Corpus Christi Primary School
Werribee

REGISTERED SCHOOL NUMBER: 1898

TO THE SCHOOL COMMUNITY

2014 Annual Report
Contact Details

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Attestation: Minimum Standards & Accountability

I, Linda Roynic attest that Corpus Christi is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

CORPUS CHRISTI PRIMARY SCHOOL

VISION AND MISSION STATEMENT

We, at Corpus Christi, continue the Spirit-filled legacy of Mary MacKillop within our Catholic Learning Community. We recognise that we are an integral part of the St. Andrew’s Parish of Werribee.

Inspired by the courage and tenacity of Mary MacKillop, we recognise that each of us is called to be a living part of the Body of Christ.

Therefore we:

- Live out in word and deed the Gospel values of justice, integrity, respect and dignity
- Celebrate our faith, scripture and tradition
- Provide contemporary learning for all members of our community
- Create an environment that enables each member of the community to find greater meaning in his/her life
- Foster a culture that values the Pursuit of Excellence.
School Overview

Corpus Christi is situated in the outer Western suburb of Melbourne, bounded by the Princes Highway and the Maltby Bypass, 34kms from the CBD. It is built on land originally inhabited by the Wurundjeri people of the Kulin Nation.

The School was established in 1985 due to an increasing demand for Catholic education in Werribee and to relieve pressure on the parish school of St Andrew’s. It became one of four primary schools in the Parish at that time. In 2005 Corpus Christi amalgamated with St Mary’s in Werribee South. Today, Corpus Christi remains one of five primary schools within the Parish of St Andrew’s.

Corpus Christi Primary School provides a learning community “inspired by the courage and tenacity of Mary MacKillop,” recognising that each person “is called to be a living part of the Body of Christ. Corpus Christi is Latin meaning ‘Body of Christ’. In recognising that each of us is called to be a living part of the Body of Christ, Corpus Christi acknowledges the work of St Mary of the Cross MacKillop and is inspired by her courage and tenacity.

The staff is the school’s biggest asset and they are very committed to providing the best learning opportunities for the children. Children experience a variety of learning opportunities in all curriculum areas through the use of Information and Communication Technologies and the Arts incorporating an Inquiry Approach. Classroom practice takes into consideration the needs of all students. Corpus Christi is committed to the development of the whole child: spiritually, intellectually, physically, socially and emotionally. We strive to provide a comprehensive curriculum that will establish a sound basis for the future needs of all our students. Our new Learning Centre, possible through the BER P21 Project has increased our capacity to create flexible learning environments to cater for the wide variety of student learning styles and pedagogical approaches to learning and teaching.

Corpus Christi has an enrolment of 404 students in 16 learning community groupings. The school population is made up of many students who are second and third generation Australian, predominantly from Italian backgrounds. However, Corpus Christi has experienced changes during the past few years as we have welcomed families from Sudan, Philippines, Indonesia, Thailand, Ireland, Zimbabwe, Argentina and Brazil. Some of these families have entered Australia under the Refugee or Humanitarian Status.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. The parents are an integral part of the Corpus Christi community, parent participation and working in partnership with parents is highly valued and actively encouraged at Corpus Christi.

We strive to foster the Catholic Faith and celebrate Catholic traditions regularly including unit masses, whole school liturgies and reflections, as we encourage all in our community to live the values of the Gospel.
Principals Report

At Corpus Christi we believe that the student is at the heart of all learning and teaching and that the promotion of their wellbeing is necessary to achieve success. All programs aim to create a strong culture of wellbeing within the classroom and across the school to maximise learning and teaching.

The belief that relationships are central to the effectiveness of a Catholic School underpins what we do and who we are at Corpus Christi. We work hard to strengthen relationships between staff, parents and students within our school community, with our Parish Community and with the broader community.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. We strive to foster the Catholic Faith and celebrate the Catholic traditions regularly as we encourage all in our community to live the values of the Gospel.

We believe effective schools have high levels of parental and community engagement and that this engagement is strongly related to improved student learning, attendance and behaviour. Therefore family members are always welcomed at Corpus Christi and are encouraged to play an integral role in their children’s education by helping in classrooms, assisting with special days, planned activities, excursions and parent information sessions.

At Corpus Christi we strive for the implementation of a curriculum that is student centred and personalised using a variety of contemporary learning and teaching approaches.

Through our professional learning and planning program a strong emphasis is on the planning process and planning for differentiated learning and teaching experiences in order to meet the individualised needs of all students. We have also been endeavouring to develop a culture of collective responsibility for all students ie “These are ‘our’ students not ‘my’ students”.

We are embracing the challenges that are obvious in the ever-changing curriculum demands that seem to emerge. The National Curriculum and ongoing change and improvement in approaches to learning and teaching can only serve to continue to improve the outcomes of students. Our work in journeying together, as a learning community, places us in a good position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm.

We remain very confident that Corpus Christi will continue to be a place of great learning, ready to meet the changing needs of our students and the families that are our community.
Education in Faith

Goals & Intended Outcomes

Goals

• To promote, strengthen and nurture the Catholic culture of Corpus Christi community.
• To nurture the Catholic faith of our community and embed the values of the Gospel.

Intended Outcome

• That student knowledge and understanding of the Catholic faith be deepened.

