities for personal development through the School's camp experiences. Year 11 students have enjoyed the Retreat programme, and Year 12 students their graduation as they leave our School community. Students, staff and parents have also had access to the services of the school's counsellors.

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

An old man addressed crowds of people on a Ted Talk. The young audience were all looking for purpose in their lives. The old man remarked, *"Many of us, nowadays, seem to believe that a happy future is something impossible to achieve."* Dressed in white, he rejected such a negative view. With great gravitas he told those listening "The future does have a name, and its name is hope".

The future does have a name and this thing called hope is fused into the bricks, mortar and culture of CBHS Lewisham. For five generations parents have valued this school for its power to change and elevate the lives of their sons. It's been its driving force for 132 years and has transformed the lives of thousands of students. What I love about Christian Brothers' High School, Lewisham is that it is a school of aspiration where all boys feel they can progress and excel. It is a place of hope. It is a school that values hard work and celebrates achievement.

I am the son of a panel beater and my mother was a factory worker. I am one of many who are part of the Australian success story of Catholic Education. Generations of Australians elevated through education- a success story that would have given founders like Edmund Rice great joy.

This story of Catholic Education is one that Australian Church leaders are rightfully proud of because our nation's potential for greatness resides in its ability to ensure that postcodes don't decide destinies. Christian Brothers Lewisham's greatness lies in its glorious diversity and capacity for transformation - we are a multicultural collection of identity in all shapes and colours. Boys in Year 5 and 7 gather to us from a multitude of parishes and suburbs and the driving forces of faith, aspiration and education forges a strong force for unity and purpose.

But in all this success what is the purpose of all this attainment of knowledge for power and influence? We come back to the old man on the Ted talk dressed in white. He is regarded as possibly one of the few moral voices capable of reaching people across boundaries and providing clarity with his compelling message of hope. He speaks words of warning about knowledge and power, prophetically he warned his audience,

*"History does not forgive those who preach justice but then practise injustice. The more powerful you are; the more your actions will have an impact on people and the more responsible you are to act humbly."*

This is our purpose - to walk humbly and act justly. Lewisham can be proud of its social justice initiatives - we form young men who learn to think of others ahead of themselves. We have given them opportunities to see Jesus in the face of others less fortunate than themselves. We have staffed the Matthew Talbot Kiosk, rationed our diets to those of a refugee, responded to Caritas and St Vincent's Appeals and attempted to provide kindness and empathy in the lives of those less fortunate than ourselves. To support the work of Christian Brothers abroad, Peru Day and our winter sleepouts financed the construction of new houses in Lima whilst a virtual immersion was held by videoconference to maintain the connection with our Peruvian friends.

But not all this year has been comforting and just; for we are not yet fully reconciled as a community or as a nation. As a community we stepped delicately around the referendum question and in the face of its rejection the nation needs to look to new ways to reconcile the past. Our leaders may have benefitted from the words of one of our prefects, Jai Townsend who, when responding to the question how we can improve as a school, gave all who heard his words, hope for the future. He said,



*I am a proud young Aboriginal man whose identity is well celebrated at Lewisham. My culture is acknowledged throughout the year and our Naidoc Week Assembly is especially well celebrated, but I think we should also celebrate all the different cultures we have at Lewisham, we need to celebrate the Lebanese, the Greeks, the Italians and so on ... everyone's identity should be acknowledged.*

There is grace, inclusiveness and generosity in these words that our nation needs to embrace.

Our Year 12 students of 2023 have been a committed and connected group of young men and the School Captain, Anthony Kazzi's natural skills as a leader came to the fore throughout the year and he was well supported by his team of student leaders who attended many school events and led many a school tour. They worked hard at their studies and did brilliantly at the HSC examinations. CBHS Lewisham scored 100 Band 6s and was ranked 82nd highest of all schools in NSW. We are confident that this has been our best set of results since the creation of the HSC.

A highlight of 2023 was the introduction of the Aquinas Program for high potential students in Years 5-10. These students complete the core curriculum in a condensed form allowing time for extension and enrichment activities. Higher-order learning will be utilised to challenge and meet the needs of students.

We have enjoyed a successful year and enhanced our reputation to those we serve. Our Deputy Principal, Mr Mark Woodbury, has worked from dawn to dusk and then some to ensure that this school operates smoothly. I pay special tribute to members of the School Leadership Team: Mr Darren Perry (Business Manager), Mrs Anne-Marie Banno (HR Manager), Mr Keith Page (AP - Teaching and Learning); Mr Dan Valencic (AP - Identity); Mr Chris Kidd (AP - Pastoral); Mr Michael Behayi (AP – Organisation and Culture) and our new member Ms Natalie Devenish (Director of Pedagogy). I have appreciated their leadership, loyalty and energy in strengthening many aspects of the school and overseeing a great educational and co curricular program. I also acknowledge the excellent work of Mrs Cathie Dalliwall for her professional approach to all things including the publication of this annual magazine.

I appreciate the work of the Parents and Friends Association and I thank Mrs Maria Ong for stepping up to the presidency this year. The Trivia Night was a great success and there are great plans for the association next year. The School Advisory Council has been a great support this year and I thank Mr David Robinson for stepping up to be chair of this important group. We have grappled with planning and building issues at our meetings this year and I acknowledge with sadness that Mr Terry Sheahan has resigned from the group after giving invaluable service these past six years.

We have experienced another extraordinary year of which we can be very proud. We are fortunate to have such a dynamic, generous and capable staff who work hard to ensure that boys can succeed no matter what pathway they wish to take. They propel this school of aspiration forward and give boys the sense of hope that they can progress and do their best. We farewelled Mr Scott Aguis into retirement after many years of service as a leader of Information Technology. Scott commenced in 2005 and he propelled the school into the digital age and our smooth running systems are a credit to his foresight and skills. I also note the retirement of Mrs Lina Galluzzo after many years working in the Waterford Learning Centre. She has had a 28 year association with the school as parent, volunteer and staff member. Lina's friendly face will be missed in the library but we wish her well in her retirement.

