



Faith **Excellence** Community **Compassion**

2024 School Performance Report



An R-Year 12 Catholic College for boys in the Edmund Rice Tradition



Christian Brothers College

2024 School Performance

Contextual Information

Established in 1878, Christian Brothers College (CBC) is a Reception to Year 12 Catholic College for boys, centrally located in Adelaide city on the traditional lands of the Kurna people. In 2024, CBC proudly celebrated 146 years of providing a quality education rooted in the Edmund Rice tradition, characterised by innovation, visionary teaching, state-of-the-art facilities, and advanced technologies.

The College operates across two campuses within walking distance of each other: the Senior Campus (Years 7–12) at 214 Wakefield Street and the Junior Campus (Reception–Year 6) at 324 Wakefield Street. Complementing its core educational offerings, CBC also provides Out of School Hours and Vacation Care programs, alongside a College Uniform Shop.

Student Demographics and Geographic Reach

At the August census, Christian Brothers College (CBC) had an enrolment of 965 students, representing a diverse community with 48 nationalities and 20 faith traditions. Notably, 151 students identified with a language background other than English. Our student population is drawn from 107 different postcodes, predominantly in the Northeastern, Western, and Northwestern suburbs, with a growing presence in the city centre.

Pastoral Care and Community

CBC is committed to fostering a supportive and inclusive environment for all students. Our Pastoral Care and Transition programs prioritise student well-being, safety, respectful relationships, and positive mental health. We strive to build strong relationships with students and their families, ensuring a sense of belonging and connection to the broader community. Our Catholic education, rooted in the Edmund Rice tradition, is delivered in partnership with staff, parents, and families, with the goal of developing young people who embody our core values of Faith, Excellence, Community, and Compassion.

Academic Excellence and Curriculum Diversity

The College has a long-standing reputation for excellence in academics, spirituality, athletics, and community engagement. Our diverse curriculum includes Trade Training in Electro technology, Psychology, Astronomy, and Food Technology, as well as opportunities for students to access VET, TAFE, language courses, and university programs.

Data Informed Continuous Improvement

CBC is a centre for academic excellence that utilises data to drive continuous improvement in teaching and learning. Parents, students, and staff have confidential online access to academic records, attendance data, and achievement information in real time. This allows for personalised tracking of student progress and the identification of any additional support needs.

Commitment to Innovation and Professional Development

At CBC, our commitment to excellence is reflected in our dedication to contemporary pedagogical approaches, ensuring our teaching methods are always current and effective. We leverage data-informed decision-making to continually refine our strategies while fostering ongoing professional development for our staff to keep them at the forefront of their fields. This is all underpinned by our engagement in cutting-edge research, which allows us to contribute to and integrate the latest advancements in education.

Co-curricular Program and Partnerships

Our extensive co-curricular program offers a wide array of activities beyond traditional sports, including competitive debating, rowing, social justice initiatives, student leadership programs, and e-sports. The College's music program, housed in purpose-built facilities, provides diverse opportunities for students to participate in ensembles, rock bands, and instrumental music. In 2023, we initiated a partnership with Tottenham Soccer Club, integrating soccer into our curriculum. This program is now fully integrated into the mainstream College operations.



Support for Students with Disabilities

CBC is recognised for its proactive approach to early intervention strategies aimed at improving student outcomes. We receive funding through recurrent grants for students with disabilities and extend additional support to students with learning difficulties. Our dedicated staff members across campuses specialise in providing both in-class and out-of-class support for students identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD), as well as others with disabilities.

To enhance literacy skills, we utilise the MacLit Program, which offers explicit literacy instruction to boys who require it. Beyond this, CBC has developed its own in-house literacy and numeracy intervention programs. These programs are specifically designed to ensure all students reach minimal benchmarks by the time they complete Year 9, providing targeted support to those who need it most. Through these comprehensive strategies, we strive to create an inclusive learning environment where every student has the opportunity to succeed.