Achievements

We continued to explore our School Review goals of: strengthening and promoting our Catholic culture and nurturing the Catholic faith of our community through both our curriculum and our formation experiences with our Community.

We have had a whole school focus on Prayer. We explored – What is Prayer – Different types of Prayer – Ways and Places to Pray. Whole School and Class liturgies continued to gather us in prayer and celebration as a faith community. This year we continued Unit Masses and our whole school gatherings included Mission Week, All Saints/All Souls, St Mary of the Cross, Grandparents / Parishioners Day, Father’s Day, Mother’s Day and Corpus Christi Day. As always the participation of students, staff and families is always invited, and our celebrations in faith are strengthened through their attendance.

Professional Development this year saw many staff members complete Professional Learning in Godly Play and Prayer in the Classroom. Staff participated in a Formation day led by Denise Arnell and focussed on our School Vision. Further work will be undertaken in 2015 in relation to our Vision statement with staff, parents and children.

This year we have continued to include an Education in Faith section in the fortnightly newsletter as a way of sharing experiences, practices and inviting families to be part of the Education in Faith life of our school.

MacKillop Heritage Centre

This year the Senior Students visited the MacKillop Heritage Centre which also formed part of the Seniors Sacramental preparation, where they experienced some of the history of St Mary of the Cross. This practice will become part of our bi-annual preparation for Confirmation. Our Junior students visited St Andrew’s church and this reinforced the concept of Parish and also gave a sense of the ‘sacred’. Lou Sullivan, a parish member, shared some of the St Andrew’s parish history with the students.
School Prayer

Our School Prayer is now complete and will be ‘launched’ in a special celebration at the beginning of 2015. The work of Mrs Viv Adamko, our Religious Education Leader and the members of our RE team at Corpus Christi need to be acknowledged and thanked for their wonderful leadership and dedication to the nurturing and development of our school community as a Faith Community.

This year we continued to explore our School Review goals of: strengthening and promoting our Catholic culture and nurturing the Catholic faith of our community through both our curriculum and our formation experiences with our Community.

Whole School and Class Liturgies continue to gather us in prayer and celebration as a faith community. We continue Unit Masses, and our whole school gatherings include Mission Week, All Saints/All Souls, Advent, Christmas and End of Year celebration through prayer and liturgy. As always the participation of students, staff and families is always invited, and our celebrations in faith are strengthened through their attendance.

This year we have continued to include an Education in Faith section in the fortnightly newsletter as a way of sharing experiences, practices and inviting families to be part of the Education in Faith life of our school.

Professional Learning

Staff formation through reflections, liturgies and a staff formation day assisted with personal and professional faith development, which builds Catholic culture. During a Staff meeting we explored the Eucharist with Denise Arnel as well as providing staff with Professional Learning through –Storytelling in R.E and Prayer in the Classroom. All staff participated in a whole school reflection day, which focused on our Vision as a school.

VALUE ADDED

The following practices, events and activities outline some of the other opportunities offered in 2014 which continued to strengthen this significant area of Education in Faith:

- Opportunities for staff to participate in Professional Learning in Faith Development through Zone Network Meetings, Professional Development Inservice activities.
- Strategically linking of the Religious Education Program to the school’s vision
- Active participation in the Parish Sacramental Program
- Purposeful, relevant experiences linked to students’ development in Faith
- Participation in a Confirmation Reflection Day by students and staff
- Participation in a Eucharist Reflection Day for our First Communion candidates and staff
- We continued our practice of gathering as sister schools at a Parish Beginning of year mass at St Andrew’s.
- Introduction of Christian Meditation into the Life of the School
- A Social Justice Corpus Action Team (CAT) was formed. This team focused its work on the Catholic Social Teaching and the Charism of St Mary of the Cross MacKillop.
Students identify school, local, national and international needs to base their work and fundraising on.

**Development of community faith formation includes;**

- Regular Community Masses
- Reflection / prayer in each newsletter
- Prayer at assemblies
- Participation in liturgical and non-liturgical celebrations
- Staff and parent attendance at Sacramental Celebrations and Information evenings
- Lenten Gospel Reflection for parents offered at school
- Prep Nativity Evening was introduced this year

**Learning & Teaching**

**Goals & Intended Outcomes**

**Goal**

- To engage students through a contemporary approach to learning

**Intended Outcomes**

- That student outcomes in numeracy improve
- That student outcomes in literacy improve

**Achievements**

As a whole school staff we have continued to work hard at looking for ways to maximise the learning opportunities for all students. Many programs and ways of operating have resulted in some very significant changes that we feel have supported all students.

The National Partnerships – Literacy initiative begun in 2013 continued this year with the focus on explicit teaching for individual and group needs. Jennifer Turner (CEO) supported the implementation of this initiative.

In Prep we implemented Developmental play to support inquiry, literacy, and numeracy and with a focus on developing oral language and building vocabulary. This was done in partnership with Professor Andrea Nolan from Deakin University’s Early Childhood campus in Werribee.

