

Corpus Christi Catholic Primary School,
St Ives

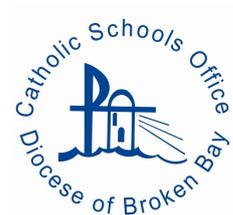
17 Link Road, St Ives 2075

Principal: Mrs Barbara Yee

Phone: (02) 9988 3135 Fax: (02) 9449 2335

Email: ccsi@dbb.catholic.edu.au

www.ccsidbb.catholic.edu.au



ABOUT THIS REPORT

Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Principal's Message

In 2016, our focus has been on the review phase of our School Improvement Plan. This commenced with the process of self-review which generated valuable insights from teachers on their perceptions of the school improvement journey thus far. This process highlighted areas where improvement is necessary. The observations included reference to the deep pedagogical shift in the teaching of Mathematics as well as positive gains in student outcomes in this Key Learning Area (KLA). The Curriculum Focus Day, the system led peer curriculum review, targeted English and Mathematics with valuable feedback provided, along with commendations. The compliance aspect of the review followed, which provided an opportunity for us to ensure diligence in matters relating to workplace and student safety and wellbeing that continue to be a priority at Corpus Christi. The quality assurance aspect of the review process took place in Term 3. Robust preparation of reports on the three domains that underpin the School Improvement Plan (SIP) allowed us as a community to deepen our reflection of the past three year's actions as well as sharpen our focus to meet newly emerging needs.

Parent Body Message

I'd like to acknowledge the strong starting position P&F executive experienced, as a consequence of sustained leadership from the executive committee over a period of time. This enabled the 2016 committee to establish key priorities for this year, responding to parent voice as well as external influences at both diocesan and overall education sector levels.

This led to prioritising parent and community engagement in 2016 and importantly, to a shift away from targeted school fundraising. Through the continued success of a range of events, we were able to more than cover important purchases for the school during the year.

Taking a lead from the broader Broken Bay Diocesan Parent Council, 2016 was a year focused on enhancing engagement of our parents and broader community in the inner pulse and energy of Corpus Christi Primary School. One aspect of this, reflected the success of 2016 as a P&F community, was the phenomenal attendance at a broad cross section of events throughout the year. Many of these events, in addition, brought in many visitors into our community and highlighted the value of our school.

Student Body Message

We were proud to be elected leaders of our school. This year has presented many opportunities to demonstrate and develop our leadership skills. We loved working with students from K to 5 during Peer Support groups where we encouraged others to live out our school motto of Strength and Gentleness; being buddies to the new Kindergarten students was a role we took very seriously but had lots of fun with too!

We have shown respect for our environment. The environment committee has constructed a

garden adjacent to the Music Room. In our regular environment committee meetings, we discussed ways in which we could make our school even more environmentally friendly.

We were presented with many learning challenges this year—from ICAS testing to Chess Club to debating, in addition to the amazing learning experiences presented to us by our teachers.

We had success in sporting and extra-curricular events. Our junior boys relay team competed at state and we had students represent our school and cluster at a number of carnivals. Band and choir performed outstandingly at a number of local events. Our whole school performance of *The Wizard of Oz* was one of the best musicals we have ever seen!

SECTION TWO: SCHOOL FEATURES

School Features

Corpus Christi Catholic Primary School St Ives, is a Catholic systemic co-educational school.

Corpus Christi is a co-educational Catholic primary school catering for students from Kindergarten to Year 6. Through high quality teaching provided by dedicated, professional staff we provide learning experiences that foster the development of students' intellectual, social and emotional capacities.

We acknowledge the role of parents in the learning process and work in partnership with them to form faith-filled, confident children. We are proud of the relationship we have with the Carmelite priests in our parish and the contribution they make to our school.

We continue to create an environment where we are educating young people to take their place in their world, prepared to make a difference. Our motto Strength and Gentleness encourages students to respond to each other with respect and compassion while forging a strong self-identity.

We acknowledge that our school has a pivotal role in ensuring that time spent at school for all students is successful and caters for all aspects of child development. We welcome the diversity of students and strive to meet their needs at Corpus Christi.

We are committed to maintaining a high standard of current technologies to enhance learning. We are constantly evaluating the utilisation of these tools to ensure alignment with current curriculum expectations to allow students to achieve excellent learning outcomes. The library integrates teaching and learning through literature and factual texts with the utilisation of many aspects of information gathering and presenting that multimedia allows.