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I feel confident that the old man on the Ted Talk addressing crowds of people would be pleased with what we have achieved as a school community. He talks about life being a journey and that the future is full of hope. This old man dressed in white is our pontiff, Pope Francis, and he concluded his address calling for a future working in solidarity for what he calls a “revolution of tenderness”. A “revolution of tenderness” what noble words to conclude the year! May the Peace of Christmas fall upon us all.

**Dr Michael Blowes**  
**Principal**



## Deputy Principal's Report – Mr Mark Woodbury

This year showed why CBHS Lewisham is such a great community, evident in the wide range of activities that took place and the outstanding achievements that were obtained throughout the year. Just some of the highlights included: the academic success of the HSC Class of 2023, placing in the top 10% of the state; the Year 9 Debating Team that became State Champions; the History debating teams that performed so well; the sporting success, both individually and as teams; the great community outreach through food drives, winter appeals, Christmas appeals and service to others as seen by the outstanding work of our Year 12 students at Mat Talbot Hostel every Friday; the wonderful show of faith in the community with our Opening School Mass, community Mass every Wednesday morning, Easter and Christmas liturgies, World Youth Day experience along with the great support of many church agencies; and the School community events which instilled a great sense of School and House spirit - Founder's Day, the Lewisham World Cup, Br Gartland Cup Day, swimming and athletics carnivals to mention just a few.

The School is an extremely engaging community and relies on the great support of staff to give the boys opportunities and experiences. While the teachers are the driving force behind the countless activities this year, I would like to recognise and thank the many who are behind the scenes who work tirelessly each and every day for these opportunities to become a reality: Mrs Cathie Dalliwall (Personal Assistant to the Principal) who is the coordinator behind the School Yearbook, connection to our Old Boys and the important connection between our community and the Principal; Mr Darren Perry (School Business Manager) is integral to the School's running from year to year. His work in maintaining the School, ensuring the safety of each member of the community while also having the vision of the school's future, is vital; Mrs Ann-Maree Banno and Ms Melissa Ilievski (Human Resources) are instrumental in giving staff and students a voice in our community and they also provide the foundation of providing a safe environment for all at CBHS Lewisham. They have the ability to see problems and have solutions for our community to continue to improve and evolve; Mr Scott Agius (IT Manager) has, over a number of years, built the School network to what it is today, maintaining it and also predicting the future needs. The Student Services team (Mrs Lynelle Shaw, Mrs Kate Parker and Ms Tarah Taylor) are the connection between home and school. Their work is priceless to the School community and they are always accommodating and unselfish in their roles; Ms Leanne Brown works predominately in the Hospitality section of the School, working closely in ensuring lessons are prepared, but also assisting in the preparation of uniforms for all our representative teams each Thursday; Mrs Baladevan (Lab assistant) works hard to ensure science experiments are ready for the boys to learn; Mrs Nicole Deeb (SLT Support Officer) works tirelessly ensuring all the boys are in the right courses, selection of subjects for our seniors are set, reports are ready to be sent out and ensures we are compliant with the curriculum; Mrs Jenny Cassaniti (SLT Support Officer) works on assemblies, House points, Masses and retreats – her work enables all these important events at the School to run smoothly and professionally; Mrs Casey Tsilimos and Mrs Geraldine Wilson diligently work on the very important connection between the School and future families by organising enrolments, Open Days and tours, managing the website, advertising and social media; Mr Damian McGovern, Mrs Helen Zakirov and Mrs Shelly Shen (Finance Department) ensure the School continues to be able to offer great service to the school community; Mr Gino Patruno and Mr Al Criado are instrumental in guaranteeing the School is a safe environment for the boys and are consistently preparing for school events – assemblies, barbecues and community days; and Mrs Yvonne Parpaola and Mrs Christine Bendeich (Front Office) are important in maintaining that partnership between home and school and welcoming all to CBHS.

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As you can see, the School does not operate through the work of just the teachers; but many who work behind the scenes to ensure that every day is ready to meet the needs of all our boys.

Finally, I must say a huge thank you to all our families who work with us to mould our boys into young men of character who will be a voice in our community for years to come. The partnership between home and school is extremely important and what makes CBHS Lewisham a great community

**Mr Mark Woodbury**  
**Deputy Principal**



## School Advisory Council Report – Mr David Robinson, Council Chair

At the commencement of this year the Advisory Council joined the Principal, Dr Blowes in reaffirming the commitment of CBHS Lewisham to the education of young men. As a member school of Edmund Rice Education Australia (EREA) we join with a community of 54 other EREA schools in Australia.

EREA is therefore a community of communities with its schools spread over 8 States and Territories and within 16 different Catholic Dioceses with shared identity and purpose as Catholic Schools in the Edmund Rice tradition. The different regulatory environments in those states have created much complexity for EREA and required significant restructure over recent years. This was brought home to me when I attended a Governance Forum of EREA Advisory Council and Board Chairs in Melbourne in March this year. The theme and purpose of the Forum was very much about moving forward in an era of transition and creating the opportunity to provide input and exchange ideas particularly around the preservation and reimagining of the gift that EREA is to the Church and the Australian community and providing clarity around EREA's emerging governance structures.

The core purpose of the Advisory Council remains to support Dr Blowes and the School Leadership Team and staff as they implement their vision for the students of CBHS. This is bearing fruit as results in many diverse areas testify. Our meetings continue to focus on child safeguarding, the budget and future strategies. A major focus has been the development of the School Master Plan and the commencement of its early phases. Strategic property acquisitions over the years and more recently, aided by a considerable government grant and responsible financial stewardship has allowed the execution of the plan. It will be an exciting time for Lewo as the facilities are either replaced or greatly enhanced with additional open space!