Professional Learning in Numeracy has been supported by Maths Consultant Robert Oliver who worked with both students and teachers to suggest ways we can better engage students in their learning in Maths. This was planned using evidence from the collection and analysis of data and focussing on the Numeracy proficiencies from AusVels.
Curriculum Teams in Literacy, Numeracy, RE, Wellbeing and ICT continued this year and extensive Professional Learning opportunities were explored and provided when possible for each team in order to develop teacher capacity and leadership skills. For example the ICT Team members attended the EduTech Conference in Brisbane in June, while the RE Team members were invited to attend the CEO RE Conference held in July at the Catholic Leadership Centre. The Wellbeing Team members were all involved in PL related to KidsMatter and Community Classrooms.

Learning Leaders were appointed this year for each unit in the school whose major role was to ensure that Learning and Teaching was at all times at the fore of the work within each unit.

This year we provided additional support to all teachers by allocating an extra hour of PPL – Personal Professional Learning time on a fortnightly basis.

We introduced a full Planning Day for each Unit within the school on a fortnightly basis. A learning leader facilitates the planning day with a focus on literacy, numeracy, inquiry and RE. Planning in these areas has a strong emphasis on being data informed and driven.

Teachers and support staff use iPads and appropriate apps to support the tracking of student learning. In this way all staff are able to contribute to assessment annotations and samples to track each student’s development and growth.

**Engagement in Learning**

This year we have listened and responded to feedback from parents who expressed a need to engage more to their children’s learning. We now include more connections to student learning in each level in our school as a feature in our fortnightly newsletters. We also send home a term overview for each level and these will in the future also be placed on our website and will be made available through our school App. We plan to use our diaries and communication bags more efficiently to communicate the learning that is occurring at each level. Our focus in 2015 will be on strengthening this connection between school and home.

**Inquiry**

New Throughlines have enabled authentic Inquiry units which allow deeper learning and development of skills associated with Inquiry. Now imbedded is the contemporary practice of immersions, which give students an insight into what they will be learning about in their Inquiries and allows them to have a voice by recording questions they may like to include during the Inquiry. Authentic foci on the purpose of excursions and incursions better targets the learning and makes the Inquiry a more rich and powerful experience for students and teachers. Parent involvement in these areas is also an important part of planning for a rich experience. Parents have participated as helpers and guest speakers and have been an integral part of the experience for the students.

A whole school approach to planning for Inquiry has created units that build on each other rather than overlap content. Literacy has begun to be incorporated into Inquiry more strategically
A Challenge Program was introduced to Senior students to enrich and extend students. So far student involvement has been positive.

**ICT**

The introduction of large screened MAC computers to year 3/4 and 5/6 learning communities has allowed for more collaborative work. The larger screen allows students to work easily in small group situations. Netbooks were bought for each learning community in the school allowing more access to technology to enhance the teaching and learning of ICT and research skills.

A group of teachers also attended the Edutech conference which provided ideas for future technology use in the school.

Learning Conversations - Parents were able to book fortnightly meetings with their child’s teacher using PTO (Parent Teacher Online). This allowed parents to have regular meetings with teachers at a time other than the formal parent/teacher learning conversations.

**Student Performance**

Each staff member at Corpus Christi, in our mission of delivering quality Catholic Education, gives an enormous amount of work and energy to all members of our community. We have a clear vision and a sense of purpose and direction, with a strong focus on learning and teaching. A number of strategic innovations are beginning to translate into improved student learning outcomes, with levels of literacy and numeracy beginning to show marked growth and now matching state means and in some areas performing above the state mean.

We continue to participate in Catholic Education Office / Melbourne University pre and post testing of students in Prep, Years 1 and 2 in Literacy and Numeracy, which assists us with planning and teaching for individual needs of students. Students in Years 3-6 also participate in school-based pre and post testing in Literacy and Numeracy. Our Year 3 and 5 students participated in the NAPLAN testing in May. In addition, throughout the year teachers use a variety of other assessment tools as well to monitor student progress to provide a full picture of a student’s progress, and therefore plan for teaching and learning.

In Grade 3 we are now meeting the National minimum standards in all literacy and numeracy areas with a 100% achieved in 5 out of the 5 areas. Substantial improvement can be seen in Grade 5 in the areas of Reading, Grammar & Punctuation and Numeracy. These are pleasing results and our aim is to continue to improve all students outcome particularly in numeracy as per our School Improvement goals.

We will do this through our continued specific focus on the learning needs of all our students through small focussed teaching groups and workshops. Our school focus on Planning in Professional Learning Teams (PLTs) where we meet with Curriculum Leaders to support the planning for the individual needs of all children will also be continued, as will our work in by our Numeracy and Literacy Teams.

There is optimism that we as a school are moving in a positive direction as we work to ensure that each child’s needs are met and their potential is realised.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2012 - 2013 Changes %</th>
<th>2014 %</th>
<th>2013 - 2014 Changes %</th>
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<td>YR 03 Reading</td>
<td>100.0</td>
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<td>YR 03 Numeracy</td>
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<td>100.0</td>
<td>0.0</td>
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<tr>
<td>YR 05 Reading</td>
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<td>7.2</td>
<td>97.6</td>
<td>-0.5</td>
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<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>98.1</td>
<td>-1.9</td>
<td>97.7</td>
<td>-0.4</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
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<td>-0.9</td>
<td>95.3</td>
<td>0.9</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>81.4</td>
<td>98.1</td>
<td>16.7</td>
<td>97.7</td>
<td>-0.4</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>93.0</td>
<td>98.1</td>
<td>5.1</td>
<td>97.6</td>
<td>-0.5</td>
</tr>
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</table>

Naplan data is showing that in Writing and Numeracy we are growing at a greater rate than students nationally with a similar starting point. Reading is almost at a similar level.