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields, as well as the advantage of shade provided by a magnificent canopy of trees. We have completed refurbishments to primary classrooms, making them contemporary learning spaces, and we are committed to a range of physical improvements and enhancements of the school site to further improve the outdoor space for children.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
97	120	69	217

* Language Background Other than English

Some fluctuation in enrolments continues. Some families have relocated interstate or overseas and we enrol families relocating back to Sydney. We work with local pre-schools and take advantage of a range of social and print media to market the strengths of our school.

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.46 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	94 %	92 %	94 %	92 %	94 %	95 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	3	21

* This number includes 10 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	18
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	School self-evaluation
Day 2	Religious Education
Day 3	Child Protection/NSW History and Geography

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

Our school was established by the Brigidine Order in 1954. The School motto ‘Strength and Gentleness’ guides staff, students and families in living as disciples of Jesus. In recent times the Discalced Carmelite community has been granted leadership of our Parish. We take opportunities to learn about Discalced Carmelite spirituality and practices, and take part in key celebrations in the Carmelite order. Our Carmelite friars engage with the school community during school events and lead us in prayer and liturgy.

As a community we gather to pray, celebrate and reflect. Staff work together to ensure that prayer, mass and liturgy are opportunities for students to connect to and reflect on their faith in meaningful ways. The school acknowledges Lent, Easter and Advent in prayer and liturgy and celebrates the opening and closing of the school year mass and family events such as Mother’s day, Father’s day and Grandparent’s day. Liturgies are held to commemorate days of national importance such as ANZAC and Remembrance day. Senior students represent Corpus Christi at Diocesan events such as the Year 6 cluster Mass, Diocesan anniversary Mass and Diocesan mission Mass.

The school and parish work together as a faith community. The school hosts family Masses throughout the year with both parents and students taking part. Priests attend school functions and visit classrooms, and sacramental programs are facilitated by the parish with school support.

Students learn about Jesus’ model of service and compassion. This is reflected in our Mission statement that as disciples of Jesus we are called to serve others, seek justice and act. In this manner students learn about the role of mission agencies and our responsibility to reach out to those in need. Staff and students work to raise funds and awareness of organisations such as

Project Compassion and Catholic Mission. In our efforts to reach out to those in our local area, we worked to support the Gethsemane Community to provide Christmas hampers.

Staff spirituality is vital for the faith life of the school. Weekly staff prayer offers teachers the opportunity to gather, pray and share their experiences of faith and scripture. Our staff spirituality day was centred on Jesus' model of service and the role of evangelisation. We supported the pilgrimage of two teachers to World Youth Day in Krakow Poland.

Staff professional learning and dialogue was centred on teaching and assessment in Religious Education. Staff ensured that learning was student centred and used a variety of relevant resources to ensure high quality learning. Two teachers completed the Graduate Certificate of Theology, with another teacher continuing Masters level study through the Broken Bay Institute.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2016, the school improvement focus in teaching and learning has continued to be Mathematics. This included review of our improvement strategies in Mathematics over the past five years. Performance data suggests an improvement in achievement; data from teachers suggests additional gains including increased competence and understanding of mathematical concepts, greater confidence and energy around Mathematics teaching, renewed enjoyment, and commitment to pursuing excellence in Mathematical achievement for students. Students overwhelmingly report that Maths is their favourite area of study at school. We continue to train specialist teachers in Mathematics and have embarked on a systematic program of teacher-coaching and co-teaching in Mathematics. We have applied this coaching model to co-teaching in Literacy. In addition, we have used the pedagogical gains achieved in Maths and transferred them to other Key Learning Areas.

We have continued to focus on the writing strand with the English Curriculum. Teacher leaders have been involved in co-teaching with particular focus on enhancing the creativity of students' writing by using a range of devices. This has been linked back to the literary techniques that good writers use in texts that are effective in entertaining, informing and persuading.

Detailed exploration of item analysis of NAPLAN data, particularly in writing, has allowed teachers to pinpoint where students need to master writing skills for continued improvement and achievement growth. In addition we interrogated PAT & NAPLAN data to determine what adjustment to teaching practices could improve student learning outcomes.

In 2016 we completed phase two of implementing the Science and Technology syllabus. We commenced the implementation of the first phase of the History and the Geography syllabuses. This has involved extensive professional learning by teachers as the discrete areas of HSIE have been more sharply brought into focus by the new syllabuses as well as engaging with the specific skills and concepts inherent in this key learning area.