This year we welcomed four new members to the Council who, with their diverse experience and perspectives, have brought fresh insights to the Council's deliberations.

- Janine Hannigan has been an integral part of CBHS Lewisham community for over 15 years as a CBHS parent and as the CBHS Parent and Friends Association President from 2018 to 2022. She has worked in education including for Sydney Catholic Schools.
- Antoinette McGahan is an experienced educator in systemic and congregation schools. Currently as Principal of Domremy College Five Dock.
- Anne Phillips has experienced "two careers", firstly as a financial accountant in the Reserve Bank of Australia and then more recently for the Catholic Education Commission NSW (now Catholic Schools NSW).
- Lucy Snowball has wide ranging experience in education policy, strategy, risk, governance and data analysis including with the Department of Education at Director level, Bureau of Crime Statistics and in the private sector. She is currently an Executive Director with the Raise Foundation.

At the close of last year the significant contribution of retiring members of the Council was acknowledged in the Chair's report. This included our past Chair Ms Tish Creenaune, Ms Maria Issa and Ms Francesca Di Benedetto. This year we acknowledge the enormous contribution of distinguished Old Boy, Terry Sheahan who retires after having served on the Council since 2018. Terry's wisdom and expertise, particularly in the area of property and related issues has been fundamental in allowing the schools building plans to be implemented. The school is indebted to Terry.

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I thank all my fellow Council members Janine Hannigan, Antoinette McGahan, Anne Phillips, Lucy Snowball and Ben Wilding for their commitment, wise counsel and good humour. I would also like to thank the School Leadership Team for their support, expertise and transparency throughout the year.

**Mr David Robinson**  
**Council Chair**



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

2023 saw the commencement of a new P&F Executive and Committee. With guidance from Dr Michael Blowes, Mr Mark Woodbury and Mrs Casey Tsilimos, it was clear from the very start that we all had a common goal we were working toward, building community within the CBHS Lewisham family and fundraising events contributing towards the CBHS Lewisham Bursary program.

To facilitate this, throughout the year the P&F held various activities such as the Easter Raffle in April, Mother's Day Stall in May, Father's Day Stall in August and Christmas stall in November. The supper and generosity the CBHS Lewisham boys and families generously supported the running of them with their purchases. A special thanks to Mrs Athena Martikas, (P&F Events & Fundraiser Coordinator) for her coordination of these events.

In August, we saw the return of the very successful CBHS Trivia Evening with 20 tables filling the McDonald centre with much fun and laughter. Not only did attendees put their thinking caps on answering trivia questions but they needed to draw on various other skills as they participated in other activities such as the deck of cards, coin toss & paper plan throwing. Thank you to all the generous local businesses and CBHS families who so kindly donated the prizes toward this event.

Whilst the majority of the committee members will continue into 2024, Ms Carmen Gulli sadly steps down as she farewells the school community. Thank you for the friendship, time, generosity and guidance during your time at the school and on the P&F committee.

It has been a blessing, pleasure and privilege to serve on the P&F Committee in 2023. Thank you to the School Leadership Team, staff, parents and students for all their contributions and assistance towards the P&F throughout the year.

### Members of the 2023 CBHS P&F Committee:

1. Maria Ong
2. Marjan McGarry
3. Athena Marikas
4. Carmen Gulli
5. Clare Landy
6. Greg Brunner
7. Louise Marcroft
8. Daniela Sahlani
9. Frank Madzin
10. Isabel Wong

*"For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." (Mark 10:45)*

Maria Ong



## 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.



## 2023 NAPLAN RESULTS

The results below represent the median achievement in each of the NAPLAN tests for each year group.

Year 5 NAPLAN Median Scores	
NAPLAN Test	Median Achievement
Reading	501.5
Writing	492
Spelling	497.8
Grammar and Punctuation	500.6
Numeracy	509.6

Year 7 NAPLAN Median Scores	
NAPLAN Test	Median Achievement
Reading	543.4
Writing	534.2
Spelling	538.5
Grammar and Punctuation	544.85
Numeracy	549.6

Year 9 NAPLAN Median Scores	
NAPLAN Test	Median Achievement
Reading	593.65
Writing	585.8
Spelling	582.9
Grammar and Punctuation	589.8
Numeracy	607

## 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) that represents 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.

Teachers and KLACs will work together in judgement meetings to award 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, effort 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.

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- 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.

