



# 2019

## ANNUAL SCHOOL REPORT



### Corpus Christi Catholic Primary School

17 Link Road, ST IVES 2075

Principal: Mrs Jayne Wheen

Web: [www.ccsidbb.catholic.edu.au](http://www.ccsidbb.catholic.edu.au)

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## About this report

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Corpus Christi Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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') 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 also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

As a newly appointed Principal of Corpus Christi Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and a very inclusive parish. All of whom enhance, inspire and support our school. 2019 has been a year of review and visioning for the future.

The education of the children at Corpus Christi is enriched and inspired by motivated staff with a strong focus on professional development and learning. The strong educational focus is partnered with a genuine care and concern for each child.

This year we launched our ASPIRE program. ASPIRE stands for Achieving Specific Personal Inspiration with Real Enrichment. We have identified and tracked our gifted students, offered extension programs for a number of students and enrichment programs for all students. Mentors in our community and beyond have worked with students in Mathematics, STEM, Visual Arts and Digital Technologies. We opened up a STEM Lab so we have space and easy access to our new resources. This flexible learning space is utilised by all students.

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

### Parent Body Message

The Parent Community has had a very busy 12 months. We started the year with a Welcome Bush Dance for all family members. Following on from this we held a movie night on our oval. The oval was a sea of coloured beanbags. The Trivia evening and Dinner Dance were strongly supported by our great school community. Our inaugural Colour Fun Run to celebrate our Corpus Christi Feast Day was a tremendous success and a welcome addition to our planned events. A welcome crowd of people from the St Ives community and beyond attended our Family Fun Fair where we enjoyed a variety of music including performances from Brigidine college and our own school bands. We were entertained by spontaneous Flash Mobs starring both teachers and students.

Some of the most notable projects we worked on this year included supporting the school to develop Flexible Learning Spaces in Stage 3, we equipped our primary classes with interactive screens and filled our STEM Lab with a range of STEM equipment.

2019 has been a fantastic year for Corpus Christi, thanks largely to the fantastic community of teachers, parents and students that make up our school. It has also been a pleasure to work with the newly formed school leadership team.

## Student Body Message

Corpus Christi is a small community where everyone knows each other and everyone feels like they belong. Children of all ages play together. All the teachers are so understanding and supportive of us. They take the time to focus on our learning and wellbeing. The environment that we learn in brings out the best in us and encourages each person to strive to do their best.

At school we have so many wonderful events including musicals, Christmas Concerts, Movie Nights and Bush Dances. We have opportunities to extend our learning through STEM classes, debating, public speaking, art groups, library and extension programs like the Da Vinci Decathlon and Gateways. We also have choir, singing lessons, band, piano and guitar lessons.

This year we were given the opportunity to design our own learning spaces in Years 5 and 6. We were given a budget to work from and now we can move around the room so that we can work individually or collaboratively with our fellow class members.

Every Year 6 student has the opportunity to take on different leadership positions to assist our school community. Each position has its own responsibilities, but we also work as part of smaller and larger teams to lead initiatives at our school.

Overall Corpus Christi is a fantastic school and has made me into who I am today, a leader, a friend and a buddy. Our motto at Corpus is Strength and Gentleness and I will strive to live by that motto for the rest of my life.

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## School Features

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Corpus Christi is a Catholic systemic co-educational school established in 1954 by the Brigidine Sisters. It is situated in the North Shore area of Sydney, in the Diocese of Broken Bay and is part of the Parish of St Ives, under the pastoral leadership of the Discalced Carmelites. Whilst St Ives is the main feeder area for the school, some families come from Terrey Hills, Gordon, Turramurra, Wahroonga and Pymble. The School also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville.

Corpus Christi caters for students from Kindergarten to Year 6 through high quality teaching provided by dedicated, professional staff who provide learning experiences that foster the development of students' intellectual, social and emotional capacities. Teachers employ innovative techniques to provide a comprehensive curriculum that is relevant and engages children in reflective practice, inquiry and critical and creative thinking pathways.

We value the role of parents in the learning process and we continue to work in partnership to ensure we are educating faith-filled, capable and confident learners. Our motto Strength and Gentleness encourages the students to grow as disciples of Jesus, responding to each other and beyond with respect and compassion. At our school, students and teachers alike view themselves as learners. We also acknowledge that students need to experience success as they acquire skills, understanding, values and knowledge. Students also need opportunities to apply their knowledge and understanding in a real world context.