To enhance student learning, a range of technologies are used extensively throughout the school by highly skilled teachers who undertake regular professional learning. This year we have moved into making greater use of cloud based technologies including google classroom as a way of showcasing and sharing student learning tasks.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	53.57 %	52.50 %	0.00 %	9.60 %
	Reading	64.29 %	49.40 %	0.00 %	11.50 %
	Writing	55.56 %	48.80 %	3.70 %	6.20 %
	Spelling	64.29 %	46.40 %	7.14 %	12.40 %
	Numeracy	57.14 %	35.60 %	0.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55.56 %	36.30 %	0.00 %	15.00 %
	Reading	61.11 %	35.30 %	5.56 %	15.50 %
	Writing	38.89 %	17.20 %	0.00 %	18.10 %
	Spelling	44.44 %	29.80 %	5.56 %	17.20 %
	Numeracy	55.56 %	28.30 %	5.56 %	16.50 %

NAPLAN Comments

NAPLAN data suggest that students at Corpus Christi continue to demonstrate improvement in

achievement aligned with the focus of the School Improvement Plan (SIP).

Student achievement data indicates that significantly more students achieve in the top 2 Bands in both Years 3 and 5 compared to national figures. In Year 3, over 50% of all students have achieved in the top 2 bands in all test areas. In Year 5, over 50% of all students have achieved in the top 2 bands in all test areas except Spelling and Writing, where the proportion of students in the top two bands was still well above the national figures.

The My School website shows that in Reading and Writing, the learning gain of students between Year 3 and Year 5 was stronger at Corpus Christi than students at statistically similar schools, and students with the same Year 3 starting score. In addition to learning gain, successive cohorts are showing improved achievement. For example, the mean score in Year 5 Numeracy has improved steadily from a mean of 507.9 in 2012 to 557.2 in 2016. During this period, the mean score at a state level has remained relatively constant (449 to 503).

In Literacy in Year 5, students performed strongly, particularly in Reading and Grammar & Punctuation. Co-teaching and other high-yield professional learning strategies continue to be utilised to ensure teaching practice enables student learning achievements.

In Numeracy, very strong results in both Year 3 and Year 5 indicate consolidation of teacher professional learning which has been the chief priority of the School Improvement Plan over the past few years. Continued focus on the pedagogy of Mathematical teaching will continue across all stages of learning.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

A Year 6 buddy is assigned to Kindergarten students when they begin school. The buddy takes care of the younger children as they settle into school life.

Students in Year 5 complete a unit of work on leadership that develops concepts of service to others as outlined in the Gospels. They are then elected into leadership positions for the following year. The children in Years 3-6 are encouraged to elect leaders who display qualities such as honesty, positive behaviour, and encouragement of others as well as considering students who have upheld the school motto of “Strength and Gentleness” and demonstrated involvement in school life.

Each year children across all years (K-6) form peer support groups to help establish friendship networks. Peer support leaders from Years 5 and 6 are trained to lead activities designed to assist students in learning social and emotional skills.

The Student Representative Council (SRC) is activity linked to the school’s pastoral care and is managed by members of the school leadership team. The SRC executive is elected from Year 6 students and holds office for the whole year. Student representatives are elected from each class and represent their peers in school matters at regular meetings. In addition to the formal leadership positions, senior students are involved in leading the environment and tech teams and assist as monitors in the school library.

The *KidsMatter* framework is a flexible, whole school approach to improving children's mental health and wellbeing. During 2016 we held the official launch of the *KidsMatter* framework for the students and staff which focused on component one - a positive school community. *KidsMatter* component two – developing children’s social and emotional learning is currently being implemented. The *Bucket Filler program* continues to be used for social skill development throughout the school. This program has particular emphasis on resilience and maintaining positive relationships. The language of Positive Behaviour for Learning (PBL) across the school includes reference to the school motto ‘Strength and Gentleness’. In 2016 we have continued with a monthly school Strength and Gentleness award. It is given to students nominated by staff and linked to our three school rules: respect self and others, respect learning, respect environment.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Over the past five years the school improvement focus has been to improve student achievement in Mathematics. We have also encouraged teachers to make connections between learning behaviours and teaching strategies that have improved student performance and transfer these to other KLAs. In addition we have continued to refine new units of work in Science and Technology as well as developing a comprehensive and integrated scope and sequence in History and Geography. These units are inquiry based and the new skills, concepts and content are being explored by teachers and included in the newly designed units of work.

As the school was in a School Review year, we commenced the year by undertaking a comprehensive evaluation of the school's improvement plans over the preceding five years. Using this data, validated by the School Review Panel, we then established new teaching and learning goals. These goals centred on developing students who value learning and whose thinking is visible. This goal has been established for the next three years and will continue to direct our planning and aspirations for student achievement.

Priority Key Improvements for Next Year

In 2016 we established our three year School Improvement goals.