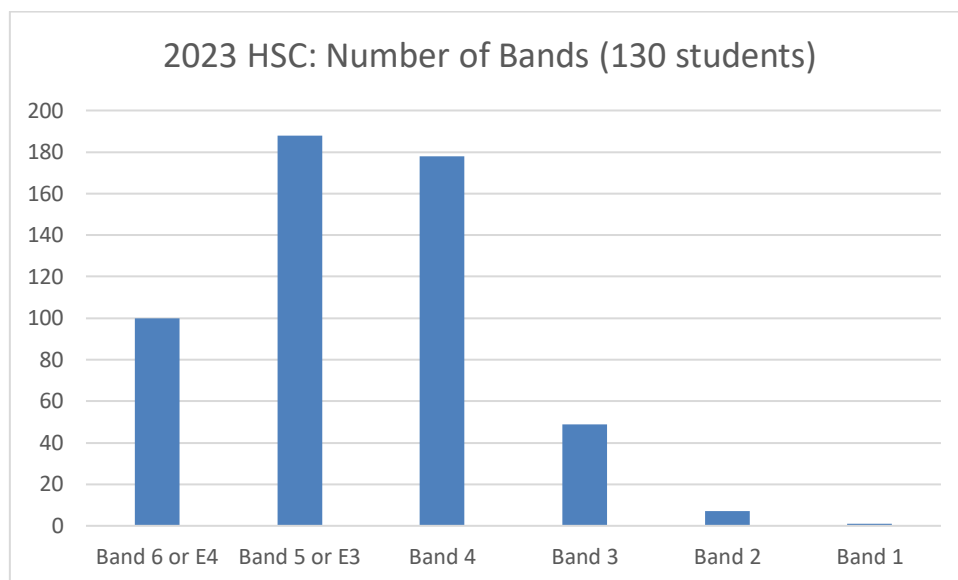
## 2024 Annual Report to the Community

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

HSC Courses	CBHS 2023	State 2023	% Difference	CBHS 2022	State 2022	CBHS 2021	State 2021
Aboriginal Studies	78.93	72.02	6.91	50	35.01	0.00	27.65
Ancient History	76.55	71.44	5.04	60	33.90	31.57	33.75
Biology	77.81	73.30	3.77	44.44	26.84	43.33	31.07
Business Services	82.0	74.40	7.60	N/A	N/A	N/A	N/A
Business Studies	78.47	73.77	4.32	42.86	34.87	42.5	35.63
Chemistry	80.48	74.13	6.31	55.55	33.17	36.35	40.2
Construction VET Examination	86.0	76.91	9.09	66.67	40.96	0.00	29.20
Economics	83.70	76.76	6.86	55.00	49.44	63.15	50.12
Engineering Studies	81.11	74.27	6.73	43.75	29.97	46.66	35.89
English (Advanced)	85.16	81.73	3.17	79.49	67.17	61.53	68.65
English Extension 1	46.75	42.17	3.83	100.00	92.56	100.00	93.63
English Extension 2	46.90	40.07	6.83	N/A	29.47	100.00	83.86
English (Standard)	76.07	70.12	5.73	24.49	15.45	15.71	16.52
Geography	N/A	N/A	N/A	22.22	42.31	N/A	N/A
History Extension	41.80	39.79	2.04	83.33	25.39	66.66	77.17
Hospitality VET examination	N/A	N/A	N/A	25.00	44.26	28.57	29.09
Industrial Technology	75.65	70.87	4.70	15.63	21.93	33.32	25.1
Information Processes & Technology	68.31	70.71	-2.4	25.00	27.88	34.78	31.74
Information & Digital Technology	79.40	76.22	3.18	N/A	N/A	N/A	N/A
Italian Beginners	N/A	N/A	N/A	25.00	45.75	N/A	N/A
Italian Continuers	N/A	N/A	N/A	50.00	55.24	33.33	72.21
Italian Extension	N/A	N/A	N/A	100.00	100.00	N/A	N/A
Legal Studies	89.90	75.27	14.71	70.00	40.97	81.8	41.86
Mathematics Advanced	85.95	78.04	7.90	71.43	49.01	80.76	50.1
Mathematics Extension 1	82.64	77.78	4.31	95.65	73.57	72.71	74.11
Mathematics Extension 2	90.93	82.20	8.73	100.00	85.11	100	86.48
Mathematics Standard 1	79.23	71.99	7.24	0.00	26.45	0	N/A
Mathematics Standard 2	78.64	71.76	6.90	31.63	29.06	37.1	24.5
Modern Greek Beginners	N/A	N/A	N/A	83.33	84.00	N/A	N/A

## 2024 Annual Report to the Community

HSC Courses	CBHS 2023	State 2023	% Difference	CBHS 2022	State 2022	CBHS 2021	State 2021
Modern History	80.96	72.78	8.09	44.83	34.44	35.28	37.59
Music 1	88.75	82.09	6.66	57.14	69.62	70.00	64.24
Music 2	89.40	86.08	3.32	N/A	N/A	100.00	88.19
PDHPE	76.16	72.98	3.42	18.52	26.14	31.25	30.64
Physics	80.56	74.81	5.67	92.86	41.45	73.33	40.42
Polish Continuers	N/A	N/A	N/A	100.00	100.00	N/A	N/A
Software Design and Development	N/A	N/A	N/A	15.38	37.99	15.38	35.93
Studies of Religion I	41.72	38.80	2.73	48.57	40.86	38.70	41.78
Studies of Religion II	80.09	77.37	2.48	40.74	46.47	27.26	46.08
Visual Arts	87.50	76.00	11.5	66.67	65.84	100	63.07



Summary of HSC Achievements	
Award	Students
All Rounder Achievement <i>10 or more units above 90</i>	James Dimoudis Jonathan Haklane Anthony Kazzi Michael Prioste
Top Achiever	Jonathan Haklane
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	25 students (19.23% of students) received Band 6 or E4 (above 90) in 16 courses.
Higher School Certificate	130 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.

- Leading the Implementation of the new English 3-6 Syllabus
- CSNSW Network Meeting
- Archdiocese REC Meeting
- SOR Preliminary In Focus Day Conference 2023
- CSNSW Respectful Relationships Meeting
- Writer's Toolbox 2 Day Teacher Writing Conference
- Professional Learning (PL) Term 1
- Stage 6 History Teachers Day
- Prepping for the 2023 HSC Physics
- Innovation & Change School Partnerships Conference
- Certificate III in Business Services
- Physics PD
- Multilit Training
- EREA Careers Network Meeting
- NCCD: The Role of School Counsellors
- GATSTA Term 2 Meeting
- The Big Day Out - PDHPE
- Diverse Learning Network
- Gifted Awareness Forum for Educators
- Business Services
- Cracking the Hard Class - High Class
- HTA NSW State Conference
- Preparing for Implementation - Stage 6 Geography
- MacqLit Training
- Analysis to Action HSC Data
- CSNSW NCCD Day
- Live Parent Coach Training
- SPELD NSW Literacy Summit
- School Visit - St Mary's Cathedral College
- GATSTA Term 3 & Term 4 Meeting
- EREA Learning Conference
- NSW Annual K-12 PDHPE Conference
- IEU Rep Training
- Managing Student Disability
- EREA T&L Leaders Meeting
- Online Comma Module
- Planning & Programming with new Mathematics Syllabus (3-6)
- Supporting the NCCD