The particular focus in 2019 has been implementing a Gifted and Talented program that all children can access. We have also worked in the Digital Technologies and STEM space with our students. Corpus Christi continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in:

- ISDA debating junior school affiliation with Brigidine College
- School band and choir
- Individual music tuition taught by contract teachers
- French language instruction out-of-hours
- School camp (Yr 6) and an overnight excursions to Canberra (Stage 3)
- Public Speaking Competitions
- A range of competitive sports activities
- Maths Olympiad Australian Mathematics Competition
- ICAS Competitions
- Chess Lessons
- End of Year Christmas Concert/ Musical

In addition mentors in our community and those in other educational institutions have worked with students in Mathematics, STEM, Visual Arts and Digital Technologies. We opened up a STEM Lab so we have space and easy access to our new resources.

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields; exciting new student designed play spaces that incorporate a sand pit, climbing wall and tree house that take advantage of the shade provided by a magnificent canopy of trees. We have begun the process of making our classrooms contemporary learning spaces. The school is well resourced with interactive screens, laptops, Chrome books and iPads. The school has a modern and well-resourced library and a multipurpose netball/basketball all weather court.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
83	83	46	166

\* Language Background Other than English

### 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 2019 was 91.97%. 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
92.27	92.17	91.97	91.00	91.62	93.44	91.64

### 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).



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	3

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

### Summary of professional learning at this school

Professional Learning in 2019 has taken many different forms. We have been lucky to work with Di Barnes who is an experienced consultant in the field of Gifted and Talented Education. Before retiring Di was the Senior Curriculum Adviser for the Gifted and Talented Unit for NSW Department of Education and Training. Teachers worked on a number of enrichment projects in their classes and shared their learning with each other. 2020 will see all staff complete GERRIC's Mini Certificate of Gifted Education (Mini-COGE) which provides substantial professional development to teachers and school leaders.

Other professional learning involved exploring STEM within the Science and Technology syllabus and we have engaged in the Encouraging Persistence and Maintaining Challenge program (EPMC) where we have been exploring the potential of using challenging mathematical tasks. We used the coaching model to develop both of these initiatives.

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## Catholic Identity and Mission

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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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

Liturgy is central to school life at Corpus Christi and a key component to student evangelisation. We gather throughout the year to celebrate and worship. Staff collaborate, create and lead authentic liturgical experiences. During the Lenten, Easter and Advent Seasons we reflect through prayer and liturgy. We celebrate Feast Days with a whole school Mass. We observe national days of commemoration such as ANZAC Day and Remembrance Day. The school participates in Sunday parish Masses and Year 6 students attend the Year 6 Cluster Mass at the beginning of the year and the Diocesan Mission Mass in Term 4. Through celebrating special occasions such as the opening and closing of the school year, Mother's Day, Father's Day and Grandparents Day we celebrate, honour and give thanks for those in our school community. In 2019 the focus was on bringing the community together through Family Rock Masses which were held on the fourth Sunday of each month in term time. Our Rock Masses filled the church and brought our parish and school community together in song and prayer. These celebrations were a great success.

The school enjoys a close relationship with the parish and supports the Parish Sacramental program. The leadership team is actively involved in the parent preparation meetings, and the school Religious Education program gives students the opportunities to expand their knowledge of the Sacrament. Prayer is a major component of school life, students engage in formal and informal prayer, liturgies and meditation. Staff prayer is held on a weekly basis,

with a focus on current events in the world, using Scripture, Lectio Divina and Walking the Way.

Our Mission School Improvement plan for 2020-2022 is to empower students to make authentic connections between scripture and life. Students are encouraged to have a commitment to justice and a call to 'action'. Students contribute to the Caritas 'Project Compassion' appeal and enjoy the 'Sock it to Poverty' and focus on Mission month in October. We have begun to work closely with St Vincent de Paul with the Winter Appeal, Tinnies for Vinnies and the Christmas Hamper Appeal. Throughout the Advent season we also work with families to make hampers for the Gethsemane Community. This tradition in our community ensures that residents of local Sydney boarding houses receive a Christmas gift. We are grateful for the generous spirit that the school community brings to social justice issues.

As a team we continue to support the faith formation program offered by the Catholic Schools Office to further develop our faith. Our staff Spirituality Day dedicated particular emphasis to Laudato Si' and the teachings of Pope Francis with a focus on Aboriginal Spirituality in our local area and caring for our creation.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 2019 the focus for professional learning included Gifted and Talented Education, the place of STEM in the new Science and Technology syllabus and working collaboratively with schools in the diocese to plan and implement a Scope and Sequence and units of work that align with the new PDHPE Syllabus. The consolidation of initiatives already commenced as the school completed School Self Review were also the focus.

