

ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY

2018



CBC St Kilda



**CBC**

CHRISTIAN BROTHERS' COLLEGE ST. KILDA

*cultivating boys' character*

SINCE 1878

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## Minimum Standards Attestation

I, Gerald Bain-King, attest that CBC St Kilda is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

30 March 2019

## Our College Vision

### **CATHOLIC IDENTITY**

CBC's contemporary exploration of faith opens hearts and minds to more deeply explore the beauty of life, our global responsibilities, and shared humanity. As an authentic Catholic school in the Edmund Rice tradition, CBC endeavours to create Christ-centred experiences in every dimension of school life. We highly value respectful dialogue and community engagement across faiths and belief systems.

### **STUDENT GROWTH & ENGAGEMENT**

Working with families, a CBC education aims to prepare students for the future. We aim to engender a love for lifelong learning through varied opportunities for genuine engagement. Our contemporary programs ensure creative and multi-layered learning experiences, growing our students into confident, decent, independent and adaptive people.

### **CONTEMPORARY LEARNING**

All interactions at CBC are designed to optimise the College's commitment to a liberating education for all. With families, we work to create a challenging atmosphere where each student can understand themselves as learners. We celebrate the complexity of people, and our world, and work to help each student to harness their potential to be skilled learners beyond school.

### **INCLUSIVE COMMUNITY**

CBC is a welcoming and safe community that fosters a strong sense of belonging, purpose and hope. We value diversity, and acknowledge the primacy of families as educators. We believe excellence in education is dependent upon quality and just relationships between all members of our Community.

### **LEADERSHIP CAPACITY**

In the tradition of Edmund Rice, CBC fosters learning in our community to develop leaders who are faith-centred, empathic, courageous, visionary people, equipped to serve. CBC empowers and creates highly effective teams that are motivated, accountable and collaborative. We recognise leaders build upon the foundations laid, and have a moral responsibility to act as positive global citizens.

### **RESOURCES AND STEWARDSHIP**

At CBC, we aim to develop resources that inspire all members to engage in high quality, contemporary learning. Our environment should help all members feel valued and at home in their school. As responsible stewards we aim to provide a sustainable environment for current and future generations.

## College Overview

As a Catholic school in the Edmund Rice tradition, CBC is committed to the values expressed in the Touchstones of Edmund Rice Education Australia (EREA) of: Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. The charism of Blessed Edmund Rice, expressed through these Touchstones, provides a powerful lens and source of inspiration for the College as we continue to respond to the call to educate the hearts and minds of the young.

While one of the oldest schools in Melbourne, CBC St Kilda possesses extensive learning facilities and a vibrant learning culture. The College has four Science Laboratories, a major Music Centre with an outdoor concert stage and a three storey Creative Arts Centre which is used for Design Technology, Art, Ceramics, and Visual Communication and Design. In addition, there is easy and comprehensive student access to technology through the 1:1 device program, and data projection facilities in all learning spaces. Most importantly, the infrastructure for the use of digital technology is sound, enabling curriculum and pedagogies that integrate ICT as part of the learning. The College also boasts a 25m heated indoor swimming pool, which is used as part of the Health and Physical Education program; for swimming training, as well as being utilised outside of school hours by an independent swim school for members of the local community. Other facilities include Ward Theatre which is used for smaller drama work, while major music and drama productions are held in Logue Hall. The beautiful Edmund Rice Chapel is used on a regular basis for classroom Masses and for quiet reflection by both staff and students.

At CBC our educational approach is built upon our understanding that learning occurs everywhere and all of the time. Our staff and learning programs are designed to integrate the pastoral / wellbeing learning of students with their, curriculum learning. This structure ensures that every situation and every conversation is viewed an opportunity for a positive learning occurrence. Consequently, our educational philosophy is guided by the concept that we are: 'Learning Always', with the allied values of this philosophy being that learning must be Contemporary, Transformative, Together, Sustainable.

CBC is committed to continuous growth and improvement, and the constant renewal of our efforts to provide an authentic, transformative and contemporary education. As we do this, we draw from the Gospels, and teachings embodied in the mission and ministry of Jesus. Through His teachings we derive our understanding of what constitutes a good and just life. These values especially call us to recognise and affirm the uniqueness and dignity of each individual, the presence of the divine in all, and the promise of redemption and growth.