## WORKFORCE COMPOSITION

Male Teaching Staff	Female Teaching Staff	Aboriginal/Torres Strait Islander Teaching Staff
50	53	0

Total no. of teachers employed	Resignations at end of 2022	Retention Rate
103	11	89%

### Details of 2023 teaching staff that are responsible for delivering the curriculum as described in the Education Act

TEACHER STANDARDS CATEGORY	NO. OF TEACHERS
i. Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the national Office of Overseas recognition (AEI-NOOSR) guidelines, or	103
ii. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	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
2023	130	37	28.45%
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 2023

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

2023 Average Attendance	
<i>Year cohort</i>	<i>Average attendance (%)</i>
Year 5	94%
Year 6	93%
Year 7	93%
Year 8	93%
Year 9	91%
Year 10	93%
Year 11	93%
Year 12	94%
<i>Average for Years 5 - 12</i>	<b>93%</b>

### 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 if necessary.

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

## RETENTION OF YEAR 10 TO YEAR 12

### Retention Rate 2023

YEARS COMPARED	YEAR 10 TOTAL ENROLMENT	YEAR 12 TOTAL ENROLMENT	RETENTION RATE
<b>2021/2023</b>	<b>157</b>	<b>130</b>	<b>82%</b>

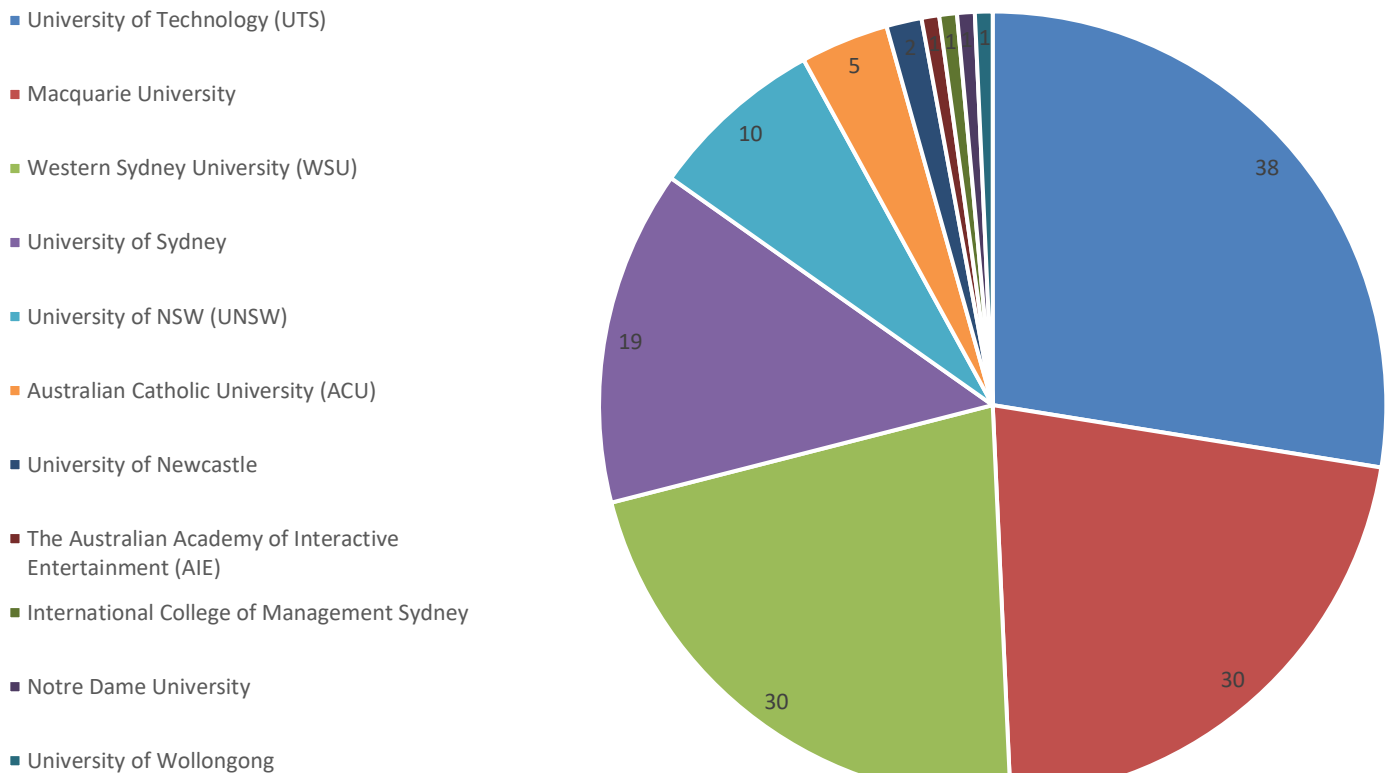
The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The trend has also been relatively static over the years; the rate for 2021/2023 indicated the success of students achieving employment either at the end of Year 10 or during their Year 11 Course.