In Mission, our goal is to educate students to be active witnesses to the Gospels. We aim to do this though assisting students to gain an appreciation that they live in a privileged environment by making connections with Gospel teachings and our social justice initiatives.

In Learning and Teaching, our goal is to enable students to become agile thinkers who can critique, innovate and collaborate. We aim to do this though professional learning about extending student thinking. This includes analysis of units of work to ensure students have abundant opportunities to apply thinking when completing tasks or solving problems. Teachers will be gathering data on student demonstration of visible thinking and learning.

In Pastoral Care, our goal is to develop students' social and emotional learning skills. We aim to do this though continuing to track student social and emotional skills. Programs such as *KidsMatter* and PBL will be used to develop opportunities that will focus on explicit, modelled

and peer instruction of age appropriate social and emotional learning skills.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Our most recent survey of the school community conducted by MMG in the preparation for school review in 2016 indicated that the significant majority of parents are pleased with the quality of pastoral care offered by the staff at Corpus Christi. Parents indicated that the reason that they chose our school was because of the high quality of education provided here. Parents also responded that they were very satisfied with the facilities and resources that exist at the school.

Parents new to the school strongly indicated their children's positive experiences of starting school at Corpus Christi: they felt welcomed, and were impressed by the quality of the staff, the enrolment processes and the students they met. They were also highly satisfied with the quality of information provided to them from the class teacher once their children had started school.

The Corpus Christi community continues to be a dynamic one, with very high levels of parent involvement in many aspects of school life. Parents are generally highly engaged with their children's learning and there are very high parent participation rates at school functions across the board.

Student Satisfaction

The MMG survey also indicated that students are satisfied with the quality of pastoral care offered at Corpus Christi. Students strongly indicated that they understand the school rules, have made good friends and are taught to look after the environment. Students also strongly indicate that they feel safe at school and that the students look after one another. They responded positively to the range of leadership opportunities with which they are provided. The vast majority of children responded that they like coming to school.

Students also responded that they were highly satisfied with their class teachers. They deeply appreciate that teachers assist them, show them where they need to improve and help them to improve in literacy and numeracy.

Students indicated very high levels of satisfaction with their access to computers and technology, that they are congratulated on their achievements and that learning at Corpus Christi is fun.

Students overwhelmingly supported the statement that they liked being a student at Corpus Christi and they are proud to be students here.

Teacher Satisfaction

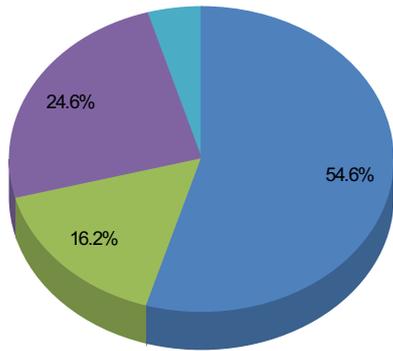
Teachers responded in the MMG survey that they were highly satisfied with the way the school values their contributions. Staff indicated a highly satisfactory score for the overall pastoral care of the students at the school. The staff also noted the high quality of support for families facing difficulties. Teachers indicated a high level of satisfaction with the mutual respect shown between school and community and the general level of behaviour of the student population.

High levels of enthusiasm and engagement with teaching and learning were indicated by teachers. They resoundingly affirmed the whole school approach to quality pedagogy and that this was supported by teaching facilities provided. Teachers noted that parents were highly engaged with their children's learning as well. Teachers indicated high levels of satisfaction with the school provision and use of information technologies to enrich, enable collaboration and share student learning. Teachers also noted their satisfaction with the use of data (including NAPLAN data) to improve student learning.

SECTION ELEVEN: FINANCIAL STATEMENT

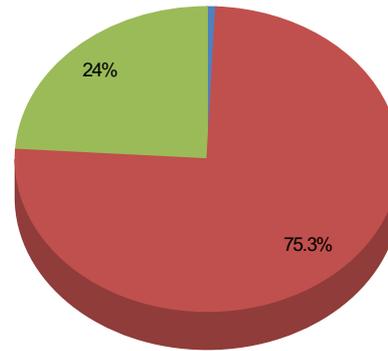
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.2%)
- Fees and Private Income (24.6%)
- Other Capital Income (4.6%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (75.3%)
- Non-Salary Expenses (24%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,705,359
Government Capital Grants	\$0
State Recurrent Grants	\$507,278
Fees and Private Income	\$768,640
Other Capital Income	\$142,662
Total Income	\$3,123,940

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$21,722
Salaries and Related Expenses	\$2,239,291
Non-Salary Expenses	\$713,977
Total Expenditure	\$2,974,990