## Principal's Report

### Gospel Spirituality

Young people at CBC continue to value opportunities to explore concepts of belief, meaning, ethics, spirituality and prayer. CBC staff work hard to ensure students are able to unpack and contextualise Faith concepts and the language and symbols used to explain religious belief. The beliefs explored are those from Catholic and other Christian denominations as well as Islam, Buddhism, Judaism and Hinduism. We value the opportunity students have to meet people from a variety of these faiths, and to share perspectives.

In 2018 the College continued to offer CBC students opportunities to not only have rich classroom programs and undertake projects, but as well, each Year level is able to take 'time out' to share beliefs and experiences with their peers - and have an opportunity to connect with 'their sense' of spirituality through the retreat program. Many of the senior students greatly value a Faith dialogue program with Priests from the Catholic Russian and Ukrainian Rites. The Principal participates in these events, and the feedback I receive is that the openness and trust in the conversations are very rewarding for the boys. Conversely, the boys report that they find jargon laden dialogue, or an over reliance on traditional terminology unhelpful. As a consequence, CBC continues to work diligently to ensure our explorations of Faith is connected to contemporary daily living.

### Year 9 Review

In 2018 CBC began exploring options for the continuation our very successful Year 9 Program. The College appointed architects Kennedy Nolin and Fontic Consultancy with a view to determine whether the current Year 9 Campus is the most suitable long-term option for our school. These assessments will take into consideration the long to medium term viability of the buildings and any OH&S considerations compared to other available options. It is hoped a decision will be made by the end of 2019.

### Catholic School Funding Improves for CBC

For a considerable time, CBC St Kilda participated in a lengthy campaign to change the financial calculations model that government has employed when funding Catholic schools. When applied to inner city schools the SES model was clearly demonstrated to be unfair and inaccurate. This problem had a serious impact on our school for at least two decades and sadly, this situation has only been quite recently recognised by the Catholic Education Commission of Victoria. After a two to three year assertive campaign by Catholic Education Melbourne and a number of reviews, in 2018 the Commonwealth Government determined that the model should be changed. This means that the assessment of parental capacity to financially contribute to their son's education through fees and levies will be now undertaken by government through a new measure. This will now come from the income taxation data of each family. Unfortunately, there will not be a significant change to the income we receive from government until 2020.

Nonetheless, this is still a very pleasing development which will bring a substantial benefit to our students and families for decades to come.

### **Liberating Education**

Over the last 10 Years CBC St Kilda has been developing a commitment to contemporary pedagogies and curriculum. As part of this process of growth, the College finalised its learning values by producing a “Learning Always” document that articulated the key learning values for the College. This document is an articulation, at least for CBC, of the EREA Touchstone of Liberating Education.

The values that accompany the **Learning Always** philosophy at CBC are:

*Contemporary, Transformative, Sustainable and (undertaken) Together*

The **CBC Values** sit alongside the College **Mission Statement** and **Strategic Plan** as key guides for CBC staff when planning learning and when educating students. The College has published all three guidelines and strategies in one document.

### **VCE Results**

The Year 12 cohort (as well as the proportion of Year 11 students who undertook unit 3 and 4 Studies) produced some outstanding results in VCE in 2018. The College median study score was 31, which was a very sound result. Our performance in ATAR scores (which are adjusted for difficulty) was particularly pleasing, as it is argued that they are a more accurate representation of student achievement.

The ATAR is an estimate of the percentage of the population that a student has outperformed. So, should a student receive an ATAR of 60, it means he/she performed better than 60% of students that year. In CBC’s case 15% of students were in the top 10% (with ATARs of 90 or above) 30% of students were in the top 20%, (with ATARs of 80 or above), 42% of students in the top 30%, (with ATARs of 70 or above) and 57% students in the top 40%, (with ATARs of 60 or above).

### **The CBC VCAL Program**

At CBC, we recognize that students have a very valid need to follow a range of pathways in their secondary education. Sadly, some form the view that in the secondary domain a VCAL pathway is somehow lesser than others offered at CBC. We view this differently. The College recognizes that many young people undertake the complex business of learning with a variety of strengths at the fore, and these vary at certain stages in their development. We understand many students develop other capabilities in later stages in their lives. Our VCAL program has been very successful at harnessing student desire for learning that creates practical outcomes and assists them to connect to the ‘real’ world. Some initiatives in 2018 included: the TAFE Tasters program in Furniture building, a 2-day scaffolding course and extinguisher and hose reel training. In the VCAL Literacy program students undertook a study of the transition to manhood and the accompanying growth that comes with leaving school entering the wider world by

looking at the films *Boyhood* and *Galipoli*. As part of this they explored concepts of healthy living which looked at forms of wellbeing that encouraged exercise, food and diet along with positive relationships, and the dangers of both legal and illegal drugs. As young men, they will be working and earning money driving cars and sharing time with work makes in a social capacity within a matter of months. We particularly explored the dangers and responsibilities that are associated with alcohol.

## **NAPLAN**

CBC St Kilda received its NAPLAN results in August. As is the case every year, the College undertakes an assessment of student achievement in NAPLAN test as these are one of the many indicators, we use to help us determine how effectively our teaching and learning programs are developing student growth. As we do this, we recognize that the NAPLAN testing regime offer a particular range of insights for a specific period of time. As much as NAPLAN testing can indicate capability in a range of areas, it is not a reliable indicator in relation to broad capabilities or what we often call “intelligence”. NAPLAN is generally viewed as being most helpful as an indicator of how a cohort or group has progressed since their last test (which for CBC students in Year 9, would be when they were in Year 7). Parents can also observe patterns in their son’s performance but need to be aware that variations in a young person’s development, such as slow or fast maturation through adolescence, or particular circumstances at the time of testing, can influence results markedly.

The 2018 results indicate that the students’ growth in their time at CBC, between Year 7 and Year 9 has been a well above average growth in reading, numeracy, grammar and punctuation, and spelling, and particularly high in writing (a 50% higher growth than the state average) – which is a very pleasing result.

## **Child Safety**

CBC St Kilda has a strong and clear commitment to the safety of all young people in our care. Although there has been a significant improvement in the way processes and approaches to child safety have been applied in schools over the last two decades, recently, further work has been undertaken to educate staff and extend work practices and processes. As part of this, procedures have tightened to ensure all staff, volunteers and visitors conduct is closely regulated. Most of these more recent strategies are preventive and proactive in nature, providing clear guidance for school staff to meet their obligations in relation to reporting incidents of concern. These most recent changes relate to Ministerial order 870 and are a response to the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse, 2013.

All staff who work at CBC St Kilda undertake an annual 60-minute Child Safety Briefing, are screened to ensure they have valid Police Checks, Working with Children Checks, and of course for teachers, VIT Registration. As well, each new member of staff, whether they be a volunteer, paid teacher or accountant must have a 60-minute child safe interview with the Principal or his delegate. These interviews ensure each person understands ways they can improve child safety when they work with our students, as well as contribute to a generally safer school environment. All staff and volunteers also undertake a DE&T Mandatory reporting



module in relation to child protection. In child safe terms, any environment where a staff member educates a CBC student, constitutes a “school environment”. In any environment where a staff member comes into contact with a student, either intentionally or accidentally, most of the Child Safe standards apply to their conduct.

### **Impact of the Changes to Learning Diversity Criteria and Funding**

We are very proud of the work our Learning Diversity (previously called Learning Enhancement) staff undertakes at CBC St Kilda. The name amendment was brought about by changes to the way students were assessed and supported in this important dimension of school work. The changes in Learning Diversity go far beyond a simple name. In 2018 we saw the introduction of a very different ‘needs assessment’ model for students who require additional support. In the past the students’ needs were assessed by a range of medical experts, psychologists and mental health experts.

Before 2018 parents had been required to have assessments undertaken by various agencies and provide documentation to their school. The new funding model differs markedly from the 2017 approach because the school is now required to make the learning needs assessments – rather than (so named) experts. This has resulted in a threefold increase in students assessed as having needs at CBC. Not all students require additional support or funding, but all require a plan.

### **Social Justice, Diversity and Inclusivity**

As part of our rich Edmund Rice heritage, CBC St Kilda has an historic record and commitment to social justice and diversity. Our inclusive enrolment practices ensure that CBC students are able to socialise with, and learn from, a range of students from many backgrounds. As one successful old Collegian explained it to me, he has the advantage of a CBC education that enabled him to be comfortable with, and respectful of, the great richness of Australian society. He explained this not only enriched his life but furthered his career. As former students, they have developed capacities many do not have.

In 2018 EREA launched its **Full of Life Policy** document. This rich resource has provided valuable insights and well delineated guidelines for our schools to comfortably welcome and support students with diverse sexualities. The document offers parents, students and staff comfort knowing their rights and obligations in this important dimension of inclusivity. A reading of the Full of Life Policy has not required CBC St Kilda to change any of our well-established practices.

**Gerald Bain-King**  
College Principal

## College Board Report

I completed my secondary school education at CBC in 1974... so I'm what's called an 'old boy'! In those days class sizes exceeded fifty students, the majority of teachers were Christian Brothers, there were just two female staff members. The total enrolment exceeded 1000 and the relationship between teachers and students was very much one of dominance and subservience. It was as it was, and we thought it normal.

In 2008 I found myself at the school again after an absence of forty-four years. This time waiting to meet the principal about the possibility of joining the college board and as I sat in the reception area, I witnessed an interaction between a teacher and student that was full of mutual respect, support, encouragement and cooperation. It was typical of what CBC St Kilda has become and why I and my board member colleagues are so passionate about this special place.

As my term as Chair concludes I consider myself very fortunate to have been given the opportunity to be part of a CBC St Kilda family that is true to its vision of 'cultivating boys character'. I can think of no more worthy endeavour and know it motivates our board members, principal, leadership team and staff to keep striving every day.

The primary role of the board is to support our principal and provide advice as necessary, and I feel confident that we have done our job to the very best of our ability. From 2019, Phil Soumilas will take over as Chair. He will do an excellent job, and I wish him well

Peter Holdsworth

Chair

## Education in Faith

### Goals & Intended Outcomes

The goal at CBC is to strengthen the Catholic identity of the College as an authentically Catholic school in the Edmund Rice Tradition, through planned events, and the ongoing development of a deeply embedded Catholic culture. This development extends equally to our student, parent and staff bodies.

### Achievements

The Catholic Identity of CBC St Kilda is expressed in the deliberate, planned actions of the College. All at CBC strive to articulate and live out the Gospel values as an authentic Catholic school. Our Catholic Identity is also observed in the simple aspects of daily life at CBC, such as the way we interact with each other, as these are some of the indicators that the Catholic identity of the college has permeated the collective conscience of the community.

### Some of the many activities that enliven the Catholic Identity of CBC are outlined below:

- Continued opportunity for ecumenical dialogue whereby students have access to priests from the Eastern Rite, including Ukrainian and Russian Orthodox. The boys are encouraged to ask questions and engage with these leaders of their faith community.
- Opportunities for students to engage in Philosophy and Theology conferences to continue to challenge their deeper thinking, leading to the bigger life questions.
- Excursions to Islamic, Buddhist and Hare Krishna temples in order to gain a deeper understanding of their faith perspective and tradition, including both places of and rituals around worship.
- The Eddie Rice Food van, which operates out of the college canteen, is an opportunity for both staff and students to engage with the marginalised; particularly the homeless in the St Kilda area.
- Improved student leadership in the area of Faith Development through the Social Justice Committee. They continue to engage the student body in social justice initiatives, including but not limited to the Recognise Campaign and Reconciliation Week, the Winter Sleep Out, Caritas Appeal, and the St Vincent de Paul Winter Appeal. This growth in student-led social justice activities has (and will continue to) represent the commitment and engagement of CBC students to the touchstone of justice and solidarity.
- Introduction of advocacy initiatives through the Social Justice Committee. The SJ Committee has developed its activities to include events which raise funds or items, and advocacy events which promote greater learning and witnessing. This has been demonstrated through events that increase student awareness of Refugees and Asylum Seekers, for example through 'Circles of Silence' ceremony, acceptance and celebration

of diversity through Diversity Day, and Indigenous Related concerns through Have a Ball Day.

- Introduction of a service based senior RE program in which students actively give back to the wider community and support College Liturgies, Retreats and Social Justice Initiatives.
- A staff faith development day was held during 2018. This day was designed to challenge staff to consider ways of being Catholic in the modern world. Staff engaged in workshops and discussion forums, discussing ways to meet the contemporary challenges facing our Church and faith community.

### VALUE ADDED

- Interfaith dialogue with Ukranian and Russian Orthodox Clergy
- Excursions to other centres of worship for other faiths such as Islamic, Buddhist and Hare Krishna temples
- Eddie Rice Food Van for staff and students
- Social Justice Day
- College Walkathon
- Winter Sleep Out
- Recognise Campaign awareness activities
- Circle of Silence- Promoting Refugee Awareness
- St Vincent de Paul Winter Appeal
- Caritas collection for Lent
- Staff-led Faith Development Day
- CBC Breakfast Club
- Staff Prayer Group
- Introduction of Senior Service Learning Program, providing communal and college service.

