Corpus Christi Primary School
Werribee
REGISTERED SCHOOL NUMBER: 1898

2013 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

| ADDRESS          | 29 Russell Street  
|                  | WERRIBEE VIC 3340 |
| PRINCIPAL        | Mrs Linda Roynic  |
| PARISH PRIEST    | Father Frank Buhagiar |
| SCHOOL BOARD CHAIR | Mrs Lisa Woodall |
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| WEBSITE          | www.ccwerrribee.catholic.edu.au |

Minimum Standards Attestation

I, Linda Roynic, attest that Corpus Christi School 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.

23 May 2014
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 four 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 392 students in 16 class 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 involvement and that this involvement 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

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.

In 2013 there have been many achievements and experiences including the following:

- The formation of the R.E. Team whose role is to lead their unit in the Ed in faith sphere as well as contributing to the whole school focus of R.E. Keep the ‘R.E. Pot boiling’!
- Exploration of Contemporary Learning and Teaching in R.E. through planning units, referring to the R.E Learning and Teaching framework – A sacred Landscape began the ‘planning in R.E. ‘year.
- The charism of St Mary MacKillop continued to be part of our year through:
  - A visit by the school board to the heritage centre
  - Whole school units in Term 3 focusing on her life and legacy
  - Staff meeting focus on ways this can be strengthened
  - The introduction of a medal to be presented to children celebrating their Reconciliation in 2013
  - Adult formation through the Parish offering Gospel reflection moments.
- Fr Frank / parish personnel attending our Prep Transition parent session helped strengthen parish connections.
- Family faith formation was offered through P-6 faith evenings, either sacramentally or in P-2 through Prayers in Pyjamas and Junior Faith Evening.
- Our Prayer Team continue the journey of writing our School Prayer. A draft has been presented to students, staff, and parents whose input has been sought.

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 included 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 Meditation in the Classroom. The year of Matthew was attended by 13 staff and this formed part of our staff professional development program. Rosa Grabovac facilitated our staff meeting exploring Catholic Culture where areas of strengths were identified and challenges named for continued exploration. This led to an initiative for students called ‘Shining Christ’s Light Award’ – a combination of identifying Gospel values and naming what makes our school a Catholic school. All staff participated in a whole school reflection day which focussed on Prayer. We explored: What is Prayer, Different types of Prayer, Ways and Places to Pray. We shared scripture, prayer and liturgy.

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**VALUE ADDED**

The following practices, events and activities outline some of the other opportunities offered in 2013 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.

**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
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

Technology

Ipads for teachers and a class set for students have been purchased for the school. The ipads for staff will be a great educational tool for staff with the primary purpose of tracking student progress and development.

Literacy and Numeracy Week

As a school we celebrated Literacy and Numeracy Learning on Tuesday 15th October. We had an Open Afternoon, when parents / carers are welcomed into rooms to see some Literacy and Numeracy workshops in action. We then invited all families to an evening session to outline and be a part of some of the work we do in these areas at Corpus Christi School. We will continue to work intensively on our development of Literacy and Numeracy throughout the school in order to increase our student outcomes in these areas.

Learning Conversations

This year for the first time we have moved to the organisation of Parent/Teacher Learning Conversations online. The process went extremely smoothly and we will address some of the minor issues prior to our next Parent / Teacher Learning Conversations.

Change² ICON Project

The Change² ICON initiative is a very exciting initiative and has the potential to assist everyone within Catholic education to work together to improve outcomes for all young people in our schools. Our goal for this project is: “To embed Reflective Practices throughout our Learning Community by using authentic feedback as a major process and approach to Personalising Learning” which emerged from our school improvement goals.

AusVels

This year we continued the implementation of AusVels, which is the Victorian response to the Australian Curriculum. We will continue to implement the Australian Curriculum as it is rolled out in the coming years. Reports on student learning and development are published in June and December according to Government requirements.

This year our school has continued to emphasise student engagement, student involvement in decision making and the provision of a stimulating learning environment as a part of the 2013 Annual Action Plan.
An enormous amount of work and energy is given by each staff member at Corpus Christi in our mission of delivering quality Catholic Education 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 4 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 National Minimum Standard

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<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.9%</td>
<td>97.7%</td>
<td>98.2%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
<td>97.7%</td>
<td>100%</td>
<td>95.6%</td>
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### Change of Proportion of Students meeting National Minimum Standard

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<th></th>
<th>Year 3</th>
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<th>Year 5</th>
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<tr>
<td>Reading</td>
<td>0.6%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>1.9%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.3%</td>
<td>-0.3%</td>
<td>2.3%</td>
<td>-0.2%</td>
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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

This year, Student Wellbeing has seen many achievements after the culmination of commitment and dedication by our staff in regards to providing a consistent approach to supporting the social and emotional wellbeing of all students.