SIS Data shows that staff are feeling motivated and confident in their content and pedagogical knowledge and feel that their skill level has improved considerably.
This is very strongly supported by the parent data which indicated that the focus the school has on learning improved by 11 points.

Parents are really seeing staff engagement as a relative strength of the school. It is noted that there is a high satisfaction with our Transition Program.

Student Wellbeing

Goals & Intended Outcomes

Goals

- To support the social and emotional wellbeing of all students, empowering them to be effective members of the school community.
- To create a positive learning environment and empower students to be confident, independent and resilient learners and leaders.

Intended Outcomes

- That students are fully engaged in a stimulating learning environment
- That students experience meaningful relationships with peers and teachers

Achievements

Throughout 2014, there has been a continued focus in Student Wellbeing to support the social and emotional wellbeing of all students while aiming to empower them to be effective members of the school community.

Tuning Into Kids

This year we ran our eleventh program of Tuning into Kids. Marnie Hallam facilitated this program which ran for 6 weeks. Feedback from participants is always excellent and our hope is to continue providing parents with the opportunity of attending this program in the future.

KidsMatter

This year we sustained and continued to develop the good practices already in place under our Assertive Discipline and Restorative Practices Whole School approach. In a move forward we trained staff and community members in an overarching ‘umbrella’ approach to Student wellbeing, which includes all elements developed to date, called KidsMatter. A student launch was delivered at school to raise awareness of what KidsMatter and mental health is. We will continue working through the various modules with staff, parents and children in 2015.
Student Wellbeing Drama Festival
This year a group of Senior students performed in the Student Wellbeing Drama Festival. This was held at the Geelong Performing Arts Centre on Thursday 29th May. The children chose the student wellbeing theme of strategies to handle bullying through technology.

National Day Against Bullying
Our second celebration of National Day Against Bullying and Violence was a great success. The day began with an Assembly item to focus on the day, related role plays and sharing of learnings from each level. The classroom related activities further reinforced the intended message and a shared lunch with family members who were able to join us was a good way to finish the morning. Once again, a successful day with a clear message!

Restorative Practice
The process of Restorative Practices has continued to be reflected upon and refined as the year has gone on to have a consistent approach to behaviour management at Corpus Christi. The introduction of a playground think sheet has reduced the number of incidents in the yard. Students who have been repeated offenders in the yard have been tracked and followed up. In Term Three there were larger number of incidences reported, this is possibly due to staff being very vigilant in the yard and following up on most incidents. We will continue to update staff knowledge in this area in 2014 and provide professional development opportunities where possible. In 2014 we will explore the next steps in becoming a Restorative Practices accredited school.

Planning for Wellbeing
Planning for Wellbeing has improved throughout the year and is based on the needs of the cohort in each year level. The programs used have been Bounce Back, Making Jesus Real, Mpower Girls, Revved up for Boys and What’s the Buzz. Many other resources have been explored, purchased and used. A decision was made at Leadership meetings to work towards becoming a ‘Kids Matter’ school in 2015 and beyond.

Overall there has been a genuine concern amongst all staff for the Wellbeing of all students by collaborating as a school community.

Student Welfare
We also continue to access the services of an external psychologist to work confidentially and individually with students on the school site. This helps student’s deal with areas such as self-esteem, anxiety, resilience, grief and/or family issues. Staff are communicating openly about student behaviours and working together as a whole school to improve this. The communication with the school counsellor has contributed to this. Staff are referring families to this service when required.

Our processes in identifying, referring for assessment and planning for the needs of students at risk, has continued to improve with emphasis on designing and implementing Individual Learning Plans for students with needs. Also when necessary and on a needs basis, students either individually or in groups are provided with specific social skills. These are role played and revisited and support to the students and communication with staff is provided.
The Wellbeing Curriculum Team has worked well to support all staff to discuss issues as they arise regarding individual students or groups of students and many plans have been put into place. Working as a team has proved to be successful for planning, monitoring of students, sharing and empowering each member within their role and as a ‘wellbeing voice’ within units.

Mandatory Reporting training was held at a staff meeting and all staff were required to complete the online training module. The Mandatory Reporting policy has been updated.

Extra-curricular activities such as our Active After School Sports Program, Social Skills Groups, excursions and incursions, Before and After School Care and the instrumental music program all add to positive student wellbeing at Corpus Christi.

During 2015, our focus will include specific yard issues such as the sharing of the oval, in particular ball sports. Our aim is to strengthen relationships across the school by exploring opportunities to connect students across all year levels.

*Corpus Action Teams*

At Corpus Christi we have established five Corpus Action Teams (CATs). These teams provide a student centred and active educational approach to engaging students in a meaningful way to their school and local community.

Our Year 6 students all nominated to be a part of a Corpus Action Team (CAT). The focus of these teams originated from work done the previous year as Year 5 students where they worked through a process to identify school or community issues they felt were important to address. The CATs formed were: Public Relations CAT, Social Justice CAT, Wellbeing CAT, Community and Environment CAT and the Community Service CAT. Through these Action Teams students are involved in making serious and important decisions. They are able to do important and valuable things by identifying issues, researching the issue, making plans and proposals about it and taking action on it.

Due the importance and significance of the work of these teams we have made a decision that an additional layer to Student Leadership at Corpus Christi will be included in 2015. Children will be able to nominate and apply for a CAT TEAM LEADER role in each of the action Teams operating. This year’s Grade 5 students will work through a process to appoint these positions. Therefore we will now have 16 positions of Student Leadership in Grade 6.
Student Attendance 2014

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.12</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.00</td>
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<td>Year 3</td>
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<td>Year 5</td>
<td>96.23</td>
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<tr>
<td>Year 6</td>
<td>95.12</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.03</td>
</tr>
</tbody>
</table>

Our overall Average Student Attendance rate in 2013 of 96.02% was 0.9% higher than the 2014 rate of 95.03%. This can be attributed to some cases of extended leave and also extended periods of illness for some children.

Our policy at Corpus Christi is that the school is notified via a letter or morning calls if a child is to be absent. If a student is absent for more than two days with no communication from parents then a follow up call is made to check the reason for the absence.

Meetings with parents are organised to discuss instances of frequent absences.

VALUE ADDED

Parents support programs
To support parents in their role in increasing knowledge and understanding in issues affecting their children some if the Parent sessions offered included:
- Tuning Into Kids
- Session on Anxiety
- Cyber Safety speaker
- KidsMatter – Whole School program
- Access to additional school counsellor

Classroom / student support
- Prevention and intervention practices for children needing additional support in identified areas
- Coaching and mentoring of staff – literacy / personalising learning to ensure student engagement
- Regular Class and/or Unit Meetings
- Revised transition to school program
- Teachers are discussing children and their concerns and meeting with parents
- Planning for wellbeing is meeting the needs within the teams and becoming more sequential.
- Language of emotion coaching and language choice is embedded
Students are supported by participating in MPower for Girls and Revved Up for boys.
Handover and Transition Process strengthened to ensure smoother transition and sharing of information about every child is documented and passed on to new teachers.

Whole School participation
- Special fun days (Disco, Book Parade, Book Fair, School Disco, Multi-Cultural Day, Feast Day Celebrations, Footy Colours Day)
- Liturgical reflections and celebrations
- Arts Show

Student Action
- Student plan and host School Assemblies / Unit Assemblies
- Mentor / Mentee Program (Prep / Year 1 & Year 5 / 6)
- Student Representative Council (SRC) – Class meetings/actions

Community Links
- Active After School Programme
- Community Arts Project
- Linking with local schools to access expertise in a variety of areas
- Connections with MacKillop College
- Support of worthy causes e.g. Jeans for Genes Day
- Involvement in the CEO Wellbeing Drama Festival
- Visits to Aged Care facilities

STUDENT SATISFACTION

Data from staff, students and parents is indicating that both student safety and classroom behaviour has improved considerably in 2014.

This reflects an increased connectedness to the school and engagement in learning.

Student motivation increased from - 63 to 72 points in the staff opinion survey and from 69 – 75 in the parent opinion survey. Scores remained stable in the student opinion surveys.
Leadership & Management

Goals & Intended Outcomes

Goal

- To strengthen the professional learning culture of the school

Intended Outcomes

- That staff will be empowered to see themselves as leaders
- That staff engagement in professional dialogue will be enriched

Achievements

This year we moved into the second year of our 4 year School Improvement Cycle.

We had a very smooth start to 2014, with children settling well into their new Learning Communities and staff enthusiastic and excited about the year ahead! This year we welcomed 50 new Prep children to our school and 12 children in Grades 1-6. We also welcomed 4 new staff in various roles.

Outdoor Education Program

This year we began the process of extending our Outdoor Education Program beyond our historical Grade 5 – Camp –on – Campus program and Grade 6 Camp. All students in the Senior area attended our inaugural Senior Camp in March this year. Feedback from children, staff and parents was positive in relation to achieving its aims of creating a stronger sense of community early in the year where students and teachers can get to know one another in a special way through such an experience.

This year our Middle Unit students also attended our first Middle Unit Camp at Sunnystones in Bacchus Marsh for two days and one night. Once again this experience was a great success. As a staff we are now planning our Middle and Senior Camps for 2015. We are also exploring our Outdoor Education Program further and looking at ways to extend it to the Junior area of the school. We are considering an overnight stay at school for our Grade 2 children in 2015.

School App

In our continued work in ensuring lines of communication are open and enhanced within our community of Corpus Christi we have now launched a School App for all members in our community to use. The App was designed by Fraynework who have supported the development of our Website and therefore the App is able to be linked to our website and updated in a streamlined fashion. The App will support our community in keeping us up-to-date with school news and events from special days to excursions.
The Corpus Christi App features include:

- News panel with the latest News
- Notifications system allowing you to subscribe to alerts and reminders from the School
- Events Calendar providing a listing of upcoming events
- Documents Library which contains newsletters, forms and policies
- Gallery - showcasing school life through images and video

We look forward to receiving feedback from members in our community and hope our app keeps our students and families connected and up to date with the latest information from Corpus Christi.

**Learning Community Groupings**

As a school we place a high value on being able to innovate and create new knowledge. Therefore we believe that our students are entitled to learning in an environment which is safe, flexible and inclusive and fosters collaboration and creativity. We believe in the opportunities which are provided by having flexible learning spaces in which learning is differentiated in response to children’s different learning styles.

We are so fortunate to have such wonderful learning environments, grounds and facilities at Corpus Christi. We are particularly fortunate to have such efficient, flexible learning spaces in which to engage our children in a variety of worthwhile ways. These spaces certainly provide great opportunities for exploration, engagement, collaboration, creativity and personal learning. In 2014 each of our Learning Communities had two teachers, with the Senior Learning Community working as a community with four teachers. In 2015 children will be allocated to a Home Group and teacher within each Learning Community. For ease in identifying our various Learning Communities within the school, staff are currently exploring different ways of identifying each community.

**Parent / Teacher Learning Conversations**

The learning journey of each and every child at Corpus Christi is of paramount importance to us all. Research strongly supports the notion that working in partnership as school and home greatly increases the learning outcomes of students. At Corpus Christi we have traditionally had two ‘formal’ opportunities during the year for staff, parents and students to meet together regarding the ‘learning’ development of each child. These have been scheduled for the beginning of the year in February and another in June.

In our constant endeavour to keep ‘learning’ as our focus these two sessions, previously were known as Parent / Teacher Interviews, but are now referred to as Parent/Teacher/Child Learning Conversations.
From 2014 we went one step further in the organisation of these meetings by making them available for parents throughout the school year and therefore more in line with the learning goals set by students and teachers. Parents are able to book meetings on-line (using a service called Parent Teacher Online –PTO) for any Wednesday after school on a fortnightly basis. To support meeting with parents for whom this time was not suitable, teachers made a time with parents that was convenient for both or a night was made available for such meetings.

From 2015 we will continue with our fortnightly opportunities to meet for Learning Conversations as well as making additional times available in the evening, once a term.

As a whole school staff we have continued to work hard at looking for ways to maximise the learning opportunities for all students. Many programs and ways of operating have resulted in some very significant changes that we feel have supported all students.

A major change this year was the appointment of a Learning Intervention advisor who has supported the development of processes to ensure that the learning needs of all students are addressed.

The National Partnerships – Literacy initiative begun in 2013 continued this year with the focus on explicit teaching for individual and group needs. Jennifer Turner (CEO) supported the implementation of this initiative.

Curriculum Teams in Literacy, Numeracy, RE, Wellbeing and ICT continued this year and extensive Professional Learning opportunities were explored and provided when possible for each team in order to develop teacher capacity and leadership skills. For example the ICT Team members attended the EduTech Conference in Brisbane in June, while the RE Team members were invited to attend the CEO RE Conference held in July at the Catholic Leadership Centre. The Wellbeing Team members were all involved in PL related to KidsMatter and Community Classrooms.

Learning Leaders were appointed this year for each unit in the school whose major role was to ensure that Learning and Teaching was at all times at the fore of the work within each unit.

This year we provided additional support to all teachers by allocating an extra hour of PPL – Personal Professional learning time on a fortnightly basis.

We introduced a full Planning Day for each Unit within the school on a fortnightly basis. A learning leader facilitates the planning day with a focus on literacy, numeracy, inquiry and RE. Planning in these areas has a strong emphasis on being data informed and driven.

To support the tracking of student learning, the school purchased iPads for every staff member. In this way all staff are able to contribute to assessment annotations and samples to track each student’s development and growth.

Our staff put in many hours above and beyond the school day including meeting times in order to provide the best learning and teaching opportunities for our students. Staff are reluctant to take days off and often attend work when they are less than 100% well. In 2014 we had an average staff attendance rate of 89.2%. This is similar to the 2013 school year.
Professional Learning is highly encouraged and supported at Corpus Christi school. In relation to Teacher qualifications Corpus Christi school staff are comparable to like schools and all schools totals. Staff at Corpus Christi definitely value professional learning and development as we currently have another staff member who has completed a Masters in Wellbeing course while two other staff are undertaking further studies in RE and Literacy Development.

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- Religious Education Leadership Conference
- Literacy Leaders Programs – Coaching for Literacy Improvement, Literacy Leaders Cluster, Leading Literacy Learning, Leading Literacy Learning,
- Administration Officers Forum and Conference
- Reading Recovery Ongoing Professional learning Sustainable Mathematics Education (SME) P-2, 3-4, Sustainable Mathematics Education 5-6 Number and Algebra
- Mathematics Regional Leadership Cluster
- EduTech Conference – Brisbane (6 staff)
- Community Partnerships Course – Bastow Institute (2 staff)
- Community Classrooms Cluster (3 staff)
- RE - Contextualising Catholic Identity, Conversation in Context – Catholic Education toward the Future, Formation Program - The Jewish Jesus And Gospel Portraits
- Autism Spectrum Disorder Professional Learning
- Social and Emotional Learning
- Assertive Discipline – Restorative Justice
- Wellbeing, Literacy and Numeracy Leaders Clusters
- Masters in Wellbeing Course

**NUMBER OF TEACHERS WHO PARTICIPATED IN PROFESSIONAL LEARNING**

All Staff

**AVERAGE EXPENDITURE PER TEACHER FOR PROFESSIONAL LEARNING**

$1,380.00
TEACHER SATISFACTION

Teacher Satisfaction

SIS Data showed marked improvement in all variables related to Learning and Teaching with Teacher Confidence improving by 5 points and Quality Teaching grew from 71 – 79 points. 100% of staff believe that we are delivering a quality program to the students and are feeling that they are making a difference to every child’s learning.

The focus in 2014 at Corpus Christi was to develop and embed feedback processes which would lead to improved Teacher Practice and therefore improve learning outcomes. Results demonstrated a strong growth of 7 points.

Data also indicated a balance between opportunities for Teamwork and input into decisions and therefore showing that staff are in agreement with the goals and direction of the school.

All indicators related to staff wellbeing have improved by an average of 6 points which is quite significant and demonstrates an improvement in Staff Climate. Our Organisational Climate data is situated within the range of the Victorian mean at 67.1 points.

Over the past year, Corpus Christi has endeavoured to use leadership practices to develop among staff a sense of distributed leadership and shared responsibility for student performance. We have attempted to foster and develop a culture where all staff actively contribute to enhance the effectiveness of the school by:

- Developing a deep and shared understanding of distributive leadership across the school
- Encouraging all staff to accept their personal and professional responsibilities for school leadership and management and
Identifying an agreed understanding of multiple sources of feedback as a key element of the appraisal and recognition process

Our school has continued to investigate and implement a model of coaching, with further staff undertaking formal courses in ‘Developing Coaching Skills’. The leadership team is aware that the responsibility for Appraisal and Recognition is not just their responsibility, but all teachers have yet to accept they have a part to play in this area.

School Community

Goals & Intended Outcomes

Goal

- To engage with the community in the world of contemporary education

Intended Outcomes

- That the school strengthens community connectedness.
- That an Outward Facing Community is developed to reflect the school vision

Achievements

This year has seen a large amount of work in the sphere of School Community by all members of Corpus Christi.

Community Partnerships

A greater focus in developing and strengthening our focus on Family School Partnerships was actioned and enlivened in a number of ways this year. Firstly a Community Liaison Leader was appointed. In addition, our school partnered with four other primary schools to form a cluster with the express aim of promoting and strengthening community partnerships. Also, we forged stronger relationships with our local Council and Deakin University through specific projects. One such project resulted in the development of a Corpus Kids Playgroup. Although initially set up with the support of Deakin University staff and students, we are now maintaining the program as a school because of the feedback received and success of the program. Sherry Vevara who is our Parish Associate and supported the implementation of the program, has offered to run the program in 2015. The program will remain on Wednesday mornings from 9.00 -10.00am. We thank Sherry for her commitment to our school and this program in the future.

Feedback and Conversations

More opportunities were provided for conversations with staff, parents and students to ensure all stakeholders had genuine and authentic opportunities to provide feedback / input on how to continue our endeavours to keep improving all operations at our school. This was done through Community Conversations, ‘Cuppa with the Principal’ sessions, Staff Unit Conversations and
informal feedback with focus groups and individuals on a regular basis. At these sessions our vision for learning at Corpus Christi was a feature.

**Multicultural Arts Festival**

We held a Multicultural Arts Festival on 30th October this year to celebrate the diversity in our school. Students worked in P-6 groupings on a country of their choice. This further built relationships across the school for students and staff to ‘get to know’ all students. Families were encouraged to engage in fortnightly sessions. Some family members shared their skills and talents by teaching dance, assisting in cooking, reading poetry or teaching another language eg French.

**“School Board News”**

This year we introduced a ‘School Board News’ page in our newsletter. Lisa Woodall, our School Board Chairperson did a fantastic job in posting our first ‘School Board News’ in our Newsletter dated 20th August. This is a great way to acknowledge the work of the Board and enable all parents / carers to know who the Board members are and to participate and contribute in a variety of ways in the decision making processes at our school. We hope to continue this addition in our school Newsletter at least every month in 2015.

**Value- Adding**

Quite often we read about schools ‘Value Adding’ to their school curriculum through a range of what is often termed ‘Extra-curricular activities’. It is heartening to note that Corpus Christi School offers many school activities and programs that have had a positive effect on the wellbeing and achievements of students and the school community and in this way they have ‘Value Added’ to our community.

Some of our school and extra-curricular activities that have been successful in adding value to our school include:
- Social Skills Program
- Individual Instrumental Music Programs
- Active After School Sports Program
- Parent Education Programs (eg.’Tuning In To Kids’)
- Regional Sports Participation – Swimming, Athletics, Netball, Soccer, Camping and Excursion Program
- Values Education
- Sacramental Programs for Parents, Staff and Students

**Lunch time programs during the year have included:**
- Gardening Club
- School Choir
- Dancing Club and Library

All these programs are part of our commitment to ‘Value-Adding’ to the range of Learning experiences we make available to members of our Corpus Christi Community through our school. We will certainly be taking note of feedback and suggestions from parents, children and staff and investigating additional ways of ‘adding value’ to our school.

**Safe and Sustainable Travel to School**

This year we were fortunate to receive a grant from Wyndham Council to support us with creating a safe environment when travelling to school. We have collaborated closely with Council, Walks Australia and Bicycle Network Victoria to explore and establish safe, active possibilities for travel to school. On 19th November we will launch new ‘Path Markers’ on one
route to school. We will continue to work in this area in 2015 with the hope of additional ‘Path Markers’ being placed on other routes to school.

Community Links

Corpus Christi has continued to make links to the Aged Care facility and has proven to have provided a reciprocal relationship between both. The students have learnt values such as respect and tolerance and the Aged Care have benefited from having the students there and totally enjoyed every visit. Our relationship and links with MacKillop College have also continued and strengthened, particularly with the involvement in the Transition Program, VCAL and SEDA programs.

Parents and Friends Association and Parent Community

The members of the Parents and Friends association need to be acknowledged and sincerely thanked for their tremendous work in this area. I would like thank the Parents & Friends Association for their contribution of $25,000 at the beginning of this year which greatly supported the purchase of many new mini laptops and four extra-large screen monitors enabling groups of students to effectively collaborate on projects and class work. However, I do wish to also acknowledge all members of our community as they need to be congratulated for their generosity and support of our fundraising efforts and contributing to this great total!

Our parent community contribute in so many ways to the life of our wonderful school. Support in our classrooms has been fantastic, helping out and attending sports programs, volunteering to help out at camps, magnificent efforts in the area of fundraising and the commitment by those who give their time so generously to the Parents and Friends Association and the School Board. Without this generosity and willingness to be involved we would not be able to provide such a great facility and education for the students at Corpus Christi. The families at Corpus Christi are indeed our greatest resource.

Value – Added

- Family Buddy Program
- “School Board News” as a regular item in our Newsletter
- Continued links with Deakin University and Wyndham Council
- Using the Community Arts Project model as a way of celebrating our cultures within Corpus Christi P.S. and extending on our bi-annual multicultural day.
- Exploring ways to strengthen partnerships and engagement with parents further
- Strengthening Student Action Teams and increasing the profile of these by introducing a “Team Leader” Leadership Position in our Student Leadership Roles
- Strengthen Home school partnerships by exploring the work of George Otereo and participating in a Community Partnerships Cluster
- Explore and strengthen Learning at Home by transferring knowledge from school to home and exploring ways to ‘connect’ families to the learning happening at school eg inclusion of
‘Learning at Home’ section in Term Overviews

- Expanding Outdoor Education program to other year levels
- “Busybox” parent helper activity introduced where parents with siblings can support the work of teachers and the school

**PARENT SATISFACTION**

Parents perception of their child’s engagement in learning increased from 68 -78.

Parents opinion has shown significant increases from 2013 – 2014 of the opportunities to work in partnership with staff to have input in school based decisions and to approach staff readily and their belief that school is focussed on improving student outcomes for ALL students with 90% of respondents indicating that they are satisfied with the school’s progress in this area.

During the year there has been an increased focus on making connections with parents, the parish and the wider community. We continually strive to broaden the parental involvement in the school and improve communication between the home and the school.

Each of the goals and intended outcomes within this sphere have been addressed but further work remains to be done. The challenge remains for us as a school to reach out to our community and use this relationship as a catalyst to broaden the opportunities to engage students in their learning.

Parents often name the welcoming ‘feel’ of our school, strength of ‘community’ and our link to the parish as some of the reasons for choosing Corpus Christi. Parents also comment that there are many opportunities for them to be involved in the life of the school and they appreciate being provided with information in regard to curriculum.

An area for further growth and development as expressed by our parent body relates to the academic focus of the school with a greater focus on literacy and numeracy and to have a more consistent approach to all learning to ensure that the educational programs at our school address the needs of all our children.
# Financial Performance

## REPORTING FRAMEWORK

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>MODIFIED CASH</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>MODIFIED CASH</th>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<thead>
<tr>
<th>Reporting Framework</th>
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<tbody>
<tr>
<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<td><strong>Total capital expenditure</strong></td>
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<tr>
<th>Reporting Framework</th>
<th>MODIFIED CASH</th>
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</thead>
<tbody>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>545,691</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>522,325</td>
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</tbody>
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Note that the information provided above does not include the following items:

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

- Improve the use of data to drive learning, inform planning and teaching.
- Continue to work with consultants in personalising learning across all levels.
- Continue to strengthen Parish / School links.
- Continue our focus on developing Family / School / Community Partnerships
- Continue implementation of KidsMatter modules
- Provide authentic and appropriate opportunities for student voice.
- Continue to be explicit about what teachers are teaching across the curriculum to support, enable and extend the learner, eg: use of Learning Intentions and Success Criteria.
- Transfer professional knowledge to classroom practice to engage students further in learning. (Planning structures and PLTs)
- Continue to explore coaching, mentoring and feedback for all of our school community – eg teacher to teacher, students to teachers, parent to student and teacher to parent.
- Improve students’ ability to make connections between the RE program, their faith and how it relates to their life.
- Increase the perception of RE and its importance to students, parents and staff and to improve student engagement through a relevant and interesting RE program which challenges student thinking.
- Maintain and create further links between the school, parish, local and global community including closer liaison with parish personnel.
- Use the school website to showcase learning and achievements at a school and Parish level as well as the sharing of information.
- Develop a Parent Learning program covering diverse areas - possibly a 2 year plan.
- Explore ways of providing support for families in many contexts, e.g. buddy families for new families, and in times of need such as family illness or bereavement, multiple births etc.