



ANNUAL REPORT TO THE SCHOOL COMMUNITY



**CORPUS CHRISTI PRIMARY SCHOOL
WERRIBEE**

2019



REGISTERED SCHOOL NUMBER: 1898

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FEDERAL DET NUMBER	1898

Minimum Standards Attestation

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 2017 (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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Date: 11/06/2020

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 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 423 students in 18 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.

Principal's 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 Victorian 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

- To assist all in the Corpus Christi Community to view the contemporary world within a Catholic context, (inclusive of Scripture, tradition and Catholic social teaching).
- That students are able to make more explicit links between the Catholic faith / life and Social Justice teachings including in all aspects of school life.
- That staff will further develop their understanding of the Catholic faith within a contemporary world (faith / life Inquiry).

Achievements 2019

For many families, Corpus Christi Primary School continues to be main experience of, and connection with, the Catholic Church. We take this role very seriously, promoting, celebrating and sharing our tradition while at the same time remaining inclusive and acknowledging the diversity that exists in our community.

Planning of Religious Education is strongly supported by the Religious Education Leader and Religious Education Team members. Prayer and liturgy form a key component of Religious Education, with daily prayer in every classroom and regular school and parish liturgies/masses to complement this.

As a part of the parish of St Andrew's Werribee, Corpus Christi Primary School takes every opportunity to be involved in parish life. During 2019, groups of children were prepared for and celebrated the sacraments of Reconciliation, Eucharist and Confirmation.

In conjunction with the parish, the school also celebrated key events, such as beginning and end of the school year masses and the Feast of Corpus Christi.

The School also has a strong commitment to social justice. Our school facilitated fundraising for such organisations as Caritas, Royal Children's Hospital, CatholicCare and the St Vincent de Paul Society.

2019 Key Successes

- Whole school meditation
- Faith/Life Inquiry across all units have been working well
- Ongoing Staff PL

Strategies:

- Develop Faith / Life Inquiry / in the learning and teaching of R E
- That staff are formed personally and professionally to support students to explore, question and challenge their faith within the context of a contemporary world.
- Ensure that our Catholic School vision underpins all that we do

Religious Education Planning and Assessment

- Beginning to link our inquiry to social justice and modern world events/life
- Faith Life Inquiry going well
- Positive all units use the Faith life inquiry Structure.
- Sequencing units and lessons, linking across curriculum areas (art, inquiry etc)

Staff Formation

- Staff faith formation and development in order to be confident Religious Education educators - Engaged Richard Leonard for School closure day and Staff meeting for the St Andrew's Cluster of Primary Schools – Focus: ***Our Call as Staff in a Catholic School***

Professional Learning

- Enhance our knowledge of Horizons Of Hope document and Identity and Growth resource
- Develop staff knowledge and understanding of Social Justice and Catholic Social teaching

Prayer

- Different focus of prayer in units, staff and whole school e.g. whole school meditation
- Whole School meditation has been launched and implemented / successful

Enhancing Catholic School Identity Project**ECSI data summary Corpus Christi Primary School 2019**

The *Enhancing Catholic School Identity* (ECSI) research report for Corpus Christi in 2019 contains a set of scales that reflect the Catholic identity of our school. The aim of the ECSI data is to understand, reflect on and enhance the Catholic identity of our school. The ECSI data are measured according to these attitudinal scales:

- The Post Critical Belief Scale: Understanding styles of religious belief
- The Melbourne Scale: A measure of school identity in a pluralising context (a plurality of options are now available to the individual, from which, identity is constructed)
- The Victoria Scale: A measure of approaches to faith education

Overall, Corpus Christi Primary school's results reflected excellent participation from students in years five and six and staff in the 2019 survey round, however our parent sample is based upon only 26 out of 319 families participating, resulting in a sample ratio of 8.4%. The parents' results are unlikely representative for all families connected to Corpus Christi.

ECSI 2019's results can be concluded by the three attitudinal scales and interpreting the data mainly from students and staff responses. Corpus Christi had pleasing results in its Catholic identity. The data highlighted our school in a mostly *Post Critical Belief* stance, which has a high correlation with *Dialogue School* (Victoria Scale) and with the *Recontextualisation* of Catholic school identity in a pluralising context (Melbourne Scale).

Corpus Christi's stance as indicated by the ECSI survey, sees our staff and students valuing the teachings of the Catholic Church and relates them to our contemporary world. The values of forgiveness, service, respect, compassion and social justice are: espoused, promoted and lived in the name of Jesus Christ.

Our survey results from 2 years ago indicated although our students believed in these values, it was because they were the social norm, and not necessarily related to Gospel teachings. Subsequent suggested actions were to, specifically and purposefully, enable our students to identify these values in the light of the Gospel and the teachings of Jesus Christ.

It is pleasing to note from the current survey data that actions undertaken have seen success in this outcome, which will continue to be a focus for our students.

Value Added

- Ongoing Liturgy formation, planning, leading and participating.
- Eucharistic and non-Eucharistic liturgies.
- Prayer and Reflection practices.
- Pre Sacramental formation of Students, Staff, Families F-2
- Sacramental formation Years 3-6, Staff, students and families.
- Parish links and liaison.



• Learning & Teaching

Goals & Intended Outcomes

- To empower and challenge every student to be a successful and engaged learner by further developing a rigorous, contemporary learning environment.
- That student outcomes in Mathematics, Reading Comprehension and Writing improve
- That student engagement and motivation is improved

Achievements 2019

During 2019, Corpus Christi, implemented and assessed against the Victorian Curriculum. The school maintained its strong commitment to personalising learning, enhanced by the Inquiry approach. The use of Learning Intentions and Success Criteria are a strong focus as part of the planning and the learning and teaching cycle.

Staff continue to be involved in professional learning in the areas of reading and writing, with a strong emphasis on regular assessment to gather data on student growth/achievement. Focus groups through workshopping are also a key component of literacy learning. Further resources for Fountas and Pinnell were purchased, ensuring this program meets the needs of all students involved. The children in the senior area of the school were involved in Book Clubs and most children engaging deeply with their reading in these clubs.

The school continues to strengthen and improve its teaching of Mathematics. With the appointment of a Learning and Teaching Leader in Mathematics this area of the curriculum has continued to be a major focus for all teachers' professional learning

A key component of our work in numeracy is the use of data to inform the learning and teaching cycle. Pre- and post- assessments are completed for each unit, ensuring that the needs of every child are met. The school used "Clear Track", a data collection and analysis program, to provide valuable information to leadership and teachers. We are currently transitioning to using ePlan for our data collection and analysis etc through ICON. Reporting Student Achievement will be conducted on the 'Synweb' platform through ICON

A whole school assessment schedule outlines regular and ongoing assessments which are carried out throughout the year and for each level. These assessments guide planning and ensure learning and teaching is targeted at areas of student need. We transitioned to PAT testing online for Literacy and Numeracy.

During 2019, the Corpus Christi offered a balanced and comprehensive curriculum, with Physical Education, Computer Science Investigations (CSI), LOTE (Italian), and The Arts – Visual and Performing being offered as specialist subjects across the school. Stimulating and engaging incursions and excursions to key venues were a regular part of the inquiry and specialist learning process. Two Family Curriculum nights were held – one in Literacy and one in Numeracy.

- **Professional Learning:**

- Peer Coaching: once per term minimum linked to school and personal goals
- PLTs to build knowledge and capacity in teachers and students for learning and teaching in Numeracy, Literacy, Progressions of learning and other areas of the F-10 Victorian Curriculum
- Student engagement: Attend regional PL and allocate staff meetings and PLTs to build teacher capacity in engagement and learning
- Building teacher efficacy to support student learning and teaching in literacy, particularly reading writing through words in context and phonics in context.
- Participation by the Middle Unit Team in Literacy Development – “Words in Context”.

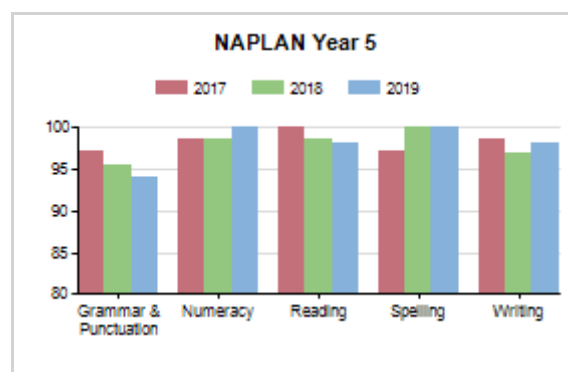
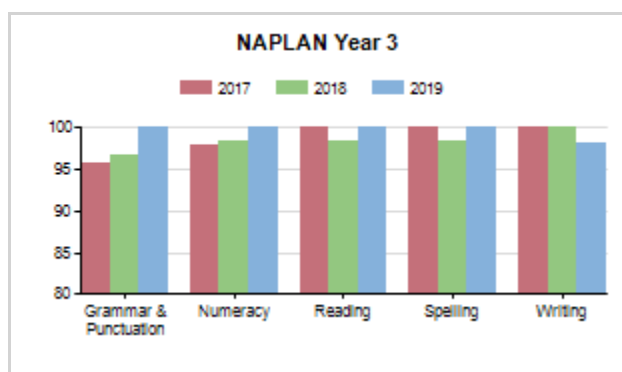
- **Consistency**

- Planning process – clarity of expectations regarding Pre-Planning, During Planning and Post Planning responsibilities of staff
- Data use at planning
- Assessment schedule updated Years F – 6
- Consistent storage of data and planning documents

- **Whole school approach**

- Using SYNWEB via ICON to produce Student Achievement Reports
- Essential Assessment used across Years 1-6
- F&P used to assess and monitor Reading Progress reading progress
- Further development and use of “Evidence for Learning” to document Children’s learning and posted Termly
- Continued use of Learning Framework In Number as form of intervention for at risk students

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.7	96.7	1.0	100.0	3.3
YR 03 Numeracy	97.9	98.3	0.3	100.0	1.8
YR 03 Reading	100.0	98.3	-1.7	100.0	1.7
YR 03 Spelling	100.0	98.3	-1.7	100.0	1.7
YR 03 Writing	100.0	100.0	0.0	98.1	-1.9
YR 05 Grammar & Punctuation	97.1	95.4	-1.7	94.1	-1.3
YR 05 Numeracy	98.6	98.5	-0.1	100.0	1.5
YR 05 Reading	100.0	98.5	-1.5	98.0	-0.5
YR 05 Spelling	97.1	100.0	2.9	100.0	0.0
YR 05 Writing	98.6	96.9	-1.7	98.0	1.1



STUDENT LEARNING OUTCOMES 2019

Over the years, 2018 to 2019 Corpus Christ NAPLAN scores have shown increases in some areas – both in year 3 and year 5.

The most significant and steady increase can be seen in year 3 and 5 Numeracy, followed by spelling, reading, grammar and punctuation.

These results reflect the targeted and focused attention made by staff to explicitly address and target needs of students in the above areas.

We have developed a whole school approach for writing and a consistent process across all levels of the school provides consistency in both processes and strategies.

Numeracy has shown some growth in both years 3 and 5. As a result, Numeracy will continue to be a whole school priority in 2020 that will allow for focused attention to the teaching and learning in this curriculum area.

Progressive Achievement Tests (PAT) testing allowed students to complete assessments in a flexible way. We have found that from year to year students have made progress of at least 1-2 levels, some more, in Reading and Numeracy. This allowed teachers to plan effectively for both areas and allowed for the implementation of differentiated learning and teaching experiences.

Student Wellbeing

Goals & Intended Outcomes

- To empower students to be confident, independent and resilient learners through the development of a whole school positive learning culture.
- That students will demonstrate a greater level of resilience and connectedness.
- That students will develop an enhanced sense of responsibility for their own learning and behaviour.

Achievements 2019

Corpus Christi maintains a strong focus on building positive relationships amongst all stakeholders in our community, with a particular focus on developing positive and engaging partnerships between family and school. Our personalised approach to learning is aimed at engaging all children, and the school continues to resource this pedagogy as a priority. Social and Emotional Learning (SEL) is a strong component of this approach. SEL outcomes are clearly documented at weekly planning and are explicitly taught as part of personalising learning for all.

In 2019, we joined the Respectful Relationships Program as a 'Partner School' to further enhance our Wellbeing Program. All staff have been involved in valuable learning about this program as it forms the basis on which we develop our weekly Wellbeing program.

Our consistent and shared approach to positive behaviour management and restorative behaviours is having positive effects on staff confidence in the process and on student behaviour in general. There is a clear focus on building a positive, calm school and classroom climate and a shared understanding amongst our school community.

We have a strong Outdoor Education Program that promotes engagement and builds independence and strong relationships. This program gradually builds from a 'lunch outing', dinner and sleepover in Years Foundation to Grade 2 respectively. A 2-day camp is held at Years 3 and 4 with a 3-day camp for children in Years 5 and 6. These camps include a country and seaside experience. Student feedback indicates this program is an absolute highlight for our children.

- **Professional Learning**
 - Wellbeing closure day was beneficial and gave us as a whole school FOCUS - eXcel doc
 - Attended Student Wellbeing regional network days
 - Wellbeing team worked with regional staff to co-construct positive behaviour management guidelines and processes in light of School closure day: Wellbeing for Learning
 - Engaged internal and external experts to conduct PLTs on classroom behaviour management and student voice

- **Consistency**

- Focus on Child Safety in staff meetings/ general business – added to weekly agenda
- iPads in the yard to monitor student behaviours and ensure greater consistency and communication between yard and classroom staff
- Berry Street focus on the staff desktop with refresher on specific strategy
- Further developed CC School Expectations, Rights and Responsibilities document with voice of staff and students

- **Whole School Approach**

- Wellbeing Curriculum Team reviewed wellbeing policies and develop ‘Cyber-management guidelines’
- Eating time changed from start to the end of lunch has had positive effect: changed behaviour after lunch, calmer classrooms, less rubbish on yard
- Reviewed and revised school rules and expectations with logical consequences
- Staff are more aware of calm presence and class de-escalation strategies
- Whole school meditation & stage de-escalation has resulted in calmer transitions between play and class times

STUDENT ATTENDANCE 2019

Our overall Average Student Attendance rate in 2019 of 92.4% was slightly lower than the 2018 rate of 94.1%.

Our policy at Corpus Christi requires parents / carers provide school with a letter to if a child is to be absent – extended period - or has been absent from school. If a student is absent and there has been no notification of the reason for the absence then a call is made or SMS text is sent to the parents as soon as possible on the day of the absence.

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	92.6
Y03	91.9
Y04	92.8
Y05	92.5
Y06	92.8
Overall average attendance	92.4

VALUE ADDED**Parent support programs**

To support parents in their role in increasing knowledge and understanding in issues affecting their children some of the Parent sessions offered included:

- “Back to School BBQ” to assist year 6 to year 7 transition
- KidsMatter – Whole School program
- Access to 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
- 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
- Language of emotion coaching and language choice is embedded
- 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 (Book Parade, Book Fair, School Disco, Feast Day Celebrations, Footy Colours Day, Carnivale Parade)
- Liturgical reflections and celebrations
- Corpus Clubs
- Arts Show
- Carols Evening

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 Action Teams

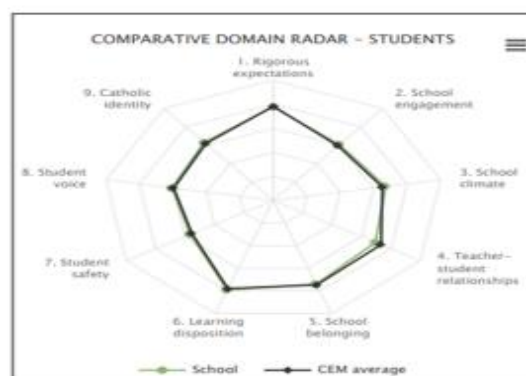
Community Links

- Corpus Clubs
- Connections with MacKillop College
- Support of worthy causes e.g. Jeans for Genes Day
- Visits to Aged Care facilities
- School Community Garden Project

STUDENT SATISFACTION

CEMSIS Data

In 2019, the Comparative Domain Radar, for Corpus Christi Students was relatively equal to the CEM average scores in all areas. Student Voice and Student Engagement are two areas highlighted for further growth and focus into the future.



Child Safe Standards

Goals and Intended Outcomes

Corpus Christi was – and remains - committed to driving cultural change within the school and our community so that protecting children from abuse is embedded within our school culture. Our aim is to continue to improve current policy and procedure and have a greater understanding of the vital role we play as educators within our school and the opportunity to lead our community firstly by our actions and secondly by communication and education.

As a school we feel that the initial implementation of the Child Safe Standards were achieved and our staff and school community were kept involved and informed along the way and this will be a continued focus into the future for our School.

Achievements

As part of our commitment to Child Safety, much work has been done in relation to the implementation of the 7 standards to ensure the safety of all our children. The following is a list of some of the work completed:

- Development of Corpus Christi Child Safe Commitment Statement
- Development of Corpus Christi Child Safe Policy

- Development of Corpus Christi Staff, Contractors, Volunteers and Clergy Code of Conduct and Disclosure Forms
- Corpus Christi Parent and Visitor Code of Conduct
- Review of procedures and process for responding and reporting suspected child abuse
- Review of policy and practices to identify / reduce / remove risks of school and off site
- Review of curriculum to include participation and empowerment of children
- Review of recruitment and employment processes of staff, volunteers and contractors
- Parent Information Night – Child Safety and Volunteering at CC
- Introduction of Volunteer and Employee Code of Conduct
- Refined employment & HR procedures
- Introduction of Reportable Conduct Scheme
- Bravehearts incursion for Foundation to Year 2 students and families
- Whole school participation in Day for Daniel safety awareness activities
- We engaged Michael Grose who delivered a session for all staff and parents with a focus on Building Resilience and Independence in children.

It will be the responsibility of the School Leadership Team to review and implement the necessary policies, procedures and strategies to ensure legal and regulatory compliance into the future in addition to continually promoting and enhancing a culture of Child Safety in our school.



Leadership & Management

Goals & Intended Outcomes

- To enhance wellbeing and learning for all through the development of a positive, reflective, empowering professional learning community culture.
- That staff professional growth and teaching quality has strengthened.
- That Leadership capacity has been developed so that staff feel supported and empowered and during their daily work.
- That a culture of “Growth Mindset” pervades all aspects of school life.
- To embed a whole-school commitment to continual school improvement and excellence.

Achievements

2019 Annual Action Plan Priority Areas

This year, while maintaining the implementation of the initiatives already in place, we have been focussing on addressing Student Wellbeing and Learning & Teaching in significant ways. As reflected in our Annual Action plan 2019 both areas have an *aim of ensuring that clarity and consistency is achieved* by the end of 2019 in:

- 1) Clear shared understandings, processes and structures to support student wellbeing to enhance learning and
- 2) How data is collected, stored and used to meet individual needs of all students to ensure the flourishing of all

We continued to use ‘Numeracy’ as the vehicle to strengthen high quality learning and teaching pedagogy and teacher knowledge of contemporary Learning and teaching to enhance student engagement. More Numeracy Professional Learning was provided including continuing our work with CEM personnel on a regular basis in Planning sessions.

We provided greater authentic opportunities for hearing the voices of parents, staff and children in the learning and teaching process

We provided opportunities to enhance a positive culture by strengthening a TEAM approach – learning from others from within and outside our school. We did this by allocating a specific time for all units to plan and prepare a team building activity – once a term, social gatherings organised by various groups and coming together to celebrate achievements more regularly.

We further developed processes to support Staff and parents with student behaviours through clear policies, procedures and processes outlining clear expectations and consequences

Curriculum family nights for Numeracy and Literacy were a great success in relation to attendance and feedback given.

All staff take part in Peer Observations to further improve and build teacher capacity.

Expectations, Rights & Responsibilities are clearly documented and followed through

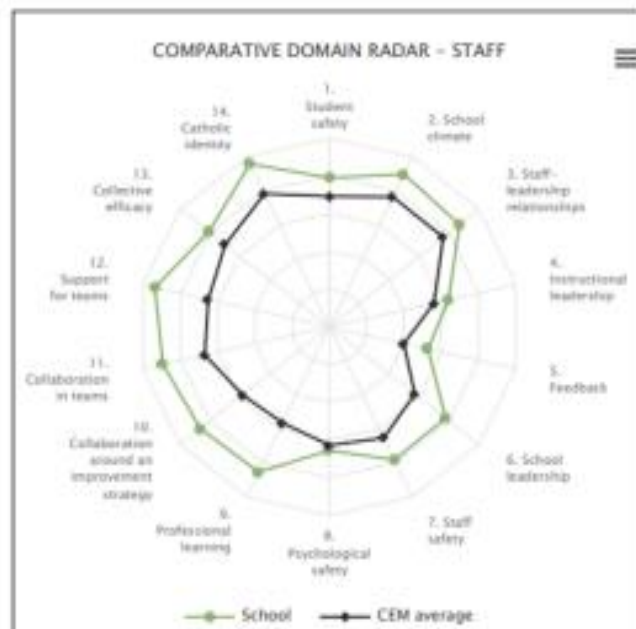
- iPads on yard have been helpful for consistency and knowing what is happening on yard but could be used more consistently

The appointment and expansion of Learning Diversity Team to support students with additional needs and adjustments for these and all students has been implemented to support meeting all children's needs.

Teacher Satisfaction

- CEMSIS surveys showed that the school climate has improved.

In 2019, the Comparative Domain Radar, for Corpus Christi Staff was higher than the CEM average scores in all areas. With particularly high scores in Professional Learning opportunities, Collaboration, Support for Teams, School Leadership and Catholic Identity.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

NCCD PL regarding Adjustments, PLPs, Data Storage
 Learning and Teaching Networks
 ELearning Networks
 Literacy Cluster PL
 Religious Education Networks and PL
 Prayer in the Classroom
 Scripture in the Classroom
 Google Summit attendance – 4 Staff
 Child Safe Standards PL
 Reportable Conduct PL – All Staff
 2019 Graduate Teacher Networks
 Working with ASD Children in the Classroom – Kevin Hanasyk
 Emergency Management Training
 First Aid – CPR, anaphylaxis, asthma
 Mandatory Reporting
 Rights, Responsibilities and Respectful Relationships Education
 Sponsorship of teachers to complete tertiary courses – eg. Graduate Studies in Religious Education
 Leadership Networks – Principal, Deputy Principal, Religious Education Leaders, Teaching and Learning Leader, Student Wellbeing Leader, FSP Leader, Learning Diversity Leader, Literacy Leader and Numeracy Leader
 Administrative Professional Learning – ICON Training, Admin Conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**42****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 1900****TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate

78.6%

ALLSTAFF RETENTION RATE

Staff Retention Rate

90.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.5%
Graduate	4.8%
Graduate Certificate	9.5%
Bachelor Degree	61.9%
Advanced Diploma	14.3%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	31.3
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	12.4
Indigenous Teaching Staff (Headcount)	0

School Community

Goals & Intended Outcomes

- To support student learning and wellbeing through the development of strong family and community partnerships.
- That parents will be more actively engaged and have a greater understanding of their child's learning.
- That the school will, build further connections with the local and global community.

Achievements 2019

Corpus Christi provides many opportunities to build and promote a sense of community among the school and broader community. Corpus Christi values the role parents play in their child's education and seeks to involve and engage parents at many levels. The school continues to explore the many opportunities for developing links with our Parish and local community. Many of our achievements for 2019 include:

- Family/School Partnership Leader (0.2 FTE)
- Parent Information nights and learning expo sessions
- Mother's Day & Father's Day family events
- Use of interpreters and translations to assist with communication
- Assemblies, liturgies and excursions
- Parent helpers
- Carols Night & Picnic
- Family Faith/Sacramental nights
- Attending Parish masses and involvement in celebration of Parish Feast Day
- Students have been encouraged to participate in PTCLCs
- Successful family events: Literacy, Numeracy, Art Show evenings, Prayer nights, information evenings,
- Corpus Clubs - involvement of some parents and local organisations, cross-age groupings and staffing promoted relationships and resilience
- Updated Child Safety information to school website
- High parent attendance at Bravehearts (child safety) F-2 incursion
- Parent voice sought via CEMSIS, School Board
- Links with MacKillop Catholic College

Value Added

- Member of the St Andrew's FSP Cluster
- Return to School Night
- Promotion of resources and facilities at Wyndham Council
- Website links for learning & parent support uploaded to school website
- Meet & Greet session for following year
- Meet the Teacher booklet



PARENT SATISFACTION

CEMSIS Data

In 2019, the Comparative Domain Radar, for Corpus Christi Parents was slightly higher than the CEM average scores in many areas. With higher scores in School Climate, Catholic Identity and Communication. An area identified as having the potential to grow and improve was Family Engagement in Learning.



Future Directions

STRATEGIC INTENT

At Corpus Christi we will continue to enhance and promote the Catholic Identity of the school. Learning outcomes and wellbeing will be improved through engaging students in a rigorous and positive learning environment. Partnerships with families and the community will be fostered in support of learning growth. Leadership practices will be strategic, consultative and distributed.

Our SIP and AAP directly link to Horizons of Hope / School Vision / L&T Belief Statements / Design principles

FUTURE RECOMMENDATIONS

2020 - PRIORITY AREAS

- 1) *Wellbeing - Clarity and Consistency – processes, procedures, practices*
- 2) *Learning & Teaching - Data Collection, Storage, Analysis, Implementation*

THROUGHLINES:

- ❖ *Engagement in Learning*
- ❖ *Voice*

We have clearly seen from the Data that a priority for our school is –

“Working with teachers to build capacity to directly impact on each child’s point of need”

- 1) *Engagement in Learning*
 - a. *Building Teacher Capacity*
 - i. *Peer Coaching*
 - ii. *Peer Observations*
 - iii. *PL Opportunities – internal / external*

Focus on – MAXIMISING Engagement in Learning

Implement most effective “grouping” or “strategy” for PURPOSE in order to Maximise engagement

Aim is to increase / maximise interactions with students and their ‘thinking’ and ‘engagement’ in an experience.

- 2) **VOICE**
Look for and Provide Opportunities for Authentic VOICE of Staff, Children and Parents

Education in Faith

Professional Learning

- More PL as a whole staff on achievement standards and assessment
- Staff development to plan masses and expectations for masses
- Explore Excel document and Horizons of Hope further
- Explore a variety of assessment tools

Whole School Practices

- Whole school meditation – continue and develop
- Increase social justice action and understanding across the school eg Retreat Day Kindness Projects
- More community links eg aged care visits

Student Voice

- More student voice in planning RE

Learning and Teaching

Professional Learning

- Building Teacher Capacity - ***Working with teachers to build capacity to directly impact on each child's point of need***
- Student engagement: Build teacher capacity in engagement and learning
- Formal Coaching Process to be implemented – link (but not limit to) to Peer Observations
- PL on types and levels of adjustments (NCCD)

Consistency

- Data team and Learning Leaders to develop guidelines to streamline Data storage
- Investigate and develop guidelines on student-led PTCLCs as a means of developing student voice and ownership of learning

Learning and Teaching Pedagogy

- More consistent support in the transferring planning into action in the classroom - eg in explicit planning for workshops through targeted teaching - monitoring - assessing and further planning ie specific support throughout the planning cycle
- Tracking student growth - regularly throughout the year - ie each unit of work / termly/ moderation
- More consistent opportunities for Learning Walks that focus on key areas of learning
- Student Reporting : transfer to Synweb through ICON

Student Wellbeing

Professional Learning

- Induction of New staff to Berry Street so clarity and consistency can be maintained
- Restorative practice and Assertive Discipline PL refresher for staff consistency
- Continue to implement Respectful Relationships PD
- Further explore eXcel document

Consistency

- Focus on one strategy and then move on to the next focus Child Safety continued
- Implement Whole school Cyber Safety unit.
- Review Wellbeing Policies and practices to ensure consistency across the school

Student Voice

- Student voice - re-introduce SRC and CAT teams as opportunities for voice, action and developing leadership skills

Leadership and Management

Professional learning

- Building Teacher Capacity: In Learning and Teaching pedagogy using Numeracy as the driver
- Growth Coaching and develop Peer Observation processes

Consistency

- Role clarity – for school Leaders and all staff
- Clarity of expectations regarding responsibilities and attendance at events / school occasions

Voice

- Review Student Leadership - SRC, CAT teams

School Community

Develop PTCLC process

- review and refine PTCLC guidelines
- initiate student-led PTCLCs and learning goals
- provide staff PL on 3 way conversations and student-led PTCLCs

Enhance parent partnerships in learning

- complete and publish the Home Learning policy
- continue to offer and improve Learning Walks, curriculum evenings and learning expos
- develop website links for learning & parent support
- opportunities for authentic parent feedback and voice on decisions that impact the school
- review communication with community

Community Links

Continue to explore links to community (class, school, local and global community)

- MacKillop Secondary College
- Aged Care Services
- Wyndham Council Links

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au