## Learning & Teaching

### Goals & Intended Outcomes

Students at CBC are challenged to become 21<sup>st</sup> century learners. They are placed in safe and supportive environments each day and are asked to explore their passions, so that they may become fully engaged in the learning and teaching process, regardless of their real or perceived ability. Our goal is to continuously improve student outcomes by investing the time and energy required to produce resilient, confident and responsible learners.

### Achievements

CBC does not attempt to separate the learning and teaching process from the Catholic Identity or Student Wellbeing dimensions of school life. Instead, every attempt is made to create links that connect all facets of school life, so that the 'core business' of the school is wide, varied, and authentically attempting to promote our 'learning always' value. We attempt to provide a contemporary Catholic education in the Edmund Rice tradition, so that each of our students become active, engaged and well-equipped learners and citizens.

Some of the many activities that have contributed to a rich and engaged learning culture at CBC include:

- The Learning Leaders continued to work with their Learning Areas to develop Unit Plans for the Victorian Curriculum. The Learning Leaders Team created a 7 – 10 Curriculum map for Victorian Curriculum to ensure that the Achievement Standards were addressed.
- Year 7 Mathematics teachers integrated ReSolve mathematical thinking skills into their Learning Programs. ReSolve address the Reasoning Proficiency of the Victorian Curriculum. It sets challenging tasks that require students to apply their mathematical knowledge to develop their mathematical reasoning skills.
- The Learning Leaders participated in a Learning Sprints professional development. The process of Learning Sprints provides a platform for teachers to collaboratively plan and improve their teaching strategies.
- Initiatives to embed Literacy, Numeracy and ICT across the Curriculum were designed and implemented. Skills and strategies were identified for Learning Areas and Year levels that would allow students to develop an integrated skill set.
- The Year 9 team investigated the use of Progression scales to allow all students to engage in their learning at their own level and measure their achievement by mapping their progress against the scales.
- There was uncertainty as to whether the Year 9 Program would continue at the Balaclava campus in 2019. The Year 9 team developed a proposal as to how the Program would continue if it were to return to the Westbury campus. The proposal outlined how the Program could still run effectively and continue to develop the independent, creative and critical thinking skills that are so valued in the Year 9 program.

## Student Wellbeing

### Goals & Intended Outcomes

- Increase student participation in College decision-making processes
- Through strategic, school-wide initiatives, further enhance the of sense inclusiveness and connectedness of our community
- Through school-based events and strategic community involvement, strengthen partnerships between school, community organisations and families

### Achievements

Student wellbeing, as always, has been at the forefront of thinking at CBC. As a contemporary school, we are always developing evidence-based programs that will enhance connectedness for our students. With this in mind, we have undertaken several initiatives in 2018 linked to the aforementioned strategic goals and outcomes.

Under the auspices of the College's 'Learning Always' philosophy, we have enhanced the role of College Prefects and the Student Representative Councils. There has been a focus on these groups tabling proposals and contributing to the College's broader strategic aims. Pertinently, the College Prefects were involved in the construction of the College's Hair Policy. Further, the Student Voice Committee have been able to contribute in meaningful ways to discussions around student safety and overall connectedness at our school. In this way, the leadership from these student groups has become more tangible in the day-to-day workings of the College. Also, the boys in these groups are learning important lessons about negotiation, communication, and strategy – all traits of successful leadership.

There has been real drive to enhance student connectedness. This has come through the College offering many extra-curricular activities across all year-levels and designated lunchtime programs – notably the Year 7 Clubs initiative – which allows students to interrelate with like-minded students and, hopefully, build connections.

Also, the College's drive for student connectedness is evident in the pastoral program. Here, boys are becoming well versed at listening to others, encouraging creative thinking and honesty, and an understanding of the need for resilience in the modern world.

There has been an emphasis on furthering the link between families and the College. Across all year-levels the College has conducted a number of events, for example Father/Son and Mother/Son nights; Welcome Evening at Year 7 designed to bring the families closer to the College community; and Homeroom Teachers rang all families at the start of the year to open lines of communication and establish a genuine sense of partnership.

## VALUE ADDED

List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.

- Homeroom Teachers ring home initiative
- Welcome Evening at Year 7
- Rock and Water activities
- Year 7 Clubs initiative
- Involving student leaders in College decision-making processes
- Student led year-level assemblies
- Student Voice Committee
- Partnership with Deakin University and Stonnington Council around the 'Communities That Care' program
- Music and Band Program
- Sports Leaders' Academy
- Student Representative Council
- Student-led Breakfast Club
- Year 11 Community Service Programmes

## STUDENT SATISFACTION

### Student Wellbeing:

- 2013- 64.5
- 2014- 67.2
- 2015- 67.0
- 2016- 64.5
- 2017- 62.7
- 2018- 61.9

In 2018 the student wellbeing indicator decline slightly, as it has done over the last few years. Social justice and student voice are two initiatives of staff and students designed to engage the student body in improving the wellbeing of all students. The standards of behaviour and academic endeavour continue to be high at CBC, with the desire to build a hope-filled and aspirational learning community at the centre of our 'learning always' philosophy.

## STUDENT ATTENDANCE

Student attendance is recorded electronically at morning Homeroom and at each class. Unusual patterns of absence (ie: A student having attended periods one and two and are absent in period 3) are followed up with the Program Leader (PL) immediately. Should they be unable to assist, student reception is to be notified. A full day absence is to be followed up by the homeroom teacher and PL as required. If a student is not able to be located using our internal processes, parents/guardians are notified immediately.

Students absent from private study periods are followed up immediately. Once it is established that they are not at Learning Enhancement or with the PL, further action must be taken. This involves a call to a parent/guardian to ascertain the student's whereabouts.

Should a student be out of a class due to a school-related activity (excursion, ACC sport, band practice, rehearsal etc) it is the responsibility of the supervising teacher to ensure that the students are marked as attending a School Approved Absence (SAA) prior to the activity, and confirming those present at the activity once it has commenced.



## Child Safe Standards

### Goals and Intended Outcomes

To meet the Child Safe Standards and ensure that we are employing best practice techniques and methodologies in our discharge of the child safe standards. Additionally, we seek to implement proactive strategies that engage all members of the school community in a deep understanding of the role of these standards in the daily practices and culture at CBC.

### Achievements

CBC has worked particularly diligently in ensuring that we not only meet the minimum standard but utilise the opportunity of creating or updating policies and initiatives to improve the quality of the education that we provide. Some of these endeavours include:

- All opportunities taken to promote the importance of warm and friendly relationships that encourages student voice and engenders trust.
- The ongoing promotion of the CBC Child Safety Statement
- The continued development and implementation of policies as required by the child safety standards, administered through Complispace. This has included professional development for staff as the full suite of policies and practices, including risk-management processes, have been rolled out to staff.
- Engaging the parent community through the parents and friends committee and community events, such as year 8 father son night and all of our information evenings, where child safety themes are discussed.
- The ongoing operation of the Student Voice Committee to give the students an avenue to express any concerns they may have regarding their safety and/or wellbeing, convened by the College counsellor, other key staff, and student leaders.
- The continuation of the College-wide Pastoral Program centred around emotional and social learning to educate students on right relationships, restorative practices, and the promotion of safety.
- Regular reference to the EREA touchstone titled 'inclusive community', and all that it stands for.
- Ensuring that child safety continues to be an integrated part of the Health and PE curriculum, engaging both students and staff in an ongoing conversation of the importance of child safety in a school environment.
- The implementation of employment processes and procedures, including the introduction of an application form that requires mandatory information, a child safety briefing upon employment, a child safety interview with Principal or delegate, the completion of the online mandatory reporting e-module, an interview process and WWC check for all volunteers and casual staff.
- The development of an issues database to track development and counter-strategies over time. The intended outcome is a timely and effective management of any safety concerns, with the database allowing us to track any concerns to their eradication.

## Leadership & Management

### Goals & Intended Outcomes

Leadership and management at CBC are not simply the activities that fall to the leadership team of the College, due to titles that dictate responsibilities. Leading and managing the college relies on the commitment of all staff to an agreed sense of accountability, professionalism, vision, collaboration and trust. All members of staff are to be committed to visible and invisible demonstrations of how their professional practice lives out the vision of the college.

Those given the titles of leaders at CBC are to be consistent in their desire to grow the capacity of others, promote creativity, and empower all who they lead to be equally responsible and accountable.

### Achievements

Leadership is cultivated at CBC across many dimensions of school life. The 'Learning Always' value that is central to the way decisions are made and education administered at CBC is designed to place learning first, and value the learning process, regardless of the outcome.