Emotion Coaching

Through professional development in regards to Emotion Coaching, staff are now consistently using the language of emotions and meeting the needs of staff, parents and students by valuing emotions and spending time to explore the needs of students.

Tuning into Kids

The “Tuning Into Kids” six week parent program, has now seen approximately a third of our families involved in this program. This program will again be offered to our families in 2014.

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.

Christian Meditation

We have begun to explore Christian Meditation as a practice within the school both through prayer and wellbeing for self. Parent sessions were run in Term 4 by one of our parents and another parent provided meditation to the staff. Many classrooms have incorporated mediation into their daily or weekly practice. In collaboration with the RE team, we will continue to explore this in 2014.
Values Focus
In collaboration with the RE Team, 2013 saw the implementation of a Values Focus throughout the school linking with the Principals Award, ‘Shining Christ’s Light’ awarded to nominated students at Whole School Assemblies.

Wellbeing Newsletter
A Wellbeing Newsletter has been distributed each term as a way of informing parents about the learning within Wellbeing and providing tips to parents in assisting them in their role as parents. Some feedback for 2014 is to incorporate Wellbeing/Community into the fortnightly newsletter to keep parents informed more frequently.

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 2014 and beyond. The Wellbeing Curriculum team could be the action team for this.

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 students 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 2014, 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. The Senior teachers have begun looking at establishing ‘Corpus Student Action Teams’ as a possible way of doing this.

**Wellbeing Drama Festival**

For a second year Corpus Christi participated in the CEOM Wellbeing Drama Festival, an initiative of the Catholic Education Office Melbourne, where students are given the opportunity to create a storyline and performance based on an area of Wellbeing that is important to them. A group of our Senior Students chose the theme of *being assertive and not changing yourself to fit in*. The performance was titled “A Jungle Adventure”. The children worked extremely hard on developing their storyline, chose music and assisted in making costumes and props alongside dedicated parent helpers and staff. After working extremely hard children performed at the Festival held at the Moonee Ponds Clock Tower on Wednesday 12th June along with many other schools in the Western Region showing excitement and wonderful dedication.

**Student Attendance**

<table>
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<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>95.86</td>
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<tr>
<td>Year 2</td>
<td>95.82</td>
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<tr>
<td>Year 3</td>
<td>96.31</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.57</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.65</td>
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<tr>
<td>Year 6</td>
<td>94.92</td>
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<tr>
<td>Overall average attendance</td>
<td>96.02</td>
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</table>

Our overall Average Student Attendance rate increased in 2013 by 1.23% on 2012 statistics ie. From 94.79% to 96.02%

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
- Tuning Into Kids,
- 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

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
STUDENT SATISFACTION

The Student Engagement Index on the SRC survey results were maintained in 2013 at 73.8. Again this demonstrates the level of engagement and relationships within the classroom which foster improved learning opportunities. This target when translated to the Student Wellbeing index, was 77 for 2013. Our target for 2014 is set at 79.2.

In addition, according to Review Student Survey results, students remain well motivated at 89, same as in the 2012 survey results and feel safe and well-connected at 79, similar to the 2012 SRC survey results. Results did however indicate that there could be problematic relationships between some students in the school. This data was used to explore student’s views and perceptions during the year in order to support individual and group relationships.
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 first year of our 4 year School Improvement Cycle. It was with excitement as the Leadership and Staff Team made many changes and adjustments across a variety of levels of school organisation to ensure the best possible learning opportunities were prevalent for each and every student at Corpus Christi School.

As a whole school staff we have worked extremely hard looking at 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. Some changes included additional intervention strategies, additional teacher development opportunities through the National Partnerships initiative and the focus on explicit teaching for individual and group needs.

These changes in conjunction with strong practices, procedures, expectations and programs ensure learning outcomes for every child were optimised. A significant structural change we adopted this year involved a timetabling change. In order to maximise the optimum ‘learning time’ for students, we changed our learning blocks to two x2 hour blocks and a one hour block in the afternoon. As a staff we believe this change supported our ability to maximise quality learning time for all students.

This year we also appointed two Learning and Teaching Leaders who supported the staff and directed the learning programs at Corpus Christi. In addition, we established Curriculum Teams in Literacy, Numeracy, RE, Wellbeing and ICT. Each member of staff nominated to be on one or two of these teams as representatives of their units. The purpose of each team is to explore the impact of planning/decisions/expectations from the ‘hat’ they are wearing. Each member is also responsible for ‘reporting back’ to their unit, items for discussion and consideration emerging from team meetings.