High yield strategies including Collaborative Analysis of Student Learning (CASL) meetings, together with Mentoring and Coaching models had a positive impact on teacher confidence and skill. This professional learning led to a change of practice and consequently improved student outcomes in the area of Mathematics. The staff have engaged with Peter Sullivan from Monash University in a program entitled Encouraging Persistence and Maintaining Challenge (EPMC). This has involved students being encouraged to persist, which includes them concentrating, applying themselves, believing that they can succeed and making an effort to learn. The tasks and lessons that are likely to foster such actions are challenging, in that they allow for the possibility of sustained thinking, decision making, and some risk taking by the students.

The Extending Mathematical Understanding (EMU) intervention group continued in 2019 with mathematically vulnerable students in Year 1 and in Year 3 receiving support to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

Provision for the diverse learning needs of students through both our Gifted Program (ASPIRE) and Learning Support targeted intervention programs are features of the school's differentiation practices. The Learning Support team continued to support students across all classes in small group and one on one interventions. Adjustments were continually made for students to achieve success at their point of need. Students were offered many opportunities for enrichment across the curriculum. Art, STEM and Mathematics across grade workshops were well attended as were Gateways sessions, debating, public speaking and The da Vinci Decathlon.

Digital Technologies were explored in order to enhance student learning. We held a digital Technologies Expo to showcase our learning in this area and demonstrated coding by interacting with Spheros, Bluebots, Edisons, Scratch and drones. Programming and coding helps students learn to problem solve. Students use Mathematics to solve problems in a logical and creative way. Again we engaged community mentors to extend our thinking and share their expertise in 3D design and printing and using drones to solve real life problems.

## Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	82%	59%	0%	10%
	Reading	75%	54%	0%	10%
	Writing	64%	55%	0%	5%
	Spelling	43%	52%	4%	11%
	Numeracy	50%	42%	4%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55%	37%	9%	17%
	Reading	64%	38%	5%	12%
	Writing	18%	19%	14%	18%
	Spelling	41%	38%	9%	13%
	Numeracy	36%	32%	5%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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. There were no changes made to this policy in 2019.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. There were no changes made to this policy in 2019.

### Complaints Handling 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. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

Corpus Christi prides itself in building the values of respect and responsibility in our students and the value of respect underpins our school rules of showing respect to Self, Others, Learning and the Environment. The school participates in numerous school and community events to promote respect and responsibility.

In the community, students and student leaders represent the school at local civic and community events, enhancing their awareness of their social responsibility.

At school, Student Representative Council leaders promote the value of respect through communication at the weekly assembly. The school rules and the expectations of respectful behaviour that illustrate these rules are acted out in role plays and the sharing of examples of respectful behaviour to help students understand what respectful behaviour looks like in action.

All students are allocated to cross grade Friendship Groups from the beginning of the year. Children meet termly to celebrate Wellbeing Week through a focused theme (Belonging) and participate in shared classroom and playground activities to promote respect for each other. In Term 3, Friendship Groups are conducted weekly and led by Stage 3 students to promote responsibility in our senior students and further consolidate respectful relationships school wide. These activities are also shared with families through Home Learning to encourage students to understand that the value of Respect permeates all areas of our lives.

Students also participate in many local, national and global events across the year to enhance respect and an awareness of social responsibility. These events include Harmony Day, student representation at local Anzac Day services, World Safer Internet Day, Vinnies Winter Sleepout, bushfire and drought assistance programs, targeted social outreach

opportunities and participation in local parish initiatives to name just a few. Joining with other local schools to create joint social justice opportunities is another authentic means to enhance the values of respect and responsibility in students.

As a school, we raise awareness of the world around us and current events that may require us as Catholic disciples of Jesus to reach to out to others and take responsibility for the needs of our school and local community. The school employs a number of action based learning platforms, such as Project Based or Challenge Based Learning, that assist students to authentically connect with and help others in their world. Teachers frequently work with their students to brainstorm areas of need within our communities that may require our active assistance and incorporate these areas into students' learning so that students understand that the need for respect and responsibility are woven into all aspects of our lives.