Socioeconomic Diversity and Financial Accessibility

Christian Brothers College has an SES disadvantage index of 100, indicating a significant proportion of students from lower socioeconomic backgrounds. We currently serve 169 students eligible for School Card benefits and four Indigenous students. In 2024, fee remissions for families facing financial hardship exceeded \$1.5 million.

Affordable Fee Structure

CBC maintains one of the most affordable fee structures among independent schools in South Australia, with minimal fee increases capped at 3% for some year levels.

Conclusion: A Holistic Approach to Education and Brotherhood

We firmly believe that a well-rounded education goes beyond academic achievement. Our aim is to empower students to discover their full potential by providing a diverse curriculum and extensive co-curricular opportunities within a supportive and inclusive community. At CBC, we celebrate diversity, foster a sense of belonging, and cultivate lifelong bonds of brotherhood.

School Information Statements - Philosophy

Christian Brothers College Adelaide is an integral part of the mission of the Catholic Church. We actively contribute to the development of young men through quality Catholic education in the Edmund Rice tradition in partnership with staff, parents, families and the wider community. Leadership, service and co-responsibility, which underpin the Charter for Catholic Schools in the Edmund Rice Tradition, are core to the educational opportunities provided within the College, challenging all to act justly, to love tenderly and to walk humbly with their God, according to Edmund's story and dream. The worth and liberation of the individual, enhanced by personal formation in the light of the Gospel and Christian values, are essential elements in developing an educational program at the College, enabling people to be transformational in a changing society. Each member of the community is encouraged to develop relationships in which every person is empowered and enriched by active participation, cooperation, collaboration and enthusiasm – a community where life may be enjoyed and celebrated with creativity and passion.

College Values

CBC is an authentic Catholic school in the Edmund Rice Tradition. As an EREA school we are challenged to be faithful to following four touchstones and to reflect regularly on their embodiment in all aspects of school.



Faith (Gospel Spirituality)

Our College community respects the diversity of beliefs and actively promotes formation through the integration of faith, life and culture.



Excellence (Liberating Education)

Our College community provides an environment which challenges all to be committed to holistic learning and to achieving one's full potential.



Community (Inclusive Community)

Our College community actively encourages all to be involved in the life of the College so as to develop positive relationships that are responsive to the gifts and journey of each person.



Compassion (Justice and Solidarity)

Our College community values the dignity of all, with a commitment to justice and outreach to each other and the wider community that is authentic and inclusive.

Vision Statement

As a learning community CBC inspires excellence. We aim to be energetic, compassionate contributors to the world. Contemporary, dynamic educational programmes provide the basis for life-long learning in a community where life, faith and family are celebrated.

Mission Statement

We reflect the wisdom and lessons of our colleges' rich tradition and history, offering a respectful welcome to all. We rise above the ordinary by encouraging and celebrating educational endeavour, excellence and life-long learning. We nurture spirituality through individual and collective expressions of faith in our contemporary society. We encourage an authentic response to the poor and marginalised, thereby contributing to the creation of a just world.



Achievements

The College enjoyed numerous achievements in 2024, including:

- The continuation of our international partnership with English Premier League side, Tottenham Hotspur
- Continued improvement in Year 12 Results
 - Maintaining 100% SACE Completion
 - Increase to 97.9% of all A's and B's (from 97.25% in 2023 and 93.24% in 2022.)

Extra-Curricular Activities

- Cricket
- Badminton
- Tennis
- Rowing
- Water Polo
- Football
- Soccer
- Basketball
- Volleyball
- Table Tennis
- Music
- Debating
- Chess
- Swimming
- Robotics
- Astronomy
- Social Action Group
- eSports

Specialist Programs

- Student Equity Centre
- Gifted and Talented
- Success Tracking of Year 12
- Middle School Literacy & Numeracy Bolster Programs
- PATM and PATR Testing
- Mac-Lit Literacy Program
- Quick Smart (Years 3–9)
- Specialist Mathematics, Physics & Mathematics Extension

Student Welfare Programs

- Breakfast Club
- Pastoral Care Program
- Peer Tutoring
- Student Retreats
- Middle School Camps
- House Activities
- Homework Club
- Student Personal Responsibility Program
- Daniel Principe Cybersafety Presentation
- Arman Abrahamzadeh Presentation
- Make Bullying History Presentation
- Rite Journey Program
- Music Camp
- Social Action Group
- Bully Zero Presentation
- RAA Street Smart Program
- SAPOL Road Safety Program
- Mother/Father Son Evenings
- Encounter Youth Program
- Sammy D Presentation
- Fins Connect student support network initiative
- Mejiro Study Tour

Teacher Standards and Qualifications

Staff Attendance

In 2024, 82 teaching staff members were employed at the College.

Staff Retention

The staff retention rate in 2024 was above 90%. This figure represents both Junior and Senior Campuses and does not represent casual staff, short-term placement positions or staff on extended leave.

Teacher Qualifications

CBC teaching qualifications in 2024 include: 3% Doctorate, 22% Masters Degrees, 74% Bachelor Degree, 15% Diploma Teaching, 10% Diploma of Education, 27% Graduate Diploma, 15% Graduate Certificate and 30% other Certificates. 30% of teaching staff are actively working towards higher qualifications. The College has implemented the AITSL Professional Standards and actively supports teachers moving from Graduate to Proficient teaching level.

Workforce Compensation

The total staff as at the 2024 August census was 171 (excluding TRT) (FTE 126.4). Teaching staff comprise 76.3 FTE of the total workforce and are supported by non-teaching staff, 50.1 FTE, which includes specialist, administration, clerical, building operations, and maintenance. Our paid workforce is supported by our strong Volunteer workforce, including Old Collegians, parents and members of our broader community, to support staff in providing quality education. Our Inclusive Needs, LAP, and ESL services ensure students are provided with professional support to reach their potential. No staff identify as Aboriginal or Torres Strait Islander.

Expenditure and Teacher Participation in Professional Learning

The College spent \$80,000 to assist all staff in their professional development. The major expenditure centred on the Berry Street Education Model and focused workshops on AI and differentiation for all teaching staff.

The faith formation of staff, students, Advisory Council members and parents is also an essential mandate of CBC. Staff Prayer, staff retreats, weekly community masses and faith formation opportunities were provided throughout 2024.

Staff professional development was aligned with the Strategic Plan. Whole staff professional development provided an opportunity for external professional partners and peers to provide training in:

- Wellbeing
- Behavioural Management Practices
- Child Safeguarding
- Mindfulness & Mental Fitness
- Data Driven Practices
- Inclusive Education
- Clarity – High impact teaching & Learning
- Berry Street

Student Attendance

Student Attendance

Average student attendance rate for the College in 2024 as of the August Census 2024. (Does not include Term 3 Reception students).

Year Level	Cohort	Attendance %
Reception	30	82.28%
Year 1	34	75.99%
Year 2	29	90.72%
Year 3	36	88.83%
Year 4	40	86.78%
Year 5	52	84.61%
Year 6	58	86.11%
Year 7	112	92.06%
Year 8	116	88.65%
Year 9	136	90.84%
Year 10	113	90.08%
Year 11	112	85.23%
Year 12	98	86.29%
TOTAL	966	86.81%

How Non-Attendance is Managed

The College utilises the Message U program to support us in our data integrity relating to attendance. On a daily basis, the College, via Message U, will inform parents of students who have not informed the school of their son's non-attendance and who are marked as absent by their Pastoral Care teacher. The Pastoral Care teacher is responsible for follow-up of the initial absence, including citing a note in the student's diary and/or making contact with a parent. Should lateness or absences continue, the student's name is placed on a 'Watch List' which is viewed weekly by the Heads of House and relevant Directors. This list is automatically generated from the College's absentee database. Any student who is absent for an extended period of time has their relevant information forwarded to the Truancy Section of the Eastern Region Education Department. Heads of House, College Counsellors and CEO Case Managers support families and monitor Indigenous students and students at risk of absenteeism. The College Portal allows real-time reporting of student absenteeism and trends. Data is used by Pastoral Care staff to monitor student wellbeing and attendance.

Senior Secondary Outcomes

SACE and ATAR Results

The class of 2024 maintained CBC's continuous improvement in SACE Performance by improving on 2023's results. This is the 6th consecutive year of improved academic performance in the SACE.

All students achieved their SACE and the College Dux achieved an ATAR ranking of 99.85 placing him in the top 1% nationwide, in addition to two others. A further 39 students achieved ATAR rankings above 90 (42.8% of the cohort) - placing them in the top 10% of the nation.

The overall Grade Breakdown of 97.90% in the A/B band is impressive. Moreover, an increase in A+/A/A- bands to 60.9% (2024) from 53.07% (2023) and subsequently a decline in the B Band from 43.66% (2023) to 37% (2024) and the removal of any grade below a C+.

There were also improvements in the percentage of students achieving an A+, with 15.30%, an improvement from 2023's 7.88%. Further to this, 34 students achieved Merits across the areas of English (17), Research Project (4), Spiritualities, Religion and Meaning (4), Business Innovations (2), Food and Hospitality (2), Health and Wellbeing (1), Workplace Practices (1), Physics (1), Media Studies (1), and Robotic and Electronics (1).

Vocational and Educational Training (VET) Results

Another highlight for the College was the growing number of students who have studied Vocational and Educational Training (VET) subjects as part of their SACE.

- 89% of the graduating Year 12 cohort included some type of VET as part of their SACE. This was an increase from 82% in 2023. (State average = 47%)
- 38 of the 39 students above 90 ATAR completed a Certificate III as part of their SACE
- 151 students were enrolled in VET Courses in 2024. (115 enrolled in 2023)
- 14 students included VET at Certificate II level
- 99 students undertook VET studies at Certificate III level

Student Outcomes in NAPLAN

Benchmark Results

When compared with the national average results, the following achievements were made:

	Year 3	
Assessment	CBC	National Average
Reading	366	404
Writing	398	416
Spelling	371	402
Grammar / Punctuation	368	409
Numeracy	406	404

Green highlights – areas above the national average

	Year 5	
Assessment	CBC	National Average
Reading	467	491
Writing	477	485
Spelling	478	486
Grammar / Punctuation	457	498
Numeracy	468	489

	Year 7	
Assessment	CBC	National Average
Reading	532	535
Writing	515	540
Spelling	540	540
Grammar / Punctuation	529	537
Numeracy	553	539

	Year 9	
Assessment	CBC	National Average
Reading	569	565
Writing	575	573
Spelling	573	567
Grammar / Punctuation	547	556
Numeracy	577	566

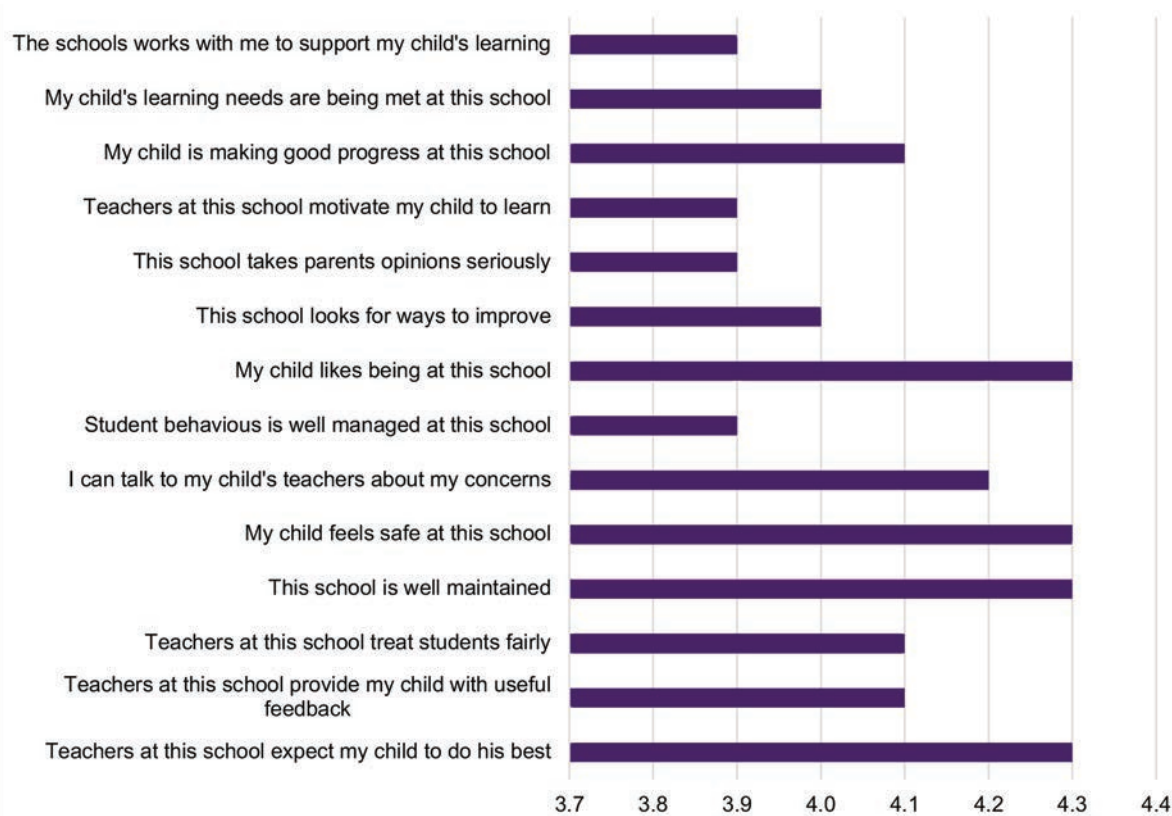


Parent, Teacher and Student Satisfaction

In 2024, Parents, staff, and students participated in several surveys consisting of questions associated with our co-curricular program, community relationships, student engagement and wellbeing, as well as academic excellence. Results gathered informed strategic directions for the College Community.

Our community participated in a Community Satisfaction Survey. Refer to some of the results below.

Parent Satisfaction Survey



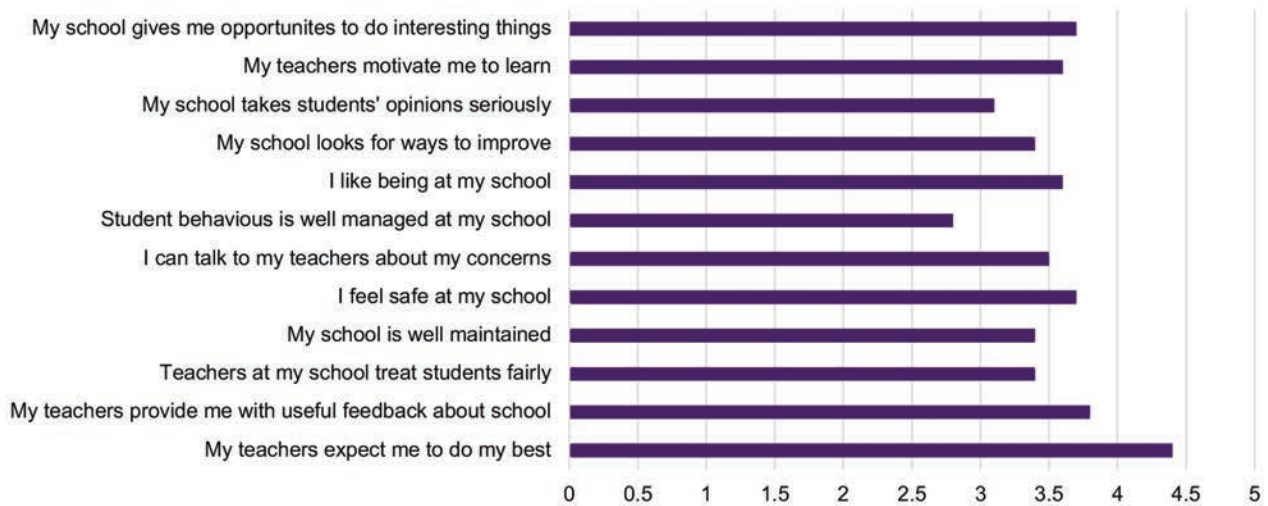
Parent support groups provide an opportunity for students' parents and grandparents to be actively engaged in the feedback process and organise events. In 2024, the following auxiliaries assisted with College operations:

- College Alumni
- Friends of Music
- Parents and Friends
- Old Collegians Soccer
- Old Collegians Football
- Rowing Support Group

The College School Advisory Council welcomes open communication from parents and the wider CBC community. Our Auxiliary Groups, Alumni, Old Collegians, Parents and Friends, and Friends of Music meet regularly throughout the year.

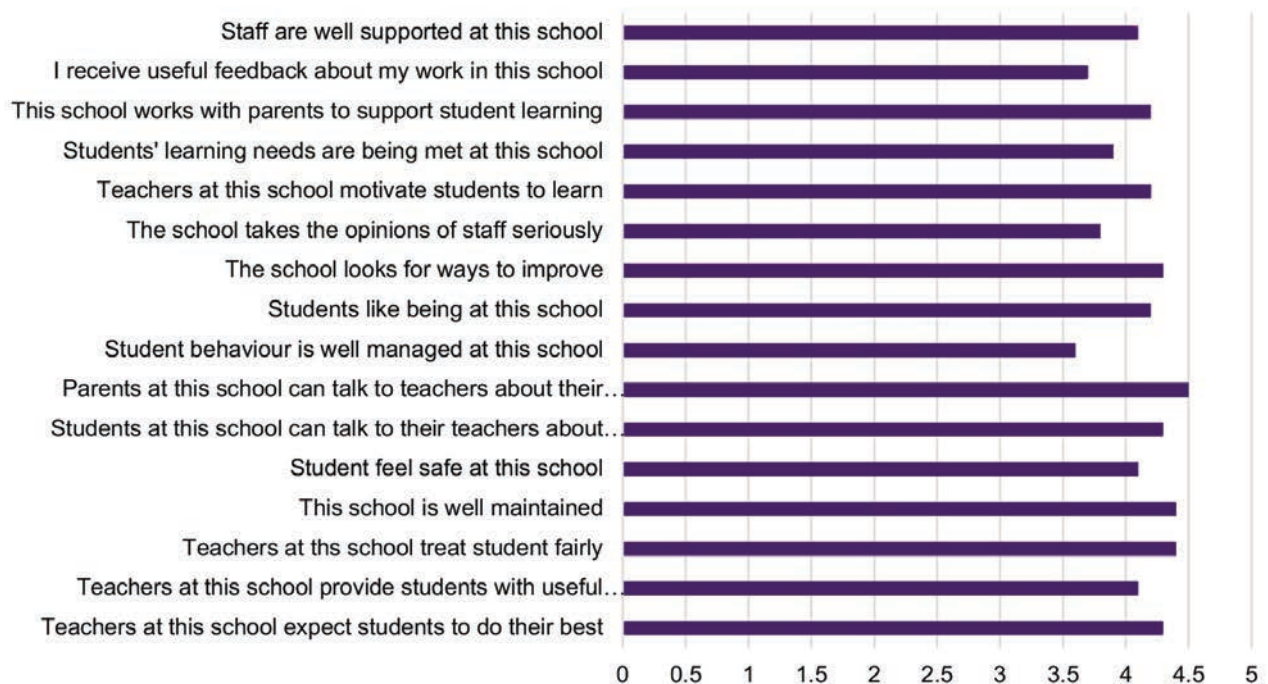


Student Satisfaction Survey



The College Executive and Leadership Teams, including the Principal, Deputy Principal and Heads of Campus are regularly seen before and after school in the yard, at Saturday and weekday co-curricular activities and in the classroom to provide the students and parents with pastoral support.

Staff Satisfaction Survey



In 2024, staff had identified the professional development days, held on student-free days, as a time to reflect and review their practice. Staff retreats, national and international training and immersion opportunities, an “open door policy” by leadership and the formation of numerous staff consultative committees and advisory groups monitor and are proactive in managing ongoing staff wellbeing.

Value Adding Initiatives

Junior Campus

Programs: InitialLit (Reception-Year 2), SpellEx (Years 3–6), MultiLit – Intervention Programs (MiniLit Sage and MacqLit), Out of School Hours Care, Vacation Care, Reception Transition Program (Term 1 and Mid-year starters), New Student (Years 1–6) Transition Program, Year 5 and 6 Transition Program with our Senior Campus, Camps, Passion projects, growth mindset approach to their learning, choir, music ensembles, lunchtime clubs, Junior Campus SRC and Junior Campus Year 6 Leaders.

Catholic Culture: Liturgies (Masses, Prayer Services), Sacramental Program (offered to Year 4–Year 6 students), Community Masses at both the Junior and Senior Campus chapels. Whole school prayer. Opportunities for staff and student reflection through Contemplative Prayer, RE Professional development opportunities and Retreats.

Senior Campus

Programs: Retreat Programs, School Band, Year 7–8 Camps, Year 9 Rite Journey Camp, Year 10–12 Outdoor Education Camps, Vocational Education & Training Programs (internal and external), Transition Program, Prefect Camp, MacLit, QuickSmart, After School Study Support (Library: Monday to Thursday till 5pm/Senior Study: Tues and Wednesday 5pm to 8pm for Seniors), Rite Journey.

Catholic Culture: Liturgies (Masses, Prayer Services), Reconciliation, Sacramental Program.

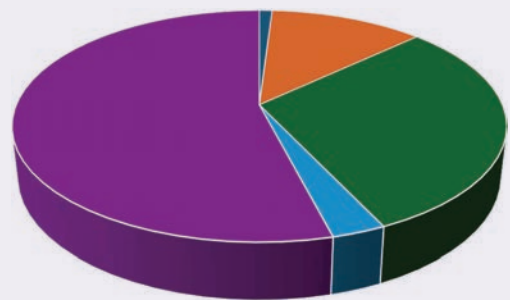
Arts: Music Ensembles, Choirs, Drama Performances, Performing Arts Week, Tours.

Social Justice Events: White Ribbon Day, War Memorial visits and vigil, World's Greatest Shave for the Leukaemia Foundation, various BBQs, Red Day.

Post-School Destinations

- 100% of eligible students received a SATAC Offer (77 students submitted an application)
- 84% of students received their first preference
- 4 student received an offer to their second preference
- 4 students received an offer to third to sixth preference

School Income



- Building Fund 1%
- Fees, Charges & Parent Contributions 30%
- Australian Govt. Recurrent Funding 54%
- State Govt. Recurrent Funding 12%
- Other Private Sources 3%







Strategic Planning

The following Strategic Direction Pillars were the 2024 Key Focus Areas:

EREA Identity and Mission

Every Boy, Every Day, will be inspired by the Gospel of Jesus and the spirituality and action of Blessed Edmund Rice, and will:

- Act and advocate in solidarity with all who are marginalised.
- Be loyal to the Gospel of Jesus and the Touchstones of EREA as foundational to the College Life.
- Live in fullness a Reconciliation Action Plan.
- Participate in a Religious Education Curriculum and faith that develops young men who will be 'Brothers to Others'.

Teaching and Learning

Every Boy, Every Day, will enjoy our relentless pursuit of excellence for every learner, and will:

- Benefit from high-quality curriculum design, pedagogy, assessment and reporting, ensuring excellent outcomes for all learners, because we know how boys learn.
- Access the curriculum via a differentiated approach, be challenged, and be supported to achieve their excellence. Benefit from a data-informed approach to continuous improvement.
- Experience an authentic commitment to improved outcomes in Literacy and Numeracy for every learner.
- Enjoy a genuine commitment to enhanced student voice and agency at the heart of every learning episode.

Wellbeing

Every Boy, Every Day, will flourish, and will:

- Be a part of a community where the unwavering commitment to the safety of every child in our care, is at the heart of what we do.
- Contribute to a sense of belonging and connections for all members of the CBC Family: students, staff, families, old scholars and the wider College community.
- Engage proactively in their wellbeing through high-quality Pastoral care programs that are appropriate and purposeful at the various stages of every boy's development.

Community

Every Boy, Every Day will be a 'Brother to Others', and will:

- Further enhance and celebrate the CBC family as one of inclusivity, care, support and diversity.
- Belong to a community that develops meaningful and ongoing connections across our three campuses, and with old scholars, Parish Primary Schools, and 'sister schools'.
- Have opportunities to participate in local and global immersion opportunities and connections. Have access to strong and meaningful industry links, career pathways and relationships with Tertiary institutions.
- Be guided by College staff who are committed to their own Professional learning and development.

Stewardship

Every Boy, Every Day will be a member of a community that is a flagship of affordability and mutual responsibility, and will:

- Benefit from financial sustainability, prudence alongside outstanding infrastructure, resourcing and capital developments.
- Appreciate ecological sustainability inclusive of property, technology and the College footprint.
- Be provided standards of care, safety and professionalism, and learn in an environment where all members are safe.
- Benefit from a strategic and modern approach to Master Planning, and the delivery of ICT.

Conclusion

In 2024, Christian Brothers College (CBC) remained steadfast in its mission as a Catholic school in the Edmund Rice Tradition. The College is now working with its *'Towards 150 Strategic Plan: Every Boy, Every Day,'* engaging staff to ensure improvements in all areas of College life.

At CBC, a well-rounded education is believed to be essential for fostering meaningful connections with others. This historic College offers a modern education that transcends academic excellence alone. Learners, from Reception to Year 12, are empowered to discover their holistic identity through diverse co-curricular pursuits, personal well-being practices, and exploration of their Catholic faith within the legacy of Blessed Edmund Rice.

The supportive school community at CBC fosters a strong sense of belonging, where students develop lifelong bonds of brotherhood. Within this nurturing environment, boys mature into well-rounded men who exemplify respect and compassion in their future careers, communities, and everyday lives.

The School Advisory Council and Executive focused on leveraging data to inform teaching and learning, aiming to improve educational outcomes, enhance data integrity across campuses, and guide future planning. The College Executive team surpassed numerous strategic targets, including elevating the College's reputation, ensuring financial sustainability, providing modern teaching and learning facilities, achieving eco-sustainability goals, maintaining WHS compliance, and improving academic outcomes and job prospects for students.

During 2024, CBC continued to strengthen relationships with professional partners, including universities across Australia, EREA partner communities, Principals Australia, and various Catholic and Independent Principal, Deputy, and Curriculum Associations. Many dedicated staff members actively participated in SACE moderation and assessment panels.

CBC extends sincere gratitude to the entire CBC community for their invaluable contributions in 2024. The College leadership is eager to collaborate with the community, building upon strengths and further enhancing the educational experience and outcomes for its boys.

Christian Brothers College. The world before us.

Regards



David Johnston
Principal





**THE
WORLD
BEFORE
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An R-Year 12 Catholic College for Boys in the Edmund Rice Tradition

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Junior Campus

Reception–Year 6 for Boys

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Senior Campus

Years 7–12 for Boys

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