We introduced a 2 hour collaborative planning block for each unit which was facilitated by a learning leader with a great focus on literacy, numeracy, inquiry and RE. Planning in these areas had a strong emphasis on being data informed and driven.

To support the tracking of student learning, iPads were purchased by the school 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.
This year we also placed a greater focus on feedback from staff regarding school climate, processes and procedures. We have endeavoured to cater for individual professional and learning needs of staff through targeted literacy programs, school visits, external and internal professional development opportunities.

From feedback provided by teachers and parents we developed a “Step-up” Program for Prep-Grade 5 children, which is to be implemented in Term 4 each year to support students in their transition to their next grade. Time will be timetabled for all children to ‘step-up’ into the next year of their primary school journey 3 times to experience the changes that will occur in relation to areas in the school, children they may be with and new teachers they may have. We believe that this will support all students as they prepare for their new level.

Staffing
We began the 2013 school year with four new staff members: Dee Dundov, Laura Sgro, Bernadette Wall and Jessica Padula. The staff at Corpus Christi is to be congratulated for their dedication and commitment to student learning and teaching. Teachers at Corpus Christi regularly engage in professional dialogue, both during recess / lunch breaks and during meeting times. We have a culture of working hard while still joining in and having fun together (eg dressing up in Book Week or helping each other out at events such as our Community Arts Festival and Family Curriculum evenings). 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 2013 we had an average staff attendance rate of 90.71%. This is a slight increase for the 2012 percentage figure - of.03%.

Enrolments 2013
This year we welcomed 64 new Prep children to our school and 10 children in Grades 1-6. Our enrolment at February’s Census was 392 which is an increase of 12 from the 2012 February Census total of 380. This year we added an additional classroom to cater for the increased enrolment, taking us to 16 learning groups. We expect that numbers will plateau in 2014 after the last two years of high enrolments. We have 50 Preps currently enrolled to begin in 2014.

Outdoor Education Program
This year we began the process of reviewing our Outdoor Education program with the view of extending the program beyond our current Grade 5 – Camp –on – Campus program and Grade 6 Camp. Work will continue in 2014 in this area.

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 would like to go 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. A model for how this may look will be explored with the School Board members, staff and CEO personnel.

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<tbody>
<tr>
<td>STAFF ATTENDANCE RATE</td>
<td>90.71%</td>
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</tr>
<tr>
<td>STAFF RETENTION RATE</td>
<td>77.78%</td>
<td></td>
</tr>
</tbody>
</table>

### Teachers Qualifications - Corpus Christi School - 2014

![Corpus Christi School Teachers Qualifications Graph]

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>Like Schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
<td>0.21%</td>
<td>0.19%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>14.29%</td>
<td>13.64%</td>
<td>13.89%</td>
</tr>
<tr>
<td>Diploma - Graduate</td>
<td>14.29%</td>
<td>23.83%</td>
<td>23.61%</td>
</tr>
<tr>
<td>Certificate - Graduate</td>
<td>9.52%</td>
<td>4.4%</td>
<td>4.76%</td>
</tr>
<tr>
<td>Degree - Bachelor</td>
<td>76.19%</td>
<td>73.22%</td>
<td>72.69%</td>
</tr>
<tr>
<td>Diploma - Advanced</td>
<td>19.05%</td>
<td>45.04%</td>
<td>43.98%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>9.52%</td>
<td>5.19%</td>
<td>5.84%</td>
</tr>
</tbody>
</table>

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 a further two staff members undertaking a Graduate Diploma Course and another staff member completing her final year of a Masters course.
EXPERIENCE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- Leading for Contemporary Learning and Teaching in a Catholic School Project
- 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,
- 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 PL

<table>
<thead>
<tr>
<th></th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1,450.00</td>
</tr>
</tbody>
</table>

STAFF COMPOSITION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL CLASS</td>
<td>2</td>
</tr>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>31</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>28.8</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>9</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>7.41</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>
TEACHER SATISFACTION

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. A recommendation as a result of our involvement in the Change2 process in term 4 this year was that we focus on Effective Feedback in the Learning and Teaching process in 2014. This work on Feedback will involve our staff, children and parent bodies.