## POST SCHOOL DESTINATIONS

### HSC 2023 student enrolments at universities and areas of eventual study

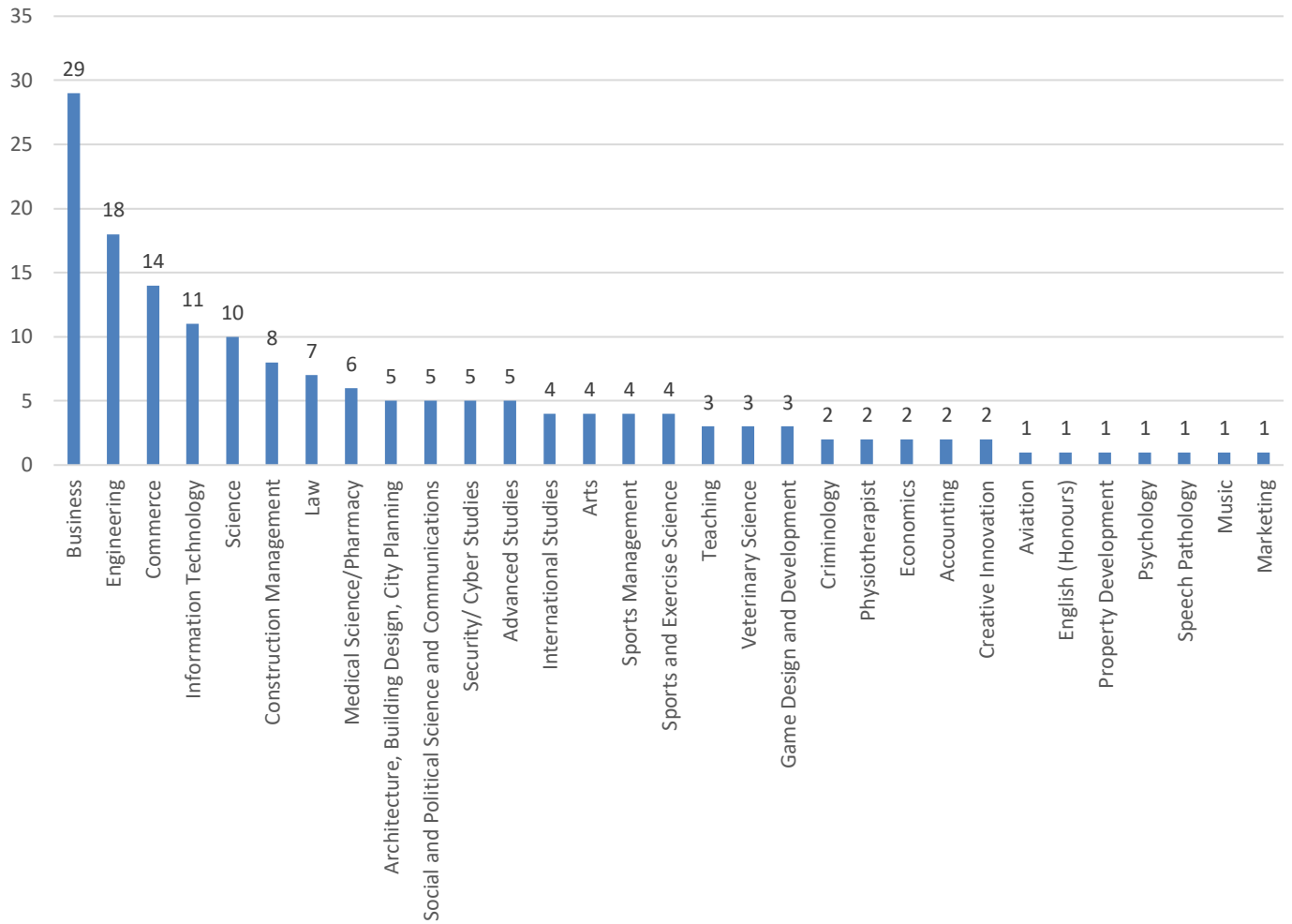
2023 University Offers



- This pie chart is based on all University Admission Centre (UAC) offers made to our 2023 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.

## 2024 Annual Report to the Community

## 2023 University Course Selections



Based on our University Admission Offers, 165 UAC offers were made to 130 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 2023 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

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 1,108 students for 2023.

COHORT	YEAR	NO. STUDENTS
Primary	5 and 6	183
Junior Secondary	7 to 10	653
Senior Secondary	11 and 12	272
<b>TOTAL ENROLMENTS</b>		<b>1108</b>

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 religious 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 2023, 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 Deputy Principal 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 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/>)



## 2024 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

## 2024 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 2023, 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 2023, were achieved in regards to Pastoral Care at Christian Brothers High School Lewisham. Following on from the Pastoral Review of 2019, recent years have seen 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

"Justice requires recognising the equal dignity of every person and creating the conditions so that everyone can have the opportunity to flourish and live in a way that is consistent with that dignity." - Pope Francis

Edmund Rice Education Australia encourages all their schools to strive in offering a liberating education, based on the principles of gospel spirituality, to encourage an inclusive community committed to justice and solidarity. It's these foundational touchstones which provide a platform for CBHS Lewisham to develop the whole person of our young men. By educating them about justice and peace, we deliver hope to a global community where the dignity of the human person and the integrity of God's creation is often overlooked and diminished. This holistic approach resonates throughout the CBHS community and is underpinned with the integration of head, heart, hands and feet.

This year saw the return to normalcy of life post COVID, however individuals were experiencing heightened suffering which saw no end in sight. The rise of poverty and homelessness has become an alarming issue in recent years. Skyrocketing housing costs, income inequality, and economic disparities have left a growing number of individuals and families struggling to make ends meet. This crisis underscores the vital importance of social justice.

Here at CBHS, we have many Justice and Peace initiatives aimed at supporting those who find themselves in difficult situations. The year started strong with Year 12 boys volunteering to run the Matthew Talbot Kiosk every Friday afternoon in Woolloomooloo. For some of these marginalised, a listening ear really does have a positive impact on their entire outlook.

Year 12 also were the face of this year's Movember campaign. Movember is an annual event that encourages men to grow moustaches during November to raise awareness for men's health issues, particularly prostate cancer, testicular cancer, and mental health. Our year 12 participants, known as "Mo Bros," seek to initiate conversations about these often overlooked health concerns and fundraise for research and support programs. Movember aims to foster open dialogue and promote proactive healthcare among men, ultimately improving their overall well-being.

Our community did a spectacular job fundraising for Caritas Project Compassion during term 1 of this year, with a total of \$7298.01. Caritas Project Compassion continues its mission of global solidarity and poverty alleviation. Project Compassion supports vital humanitarian efforts, empowering disadvantaged communities worldwide. This initiative exemplifies the spirit of compassion, promoting positive change and fostering hope for a brighter, more equitable future.

The Act for Peace School Ration challenge compelled students to experience firsthand the realities faced by refugees around the world, by living on a restricted food ration for a set period. While it may have seemed daunting at first, the challenge brought forth several positive outcomes for its participants. Participants in the 2023 ration challenge were required to live on rations given to refugees for up to a week. It provided an opportunity for students to walk in the shoes of refugees and gain a deeper understanding of the hardships they endure daily. Our school set a goal of \$1,872, which was blown away by our participants and their sponsors. In total, we raised \$7,508.50.

**2024 Annual Report to the Community**

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Our Peru immersion continued this year with our Beyond Borders group holding a virtual Immersion with Br Stephen Casey. There have been many initiatives to help fundraise for our Peru Virtual Immersion of 2023. Events like Peru Day and Winter Sleepout were aimed at shedding light on the hardships faced by homeless communities and raising awareness for the marginalised in Lima, Peru. Our support was directed towards the Christian Brothers in Peru, who are engaged in the construction of new houses through the 'Build a House' project for those deeply affected by both the lingering consequences of the COVID-19 pandemic and a recent catastrophic landslide that devastated over 300 homes. Split over three days, we connected via zoom and students have had the opportunity to learn about the history and culture of Peru and the missions of the Christian Brothers in Latin America. We were fortunate to see the program come to fruition where a house was built for a family struggling. During the immersion, Br Stephen took us on a tour of the new home and also provided insights into the process. It was amazing to see the progress in such a short time.

Finally, CBHS has been partaking in the St Vinnies Christmas appeal for many years and our contributions as a community has not gone unnoticed. St. Vincent de Paul's Christmas Appeal is not just about material assistance; it's about sharing the true spirit of Christmas. It's a reminder that kindness and empathy can make a profound difference in the lives of those less fortunate. This appeal reminds us that the gift of giving is the greatest gift of all, and together, we can make this holiday season brighter for everyone.

**Miss Irene Marinos**  
**Justice and Peace Coordinator**

## **PARENT, STUDENT AND STAFF 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 Interview are also held twice per year and also provide direct avenues for communication between parents and teachers.

In 2023, parents were encouraged to engage with the School through use of the Sentral app on their mobile device. Efforts were made to ensure that each family was accessing the app on a regular basis. The Sentral app provides parents with first hand information regarding their sons, from timetables and student reports to activity permission slips and Parent – Teacher Interview bookings.

### **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 offers an opportunity to broaden representations of student voice, and the chance to engage in student leadership for 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 to their respective Student Representative Council member. In addition, the school has an open door policy with students being able to visit members of the School Leadership Team should the need arise.

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.

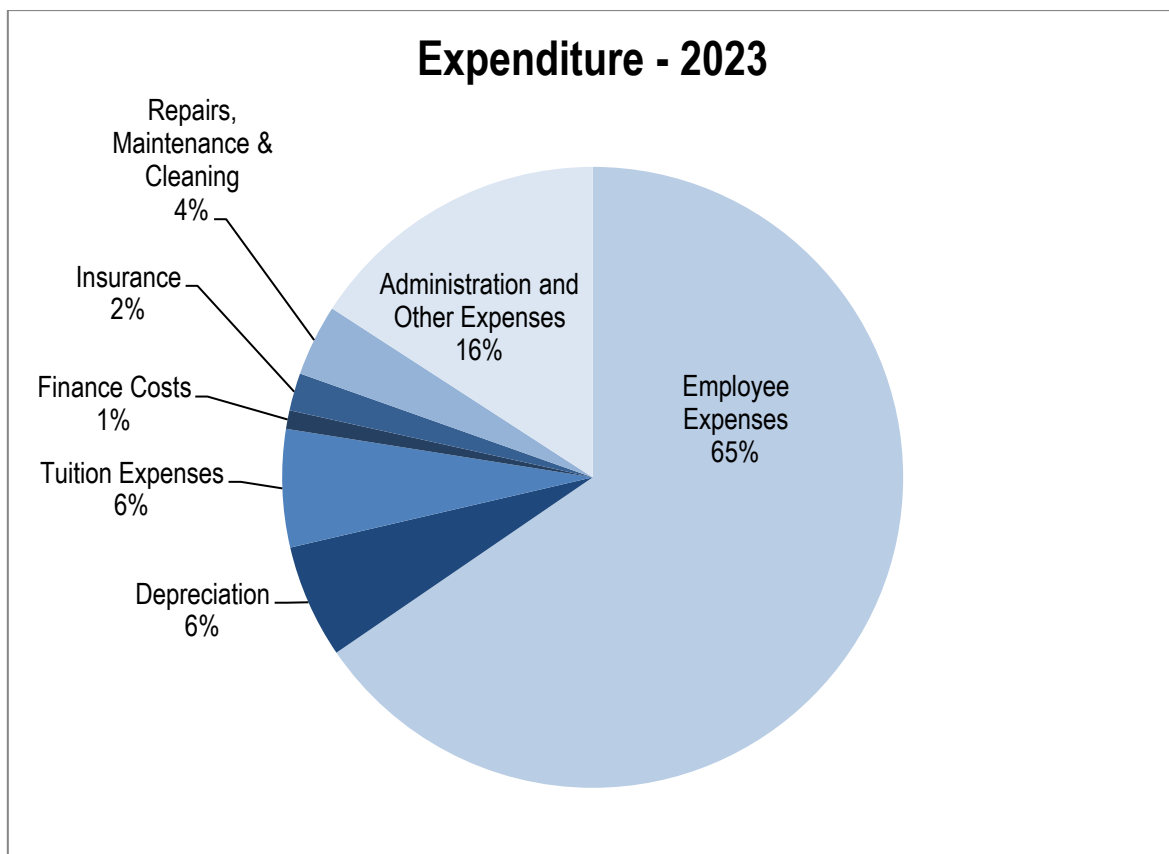
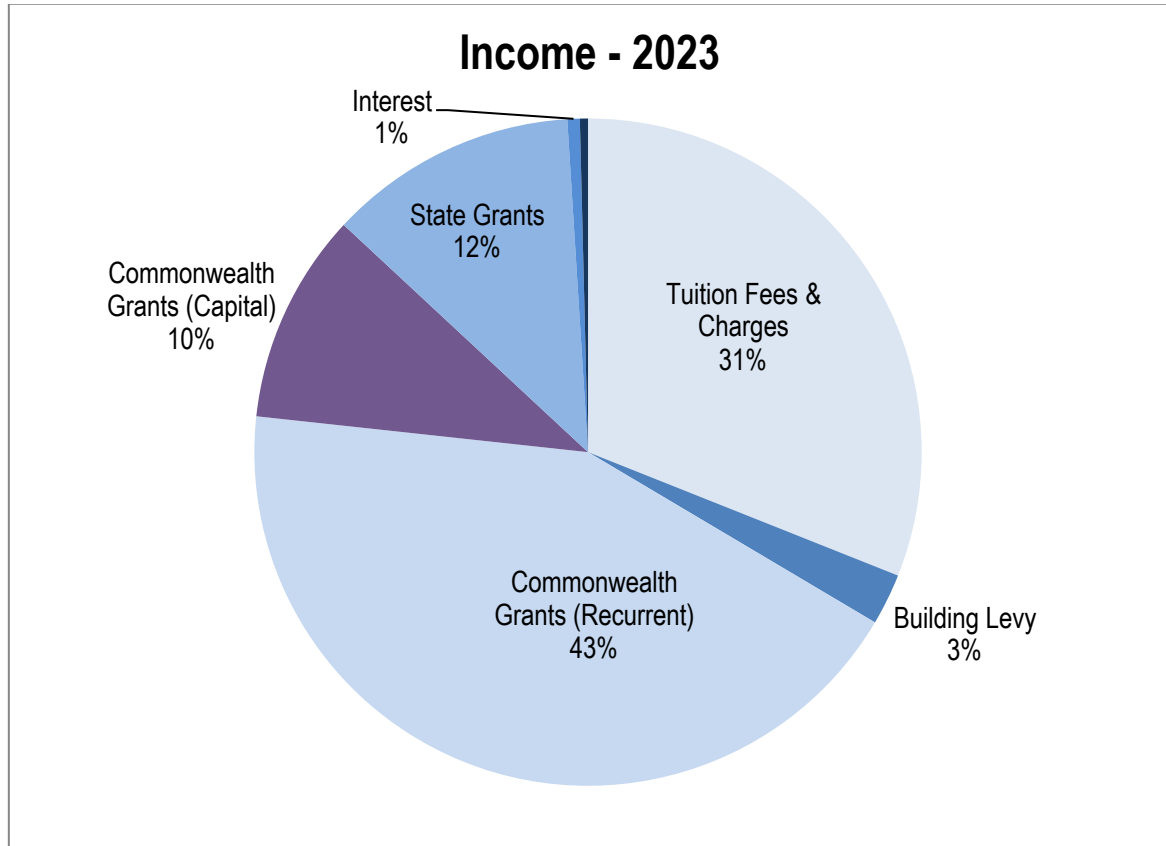
A Year 12 Satisfaction survey was completed by ninety Year 12 students in August of 2023. The students who completed the survey appreciated the relationships and friendships made at school as a key highlight of their school experience. They also acknowledged the diligence and support of staff. In comparison to the same survey completed by Year 12 students in 2022, the 2023 students felt that there had been a greater focus on their contribution to the academic life of the School. Likewise, the Year 12 group were supportive of initiatives such a Period Zero.

In terms of constructive feedback, the 2023 Years 12s highlighted a lack of physical space around the school. This is being addressed by the current building plan. The students also highlighted pertinent issues of supporting mental health as an area where the School could place more emphasis and support for the general student population. This issue is being addressed through the Pastoral System.

### **Staff Satisfaction**

All new staff to the School work their way through an induction programme. Early Career teachers also undertake a Mentoring Programme which is designed to help them to experience success in what can be the challenging first years of teaching. The School also provides NESA Accredited Professional Learning to all teaching staff. In 2023, the focus of this professional learning was on the explicit teaching of Literacy Skills to students in Years 5 to 12. This area had been identified through an analysis of NAPLAN and HSC results, and also through the anecdotal evidence provided by staff.

Where possible, staff members are given the opportunity to comment on changes to school policy and procedures through their active participation in Faculty and Pastoral Team meetings. Middle managers in particular meet on a regular basis to discuss pertinent issues, including the running of the School. Staff who leave the CBHS Lewisham community are also invited to take part in exit interviews.

**SUMMARY OF FINANCIAL INFORMATION**

2024 Annual Report to the Community



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