A CBC education is unique, in that it is underpinned by the Touchstones of EREA, and from those touchstones come the guiding principles that support the learning always value impacting our work. These principles come together in the statement that a CBC education is transformative, sustainable, together and contemporary. Staff are the crucial element in bringing this to life for the students in our care.

The key driver for this approach is the model of leadership offered by Laloux in his book 'Reinventing Organisations'. Its key drivers are empowerment and ownership of the vision and values. It is imperative that all leaders at CBC lead in this way. This presents some challenges in that schools can be hierarchical in structure, though the benefits of establishing such leadership models far outweigh the difficulties it presents.

A key component of embedding this culture is ensuring that all staff are aware of why we exist, what our purpose is, and who we serve. 'Learning Always' drives CBC through the creation and sharing of the values statement. There is universal support for this approach at the school. Making it a reality is our ongoing challenge, and is best served through the 'Laloux' model of Organisation.

Conversation forms a crucial part of what is required for the development of Organisational Learning. It is through these conversations, in formal settings such as Leadership Team meetings, Middle Leaders meetings and staff workshops, as well as corridor conversations, that professional learning has taken place on a consistent basis.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

#### Whole School Profesional Learning Priorities

- Differentiation/Personalised or Individualised Learning
  - Formative Assessment
  - Use of data/data driven decision making
  - Intervention
- ICT/eLearning
- Contemporary Teaching and Learning
- Curriculum Development
- The effective use of SIMON
- Effective use of Canvas
- Learning Enhancement
- Staff Wellbeing

#### Professional Learning Teams

- Use of Learning Management Systems
- Project-Based Learning
- Contemporary Learning
  - Metacognition
  - Visible Thinking
  - Critical Thinking
  - Collaboration
  - Contemporary Learning Environments
- Restorative Practices
- Student Wellbeing
- Teaching and assessing skills, including rubrics
- School-wide exam policy and procedure
- ILPs
- Improving Reading
- Study Habits
- Catholic Identity
- Learning Sprints

#### Individual Professional Learning

This is encouraged throughout the school year and through consultation with Learning or Program Leaders.

2018 Professional Learning Days at CBC

Term 1: Staff Planning Day

Term 2: Learning and Teaching – Curriculum Planning / Mapping

Term 3: Faith Development – Sustainability and Connectedness

Term 4: Professional Practice Time

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

**56**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$513.65**

### TEACHER SATISFACTION

- 2013- 57.4
- 2014- 63.5
- 2015- 63.0
- 2016- 64.6
- 2017- 64.3
- 2018- 60.2

2018 saw teacher satisfaction decrease somewhat. As a school, we continue to work closely as a staff, challenging and developing all teachers in order to realise our vision for education. We recognise the demands that this places on each and every one of us; however, we also recognise that working closely and supporting and encouraging each other in our endeavours builds accountability and professionalism. As a core belief, we understand the importance of togetherness and ensure that our work life reflects this.

## College Community

### Goals & Intended Outcomes

- Continued growth in parental and wider community engagement with the college
- Expansion and improvement in communication methods
- Continue to explore opportunities to engage with St. Mary's Primary School and Presentation College Windsor in a bid to enhance the reputation of our 'three schools one learning community' slogan

### Achievements

- CBC lives out the Touchstones of EREA in the community building actions it takes, where the educational outcomes of our students and those we support at home and abroad are considered a core component of our purpose.
- Establishment and expansion of the use of digital methods of communication, such as email, SIMON and the parent access module, as well as caremonkey as integral components of parental communication. Canvas has been retained as our Learning Management System, and extensive professional development has been engaged with by staff using this system.
- CBC explicitly states the need for parents to be involved in their son's education. Catholic Education Melbourne states that parents are the primary educators of their children. This is a belief CBC shares. It is vital that we cultivate a sense of partnership with our parent community and have a shared understanding of what learning looks like at CBC. As a school, we have a significant number of reference points regarding educating young men. Our Principal Mr Gerald Bain-King writes extensively in each CBC newsletter (released fortnightly) about such topics, and this is a key feature of our information evenings.
- Engagement with the community through the Father and Son night (year 8) and Mother and Son night (Year 7). These are all designed to enrich relationships not just between school and families but within the families themselves.
- Working closely with our sister school PCW Melbourne has always been seen as highly beneficial to the CBC community. This continued in 2018. Along with St Mary's Primary School St Kilda East, we continue to build the three schools as a learning community.

## VALUE ADDED

- Open day
- Foundation day
- Mother and son breakfast
- Year 8 Father Son night
- Year 7 Mother son night
- Year 7 Welcome Mass
- Caritas fundraisers
- House sporting carnivals
- Annual Winter sleepout
- Year 10 work experience
- Annual College Walkathon to raise awareness and money for the educational needs of communities in India.
- Annual Anzac Day Ceremony
- ANZAC Day Commemoration at Caulfield RSL
- Shared CBC/PCW Musical Performance
- Parent Seminars and Information Evenings
- Talk and Tour
- Parent Morning Teas
- The CBC Swimming Pool made available to primary schools

## PARENT SATISFACTION

### Community Engagement Indicator:

- 2013- 73.8
- 2014- 75.7
- 2015- 75.8
- 2016- 75.3
- 2017- 69.9
- 2018- Data Not Available

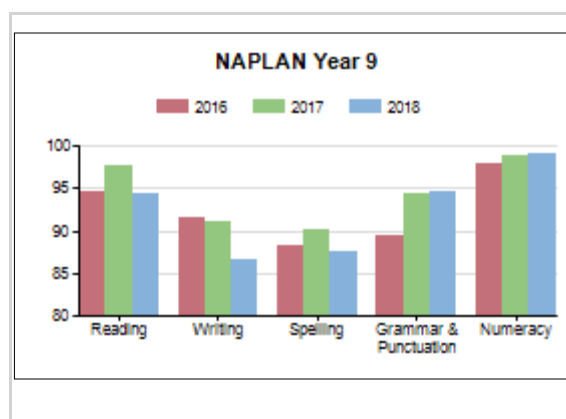
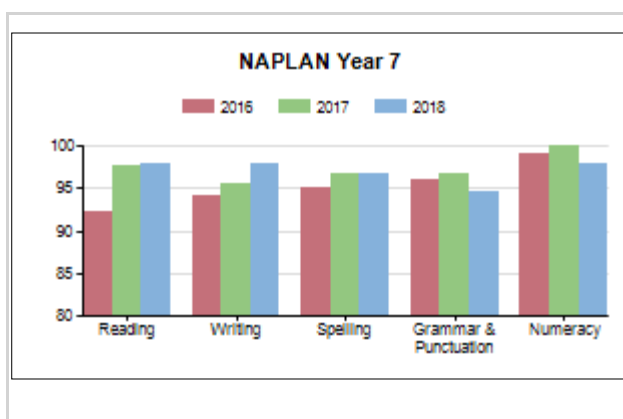
CBC recognises the importance of our families and the role they play as primary educators of our students. We have been relatively consistent in our engagement with the broader community over the past few years.

## School Performance Data Summary

**E1006**  
**Christian Brothers' College, St Kilda East**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Grammar & Punctuation	96.1	96.7	0.6	94.7	-2.0
YR 07 Numeracy	99.0	100.0	1.0	97.9	-2.1
YR 07 Reading	92.3	97.8	5.5	97.9	0.1
YR 07 Spelling	95.1	96.7	1.6	96.8	0.1
YR 07 Writing	94.2	95.6	1.4	97.9	2.3
YR 09 Grammar & Punctuation	89.4	94.5	5.1	94.6	0.1
YR 09 Numeracy	97.9	98.9	1.0	99.1	0.2
YR 09 Reading	94.7	97.8	3.1	94.5	-3.3
YR 09 Spelling	88.3	90.1	1.8	87.5	-2.6
YR 09 Writing	91.5	91.0	-0.5	86.7	-4.3



<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	93.1%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	92.0
Y08	92.1
Y09	92.5
Y10	90.4
Overall average attendance	91.8

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	92.5%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	84.3%



<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	18.2%
Graduate	29.5%
Graduate Certificate	11.4%
Bachelor Degree	68.2%
Advanced Diploma	31.8%
No Qualifications Listed	15.9%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	56
Teaching Staff (FTE)	52.1
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	33.3
Indigenous Teaching Staff (Headcount)	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	596.0
Year 9 Reading	579.9

Year 9 Spelling	568.6
Year 9 Writing	558.0

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	97%

<b>POST-SCHOOL DESTINATIONS AS AT 2018</b>	
Tertiary Study	56.5%
TAFE / VET	21.7%
Apprenticeship / Traineeship	4.3%
Deferred	0.0%
Employment	13.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	4.3%