SRC survey results indicated that Teamwork is not as high as Ownership which indicates that staff are on board with the goals and objectives of the school but this can be strengthened through increased levels of teamwork and empowerment in the school. Results do however show a balance in Individual Moral and School Moral which indicates that staff are enthusiastic and passionate about their individual work as well as being passionate and energetic about the school as a whole.
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

School Community Partnerships for Learning

The Catholic Education Office published a ‘Charter for Promoting – Outward Facing School Communities”. The underlining principle of this document is that school community partnerships are central to learning and school improvement. The Charter asserts the importance of school community partnerships in contributing to successful learning experiences for all children and young people. It affirms that partnerships engender support for the development and wellbeing of young people and their families and serve to maximise student engagement and achievement.

The Charter also recognises that parents are the first educators of their children and that the partnership of principals, staff and parents working together with the wider community is central to the development of the whole child. As part of our School Improvement Process we have incorporated into our four year plan strong links to this Charter. This has been in response to work we have undertaken as a school community, during the past year, while working towards our goals as outlined in our School Improvement Plan.

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

Family – School Partnerships

At Corpus Christi we believe that strong family-school partnerships improve student motivation and learning. Research demonstrates that effective schools have high levels of parental and community involvement and that this involvement is strongly related to improved student learning, attendance and behaviour.

We have had consistent numbers of parents working within the school on a volunteer basis, in particularly with the Parents and Friends Association. Large numbers of parents have volunteered for icy pole duty, reading, footy day, Mothers and Father’s Day stalls and supported many school events and information sessions in their attendance many more.
Community Arts Project
One of our major achievements this year was the implementation of the Community Arts Project and the collaboration between all members of the Community. It was wonderful to showcase the talents of our staff, students and parents and come together in a wonderful celebration of a festival. The feedback after the festival was extremely positive from all members.

Family Buddy Program
A initiative by our School Board members this year was to develop a program to support families new to our wonderful school, called the “Buddy Family Program”. The primary role of the Buddy Family Program is to welcome any new family to our school (perhaps via a phone call or by organising a meeting time) and to be available if the new family has a query or question regarding procedures or processes at Corpus Christi.

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 residents and staff at the Aged Care have benefited from having the students come and totally enjoyed every visit.

At Corpus Christi School we have made connections with other Parish schools through the Parish Fair, Parish BBQ, VCAL students, Wellbeing Drama Festival, student placements, sporting events, transition and many more. The students have been on walking excursions visiting local parks, walking tracks, Library, Cultural Centre and Fire Station to enhance their curriculum or as immersions for the beginning of Inquiry units.

Parents and Friends Association
The Parents & Friends Association are acknowledged and sincerely thanked for their donation of $25,000 at the beginning of this year. This donation greatly supported the purchase of iPads for use in every level of our school. All members of our community need to be congratulated for their support of our fundraising efforts and contributing to this great total!

The parent community need to be thanked most sincerely for all they do at this 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.

Weekend Maintenance Roster
Weekend Maintenance is a feature of Corpus Christi School. All families make a commitment upon enrolment at Corpus Christi to be a part of this important program, which involves families working at school one weekend per year to maintain the beautiful grounds and facilities available to all in our community.
PARENT SATISFACTION

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. While parent responses for all variables in the Catholic Culture survey have been constant in the past two years and remain in the middle 50%, data from the Parent Opinion Survey indicate some areas that clearly can be focussed on in the coming years.

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. In addition, parents feel that their children could be more supported during their transitions to the next stage of their schooling. These areas have been directly addressed in the School Improvement Plan for 2013 – 2016 as a major focus.

Further initiatives / actions to be explored and implemented in the area of Home / School / Community partnerships include:

- Family Buddy Program
- Get to Know Staff members – in our Newsletter
- “School Board News” as a regular item in our Newsletter
- Links with Deakin University
- To use 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.
- Explore ways to strengthen partnerships with parents further
- Develop Student Action Teams
- Strengthen Home school partnerships by exploring the work of George Otereo and others.
- Explore and strengthen Learning at Home by transferring knowledge from school to home.
- A grant for $5,000 to develop safe and sustainable schools has been applied for in connection with other schools in our area to alleviate traffic congestion in and around the schools and to develop healthy active young children.

These initiatives will be further explored and developed in 2014.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>149,548</td>
</tr>
<tr>
<td>Other fee income</td>
<td>149,429</td>
</tr>
<tr>
<td>Private income</td>
<td>40,459</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>737,165</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,201,700</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,278,301</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,542,423</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>507,091</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>3,049,514</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>153,059</td>
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<tr>
<td>Other capital income</td>
<td>26,816</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>179,875</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>105,053</td>
</tr>
<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>614,787</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>545,691</td>
</tr>
</tbody>
</table>

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.