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## School Improvement

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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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2019 key improvements were noted in the following areas:

- The launching of our ASPIRE (Gifted and Talented) program. ASPIRE is a journey of learning across K-6 classrooms to assist students in:
  - building knowledge
  - becoming aware of the potential impact of ones life to make a difference
  - increasing motivation to become engaged learners
  - growing confidence through the experience of being given increased autonomy and decision making about their learning options
  - improving self-esteem as they learn new skills and are inspired to learn more
- Flexible Learning Spaces established in Stage 3 with the contemporary vision of catering for the wide range of student learning styles that exist in the 21st century classrooms of today
- 60 additional iPads made available to students
- New interactive and non-interactive screens placed in all primary classrooms
- Teachers and students using iPads more confidently and effectively to enhance student outcomes
- Teachers and students in Years 3-6 confident using the Google Platform
- Teachers and students in Years K-2 confident using the Seesaw Platform
- A STEM lab established and resourced with equipment for all classes to engage with
- The revised Science & Technology Syllabus implemented and professional learning planned around the newly released PDHPE Syllabus
- The coaching model used to lead selected teachers to develop exemplary practice in pedagogy for Mathematics (EPMC)

- Expanding opportunities for students to engage in authentic social justice initiatives

### Priority Key Improvements for Next Year

Key improvement areas for 2020 have been identified as:

- Strengthening our ASPIRE program and introducing a Symposium for students to showcase their learning in this area
- Implementing an optional BYODD program for Years 3-6
- The leadership team attending New Pedagogies for Deep Learning Workshops. This series of workshops will deepen understanding of the Six Key Learning Competencies for the 21st century and how each of these can be measured and tracked in our students
- Strengthening the process of learning to write with a focus on spelling
- Developing a whole school understanding and implementation of "The 5 Effective Spelling Strategies" using the coaching model
- Using the coaching model to participate in the Encouraging Persistence and Maintaining Challenge program (EPMC) to further explore the potential of using challenging mathematical tasks
- Parent Workshops in Spelling, Cyber Safety and ASPIRE being offered

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## Community Satisfaction

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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

Each year, parents' opinions are sought through P&F meetings, Class Parent Meetings, at enrolment and parent/teacher meetings and through surveys. Consistent strengths have been identified across all forums. Many respondents referred to the warm, welcoming community, focus on faith, strong partnership between the school, parish and parents, dedicated staff who have energy and enthusiasm, strong academic results and many opportunities for students.

Corpus Christi has endeavoured to foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In this survey Corpus Christi scored highly in the area of school communication and relationships and it was evident that parents felt welcomed and the students safe and clear about our Positive Behaviour for Learning program. Parents identified significant satisfaction with pastoral care and wellbeing as well as the positive relationships between the staff and the parents.

Many parents responded in the open comment section of the survey with positive comments about the inclusive nature of the school and the concern and dedication of the staff. Families appreciated the efforts made by the P&F to organise community events. The attendance at Rock Masses, the Family Fun Fair and all other community events exceeded expectations.

### Student satisfaction

The School participated in the 'Tell Them From Me' (TTFM) survey to gather opinions from students in Years 4-6 about student outcomes and school climate. 95% of Corpus Christi students stated that they have friends at school they can trust and who encourage them to make positive choices. This was compared to 80% of students in the TTFM Norms. Children were very highly satisfied in the areas of student participation in sports and extra curricular activities.

Students expressed that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff, that they felt they were known and listened to and

there were many opportunities to engage with exciting activities. The Flexible Furniture project in Stage 3 was valued and appreciated by the students as was the Colour Fun Run.

Students at Corpus Christi have had many opportunities to come together in peer support groups to support each other across grades and the Student Representative Council have been working in the environmental space looking at ways to further care for our environment and make a positive difference.

### Teacher satisfaction

With a change in the Leadership Team, staff were surveyed at the beginning and end of 2019 to celebrate the successes and understand the challenges that existed for staff within the school. Staff were also invited to complete the TTFM survey. The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in numerous areas including satisfaction with leadership, the existence of challenging and visible goals, a positive learning culture, planned learning opportunities, overcoming obstacles to learning, the use of effective teaching strategies, parental involvement and having an inclusive school.

Staff commended the new leadership members and the strong and reliable forms of communication adopted over the year. Attendance at staff social functions and school events continued to highlight the collegiality between full time, permanent, part time, temporary and casual staff. Staff particularly wanted to celebrate that they are an inclusive and happy staff. They valued the improvements in the school facilities such as the new carpet, furniture and blinds in the classrooms and the new seating in the playground.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1328342
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$376799
Fees and Private Income <sup>4</sup>	\$719843
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$116518
<b>Total Income</b>	<b>\$2541502</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$25876
Salaries and Related Expenses <sup>7</sup>	\$1746881
Non-Salary Expenses <sup>8</sup>	\$757037
<b>Total Expenditure</b>	<b>\$2529794</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT